



Preview – Information



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Workbook Preview



Grade 9 – Language

Alberta ELA Curriculum



General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

	Curriculum Outcomes	Pages
	Discover and Explore Express ideas and develop	
Preview of 83 pages from this product that contains 380 pages total. Included are weeks 1 - 8 and 29 - 30. There are 30 weeks total.		
2.1	- Construct meaning from texts - Experience various texts	150, 176, 181, 211, 213, 236, 338
2.3	Understand forms, elements and Techniques - Experiment with language - Understand techniques and elements - Understand forms and genres	15, 18, 21-23, 27, 29, 31, 36-37, 41, 66-67, 70, 74, 88-89, 100, 107, 119-120, 126-127, 133-134, 151, 159, 161, 188, 199, 203, 220, 231
2.4	Create original text - Structure texts - Elaborate on the expression of ideas - Generate ideas	21, 26, 28-29, 33-34, 36-37, 41, 43-44, 47, 51, 67, 73-74, 80, 87, 89, 96-98, 102-103, 118, 124, 139-141, 147, 154-155, 162, 177-179, 189-194, 197, 200-202, 207, 213-216, 230

Grade 9 – Language

Alberta ELA Curriculum



General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

	Curriculum Outcomes	Pages
3.1	Plan and focus - Focus attention - Determine information needs - Plan to gather information	18, 54, 62, 76, 78, 91, 108, 114, 136, 167, 180, 197, 224-229
3.2	Select and process - Use a variety of sources - Access information - Evaluate sources	76, 106, 177
3.3	Organize, record and evaluate - Organize information - Record information - Evaluate information	16, 18, 25, 46, 54, 78, 85, 108, 115, 136, 143, 167, 174, 197, 204, 225, 229, 233
3.4	Share and review - Share ideas and information - Review research process	76, 106

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

	Curriculum Outcomes	Pages
4.1	Enhance and improve - Appraise own and others' work - Revise and edit - Enhance legibility - Expand knowledge of language - Enhance artistry	15, 32-23, 51-52, 56-57, 60-61, 68, 75, 83, 91, 98, 143-144, 158, 159, 163-165, 171-172, 198-191, 202, 221-223
4.2	Attend to conventions - Attend to grammar and usage - Attend to spelling - Attend to capitalization and punctuation	13-14, 19, 22-24, 26-27, 29, 31-33, 36-38, 43-44, 49-50, 53, 56-57, 60-63, 66-69, 74, 82-84, 88-90, 93, 96-99, 104-105, 107, 111-112, 114, 118-120, 122, 124-128, 132-134, 139-142, 145-146, 148-152, 157-158, 161, 171-173, 178-181, 184-187, 195-191, 193-195, 199-203, 206, 208-209, 211, 215-217, 220-221, 221, 236, 237
4.3	Present and share - Present information - Enhance presentation - Use effective oral and visual communication - Demonstrate attentive listening and viewing	165, 195, 231, 233

Grade 9 – Language

Alberta ELA Curriculum



General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

	Curriculum Outcomes	Pages
5.1	Respect others and strengthen community • Appreciate diversity • Relate texts to culture • Celebrate accomplishments and events • Use language to show respect	97, 125
5.2	Work within a group • Evaluate group process • Work in groups • Cooperate with others	95, 169, 184, 226, 228

SCIENCE OF READING - OVERVIEW

The **Science of Reading** Program requires explicit instruction of phonological, orthographic, and morphological knowledge so students can decode and encode regular words and irregular words.

In grade 9, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes).

Therefore, our reading program will be broken down into 30 weekly word lists that align with the expectations in the grade 9 foundations of language curriculum. Each week, teachers will focus on one affix and two letter blend sounds.

The other words in the word list will align with the vocabulary overall expectation, which states tier 2 and tier 3 words should be used. **Tier 2 words** are found in written language as well as in oral language in the classroom and are useful across many different content areas. These words have high utility for students and will be the focus of explicit vocabulary instruction. **Tier 3 words** are words used in specific subject matter. Students will work with these words to improve their vocabulary.

Weekly Plan		
Week	Prefix/Suffix	Spelling Pattern
1	prefix: over-	tion
2	suffix: -ity	sion
3	prefix: under-	cian
4	suffix: -ence	ct
5	prefix: counter-	goc
6	suffix: -ance	que
7	prefix: multi-	ph
8	suffix: -ive	sci
9	prefix: micro-	sch
10	suffix: -ative	ch (/k/ sound)
11	prefix: post-	ps
12	suffix: -ary	ie
13	prefix: pro-	ei

Name: _____

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Reading Program - Overview

Weekly Plan		
Week	Prefix/Suffix	Spelling Pattern
14	suffix: -ory	augh
15	prefix: de-	tch
16	suffix: -ity	rh
17	prefix: pseudo-	gn
18	suffix: -ism	e (/gz/ sound)
19	prefix: semi-	mb
20	suffix: -ist	wr
21	prefix: mono-	air
22	suffix: -ical	ear
23	prefix: geo-	ure
24	suffix: -ology	our
25	prefix: hydro-	al
26	suffix: -graphy	ough
27	prefix: thermo-	ex
28	suffix: -phobia	en
29	prefix: retro-	eu
30	suffix: -ate	oe

Reading Program - Overview

Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments	Correct Sentence Fragments
2	Identify Run-On Sentences	Correct Run-On Sentences
3	Review of Simple Sentences	Review of Compound Sentences
4	Review of Complex Sentences	Independent and Dependent Clauses
5	Coordinating Conjunctions	Subordinating Conjunctions
6	Complex Sentences with Adverbial Clauses	Complex Sentences with Relative Clauses
7	Complex Sentences with Prepositional Clauses	Compound-Complex Sentences
8	Sentence Variety for Effective Writing	Revising Writing Using Sentence Variety
9	Review of Parts of Speech	Nouns, Pronouns, Verbs, Adjectives, and Adverbs
10	Forms of the Verb "To Be"	Linking Verbs
11	Verb Tenses: Past, Present, and Future	Perfect Tense
12	Imperative Verbs	Interrogative Verbs
13	Relative Pronouns	Complex Sentences with Relative Clauses
14	Prepositions	Prepositional Phrases
15	Coordinating, Subordinating, and Correlative Conjunctions Review	Correlative Conjunctions

Reading Program - Overview

Weeks	Lessons	
16	Intensive Pronouns	Reflexive Pronouns
17	Direct Objects	Indirect Objects
18	Predicate Nouns	Predicate Adjectives
19	Gerunds as Nouns	Participles
20	Recognition of Adverbs that Modify Verbs	Adverbial Phrases
21	Active Voice	Passive Voice
22	Converting Between Active and Passive Voice	Choosing Effective Voice in Writing
23	Proper Adjectives	Capital Letters for Proper Adjectives
24	Capital Letters in Dialogue	Capitalization in Titles and Formal Writing
25	Commas and Quotation Marks in Dialogue	Direct Speech and Direct Quotations
26	Commas for Nouns of Direct Address	Commas After Transitional Words and Phrases
27	Commas with Appositives and Participial Phrases	Commas with Conjunctive Adverbs
28	Colons to Introduce Lists	Colons to Introduce Quotations
29	Colons in Formal Letters and Script Dialogue	Semicolons Between Independent Clauses
30	Ellipses and Dashes	Reading Fluency, Expression, and Intonation for Purpose and Audience

NAME _____

FOUNDATIONS OF LANGUAGE

PREVIEW



Name _____

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Sight Words

Week 1 - Vocabulary List

overreaction	overtime	overachieve	overestimate	overpopulation
opposition	operation	education	attention	direction
overlook	overproduce	overprotect	overconfident	overstatement
creation	celebration	foundation	transportation	communication

Cursive

Write the word using cursive writing.

Word	Trace	Write
overreaction	<i>overreaction</i>	
overtime		
overachieve	<i>overachieve</i>	
overestimate	<i>overestimate</i>	
overpopulation	<i>overpopulation</i>	
overlook	<i>overlook</i>	
overproduce	<i>overproduce</i>	
overprotect	<i>overprotect</i>	
overconfident	<i>overconfident</i>	

Week 1 - Vocabulary List**Cursive**

Write the word using cursive writing.

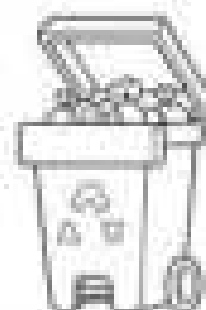
Word	Trace	Write
overstatement	<i>overstatement</i>	
operation	<i>operation</i>	
education	<i>education</i>	
attention	<i>attention</i>	
direction	<i>direction</i>	
creation	<i>creation</i>	
celebration	<i>celebration</i>	
foundation	<i>foundation</i>	
transportation	<i>transportation</i>	
communication	<i>communication</i>	

PREFIX OVER-

The prefix "over-" often means too much, above, beyond, or more than needed.

Examples:

- "Overcook" means to cook something for too long.
- "Overfill" means to fill something beyond its capacity.



Define Define the words below - what do they mean?

1) overconfident	
2) overconfident	
3) overtime	
4) overreact	
5) overlook	

Completion Complete the sentences with the correct "over-" word.

a. overreaction	b. overtime	c. overachieve	d. overpopulation
f. overlook	g. overproduce	h. overprotect	i. overachievement

1) Do not _____ important details in the document.
2) She stayed after work and earned _____ pay.
3) Some students continue to _____ and exceed expectations.
4) He tends to _____ his abilities before a competition.
5) The factory began to _____ goods that people did not need.
6) Parents may _____ their children by doing everything for them.
7) The city struggles with _____ and crowded living spaces.
8) He became _____ and thought he could not fail.
9) Saying it took a million years is an _____.
10) His angry response to a small mistake was an _____.

IDENTIFY SENTENCE FRAGMENTS



Sentence fragments are incomplete sentences that lack a subject, a verb, or both. They don't express a complete thought.

Examples:

- Walking down the street.
- The shiny, red ball.
- Although he was tired

Complete or Fragment?

Is the sentence complete or is it a fragment?

1) Beside the large oak tree.	Complete	Fragment
2) The student gathered together for the project.	Complete	Fragment
3) Running across the yard.	Complete	Fragment
4) My brother baked cookies for the class.	Complete	Fragment
5) After the final bell rang.	Complete	Fragment
6) Under the old wooden bridge.	Complete	Fragment
7) The puppy chased the ball around the yard.	Complete	Fragment
8) During the school assembly.	Complete	Fragment

Fragment Repair:

Repair each fragment to form a complete sentence.

1) Beside the large oak tree.

2) After the movie ended.

3) Carrying a heavy backpack.

CORRECT SENTENCE FRAGMENTS

Correct sentence fragments are intentional incomplete sentences used in writing for emphasis or stylistic effect, even though they lack standard sentence elements.

Examples:

- Impossible!
- If only she knew.
- In the heart of an eye.



Identify whether each sentence is a correct fragment or not?

1) What a disaster!	✓	✗	6) Because he forgot.	✓	✗
2) Through the fog.	✗	✗	7) Never again.	✓	✗
3) The dog barked.	✗	✗	8) Since the beginning.	✓	✗
4) No chance!	✓	✗	9) What may.	✓	✗
5) At the speed of light.	✓	✗	10) The car was broken.	✓	✗

Mix and Match

Match the fragment with its correct sentence.

Answer	Fragments	Sentences
1)	During the science fair,	A) he carried it away.
2)	Whenever I visit my cousin,	B) a rainbow appeared in the sky.
3)	Although the backpack was heavy,	C) the lights suddenly went out.
4)	Before the bell rings,	D) the students chatted quietly.
5)	Near the edge of the forest,	E) a vegetable garden was growing.
6)	Unless we leave now,	F) she has improved her skills.
7)	After the storm passed,	G) she always shows me her artwork.
8)	While waiting for lunch,	H) finish your classroom tasks.
9)	Since she joined the team,	I) we will miss the bus.
10)	Behind the tall fence,	J) a family of deer was resting.

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

overreaction	overtime	overachieve	overestimate	overpopulation
opposition	operation	education	attention	direction
overlook	overproduce	overprotect	overconfident	overstatement
creation	celebration	foundation	transportation	communication

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentences	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The _____ worked overtime to finish the _____ before the Friday _____.				
2)	Mia often _____ acts _____ problems during stress _____.				
3)	The class protected the garden _____ serious overpopulation of harmful insects.				
4)	Liam felt overconfident about the test after one quick review session.				
5)	The factory stopped operations after the sudden overproduction of unsold toys.				
6)	Parents should avoid overprotecting their children from normal everyday challenges.				
7)	Ava continued to overachieve through advanced classes, clubs, and volunteer work.				

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)		19)	
10)		20)	

Complete or Fragment?

Is the sentence complete or a fragment?

1) Across the open field.	Complete	Fragment
2) The crowd cheered loudly.	Complete	Fragment
3) Beneath the old bridge.	Complete	Fragment
4) The firefighter rescued the dog.	Complete	Fragment

Identify

Identify the emotion conveyed by each fragment.

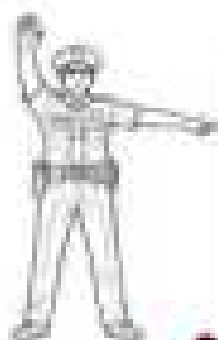
EMOTION	SENTENCE FRAGMENTS
	1) What a surprise!
	2) Finally done.
	3) No way!

Week 2 - Vocabulary List

creativity	responsibility	opportunity	individuality	adaptability
decision	revision	conclusion	expression	permission
diversity	complexity	productivity	sustainability	accountability
discussion	admission	supervision	precision	progression

Matching Write the letter from the description beside the matching word.

Answer	Description
	A) The ability to change and adjust to new situations
	B) A final judgment or decision reached after thinking
	C) Approval to take care of tasks and actions
	D) A chance to do something or succeed
	E) The quality of being unique and different from others
	F) The ability to come up with ideas or think imaginatively
	G) Careful watching or managing of people or activities
	H) The act of coming back or reviewing
	I) The act of reviewing or approving
	J) The way thoughts or feelings are expressed
	K) Approval to do something
	L) The presence of many different people or ideas
	M) The state of being complicated or having many parts
	N) The ability to produce work efficiently
	O) Using resources wisely
	P) Being responsible for actions and decisions
	Q) A conversation about a topic
	R) The act of entering or being allowed to enter
	S) The quality of being exact and accurate
	T) Gradual movement or development forward

SUFFIX -ITY

The suffix "-ity" forms nouns that show a state, quality, or condition.

Examples:

active → activity

creative → creativity

responsible → responsibility



Word Modification Modify the given words using -ity then use both words in a sentence.

Word	active	creativity
Sentence	She was very active and used her creativity to design a unique project.	

Word	
Sentence	

Word	curious
Sentence	

Word	productive
Sentence	

Write

Use the words below to create meaningful sentences.

1. opportunity	
2. accountability	
3. ability	
4. equality	
5. complexity	

IDENTIFY RUN-ON SENTENCES

What are run-on sentences?

Run-on sentences are sentences that are too long and have more than one complete thought without proper punctuation. Instead of separating the ideas into separate sentences, they are connected without pause.

Example:

- ❑ I wanted to join the soccer team I didn't have the right shoes.
- ❑ My friend loves reading books he can finish a novel in one day.



Write _____ Rewriting run-on sentences using simple sentences or punctuation.

1) My dog loves to play he can do it all day long.

2) The museum was so interesting I learned so much about history there.

3) She loves chocolate ice cream she likes to eat it all the time.

4) My homework is difficult I need some help with it.

5) The concert was loud my ears were ringing afterward.

Identify

Underline the simple sentences in the passage below.

Last Saturday, Mia visited her grandmother's house. She helped bake cookies the kitchen smelled wonderful. After baking, they sat on the porch and talked about family memories. The sun was setting it painted the sky orange and pink. Mia enjoyed every moment she wished the day would never end. Before leaving, she packed some cookies for home. On the way back, she thought about the stories her grandmother shared. They made her laugh, and they reminded her of important lessons. When she arrived home, Mia thanked her grandmother again. It had been a simple but meaningful day for her.

CORRECT RUN-ON SENTENCES

Run-on Sentence	Revised
My dog loves to run he chases squirrels every day.	My dog loves to run, and he chases squirrels every day.
We planned a picnic the weather forecast predicted rain.	We planned a picnic, but the weather forecast predicted rain.



Identify the underlined sentence correctly revised? Write Yes or No.

1) The movie was interesting we watched it twice.
2) Mia finished her project she submitted it on time.
3) The dog barked loudly the neighbours woke up.
4) I enjoy reading novels my sister prefers comics.
5) The team practised every day, and they improved quickly.
6) The power went out, and the room was dark.
7) I wanted to buy the book, but it was too expensive.
8) The rain stopped, so we continued our walk.
9) We were hungry we ordered pizza.
10) The movie was interesting we watched it twice.

Write Correct each run-on sentence.

1. The movie was interesting we watched it twice.
2. Mia finished her project she submitted it on time.
3. The dog barked loudly the neighbours woke up.
4. I enjoy reading novels my sister prefers comics.

CROSSWORD PUZZLE**Crossword**

Read the clues and find the words in the crossword puzzle.

PREVIEW

Across

2. A choice made
3. Ability to create ideas
4. Amount of work done
5. Duty or obligation
6. Approval to do something
7. Making improvements

Down

1. Final result or judgment
2. Ability to adjust
3. Showing thoughts or feelings
4. Variety of differences

Week 2 – Fluency Readings

Read

Today, we will calculate how fast a reader you are. You will do this by calculating how many words you read per minute.

Passage – Word Count = 120 Words

During the school science fair, Mia was assigned to lead her group's environmental project. She used her creativity to design an interactive display focusing on climate change and sustainability. Before beginning, the team agreed on a clear project plan. Mia requested permission to gather recycled materials from the school. When granted, she demonstrated accountability by finishing her tasks on time and leading meaningful discussions among her classmates. When unexpected challenges appeared, she showed adaptability by finding practical solutions. Mia's group was motivated. The project also highlighted the diversity of ideas, which strengthened their collaboration and boosted productivity. At the science fair, the judges concluded that Mia's group had created an outstanding project.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$

Time taken to read

Divide 120/seconds

WPM

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	19)
10)	20)

Write

Complete the following to make a sentence.

- 1) I finished my homework _____
- 2) The rain stopped _____
- 3) My best friend loves reading _____

Identify

Decide whether each sentence is a run-on sentence. Circle your answer.

Run-on	Not Run-on	1) I was hungry I made a sandwich.
Run-on	Not Run-on	2) The students completed their project on time.
Run-on	Not Run-on	3) The movie ended everyone clapped.
Run-on	Not Run-on	4) We arrived early the gates were still closed.
Run-on	Not Run-on	5) My sister enjoys painting and drawing.

Week 3 - Vocabulary List

Think

Underline the prefix under- and circle the suffix -ian in each word.

underpaid	underused	undercooked	underdeveloped	underestimate
clinician	geriatrician	electrician	technician	obstetrician
underground	underweight	underprepared	underappreciated	underreported
physician	mathematician	pediatrician	statistician	beautician

Instructions

Match each sentence with the correct vocabulary word from the list above. Use each word only once.

1	The workers were _____ because they were paid less than they deserved.
2	The leftovers were _____ and still cold in the middle.
3	The project failed because the team was _____ for the task.
4	Many talented employees felt _____ as their efforts go unnoticed.
5	The news story was _____ as it did not include all the facts.
6	A _____ specializes in caring for children with allergies.
7	The hospital hired a new _____ to help with patient care.
8	The _____ repaired the wiring in the old building.
9	The _____ analyzed the data and created a report.
10	The train travels through an _____ tunnel beneath the city.
11	A _____ helps patients recover from illness and injury.
12	The manager tended to _____ the amount of time needed for the project.
13	The train travels through an _____ tunnel beneath the city.
14	The _____ solved a difficult equation on the board.
15	The manager tended to _____ the amount of time needed for the project.

NAICINHSET	GWEDORNUN	NAICITAMEHTAM	NAICINILC	GHTNUEDWER

REVIEW OF SIMPLE SENTENCES

A **simple sentence** expresses one complete thought. It contains a **subject** (who or what the sentence is about) and a **predicate** (what the subject does or is). Even if it has more than one subject or verb, it is still a simple sentence as long as it expresses only one complete idea.

Examples:

- The dog barked.
- Mia finished her homework.
- The student listened carefully.



Identify the simple sentence. Mark (✓) if the sentence is in simple structure.

1) Birds sing.	6) Rain feels cold.
2) Even though it rained, we went to the park.	7) She reads and draws well.
3) The dog barked and the cat meowed.	8) He runs in the morning.
4) He was tired, so he napped.	9) They went to the park but left.
5) Sunsets are beautiful.	10) The flowers grew in the rain.

Write Use each vocabulary word in a simple sentence.

1) underpaid	
2) underestimate	
3) underground	
4) beautician	
5) underweight	
6) underappreciated	
7) underdeveloped	
8) undercooked	

REVIEW OF COMPOUND SENTENCES

A **compound sentence** contains **two independent clauses** (complete thoughts) joined by a **coordinating conjunction** (for, and, nor, but, or, yet, so) or a semicolon (;). Compound sentences help connect related ideas and make writing more interesting.

Examples:

- ☑ The rain stopped, **and** the sun came out.
 ☑ Mia studied hard, **so** she passed the test.



Compound Label each sentence as Compound or Not.

Sentence	Compound/Not
1. The bell rang, and students entered the classroom.	
2. Liam finished his homework, then he went outside.	
3. The flowers bloomed in spring, and the birds sang.	
4. We wanted to go swimming, but the weather was too hot.	
5. Ava packed her lunch, and she filled her water bottle.	

Write

Join each pair of simple sentences to make a compound sentence. Use and, but, so, or, yet.

The classroom was warm. The windows were open.

Ethan studied for the quiz. He earned a high score.

I wanted to ride my bike. It started raining.

TAKE A SIDE

Choose

Read the statement. Choose your stance, then justify it. Use at least one "under" or "ian" word in your sentences.

Statement

(This week's words pair the prefix under- with the suffix -ian: underpaid, underappreciated, technician, physician, electrician.)

A technician who fixes your car should be paid the same as your doctor—they both need years of specialized training.

My

Strongly Oppose

Mark an X on the line to show where you stand

Strongly Support

Reason 1

(A fact or example)

Reason 2

(How this affects real people)

Reason 3

(A reason someone might disagree with you)

Flip It: Now

argue the **OPPOSITE** side in one sentence:

BOGGLE WORD**Directions:**

Find as many words as you can using the letters in the grid. You may use each letter only once in each word. Try to create longer words to earn more points!

Scoring System:

3-letter word = 1 point; 4-letter word = 2 points; 5-letter word = 3 points;
6-letter word = 4 points; 7 or more letters = 5 points

Associated

	C	T
D		
R	D	
P	I	N

Obstetrician

T	C	O	T
R	B	I	N
S	A	E	I

Word	Letters	Points
TOTAL SCORE		

Word	Letters	Points
TOTAL SCORE		

Week 3 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	The medical technician worked long hours, remained dedicated to his job, and served his customers.	☐ Slow	☐ Medium	☐ Fast
2)	The clinician examined the patient carefully and discussed the results with the family.	☐ Slow	☐ Medium	☐ Fast
3)	The undercooked soup was returned to the kitchen, and the chef apologized.	☐ Slow	☐ Medium	☐ Fast
4)	The child was underweight, so the pediatrician created a healthy meal plan.	☐ Slow	☐ Medium	☐ Fast
5)	The electrician repaired the power outage underground, while the obstetrician attended to a patient upstairs. The physician and clinician worked together, appreciated by the staff. The statistician reported the data, and the mathematician analyzed the numbers. Everyone was prepared, and the hospital ran smoothly.	☐ Slow	☐ Medium	☐ Fast

Week 3 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

1)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)		19)	
10)		20)	

Write

Write one simple sentence and one compound sentence about the topic.

Topic : My School Day

Simple	
Compound	

Identify

Underline the simple sentences and circle the compound sentences in the passage below.

Mia packed her lunch before school. She forgot her water bottle, so her brother brought it to her. The bus arrived on time. Liam finished his homework, and he studied for his spelling test. The students entered the classroom quietly. The teacher greeted the class, and everyone prepared for the lesson. Ava opened her notebook. She listened carefully, and she answered the questions correctly.

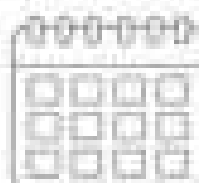
Week 4 - Vocabulary List

reverence	deference	incompetence	persistence	resilience
subjective	contradict	extraction	jurisdiction	architecture
prevalence	correspondence	benevolence	transcendence	negligence
electoral	conductivity	rectification	infrastructural	deductive

Write Write sentences using all 20 words. You'll need to use 2 words per sentence.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

SUFFIX -ENCE



What is the Suffix "-ence"?

The suffix **-ence** is added to some words to form **nouns**. These nouns often describe a **state, quality, condition, or action**.

Examples:

✓ **absent** → **absence** (state of being away) – Her absence was noticed by the class.

✓ **patient** → **patience** (ability to wait calmly) – Patience helps us learn new skills.

Identify

Each word that can be correctly changed into a noun ending in **-ence**.

impossible	distant	frequent	evident	ignorant
present	silent	reluctant	dependant	
brilliant	innocent	intelligent	blatant	
resistant	confident	reserve	stagnant	
different	design	obedient	convenient	

Write

Use at least four of the words below to write a paragraph about a school event.

confidence	
correspondence	
influence	
existence	
obedience	

REVIEW OF COMPLEX SENTENCES

Complex Sentence	Clauses
Although it was raining, we continued the soccer game.	Dependent Clause: Although it was raining. Independent Clause: we continued the soccer game.
Because she studied hard, Mia passed the exam.	Dependent Clause: Because she studied hard. Independent Clause: Mia passed the exam.

Instruct Underline the independent clause and double-underline the dependent clause in each complex sentence.

1)	Although it is raining, people should also seek support who is in need.
2)	While the detective was talking, the witnesses shared their observations.
3)	After reading the official correspondence, the committee reached a decision.
4)	The machines operated smoothly after the rectification of the system.
5)	Health officials issued a warning because of the high risk of disease.

Write

Expand each simple sentence into a detailed complex sentence.

The team won the championship.

The athlete won the race.

The musician performed on stage.

INDEPENDENT AND DEPENDENT CLAUSES

An **independent clause** contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence.

A **dependent clause** also contains a subject and a verb, but it does not express a complete thought and cannot stand alone.

Examples:

Independent: The students completed the project.

Independent: The dog barked loudly.

Dependent: Because the students studied hard.

Dependent: When the weather was cold.



Write

Combine the independent and dependent clauses to form a complete sentence.

Independent Clause: The students completed the project. **Dependent Clause:** they celebrated.

Independent Clause: The game continued. **Dependent Clause:** although it was raining.

Identify

Write I if it is an **Independent Clause** and D if it is a **Dependent Clause**.

- | | |
|--|--|
| | 1) Although the rain was heavy throughout the afternoon. |
| | 2) The students finished their project on time and submitted it proudly. |
| | 3) The dog barked loudly at the stranger standing near the gate. |
| | 4) Because she studied hard for the final examination. |
| | 5) My brother plays basketball every weekend with his friends. |
| | 6) After the movie ended and the lights came on. |
| | 7) The birds built a nest in the tree behind our house. |

Hidden Word

Hidden Word

Fill in the answers to the clues in the puzzle. You may look at the vocabulary words listed on the previous pages. Then, find the hidden word in the bold rectangles.



CLUES

- 1) To disagree.
- 2) Respect and admiration.
- 3) Legal authority.
- 4) Based on reasoning.
- 5) Kindness to others.
- 6) Lack of proper care.
- 7) Lack of ability.
- 8) Recovery from hardship.
- 9) Correction of an error.
- 10) Being widespread.

THE HIDDEN WORD

Week 4 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	The engineer showed great persistence while repairing the damaged bridge. Despite several setbacks, the project was completed successfully.	Determined	Calm
2)	During the meeting, a disagreement seemed to arise over the mayor's proposal. The audience listened to every opinion.	Serious	Curious
3)	The old courthouse was the center of the jurisdiction, and officials reviewed cases thoroughly. Everyone waited for a final decision.	Confident	Formal
4)	After the careful rectification of the system, the machines operated smoothly again. Workers felt relieved by the improvement.	Relieved	Cheerful
5)	The scientist used deductive reasoning to solve the mystery. Each clue brought her closer to the answer.	Curious	Cited
6)	The community admired the mayor's benevolence when he organized aid for families in need. His kindness inspired others to help.	Happy	Grateful
7)	Because of the high prevalence of the illness, health officials encouraged everyone to take precautions. Residents followed the advice carefully.	Concerned	Serious

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	19)
10)	20)

Write

Complete the complex sentences with an appropriate dependent clause.

Dependent	
1) Although the concert was delayed,	
2) Since the library was closing soon,	
3) After the storm had passed,	

Write

Complete each sentence by adding an appropriate independent or dependent clause.

1) Because the team practised every day,	
2) The family stayed indoors when	
3) After the final bell rang,	

Week 5 - Vocabulary List

counterargument	counterattack	counterclaim	counterfeit	counterproductive
pedagogue	colleague	catalogue	fatigue	demagogue
counterbalance	countermeasure	counterproposal	counterpoint	counterintelligence
intrigue	analogue	epilogue	harangue	monologue

Prefix and Suffix Write 10 words with the prefix *counter-* and 10 words with the suffix *-logue*. Use words from the vocabulary list and your own vocabulary.

		-logue	
1)		1)	6)
2)		2)	7)
3)	8)		8)
4)	9)	4)	9)
5)	10)	5)	10)

Write Use the following words in a sentence.

1) catalogue	
2) monologue	
3) counterargument	
4) counterclaim	
5) epilogue	
6) fatigue	
7) counterattack	
8) colleague	

PREFIX COUNTER-

The prefix "counter-" means **against, opposite, or in response to something.**

Examples:

Counterargument – an argument against another argument.

Counterattack – an attack made in response to an attack.

Counterclaim – a claim made to oppose another claim.



Matching

Match the word with its definition.

- | | |
|--------------------|---|
| 2) countermeasure | ☐ A response to prevent or reduce a problem. |
| 3) counterargument | ☐ A false copy made to look real. |
| 4) counterattack | ☐ An argument against another argument. |
| 5) counterfeit | ☐ An attack made in return. |
| 6) counterclaim | ☐ A claim made to oppose another claim. |

Completion

Complete the sentences using the "counter-" word.

counterargument	counterattack	countermeasure	counterintelligence	counterproductive
counterbalance	counterclaim	counteroffer	counterpart	counterfeit

- The lawyer presented a strong _____ in the courtroom.
- The army launched a _____ after defending its territory.
- The company filed a _____ against the accusation.
- The police discovered _____ money in the suspect's bag.
- Shouting during the discussion was _____ and made the problem worse.
- Regular exercise can help _____ the effects of stress.
- The government introduced a new _____ to improve online security.
- Instead of accepting the offer, she suggested a _____.
- The author included a different _____ to present another view.
- The agency gathered _____ to protect national security.

COORDINATING CONJUNCTIONS

Coordinating conjunctions are words that join two parts of a sentence that are similar, like two independent clauses, words, or phrases. They help to show the relationship between these parts.

"FANBOYS" is an acronym for seven common conjunctions: **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o. When connecting two independent clauses (complete thoughts) using a FANBOYS conjunction, place a comma before the conjunction.

Example: 1) She plays piano, and she can sing. 2) Do you want tea, or do you want coffee?

Complete _____ a coordinating conjunction to complete the compound sentences.

- 1) I _____ wanted to do well on the test.
- 2) Should we _____ home and watch a movie?
- 3) The lights went _____ the game.
- 4) She didn't study, _____ quiz.
- 5) The dog was small, _____.
- 6) He was feeling sick, _____ he went to school.
- 7) We can take the bus, _____ we can drive _____.
- 8) The project was difficult, _____ the team _____.
- 9) The store is closed _____ I need to buy groceries.
- 10) You can borrow my notes _____ you can also check _____.

Write _____ Write your own compound sentence using each coordinating conjunction.

and	
or	
but	
so	
for	
yet	
nor	

SUBORDINATING CONJUNCTIONS



A **subordinating conjunction** is a word that connects a dependent clause to an independent clause, showing a relationship between them. The dependent clause cannot stand alone as a sentence; it depends on the independent clause to make sense.

Examples:

- **Because:** I did my homework because I had a test the next day.
- **Although:** Although it was raining, we went for a hike.
- **If:** If you study hard, you will do well in your exams.

Complete the sentences using an appropriate subordinating conjunction.

1)	_____ it rained, the game continued the soccer game.	a) because
2)	I will call you _____ I get home.	b) although
3)	_____ you start to study, you will improve your grades.	c) if
4)	The students remained in school _____ the storm passed.	d) when
5)	_____ she was tired, she finished her homework.	e) while
6)	We can go to the park _____ the weather is nice.	f) until
7)	The teacher repeated the instructions _____ everyone understood them.	g) before
8)	_____ I was absent, I borrowed my friend's notes.	h) after
9)	You cannot enter the laboratory _____ you wear safety goggles.	i) unless
10)	_____ the bell rings, the students line up quietly.	j) whenever

Write Use each subordinating conjunction to write a meaningful complex sentence.

1) because	
2) although	
3) when	
4) unless	

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

counterargument	counterattack	counterclaim	counterfeit	counterproductive
pedagogue	colleague	catalogue	fatigue	demagogue
counterbalance	countermeasure	counterproposal	counterpoint	counterintelligence
intrigue	analogue	epilogue	harangue	monologue



Word Scramble

Unscramble the words.

GAEOELCUL		ANKECRTTCUATO	
ODUGAGPEE		TGINURIE	
FENTUTROEC		TONTEDIUPRON	
AGEDMEGUO		GNALOAUE	
ATFGEIU		TCAUCNEOBALNE	
MCCOIETNLARU		UAHAERNG	

Week 5 – Fluency Readings

Read

Today, we will calculate how quickly you read. You will do this by calculating how many words you read per minute.

Passage – Word Count = 125 Words

The student council debate began with immediate intrigue as Maya presented a counterclaim against the new school policy. Her counterclaim challenged the idea that the policy would improve learning. Daniel launched a counterattack, but his attack was counterproductive and failed to persuade the audience. A counterclaim was a stronger counterpoint, while another student suggested a counterclaim. The time, breaks, and after-school activities. Their teacher, a teacher, asked them to check the catalogue of student survey results before reading. A student gave a passionate monologue about fatigue and student stress. A student counterfeited data could mislead the council. By the epilogue of the story, the student created a fair countermeasure that supported both learning and student well-being.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: (1,140 words ÷ 330 seconds) × 60 = 207.2 WPM

Read

Divide 125/seconds

WPM

EXTEND THE ENDING**Extend**

Turn back to this week's Fluency Reading passage. The student council debate ends without a decision — write what happens next, then defend your ending using at least one counter-word.

My Ending: What does the council decide, and why?

The Impact: What does your ending change — for the student?

PREVIEW

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	
10)	20)

Completion

Write the correct coordinating word or conjunction to complete each sentence.

1) We stayed indoors, _____ the storm was getting nearer.
2) The museum was interesting, _____ we spent hours exploring.
3) _____ the test was difficult, most students completed it.
4) You can finish your project now, _____ you can work on it later.
5) The athlete trained every day, _____ she improved greatly.
6) _____ the teacher explained the lesson, the students took notes.
7) The restaurant was crowded, _____ we decided to wait for a table.
8) The firefighters worked through the night, _____ the fire was finally contained.
9) _____ the roads were slippery, the driver arrived safely at his destination.
10) The students completed their research, _____ they prepared their presentation.

Week 6 - Vocabulary List

Think

Underline the suffix **-ance** and circle the words with the suffix **-que**.

clairvoyance	exuberance	dissonance	countenance	reconnaissance
picturesque	grotesque	baroque	mystique	brusque
forbearance	nonchalance	petulance	complaisance	repugnance
eloque	statuesque	oblique	opaque	boutique

Think

For each vocabulary word is used correctly in the sentence. Write YES or NO.

SENTENCES	YES / NO
1) The hikers admired the countenance view.	
2) The teacher praised the petulance for being helpful.	
3) The church was built in a baroque style.	
4) His forbearance helped him stay patient.	
5) The dissonance made the music sound harsh.	
6) The magician's mystique attracted a large crowd.	
7) The team conducted a reconnaissance mission.	
8) Her nonchalance showed she was very nervous.	
9) His worried countenance revealed his concern.	
10) She bought a dress from a small boutique .	

Pictionary

With a partner, draw a picture that represents a random word from the list. Have your partner try to guess the word. Play 3 rounds. Write the word in after.

SUFFIX -ANCE

The suffix "-ance" forms nouns that show a **state, condition, quality, or action**.

Examples:

endure → endurance

rely → reliance

attend → attendance

perform → performance



Identify Choose the word that completes each sentence.

A) endurance	C) dissonance	D) countenance
E) reluctance	G) petulance	H) complaisance

1) The soldier's _____ was obvious when he did not get his way.
2) The doctor _____ mission before the operation.
3) Her cheerful _____ the celebration.
4) The witness's worried _____ her concern.
5) The conflicting sounds created _____ music.
6) He accepted the criticism with _____.
7) Her _____ made it seem like she was _____.
8) Excessive _____ can sometimes encourage _____.

Identify For each pair circle the word that is spelled correctly.

importance	importence	patiance	patience	evidance	evidence
elegance	elegence	differance	difference	arrogance	arrogence
confidance	confidence	reluctance	reluctence	appearance	appearence
distance	distence	dominance	dominence	significance	significence

COMPLEX SENTENCES WITH ADVERBIAL CLAUSES

A **complex sentence** has one independent clause and one dependent clause joined by a subordinating conjunction.

An **adverbial clause** is a dependent clause that tells when, where, why, how, or under what condition something happens.

Common conjunctions: because, although, when, while, since, if

Example

Although it was raining, we continued the game.

Although it was raining - adverbial clause

although - conjunction

we continued the game - independent clause



Identify Write the adverbial clause and identify the conjunction.

1) Although the storm was raging, the children remained calm.

1)

2) After the bell rang, the students rushed to class.

2)

3) We stayed indoors because the road was flooded.

3)

4) While the scientist worked, the students took notes.

5) If you follow the instructions, you will succeed.

Write

Enhance the story by adding at least three complex sentences with adverbial clauses.

Liam was exploring an old trail behind his grandfather's house. The path was quiet, and the trees swayed gently in the breeze. Suddenly, he noticed a small wooden box hidden beneath a pile of leaves.

COMPLEX SENTENCES WITH RELATIVE CLAUSES

What is a Relative Clause?

A **relative clause** is a dependent clause that gives more information about a noun. It begins with a **relative pronoun** such as **who**, **whom**, **whose**, **which**, or **that**.

Examples:

The student **who** won the contest received a trophy.

I read a book **that** was very exciting.

The museum **which** opened last year, attracts many visitors.



Complete with appropriate relative pronoun.

with	whose	which	that
1) The scientist		discovered the cure	received an award.
2) I borrowed a book		about ancient civilizations.	
3) The athlete		expressed everyone	won the race.
4) We visited a museum		about the history	
5) The teacher		helped	stay in class.
6) The artist		paintings	interviewed.
7) The student		backpack	going to class.
8) The girl		notebook was	lost.

Write

Combine the sentences using a relative clause.

The teacher explained the lesson. She won the award.

I borrowed a book. It was about space exploration.

The athlete broke the record. He trained every day.

CRACK THE CODE

Directions

Use the code below to reveal each spelling word.

												
a	b	c	d	e	f	g	h	i	j	k	l	m

												
n												

CODE		CODE	ANSWER
h e a t		h e a t	
h e a t		h e a t	
h e a t		h e a t	
h e a t		h e a t	
h e a t		h e a t	
h e a t		h e a t	
h e a t		h e a t	
h e a t		h e a t	
h e a t		h e a t	

Week 6 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The boy admired the picturesque village surrounded by colorful wildflowers.				
2)	The scientist led a reconnaissance mission to the moon before the team was launched.				
3)	Her exuberance during the ceremony made the event more enjoyable for everyone present.				
4)	The strange statue had a grotesque appearance that both fascinated and unsettled visitors.				
5)	Many people felt repugnance toward the unfair treatment of the workers in the company.				
6)	The speaker's eloquence impressed the audience and helped communicate complex ideas clearly.				
7)	The witness's worried countenance revealed her concern about the outcome of the investigation.				

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	19)
10)	20)

Identify

Underline the adverbial clause. Circle the main clause. Write it in the box.

Sentence	Write it in the box
1) Although the rain was heavy, the soccer game continued.	
2) We stayed indoors because the roads were flooded.	
3) While the teacher explained the lesson, the students took notes.	

Write

Combine these sentences using relative pronouns.

The cake was delicious.	My sister made it.
There is a new student in our class.	He moved here from Australia.

Week 7 - Vocabulary List

multifaceted	multiferous	multilingual	multiplicity	multicellular
physicist	spherical	euphemism	sycophant	periphery
multilateral	multidimensional	multi-pronged	multidisciplinary	multiform
philanthropy	metamorphosis	phenomenon	catastrophe	asphyxiate

Cursive

Write the word using cursive writing.

Word	Trace	Write
multifaceted		
multiferous		
multilingual		
multiplicity		
multicellular		
physicist		
spherical		
euphemism		
sycophant		

Week 7 - Vocabulary List**Cursive**

Write the word using cursive writing:

Word	Trace	Write
periphery	periphery	
multidimensional	multidimensional	
multidimensional	multidimensional	
multipronged	multipronged	
multidisciplinary	multidisciplinary	
multiform	multiform	
philanthropy	philanthropy	
metamorphosis	metamorphosis	
phenomenon	phenomenon	
catastrophe	catastrophe	
asphyxiate	asphyxiate	

PREFIX MULTI-

Understanding the Prefix "Multi-"

The prefix "multi-" means **many** or **more than one**.

Examples:

Multicultural: Involving many cultures.

Multinational: Operating in many countries.

Multitask: To do several tasks at the same time.



Matching Match the words below to their meanings.

1) multicultural

☐ A building with many floors.

2) multilingual

☐ Able to speak many languages.

3) multitask

☐ Designed for many uses.

4) multinational

☐ Involving many cultures.

5) multimedia

☐ Different forms of media.

6) multistory

☐ To do several tasks at once.

7) multipurpose

☐ Operating in many countries.

Write

Write the appropriate word to complete each sentence.

multicoloured	multivitamin	
multifaceted	multilevel	multisports

1) The artist created a _____ mural using many different colors.

2) The shopping mall is a _____ building with several floors.

3) She takes a _____ every morning to support her health.

4) The athlete joined a _____ competition that included swimming and cycling.

5) The company's success came from its _____ approach to customer service.

6) Customers can contact the business through a _____ support system.

COMPLEX SENTENCES WITH PREPOSITIONAL CLAUSES**What Are Complex Sentences with Prepositional Phrases?**

A **complex sentence** contains at least one **independent clause** and one **dependent clause**.

A **prepositional phrase** begins with a preposition (such as *in*, *on*, *under*, *beside*, *near*, *through*, or *between*) and gives additional information about time, place, or direction.

Example:

The dog rested under the large oak tree while the children played nearby.

- **Independent clause:** The dog rested.
- **Dependent clause:** while the children played nearby.
- **Prepositional phrase:** under the large oak tree.

Write

Combine the sentences into one complex sentence.

Daniel felt more comfortable to give the speech. He stood beside the podium.

The team reviewed the evidence. The presentation in the library was crowded.

Search

Underline the prepositional clauses in the text.

Last weekend, Sofia and her cousin Marco visited a science museum. When they entered the building, they noticed a giant dinosaur skeleton near the entrance. Excited by what they saw, they hurried through the exhibit hall to explore more displays. While walking around the museum, they stopped to examine a model rocket inside a glass case. Marco read information on the display board, while Sofia looked at the planets hanging from the ceiling. Later, they attended a demonstration in the technology room. The presenter showed robots moving across the floor and completing tasks with great precision. Before leaving, they visited the gift shop at the front of the museum. They bought souvenirs and sat on a bench outside the building. As they traveled home, they talked about everything they had learned during their visit and looked forward to another adventure at the museum.

COMPOUND-COMPLEX SENTENCES

A **compound-complex sentence** contains at least two independent clauses and one dependent clause.

Examples:

- ✓ Although she practiced every day, she felt nervous, but she performed well.
- ✓ Because she studied hard, Mia passed the test, and her parents were proud.



Write each sentence into a compound-complex sentence.

1) The students gave a report, and they presented it to the class.

2) The dog barked loudly, and the cat meowed.

3) We arrived at the station, so we boarded the train.

Completion

Complete the sentences to form a compound-complex sentence.

1) After the final bell rang,

2) Although the road was slippery,

3) The coach gave instructions,

4) While the audience waited,

5) Even though she was tired,

6) When the museum opened,

7) Before the concert began,

COMBINE TWO PERSPECTIVES

Combine

Read both viewpoints. Then combine them into ONE compound-complex sentence — no run-ons allowed.

Perspective A

Social media should be banned for anyone under 18. It was designed to be addictive and harm mental health.

Perspective B

Banning social media for teens doesn't work — it just pushes them onto apps with even less oversight and cuts them off from real communities and information.

Your sentence MUST include:

- ☐ One coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so)
- ☐ One subordinating conjunction (if, when, because, since, while, if...)
- ☐ Both perspectives — fairly represented

My Combined Sentence — (Yes, ONE sentence — make it count!)

Word Count Challenge: Can you do it in 40 words or fewer?

Peer Check box: Trade with a partner. Can they find your coordinating AND subordinating conjunction? Circle them.

WORD SEARCH**Word Search**

Make your own word search using the vocabulary words below.

multifaceted	multifarious	multilingual	multiplicity	multicellular
physicist	spherical	euphemism	sycophant	periphery
multilateral	multidimensional	multipronged	multidisciplinary	multiform
philanthropy	metamorphosis	phenomenon	catastrophe	asphyxiate

PREVIEW

Week 7 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	The bilingual guide welcomed visitors from all countries, and his clear instructions helped everyone understand the tour.	☐ Slow	☐ Medium	☐ Fast
2)	After years of research, the team's metamorphosis of the old building into a modern space for students and scientists was complete.	☐ Slow	☐ Medium	☐ Fast
3)	During the project, the team used a multidisciplinary approach, combining ideas from science, math, and technology.	☐ Slow	☐ Medium	☐ Fast
4)	Through philanthropy, the organization provided books, supplies, and scholarships to local students.	☐ Slow	☐ Medium	☐ Fast
5)	The detective investigated a strange phenomenon that had puzzled the town for many years.	☐ Slow	☐ Medium	☐ Fast
6)	The doctor treated a patient who nearly asphyxiated after being trapped in a smoke-filled room.	☐ Slow	☐ Medium	☐ Fast
7)	The students learned about the spherical shape of planets and how they move through space.	☐ Slow	☐ Medium	☐ Fast

Week 7 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

1)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)		19)	
10)		20)	

Write

Fill in an appropriate prepositional phrase to complete the sentence.

- 1) The children played _____ after school.
- 2) The lost keys were found _____.
- 3) The hikers rested _____ after the long climb.

Identify

Underline the dependent clause once and the independent clauses twice.

- 1) Although the lights went out, the audience remained calm, and the show continued.
- 2) When the bell rang, the students packed their bags, and they headed home.
- 3) Because the trail was steep, the hikers walked carefully, but they reached the top safely.

Week 8 - Vocabulary List

vindictive	corroborative	prohibitive	lucrative	imperative
scintillating	omniscient	rescind	conscience	conscientious
exhaustive	retrospective	speculative	diminutive	subversive
plebiscite	fascism	discernment	neuroscientist	oscillate

Matching Write the letter from the description beside the matching word.

Answer	Description
_____	A) Thorough and complete
_____	B) A direct vote by the people
_____	C) Deals with feelings rather than facts
_____	D) Producing a large profit
_____	E) Good or right
_____	F) Prevent or resist something
_____	G) To move back or withdraw
_____	H) Knowing everything
_____	I) Producing a large profit
_____	J) Inner sense of right and wrong
_____	K) A scientist who studies the brain
_____	L) Brilliantly lively or exciting
_____	M) Intended to weaken authority
_____	N) To officially cancel or withdraw
_____	O) Careful, responsible, and hardworking
_____	P) Very small in size
_____	Q) Providing supporting evidence
_____	R) An authoritarian political system
_____	S) Extremely important or necessary
_____	T) Looking back on past events

SUFFIX -IVE



The suffix “-ive” forms adjectives that describe a quality, tendency, or characteristic.

Examples:

- **Creative** – having the ability to create new ideas.
- **Protective** – providing protection or safety.
- **Active** – engaging in action or movement.

Complete Fill in the appropriate word to complete each sentence.

1) The scientist _____ submit projects on time.	A) lucrative
2) The detective conducted a _____ investigation.	B) imperative
3) The witness provided _____ evidence.	C) exhaustive
4) The business owner was _____.	D) speculative
5) An online business can _____ earn money.	E) subversive
6) His comments were _____.	F) vindictive
7) The novel contained _____ ideas.	G) corroborative
8) The student remained _____ during tests.	H) creative
9) The inventor was _____ and built a new machine.	I) inventive
10) Her friends were _____ during a difficult time.	

Write Use the words below in a sentence.

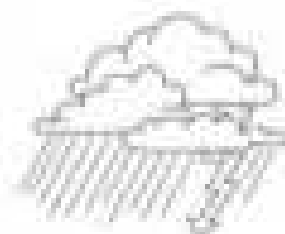
exhaustive	
lucrative	
imperative	
vindictive	
impressive	
detective	
speculative	

SENTENCE VARIETY FOR EFFECTIVE WRITING

Using a variety of sentence types makes writing more interesting and engaging. Writers can use **simple**, **compound**, **complex**, and **compound-complex** sentences to add detail, emphasize ideas, and improve the flow of their writing.

Examples:

- **Simple:** The storm ended.
- **Compound:** The storm ended, and the sun appeared.
- **Complex:** After the storm ended, the sun appeared.
- **Compound-Complex:** After the storm ended, the sun appeared, and the children went outside.



Identify the type of sentence. Write S (Simple), C (Compound), CX (Complex), or CC (Compound-Complex).

- 1) The students finished their project on time.
- 2) Because the students studied hard, they completed their project on time.
- 3) The students completed their project and presented it to the class.
- 4) We stayed indoors because the road was closed.
- 5) After the movie ended, we went for a walk, but the park was closed.
- 6) She studied for the test, and she passed with a perfect score.
- 7) The movie ended, so we left the theater.
- 8) The teacher explained the lesson, and the students took notes.
- 9) After the concert ended, the audience applauded loudly.
- 10) The chef prepared the meal, and the guests enjoyed every bite.

Write

Write one original sentence for each sentence type below. Make sure each sentence follows the correct structure.

Simple	
Compound	
Complex	
Compound-Complex	

REVISING WRITING USING SENTENCE VARIETY

Using different sentence types makes writing more interesting and effective. Writers can combine **simple, compound, complex, and compound-complex sentences** to improve flow, add detail, and keep readers engaged. Revising for sentence variety helps avoid repetition and makes ideas clearer.

Examples:

- **Simple:** Emma visited the museum.
- **Compound:** Emma visited the museum, and she explored the exhibits.
- **Complex:** Because Emma enjoyed science, she visited the museum.
- **Compound-complex:** Because Emma enjoyed science, she visited the museum, and she explored the exhibits.

Write

Write a paragraph about your favorite hobby by adding more detail and using a variety of sentence types. Your paragraph should include at least one simple sentence, one compound sentence, one complex sentence, and one compound-complex sentence.

Emma visited the science museum with her family. She was excited to learn new things. She explored the exhibits. She learned a lot about robotics. The presentation was interesting. She took notes for her project. She bought a small robot as a souvenir before leaving. She shared what she learned with her family at home.

CROSSWORD PUZZLE**Crossword**

Read the clues and find the words in the crossword puzzle.

**Across**

- 5. Knowing everything.
- 9. Highly profitable.
- 10. Seeking revenge.

Down

- 1. Thorough and complete.
- 2. Very small.
- 3. Sense of right and wrong.
- 4. Supporting evidence.
- 6. Move back and forth.
- 7. Very important.
- 8. Cancel officially.

Week 8 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	The scientist delivered a scintillating presentation about the human brain, and the audience was engaged from beginning to end.	Witch	Opera Singer
2)	During the council gathered at the community hall, and they considered the issue before making their decision.	Robot	Alien
3)	Using excellent discernment, the detective examined the evidence thoroughly and made a decision that everyone respected.	Cowboy	Detective
4)	The leader became vindictive after losing the debate, and he spent weeks trying to discredit his opponents.	Stranger	Zombie
5)	During a retrospective meeting, the team reflected on past achievements and discussed ways to improve future projects.	Old Wise Man	Villain
6)	The company earned lucrative profits after launching its new product, which quickly became popular across the country.	British Aristocrat	News Anchor
7)	The scientist watched the pendulum oscillate steadily from side to side while recording observations for the experiment.	Valley Girl	Announcer

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	19)
10)	

Write

Convert the given sentence into a different sentence type.

1) The students finished their assignment. (Rewrite it as a simple sentence.)

2) The rain stopped, and the sun appeared. (Rewrite it as a complex sentence.)

Identify

Identify whether the sentence is Simple, Compound, Complex, or Compound-Complex.

Sentence	Type
1) Although the weather was cold, the players continued the game, and the fans cheered loudly.	
2) The scientist completed the experiment, and she recorded the results carefully.	

Week 29 - Vocabulary List

Think Underline the prefix mono- and circle the words ending in -air.

retrospective	retroactive	retrograde	retrogress	retrofit
euphemism	sleuth	heuristic	pneumatic	aneurysm
retroview	retrorocket	retraction	retrospect	retroflex
eukary	grandeur	maneuver	eulogy	eucalyptus

Instructions Fill in the blanks using the vocabulary list above.

1)	Looking back at her past career, she decided to write a detailed _____.
2)	The engineer suggested a _____ to improve the old building's safety.
3)	The spacecraft relied on _____ technology for propulsion.
4)	Scientists study how a _____ affects living cells.
5)	The historian described the empire's former _____ and influence.
6)	The detective, acting as a skilled _____, solved the case very quickly.
7)	The pilot performed a careful _____ before the landing.
8)	The company used a _____ method to solve the problem.
9)	The scientist observed a _____ cell under the microscope.
10)	The inventor launched a model _____ during the science fair.
11)	The student delivered a heartfelt _____ for the retiring teacher.
12)	The engineer suggested a _____ for the old building.

USPHEMEMH	ITVOERTCEAR	TRETSPOCE	LEGYUD	NRSAEUYM

PREFIX RETRO-

The prefix **retro-** means "backward," "back in time," or "related to the past." It is added to words to show a connection to earlier times, styles, or actions that move backward.

For example, in the word **retrospect**, "retro-" means "looking back," so a retrospect is a review of past events.

Match Match the words to its definition by writing the letter beside the term.

Answer	Word with Prefix	Meaning or Description
	retrofit	A) To add modern features to an older system
	retrograde	B) The act of bending or turning backward
	retrovirus	C) A virus that copies its genetic material backward
	retrograde	D) To give back land or authority to a previous owner
	retrospect	E) To look back at past events
	retroreflection	F) A fast design inspired by the past
	retrospection	G) A surface that reflects light back to its source
	retrocession	H) Taking effect in an earlier time
	retrostyle	I) Careful reflection on the past
	retroreflector	J) Moving backward or declining

Write Use the following words in sentences.

Word with Prefix	Sentence
retrograde	_____
retrovirus	_____
retrospection	_____

COLONS IN FORMAL LETTERS AND SCRIPT DIALOGUE

In formal letters and memos, a colon is often used after the salutation to create a formal tone.

Example:

Dear Mr. Smith:

Thank you for your inquiry.

In scripts, a colon follows a character's name to show who is speaking.

Example:

Anna: Did you finish your homework?

Ben: Yes, I did.

Anna: Great! Let's go outside.



Match each "Salutation" with its appropriate "Closing Statement".

Memo Salutations	Closing Statements
To: School Principal	A. Warm regards, Ms. Tan (Volunteer Coordinator)
To: All Grade 6 Students	B. Sincerely, Mr. Green (Library Head)
To: P.E. Department	C. Respectfully, Mr. Tan (Head of Sports Events)
To: School Librarian	D. Best wishes, Mr. Tan (Superintendent)
To: Parent Volunteers	E. Thank you, Mrs. Green (Class Representative)

Script

Convert the prose into a dialogue format using colons. Indicate when a new speaker is talking.

Anna was curious about the delicious looking pie on the table. She asked Ben if it was dangerous to eat because she had once had an allergic reaction to a similar flavour. Ben mentioned that it was his nephew's favourite. Anna, feeling envious, decided to continue her conversation about pies and discuss the virtue of homemade recipes versus store-bought ones.

Anna: I'm curious about this delicious looking pie. Is it dangerous to eat? I remember I once had an allergic reaction to a similar flavour.

SEMICOLONS BETWEEN INDEPENDENT CLAUSES

A **semicolon** is a punctuation mark that can be used to separate two independent clauses that are closely related in thought but could stand on their own as separate sentences.



Examples:

- The weather is cold; remember to wear your coat.
- I have a big test tomorrow; I can't go out tonight.

Identify the sentence in which the semicolon is used properly in the sentences below?

Sentences	Correct	Incorrect
1) The project was completed; and the team succeeded.	Correct	Incorrect
2) Because the test was difficult; the students studied hard.	Correct	Incorrect
3) The debate ended; both sides argued their new.	Correct	Incorrect
4) The evidence was clear; the jury reached a verdict.	Correct	Incorrect
5) Although she was tired; she finished her assignment.	Correct	Incorrect
6) The museum was crowded; we still enjoyed the tour.	Correct	Incorrect
7) We stayed indoors; because of the storm.	Incorrect	Incorrect
8) He enjoys science; it is his favourite subject.	Incorrect	Correct
9) The meeting was productive; several ideas were approved.	Correct	Incorrect
10) Since the library was closed; we studied online.	Correct	Incorrect

Write The sentences below use semi-colons incorrectly. Write a new version that is correct.

Incorrect	The speech was inspiring; because it shared real experiences.
Correct	

Incorrect	Although the road was busy; we arrived on time.
Correct	

WORD SEARCH**Word Search**

Make your own word search using the vocabulary words below

retrospective	retroactive	retrograde	retrogress	retrofit
euphemism	sleuth	haunatic	pneumatic	aneurysm
retro	retrorocket	retroaction	retrospect	retroflies
eulogy	grandeur	maneuver	eulogy	eucalyptus

PREVIEW

Week 29 – Fluency Readings**Read**

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The scientist examined a eukaryotic cell. It has a nucleus and other specialized parts.				
2)	The detective worked as a forensic scientist while investigating the crime. He carefully followed the evidence.				
3)	The engineer designed a pneumatic system that used compressed air to power the machinery. The system improved efficiency and safety.				
4)	Through retrospective analysis, the researchers reviewed past data to identify patterns. Their findings helped improve future studies.				
5)	The pilot performed a precise maneuver during the air show. The crowd applauded the aircraft's sharp turn and smooth landing.				
6)	The company used a heuristic approach to solve the problem. Employees relied on experience and trial-and-error methods.				

GROUP PROCESS CHECK-IN**Check In**

Read the case below. You're not in this group — but you've been called in to run their retrospective. Diagnose what went right, what went wrong, and what should change.

The Case File

Four students were assigned a project on renewable energy. Priya did most of the research, but she said it was "faster that way." Malik built the slides the night before, but he hadn't checked. Sam kept asking questions in the group chat that night. On presentation day, Priya knew everything, the other three barely spoke.

What went well?

What went wrong?

Whose Fault Was It, Really? (circle one, then explain)

☐ Priya ☐ Malik ☐ Sam ☐ The whole group ☐ No one — this is just what happens

One Change That Would Fix It Next Time:

Name: _____

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Week 29 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Write

Write a memo to your classmate for missing the last class you missed.

To: _____
From: _____
Date: _____
Subject: _____

Script

Continue the dialogue below, ensuring you use the correct punctuation.

Jessica: Have you finished researching sources for our climate change presentation?
Mark
Jessica
Mark
Jessica
Mark

Week 30 - Vocabulary List

Think Underline the suffix *-ate* and circle the words with the letter blend *ce*.

obliterate	corroborate	vindicate	capitulate	exacerbate
coerce	censor	subpoena	anomalopoda	amoeba
dissentiate	equivocate	pontificate	reverberate	orchestrate
coerce	coeducation	topplate	throes	toehold

Match Match the words to their definitions by writing the letter beside the term.

Answer	Word	Meaning or Description
		A) To support with evidence
	corroborate	B) To make completely
	vindicate	C) To make worse
	capitulate	D) To give up
	exacerbate	E) To make a problem worse

Pictionary

With a partner, draw a picture representing the word. Take turns drawing and guessing for 6 rounds. Write the word in the box below.

SUFFIX -ATE

The suffix **-ate** is often added to words to form verbs, meaning to cause, make, become, or perform an action.

Examples:

- **Corroborate** - to support with evidence
- **Vindicate** - to clear from blame
- **Disseminate** - to spread widely
- **Exacerbate** - to make worse



Identify the words in the passage then match it with its definition.

During the town's environmental awareness campaign, volunteers worked hard to disseminate information about waste disposal and recycling practices. They visited schools, community centers, and local businesses to share educational materials. To corroborate their claims about the benefits of recycling, they presented research data collected from neighboring towns that had successfully reduced waste.

The organizers warned that continued littering exacerbated pollution problems and harm local wildlife. To ensure the campaign's success, the project coordinator helped orchestrate a series of clean-up drives and public events throughout the month. Although some critics questioned the effectiveness of the campaign, the evidence from the community helped vindicate the organizers and deterred further littering.

A few residents wanted the group to capitulate and reduce their efforts, but the volunteers remained committed to their goals. At the end of the month, cheers and applause from community members seemed to reverberate through the hall, celebrating the success of their efforts.

-ate words from the passage	Definition
1)	☐ To support with evidence
2)	☐ To organize and coordinate
3)	☐ To surrender or give in
4)	☐ To spread information widely
5)	☐ Arranges and sells flowers
6)	☐ To make a problem worse
7)	☐ To echo or resound

ELLIPSIS AND DASHES

Ellipses (...)

- **Omission:** Used to shorten quotes by removing parts.
Example: "To be... that is the question."
- **Pause:** To indicate a break in thought or to build suspense.
Example: "I thought I knew the answer... but I was wrong."



Dashes (—)

- **Omission:** Used to indicate missing information.
Example: "The score was 3— when the game was halted."
- **Pause:** To add extra information or show a sudden change in thought.
Example: "I bought the dress— the red one— for the party."

Think

Insert ellipses (...) and dashes (—) where appropriate.

- 1) I was ready to present my report when the projector stopped working.
- 2) "Education is the most powerful weapon you can use to change the world."
- 3) She was prepared for every question except for the last one.
- 4) I thought the debate was over () then another way was proposed.
- 5) The committee reached a decision () after several days of discussion.

Write

Write your own sentences using what you've learned about ellipses and dashes.

- 1) Write a sentence using ellipses to show a pause.
- 2) Write a sentence using ellipses to show an omission.
- 3) Write a sentence using a dash to add extra information.
- 4) Write a sentence using a dash to show a sudden change in thought.

EXPRESSION, INTONATION, AND PURPOSE/AUDIENCE

Expression is how a speaker shows feelings when speaking.

Intonation is the rise and fall of the voice.

Good speakers change their expression and intonation depending on their purpose and audience.

Examples

- **Excited:** "We won the championship!"
- **Questioning:** "Are you coming with us?"
- **Serious:** "Please follow the safety instructions."



Identify

Work with a partner. Identify the most appropriate expression or intonation for each sentence by reading it aloud. Match it with the correct answer.

Answer	Description	Expression
1)	"Congratulations! You did so well for the conference."	A. Nervous
2)	"Please remain calm during the presentation."	B. Curious
3)	"How did the experiment go today?"	C. Serious
4)	"I hope I remember everything for tomorrow."	D. Enthusiastic
5)	"Our team can complete this project successfully."	E. Formal
6)	"Welcome to our annual awards ceremony."	F. Informative
7)	"Wow! That performance was amazing!"	G. Confident
8)	"Research papers are due on Friday."	H. Excited
9)	"Will you be joining the field trip next week?"	I. Questioning
10)	"Please be careful when handling the laboratory equipment."	J. Cautious

Write

Write one sentence that matches the given intonation.

Excited	
Curious	
Formal	
Informative	
Enthusiastic	
Cautious	

CRACK THE CODE

Directions

Use the code below to reveal each spelling word.

												
a	b	c	d	e	f	g	h	i	j	k	l	m

												
n	o	p	q	r	s	t	u	v	w	x	y	z

CODE		CODE	ANSWER
adffcfefefef		adffcfefefef	
Yefefefefefefefef		Yefefefefefefefef	
edffcfefefef		edffcfefefef	
Yefefefefefef		Yefefefefefef	
Yefefefefefef		Yefefefefefef	
Yefefefefefef		Yefefefefefef	
Yefefefefefef		Yefefefefefef	
Yefefefefefef		Yefefefefefef	
Yefefefefefef		Yefefefefefef	
Yefefefefefef		Yefefefefefef	

FLUENCY READINGS**Instructions**

While reading aloud, your partner will listen carefully and mark any words you misread, skipped, or pronounced incorrectly. Afterward, review and practise reading these words correctly. Switch roles and repeat the activity.

During a school debate, students worked together to corroborate their arguments with relevant evidence. One team hoped to vindicate its position by presenting strong facts and figures. However, some participants began to equivocate, giving unclear answers. Several questions were asked. The audience listened attentively as the speaker attempted to substantiate his claims about environmental issues. While his speech was convincing, it reminded him to support his opinions with proof. Their teacher encouraged them to avoid exaggeration that might exacerbate disagreements and instead foster a respectful discussion. By the end of the event, students realized that effective communication and teamwork help people orchestrate success. Through cooperation, they learned that sharing ideas clearly can strengthen understanding both inside and outside the classroom.

Criteria	Description	
Accuracy	Reads words correctly and clearly	
Expression	Uses tone and emotion appropriately	
Pacing	Reads smoothly without rushing or pausing too much	
Confidence	Maintains steady voice and eye contact	
Overall Fluency	Combines all skills effectively	

Partner's Name: _____

Reader's Name: _____

Total Score: _____ / 25

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	19)
10)	20)

Identify

Identify the appropriate expression or idiom that is used when speaking.

Serious	Nervous	Excited	Interested	Curious
	A student learns that she won first place in a science fair.			
	A teacher explains important safety rules before a laboratory activity.			
	A student asks how a machine works during a science fair.			
	A student presents a project to the class.			
	A speaker welcomes guests to an awards ceremony.			

Think

Insert either ellipses (...) or dashes (—) where appropriate.

- 1) I thought she was coming to the party, but ()
- 2) My favourite fruits are apples () and sometimes oranges.
- 3) He said he'd be here at 5 () I haven't seen him yet.



Workbook Preview



Grade 9 – Language

Alberta ELA Curriculum



General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

	Curriculum Outcomes	Pages
1.1	Discover and Explore - Express ideas and develop understanding - Experiment with language and forms - Express preferences - Set goals	10-20, 22-27, 29-38, 42, 44-47, 49, 51-54, 57-58, 61-78, 75-81, 84, 87-93, 101-102, 105-108, 116, 140-144, 161-162, 174-177, 180-183, 186-187, 193, 199-202, 206, 217-219, 221, 225-229, 245, 249-250, 260, 267
1.2	Clarify and Extend - Extend understanding - Combine ideas	107-119, 122-130
Preview of 140 pages from this product that contains 338 pages total.		
2.1	Respond to texts - Use comprehension strategies - Use textual cues - Use phonics and structural analysis - Use references	43-45, 67, 76, 103, 186-187
2.2	Respond to texts - Appreciate the artistry of texts - Construct meaning from texts - Experience various texts	22-23, 42-45, 47, 76, 103, 129-135, 186-187
2.3	Understand forms, elements and Techniques - Experiment with language - Understand techniques and elements - Understand forms and genres	10-11, 44-45, 48-49, 76-78, 80-81, 120-121, 129-130, 158-159, 235, 244-250
2.4	Create original text - Structure texts - Elaborate on the expression of ideas - Generate ideas	12-14, 18-20, 22-26, 28-34, 36-42, 44-47, 51-60, 64-69, 71-72, 74-76, 80-81, 85-104, 107-110, 117-121, 136, 143-144, 152-156, 158-170, 176-177, 188-191, 196-200, 203-208, 207-212, 215-229, 234-238, 240-244, 258-262, 246-248, 264

Grade 9 – Language

Alberta ELA Curriculum



General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

	Curriculum Outcomes	Pages
3.1	Plan and focus - Focus attention - Determine information needs - Plan to gather information	126–127, 171–175, 251–258
3.2	Select and process - Use a variety of sources - Access information - Evaluate sources	126–128, 136–139, 145–146, 148–151, 171–175, 184–185, 188–191, 203–205, 217–219, 243–244, 251–259, 261–265
3.3	Organize, record and evaluate - Organize information - Record information - Evaluate information	28–34, 36–42, 51–55, 64–65, 71–72, 83–84, 94–95, 99–104, 107, 109, 120–123, 126–128, 137–139, 148–156, 158–160, 163–175, 184–185, 188–191, 196–198, 203–205, 207–212, 224–228, 230–234, 240, 244–248, 251–259, 261–265
3.4	Share and review - Share ideas and information - Review research process	148–151, 176–177

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

	Curriculum Outcomes	Pages
4.1	Enhance and improve - Appraise own and others' work - Revise and edit - Enhance legibility - Expand knowledge of language - Enhance artistry	14–17, 21, 26–27, 35, 43, 44–45, 59–63, 73, 74–75, 78–79, 83–84, 107, 113–116, 127, 133, 136–139, 148–149, 147, 180–183, 186–187, 192–193, 195, 201–203, 206, 213–214, 220–223, 228–234, 236–238, 245, 262, 267, 269–282
4.2	Attend to conventions - Attend to grammar and usage - Attend to spelling - Attend to capitalization and punctuation	47, 72, 81, 110, 176–179, 213–214, 220–222
4.3	Present and share - Present information - Enhance presentation - Use effective oral and visual communication - Demonstrate attentive listening and viewing	48, 59–62, 74, 83, 114–115, 132, 137–138, 145–146, 184–185, 193–195, 229, 242–244

Grade 9 – Language

Alberta ELA Curriculum



General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

	Curriculum Outcomes	Pages
5.1	Respect others and strengthen community • Appreciate diversity • Relate texts to culture • Celebrate accomplishments and events • Use language to show respect	217-219, 244-254, 257-265, 267
5.2	Work within a group • Evaluate group process • Work in groups • Cooperate with others	112-113, 117-119, 122, 258-259

Understanding Text Forms

What Are Text Forms?

Text forms are organizational structures used to communicate ideas for specific audiences and purposes. Writers choose different text forms depending on whether they want to inform, persuade, entertain, explain, or analyze information. Understanding text forms helps readers interpret messages effectively and allows writers to communicate clearly and purposefully.

Common Text Forms

	Purpose	Common Examples
Narrative	Tells a story through characters, events, and conflict.	Novels, short stories, memoirs
Informational / Expository	Explains or informs about concepts, facts, or processes.	Textbooks, articles, reports
Descriptive	Creates a vivid, detailed picture of a person, place, or thing.	Travel writing, character descriptions
Persuasive	Encourages readers to accept a viewpoint or take action.	Editorials, advertisements, speeches
Argumentative	Supports a claim using evidence and reasoning while addressing counterarguments.	Essays, debates, position papers
Procedural	Provides instructions for completing a task or process.	Recipes, manuals, step-by-step guides
Literary Analysis	Examines and interprets literary texts.	Critical essays, response papers
Media Text	Combines visual, audio, and written elements to communicate messages.	Podcasts, social media posts, commercials, infographics

Why Text Forms Matter

Understanding text forms helps readers and writers:

- Identify an author's purpose and intended audience.
- Recognize how information is organized and presented.
- Evaluate the effectiveness of communication.
- Choose the most appropriate format for different situations.
- Develop stronger reading, writing, and critical-thinking skills.



Matching

Label each text form with its description.

	Narrative	A) Combines text, visuals, and audio to share a message.
	Expository	B) Uses evidence to support a claim and address other viewpoints.
	Descriptive	C) Uses vivid details to create a clear picture for the reader.
	Persuasive Writing	D) Analyzes themes, characters, and literary techniques.
	Argumentative	E) Explains facts, ideas, or concepts about a topic.
	Procedure	F) Gives step-by-step instructions to complete a task.
	Literary Analysis	G) Tells a story with characters, events, and conflict.
	Text Form	H) Tries to influence the reader's opinion or actions.

Identify

Read each situation and identify the most appropriate text form.

A student writes an essay about climate change using evidence.	
A travel writer describes a beautiful beach.	
A company shares videos and images of its products.	
A writer examines the theme and symbols in a novel.	
A recipe explains how to prepare a healthy meal.	

Questions

Answer the questions below.

1) Why might an author choose an argumentative text instead of a narrative when discussing a controversial issue?

2) Which text form do you think is most effective for communicating information to teenagers today? Explain your answer using at least one example.

Personal Voice in Writing

Understanding Personal Voice in Writing

Personal voice is the distinctive way a writer communicates ideas, opinions, and experiences. It is reflected in a writer's tone, word choice, sentence structure, and perspective. A strong personal voice helps writing feel authentic and allows readers to connect with the writer's message.

While two writers may discuss the same topic, their writing often sounds different because each person brings unique experiences, values, and viewpoints to their work. Developing a personal voice helps writers communicate with confidence and create a lasting impression.

Developing Your Personal Voice

Developing a personal voice takes time, reflection, and consistent practice. Writers strengthen their voice by exploring different styles and learning how to express ideas effectively.

1. **Read Diverse Texts** - Exploring various genres and authors exposes you to different writing styles and perspectives. Consider how writers communicate ideas and engage their audiences.
2. **Write Consistently** - Regular writing allows you to discover your strengths, preferences, and patterns as a writer. The more you write, the more your voice develops naturally.
3. **Experiment with Style** - Try different tones, sentence structures, and vocabulary choices. Exploring various approaches can help you identify which techniques best reflect your personality and purpose.
4. **Reflect on Feedback** - Constructive feedback can help you refine your voice while maintaining the qualities that make your writing unique.

Personal Voice and Audience

Effective writers adapt their voice to suit their audience and purpose. The language used in a personal narrative may differ from the language used in an academic essay, but both can reflect the writer's individuality.

Understanding your audience allows you to make thoughtful choices about tone, style, and word selection while maintaining an authentic voice.

Personal Voice in Academic Writing

Personal voice remains important in formal writing. Although academic writing follows specific conventions, writers can still express originality through their analysis, organization, tone, and choice of supporting details.



Name: _____

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Curriculum Connection
11.1a

Practise:

Choose one topic below. Then write about the topic from three different perspectives. Adjust your tone, language, and ideas to reflect each perspective. Finally, compare how each voice changes the way the topic is presented.

Social Media Use

Artificial Intelligence

School Uniforms

Parent

Student

Teacher

PREVIEW

True or False

Is the statement true or false?

1) Personal voice reflects a writer's experiences and perspectives.	True	False
2) Writers adjust their voice for different audiences and purposes.	True	False
3) Personal voice is only used in creative writing.	True	False
4) Trying different styles can strengthen a writer's voice.	True	False
5) Personal voice can be used in formal writing.	True	False

Tone Transformation

Rewrite the message below using the three different tones. Change the word choice and style while keeping the same meaning.

Original Message: I forgot to submit my assignment on time.

Tone	Your Version
Formal	
Friendly	
Humorous	
Dramatic	
Apologetic	

Style Imitation

Take the sentence below and rewrite it if you were sending a text message to a close friend. Keep the meaning the same but change the style and voice.

Original Sentence:

I finished my project two days before the deadline because I wanted enough time to review my work and fix any mistakes before submitting it.

Text Message Version:

Vocabulary Upgrade

Rewrite each sentence using stronger, more expressive vocabulary while keeping the original meaning.

1) The movie was good.	
2) She walked into the room quietly.	
3) The weather was bad.	

**Writing
Fluency**

Write continuously for 3 minutes using your own voice and style. Do not stop to edit. **Prompt:** If someone wanted to know the real you, what story would you tell them?

PREVIEW

Questions

Answer the questions below.

1) Which sentence best shows your personality or opinions?

2) What emotions or experiences did you include?

Building Effective Paragraphs

Why Are Paragraphs Important?

Paragraphs help writers organize ideas clearly and guide readers through a text. Each paragraph should focus on one main idea and develop it with relevant details and explanations.

The Structure of an Effective Paragraph

1. Topic Sentence introduces the main idea of the paragraph and tells readers what the paragraph will focus on. It provides focus and direction, helping readers understand the purpose and information that follows. A strong topic sentence is clear, specific, and directly related to the overall topic.

Example:

Social media has become a new way people communicate and share information.

2. Supporting Details develop the main idea presented in the topic sentence. These details may include facts, examples, evidence, statistics, observations, or personal experiences. Effectively using supporting details helps readers understand the topic more fully and strengthen the writer's argument.

Examples of Supporting Details

- Facts and statistics
- Real-world examples
- Explanations and descriptions
- Personal observations
- Evidence from research

3. The concluding sentence brings the paragraph to a close by restating the main idea. It reminds readers of the paragraph's focus and helps them transition to the next idea. A concluding sentence should summarize rather than introduce new information.

Example: As a result, social media continues to play an important role in communication.

Building Paragraph Unity

Unity means that all sentences in a paragraph work together to support one main idea. Every detail, example, and explanation should connect directly to the topic sentence. Including unrelated information can weaken the paragraph and make it harder for readers to follow.

Creating Coherence

Coherence refers to the logical flow of ideas within a paragraph. A coherent paragraph moves smoothly from one sentence to the next, helping readers understand how ideas are connected. Writers can improve coherence by organizing details logically and using transition words effectively.



Topic Sentence

Read each paragraph carefully. Infer the main idea and write an effective topic sentence that introduces the paragraph.

Topic Sentence

Artificial intelligence is becoming increasingly common in everyday life. From personalized recommendations on streaming platforms to virtual assistants that answer questions instantly, AI is changing how people interact with technology. As these systems become more advanced, it is important to consider both their benefits and their potential challenges. Ultimately, AI is reshaping the way society communicates, works, and learns.

Topic Sentence

Many people spend several hours each day on social media platforms. While these platforms can keep us connected and informed, they can also contribute to stress, misinformation, and unrealistic expectations. Learning to evaluate online content critically is an important skill in our digital world. Therefore, digital literacy has become essential for navigating the modern social landscape.

Topic Sentence

Climate change continues to impact our planet and the world in different ways. Rising temperatures, extreme weather events, and sea level changes are becoming more noticeable each year. Governments, organizations, and individuals all play a role in addressing these challenges. As a result, collective action is necessary to protect the environment for future generations.

Hooks

Rewrite each topic sentence to create a strong hook. Use the following techniques: Thought-provoking question, Surprising fact, and Interesting observation

Basic Version

Technology has changed the way students learn.

Your Version

Boring Version

Social media influences how people communicate.

Your Version

Boring Version

Climate change affects communities around the world.

Your Version

Writing Hooks – Improving Topic Sentences

Asking a Question: Begin with a question to make your readers curious.

Example: "Can social media do more harm than good?"

Use an Exclamation: Start with something exciting to grab your reader's attention.

Example: "What an amazing scientific breakthrough!"

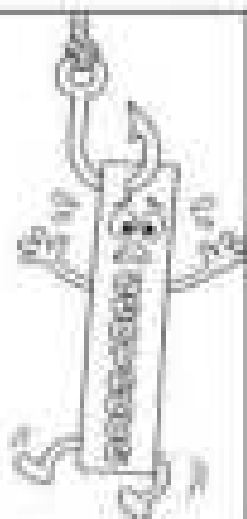
Making a Bold Statement: By opening with a bold statement, you

lay down the foundation for your readers.

Example: "Technology has changed our lives forever."

Adding an Interesting Fact: Tell an interesting fact to engage your readers.

Example: "Most teens use social media daily."



Hooks

Revise the topic sentence below using the different strategies.

Original Version	Artificial intelligence is becoming more common in schools.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Social media has changed how people communicate.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) Understanding how to budget, save, and manage money is an essential life skill. Financial literacy helps people make informed decisions about spending and investing. It can also prevent debt and improve long-term financial stability. As financial systems become more complex, these skills are increasingly valuable.

- a) Managing money wisely helps people make better financial decisions.
- b) Financial literacy teaches skills for saving, budgeting, and spending responsibly.
- c) Learning to budget can improve future financial opportunities.

2) Learning a second language improves communication skills and cultural awareness. It can also enhance job prospects, problem-solving abilities, and career opportunities. In today's interconnected world, bilingual individuals often have an advantage. Language learning opens doors to personal and professional growth.

- a) Learning another language helps people connect across cultures.
- b) Studying a second language improves communication and creates new opportunities.
- c) Knowing multiple languages can support personal and academic growth.

3) Music has the power to reflect cultural values and traditions. It can inspire change, express emotions, and unite communities. Throughout history, music has been used to communicate important messages. Music remains a vital part of our evolving society.

- a) Musical traditions often reveal important aspects of culture and identity.
- b) Throughout history, music has been used to communicate ideas and bring people together.
- c) Music serves as a powerful form of expression that reflects and influences society.

4) Volunteering allows individuals to contribute positively to their communities. It develops leadership, teamwork, and communication skills. Many volunteers gain valuable experiences that support future careers. Serving others benefits both the community and the individual.

- a) Volunteer experiences help individuals develop skills that are useful in future careers.
- b) Community service creates positive outcomes for volunteers and the people they assist.
- c) Volunteering benefits communities while promoting personal growth and skill development.

Think

Circle which topic sentence you think is best.

5) Fast fashion allows consumers to purchase trendy clothing at low prices. However, it often contributes to environmental waste and poor labor conditions. Many organizations are promoting sustainable alternatives. Understanding these impacts helps consumers make responsible choices.

- a) The fashion industry influences how people shop for clothing.
- b) Fast fashion raises important environmental and ethical concerns.
- c) Clothing trends often change quickly in modern society.

6) Mental health affects how people think, feel, and interact with others. Healthy coping strategies build resilience and overall quality of life. Schools and communities play a key role in promoting mental health awareness. Maintaining mental well-being is essential for success and happiness.

- a) Mental well-being is important for school, work, and daily life.
- b) Developing healthy coping strategies builds resilience and emotional balance.
- c) Mental health awareness programs help communities support individual well-being.

7) Competitive gaming has grown into a global industry with professional teams and international tournaments. E-sports require strategy, teamwork, and quick decision-making. Millions of viewers watch competitions online. The popularity of e-sports continues to increase worldwide.

- a) E-sports have transformed competitive gaming into a rapidly expanding industry.
- b) Professional gaming competitions require teamwork, strategy, and advanced tactical skills.
- c) The growing popularity of e-sports has attracted audiences from around the world.

8) Effective leaders inspire others to work toward common goals. They communicate clearly, make informed decisions, and adapt to challenges. Leadership skills are valuable in schools, workplaces, and communities. Strong leadership often contributes to group success.

- a) Effective leaders communicate clearly while adapting to changing circumstances.
- b) Successful organizations often rely on strong leadership and teamwork.
- c) Leadership skills help individuals guide others and achieve shared objectives.

Crafting Perfect Paragraphs

1) The Foundation of a Paragraph: Topic Sentence

A well-developed paragraph begins with a topic sentence. This sentence introduces the main idea and establishes the focus of the paragraph. An effective topic sentence should be clear, specific, and engaging, providing readers with a sense of what will be discussed. In academic writing, it serves as a guide for both the writer and the reader.

Example: Social media plays a significant role in shaping public opinion and influencing how people perceive current events.

2) Building the Paragraph: Adding Supporting Sentences

Once the main idea is established, supporting sentences provide the evidence and examples needed to develop it. These details may include facts, statistics, examples, or logical reasoning. Strong supporting sentences expand on the topic while remaining relevant and logically connected.

Supporting Sentence 1

Information can be shared instantly with millions of people through social media platforms, allowing news and ideas to spread within minutes.

Supporting Sentence 2

Users are exposed to a wide range of perspectives, which can broaden their understanding of issues or reinforce existing beliefs.

Supporting Sentence 3

Trending posts, hashtags, and viral content often influence public opinion and draw attention to specific topics or events.

Supporting Sentence 4

However, because misinformation can spread quickly online, users must evaluate sources carefully and think critically before accepting information as accurate.

3) Wrapping Up: Crafting a Concluding Sentence

A concluding sentence brings the paragraph to a clear and effective close. Rather than introducing new information, it reinforces the main idea and summarizes the key points discussed. A strong conclusion helps create a sense of completeness and leaves the reader with a lasting understanding of the topic.

Example: Therefore, social media has become a powerful force in shaping public understanding while highlighting the importance of responsible digital citizenship.

**Supporting
Details**

Write three relevant supporting details that effectively develop each topic sentence. Use facts, examples, explanations, or reasons to support the main idea.

Topic Sentence	Reading helps develop critical thinking and analytical skills.
1	Reading helps people analyze ideas and information more carefully.
2	It encourages logical thinking when evaluating different viewpoints.
3	Reading develops independent judgment and informed decision-making.

Topic Sentence	Health is an important part of overall well-being.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Cyberbullying can have serious effects.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Conservation efforts help protect ecosystems and wildlife.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

**Paragraph
Expansion**

Expand the short paragraph below into a 150-200 word detailed paragraph. Add supporting details, examples, explanations, and a concluding idea while keeping the main message.

Starter Paragraph:

Technology has become an important part of education. It helps students access information, complete assignments, and communicate with teachers. However, devices and social media can also distract students from learning. Using technology responsibly allows students to enjoy its benefits while staying focused on their goals.

PREVIEW

Supporting Details

In the planning stage of writing, writers often generate many ideas about a topic. These ideas can then be grouped into broader categories that become the main points of a paragraph or essay. Organizing ideas in this way helps writers create focused, well-developed paragraphs with clear supporting details.

Example

Brainstorm: How does social media influence society? Sharing information quickly, Spreading information, Connecting people globally, Influencing opinions Promoting businesses, Encouraging online activism, Affecting mental health and Creating digital communities

3 Big Ideas: (1) Connection and Connection - connecting people globally, creating digital communities (2) Information and Information - sharing information quickly, influencing opinions, spreading information (3) Social and Personal Impact - affecting mental health, encouraging online activism, promoting businesses

Brainstorm

Brainstorm ideas. Select 3 big ideas to write about.

1) How Does Social Media Influence Public Opinion

Social Media and
Public Opinion

List three main ideas you chose from your brainstorming.

1)

2)

3)

Brainstorm

Brainstorm the topic and then select 3 big ideas to write about.

2) How does technology change daily life?

Technology in
Daily Life

Write the 3 ideas you can pull from your brainstorming.

1)

2)

3)

3) Why is mental health awareness important?

Mental Health
Awareness

Write the 3 ideas you can pull from your brainstorming.

1)

2)

3)

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

A conclusion sentence is the final sentence of a paragraph. Its purpose is to bring the discussion to a logical close by reinforcing the main idea and highlighting the significance of the supporting details. An effective conclusion helps readers understand the importance of the paragraph's message and leaves a lasting impression.

Key Elements of a Strong Conclusion

1. Reinstate Main Idea – A conclusion sentence should revisit the topic sentence without using it word for word. Instead, it should restate the central idea using fresh language that reflects the discussion presented in the paragraph.

2. Synthesize Supporting Details – Rather than listing details again, combine the key points into a brief summary of the topic.

Example Topic: The Importance of Teamwork in the Workplace

Supporting Details:

- Teamwork promotes creativity and innovation.
- It allows individuals to learn from each other.
- It helps groups solve problems more effectively.

Synthesis:

Together, these benefits demonstrate how teamwork contributes to both individual and group success.

3. Emphasize Significance

A strong conclusion explains why the topic matters. It helps readers connect the paragraph's ideas to larger issues, real-world situations, or future implications.

Advanced Conclusion Strategies

1. Link the paragraph to a broader concept or real-world issue.

Example: For this reason, teamwork remains an essential skill in both academic and professional environments.

2. Show how the topic may influence future outcomes.

Example: As society becomes increasingly interconnected, the ability to work effectively with others will become even more valuable.

3. End with Reflection and encourage readers to think more deeply about the topic.

Example: Ultimately, the success of any group often depends on the willingness of its members to collaborate and support one another.



True or False

Is the statement true or false?

1) A conclusion sentence should reinforce the main idea of the paragraph.	True	False
2) A strong conclusion may restate key points using different wording.	True	False
3) New evidence should be introduced in the conclusion sentence.	True	False
4) Conclusion sentences help create a sense of closure for the reader.	True	False
5) An effective conclusion can highlight the significance of the topic.	True	False

Identify

Check the statements that help create a strong conclusion sentence.

☐ Restate the main idea.	☐ Add new details.	☐ Introduce a new topic.
☐ Connect to a topic.	☐ Summarize key points.	☐ Leave a final thought.
☐ Include unrelated sentences.	☐ Give random facts.	

Think

Circle the conclusion sentence you think is best.

1) Volunteering helps people contribute to their communities. It also develops leadership, teamwork, and communication skills. These experiences have lasting benefits.
a) Volunteering allows people to make a positive difference.
b) Volunteering often takes place in community organizations.
c) volunteering is a meaningful way to create positive change and gain personal growth.
2) Space exploration has expanded scientific knowledge and future discoveries continue to improve our understanding of the universe, shape future generations.
a) Astronauts train for many years before going into space.
b) Space exploration remains an important investment in scientific progress.
c) Space agencies launch missions for different purposes.
3) Public transportation helps people travel efficiently in urban areas. It can reduce traffic congestion and support environmental goals. Many cities continue to improve their transit systems.
a) Public transportation plays a key role in building connected and sustainable communities.
b) Buses and trains are common forms of public transportation.
c) Many cities continue to expand their transit systems.

Analyzing Paragraphs

Analyze:

Read the paragraphs below. Underline the topic sentence and conclusion sentence (or use highlighters). Then circle the 3 different supporting details. Lastly, write the main idea of the paragraph.

Digital privacy is becoming increasingly important in today's connected world. Many websites collect personal information from their users. Online scams and cyberattacks can put sensitive data at risk. Strong passwords and privacy settings help protect personal information. Therefore, safeguarding digital privacy is essential for staying safe online.

Main Idea _____

Journalism plays a vital role in a democratic society. News organizations provide information about current events and public issues. Investigative reporting can expose wrongdoing and hold those in power accountable. Valuable journalism helps citizens make informed decisions. Therefore, a free and responsible press is essential for an informed public.

Main Idea _____

Healthy sleep habits are important for overall well-being. Adequate sleep improves concentration and memory. It also supports physical health and emotional balance. Poor sleep can negatively affect academic performance. As a result, maintaining healthy sleep habits contributes to a more successful life.

Main Idea _____

Public libraries continue to provide valuable services to communities. They offer access to books, digital resources, and educational programs. Libraries create spaces for learning, research, and collaboration. Many community members rely on these resources for personal and academic growth. Therefore, public libraries remain important centers of knowledge and opportunity.

Main Idea _____

Protecting endangered species is essential for maintaining biodiversity. Every species contributes to the balance of its ecosystem. Habitat destruction and pollution threaten many animal populations. Conservation efforts help preserve wildlife for future generations. Ultimately, protecting endangered species supports a healthier natural environment.

Main Idea _____

Success Criteria - Analyzing Paragraphs

Analyze

Read the paragraph below. Identify what makes it effective, such as its organization, clear ideas, supporting details, vocabulary, and transition words. Then, work with a partner or group to create 4-8 success criteria for writing a strong paragraph.

Media literacy is an essential skill in today's digital world. Every day, people encounter information on news websites, social media platforms, blogs, videos, and online advertisements. While the internet provides quick access to knowledge, not all information is reliable, or unbiased. Some content may be misleading, incomplete, or even designed to influence public opinion. By evaluating sources, checking evidence, and gathering information from multiple perspectives, and recognizing bias, individuals can make informed decisions and avoid misinformation. Furthermore, media literacy is crucial for promoting responsible digital citizenship, and ethical online behavior. It helps users distinguish between factual reporting and opinion-based content. As technology continues to advance communication and access to information, the ability to critically assess media has become more important than ever. Ultimately, media literacy empowers individuals to navigate the digital landscape with confidence, responsibility, and informed decision-making.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

Discuss the impact of social media on teenagers.

Explain the advantages of renewable energy.

Describe the effects of climate change on society.

Explain the value of cultural diversity.

Discuss the importance of volunteerism in communities.

Discuss the importance of mental health awareness.

Explain the benefits of online learning.

Describe a traditional family celebration.

Explain the importance of digital literacy.

Discuss the role of journalism in society.

1) What is your topic?

2) Brainstorm anything that you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below

5) Write the 3 supporting details you will include in your paragraph.

1

2

3

6) Write your paragraph below. Make sure to use transition words between your supporting sentences.

PREVIEW

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Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Essay Writing – Thesis Statements

A thesis statement is a single sentence that tells readers the main point your paper is going to make. It's like a roadmap guiding the reader through your essay, showing what you're going to talk about. For example, a thesis statement might be, "School uniforms should be required because they promote equality, reduce distraction, and save money."

Instructions: Read the topics below and write the three main ideas into a thesis statement.

Topic	Main Ideas
The Benefits of Volunteerism	1) Volunteer work develops leadership skills. 2) It strengthens communities. 3) It promotes social responsibility.
Thesis Statement	
Volunteerism benefits society because it develops leadership skills, strengthens communities, and promotes social responsibility.	

Topic	Main Ideas
The Importance of Exercise	1) It improves physical health. 2) It reduces stress. 3) It increases energy levels.
Thesis Statement	

Topic	Main Ideas
The Impact of Reading for Pleasure	1) Reading for pleasure can boost literacy skills. 2) It allows for the exploration of different cultures and ideas. 3) Leisure reading can be a form of stress relief.
Thesis Statement	

Instructions: Read the topics below and write the three main ideas into a thesis statement.

Topic	Main Ideas
The Importance of Healthy Sleep Habits	1) Sleep improves focus and academic performance. 2) It supports physical and mental health. 3) It helps regulate emotions and reduce stress.

Thesis Statement

Topic	Main Ideas
The Influence of Celebrities on Youth	1) Celebrities often set popular trends. 2) They influence youth consumer choices. 3) They can encourage positive action.

Thesis Statement

Topic	Main Ideas
The Importance of Equality and Inclusion	1) Equality promotes fairness and opportunity. 2) Inclusion encourages respect for diversity. 3) Both strengthen communities and relationships.

Thesis Statement

Brainstorm

Brainstorm 3 main ideas for each of the topics below. Then write a thesis statement for each.

Topic	Main Ideas
Should Teenagers Have Part-Time Jobs? (3 reasons why you/they)	1)
	2)
	3)
Thesis Statement	

Topic	Main Ideas
Is climate change the greatest environmental challenge today?	1)
	2)
	3)
Thesis Statement	

Question: Why do you think a thesis statement is important in an essay?

Think

Circle the best thesis statement below for the topic provided.

Topic: The Effects of Cyberbullying

- a) Cyberbullying can occur through social media, messaging platforms, and online gaming communities.
- b) Cyberbullying can harm mental health, affect academic performance, and damage relationships.
- c) Cyberbullying remains a growing concern for schools, families, and online communities.

Topic: The Benefits of Outdoor Recreation

- a) Outdoor recreation improves physical fitness, reduces stress, and encourages appreciation for nature.
- b) Outdoor recreation includes activities like hiking, camping, and exploring natural environments.
- c) Outdoor recreation is becoming more popular as people seek activities beyond digital entertainment.

Topic: The Importance of Water Conservation

- a) Water conservation protects natural resources, reduces costs, and supports future generations.
- b) Water conservation requires individuals, businesses, and governments to work together effectively.
- c) Water conservation has become an important issue in many regions due to environmental challenges.

Topic: The Impact of Climate Change on Communities

- a) Climate change affects weather patterns, threatens ecosystems, and creates challenges for communities.
- b) Climate change is discussed by scientists, governments, and environmental organizations worldwide.
- c) Climate change has become one of the most significant environmental issues of modern times.

Essay Writing – Mental Health Awareness

Introduction

Mental health is an essential part of a person's overall health and well-being. It influences how individuals think, feel, behave, and respond to the challenges of everyday life. Good mental health can help people manage stress, build positive relationships, and make responsible decisions. In recent years, awareness of mental health issues has grown as more people recognize the importance of emotional and psychological well-being. Increasing understanding, reducing stigma, and encouraging support, communities can help create a healthy and inclusive society for everyone.



Main Idea 1: Understanding Mental Health

Mental health affects our thoughts, feelings, and social well-being. It plays a significant role in how people cope with stress, interact with others, and handle responsibilities at school, work, and home. Just as physical health requires care and attention, mental health also needs to be maintained through positive relationships, and self-care practices. Understanding mental health helps individuals recognize its importance and encourage them to take steps to protect their own well-being.

Main Idea 2: Reducing Stigma

Although awareness has increased, many misconceptions about mental health still exist. These misunderstandings can prevent people from seeking help for their own experiences or asking for help. Education and open conversations can help reduce stigma and create a more supportive and accepting environment.

Main Idea 3: Accessing Support and Resources

Access to mental health support is important for individuals facing challenges such as stress, anxiety, or depression. Counselors, healthcare professionals, family members, and trusted adults can provide guidance and assistance. Seeking help when needed can improve well-being and prevent problems from becoming more serious.

Conclusion

In conclusion, mental health awareness is vital for creating a society that values emotional and psychological well-being. By increasing understanding, reducing stigma, and improving access to support services, communities can help individuals feel empowered to seek assistance when needed. Promoting mental health awareness not only benefits individuals but also strengthens families, schools, and communities. As awareness continues to grow, everyone can play a role in fostering a culture of compassion, support, and respect for mental well-being.

Questions

Answer the questions below

1) What did you find most interesting about the essay?

2) Write the thesis statement of the essay below.

3) Is the conclusion of the essay the same as the thesis statement? Briefly explain.

4) Describe the structure of the essay. How many paragraphs are there? How are they organized?

True or False

Is the statement true or false?

1) Mental health is part of a person's overall health.

True

False

2) Mental health only affects a person's emotions.

True

False

3) Stigma can stop people from asking for help.

True

False

4) Only doctors can provide mental health support.

True

False

5) Seeking help early can prevent problems from becoming more serious.

True

False

Essay Writing

1) Fill in the missing parts of the paragraphs below to complete the essay

Topic: Time Management

Introduction

Time management is an essential skill that helps students balance their academic responsibilities, personal activities, and daily tasks. By using time wisely, individuals can increase productivity, reduce stress, and achieve their goals more effectively. In this essay, we will explore the importance of time management, its benefits for students, and strategies for developing effective time management habits.

Main Idea 1: Benefits of Time Management

Main Idea 2: Developing Effective Time Management Habits

Main Idea 3: Strategies for Effective Time Management

Effective time management involves planning tasks, setting priorities, and creating realistic schedules. Students can use planners, calendars, or digital tools to organize their responsibilities and track deadlines. Breaking large tasks into smaller steps can make work more manageable and less overwhelming. Avoiding distractions and maintaining focus during study sessions can also improve productivity. By developing these habits, students can make better use of their time and achieve their goals more efficiently.

Conclusion

In conclusion, time management plays a vital role in helping students succeed academically and personally. It allows individuals to stay organized, complete tasks on time, and maintain a healthy balance between work and leisure. Although managing time effectively requires discipline and practice, the benefits far outweigh the challenges. By developing strong time management skills, students can improve their performance, reduce stress, and prepare themselves for future success.

Sample Ideas

Digital Citizenship	Sustainable Development	Human Rights Awareness
The Future of Work	E-Learning and Education	Cultural Diversity
Artificial Intelligence Ethics	Environmental Sustainability	Healthy Lifestyle Habits
Global Trade and Economics	Health and Wellness	The Impact of Video Games
Innovation and Technology	Effective Study Habits	Youth Participation in Society

Instruction: Answer the questions below.

1) Choose a topic you are interested in and list three main ideas about each.

Main Ideas

Example:
Artificial
Intelligence in
Education

How can artificial intelligence support student learning?
What are the pros and disadvantages of AI in schools?
What is the future of education?

1)

2)

3)

Name _____

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Guided Reading
2014-2015

Write

Choose one of the three topics you selected, then write a five-paragraph essay about it.

Introduction - Include a thesis statement

Lined area for writing the introduction paragraph.

Main Idea 1

Lined area for writing the first main idea paragraph.

PREVIEW

Name _____

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Main Idea 2

Main Idea 3

Conclusion

PREVIEW

Formal Versus Informal Letters

Understanding Formal Letters

Formal letters are used for professional, academic, and official communication. They follow a specific structure and use respectful, objective language. Formal letters are commonly written for job applications, scholarship requests, complaints, inquiries, and communication with organizations or institutions.

Key Components

- **Sender Address and Date** – Written at the top of the letter.
- **Recipient Address** – Includes the name and address of the person or organization receiving the letter.
- **Salutation** – Greeting such as *Dear Mr. Cruz*, *Dear Ms. Santos*, or *Dear Sir/Madam*.
- **Body** – Presents the purpose of the letter clearly and logically. Each paragraph focuses on a specific point.
- **Closing** – Ends with a formal sign-off such as *Yours sincerely*, *Respectfully yours*, or *Yours faithfully*.
- Formal letters avoid slang, contractions, and overly casual expressions. Their purpose is to communicate in a clear, respectful, and professional manner.

Exploring Informal Letters

Informal letters are written to friends, family members, or people with whom the writer has a close relationship. They use a friendly and conversational tone and often focus on sharing personal experiences, feelings, opinions, and news.

Characteristics

- **Personal Tone** – Uses everyday language and a warm, conversational style.
- **Flexible Structure** – While it generally includes a greeting, the format is less rigid.
- **Expressive Content** – May include personal stories, emotions, humor, and advice.
- **Casual Language** – Contractions and familiar expressions are acceptable and often appropriate.

Informal letters allow writers to communicate naturally and build personal connections with the reader. They prioritize expression and relationship-building rather than strict professionalism.

Formal Letters	Informal Letters
Written for professional or official purposes	Written for personal communication
Uses formal and respectful language	Uses friendly and conversational language
Follows a fixed structure	Has a more flexible structure
Avoids slang and contractions	Include casual expressions and contractions
Focuses on facts and purpose	Focuses on personal thoughts and experiences

Think

Circle which type of letter or email is given in the example.

Dear Admissions Officer,

I am writing to inquire about the scholarship programs available for incoming senior high school students. I would appreciate any information regarding the application requirements and deadlines.

Respectfully,
Marta

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Subject: Weekend Plans

Hi Sam,

How have you been? A few of us are planning to watch a movie this Saturday afternoon. It would be great if you could join us. Let me know if you're available.

See you soon,
Nathan

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Dear School Principal,

I would like to request permission to organize a reading campaign for middle school students. I believe this activity would encourage literacy and strengthen students' reading habits.

Yours sincerely,
Angela Cruz

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Hey Mia,

I have finished the novel you recommended! The ending was unexpected. I can't wait to talk about it with you tomorrow during lunch break.

Best,
Lara

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

True or False

Is the statement true or false?

1) Formal letters may include slang, emojis, and casual expressions.	True	False
2) Informal letters are often written to friends, relatives, or acquaintances.	True	False
3) Informal letters usually follow a more flexible structure and tone.	True	False
4) Formal letters are used for official communication.	True	False
5) The body of a formal letter should present ideas clearly and respectfully.	True	False
6) A formal letter typically includes a salutation and closing.	True	False

Analyzing Informal Emails

Informal emails are written to people you know well, such as friends, relatives, or classmates. They use a friendly and conversational tone and often include contractions, casual language, and personal opinions. Informal emails are commonly used to share news, make plans, ask questions, or stay in touch. Although they are less formal than business or professional emails, they should still be clear and respectful.

Analyze

Read the emails below. Underline the subject, closing, and any contractions. Describe the voice used in each email. Is the person happy, sad, scared?

Subject: Community Project

Hi Ava,

I'm researching a community project, and I'm curious about what you think. I've been considering having a neighborhood clean-up or a tree-planting activity. Both options could make a difference and encourage more students to get involved. Let me know which idea you prefer.

Talk soon,

Noah

Author's Voice

Subject: The School Concert Was Amazing!

Hey Liam,

I can't stop thinking about last night's school concert! The music was incredible, and the energy from the audience made the event even better. I loved the band competition because everyone played so well. I wish you could have seen it.

See you soon,

Sophia

Author's Voice

Subject: I'm Nervous About Tomorrow

Hi Emma,

I have a presentation tomorrow, and I'm feeling a little nervous about it. I've practised several times, but I'm still worried about speaking in front of the whole class. Hopefully, everything goes well. Wish me luck!

Take care,

Lucas

Author's Voice

Name: _____

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Character Connection
11.22.14

Informal Email Writing

Write

Using what you've learned about informal letters, write 2 letters below. Use the audience and purpose provided for you.

Audience	Purpose
Older Sibling	Asking for advice about managing school responsibilities
Subject: _____	

Audience	Purpose
Best Friend	Discussing ways to balance academics and personal life
Subject: _____	

Analyzing Formal Letters

Analyze

Read the letters below. Underline the greeting and closing. Circle the transition words being used. Then describe the author's voice. Is the writer concerned, appreciative, hopeful, disappointed, or another emotion?

School Principal
Maple Grove Secondary School
123 Learning Avenue
Springfield, AB T1T 2T1

Dear _____,

I am writing to you about recycling bins around the school campus. Many students want proper disposal, however, there are not enough bins in common areas such as hallways and cafeterias. As a result, recyclable materials are often placed in regular garbage bins. Installing more recycling stations could help reduce waste, promote environmental awareness, and encourage responsible habits among students.

Sincerely,
Jordan Clarkson

Author's Voice

Volunteer Program Coordinator
Community Outreach Centre
45 Main Street
Riverside, ON K8P 3L7

Dear Volunteer Coordinator,

I would like to express my interest in participating in your youth volunteer program this summer. In addition, I am eager to develop leadership skills, meet new people, and contribute to meaningful community projects. Furthermore, volunteering would allow me to gain valuable experience while helping others and making a positive difference. I would appreciate any information regarding the application process and program requirements.

Kind regards,
Jessie Smith

Author's Voice

Formal Letter Writing

Write

Using what you've learned about formal letters, write a letter below. Use the audience and purpose provided for you.

Audience	Purpose
Youth Leadership Program Coordinator	Applying for a leadership training program

PREVIEW

Success Criteria – Formal Letter

Analyze:

Read the letter below. Write things you like about the letter. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 6 criteria that make a good formal letter.

Green Valley Secondary School
245 Learning Avenue
Toronto, ON M2H 2K7

Dear Principal [Name],

I am writing to you regarding the implementation of a student wellness week at our school. Many students experience academic pressure, extracurricular commitments, and personal responsibilities throughout the school year. As a result, stress can sometimes affect students' learning and overall performance.

Firstly, a wellness week could include activities that promote mental health awareness, stress management, and healthy lifestyle choices. In addition, workshops on time management and study strategies could help students develop important life skills. Furthermore, these activities would encourage students to maintain a healthy balance between school responsibilities and personal well-being.

Moreover, organizing wellness-focused events could strengthen the school community by encouraging participation and collaboration among students, staff, and parents. Such initiatives would demonstrate the school's commitment to supporting students' academic success and personal growth.

Thank you for considering this suggestion. I believe a student wellness week will have a positive impact on our school environment and benefit many students.

Yours sincerely,
Alyssa Martinez

1)	
2)	
3)	
4)	
5)	
6)	

Assignment – Formal Letter

Write

Plan your formal letter by brainstorming about your topic below.

Audience	Purposes
Guidance Counselor	Asking about career pathways
University Admissions Office	Inquiring about admission requirements
Community Center Director	Proposing a youth mentorship program
School Board Member	Submitting an opinion letter
Public Health Office	Suggesting a health awareness campaign
Environmental Agency	Requesting information about local projects

1) Who will be the audience for your letter?	
2) What will be the purpose of your letter?	
3) Brainstorm anything that comes to mind for you about this purpose. What things could you write about to this audience?	
4) What will be the main idea of your letter?	
5) Write the greeting you will use.	
6) Write the closing you will use.	

Name: _____

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Write: Plan your letter by brainstorming about your topic below.

7) Write 3 supporting details for your main idea. What three things do you want to tell your audience?

1

2

3

8) What will you use to allow your supporting details to flow?

9) Write your conclusion of your letter.

PREVIEW

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	☐	☐
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		
Formal language - no contractions		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria		
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		
Formal language - no contractions		

Name: _____

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Assignment - Letter Writing

Write

Write the final letter below.

PREVIEW

Rubric – Formal Letter Writing

Category	4 Points	3 Points	2 Points	1 Point
Date/ Address/ Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included
Greeting	Greeting is appropriate and creative	Greeting is appropriate	Greeting is somewhat appropriate	Greeting is inappropriate or missing
Topic Sentence	Clear and on topic	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Supporting Details	Most details support the topic	Some details support the topic	Details are missing or don't support the topic	
Transition Words	Uses fitting transition words	Uses few transition words or they don't fit	No transition words are used	
Closing	Closing is well chosen and creative	Closing is somewhat appropriate	Closing is missing or inappropriate	
Formal Language	Language is formal and there are no contractions	Language is formal – some contractions/informal vocabulary	Language is mostly informal, with many contractions and informal vocabulary	

Teacher Comments

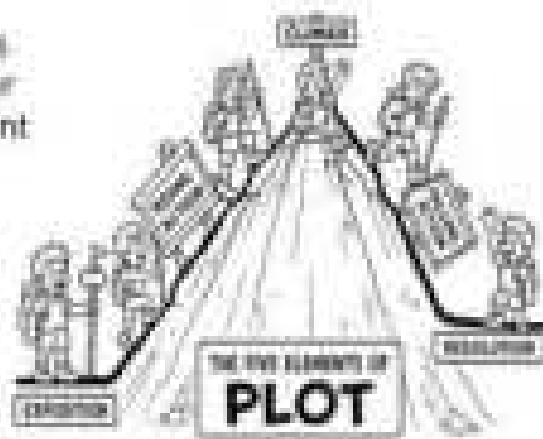
Mark

Student Reflection – How did you do on this assignment? What could you do better?

Intro to Narrative Writing

What is Narrative Writing?

Narrative writing is a form of creative writing that tells a story. The story may be based on real experiences or imagined events and is usually told from a specific point of view. The purpose of narrative writing is to engage readers through characters, conflicts, emotions, and meaningful experiences. A strong narrative allows readers to connect with the story and understand the message or theme behind it.



Key Elements of

- 1. Setting** refers to the time and place where the story occurs. A well-developed setting helps readers visualize the events and understand the atmosphere of the story.
- 2. Characters** are the people, animals, or other beings in the story. The main character, often called the protagonist, drives the plot forward.
- 3. Conflict** is the problem or challenge that arises in the story. It may involve a struggle between characters, society, nature, or even a character's own thoughts and emotions.
- 4. Plot** is the sequence of events in the narrative. It follows a specific structure:
 - **Introduction** - Introduces the setting, characters, and the initial situation.
 - **Rising Action** - Develops the conflict and builds tension.
 - **Climax** - The turning point or most exciting moment in the story.
 - **Falling Action** - Events that occur after the climax.
 - **Resolution** - The conflict is resolved, and the story concludes.
- 5. Theme** is the central message, lesson, or insight the writer wants readers to understand through the story.

Techniques for Effective Narrative Writing

- ✓ **Descriptive Language** - Use sensory details and vivid descriptions to help readers imagine the setting, characters, and events.
- ✓ **Dialogue** - Dialogue reveals character personalities, develops relationships, and moves the story forward.
- ✓ **Show, Don't Tell** - Instead of simply stating emotions, demonstrate them through actions, thoughts, and dialogue.
- ✓ **Character Development** - Allow characters to grow, change, or learn something important throughout the story.
- ✓ **Consistent Point of View** - Maintain a clear perspective, whether writing in first person or third person.

True or False

Is the statement true or false?

1) A narrative may be based on real experiences or fictional events.	True	False
2) Conflict is the challenge or problem that drives the plot.	True	False
3) The climax is usually the least important part of a narrative.	True	False
4) Strong narratives often include dialogue and descriptive details.	True	False
5) A narrative should have a clear resolution to conclude the story.	True	False

Question

Answer the questions below.

1) Write the main idea of narrative writing?

2) Story Idea Generation
Create three narrative ideas that can be developed into a full narrative. Include a character, a conflict, and a resolution.
Example:
A student discovers an abandoned journal in the library, leading to a series of events at school.

Think

Write the beginning, middle, and end for the story idea below.

Beginning: Setting/characters. Middle: Main problem. End: Solving the problem.

Story Prompt: During a city-wide power outage, a teenager receives a mysterious text message from an unknown number.

Beginning	
Middle	
End	

Narrative Writing - Setting

Analyze

The setting below has been written about a meadow. Describe what the character sees, feels, hears, tastes, and smells.

The abandoned railway station stood beneath dark stormy clouds. Rusted tracks disappeared into the fog, while a cool breeze carried the scent of old pine wood. Leaves rustled in the autumnal atmosphere. As dawn settled over it, it felt as though the foggy place was hiding a secret.

See

Feel

Hear

Taste

Describe

Imagine the story and add extra details you can see.

Describe the setting. Make up

See

Feel

Hear

Taste

Smell



Use your notes above to write the setting in paragraph form.

Narrative Writing - Characters**Analyze**

Read each character description. Then identify the character's physical traits, personality traits, motivation, and strengths.

Marcus was known throughout the school for his confidence and leadership skills. Tall and athletic, he excelled academically with his role as captain of the basketball team. While he enjoyed sports, he also found deep satisfaction in his studies. His biggest challenge was learning how to handle failure and use it as motivation to improve.

Name _____

Look _____

Personality _____

Goal or
Motivation _____

Strengths _____

Sofia spent her weekends volunteering at the local animal shelter. She had a calm presence and an endless curiosity about the natural world. Her ability to remain patient during difficult situations made her someone others trusted. She hoped to pursue a career in veterinary medicine and dedicate her life to caring for animals.

Personality _____

Goal or
Motivation _____

Strengths _____

Noah was fascinated by technology and spent much of his free time building computer programs. His curiosity often led him to ask difficult questions that others overlooked. While he could be impatient when solving problems, he never gave up on a project. He dreamed of creating technology that could improve people's lives.

Name _____

Look _____

Personality _____

Goal or
Motivation _____

Strengths _____

Narrative Writing - Plot

Constructing the plot of your story is an essential step in developing an engaging narrative. Most narratives follow a structure that guides the events and shows how the conflict develops and is resolved. The key elements of plot include:

1. **Exposition** - Introduces the setting, characters, and situation.
2. **Rising Action** - Events that build tension and develop the conflict.
3. **Climax** - The turning point or most intense moment of the story.
4. **Falling Action** - Events that occur after the climax.
5. **Resolution** - The conflict is resolved, and the story concludes.

Practice writing a short story plot below. Then fill in the organizer.

While researching the town's history, Aiden discovers an old journal hidden behind a shelf in the town library. The journal contains clues about a missing artifact that disappeared decades ago. Aiden follows the clues and uncovers evidence that suggests the artifact may be in the town square. As he investigates, he realizes that someone else is searching for the artifact and is one step ahead of him. First, Aiden faces several challenges, including misleading clues and a rival searcher. Eventually, he discovers the artifact hidden beneath an abandoned courtyard. Just as he finds it, the rival searcher attempts to claim the discovery, but Aiden presents his findings to local historians. The artifact is preserved in the town museum, and Aiden is recognized for solving a long-standing mystery.

Character	
Exposition	
Rising Action	
Climax	
Falling Action	
Resolution	

Brainstorm

A story should have a plot, challenge, or something to achieve.
Brainstorm a bunch of problems/challenges your characters could face.

Plot
Ideas

Practice

Choose a plot idea from above and write it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Describe the setting of the story.

Name: _____

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24/12

Practice

Fill in the organizer below.

4) **Exposition** - Introduce the setting, main characters, and the situation at the beginning of the story. What is happening before the main conflict begins?

5) **Rising Action** - Describe the events that develop the conflict and build tension. What obstacles and discoveries do the characters encounter? List at least three key events.

6) **Climax** - Describe the turning point of the story, the most intense or important moment when the main conflict reaches its peak.

7) **Falling Action** - Explain what happens immediately after the climax. How do the characters respond to the outcome of the turning point?

8) **Resolution** - Describe how the conflict is resolved. What happens to the characters at the end of the story, and what lesson or message is revealed?

Using Quotations in Narratives

Quotation Marks in Dialogue

Knowing how to use quotation marks in conversations is very important. These special marks help readers understand when a character is talking in a story. Let's go through eight important rules with examples for each.



- 1) **Quotation Marks for Speaking:** When a character talks in a story, you need to put quotation marks (" ") around what they say. They serve as a signal to readers, indicating that someone is speaking.
- 2) **Commas:** When you are writing a sentence that includes a character's speech, it's important to use a comma before or after the quotation marks. Examples: Sarah said, "I'm going to the park," or "I'm going to the park," she said.
- 3) **Punctuation Goes Inside:** If a character's speech ends with a period, comma, question mark, or exclamation point, these punctuation marks go inside the quotation marks. So, if someone asks, "What time is it?" the question mark stays inside the quotation marks.
- 4) **Quotation Marks Within Quotation Marks:** If a character says what someone else said, use single quotation marks (' ') for the inner quote and double quotation marks (" ") for the entire speech. For example: Mark told me, "When she said 'Never give up,' it was a lesson."
- 5) **Multiple Paragraphs:** If a character's speech spans more than one paragraph, you should start each new paragraph with a quotation mark but only use a closing quotation mark at the end of the last paragraph. For example:
"I had an adventure in the forest."
"It was so much fun."
- 6) **Using Descriptive Tags:** Choose a tag that best describes how the person said what is in the quotation. For example, "Come for dinner!" Mom yelled.
- 7) **Exclamation Points and Question Marks:** If the character's speech is a question, or if they exclaim something, the tag should start with a lowercase letter. For example: "Is it your birthday today?" she asked.
- 8) **Exclamation Points and Question Marks:** If someone's speech ends with an exclamation mark or a question mark, you don't need to include a comma before the closing quotation mark. For instance: "Look out!" he shouted.

Using Quotations in Narratives

Edit

Each sentence contains one or more errors in the use of dialogue, quotation marks, punctuation, capitalization, or dialogue tags. Rewrite each sentence correctly.

Original "I can't believe they canceled the competition" said Jordan.

Edited

Original "Can you share the information", asked Mia.

Edited

Original "This is going to be a huge success" exclaimed the scientist.

Edited

Original Ethan whispered do you think we have a chance?

Edited

Original "This evidence changes everything" declared the scientist.

Edited

Original Ava explained, "My mentor always says, Never ignore the details."

Edited

Original "We have less than an hour left!" announced the team leader.

Edited

Original Marcus asked "Have you reviewed the final proposal yet?"

Edited

Analyzing a Short Story - Quotations**The Forgotten Blueprint**

During a research project at the city museum, two students, Ava and Ethan, discovered a faded blueprint hidden inside an old archive box. Curious about its origin, Ava examined the document closely and said, "This blueprint doesn't match any of the exhibits on display."

Ethan studied the markings and replied, "You're right. It looks like _____ for a structure that was never completed."

As they were looking, they found notes attached to the blueprint. "According to this journal, the project was abandoned more than fifty years ago." Surprised by this, Ethan remarked, "Imagine how different the city might look if it had been finished."

Later, the students interviewed a man who had worked on the project. "Many people believed the design was a failure at its time," he recalled. After hearing the story, Ava concluded, "This blueprint is a reminder to preserve historical records." The discovery helped the students understand how things from the past can influence the present and shape the future.

**Questions**

Answer the questions below.

1) Write four different speaker tags used in the story.

2) Write an example of when the speaker tag was before the quote.

3) Write an example of when the speaker tag was after the quote.

4) Which quotation best reveals the theme of the story? Explain your answer.

Writing Speaker Tags

questioned	reported	proposed	explained	admitted
replied	suggested	announced	wondered	observed
announced	declared	reassured	reminded	recommended
asserted	reported	declared	encouraged	inquired

Fill in the blanks. Speaker tags help readers understand how dialogue is delivered and what a character's emotions, attitude, or intentions. Choose the most appropriate speaker tag for each sentence.

1)	"Could you handle this on your own, strong enough?" she _____ thoughtfully.
2)	"I wonder how the weather will change over time," he _____.
3)	"Let's review the data and make a conclusion," she _____ with a smile.
4)	"I believe this source is the most reliable," he _____ confidently.
5)	"The debate competition will begin shortly," he _____ formally.
6)	"I declare this meeting officially open," the chair _____.
7)	"You should consider another perspective," she _____ calmly.
8)	"Our team achieved the highest score," he _____.
9)	"Could you explain your reasoning?" she _____ politely.
10)	"Remember to submit your research proposal," he _____ the class.
11)	"I've completed the first draft of my essay," she _____ to her group.
12)	"I propose a new recycling initiative for the school," he _____ at the meeting.
13)	"I admit my conclusion was incomplete," he _____.
14)	"I'll help you prepare for the presentation," she _____ kindly.

Success Criteria – Narrative

Analyze

Read the story below. Write things you like about the story. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria that make a good narrative. In the box, draw a scene you imagined while reading.

The Storm Shelter

The sky darkened as heavy clouds rolled over the coastal town. Ethan hurried home from school, gripping his backpack as the wind began to howl. Rain poured down in sheets, making it difficult to see the street ahead.

As he searched for shelter, he noticed an elderly woman struggling with several grocery bags. Without hesitation, Ethan rushed over and offered to help.

"Thank you," the woman said gratefully.

"The storm arrived much faster than I expected."

Together, they made their way toward a nearby community center. Just as they reached the entrance, a loud crack of thunder echoed through the air, followed by a brief power outage. Inside the center, neighbors gathered to wait out the storm. Some shared flashlights while others comforted frightened children. Ethan realized that even during difficult times, people could come together and support one another.

When the storm finally passed, the townspeople stepped outside to find the sky clear and bright once again.

1)

2)

3)

4)

5)

6)

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Street Magician	Loses a mysterious artifact	City Festival
Chess Champion	Competes against an unknown prodigy	National Tournament
Museum Explorer	Finds a hidden room	History Museum
Musician	Finds a song that changes memories	Concert Hall
Librarian	Discovers books that predict events	Grand Library
Game Designer	Gets trapped in a virtual world	Digital City

Plan

Choose a plot and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Exposition - Describe the setting and how your characters first discover the problem.

Practice

Fill in the organizer below.

4) **Rising Action** - Describe the events that develop the conflict and build tension. What obstacles, challenges, or discoveries do the characters encounter? List at least three key events.

5) **Climax** - Describe the turning point of the story. What is the most intense or important moment when the conflict reaches its peak?

6) **Falling Action** - Explain what happens immediately after the climax. How do the characters respond to the outcome of the turning point?

7) **Resolution** - Describe how the conflict is resolved. What happens to the characters at the end of the story, and what lesson or message is revealed?

8) What is a good title for your story?

Understanding Persuasive Writing

What Is Persuasive Writing?

Persuasive writing is a form of communication that aims to convince an audience to accept a particular viewpoint, support an idea, or take a specific action. Writers use logical reasoning, evidence, and persuasive language to influence the opinions or decisions of their readers. Persuasive writing is commonly used in editorials, speeches, advertisements, debates, proposals, and opinion articles.

Purpose of Persuasive Writing

The purpose of persuasive writing is not only to express an opinion but also to persuade others to agree with it. It is based on a reasonable and well-supported argument. Effective persuasive writing encourages readers to think critically about an issue and consider the writer's position. Examples include:

- Convincing a government to adopt a new policy.
- Persuading a group of people to support a community project.
- Arguing for environmental conservation initiatives.
- Supporting or opposing a candidate in an election.



Strategies for Effective Persuasive Writing

To create a convincing argument, consider the following strategies:

1. **Know Your Audience** - Consider the values, beliefs, and interests of your readers. Understanding your audience helps you choose more effective arguments.
2. **Establish a Clear Position** - State your claim or thesis clearly at the beginning of your piece so readers understand your viewpoint.
3. **Support Ideas with Evidence** - Use facts, statistics, expert opinions, and real-world evidence to strengthen your argument.
4. **Appeal to Logic and Emotion** - Persuasive writing often combines logical reasoning with emotional appeals to make arguments more impactful.
5. **Address Counterarguments** - Acknowledge opposing viewpoints and explain why your position remains stronger or more reasonable.

Key Elements of Persuasive Writing

- **Claim (Thesis Statement)** - A clear statement of the writer's position on an issue.
- **Reasons** - Arguments that explain why the claim should be accepted.
- **Evidence** - Facts, examples, statistics, or expert opinions that support each reason.
- **Counterargument** - An opposing viewpoint that the writer recognizes and responds to.
- **Call to Action** - A statement that encourages the audience to think, agree, or take action.

Remember

Strong persuasive writing combines a clear position, convincing evidence, logical reasoning, and effective language to influence an audience. The goal is to persuade readers through well-developed arguments rather than personal opinion alone.

**Persuasive
Challenge**

Choose one issue and write a persuasive paragraph convincing the school administration to support your position.

Scenario: Your school is considering one of the following changes:

- ☐ Extending lunch breaks
- ☐ Requiring school uniform
- ☐ Allowing dogs on school grounds
- ☐ Allowing students to use mobile phones during lessons

Questions

1) How is persuasive writing different from other types of writing? What do you think and why?

2) Why are debates a common example of persuasive writing?

True or False

Is the statement true or false?

1) Persuasive writing relies on evidence and reasoning to support a claim.	True	False
2) A strong persuasive argument should consider opposing viewpoints.	True	False
3) Emotional appeals should be the only evidence used in persuasive writing.	True	False
4) The thesis statement clearly communicates the writer's position.	True	False
5) Persuasive writing aims to influence the reader's opinion or actions.	True	False

Persuasive Writing - Opinions

Opinion

What is your opinion of the topics below? Explain why with 3 reasons each.

	Topic	Opinion - Yes or No?
1)	Is technology making people less creative?	
	Reason 1	
	Reason 2	
	Reason 3	
2)	Should people be allowed to use force if it hurts someone?	
	Reason 1	
	Reason 2	
	Reason 3	
3)	Is loyalty more important than honesty?	
	Reason 1	
	Reason 2	
	Reason 3	
4)	Should students have the power to help create school rules?	
	Reason 1	
	Reason 2	
	Reason 3	

Persuasive Writing - Research

Research is a key part of persuasive writing because strong arguments are supported by reliable evidence. Before convincing others to accept your opinion, you need to gather facts, statistics, expert opinions, and real-world examples.

For example, if you argue that social media should have stricter age restrictions, research can help you find evidence about online safety, mental health, and digital responsibility. The stronger your evidence, the more convincing your argument becomes.



Good researchers do not rely only on personal opinions. They use research to support their claims, address opposing viewpoints, and strengthen their credibility.

Research

able to learn more about the topic.

Topic	Which Canadian province offers the best quality of life?
1) Before you start researching, decide which province you believe offers the best quality of life. Write your opinion below and explain why you chose it.	
2) Research your chosen province and complete the table below. List reliable sources to gather evidence that supports your opinion.	
Population	
Cost of Living	
Employment Opportunities	
Education and Schools	
Healthcare Services	
Safety and Crime Rate	
Climate and Environment	
Famous Cities and Attractions	

Research

Fill in the table below to learn more about the topics.

Community and Culture	
Colleges and Universities	
Natural Resources	
Public Transportation	
Interesting Facts	

3) Based on your research, what features make this province an excellent place to live? Use specific details to support your answer.

4) Interview classmates, family members, or community members. Ask why they would or would not choose to live in your province. Record five responses below.

1)	
2)	
3)	
4)	
5)	

5) Using your research, create a 2-3 page digital persuasive report that argues your chosen Canadian province offers the best quality of life. Create it using Google Docs, or a similar program, then submit it to your teacher's assignment submission folder.

Your report must include:

☐ A clear title	☐ Captions for each visual
☐ An introduction stating your claim	☐ At least 2 citations from reliable sources
☐ At least 3 headings	☐ A References/Bibliography section
☐ At least 3 subheadings	☐ Consistent formatting (font, spacing, alignment)
☐ Evidence from your research	☐ Page numbers
☐ At least 2 visuals (images, charts, maps, or tables)	☐ A concluding paragraph that reinforces your claim

Understanding How Bias Influences Persuasion

What is Bias?

Bias occurs when a writer presents information in a way that favors a particular opinion, perspective, or agenda. While persuasive writing aims to convince readers, biased writing may present information unfairly by emphasizing certain facts while ignoring others. Learning to recognize bias helps readers evaluate arguments critically and make informed decisions.



Common

Bias in persuasive texts in several ways:

1) **Loaded Language** - Writers may use emotionally charged words to influence how readers feel about a topic.

Example: "The policies of countless citizens."

2) **Selective Use of Evidence** - Writers may only include evidence that supports their position while leaving out information that presents a different viewpoint.

3) **Overgeneralizations** - Broadening assumptions about groups, events, or situations without sufficient evidence.

Example: "All teenagers spend too much money on social media."

4) **One-Sided Arguments** - Biased writing often presents only one side of an issue and fails to acknowledge opposing viewpoints.

How to Evaluate Bias

When reading persuasive texts, ask yourself the following questions:

1) **Who is the Author?** - Consider the author's background, expertise, and motivations for writing.

2) **What Evidence is Used?** - Determine whether the claims are supported by reliable facts, statistics, studies, or expert opinions.

3) **Are Multiple Perspectives Included?** - Strong arguments often acknowledge and respond to opposing viewpoints.

4) **Is the Language Neutral or Emotional?** - Look for words that appeal strongly to emotions rather than logic and evidence.

5) **Is the Source Credible?** - Consider whether the information comes from a reliable source.

Why is Recognizing Bias Important?

Understanding bias allows readers to think critically about the information they encounter. By evaluating evidence, considering multiple perspectives, and identifying persuasive techniques, readers can make informed judgments rather than accepting arguments at face value.

Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Social media has become one of the most damaging influences on teenagers today. It constantly distracts students from schoolwork and encourages unhealthy comparisons between people. Many teens spend hours scrolling through meaningless content instead of developing useful skills or spending time with family and friends. While some claim social media helps people connect, the negative effects on mental health and productivity far outweigh the benefits. Schools and parents should place stricter limits on social media use.

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective – people who do not agree.

Video games are unfairly criticized by people who do not understand their benefits. Many games improve problem-solving skills, teamwork, creativity, and strategic thinking. Critics often focus on a few negative examples while ignoring all the positive ways children gain valuable skills through gaming. In fact, some educational institutions have adopted game-based learning because of its effectiveness. Instead of viewing video games as a waste of time, society should recognize them as a powerful learning tool.

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective – people who do not agree.

Version 1: Activity – Finding Bias in Writing

Tough Job

Imagine you are a city councillor. A resident has submitted the letter below requesting public funding for a new project. Read the letter carefully, identify signs of bias, and evaluate whether the argument is convincing.

Dear City Councillor,

I am writing to propose what may be the most exciting and transformative project our city has ever considered: installing giant trampolines in every public park.

Imagine the joy of students, and visitors bouncing through beautifully designed recreation areas. Giant trampolines make parks more enjoyable, but they would also encourage physical activity and improve community well-being. People would spend less time in cars and more time exercising while having fun.

Some critics might say that this idea is too expensive or unrealistic. However, I believe these concerns are unfounded. Our city would quickly become famous for its innovative parks, attracting tourists and new businesses. Communities across the country would look to us as a model for healthy living.

In my opinion, investing in trampolines is simply cannot afford to miss. The benefits are obvious, and I am confident that residents should strongly support this exciting initiative.

Thank you for considering this proposal.

Sincerely,
Jordan Taylor

1) What is the author's opinion?

2) What reasons does the author provide to support the proposal? List 3.

3) Identify three examples of biased or emotionally loaded language used in the letter.

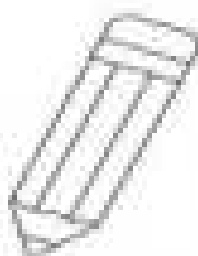
Activity – Finding Bias in Writing**Tough Job**

Write your response letter back to Jordan Taylor.

PREVIEW

Include:

- ☐ A greeting
- ☐ Topic sentence
- ☐ Body with main points



- ☐ Transition words
- ☐ A closing, like "Sincerely"
- ☐ Your signature (your name)

Assignment – Persuasive Essay Writing

Imagine you have the power to change one rule at your school. Now, pick one rule you'd passionately like to change. In this persuasive writing challenge, you're going to argue why your chosen rule should be altered or abolished. Convince your readers with strong arguments, creative thinking, and maybe even a touch of personal experience. Are you ready to be a change-maker? Let's see what you've got!

Planning

Fill in the graphic organizer below.

1) Jot down all the rules you might consider for this assignment! Think about all the rules you have at school. Do you have dress codes to lunchtime regulations.

2) Which rule do you really want to change? Write down

3) List three main arguments for why this rule should be changed.

4) Write your thesis statement here.

Main Argument 1

PREVIEW

Main Argument 2

Main Argument 3

PREVIEW

Conclusion

Reflection

Fill in the graphic organizer below.

1) What do you think will be the counterarguments? What might others say to oppose your rule change? How can you persuade them against this viewpoint? Write the counter argument in the first row and then write how you will persuade them against that argument.

1)

2)

3)

PREVIEW

2) Is your opinion biased? Why do you think your opinion is biased?

3) How might your own experiences have influenced your choice?

4) Who might disagree with your choice, and why?

5) Are you representing the opposing side's argument fairly, or oversimplifying it?

6) Why is it important to consider other perspectives? Is it okay that other people have different opinions and perspectives?

PREVIEW

Rubric – Persuasive Writing Assignment

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Structure	Essay has a clear five-paragraph structure, including introduction, conclusion, and three body paragraphs.	Essay follows a five-paragraph structure with minor deviations.	Essay loosely follows the five-paragraph structure but lacks clear division.	Essay does not follow the five-paragraph structure.
Introduction & Thesis	Introduction is engaging, provides background, and presents a clear thesis.	Introduction provides context and includes a thesis statement but may lack engagement.	Introduction and thesis statement are present but lack clarity or relevance.	Introduction is missing, incomplete, or fails to include thesis.
Conclusion	Conclusion summarizes main ideas and restates the thesis without using repetitive verbal phrases.	Conclusion summarizes main ideas and restates the thesis with some repetition.	Conclusion is present but doesn't summarize main ideas or may simply repeat the thesis.	Conclusion is missing or fails to summarize the main ideas or relate to the thesis.
Main Ideas & Statistics	Each main idea is supported by relevant, accurate statistics and clearly connects to the thesis.	Main ideas are supported by statistics, but may be less relevant or not clearly connected to the thesis.	Some main ideas lack clear statistics or relevance to the thesis.	Main ideas are not clearly stated or supported by statistics.
Persuasive Elements	Uses a variety of persuasive techniques effectively to strengthen the argument.	Uses some persuasive techniques effectively, but the argument lacks balance.	Uses some persuasive techniques, but they are not effective or may be misapplied.	Lacks persuasive elements or uses them ineffectively.
Grammar & Mechanics	The writing is free of grammatical and spelling errors, enhancing readability and flow.	There are minor grammatical or spelling errors, but they do not impede readability.	Grammatical and spelling errors are noticeable and may impede readability.	Frequent grammatical and spelling errors.

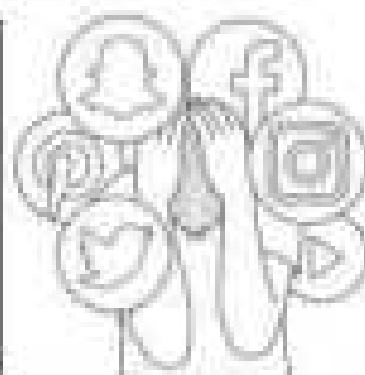
Comments

Mark

Synthesizing – Social Media and Teen Mental Health

Passage 1: The Benefits of Social Media

Social media allows teenagers to connect with friends, share experiences, and build communities based on common interests. Many students use platforms to collaborate on school projects, seek academic support, and stay informed about current events. Social media can also provide opportunities for self-expression and creativity through videos, artwork, writing, and other forms of content creation.



Passage 2: Challenges of Social Media

Despite the benefits, excessive social media use has been linked to increased stress, anxiety, and sleep problems among teenagers. Constant exposure to carefully curated images and lifestyles can create unrealistic expectations and negative self-comparisons. Cyberbullying and online harassment can also affect students' emotional well-being and self-esteem.

Passage 3: Finding a Healthy Balance

Experts suggest that social media should be used in moderation. Setting screen-time limits, taking breaks from devices, and engaging in offline activities can help maintain mental wellness. Digital literacy and responsible online behaviour are also important skills that allow students to use social media safely and effectively.

Draw

Create a visual that shows how social media can impact teen mental health. Your drawing should show the benefits, the challenges, and how to achieve a healthy balance.

A large, empty rectangular box with a thin black border, intended for the student to draw their visual representation of social media's impact on teen mental health.

Synthesizing – Social Media and Teen Mental Health**Synthesis**

Combine information from all three passages to explain how social media affects teen mental health. In your response, discuss the benefits, the challenges, and the importance of maintaining a healthy balance when using social media.

PREVIEW

Synthesizing: Letters to the School Board

Synthesis

Pretend you are a member of the school board. You have received three letters about a proposed cell phone policy. Read each letter, evaluate the different perspectives, and synthesize the information before forming your own position.



Dear School Board Members,

I believe students should be allowed to use cell phones during class when appropriate. Smartphones provide instant access to research, educational apps, calculators, and organizational tools. Teachers already use technology for interactive learning activities, and digital literacy is an essential skill. Rather than banning phones completely, we should teach students how to use technology responsibly. When used properly, phones can enhance learning and prepare students for future careers.

Sincerely,
Jordan Lee

Dear School Board Members,

I strongly support a complete ban on student cell phones during instructional time. Phones are one of the biggest distractions in classrooms. Social media and messaging often reduce student focus and academic performance. Research has shown that multitasking can negatively affect learning and memory. Schools should create an environment where students can concentrate fully on their studies without any distractions.

Respectfully,
Ava Martinez

Dear School Board Members,

I believe the issue is more complex than simply allowing or banning phones. Cell phones can be valuable learning tools, but they can also become distractions when misused. Instead of adopting an extreme position, schools could allow phones during teacher-approved activities while restricting them during lectures, assessments, and discussions. This approach would encourage responsible technology use while minimizing distractions.

Kind regards,
Noah Thompson

Synthesis

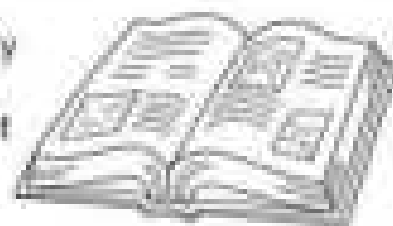
After reading all three letters, write a letter in response to everyone. Synthesize the 3 letters and form an opinion that you can tell all three people.

PREVIEW

Understanding Informational Reports

Abstract

The abstract provides a concise overview of the report. It briefly summarizes the topic, purpose, major findings, and key points, allowing readers to quickly understand what the report is about before reading the full document.



Introduction

The introduction introduces the topic and explains why it is important. It establishes the purpose of the report, provides relevant background information, and outlines the main areas that will be discussed in the body sections.

Body

The body contains the main information, evidence, and explanations related to the topic. Information is organized into clearly defined sections so that readers can easily follow and understand the report.

Headings and Subheadings

Headings identify major sections of the report, while subheadings divide larger topics into smaller, more focused categories. These features improve clarity and help readers locate specific information efficiently.

Lists

- **Numbered Lists:** Present information in a specific, sequential order.
- **Bulleted Lists:** Present related information in a non-sequential order.

Appendices

Appendices contain supplementary information that supports the main discussion but is not essential to the main discussion. Examples may include raw data, survey results, interview transcripts, or additional research materials.

Conclusion

The conclusion summarizes the key information presented in the report and reinforces the significance of the findings. It may also highlight broader implications, future considerations, or recommendations based on the evidence discussed.

Glossary

- **Analysis:** The process of examining information, evidence, or ideas.
- **Structure:** The way information is arranged and organized within a report.

References

References acknowledge the sources used in the report and allow readers to verify information or conduct further research. Proper referencing strengthens the credibility and reliability of a report.



True or False

Is the statement true or false?

1) An abstract gives a brief overview of the report.	True	False
2) Subheadings divide topics into smaller sections.	True	False
3) References identify the sources used.	True	False
4) Appendices contain essential information only.	True	False
5) A conclusion summarizes key findings.	True	False

Questions

Answer the questions below.

1) Write a brief overview of an informational report?

2) Describe each of the following below.

Abstract	
Headings/ Subheadings	
References	
Appendices	
Conclusion	

**Headings
Practice**

Think of a topic, like "Artificial Intelligence" and write two possible headings you could use and 2 subheadings for each heading

Heading	Subheading	Subheading

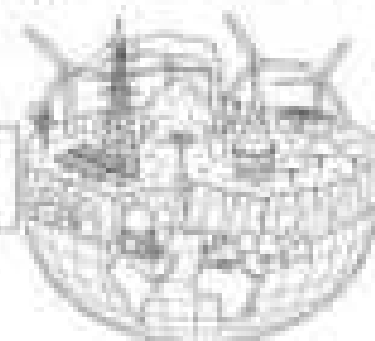
Heading	Subheading	Subheading

Writing a Report – Renewable Energy Sources

Objective

What are we learning more about?

We will practice organizing information and writing an informational report using proper report structure and headings.



Instructions

How do we complete the activity?

- 1) Read the facts below carefully.
- 2) Organize the facts into one of three main headings: Solar Energy, Wind Energy, or Hydroelectric Energy. Label each fact (S) for Solar, (W) for Wind, and (H) for Hydroelectric.
- 3) On the report form, write an introduction for your report. Use the three headings as the body of your report. Write a conclusion that summarizes the importance of renewable energy and the facts that best support your report.

Facts

Organize the facts

Solar panels convert sunlight directly into electricity.	
Wind turbines generate power using the movement of air.	
Hydroelectric dams produce electricity by using flowing water.	
Solar energy is most effective in areas with high sunlight.	
Wind farms are often built in open plains or coastal regions.	
Hydroelectric power is one of the world's oldest renewable energy sources.	
Solar panels can be installed on rooftops of homes and businesses.	
Offshore wind farms are located in large bodies of water.	
Hydroelectric facilities can supply electricity to millions of people.	
Solar energy produces electricity without releasing greenhouse gases.	
Wind energy is considered one of the fastest-growing energy industries.	
Reservoirs created by dams can also support irrigation and recreation.	
Advances in battery technology have improved solar energy storage.	
Modern wind turbines can reach heights greater than many skyscrapers.	
Hydroelectric power depends on a reliable supply of moving water.	

Planning

Fill in the components of the report below.

Introduction - What will the report be about?

Body - What are the 3 headings be? What 3 facts will you include about each heading?

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion - Summarize the report in just a few sentences.

Name _____

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PREVIEW

PREVIEW

Building Strong Research Skills

Understanding Effective Research Techniques

Research is a critical skill that allows individuals to investigate questions, evaluate information, and develop informed conclusions. Effective research involves more than simply gathering facts; it requires selecting reliable sources, analyzing evidence, and identifying relevant information.

The first step in any research project is defining a clear research question or objective. A focused question helps narrow the search process and ensures that the information collected is relevant to the topic being studied. For example, instead of researching "climate change," a student might investigate "How does climate change affect biodiversity in the Arctic?"

Evaluating Credibility

One of the most important aspects of research is determining whether a source is trustworthy. Consider the following factors:

- **Examine the author's credentials:** Determine whether the author has expertise or qualifications related to the topic.
- **Check publication dates:** Some topics, especially in science and technology, change rapidly, so research more recent information.
- **Analyze the source's purpose:** Consider whether the source aims to inform, persuade, entertain, or sell a product.
- **Verify information across multiple sources:** Finding the same information in different sources helps confirm accuracy.
- **Use reputable organizations and publications:** Academic journals, government websites, and educational institutions are often reliable sources.



Organizing and Analyzing Information

After gathering information, researchers should organize their findings into categories, themes, or key ideas. Taking notes, recording sources, and identifying patterns in the evidence can help strengthen understanding of the topic.

Effective Search Strategies

Well-designed search terms help researchers locate relevant information efficiently.

Effective Search Terms	Less Effective Search Terms
Effects of climate change on Arctic ecosystems	Tell me about climate change
Causes of youth homelessness in Canada	Why are some teens homeless?
Renewable energy advantages and disadvantages	Is renewable energy good?
Impact of social media on teen mental health	What does social media do?

Think

Is the search good or bad?

Causes of climate change in Arctic regions

Good

Bad

Tell me everything about climate change

Good

Bad

Impact of social media on adolescent
mental health

Good

Bad

Effects of renewable energy on the
environment

Good

Bad

Factors leading to biodiversity loss

Good

Bad

Animals in danger

Good

Bad

How artificial intelligence is used in science

Good

Renewable energy

Good

Bad

Questions

Answer the questions below

1) Why is evaluating sources an important part of the research process?

2) Why should researchers compare information from multiple sources
conclusions?**True or False**

Is the statement true or false?

1) An abstract gives a brief overview of the report.

True

False

2) Subheadings divide topics into smaller sections.

True

False

3) References identify the sources used.

True

False

4) Appendices contain essential information only.

True

False

5) A conclusion summarizes key findings.

True

False

Report Writing – Generating Ideas

Idea Exploration

Write inside the bubbles different ideas that are interesting to you.
Examples: sports, foods, hobbies, animals, cars, sports teams, etc.

Planning

Today, you will plan your report on a different report topic. Choose 5 options for topics from a list of 10. Choose 3 headings you could use for each report. Below is an example.

Topic	Cyberbullying
Heading #1	What Is Cyberbullying?
Heading #2	Effects on Victims
Heading #3	Prevention and Response Strategies

Topic	
Heading #1	
Heading #2	
Heading #3	

Topic	
Heading #1	
Heading #2	
Heading #3	

Name: _____

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Guided Reading
11.16

Topic	
Heading #1	
Heading #2	
Heading #3	

Heading #1	
Heading #2	

Topic	
Heading #1	
Heading #2	
Heading #3	

Reflection

Answer the questions below.

1) Which topic is your favourite? Explain.

2) Now that you have an outline for your topic, do you feel ready to write? Explain why having an outline makes it easier to start.

Report Writing – Introductions

A good introduction makes people want to read more. Here's how you can make your introduction better:

- Start with a fun fact
- Start with a question
- Has a thesis statement that explains what the report will be about
- Keep it short and interesting!



Analyze Read the introductions below and use a checkmark if it meets the criteria.

Have you ever heard that glaciers are melting faster than ice cream? As scientists study climate change, they find it's true. This report examines the effects of rising temperatures, the threats they pose, and practical actions individuals and communities can take to reduce them.

- ☐ Starts with fun fact
- ☐ Has a thesis statement
- ☐ Starts with a question
- ☐ Keep it short and interesting!

Artificial intelligence is becoming part of everyday life, from smartphones to online learning platforms. This report explores how artificial intelligence works, its advantages in education and industry, the ethical concerns surrounding its use, and the responsibilities of users in modern society.

- ☐ Starts with fun fact
- ☐ Has a thesis statement
- ☐ Starts with a question
- ☐ Keep it short and interesting!

Did you know coral reefs support thousands of marine species despite covering only a small part of the ocean? This report explains the importance of coral reefs, the threats they face, and conservation efforts that help protect these valuable underwater ecosystems worldwide.

- ☐ Starts with fun fact
- ☐ Has a thesis statement
- ☐ Starts with a question
- ☐ Keep it short and interesting!

Social media connects billions of people every day, making communication faster than ever before. This report discusses both the positive and negative effects of social media, including its influence on relationships, mental health, communication, and responsible digital citizenship among teenagers today.

- ☐ Starts with fun fact
- ☐ Has a thesis statement
- ☐ Starts with a question
- ☐ Keep it short and interesting!

Report Writing – Introductions

Write

Write introductions for the topics below and then check whether you met the criteria.

Topic: Plastic Pollution in Oceans

Starts with fun fact

Has a thesis statement

Starts with a question

Keep it short and interesting!

Topic: The Role of Technology in Education

Starts with fun fact

Has a thesis statement

Starts with a question

Keep it short and interesting!

Report Writing – Conclusions

- **Summarize the Main Points:** Mention the main things you talked about.
- **Call to Action:** Suggest something fun or interesting to do, like reading a cool book or chatting about the topic.
- **Connect to the Introduction:** Restate your thesis statement using different words.
- **End with Something Interesting:** End with a cool fact or a question to make your reader think.



Analyze the conclusions below and use a checkmark if it meets the criteria.

In summary, climate change continues to affect ecosystems, weather patterns, and communities around the world. This report explored its major causes, environmental impacts, and potential solutions, including reducing greenhouse gas emissions. Although the challenge is significant, individuals consistently can contribute to meaningful change. Conserving energy, recycling, and protecting natural habitats all make a difference. Working together, we can reduce our environmental impact and act on climate change. What action could you begin today to help protect the planet for future generations?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

In conclusion, renewable energy helps reduce pollution and protect natural resources. This report explored different renewable energy sources, their benefits, and the challenges of using them. Supporting cleaner energy creation can help build a more sustainable future. Everyone can help by conserving energy and making environmentally responsible choices. What could you do to support renewable energy in your community?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

To conclude, maintaining a healthy lifestyle requires making positive choices every day. This report explained the importance of balanced nutrition, regular exercise, quality sleep, and good mental health. Healthy habits improve overall well-being and reduce future health risks. Every small decision contributes to a healthier future. What healthy habit could you begin improving today?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Analyzing a Report – Stress Management for Students

Introduction

Stress is a normal part of life, especially during the teenage years when students face academic responsibilities, extracurricular activities, and personal challenges. Learning effective stress management strategies helps students maintain their physical health, emotional well-being, and academic performance.

Common Causes of Student Stress

Students experience stress for many different reasons. School assignments, projects, examinations, and deadlines can create academic pressure, especially when several tasks must be completed at the same time. Personal responsibilities at home, challenges with friends, family issues, and balancing extracurricular activities with schoolwork can also contribute to stress. Recognizing these common sources of stress is the first step toward developing healthy ways to manage them effectively.

Healthy Ways to Manage Stress

Managing stress in healthy ways can improve focus, confidence, and overall well-being. Effective strategies include:

- Creating a realistic study schedule
- Getting enough sleep each night
- Exercising regularly
- Practicing relaxation techniques, such as deep breathing
- Talking to trusted adults, teachers, or friends when feeling overwhelmed

Benefits of Managing Stress

- Students who manage stress effectively are better prepared to succeed in school.
- Healthy stress management can:
 - Improve concentration and memory
 - Support better physical and mental health
 - Increase confidence during exams and presentations
 - Encourage positive relationships with others

Conclusion

Managing stress is an important life skill that helps students succeed both in and outside the classroom. By developing healthy habits and seeking support when needed, students can overcome challenges more effectively and maintain a balanced lifestyle.

Glossary

Stress: The body's physical or emotional response to challenges or demands.

Well-being: A state of being healthy, safe, and emotionally balanced.



Questions

Answer the questions below.

1) According to the report, what is stress, and why is learning to manage it important for students?

2) How many points are there in the report?

3) How many subheadings are there?

4) How do the findings and conclusions help you understand the report?

Analyze

After reading the report, jot down 5-8 things you like about it. Then, discuss with your classmates to make a decision on how to make the report great.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

Assignment - Writing a Report

Write

Develop a plan for your informational report by completing the organizer below. Use critical thinking to narrow your topic and organize your ideas before writing.

Ideas		
Mental Health Awareness	Ocean Conservation	Sustainable Living
Plastic Pollution	Human Digestive System	Nutritional Health
Phobias	Gender Equality	Healthy Eating Habits

1) Write down five possible topics for your informational report. You may choose from the ideas above or think of your own.

2) Review your five ideas and choose the one that is most suitable for an informational report. Briefly explain why you selected this topic.

3) List the main ideas or subtopics you want to include in your report. These ideas will become the major headings in the body of your report. Example: For the topic of Cyberbullying, (1) Causes of Cyberbullying (2) Effects on Mental Health (3) Prevention of Cyberbullying

4) Choose the three strongest headings for your report and write them below.

1)

2)

3)

Research

Find information for your report.

5. Next, you need to gather facts for your report. Write 3-5 facts for each heading. Could you include a subheading in one, two, or all three of the headings?

1		<u>Sources</u>
2		<u>Sources</u>

Research

Find information for your report.

Sources

b) After gathering your research, write the introduction. Your introduction should: (1) introduce the topic (2) explain why the topic is important (3) finish with a clear thesis statement that previews your three main headings.

7) Write Your Conclusion. Summarize the most important information from your report. Restate your thesis using different words and leave the reader with a final thought or recommendation.

8) Sketch one or two diagrams from your report. These may include: diagram, chart, graph, map or label.

9) Glossary - Write at least 4 words from your report that you will define.

PREVIEW

Name: _____

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Assignment – Report Writing

Rough Draft

Write the rough draft of your report below

PREVIEW

Name: _____

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Guided Reading
4.1-4.2

Rough Draft

Write the rough draft of your report below.

PREVIEW

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	☒	☒
Strong Introduction		
At Least Three Headings in Body		
Includes a Glossary with at Least 4 Words		
Use of Lists		
Pictures or Diagrams		
Strong Conclusion		
Includes Facts/Statistics		
Cites Trustworthy Sources		
Logical Flow - The Report Is in The Correct Order		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	
Strong Introduction	
At Least Three Headings in Body	
Includes a Glossary with at Least 4 Words	
Use of Lists	
Pictures or Diagrams	
Strong Conclusion	
Includes Facts/Statistics	
Cites Trustworthy Sources	
Logical Flow - The Report Is in The Correct Order	

Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction/ Conclusion	Clear, engaging, and concise	Clear but lacks interest	Unclear or incomplete	Missing or irrelevant
Cites Trustworthy Sources	Properly cites accurate, reliable sources	Mostly accurate sources	Some unreliable sources	Uses unreliable sources
3 Headings	Three or more clear, relevant headings	Three headings, some clarity	Less than three headings	No clear headings
Pictures and Diagrams	Relevant and well integrated	Relevant but lacks integration	Few and not fully relevant	Missing or irrelevant
Facts/Statistics	Accurate, relevant, and well integrated	Mostly accurate, relevant	Some inaccuracies	Incorrect or irrelevant
Use of Lists	Effective use of lists or bullet points	Some use of lists	Lists lack organization	No use of lists
Glossary	Includes 4 or more well- defined, relevant terms	Includes at least 4 terms with adequate definitions	Includes less than 4 terms with unclear definitions	Missing glossary or has irrelevant/incor- rect definitions

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Activity: Two Truths and a Lie: Research Edition

Objective

What are we learning more about?

To share research findings and review the research process. Students write two true statements and one convincing lie based on their research, challenge the class to spot the fake, and reveal how solid sources make writing believable.

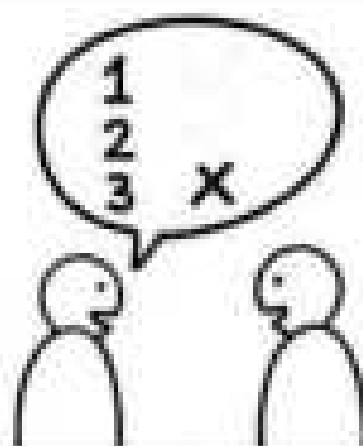
Materials

What is needed to complete the activity?

- Colored red pens for research notes
- Statements (on the next page)
- Pen or pencil

Instructions

How do we complete the activity?



- 1) Look through your report and choose two of your most surprising true findings — the stranger they sound, the better.
- 2) Invent one lie: take a real fact from your research and change it enough that it sounds believable.
- 3) On the next page, write all three statements in point form. The one you copy lie is easy to spot — write them equally well!
- 4) Record the real source information for both truths. For the lie, think of what might be convincing and what might give it away.
- 5) Swap pages with a classmate, or read your three statements to a small group with a straight face.
- 6) Play detective on others' statements: record your suspect in the Detective Log with the evidence that tipped you off.
- 7) Reveal the answer and your sources. Count how many classmates you fooled!
- 8) Discuss: what made the best lies believable? Usually details, numbers, and confident writing — the same things that make real research convincing.
- 9) Talk research strategy: which moves — keywords, skimming, comparing sources, or note-taking — gave you your best facts?
- 10) Wrap up by sharing one thing you would research differently for your next report.

Truth #1 — a real finding from my report	Source Information	
	Author	
	Title	
	Website	
	Date	
Truth #2 — a real finding from my report	Source Information	
	Author	
	Title	
	Website	
The Lie — sounds true, but is not	Make It Convincing	
	Why it's believable	
	The giveaway clue	
	How many fooled?	

Detective Log — guessing on a classmate's statements	
Writer's name	
My suspect (#)	
My evidence	
Was I right?	

Problem/Solution Report – Success Criteria

Reducing Excessive Screen Time Among Teenagers

Understanding the Problem

Excessive screen time is a growing issue among teenagers. While technology offers many benefits, too much screen use can affect health, learning, sleep, and relationships. Developing healthier digital habits can help students maintain a better balance.

Solution 1: Establish Healthy Screen Time Limits

One effective solution is to set daily limits for recreational screen use. Students can create schedules that balance studying, exercise, family time, and entertainment. Using screen-time trackers and turning off notifications during homework can help reduce distractions. Schools can also encourage responsible technology use by promoting healthy digital habits.

Possible Challenges

- Breaking bad habits can be difficult.
- Some schools may lack resources for computer use.
- Students need to be motivated to follow limits.

Solution 2: Encourage More Offline Activities

Another solution is to replace screen time with meaningful offline activities. Playing sports, reading, volunteering, learning new skills, and spending time with family and friends can improve physical and mental well-being. Schools can also provide extracurricular activities that encourage students to engage in healthy, active lifestyles and build stronger social connections.

Advantages

- Improves physical and mental health.
- Strengthens communication and social skills.
- Encourages a healthier balance between technology and daily life.

Limitations

- Students may have limited free time.
- Some activities require equipment or transportation.
- Motivation may decrease without family or peer support.

Evaluating the Solutions

The success of these solutions can be measured by tracking screen time, monitoring school performance, observing sleep habits, and collecting feedback from students, parents, and teachers. Comparing these results over time helps identify the most effective strategies.

Conclusion

Reducing excessive screen time requires effort from students, families, and schools. Setting healthy limits and spending more time on offline activities can improve health, learning, and overall well-being.



Questions

Answer the questions below

1) What is the problem in the report?

2) Why do you think it is important to include the cons or downsides of a solution as well as the pros and benefits?

3) Which solution do you think would be more effective? Explain your answer.

4) Why is it important to evaluate solutions that have been implemented?

Analyse

After reading the report, jot down 5-7 things you have learned. Then discuss with your classmates to make a list of 8 criteria that should be used to evaluate a solution.

1)

2)

3)

4)

5)

6)

7)

Assignment – Writing a Problem/Solution Report

Write

Choose one topic from the list below or create your own problem that interests you.

Teen Vaping	Fake News on Social Media	Climate Change
Poor Time Management	Food Waste	Deforestation
Waste Management	Unhealthy Eating Habits	Academic Stress

1) What problem do I want to talk about?

2) What are 1-3 ways I can fix that problem?

1

2

3

3) How can we evaluate the solutions you have found?

3) Let's start by talking about the problem. Why is it a big deal? How does it affect you or affect others? Why do we need to find a solution? How would things be different without this problem?

Write

Plan your report by filling in the graphic organizer below.

5) Write down your ideas to fix the problem below. Tell us how your idea would help and how we can make it happen. Make sure to tell us everything – the pros and cons of the solution.

Solution Heading

PREVIEW

Solution Heading

PREVIEW

Solution Heading:

6) Evaluation: How do you tell if the solutions are working?

7) Conclusion: Wrap it up by stating why the problem was solved and how these solutions will help make the world a better place.

Rubric – Problem and Solution Report

Criteria	Great (4)	Good (3)	Okay (2)	Needs Work (1)
Introduction	Clear start with a reason for the report.	Tells us what the report is about.	Brief mention of the topic.	Hard to tell what the report will be about.
Problem	Explains the problem in detail and tells us why it's important.	Describes the problem with some details.	Mentions a problem but lacks details.	Not clear on what the problem is.
Solutions	Offers strong ideas to solve the problem.	Has good ideas to help with the problem.	Gives some ways to help, but not much detail.	Ideas to fix the problem are missing or not clear.
Evaluation of Solutions	Offers ways to evaluate the solutions.	Offers methods to assess solutions, with less detail.	Mentions evaluation of solutions but lacks specific methods.	Does not mention how to evaluate solutions.
Conclusion	Wraps up the report by reminding us of the problem and solutions.	Ends the report with a short ending.	Has a short ending to the report.	Doesn't wrap up the report or misses main points.
Flow/Coherence	Everything is in order and it's easy to follow from start to end.	Mostly smooth with a few jumps in the story.	Some jumps in the story.	Jumbled or hard to understand how it's organized.
Details	Uses lots of examples and reasons to make points clear.	Gives some examples to help us understand.	Has few examples and reasons.	Doesn't use examples or reasons to support the report.

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Haiku Poem

A **haiku** is a traditional Japanese poem that captures a single moment, image, or feeling using concise and vivid language. It follows a **5-7-5 syllable pattern** arranged in three lines. Rather than telling a complete story, a haiku invites readers to reflect on nature, seasons, emotions, or everyday experiences through imagery and careful word choice. Although many modern haiku do not always follow the exact syllable count, they continue to emphasize simplicity, observation, and deeper meaning.



Winter Snow
Snowflakes gently fall, (5)
Blanketing the earth, (7)
Morning frost on the grass, (5)



City Rain

Rain taps empty streets, (5)
Umbrellas bloom in silence, (7)
Neon lights shimmer, (5)



Write

Complete each haiku following the 5-7-5 syllable pattern.

Topic: Ocean Sunrise

Line 1	Golden waves awaken
Line 2	
Line 3	Seabirds greet the dawn

Topic: Winter Dawn

Line 1	Frost coats silent fields
Line 2	Morning mist hides distant hills
Line 3	

Topic: Autumn Evening

Line 1	Leaves dance with the wind
Line 2	
Line 3	Twilight fills the woods

Write

Finish the Haiku poems below.

Topic: Rainstorm

Line 1

Line 2

Thunder echoes through the hills.

Line 3

Fresh rain feeds the earth.

Topic: Spring Garden

Line 1

Flowers greet the sun.

Line 2

Petals drift through the air.

Line 3

Topic: Moonlit Lake

Line 1

Moon reflects the stars.

Line 2

Line 3

Night embraces all.

Topic: Forest

Line 1

Quiet woods await.

Line 2

Birdsong echoes through the pines.

Line 3

Topic: City Morning

Line 1

Traffic starts to flow.

Line 2

Line 3

Dreams begin anew.

Topic: Desert Sunset

Line 1

Golden dunes shimmer.

Line 2

Warm horizon slowly glows.

Line 3

Rhyming Poem

Understanding Rhyming Poetry

Rhyming poetry uses repeated end sounds to create rhythm, musicality, and emphasis. While rhyme makes poems enjoyable to read aloud, effective poems also use imagery, figurative language, and carefully chosen words to communicate ideas and emotions. A successful rhyming poem balances sound with meaning, allowing the rhyme to strengthen the message rather than distract from it.

Steps to Writing a Rhyming Poem

1. Choose a Topic and Purpose

Decide what you want to explore. Your topic might focus on nature, friendship, personal experiences, or a social issue. Think about the message or emotion you want to convey to your reader.

2. Select a Rhyme Scheme

- AABB – Lines 1 and 2 rhyme, and 3 and 4 rhyme.
- ABAB – Lines 1 and 3 rhyme, and 2 and 4 rhyme.
- ABCB – Only Lines 2 and 4 rhyme.
- ABBA – Lines 1 and 4 rhyme, and 2 and 3 rhyme.

3. Brainstorm Rhyming Words: List words related to your topic and group them into rhyming pairs. A rhyming dictionary or online tool can help you discover more creative vocabulary.

Example (Theme: Hope):

- light – bright
- rise – skies
- dream – stream
- tomorrow – sorrow

4. Draft Your Poem: Write your first draft by following your chosen rhyme scheme. Focus on creating clear images, using descriptive language, and maintaining a consistent rhythm throughout the poem.

5. Revise and Improve: Read your poem aloud to check whether the rhythm flows naturally. Replace weak or forced rhymes, improve word choice, and make sure every line contributes to your overall message.

Tips for Writing Effective Rhyming Poems

- Let the meaning guide the rhyme, not the other way around.
- Use vivid imagery and sensory details.
- Avoid predictable or repetitive rhymes whenever possible.
- Maintain a consistent rhythm throughout the poem.
- Read your poem aloud to improve its flow.
- Revise several times before writing your final copy.



How to Write a Rhyming Poem

Warm-Up

Write three meaningful rhyming words for each word below. Choose words that could be used in a poem.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Hope			
Light			
Journey			
Storm			
Peace			
Ocean			
Future			
Silence			

Write

Complete each poem by following the rhyme scheme. Be sure your final lines fit the poem's meaning as well as the rhyme.

AABB Poem

The morning sun begins to rise. (A)

Its golden light fills open skies. (A)

Each step I take reveals my way. (B)

ABCB Poem

A single star lights up the night. (A)

The quiet moon begins to glow. (B)

Dark clouds drift slowly overhead. (C)

B

The river flows through the night. (A)

The wind sings softly through each tree. (B)

Its peaceful beauty calms the scene. (A)

ABBA Poem

The autumn leaves begin to fall. (A)

Cool breezes whisper through the trees. (B)

Limerick Poem

What is a Limerick Poem?

A limerick is a type of poem known for its humour and playful rhythm. Originating in Ireland, these poems have become popular worldwide for their quirky and often nonsensical nature. They are short and easy to remember, making them a favourite among all ages, especially those who enjoy a good laugh.

Limerick Structure

- **Lines:** Consists of five lines.
- **Rhyme Scheme:** The rhyme scheme follows AABBA, where the first, second, and fifth lines rhyme with each other, and the third and fourth lines rhyme with each other.
- **Rhythm:** The poem has a specific rhythm or meter. The first, second, and fifth lines typically have eight or nine syllables, while the third and fourth lines are shorter, with five or six syllables.
- **Content:** Often humorous, whimsical, or nonsensical.
- **Tone:** Lighthearted and playful, inviting laughter or amusement.

The Curious Inventor

There once was an inventor named Claire,
Who built flying machines in the air.
Though one flew too high,
It vanished from the sky,
Now birds search for gadgets up there.

The Midnight Librarian

A librarian worked late each night,
Keeping old stories safe from the light.
Books whispered with cheer,
For readers to hear,
And none returned them to sight.

The Frog and the Toad

A frog and a toad had a croak,
And they both had a toad folk.
He'd jump and she'd croak,
And everyone laughed at the joke.

Write

Finish the Limerick poems below.

Topic: The Forgetful Wizard

Line 1	There once was a wizard named Gray,
Line 2	Who misplaced his spells every day.
Line 3	With a flick and a spark,
Line 4	He lit up the dark,
Line 5	



Write

Finish the Limerick poems below.

Topic: The Inventor's Robot

Line 1	A young inventor built one bright machine,
Line 2	The cleverest robot he'd ever seen,
Line 3	It danced every night,
Line 4	Beneath moonlight so bright,
Line 5	

Topic: The Mountain Explorer

Line 1	He set off before dawn,
Line 2	Across a mountain lawn,
Line 3	
Line 4	He pushed through
Line 5	

Topic: The Mischief Raven

Line 1	A raven delighted in tricks,
Line 2	Confusing magicians with flicks,
Line 3	
Line 4	Then flew far beyond,
Line 5	

Topic: The Lonely Lighthouse

Line 1	A lighthouse stood high by the sea,
Line 2	Watching waves roll endlessly free,
Line 3	Though storms filled the night,
Line 4	
Line 5	

Write

Use the word bank words to fill in the limericks below.

curious	invention	mystery	boldly	hidden
whisper	explore	distant	journey	glowing
silent	discover	fearless	ancient	beyond
discovery	book	camp	wonder	back

Line 1 There once was a traveler so _____

Line 2 Who searched for a city _____

Line 3 With courage and _____

Line 4 He found a _____

Line 5 And legend remember him _____

Line 1 A school filled _____

Line 2 That amazed by _____

Line 3 With gears shining _____

Line 4 Its future looked _____

Line 5 It became the school's great _____

Line 1 A library stood old and _____

Line 2 Filled with stories quietly _____

Line 3 Each page gave a _____

Line 4 Leading readers to _____

Line 5 Where forgotten adventures were _____

Line 1 A climber kept moving _____

Line 2 Toward peaks that stretched far _____

Line 3 Though the pathway was _____

Line 4 He refused to turn _____

Line 5 His success became truly _____

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

1) Think of things you like. These can help you think of poem ideas. Like friends, hobbies, sports, seasons, weather, etc.

2) Which topic did you pick for your poem?

3) When you think about this topic, what words come into your head? Write down words that rhyme with them.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4	Rhyme 5

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

4) Write your limerick poem below.

Line 1

Line 2

Line 4

Line 5

5) Draw your poem below.

6) Practice rewriting your limerick in cursive writing.

Line 1

Line 2

Line 3

Line 4

Line 5

PREVIEW

Comic Strips

Exploring the World of Comics

Comic strips are a form of **visual storytelling** that combines illustrations and written text to communicate a narrative. Unlike traditional stories, comic strips rely on the interaction between images and words to develop characters, build conflict, and convey emotions. Every panel moves the story forward, allowing readers to interpret both the dialogue and the visual details. Comics can entertain, inform, persuade, or comment on real-world issues, making them an effective and creative form of communication.



Key Elements of Comics

Term	Meaning
Panel	A single frame that shows one part of the story.
Gutter	The space between panels where readers infer what happens.
Caption	A text box that provides additional background information.
Speech Bubble	Shows a character's spoken words.
Thought Bubble	Shows a character's private thoughts.
Onomatopoeia	Words that imitate sounds or actions.
Sequence	The order in which events happen.
Visual Symbol	An image used to represent an idea or emotion.

Significance of Comics

Comics are not just entertaining; they play a crucial role in various aspects of culture and education.

- **Literacy Tool:** They are an excellent medium for encouraging reading and enhancing comprehension through the combination of visual and textual storytelling.
- **Cultural Reflection:** Comics often mirror societal issues, offering a platform for discussion on topics like justice, ethics, and identity.
- **Artistic Medium:** The unique blend of text and visuals in comics allows for creative storytelling techniques that are not possible in other art forms.
- **Entertainment:** Comics have a broad appeal due to their engaging stories, humour, and dramatic elements.

Understanding comics means recognizing them as a significant form of storytelling that combines artistic skill and literary creativity. They are not just for entertainment but also serve as a mirror to society and a tool for education and discussion.



Examine

Read the comic and answer the question.

1) How many speech bubbles are there?	
2) How many thought bubbles are there?	
3) In the 3 rd frame, what expression does the students' face show?	
4) What mistake did the main character make at the beginning of the story?	
5) What sound effects could be added to the comic? Explain.	

Writing A Comic Strip

Examine

Look at the comic closely to plan the dialogue.

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

2) Before writing the comic, write a rough draft below by writing what the characters will say.

1)	3)
2)	4)



The Adventure of Storytelling Structure

Crafting a Story: From First Page to Last

A good story has a clear structure that helps it flow and keep the reader engaged. The path of a story is made up of three main parts: the beginning, the middle, and the end.

- **The Beginning:** The beginning introduces the characters, setting, and the main problem or situation. It sets the stage for the story.
- **The Middle:** In the middle, the story develops through a series of events and challenges. Characters face obstacles and make important decisions.
- **The End:** The end resolves the story. It's where the main problem is solved, and we see how the characters have changed or what they've learned.

Write

Pick a story from the list below and draw a comic strip for it.

Beginning	Middle	End
Assigned as group leader	Struggles to organize	Project becomes a success
Finds a hidden journal	Follows clues to solve	Solves the mystery
Receives an anonymous text	Researches the spread	Truth is revealed
Joins the wrong club	Faces challenges	Discovers a new passion
Enters a science contest	Experiment fails	Wins recognition

What is a Biography?

A **biography** is a factual account of a person's life written by someone else. It explains important events, achievements, challenges, and the impact the person had on others. A biography goes beyond dates and facts by showing how a person's experiences, decisions, and values shaped their life. It also helps readers understand the lessons a person learned and how they influenced others or changed society. Biographies may feature famous leaders, scientists, artists, athletes, activists, or ordinary people who made an extraordinary difference.

Why Read Biographies?

Reading biographies helps us understand how people overcome obstacles, achieve goals, and respond to challenges.

- **Gain Inspiration:** Learn about determination, resilience, and hard work from people who achieved their goals.
- **Learn from Experience:** Discover choices, mistakes, and lessons learned throughout a life.
- **Explore History:** See how historical events shaped individuals and how individuals influenced history.
- **Build Empathy:** Learn about different cultures, perspectives, and life experiences.



Key Parts of a Biography

Most biographies include the following sections:

- **Introduction:** Introduces the person and explains why their life is significant.
- **Early Life:** Describes their childhood, family, education, and early influences.
- **Major Events:** Highlights important experiences, accomplishments, and turning points.
- **Challenges:** Explains the obstacles they faced and how they overcame them.
- **Legacy:** Describes how their contributions continue to influence others.

Why Biographies Matter

Biographies help us understand how real people faced challenges, made important decisions, and created positive change. By studying their lives, we can develop critical thinking, appreciate different perspectives, and apply valuable life lessons to our own goals and experiences. They also inspire us to persevere through difficulties, recognize the importance of determination and integrity, and understand how one person's actions can make a lasting impact on others and society.



True or False

Is the statement true or false?

1) A biography only includes basic facts like birth and death.	True	False
2) Reading biographies can be a source of inspiration.	True	False
3) Biographies do not provide historical context.	True	False
4) Biographies help understand different perspectives.	True	False
5) Biographies always start with the person's death.	True	False

Question Answer the questions below.

1) How do reading challenges faced by a person in a biography inspire us in our daily lives?

2) If you could write a biography about _____, who would it be and why?

3) How do biographies help us understand historical events more effectively?

Three Events

Write 3 events in your life that people might want to read about.

1)	
2)	
3)	

Biography – Viola Desmond

Preface

This biography explores the inspiring life of Viola Desmond, a Canadian businesswoman and civil rights activist who challenged racial segregation in Canada. Her story shows courage, dignity, and determination in the face of injustice. Viola Desmond's actions helped bring attention to racial discrimination and continue to inspire people to stand up for equality and human rights.



Introduction

Viola Desmond was born on July 6, 1914, in Halifax, Nova Scotia. She was a businesswoman, entrepreneur, beautician, and educator who became one of Canada's most important civil rights figures. She is best known for refusing to leave a whites-only section of a movie theatre in New Glasgow, Nova Scotia, in 1946. Her act of resistance occurred nearly a decade before similar protests in the United States, becoming a pivotal moment in Canada's fight against racial discrimination.

Early Life and Education

Viola grew up in a supportive family that valued education, hard work, and community service. As a young woman, she dreamed of becoming a beautician, but many beauty schools in Canada refused to admit Black students. When she failed to succeed, she travelled to Montreal, Atlantic City, and New York to complete her training. After returning to Halifax, she opened Vi's Studio of Beauty Culture, which became one of the city's most successful salons. She later founded a beauty school to train and employ Black women, giving them opportunities to build careers and achieve financial independence.

Major Achievements

Viola Desmond made a lasting impact through her courage and leadership.

- In 1946, she refused to leave a whites-only theatre seat in New Glasgow, Nova Scotia.
- She was arrested for challenging racial segregation.
- She became a symbol of Canada's civil rights movement.
- In 2018, she became the first Canadian woman featured alone on a Canadian \$10 bill.

Impact and Legacy

Viola Desmond's bravery helped expose racial discrimination in Canada and encouraged discussions about equal rights. Her story continues to inspire Canadians to stand against injustice, prejudice, and inequality. Today, schools, scholarships, public buildings, and educational programs honour her achievements. In 2010, the Government of Nova Scotia granted her a **free pardon**, acknowledging that her arrest and conviction were unjust. Viola Desmond is remembered as a pioneer of civil rights whose legacy encourages people to defend fairness, courage, and respect for all.

Questions

Answer the questions below.

1) Write the headings used in the biography?

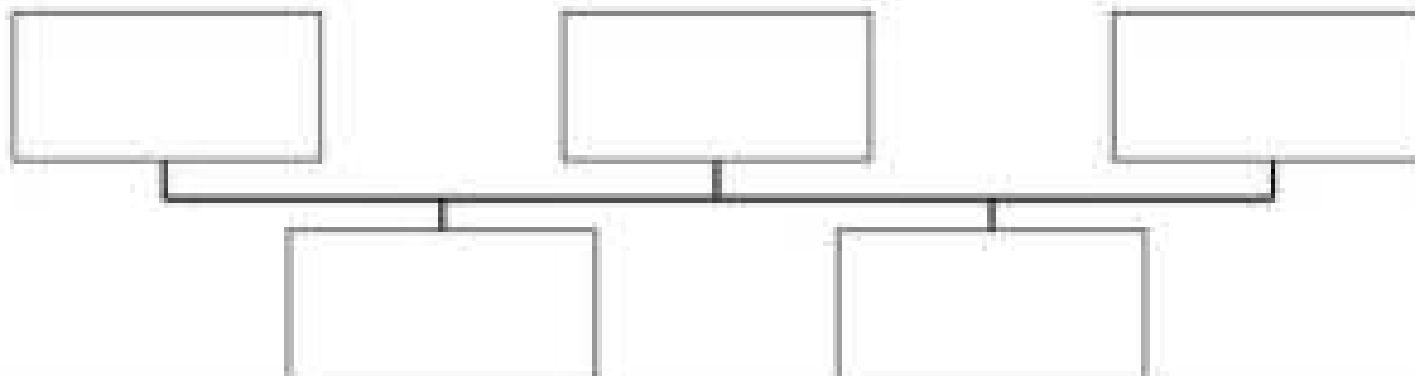
2) After reading the preface, why do you think authors include a preface?

3) How did the book help you understand the biography? Was it helpful?

4) Why do you think the author chose to write about _____? What can we learn from her?

Timeline

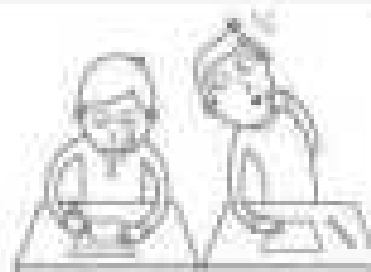
Timelines are often included in biographies. Create a timeline using the information in the biography.



Researching Skills - Plagiarism

What's Plagiarism?

Plagiarism is using someone else's work or ideas and claiming them as your own. It's not allowed in school.



Avoiding Plagiarism:

1. **Paraphrasing:** After reading something, write it in your own words. It should be about the same length as the original.
2. **Summarizing:** Write down only the main points in a shorter way.
3. **Quoting:** Use someone's exact words, put them in "quotation marks" and make sure you found them.

Practice: Paraphrase, summarize, and quote the passages below.

Original Passage: Climate change is causing temperatures around the world to rise. It affects weather patterns, causes more extreme weather events, and threatens ecosystems. Scientists encourage people to reduce greenhouse gas emissions and use sustainable practices to protect the planet for future generations.

Paraphrasing

Global warming is causing temperatures to rise, changing weather patterns, causing more extreme weather events, and threatening ecosystems. Experts recommend reducing greenhouse gas emissions and using sustainable practices to protect the planet.

Summarizing

Climate change is harming the environment. Reducing greenhouse gas emissions is important for protecting the future.

Quoting

"Climate change is causing temperatures around the world to rise."

Social media has changed how people communicate by providing instant information and global connections. While it encourages collaboration and creativity, it can also spread misinformation. Responsible users verify information before sharing it and respect the privacy and opinions of others.

Paraphrasing

Summarizing

Quoting

Researching Skills - Bibliography

Exploring Bibliographies

A **bibliography** is a detailed list of references used in preparing written work – in essence, it's a list of all the sources from which you have borrowed words or ideas. When you are working on a project or an essay, it is crucial to acknowledge the sources of the information that you use to support your arguments. This not only gives proper credit to the authors but also enables others to find the information that you found.



Steps to Writing a Bibliography in MLA Format

When you write an essay or a project, you'll need a bibliography to list the sources where you got your information. In the MLA (Modern Language Association) format, here's how to write a bibliography:

- 1) **Collect Information:** Gather all the details from each source, such as the author's name, the title of the work, the publisher, and the publication date.
- 2) **Choose MLA Format:** This format is commonly used for literature and arts papers. Your teacher will tell you if MLA is the correct format for your assignment.
- 3) **Organize Sources Alphabetically:** Sort the entries by the author's last name. If a source doesn't have an author, alphabetize by the title.
- 4) **Write the Entries:** For MLA, list the author's last name, the title of the work, the publisher, and the date.
- 5) **Cite Websites Carefully:** For online sources, include the author's name, the title, the website title, the date of publication, and the URL.

Sample MLA Bibliography Entries:

- "Climate Change Effects." National Geographic. 2022.
www.nationalgeographic.com/climatechange
- Rowling, J.K. *Harry Potter and the Philosopher's Stone*. Bloomsbury, 1997.
- "Understanding Photosynthesis." Science for Kids, 2023.
www.scienceforkids.org/photosynthesis

Finalizing Your Bibliography:

- Double-check each entry for proper punctuation, capitalization, and italicization.
- Verify that all URLs are accurate and do not include hyperlinks.
- Ensure your list is in alphabetical order and follows the MLA formatting rules.

Researching Skills - Bibliography

Practice

Organize the information below in a bibliography

For a Book

- Author: Margaret Atwood
- Title: *Survival: A Thematic Guide to Canadian Literature*
- Publisher: House of Anansi Press
- Publication Year: 2012

For a Book

- Author: David Suzuki
- Title: *The Sacred Balance: Rediscovering Our Place in Nature*
- Publisher: Greystone Books
- Publication Year: 2007

For a Website

- Author: Government of Canada
- Title of Webpage: *The History of Change in Indigenous Communities*
- Website: Government of Canada
- URL: <https://www.hc-sc.gc.ca/hc-sc/hp/indigenous/index-eng.php>
- Date Accessed: March 20, 2026

For a Website

- Author: Canadian Museum of History
- Title of Webpage: *The History of Indigenous Peoples in Canada*
- Website: Canadian Museum of History
- URL: <https://www.historymuseum.ca>
- Date Accessed: March 20, 2026

Bibliography

Activity Title: Biography Research Project

Objective

What are we learning more about?

In this activity, you and your partner will work together to research facts about a famous person of your choice. You will focus on collecting information for a future biography and practise organizing your research and keeping track of your sources for a bibliography.

**Instructions**

How will we complete the activity?

- 1) **Choose a Famous Person:** With your partner, choose a famous person that you both find interesting. This could be a historical figure, a scientist, an artist, or anyone else you'd like to learn more about.
- 2) **Divide the Research:** Split your research tasks between you and your partner. You will need to find information in the following categories:
 - Early Life: 1 fact
 - Achievements: 3 facts
 - Later Life and Legacy: 1 fact
 - Quote: 1 quote from the person
 - Picture: 1 picture of the person
- 3) **Use Different Sources:** Look for information in books, websites, encyclopedias, or other resources available in the classroom or library.
- 4) **Keep Track of Sources:** As you find each fact, quote, or picture, write down where you found it. Include the author's name (if available), title of the book or webpage, publisher, and date. If it's a website, include the URL and date of access.
- 5) **Organize Your Research:** On a piece of paper, organize your research into the categories mentioned above. Write the facts in complete sentences.
- 6) **Create a Bibliography:** With your partner, write down the sources you used in a separate section, without organizing them into the bibliography format. Your teacher will help you learn how to format them later.
- 7) **Share Your Research:** Present your organized research and bibliography to the class, explaining why you chose the person and what you found most interesting about their life.

Activity Title: Partner Biography Research

Research

Fill in the organizer below to complete your research. You could write your research on the computer as well, in a PowerPoint or Word document.

Who will you research more about?

Early Life: Fact # 1	Source Information	
	Author	
	Title	
	Website	

Achievements: Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

Name _____

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Achievements: Fact #3	Source Information	
	Author	
	Title	
	Website	
	Date	

Later Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Quote	Source Information	
	Author	
	Title	
	Website	
	Date	

Picture - Source Information	
Author	
Title	
Website	
Date	

Success Criteria – Biography

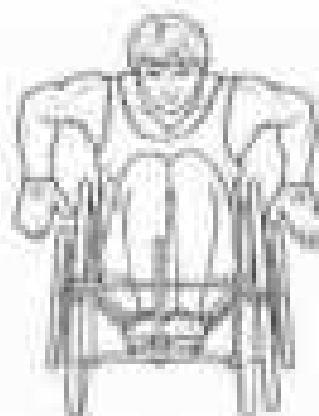
Analyze

Read the biography below. Write things you like about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria.

Biography – Rick Hansen

Preface

This biography explores the remarkable life of Rick Hansen, a Canadian paraplegian and humanitarian whose determination inspired people around the world. After a life-changing accident left him paralyzed, he refused to let his disability define him. Through courage, resilience, and leadership, he became a global advocate for accessibility and equal opportunities for people with disabilities.



Introduction

Rick Hansen was born on October 19, 1957, in Alberni, British Columbia. He is one of Canada's most respected and inspiring figures. Best known for his Man in Motion World Tour, Hansen demonstrates how courage and determination can overcome extraordinary challenges. His life has transformed attitudes toward disability both in Canada and internationally.

Early Life and Injury

As a child, Hansen enjoyed sports and outdoor activities like fishing, hiking, and camping. At the age of 15, he was seriously injured in a car accident and suffered a spinal cord injury that left him paralyzed from the waist down. Despite this dramatic setback, Hansen remained determined to continue his education, work, and pursue ambitious goals.

The Man in Motion World Tour

In 1985, Rick Hansen began the Man in Motion World Tour, travelling around the world in his wheelchair to raise awareness about spinal cord injuries and the abilities of people with disabilities. Over 26 months, he travelled more than 40,000 kilometres through 34 countries, inspiring millions while raising funds for medical research, rehabilitation, and accessibility initiatives.

Impact and Legacy

Rick Hansen founded the Rick Hansen Foundation, which supports accessibility and spinal cord research. He has received many honours, including the Order of Canada. Today, his life continues to inspire people to overcome obstacles, support others, and create a more inclusive society.

Assignment – Biography

Plan

Choose someone famous and learn about them and their life. On the Sources of Information page, write the information you'll need for your bibliography.

1) Who will be the subject of your biography?

2) Tell me _____ about their early life: – when they were born, where they were born, what the _____ were, who their family was, did they live in poverty, etc.

3) Share 3-5 facts about their achievements and why they are _____ known for? What did they achieve? Why are they remembered?

PREVIEW

4) Describe their later life and what they'll be remembered for. When did they pass away or are they still alive? Where did they live?

5) Provide 1-3 facts about their personality.

6) Now that you know more about the person you've chosen, write a preface that explains why you chose them. Explain why they are important and what the audience will learn if they read the biography.

PREVIEW

Name: _____

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Sources of Information - Author, Title, Website, Date Accessed

PREVIEW



Workbook Preview

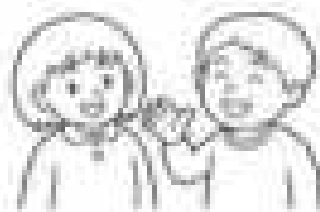


	Curriculum Outcomes	Pages
1.1	Discover and Explore - Express ideas and develop understanding - Experiment with language and forms - Express preferences - Set goals	32, 34-38, 51-57, 67-68, 227
1.2	Clarify and Extend - Extend understanding - Combine ideas	11-12, 18-19, 22, 27, 29, 31-38, 37, 41, 51-55, 68, 196, 215, 217, 225, 227, 269-270

General competences		Preview of 140 pages from this product that contains 396 pages total.		1-100, 47-100, 120, 140, 150, 200, 204
2.1	- Use textual codes - Use phonics and structural analysis - Use references	206-212, 214, 216, 220-222, 234, 238, 241-242, 234, 250-252, 262, 267-268, 271-274, 277-278, 284-306, 310, 313		
2.2	Respond to texts - Appreciate the artistry of texts - Construct meaning from texts - Experience various texts	11-14, 16, 18, 20-21, 47-48, 56-57, 67-68, 75-77, 79-84, 87-93, 95, 110, 113, 134, 136, 139-140, 134, 139-139, 139-139, 143-144, 148-151, 155-162, 164-166, 168-170, 179-181, 183, 185, 187, 195, 193-196, 199-203, 205, 207-208, 219, 217-218, 243-245, 252, 257, 259, 263, 263, 264, 267-268, 269, 271, 272, 273, 274, 280-280, 285-287, 295-296, 298-301, 304, 304, 308, 310, 311, 314		
2.3	Understand forms, elements and Techniques - Experiment with language - Understand techniques and elements - Understand forms and genres	14, 24-26, 28, 30, 44, 59-68, 69-72, 82-83, 86-87, 94-96, 103-104, 108-109, 111, 113, 115, 118-123, 125, 127, 130-141, 143, 145-146, 148-151, 155, 157-158, 161-162, 165-166, 168, 170-179, 181-182, 185-188, 190-205, 214, 218, 222, 224, 226-229, 231, 233, 236-240, 242, 245, 247-249, 252-254, 258-259, 261-266, 271-272, 274-277, 282, 284-286, 288-301, 303, 305, 307, 309, 311, 313		
2.4	Create original text - Structure texts - Elaborate on the expression of ideas - Generate ideas	34-37, 44, 46, 48, 50, 52, 57-58, 103, 104, 108, 110, 112, 114, 117, 126, 128-129, 146, 148, 161-165, 162, 166, 193, 203, 244, 275-277, 288-289, 294, 312		

Grade 9 – Language

Alberta ELA Curriculum



General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

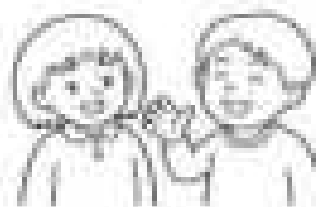
	Curriculum Outcomes	Pages
3.1	Plan and focus - Focus attention - Determine information needs - Plan to gather information	42, 44–45, 48, 152–153, 288, 314
3.2	Select and process - Use a variety of sources - Access information - Evaluate sources	42–43, 59–64, 99–102, 104, 171, 212, 239, 251, 258–259, 263–266, 275–279, 314
3.3	Organize, record and evaluate - Organize information - Record information - Evaluate information	44–45, 94, 100–102, 123, 136, 271, 233, 219, 278–279, 313–318
3.4	Share and review - Share ideas and information - Review research process	45, 280–281

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

	Curriculum Outcomes	Pages
4.1	Enhance and improve - Appraise own and others' work - Revise and edit - Enhance legibility - Expand knowledge of language - Enhance artistry	71, 78, 126, 128, 131, 132, 134, 143–144, 239, 250, 282, 319
4.2	Attend to conventions - Attend to grammar and usage - Attend to spelling - Attend to capitalization and punctuation	126–127, 170–171, 195, 230, 244, 286–289, 319
4.3	Present and share - Present information - Enhance presentation - Use effective oral and visual communication - Demonstrate attentive listening and viewing	126, 131, 134, 143–144, 176, 254–259, 278–279, 284–288, 294

Grade 9 – Language

Alberta ELA Curriculum



General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

	Curriculum Outcomes	Pages
5.1	Respect others and strengthen community • Appreciate diversity • Relate texts to culture • Celebrate accomplishments and events • Use language to show respect	21-24, 26-27, 71-84, 107-109, 111, 113, 140-144, 192, 225
5.2	Work within a group • Evaluate group process • Work in groups • Cooperate with others	209, 254, 256-257, 268-269

Block 1:

Reading Comprehension and Writing Strategies

Focus

- ✓ Reading comprehension strategies
- ✓ Making inferences, predictions, and visualizations
- ✓ Monitoring and improving comprehension
- ✓ Applying reading strategies to informational texts
- ✓ Effective writing techniques
- ✓ Voice, vocabulary, cohesive ties, and sentence structure in writing

Strategies for Effective Reading Comprehension

Skilled readers apply different strategies **before, during, and after reading** to deepen their understanding and evaluate the author's message.

1. Before Reading: Preparing to Read

- **Preview the Text** - Examine the title, headings, images, graphs, and text features to predict the topic and organization of the text.
- **Identify the Purpose** - Determine whether the text is intended to inform, persuade, entertain, or explain.
- **Activate Background Knowledge** - Reflect on what you already know about the topic and connect it to the text to help you interpret the text.

2. During Reading: Understanding and Learning

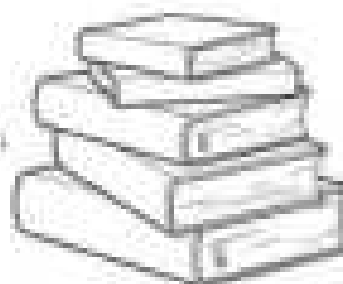
- **Ask Analytical Questions** - Pose questions that encourage deeper thinking, such as *What is the author's purpose?*, *What evidence supports this idea?*, or *How does the text communicate its message?*
- **Visualize Information** - Create mental images to better understand descriptions, events, and concepts presented in the text.
- **Draw Evidence-Based Inferences** - Connect evidence with prior knowledge to make logical conclusions that are not directly stated in the text.
- **Make and Revise Predictions** - Use information from the text to predict upcoming events or ideas, then revise your predictions as new information is presented.
- **Monitor Your Understanding** - Pause periodically to check for comprehension and use strategies such as rereading, annotating, or referring to reference materials to clarify meaning.

3. After Reading: Reflecting and Evaluating

- **Summarize Key Ideas** - Identify the central ideas and supporting details, then explain them using your own words.
- **Evaluate the Text** - Assess the quality, reliability, and effectiveness of the author's ideas, evidence, and organization.
- **Respond Critically** - Consider how the text connects to your own experiences, other texts, or real-world issues, and support your opinions with evidence from the text.

Why These Strategies Matter

Using these strategies helps readers become more thoughtful and independent learners. By analyzing ideas, evaluating evidence, and making meaningful connections, readers develop stronger comprehension skills and become better prepared to interpret a wide variety of complex texts.



True or False

Is the statement true or false?

1) Previewing a text helps readers understand its purpose and organization.	True	False
2) The author's purpose affects how a text is written.	True	False
3) Inferences should be based on textual evidence.	True	False
4) Good readers revise predictions while reading.	True	False
5) Evaluating a text includes judging its evidence.	True	False

Matching

Match the strategies to their description by writing the letter from the box inside the strategy.

Answer	Strategy	Description
	Predict	A. Determine why the author wrote the text.
	Identify Purpose	B. Make predictions that deepen your understanding of the text.
	Ask Questions	C. Use textual evidence and prior knowledge to make logical inferences.
	Activate Prior Knowledge	D. Examine titles, headings, and text features before reading.
	Visualize Information	E. Identify the main idea and supporting details in your own words.
	Draw Evidence-Based Inferences	F. Predict what may happen next while thinking as you read.
	Make and Revise Predictions	G. Connect what you already know to what you are reading.
	Monitor Your Understanding	H. Reread, annotate, or use reference tools when meaning is unclear.
	Summarize Key Ideas	I. Create mental images to better understand ideas and events.

Question

How do reading strategies help you understand a complex text? Give 2 examples.

Making Connections

Making connections is an active reading strategy that helps readers build deeper understanding by linking ideas from a text to their own experiences, other texts, and real-world events. These connections encourage readers to think critically, recognize patterns, and interpret the author's message more effectively.

Text-to-Text Connection

Compare the ideas, themes, characters, or events in one text with those in another. Recognizing similarities and differences between texts helps readers understand how different authors communicate meaning.



Text-to-Self Connection

Relate the text to your own experiences, knowledge, beliefs, or emotions. Personal connections can help readers understand characters' motivations, conflicts, and themes while reflecting on their own lives.

Text-to-World Connection

Connect the ideas in the text to current events, social issues, or global challenges. These connections help readers recognize the relevance of the text and understand its broader significance.

Making Connections

Make connections to _____

1) Mia was about to post a funny photo of her friend online, but she paused, realizing it might embarrass her classmate. Instead of posting it immediately, she asked for permission first.

Text-to-Self

Text-to-Text

Text-to-World

Comprehension Practice – Making Connections

Finding Your Voice

When Maya transferred to a new high school in Ontario at the beginning of the school year, she expected the experience to be exciting. Instead, she quickly realized that adjusting to a new environment was more difficult than she had imagined. Most students already had established friendships, extracurricular activities, and familiar routines. Although her classmates greeted her politely, Maya often found herself sitting quietly during group discussions or eating lunch alone. She wondered whether she would ever feel like she truly belonged.

One afternoon, while walking through the school hallway, Maya saw a poster for the school's Environmental Action Club. The club focused on promoting sustainability and reducing waste. It encouraged recycling, reducing waste, and creating green spaces. Caring for the environment had always been important to Maya, so she decided to attend the next meeting. She felt nervous about introducing herself to new, unfamiliar faces.



At the first meeting, Maya chose to listen rather than speak. She admired how students respectfully shared ideas, worked together, and encouraged one another to participate. As the weeks passed, Maya gradually became more confident. She suggested placing additional recycling stations around the school and petitioned the cafeteria to reduce the use of single-use plastics. Her classmates supported her ideas enthusiastically, and together they developed a plan to create a garden on the school grounds. Teachers and students alike were impressed by their initiative.

Later that semester, the club partnered with a local conservation organization to plant native trees in a nearby community park. Working alongside volunteers of various ages and backgrounds gave Maya a new perspective on the importance of community involvement. She realized that meaningful change often begins with small actions and that people with different experiences can work together successfully when they share a common goal. Listening to the volunteers' stories also reminded her that every individual has something valuable to contribute.

By the end of the semester, Maya no longer felt like the quiet student who had arrived at the school months earlier. She participated confidently in classroom discussions, volunteered for group presentations, and encouraged other new students to become involved in school activities. Looking back, Maya realized that belonging was not about changing who she was to fit in. Instead, it came from sharing her strengths, respecting the perspectives of others, and having the courage to step outside her comfort zone. Through those experiences, she discovered not only new friendships but also a stronger sense of confidence, responsibility, and purpose within her school community.

Pre-Reading

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

While Reading

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

Text-To-Self: What does the story remind you of in your life?

Text-To-World: What does the story remind you of what is happening around the world?

Text-To-Text: What does the story remind you of another text you have read?

After Reading

Summarize the main idea of the story and list details.

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

Comprehension Practice – Inferencing

An **inference** is a logical conclusion that readers make by combining **textual evidence** with their own knowledge and experiences. Authors do not always state every detail directly, so readers must look for clues in the text to interpret ideas, understand characters' motivations, and recognize deeper meanings. Strong inferences are supported by evidence rather than personal opinion.

Example

During a group presentation, Liam glanced repeatedly at the classroom clock, avoided eye contact with his classmates, and repeatedly adjusted the notes in his hands. Although the author never says how Liam feels, readers can infer that he is nervous because of his body language.

Infer

Make logical conclusions while answering the questions.

1) After receiving a new tablet, Emma smiled briefly before placing the device face down and not looking at it for the rest of the day.

What can you infer about Emma?

2) Noah arrived at school early with a binder full of notes on climate change. He reviewed them quietly before class began.

What does this suggest about Noah?

3) When the teacher announced a group debate, Olivia listened carefully, taking notes and suggesting a plan that helped her team.

What can you infer about Olivia?

4) During a discussion about climate change, Daniel checked the author's sources before sharing his opinion.

What does this reveal about Daniel?

5) After moving to a new city, Aiden was quiet at first. By the end of the semester, he was joining clubs and volunteering at school events.

What can you infer about Aiden?

Comprehension Practice – Visualizing

May 21, 2026

To: Leo

0711 San Giacomo dello Segnate

MN, Italy

Dear Leo,

Ciao! I hope you are doing well. Last week, our Grade 7 English class visited a local Indigenous cultural centre as part of our learning about stories, history, and community. As the visit, I expected to spend the day reading displays and listening to presentations. Instead, the experience helped me imagine history in a way that

Inside, we were welcomed by an Elder who shared traditional knowledge about responsibility, and caring for the land. The room was quiet except for the steady beat of a hand drum. Around us were carved wooden sculptures and colorful beadwork that reflected generations of knowledge and craft. Listening to the stories while seeing these objects made it easier to picture the lives of those connected to them.

Outside, we walked along a forest path. A guide explained the importance of native plants and their traditional uses. He asked us to pause and notice the sounds of birds, the movement of the trees, and the soft rustle of leaves carried by the wind. Instead of simply reading about the environment, we experienced it through observation, making the descriptions feel vivid and real.

The visit also reminded us that every historical event has many different perspectives. We discussed how Indigenous communities have preserved their languages, traditions, and identities despite many challenges. The experience encouraged us to think more deeply about whose voices are represented in historical accounts and why multiple perspectives matter.

By the end of the day, I realized that visualizing is more than imagining what something looks like. It involves using details from a text or experience to picture settings, understand emotions, and connect with ideas on a deeper level. I left with a greater appreciation for Indigenous knowledge and a better understanding of how strong mental images can improve comprehension.

I wish you could have joined us. I think you would have found the experience just as meaningful.

Warm regards,

Ethan

Pre-Reading

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

While Reading

draw 2 different pictures of what you are visualizing while

--	--

After Reading

Use evidence from the letter to answer the question below.

How did visiting the Indigenous cultural centre help the students develop a deeper understanding of history and Indigenous perspectives? Use evidence from the text to support your answer.

Comprehension Practice – Refocusing / Re-engaging

Instructions

Read the informational report below. If you lose focus or engagement while reading, pause and use a refocusing strategy before continuing. After reading, complete the response worksheet to reflect on which strategy helped you better understand the text.

Renewable Energy: Powering a Sustainable Future

Introduction

As concerns about climate change continue to grow, many countries, including Canada, are investing in renewable energy. Renewable energy comes from natural resources that are constantly replenished, making it a more sustainable alternative to fossil fuels. Ontario generates electricity from a combination of hydroelectric, wind, solar, and nuclear power, helping reduce greenhouse gas emissions while meeting the province's energy needs.

What is Renewable Energy?

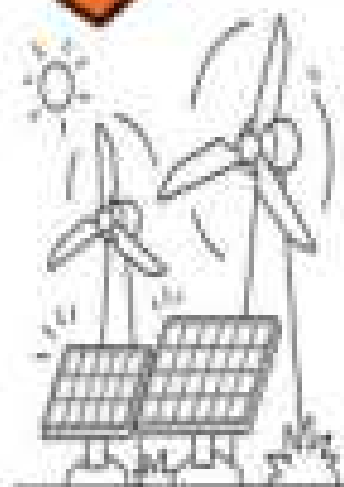
Renewable energy is produced from sources that are replaced over time, such as sunlight, wind, water, biomass, and geothermal heat. Unlike fossil fuels, renewable energy produces little or no greenhouse gas emissions during electricity generation. As technology improves, renewable sources continue to become more efficient, reliable, and affordable for communities across Ontario.

Common Types of Renewable Energy

- **Hydroelectric Power** – Hydroelectricity uses moving water to turn turbines that generate electricity. It is Ontario's largest source of renewable electricity.
- **Wind Energy** – Wind turbines capture the movement of air and convert it into electricity. Wind farms supply clean energy to homes and businesses across the province.
- **Solar Energy** – Solar panels convert sunlight into electricity. They can be installed on homes, schools, and commercial buildings to produce clean power.
- **Biomass Energy** – Biomass uses organic materials such as wood waste, crop residues, and plant matter to generate heat or electricity.
- **Geothermal Energy** – Geothermal systems use heat stored beneath Earth's surface to warm buildings and, in some regions, generate electricity.

Did You Know?

- Ontario gets most of its electricity from low-carbon sources.
- Hydroelectricity is Ontario's largest renewable energy source.
- Wind farms help generate clean electricity.
- Solar panels produce electricity from sunlight.



Response Worksheet

Answer the following questions below.

1) What caused you to lose focus while reading the report?

2) Which re-reading strategy helped you re-engage with the text? Explain how it helped you understand the report.

Strategy Check

Place a ✓ in the box for the strategy.

Re-reading Strategies	
☐	I reread a section to better understand important information.
☐	I slowed down my reading to focus on the key details.
☐	I used the headings and key facts to guide my understanding.
☐	I connected the information to what I already know.
☐	I paused to identify the main idea before reading on.
☐	I asked myself questions to check my understanding.
☐	I summarized the main points before continuing to the next section.

Question

Which part of the report was the easiest to understand? Why?

Canada's National Parks

Introduction

Canada is home to **37 national parks** and **11 national park reserves**, protecting mountains, forests, lakes, coastlines, and wildlife across the country. These protected areas preserve Canada's natural heritage while giving people opportunities to explore and appreciate the environment responsibly.

Why National Parks Matter

National parks help protect plants, animals, and natural habitats from development and pollution. They also preserve important cultural and historical sites and support scientific research. By protecting these areas, Canada helps maintain biodiversity and ensures future generations can enjoy these natural landscapes.



Responsible Tourism

Visitors can help in protecting national parks. Following marked trails, disposing of waste properly, respecting wildlife, and following park regulations all help reduce environmental impacts. Responsible tourism allows people to enjoy nature while helping conserve it.

Instructions

Choose one of the strategies below if you lose focus while reading. Use the strategy to help you understand the text. Place a ✓ beside the strategy you used, then complete the reflection activity on the next page.

1)	Rereading	Read a section again to clarify important details.	
2)	Making Notes	Record key facts or important information.	
3)	Asking Questions	Write questions that help you understand the text.	
4)	Summarizing	Summarize each section in one or two sentences.	
5)	Making Connections	Connect the information to your experiences or prior knowledge.	
6)	Chunking the Text	Read one section at a time and pause before continuing.	
7)	Pausing and Reflecting	Stop after each section to identify the main idea.	
8)	Visualizing	Create a mental image of what you are reading to improve understanding.	
9)	Discussing with Peers	Share a point or fact with a classmate and discuss.	
10)	Setting Goals	Set small goals, like reading a certain number of lines before taking a brief break.	

Instructions:

Show how you used your chosen strategy. (Use this space to write notes, a summary, questions, a sketch, or another response based on the strategy you selected.)

Question:

Answer the question.

1) How did this strategy help you better understand the report?

2) What is one important idea you learned about Canada's national parks?

3) If you read another informational report, would you use the same strategy again? Why or why not?

Block 2: Text Forms and Informational Reading

Focus

- ✓ Understanding text forms and genres
- ✓ Identifying main ideas and supporting details
- ✓ Analyzing and summarizing informational reports
- ✓ Exploring cultural and Indigenous text forms
- ✓ Comparing different text forms and purposes

Text Forms

Authors choose different text forms based on their purpose and audience. A text form is the structure or format used to organize and communicate ideas effectively. Different text forms help writers present information in ways that best suit their message and readers. For example:

Text Form/Genre	Purpose	Common Characteristics
Narrative	Entertain or tell a story	Characters, setting, plot, dialogue
Informational Report	Explain or inform	Facts, headings, diagrams, objective language
News Report	Report current events	Headlines, factual details, quotations, 5Ws and 1H
Persuasive Text	Convince audience	Opinions, reasons, evidence, persuasive language
Biography	Describe a person's life	Chronological events, factual information
Cultural Text Forms	Share cultural traditions, and values	Traditions, symbolism, tips with community and

Comparing

Compare the two texts by completing:

Text A

A young girl discovers an old journal hidden inside her grandmother's attic. As she reads its pages, she learns about her family's experiences during a difficult time in history.

Text B

An online news article shows how local museums are using historical journals to help students learn about community history.

Question	Text A	Text B
What text form is this?		
What is the author's purpose?		
Give one characteristic of the text.		
Who is the intended audience?		
How does it share its message?		

Questions

Answer the questions below.

1) Which text form would be most effective for teaching readers about climate change? Explain your answer.

2) Give one similarity and one difference between a biography and a news report.

True or False

Decide if true or false?

1) An informational text form aims to persuade readers.	True	False
2) A news report should include information in objective language.	True	False
3) A persuasive text is written only to entertain.	True	False
4) Different text forms may communicate the same message in different ways.	True	False
5) A biography presents factual information about a person's life.	True	False

Identify

Which type of text form is described?

	A writer explains the causes and effects of a natural disaster using facts, headings, and diagrams.
	A journalist reports on a city council meeting using factual details and quotations from community members.
	An Elder shares a traditional story that teaches respect for nature, community, and cultural values.
	An author tells the life story of Terry Fox using factual information in chronological order.
	A student argues that public transportation should be free for teenagers and supports the opinion with evidence.
	A story follows two friends as they overcome challenges and strengthen their friendship.

Activity: Comparing Text Forms

Instruction

Read each description carefully. Identify the text form or genre being described. Then explain which details in the passage helped you identify it.

Informational Report	Poem	News Article
Indigenous Oral Story	Narrative Story	Biography

1) This text describes how pollinators such as bees, butterflies, hummingbirds, and beetles help plants grow. It is divided into clear sections with headings and subheadings, including one showing the parts of a flower, and presents factual information supported by scientific evidence. The purpose of the text is to educate readers about the importance of pollinators and encourage them to protect natural habitats.

Text Form:

Evidence:

2) A recent article reports that a severe wildfire in northern Canada has forced families to leave their homes. The text includes descriptions of the event, statements from firefighters and local officials, and mentions of evacuations and evacuation centres. It presents verified facts to keep readers informed about the situation rather than entertaining them with fictional events.

Text Form:

Evidence:

3) A curious teenager discovers an old map hidden inside a library book and convinces two friends to search for the forgotten location. Along the way, they solve puzzles, overcome obstacles, and learn valuable lessons about teamwork and perseverance. The text includes characters, dialogue, a setting, a conflict, and a resolution that brings the adventure to a satisfying conclusion.

Text Form:

Evidence:

Genres

Genres are categories of texts that share similar purposes, structures, and characteristics. Authors choose a genre based on the message they want to communicate and the experience they want readers to have. Recognizing a text's genre helps readers understand what to expect, such as the style of writing, the type of characters, and how the story or information may be presented.

Different genres use different techniques to engage readers. For example, mystery stories encourage readers to solve clues, while science fiction explores futuristic ideas and scientific possibilities. Historical fiction features fictional characters with real historical events. Drama presents situations that could happen in everyday life. Non-fiction, such as biographies, reviews, and informational texts, provide real events, events, or factual information.



Common Literary Genres

- **Realistic Fiction** – Stories featuring characters and events that could happen in real life.
- **Historical Fiction** – Fiction set in historical events or time periods.
- **Science Fiction** – Stories exploring futuristic concepts like space, time travel, or future societies.
- **Fantasy** – Stories involving magic, mythical creatures, or imaginary worlds.
- **Mystery** – Stories focused on solving a crime or a mystery event.
- **Thriller** – Suspenseful stories filled with danger, twists, and turns.
- **Adventure** – Stories centred on exciting journeys and exploration.
- **Horror** – Stories designed to create fear, suspense, or shock.
- **Poetry** – Writing that expresses ideas and emotions through rhythmic and figurative language.

Common Non-Fiction Genres

- **Biography** – The true story of a person's life written by another author.
- **Autobiography** – The true story of a person's life written by the person themselves.
- **Memoir** – A personal account focusing on specific experiences or periods of life.
- **Informational Text** – Writing that explains facts, concepts, or real-world topics.
- **Review** – Writing that evaluates a book, film, game, or product using evidence and opinion.
- **Editorial/Opinion** – Writing that presents and supports a viewpoint on an issue.

Key Features of Genres

- Each genre has a specific purpose and audience.
- Genres often follow common structures and writing conventions.
- Authors use different language and techniques depending on the genre.
- Some texts combine features from multiple genres.

Analyze

Read each text description. Then identify the genre, the author's purpose, the intended audience, and evidence that helped you identify the genre.

Genre		The novel follows a group of teenagers who discover an abandoned research station hidden beneath the Arctic ice. As they uncover long-buried scientific secrets, they must survive dangerous conditions while deciding whether some discoveries should remain hidden forever.
Author's Purpose		
Intended Audience		
Evidence from the Text		
Genre		The story is set during the construction of the Canadian Pacific Railway in the late 1800s. Although the main characters are fictional, the events and historical setting are based on real Canadian history and explore the challenges faced by workers and settlers.
Author's Purpose		
Intended Audience		
Evidence from the Text		
Genre		A detective is hired to investigate a series of coded messages found throughout a small town. As the detective uncovers another secret, readers are encouraged to solve the mystery before the detective reaches the final suspect.
Author's Purpose		
Intended Audience		
Evidence from the Text		
Genre		A young athlete enters a tournament inspired by ancient myths. As each challenge reveals magical creatures, hidden kingdoms, and powerful artifacts, they must complete the quest before darkness spreads across the land.
Author's Purpose		
Intended Audience		
Evidence from the Text		

Informational Report

What Is an Informational Report?

An **informational report** is a type of nonfiction text that presents accurate facts and information about a topic. Its purpose is to explain, describe, or inform readers rather than entertain or persuade them. Informational reports are carefully organized so that readers can easily find and understand important ideas. Unlike stories, informational reports do not usually include characters, dialogue, or a plot. Instead, they focus on real people, places, events, objects, or ideas using factual evidence and clear explanations.

Purpose of an Informational Report

An informational report is written to:

- Explain a topic
- Present facts
- Help readers understand
- Organize information



Common Characteristics

- **Clear Title** – Tells the reader what the report is about.
- **Headings and Subheadings** – Organize the report into sections to make it easier to read.
- **Facts and Evidence** – Provide accurate and reliable information about the topic.
- **Definitions or Explanations** – Explain important words, ideas, or concepts in a clear way.
- **Photographs, Diagrams, Charts, or Captions** – Help readers better understand the information through visuals.
- **Logical Organization of Ideas** – Presents information in a way that is easy to follow.

Where Can You Find Informational Reports?

Informational reports can be found in many places, including textbooks, encyclopedias, newspapers, magazines, educational websites, and government publications. They are also commonly used in science, history, geography, and health classes to present factual information about different topics. Learning to read informational reports helps students become more effective readers across all subject areas.

Examples of Informational Report Topics

Informational reports can cover almost any real-world topic. For example, a report may explain how renewable energy works, describe Canada's national parks, discuss the importance of protecting pollinators, explore climate change, introduce Canadian wildlife, or explain healthy lifestyle choices. Regardless of the topic, the goal is always to inform readers using accurate facts and organized information.

True or False

Is the statement true or false?

1) Informational reports provide factual information about a topic.	True	False
2) Informational reports mainly include opinions and personal beliefs.	True	False
3) Headings and subheadings help organize the information.	True	False
4) Diagrams, charts, and photographs help explain information clearly.	True	False
5) Informational reports tell fictional stories with characters and dialogue.	True	False

Questions

Answer the questions below.

1) What is the purpose of an informational report?

2) Why are headings, subheadings, and other features important in an informational report?

3) Explain the difference between an informational report and a fiction report.

Write

Imagine you are writing an informational report about Climate Change.

Include	What would you add?
Title	
Heading	
One Fact	
One Diagram	
Caption	

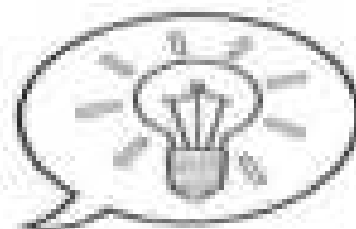
Main Idea and Supporting Details

What is the Main Idea?

The main idea is the most important idea in a paragraph or an entire report. It answers the question, "What is this text mostly about?" In informational reports, the main idea is often found in the introduction or topic sentence, but it can also be implied and understood by examining the supporting details.

Characteristics of the Main Idea

- States the central focus of the paragraph or report.
- Can be expressed in one complete sentence.
- Is supported by facts, examples, and explanations.
- Helps you understand the author's purpose.



What are Supporting Details?

Supporting details are facts or information that develop the main idea. They help explain, clarify, or provide evidence for the author's message. In informational reports, supporting details make the message more accurate, reliable, and easier to understand.

Supporting Details May Include:

- Facts and evidence
- Examples
- Definitions
- Statistics
- Explanations
- Descriptions



Write

Write the three supporting details that explain the main idea.

Text	Recycling reduces waste sent to landfills and helps conserve resources. Many recyclable materials, including paper, glass, and plastic, can be processed and reused to create new products. Recycling also reduces energy use and pollution.
Main Idea	
Supporting Detail #1	
Supporting Detail #2	
Supporting Detail #3	

Text	Public transportation helps communities become more efficient and environmentally friendly. Buses, trains, and subways reduce traffic congestion and lower greenhouse gas emissions by decreasing the number of private vehicles on the road. Public transit also provides affordable and accessible transportation for many people.
Main Idea	
Supporting Detail #1	
Supporting Detail #2	
Supporting Detail #3	

Main Idea	Good digital security helps people protect their personal information online. Using strong passwords, two-factor authentication, and careful email practices can reduce the risk of identity theft and cybercrime. Being aware of phishing scams and suspicious websites also makes it safer for everyone.
Main Idea	
Supporting Detail #1	
Supporting Detail #2	
Supporting Detail #3	

Main Idea	Regular physical activity supports both physical and mental health. Exercise strengthens muscles and bones, improves cardiovascular fitness, and helps reduce stress. Participating in sports or daily physical activities also promotes confidence, teamwork, and healthy lifestyle habits.
Main Idea	
Supporting Detail #1	
Supporting Detail #2	
Supporting Detail #3	

Block 3: Understanding Articles and Media Literacy

Focus

- ✓ Understanding articles and their text features
- ✓ Identifying an author's purpose and intended audience
- ✓ Distinguishing facts, opinions, and claims
- ✓ Evaluating credibility, bias, and reliable sources
- ✓ Comparing informational texts using evidence

What Are Articles?

Understanding Articles

An **article** is a nonfiction text written to inform, explain, or sometimes persuade readers about a specific topic. Articles are published in newspapers, magazines, websites, and other media sources to share current events, research, opinions, or useful information. Unlike stories, articles are based on facts, evidence, interviews, or expert knowledge. They often include titles, headings, photographs, captions, and other text features that help readers understand the information more easily.

Types of Articles

1) News Articles

News articles report recent events and current issues that are important to the public. They answer questions such as who, what, when, where, why, and how using factual information. News articles are usually written in a clear, objective style and are intended to inform readers about local, national, and international news.

2) Magazine Articles

Magazine articles explore topics in greater detail than newspaper articles. They may focus on science, technology, culture, or entertainment. Magazine articles often include detailed information, statistics, interviews, and high-quality photographs. Although they are based on facts, some magazine articles may also include the writer's perspective or interpretation.

3) Online Articles

Online articles are published on news websites, blogs, and digital magazines. They provide quick access to current information and are updated as new information becomes available. Many online articles include interactive graphics, or multimedia elements that help readers explore topics. Because anyone can publish information online, readers should evaluate if the source is accurate, reliable, and trustworthy.

Key Characteristics of Articles

- Present factual information about a topic
- Have a clear title and organized sections
- May include photographs, captions, or graphics
- Use evidence, facts, or expert opinions
- Are written for a specific purpose and audience
- Can be found in print or digital formats

Newspaper, magazine, and online articles all provide information, but they differ in purpose, style, and format. Newspaper articles report current events, magazine articles explore topics in greater detail, and online articles often include digital features. Understanding these differences helps readers find and evaluate reliable information.



Articles

Read each article carefully. Pay attention to its purpose, structure, and text features. Then, complete the activities on the following pages.

Newspaper Article

Community Volunteers Plant 500 Trees in Toronto Park

By Emma Carter

Toronto, Ontario | May 14, 2026

More than 300 volunteers gathered at Riverdale Park on Saturday to plant over 500 native trees as part of a city-wide environmental initiative.

The event, organized by the Toronto Parks Department and several local environmental groups, aims to improve air quality and increase green spaces throughout the city. Volunteers participated despite light rain.

"We're grateful for all the residents helping improve our community," said Parks Coordinator Jennifer Smith.

Cooper, Toronto

City officials hope the initiative will continue throughout the summer as part of Toronto's urban forest expansion program.

Magazine Article

Why Spending Time Outdoors

Imagine finishing a stressful workday and then walking through a local park. Within minutes, your mind begins to feel calmer. Your mood starts to improve. According to researchers, spending time in nature can reduce stress, boost concentration, and support emotional well-being.

Many Canadians spend several hours each day on digital devices. While technology has many benefits, too much screen time may increase anxiety and reduce physical activity.

Outdoor activities such as hiking, cycling, gardening, or even playing in a nearby neighbourhood park provide opportunities to disconnect and recharge.

Experts also suggest that spending time outdoors encourages social interaction, physical exercise, and greater appreciation for the environment. Even 20 to 30 minutes outside each day can make a positive difference.

Online Article

Simple Ways to Reduce Plastic Waste

Published: June 2, 2026

Reducing plastic waste starts with small everyday choices. Bringing a reusable water bottle, using cloth shopping bags, and recycling correctly can all make a positive difference.

Many communities across Canada are encouraging residents to reduce single-use plastics to protect wildlife and keep parks, rivers, and lakes clean. Every small action contributes to a healthier environment.

Have another idea? Share your favourite eco-friendly habit in the comments below!

Identify

Write the letter of the correct article beside each description.

A	Newspaper Article	B	Magazine Article	C	Online Article

Compare

Compare the articles by identifying the purpose and one text feature of each article.

Article Type		One Text Feature
Newspaper		
Magazine		
Online		

Question

Answer the questions below.

1) Which article would be the most reliable source for learning about _____?
Explain your answer using evidence from the article.

2) Which article did you find most engaging? Explain how its organization, language, or text features influenced your opinion.

Understanding Author's Purpose and Audience

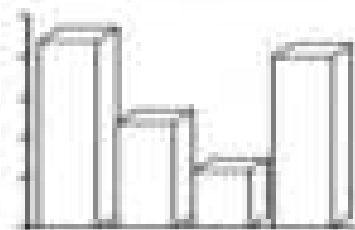
Understanding Audience

Every author writes with a specific audience in mind. The audience may include students, community members, researchers, policymakers, or the general public. Knowing the audience influences the author's decisions about vocabulary, tone, level of detail, and examples.

How Authors Communicate Meaning

Authors carefully select language, organization, and text features to communicate ideas effectively. These choices help readers understand the purpose and message of the text. Some common techniques include:

- **Headings and subheadings** to organize information
- **Illustrations and diagrams** to support understanding
- **Facts and statistics** to increase credibility
- **Examples and analogies** to make ideas relatable
- **Emotional or persuasive language** to influence opinions
- **Dialogue and descriptions** to develop characters and settings
- **Symbolism and cultural references** to communicate deeper meanings and traditions
- By examining these features, readers can analyze how an author's choices contribute to the overall message.



Connecting Purpose, Audience, and Genre

Different text forms and genres communicate meaning in different ways because each is created for a specific purpose and audience. For example, a nonfiction text presents factual information about a person's life, while a narrative fiction story develops characters, setting, and conflict. An informational article explains a concept using facts and evidence, whereas an Indigenous story often shares cultural teachings, values, traditions, and relationships with the land. Recognizing these differences helps readers compare texts, identify their unique characteristics, and understand how each genre communicates meaning to its intended audience.

When reading a text, it is also important to identify its purpose. Writers usually create texts to inform, explain, entertain, or persuade readers.

- **Inform** – To provide factual information about a topic or event.
- **Explain** – To help readers understand an idea, process, or concept by giving clear details.
- **Entertain** – To engage readers through interesting, enjoyable, or imaginative content.
- **Persuade** – To convince readers to agree with an opinion or take a specific action.

Understanding a text's purpose, audience, and genre helps readers interpret the author's message, evaluate how information is presented, and appreciate why different text forms are used in different situations.



Comprehension Practice - Author's Purpose and Audience**Instructions**

Read each description. Complete the table by identifying the author's purpose, intended audience, and one text feature or characteristic that helps communicate the message.

Text Description	Author's Purpose	Intended Audience	One Characteristic or Text Feature
1) A news article reports on a community planning event using facts and photos.			
2) A speech encourages teenagers to volunteer with organizations based on personal experience and persuasive language.			
3) An informational article explains the effects of climate change using headings, diagrams, and scientific evidence.			
4) An Indigenous story teaches respect for nature through symbolism and traditional teachings.			
5) A biography describes Terry Fox's life using factual information arranged in chronological order.			

Short Answer

Why is it important to identify an author's purpose before reading a text?

Comprehension Practice – Comparing Articles

Instructions

Read Text A and Text B carefully.



Text A

Last Saturday, volunteers planted more than 500 native trees in Riverside Park to improve local habitats and reduce soil erosion. Community members of all ages participated in the event, which was organized by the city's environmental department. Local officials praised the volunteers for their efforts and announced plans for future conservation projects.

Text B

Planting trees is one of the simplest ways individuals can help protect the environment. Communities should organize more tree-planting events because trees improve air quality, provide habitats for wildlife, and strengthen neighborhoods. Small actions today can create a healthier future for everyone.

Complete

Compare and contrast the two texts. Use evidence from each text to support your answers.

Question	Text A	Text B
What text form or genre is it?		
What is the author's purpose?		
Who is the intended audience?		
Give two characteristics of the text.		
Give one piece of evidence supporting your answer.		

Synthesize

Write your version of the texts using information from both.

Fact, Opinion and Claim

When reading articles, it is important to recognize the difference between **facts**, **opinions**, and **claims**.

1. **Fact** - A statement that can be proven true with evidence.
2. **Opinion** - A personal belief or feeling that may differ from one person to another.
3. **Claim** - A statement or argument that needs evidence to convince readers.

Understanding these helps readers evaluate whether information is reliable.

Fact

Opinion

Claim

Identify

Read each sentence. Write Fact, Opinion, or Claim.

1) Plastic pollution is a problem in our world.	
2) Every Canadian community has a weekly clean-up drive.	
3) This national park is the most beautiful in Canada.	
4) Scientists have found microplastics in drinking water.	
5) Schools should require students to recycle every day.	
6) Many newspapers include photographs and captions.	
7) Online articles are the fastest way to receive news.	
8) Reading different sources helps people understand an issue better.	
9) Magazine articles are more enjoyable than newspaper articles.	
10) Communities can reduce waste by using reusable bags.	
11) Most news articles include a headline and a byline.	
12) Social media should not be the only source of news.	
13) Canada has thousands of freshwater lakes.	
14) Infographics are the easiest way to understand information.	
15) Checking reliable sources before sharing information can reduce misinformation.	

Analyze

Read each article. Decide whether the article is mainly based on Opinions, Facts, or Claims. Then explain your answer using evidence from the text.

Article 1: Community Recycling Program Shows Positive Results

The Town of Maple Creek introduced a community recycling program three years ago. Since then, the amount of household waste sent to local landfills has decreased by 18 percent. Residents now recycle paper, glass, plastic, and metal through curbside collection. Town officials also report that more families are participating in environmental workshops each year.

Article 2: Canada's Most Beautiful National Park

Many visitors believe that Banff National Park is the most beautiful place in Canada. Its mountain views, turquoise lakes, and wildlife make every visit unforgettable. Some people say no other park offers the same breathtaking experience, making it the perfect destination for nature lovers.

Article 3: Schools Should Reduce Plastic Waste

Many educators believe schools should reduce the use of single-use plastics. They suggest encouraging students to bring reusable water bottles and lunch containers. Supporters argue these changes can reduce waste, protect the environment, and help students develop responsible habits.

Credibility

Credibility is the quality of being trustworthy, accurate, and reliable. When reading information from newspapers, magazines, websites, or social media, it is important to determine whether the source can be trusted. A credible source is usually written by a qualified author, supported by facts or evidence, current, and free from misleading or biased information. Evaluating credibility helps readers make informed decisions and avoid misinformation.

Is the Source Credible? Read each situation. Write Credible if the source is trustworthy or Not Credible if it is not. Then, briefly explain your answer.

1) A source by the Government of Canada with references.	☐ Credible ☐ Not Credible	Reason _____ _____
2) A social media post that makes a surprising claim but provides no evidence or source.	☐ Credible ☐ Not Credible	Reason _____ _____
3) A magazine article written by an environmental scientist and supported by research findings.	☐ Credible ☐ Not Credible	Reason _____ _____
4) A website that does not list an author or publication date.	☐ Credible ☐ Not Credible	Reason _____ _____
5) A newspaper article that includes interviews with experts and quotes from official government reports.	☐ Credible ☐ Not Credible	Reason _____ _____
6) A blog that promotes a product but provides only personal opinions without supporting evidence.	☐ Credible ☐ Not Credible	Reason _____ _____

Bias and Point of View

Every text is written from a point of view, which is the perspective or position of the writer. Writers make choices about the information they include, the words they use, and the way they present ideas. Understanding a writer's point of view helps readers think critically about the message being communicated.

Some texts use objective language, which presents information based on facts, evidence, and observable details without expressing personal feelings. Other texts use subjective language, which reflects personal opinions, emotions, beliefs, or judgments. Recognizing the difference helps readers determine whether a text is informing or influencing.

Readers can distinguish between facts and opinions. A fact is a statement that can be verified with reliable evidence, while an opinion expresses a personal belief, preference, or judgment that may differ from one person to another.

Another concept to understand is bias. Bias occurs when a writer or speaker presents information in a way that favors one side, opinion, or perspective.

Identify

Write whether each statement is Objective or Subjective. If it is Objective, place a ✓ beside the word Objective. If it is Subjective, place a ✓ beside the word Subjective.

1) Canada has ten provinces and three territories.

☐ Subjective

☐ Objective

2) Smartphones are the best learning tools for every student.

☐ Subjective

☐ Objective

3) Only irresponsible people fail to recycle their plastic waste.

☐ Subjective

☐ Objective

Understanding Reliable Sources

A **reliable source** is a source of information that is accurate, trustworthy, current, and supported by evidence. Reliable sources are usually created by qualified authors, researchers, government agencies, educational institutions, or respected news organizations. Before publishing information, these sources check facts, verify evidence, and review their content to ensure it is as accurate as possible.



Today, information is available almost everywhere, especially on the internet and social media. While the internet makes information easier to access, not everything people read or watch is reliable. Blogs, videos, and social media posts may contain personal opinions, outdated information, or false facts. For this reason, readers should carefully evaluate information before accepting it as true or sharing it with others.

How to Identify a Reliable Source

When evaluating a source, ask the following questions:

- **Who created the information?** Is the author, organization, or publisher qualified to write about the topic?
- **Is the information supported by evidence?** Does it include facts, statistics, research, quotations, or references?
- **Is the information current?** Check the publication date to make sure the information is up to date and relevant.
- **What is the purpose of the source?** Is it meant to inform, educate, persuade, entertain, or sell something?
- **Can the information be verified?** Compare it with other reliable sources to see if they present similar information.

Examples of Reliable Sources

Reliable sources often include:

- Government websites (such as .gc.ca or .gov)
- Universities, colleges, and educational institutions
- Scientific journals and research organizations
- Reputable newspapers and news organizations
- Books and reference materials published by credible publishers

Why Reliable Sources Matter

Using reliable sources helps readers distinguish facts from opinions and unsupported claims. Reliable information leads to stronger research, better decision-making, and more convincing arguments. It also helps prevent the spread of misinformation by encouraging readers to think critically, verify evidence, and evaluate the credibility of the information they encounter before accepting or sharing it.



True or False

Is the statement true or false?

1) Government websites are usually reliable sources.	True	False
2) Social media posts are always accurate.	True	False
3) Reliable sources include facts and evidence.	True	False
4) Publication dates show if information is current.	True	False
5) Comparing reliable sources helps verify information.	True	False

Questions

Answer the questions below.

1) What are some reliable sources when doing research?

2) List three questions you can ask to determine whether a source is reliable.

3) How can using unreliable sources affect your research?

Examples

Write one example of each source below.

Government Website	
Educational Institution	
News Organization	
Scientific Journal	
Book	
Social Media Post	
Personal Blog	

Research Activity: Evaluating an Online Article

Objective

What are we learning more about?

Learn how to research a topic of personal interest and evaluate whether an online article is reliable by examining its author, publication date, evidence, purpose, and source. Students will use their critical thinking skills to decide if the information is trustworthy and explain their evaluation using evidence from the article.

Materials

What do we need to complete the activity?

- Computer or tablet with internet access
- Google Chrome or other browser
- Google Docs, Microsoft Word, or other word processing software for recording answers
- Activity worksheet (included)



Instructions

How do we complete the activity?

1. Choose a topic that interests you. It may be related to technology, sports, history, health, the environment, animals, or any other subject.
2. Find one informational article about your topic using a search engine. Choose an article from a website that appears professional, educational, or trustworthy.
3. Read the entire article carefully. As you read, pay attention to the author, the publication date, the evidence provided, and the overall purpose of the article.
4. Record the article's information on your worksheet, including the article title, website, author's name (if available), and publication or last updated date.
5. Complete the reliability checklist by evaluating the article's author, evidence, currency, purpose, and credibility. Write evidence from the article to support each of your answers.
6. Decide whether the article is Reliable, Somewhat Reliable, or Not Reliable. Write a short paragraph explaining your decision using evidence you found while evaluating the source.

**Evaluating
Article**

Choose one informational article about a topic that interests you. Record the article's topic, title, website, author, and publication date.

Article Title:	
Website:	
Author:	
Date Published:	

**Reliability
Check**

Read each question carefully. Put a ✓ in Yes or No, then write evidence from the article that supports your answer.

Is the author (name or title) listed?	☐ Yes ☐ No	Evidence:
Is the information supported by facts or evidence?	☐ Yes ☐ No	Evidence:
Is the article current?	☐ Yes ☐ No	Evidence:
Is the purpose to inform rather than sell or persuade?	☐ Yes ☐ No	Evidence:
Does the article appear trustworthy?	☐ Yes ☐ No	Evidence:

Explain

Write 3-5 complete sentences explaining why you believe the article is Reliable, Somewhat Reliable, or Not Reliable. Use evidence from your checklist to support your explanation.

Reading – A Suspicious Article

Instruction

Read the online article below carefully. It looks like a real news story, but a sharp reader will notice that something is not right. You will investigate it on the next page.

Miracle Arctic Berry "Cures" Memory Loss — and They Don't Want You to Know Posted on HealthTruthDaily.net | Filed under: Breaking Wellness



A tiny berry growing wild in the forests of northern Scandinavia is being called the greatest health discovery of the century — and the companies are **NOT** HONEST.

The so-called "frostberry" reportedly sharpens memory, improves focus, and helps students score higher on exams, all without a single side effect. Some are even calling it "nature's brain pill."

"I gave frostberry capsules to my son before his finals and his marks improved!" wrote one satisfied customer in our comments section. Thousands of others are now racing to buy frostberry supplements before stores sell out.

So why haven't you heard about this before? Insiders say powerful pharmaceutical companies would lose billions if a cheap wild berry replaced their expensive medicines. Ask yourself: who really benefits from keeping this a secret?

Doctors everywhere are said to be amazed, though the companies refuse to comment. One anonymous source claims the government may soon try to ban the berry entirely.

Don't wait until it's too late. Click below to order your frostberry capsules today at our exclusive reader-only discount — before this page disappears for good.

[ORDER NOW — 48% OFF TODAY ONLY]

Case File

Investigate the article. Use evidence from the text.

THE SUSPECT — What You Are Investigating

Headline: _____

Where it was published: _____

What the article wants you to believe or do: _____

THE CLUES — Investigate Each One Using the Article1) **The Author:** Is the author an expert given? Quote the text. _____2) **The Date:** Is there a publication date? What does the absence suggest? _____3) **The Evidence:** List the "proof" offered. Any of it is from a named source? _____4) **The Language:** Find two words or phrases written to make you feel _____ alarmed. _____5) **The Motive:** What is the article really trying to get you to do? Quote the text. _____**THE RULING — Your Verdict**

Verdict (trustworthy, suspicious, or fake): _____

The single clue that gave it away, and why: _____

A skilled writer of misinformation hides it well. Explain one technique this article used to look trustworthy, and how a careful reader can see through it.

Block 4:

Narratives

Focus

- ✓ Understanding narrative texts and narrative structure
- ✓ Identifying different narrator's points of view
- ✓ Recognizing and interpreting literary devices
- ✓ Exploring Indigenous narratives and cultural elements
- ✓ Analyzing how story elements develop meaning and theme

Understanding Narrative Texts

A **narrative** is a text that tells a story to entertain, inform, or communicate a message. It may be fictional or based on real events. Most narratives include characters, a setting, a conflict, and a theme, which work together to develop the story and help readers understand its meaning.

Elements of a Narrative

- **Setting** – where and when the story takes place.
- **Characters** – the people, animals, or imaginary beings in the story.
- **Conflict** – problem or challenge the characters must face.
- **Theme** – central message or lesson of the story.



Question: Read the story below. Then identify the setting, characters, conflict, and theme by filling in the table.

Lost Notebook

Emma realized she had left her notebook in the school library just minutes before her science class. The notebook contained a lot of research for an upcoming environmental science project. She would not be able to finish her presentation on time. She searched every corner of the study tables, and asked the librarian if anyone had turned it in, but the notebook was nowhere to be found. Later that afternoon, a classmate discovered the notebook on a reading table and returned it to the librarian. Emma was relieved. She thanked her classmate for being honest and helpful. The experience reinforced her values and showed her the value of responsibility, kindness, and helping others.

Narrative Element	Answer
Setting	
Characters	
Conflict	
Theme	

True or False

Is the statement true or false?

1) A narrative may be fictional or based on real events.	True	False
2) The setting tells readers where and when the story takes place.	True	False
3) The theme is the problem or challenge that the characters must solve.	True	False
4) Characters can be people, animals, or imaginary beings in a story.	True	False
5) A conflict is the challenge the characters face.	True	False

Indigenous Storywork - Narrative

The Boy Who Shared the Caribou

An Inuit Story

In a small Inuit community along the Arctic coast, a young boy named Nanuq joined his grandparents on his first winter hunting trip. Wrapped in warm caribou-hide clothing, he carefully followed his grandfather across the snowy tundra, learning to observe animal tracks, the direction of the wind, and the best time to hunt. Every lesson reminded him of the importance of respecting both nature and one another.



After many hours, they successfully harvested a caribou. Before returning home, Nanuq watched his grandfather thank the animal for providing food for the community. Nanuq thought they would keep all the meat for themselves. Instead, when they arrived home, his grandfather carefully divided the meat into smaller portions for Elders, neighbors, and those in need of food. Confused, Nanuq asked, "Grandfather, why share so much? Won't we have less for ourselves?"

His grandfather smiled and replied, "Among our people, we share because we care for one another. The land provides for us, and we have a gift in giving them. When one family is strong, the whole community becomes stronger. Sharing helps ensure that kindness will be returned when others are in need."

As Nanuq helped deliver the food, he noticed the gratitude of everyone. Some families shared dried fish in return, while others offered warm clothing. He promised to help during future hunts. He realized that generosity strengthened friendships, and reminded everyone that they depended on one another throughout the long Arctic winters.

That evening, the Elders gathered to tell stories about respecting the land, the animals, and one another. Nanuq listened carefully as they explained that every generation has a responsibility to protect these teachings and pass them on. He understood that the hunt was not only about providing food—it was also about responsibility, gratitude, cooperation, and caring for future generations.

From that day forward, Nanuq remembered that true wealth was measured not by how much a person kept, but by how much they were willing to share. Through this experience, he learned an important Inuit teaching: a strong community is built through generosity, cooperation, gratitude, and respect for all living things.

The End

Indigenous Storywork – Reverence & Reciprocity

The Gift of the Sweetgrass

Inspired by First Nations Teachings

Long ago, a young First Nations girl named Mika walked with her grandmother to gather sweetgrass near a quiet lake. The morning air was cool, and birds filled the forest with song. Sunlight filtered through the tall trees. Before picking her first braid, her grandmother paused, faced the four directions, and quietly thanked the Creator for the gift of the land.

She said, "Everything on the land should be received with gratitude. It reminds us to live with kindness and respect." Mika watched as her grandmother carefully gathered only a small bundle, leaving plenty behind so the plants could continue to grow for her family and the generations to come.

"We take only what we need," her grandmother explained. "The land provides for us, so we must care for it in return. We give, and the land continues to care for our people."

As they walked home, Mika learned about local plants, the changing seasons, and how all living things are connected. Her grandmother said that the forests, animals, and people all depend on one another. Mika began to understand that caring for the land also meant caring for her community and future generations.

Back in the community, the sweetgrass was washed, dried, and used in ceremonies and gatherings. Mika helped the Elders prepare the braids, which were given to families, visitors, and those who needed comfort or encouragement. Everyone accepted the gifts with gratitude and respect. She realized that these strengthened relationships and reminded everyone that a community grows stronger when people care for one another.

That evening, as they sat beside the fire, her grandmother smiled and said, "Reverence teaches us to honour every living thing. Reciprocity reminds us to give back whenever we receive. These teachings keep our people, our traditions, and the land in balance."

From that day on, Mika gathered sweetgrass with gratitude, shared generously, and cared for the land with respect. She understood that protecting nature today would preserve its gifts for future generations. The teachings of reverence and reciprocity became part of her daily life, guiding her choices and strengthening her connection to her family, her community, and the natural world.

The End



Questions

Answer the questions below.

1) What character is in the story? Describe their personality.

2) What was the setting in this story?

3) What was the story about? How did the village survive?

4) **Make a Connection:** Stories like this can teach us lessons we can use in our lives. What did you learn from this story that you can use in your life?**Storywork Traits**What Indigenous Storywork traits did you learn?
How were these two traits taught?

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 opened 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, "The car crashed against the shore, lost in thought."

Instructions

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

1) I packed my backpack before my long trip.	First	Second	Third
2) You step into the cave and hear water dripping.	First	Second	Third
3) Ava searched the library for the missing history.	First	Second	Third
4) I felt relieved after finishing my final present.	First	Second	Third
5) You read the message and quickly hide it in your pocket.	First	Second	Third
6) Daniel smiled as the judges announced the winner.	First	Second	Third
7) I opened the envelope and found an unexpected letter.	First	Second	Third
8) You follow the narrow trail through the quiet forest.	First	Second	Third
9) Sophia closed her notebook and walked toward the room.	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

Community Garden Project – Different Points of View

First Person



Last Saturday, my classmates and I volunteered at a community garden as part of a school environmental initiative. We spent the morning removing invasive weeds, spreading compost, and planting native flowers that provide food and shelter for local pollinators. At first, I thought gardening would be simple, but I quickly realized how much planning, patience, and teamwork were involved. As I worked alongside my classmates, I began to appreciate how small actions can make a positive difference in protecting the environment.

By the end of the project, we had accomplished together. Seeing the garden transformed into a beautiful space for our community starts with individual responsibility and a willingness to contribute.

Second Person

Imagine you are volunteering at a community garden with your classmates for a school environmental project. You spend the morning clearing beds, adding nutrient-rich compost, and planting native flowers that help bees and butterflies thrive. As you work, you realize that every task, no matter how small, contributes to a healthier environment. You also notice how much easier the work is when everyone cooperates and shares responsibilities.

When the project is finished, you step back and admire the beautiful garden you and your classmates have created. You leave with a greater appreciation for environmental stewardship and understand that your choices can have a lasting impact on both your community and the natural world.

Third Person

Aiden and his classmates volunteered at a community garden to support a local environmental initiative. Together, they removed invasive plants, prepared the soil with compost, and planted native wildflowers to encourage biodiversity. Although the work was physically demanding, Aiden enjoyed learning practical ways to care for the environment while working as part of a team. He realized that protecting natural spaces requires commitment, cooperation, and respect for the land.

At the end of the project, Aiden looked proudly at the newly planted garden. The experience showed him that meaningful change often begins with simple actions, and that working together can create lasting benefits for both the community and future generations.

Questions

Answer the questions below.

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

2] Which do you like better? Write a version? Explain why.

Visualize

Draw and explain what you were thinking while reading the stories.

Narrator's Point of View - Types

Understanding Narrators

The narrator is the voice that tells a story. The narrator's point of view influences what readers know about the characters, events, and themes. It determines how much information is revealed, whose thoughts and feelings are shared, and how readers interpret the events. Writers carefully choose the narrator to shape the reader's understanding, create suspense, develop empathy for characters, and strengthen the overall message or purpose of the story.



Omniscient Narrator

An omniscient narrator knows the thoughts, feelings, and actions of all the characters. This narrator can move between characters' perspectives and reveal information that no single character could provide.

Example:

Maria felt confident before the debate, but her opponent secretly doubted her own abilities. Neither student realized the judge had already been impressed by both presentations.

Limited Narrator

A limited narrator follows the thoughts and experiences of one character. Readers understand the story through that character's perspective, even if they know what other characters are thinking unless it is revealed through their actions or dialogue.

Example:

Liam tightened his grip on the letter. He wondered whether he was losing everything, but he had no idea why his sister looked so relieved.

Unreliable Narrator

An unreliable narrator may present events inaccurately because of personal bias, limited understanding, strong emotions, or intentional dishonesty. Readers must evaluate the narrator's account carefully and look for clues that suggest another interpretation.

Example:

"I'm certain everyone was laughing at me," Noah insisted, although none of his classmates had even looked in his direction.

Why Point of View Matters

A narrator's point of view shapes how readers interpret characters, conflicts, and themes. Recognizing whether a narrator is omniscient, limited, or unreliable helps readers evaluate the information presented, identify bias, and develop a deeper understanding of the story.

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) "I've always said the principal secretly changes the exam questions just to make my class nervous. My friends laugh when I tell them, but I'm convinced it's true. Then again, maybe I only believe it because after failing the last quiz it was easier to blame someone else."

Type of Narrator

2) "Sofia waited outside the room, smoothing the wrinkles from her jacket. She wondered whether she had enough time to redo her answers would leave a good impression. When the door opened, she took a deep breath and stepped inside."

Type of Narrator

3) "Marcus smiled as he accepted the award, believing his hard work had finally paid off. Across the auditorium, his sister felt equally proud, remembering the late nights she had spent helping him practise. Their teacher watched both of them, knowing that their determination had inspired the entire class."

Type of Narrator

Literary Devices

Literary devices are techniques that writers use to make their writing more engaging, meaningful, and memorable. They help develop characters, emphasize ideas, create vivid images, and encourage readers to think more deeply about a text. Recognizing literary devices helps readers better understand an author's purpose and message.



True or False

Is the statement true or false?

1) Literary devices help writers communicate ideas more effectively.	True	False
2) Every literary device should be interpreted literally.	True	False
3) Writers use literary devices to add deeper meaning and interest.	True	False
4) Understanding literary devices helps with reading comprehension.	True	False
5) Literary devices are only for fun and entertainment.	True	False

Questions

Answer the questions below.

1) Why do authors use literary devices in stories and texts?

2) How do literary devices help readers understand a text's message or theme?

3) Describe one literary device you already know. Explain how it helps improve a piece of writing.

Hyperbole & Idiom

Hyperbole: It is an intentional exaggeration used to emphasize an idea or create a dramatic effect. It is not meant to be taken literally.
Example: "I've told you a million times to submit your assignment on time."



Idiom: It is a common expression whose meaning is different from the literal meaning of its words. Readers must understand the figurative meaning from context.

Example: "Break the ice" means to start a conversation or make people feel more comfortable.

Think: Read the passage below and find examples of hyperboles and idioms.

Debate Championship

The auditorium was packed with people waiting for the championship debate to begin. Ethan adjusted his notes and said, "I've practiced this speech a thousand times." His teammate Maya smiled and said, "Just relax. You break the ice, everything will get easier."

As Ethan stepped onto the stage, he felt his heart beat out of his chest. The audience seemed silent, and for a moment, he thought time was standing still. Taking a deep breath, he began presenting his argument with confidence. Halfway through the debate, one competitor made a mistake, and Maya quietly whispered, "Don't let it throw you off. Keep your eye on the prize." Ethan nodded and continued speaking. By the end of the competition, the judges praised his clear reasoning and strong evidence.

After the winners were announced, Ethan laughed and said, "I couldn't have done all that practice." Although the competition had been challenging, his hard preparation, teamwork, and confidence had helped them succeed.

Hyperbole	
Hyperbole	
Hyperbole	
Idiom	
Idiom	
Idiom	

Simile and Metaphor

A **simile** compares two unlike things using the words **like** or **as**. Writers use similes to create vivid descriptions and help readers visualize people, places, or ideas more clearly.

Example: The lake was as smooth as glass.

A **metaphor** compares two unlike things **without** using **like** or **as**. It describes one thing as if it were another to create a stronger image or express meaning.

Example: The classroom was a zoo during lunch.

Match Match the word in Column A with the word from Column B that shows a simile.

		Column B
As harmonious as	☐	a spider's web
As piercing as	☐	the waves against the shore
As intricate as	☐	a choir in-unison
As radiant as	☐	the silence of the stars
As vibrant as	☐	a chill winter breeze
As relentless as	☐	the clear, cloudless sky
As profound as	☐	the summer rain
As momentary as	☐	the sun in the sky

Scavenger Hunt

Find books that have examples of metaphors.

Book Name	Example - Describe or quote the metaphor.
"Conduroy"	The department store is a wonderland.

Instructions

Write a sentence including each simile or metaphor below.

1) as strong as an ox

2) as tough as leather

3) as wild

4) spread like

5) glow like a lantern

6) the test was a tightrope

7) time was a stealthy thief

8) loyalty is an anchor

9) her diary is a garden

10) his mind is a labyrinth

PREVIEW

Analogy

An **analogy** compares two different things to explain an idea or make it easier to understand. Unlike a simple comparison, an analogy shows how two situations are alike in order to clarify a concept, solve a problem, or persuade the reader.

Examples:

- **Learning:** Learning a new language is like building a bridge—each new word helps you connect with more people.
- **Teamwork:** A successful team is like an orchestra; every member has a different role, but they all work together to create harmony.
- **Responsibility:** Managing your time is like planting a garden. The more care and attention you give, the better the results.
- **Guidance:** A good teacher is like a lighthouse, providing guidance and support during difficult times.
- **Perseverance:** Solving a tough problem is like climbing a mountain. Each step may be difficult, but if you keep going, you can reach your goal.

Think

Read the passage and identify the analogies. Then, write each analogy in the space provided.

The School Robotics Competition

Preparing for the robotics competition was like assembling a puzzle. Every team member had a different piece of knowledge, and only by putting them together could they complete the project.

As the deadline approached, Maya reminded her teammates that solving a difficult problem is like climbing a mountain. It requires patience, determination, and taking small progress instead of rushing to the top.

During the presentation, Ethan explained that a strong team is like the gears in a clock. Each gear has a different purpose, but they must work together for the entire system to function properly.

When the judges announced the winners, the team realized that success is like growing a tree. It begins with small efforts, develops through consistent hard work, and becomes stronger over time.

Complete the Analogy

Check the best ending to complete each analogy.

1) Reading is like exercising because it _____

☐ makes books heavier☐ strengthens the mind☐ takes place outdoors

2) A teacher is like a guide because they _____

☐ solve every problem☐ help others find the right path☐ always know everything

3) Teamwork is like a puzzle because _____

☐ puzzles are fun☐ puzzles are colourful☐ they are both games

4) A goal is like a destination because _____

☐ you need a plan to reach destinations are far away☐ maps are colourful

5) Time is like money because _____

☐ clocks are expensive☐ it should be used wisely☐ everyone has a watch**Explain**

Read each analogy. Explain its meaning in your own words.

1) Knowledge is a key that unlocks opportunities.

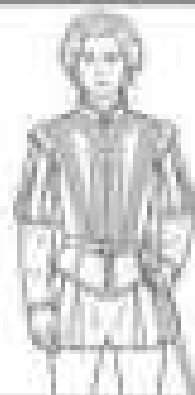
2) A goal is like a destination on a map.

3) Mistakes are stepping stones to success.

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 romantic or lovesick. Or saying, "She has the patience of Job," refers to the biblical character known for his patience. It's a quick way to paint a picture or give a hint about a person or situation.



Think _____ and identify examples of allusion.

Alex zoomed through the neighborhood on his bike, feeling like Hermes with his winged sandals. He passed by the old house where she was known as the girl who cried wolf—no one believed him. As he raced against time, he didn't want to face the wrath of his mother, a real Athena when it came to her wisdom and strategic warfare when it came to tardiness. As he pedaled, he felt like Odysseus for an Odyssean adventure at school that day, minus the cyclops, of course.

List 3 examples of allusion used in the passage.

In Ms. Green's garden, the tomato plants had grown as tall as Jack's beanstalk, 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.

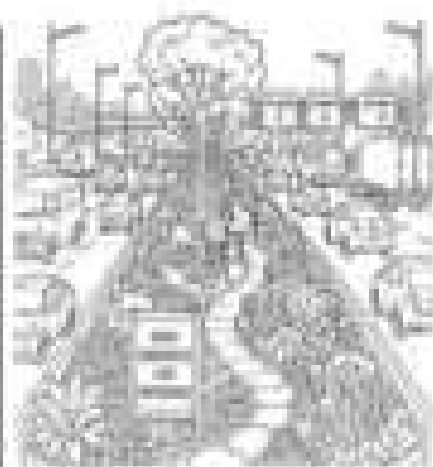
List 3 examples of allusion used in the passage.

Juxtaposition

Juxtaposition is a literary device in which a writer places two contrasting ideas, characters, settings, or situations close together to highlight their differences. By comparing opposites, writers help readers notice important themes, create stronger imagery, or better understand a character or conflict. Juxtaposition encourages readers to think about how the contrast adds meaning to the text.

Example:

A peaceful forest stood beside a busy highway, emphasizing the contrast between stillness and chaos.



Think: Read each passage below and identify three examples of juxtaposition.

The old library, with its worn wooden shelves and silent workers, stood next to a modern glass skyscraper. While the library's worn wooden shelves held old books, the modern building displayed glowing digital screens and silent workers. A young historian slowly turned the pages of a faded journal as, across the street, a busy crowd of people walked past while staring at their phones. The quiet atmosphere of the library contrasted with the busy sounds of traffic and construction outside, reminding visitors that the past and present can exist side by side.

List 3 examples of juxtaposition used in the passage.

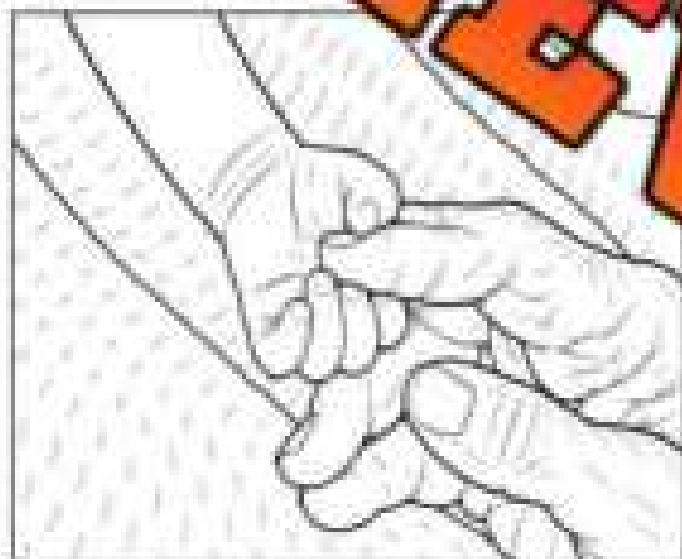
During the school's community service day, Maya noticed two very different attitudes among the volunteers. One group laughed while collecting litter and encouraged everyone to work together. Another group complained about the heat and counted the minutes until they could leave. Although both groups completed the same task, one focused on helping others while the other cared only about finishing quickly. By the end of the day, the cheerful volunteers had inspired many classmates to join them, while the others walked away without making new friends.

List 3 examples of juxtaposition used in the passage.

**Analyzing
Juxtaposition**

Juxtaposition is frequently used in visual and literary texts. Study each image carefully. Identify the contrasting elements and explain the effect of the juxtaposition.







Flashback

A **flashback** is a literary device in which the story briefly returns to an earlier event before continuing in the present. Writers use flashbacks to reveal important background information, explain a character's motivations, or deepen the reader's understanding of the plot. Flashbacks help connect past experiences with present events, making the story more meaningful and engaging.



Example: When accepting the award, Maya remembered the countless hours she had spent practicing her school and the encouragement her grandfather had given her years earlier.

Think: Read each passage carefully. Each passage contains a flashback. Identify at least two events that happened in the past (flashback) and two events that happen in the present. Write them in the boxes.

Winning the Medal

Liam stood quietly at the awards ceremony, holding his gold medal over in his hands. As his name echoed through the auditorium, he thought back to his first track meet two years earlier, when he stumbled during the race. He recalled the countless early morning practices, the sore muscles, and his coach's encouraging words to never give up. The applause brought him back to the present, and he smiled as he walked onto the stage to receive his medal.

Past (flashback)

Present

The Old House

Maya unlocked the front door of her childhood home for the first time in years. Dust covered the furniture, and the rooms felt much smaller than she remembered. As she walked into the living room, she thought back to rainy afternoons spent building blanket forts with her younger brother and listening to her grandmother tell stories by the fireplace. The sound of a moving truck outside brought her back to the present, reminding her it was time to begin a new chapter.

Past (flashback)

Present

Write A Narrative Flashback

Direction

Write a short narrative about one of the topics below (or choose your own). Your story must include at least one flashback that reveals an important memory from the past. Make sure the flashback helps readers understand the character, conflict, or theme.

A day that changed your life

Your greatest challenge

A memorable family tradition

An unforgettable friendship

Your biggest achievement

A difficult decision

PREVIEW

Draw

Draw a picture of your flashback below

Narrative Structure

A **narrative structure** is the way a story is organized from beginning to end. It provides a logical sequence of events that helps readers follow the plot, understand the characters' development, and recognize the central conflict and theme. Most narratives follow a clear pattern that introduces the story, builds tension, reaches a turning point, and ends with a meaningful resolution. Understanding narrative structure allows readers to see how each part of the story contributes to its overall message.

Introduction (Exposition)

The introduction, also called the exposition, introduces the main characters and the setting. It provides important background information so readers can understand the story's context. During this stage, the author often hints at the main conflict or challenge that the characters will eventually face, preparing readers for the events that follow.



Rising Action

The rising action is the series of events that lead to the main conflict. As new challenges, obstacles, and complications arise, the tension increases. Characters are forced to make important decisions, reveal their personalities, and respond to difficult situations. This part keeps readers engaged by creating suspense and anticipation for what will happen next.

Climax

The climax is the turning point and the most intense moment in the story, where the main conflict reaches its highest point, and the protagonist must face the challenge or make a critical decision. The outcome of the climax determines the direction of the remaining events and often reveals the story's most important theme.

Falling Action

The falling action takes place after the climax. During this stage, the immediate conflict begins to resolve, and readers see the consequences of the characters' choices and actions. Loose ends begin to come together, the tension decreases, and the story moves toward its conclusion.

Resolution (Conclusion)

The resolution is the final stage of the narrative. The conflict is resolved, the remaining questions are answered, and readers discover how the characters have changed because of their experiences. A strong resolution provides a sense of closure while reinforcing the story's theme or central lesson, leaving readers with a lasting understanding of the narrative.

Answer Which part of the narrative structure is described?

1) The part where everything reaches a thrilling peak where outcomes hang in the balance.	
2) The part where all the story's threads come together, leaving us with a clear ending.	
3) The part where we get to know who's in the story and where it's happening.	
4) The part where tensions rise as challenges appear, making us wonder what will happen next.	
5) The part where tensions start to calm down, and solutions to problems are found.	

Identify Circle the part of the narrative structure you think this sentence is from.

1) Mia discovered an old map in her grandmother's attic, sparking her curiosity.	Falling Action	Rising Action
2) As the cave became darker, Leo and Lily raced to find the hidden exit before the tide rose.	Introduction	Climax
3) The dragon let out a powerful roar as Ava raised her magic sword for the final battle.	Rising Action	Rising Action
4) After defeating the dragon, the kingdom slowly returned to peace as everyone celebrated their victory.	Resolution	Climax
5) Emma thanked the firefighters for rescuing her puppy, and life returned to normal.	Falling Action	Rising Action
6) Noah noticed strange footprints leading into the forest and decided to investigate.	Climax	Rising Action
7) The bridge suddenly collapsed behind the explorers, forcing them to find another dangerous route.	Falling Action	Rising Action
8) With only seconds left, Sofia solved the final clue and unlocked the ancient chest.	Introduction	Climax
9) The family packed their belongings and reflected on everything they had learned during their adventure.	Falling Action	Rising Action
10) The mystery was finally solved, and the missing necklace was returned to its owner.	Resolution	Climax

Story Mapping – The Elder's Lesson

Morning sunlight filtered through the tall pine trees surrounding an Anishinaabe community beside a peaceful lake. Sixteen-year-old Noah enjoyed spending his free time exploring the forest, but he rarely paid attention during community gatherings where Elders shared traditional teachings. He believed that modern technology could answer almost every question and wondered if the old stories still mattered.

One crisp autumn afternoon, Noah set out on a hike, hoping to photograph wildlife for a school project. While following a narrow trail, he noticed unusual markings carved into a fallen tree. Curious, he wandered farther into the forest until the familiar path disappeared behind him. Before long, thick fog rolled across the trees, and Noah realized he had lost his way, unsure which direction led home. The quiet forest suddenly felt much larger, and he had no phone.

At first, Noah tried to use his phone, but there was no signal. He felt worried as the forest grew quieter and darker. Remembering the gathering lessons his grandmother had shared, Noah stopped to observe his surroundings. He noticed the flow of a nearby stream, the moss growing on the forest floor, and fresh animal tracks leading toward water. He also remembered the Elders' teachings about listening and making mistakes, so he slowed down and trusted the knowledge he had gained from his community.

As evening approached, Noah reached a small clearing where an Elder was gathering medicinal plants. The Elder, an older man with a kind face, welcomed Noah warmly and explained that traditional knowledge was built from generations of careful observation, respect for the land, and responsibility toward others. Nature, the Elder said, is one of the greatest teachers for those willing to listen. The Elder reminded Noah that every plant, animal, and stream has an important role in maintaining balance in the environment.

Together, they returned safely to the community. Along the way, the Elder pointed out plants used for food and medicine and explained why they should always be harvested with gratitude and care. Noah thanked both the Elder and his grandmother for sharing teachings that had guided him when modern technology could not. From that day on, he became eager to learn more about his community's traditions and helped younger children understand the importance of protecting the land and respecting Indigenous knowledge.

Walking home beneath the evening sky, Noah realized that wisdom is not measured by how new an idea is, but by how well it helps people care for one another and the world around them. From then on, he understood that the teachings of the Elders were not just stories from the past—they were valuable lessons that could guide future generations as well.



Instructions

Identify the key elements of the story and fill the story map below.

Introduction

Rising Action

Falling Action

Climax

Resolution

PREVIEW

Cultural Story – First Nations Teachings

The Keeper of the Maple Grove

Every spring, when the last traces of snow disappeared and the forest awakened with birdsong, twelve-year-old Aiyana eagerly joined her family in the maple grove. The first warm days of the season marked the beginning of maple harvesting, a tradition that had been passed down through many generations. Before anyone tapped the first tree, Aiyana's grandfather gathered the family into a circle. Facing the rising sun, he quietly thanked the Creator for another season of abundance and reminded everyone that the maple tree's gifts that should always be treated with gratitude, care, and respect. As they walked through the grove, Aiyana carried a small wooden bucket while her grandfather showed her how to choose healthy trees. He carefully made a small opening in the bark of each tree, explaining that each tree should only be tapped enough to collect what was needed for the year. "We take from the tree," he said, "but we must never take more than it can freely give. If we do, the trees will stop giving, and our children and grandchildren will have nothing left."



That morning, the family worked together. Some tapped the trees, while others carried heavy buckets. In the background, large kettles slowly boiled the clear sap into thick syrup. The sweet scent drifted through the air, and the sound of laughter and conversation filled the grove. Neighbours and Elders gathered nearby, sharing stories about the changing seasons and the importance of living in balance with the land. Aiyana listened respectfully, knowing that this was a time to learn the wisdom and teachings of their ancestors.

During a short break, Aiyana noticed a younger cousin reaching toward a small sapling. Before he could tap it, an Elder gently explained that young trees needed time to grow strong before they could provide sap. Aiyana realized that respecting nature also meant understanding its limits and protecting it for future generations.

By late afternoon, jars of fresh maple syrup lined the tables. Before anyone took some home, the family first prepared baskets for Elders, neighbours, and families who needed extra support. Sharing the harvest was an important tradition because everyone belonged to the community, and no one should be left without its gifts.

As the sun set behind the maple trees, Aiyana looked across the quiet forest with gratitude. She understood that the day's work had been about much more than making maple syrup. It had taught her that respect for the land, listening to Elders, caring for others, and sharing with the community were all connected. From that day forward, Aiyana proudly carried these teachings with her, knowing that protecting the land and honouring its gifts would help preserve her people's traditions for generations to come.

Comprehension

Answer the questions below.

1) Identify two cultural elements from *The Keeper of the Maple Grove*. Explain how each one helps readers understand First Nations traditions.

1)

2)

2) Which lesson from *The Keeper of the Maple Grove* do you think is still important today? Explain how it can be applied in your daily life.

Analysis

Answer the questions below.

1) How do the cultural traditions in *The Keeper of the Maple Grove* influence the characters' actions and decisions? Use evidence from the story to support your answer.

2) Which lesson from *The Keeper of the Maple Grove* had the greatest impact on you? Explain why this lesson is meaningful and describe how you could apply it in your daily life, school, or community.

Cultural Story – Métis Traditions

Preparing for the Buffalo Hunt

Long before sunrise, families gathered along the prairie to prepare for the community buffalo hunt. The cool morning air carried the sounds of horses, creaking Red River carts, and quiet conversations as everyone readied themselves for the important journey ahead. The buffalo hunt was more than a way to get food—it was a tradition that required cooperation, planning, and respect for both the land and the community.



Each person had a responsibility. Some adults repaired the leather harnesses on the Red River carts, while others packed food, blankets, and cooking supplies for the trip. Skilled hunters gathered together to discuss the safest route, study the weather, and decide how the hunt should be carried out. The Elders shared advice based on years of experience, reminding everyone that respect and teamwork were essential for a successful hunt.

Young Gabriel eagerly watched the hunters, dreaming of riding alongside the hunters and proving he was ready. Seeing his uncle smile and place a hand on his shoulder, Gabriel felt a sense of pride. His uncle said, "Before you lead, you must first learn."

Throughout the journey, Gabriel carefully watched the hunters work with one another. They moved quietly across the prairie, respecting the land and working together to ensure the hunt was carried out safely. He noticed that the hunters always kept the well-being of the entire community in mind rather than just their own. After the hunt, Gabriel observed how nothing from the buffalo was wasted. The hide was shared among families and preserved for the months ahead. The head was carefully cleaned and prepared to make warm clothing, blankets, and shelter coverings. Strong bones became tools, while sinew was used for sewing and repairing equipment. Even the smallest parts were used with purpose and gratitude.

As the community worked together, the Elders explained that respecting the buffalo meant honouring every gift it provided. Taking only what was needed and using every part showed gratitude to the Creator and helped ensure future generations could continue these traditions.

By the time the Red River carts returned home, Gabriel understood that the buffalo hunt was about much more than providing food. It taught responsibility, cooperation, respect for nature, and generosity toward others. He realized that true strength was measured not by how many buffalo a hunter brought home, but by the wisdom to protect the land, share with the community, and honour the traditions passed down through generations.

Comprehension

Answer the questions below.

1) List two cultural elements of Métis traditions described in the story.

1) _____

2) _____

2) How did the Métis community work together to prepare for the buffalo hunt? Use details from the story to support your answer.

3) Why was it important that every part of the buffalo was used? What does this teach about Métis values?

Perspectives

Answer the questions below.

1) From whose perspective is the story told? How

2) Gabriel learned that respect means using nature's gifts wisely and working together as a community. Describe a personal experience when you showed responsibility, cooperation, or respect for nature. How did your actions make a positive difference?

Cultural Story – Inuit Traditions

Learning from the Northern Sky



One clear winter evening, Sila sat quietly beside her grandmother outside their home, wrapped in warm caribou-skin clothing as they watched the northern lights dance across the Arctic sky. The snow sparkled beneath the moonlight, and the cold air was filled with silence except for the gentle sound of the wind moving across the frozen land. To Sila, the sky looked magical, but her grandmother reminded her that it was also a source of knowledge that had guided Inuit families for countless generations.

Pointing toward the stars, her grandmother explained how their ancestors had travelled safely across the Arctic before maps, compasses, or GPS existed. By studying the stars' positions and the movement of the northern lights, experienced travellers could navigate during long winter nights. She told Sila that survival in the Arctic required observation, patience, and learning from the natural world.

As they continued watching the sky, Sila's grandmother encouraged her to notice other signs around them. She explained how the direction of the wind shaped the snow into patterns that could point travellers toward safe paths. The tracks left by Arctic animals, the thickness of the sea ice, and the changing weather were all important clues. Every observation helped Inuit families make wise decisions about hunting, traveling, and caring for one another throughout the seasons.

Later that evening, the family gathered inside their warm home. As the Elders began sharing stories that had been passed down through many generations, some stories described successful hunting journeys, while others taught lessons of courage, perseverance, cooperation, and showing respect for people, animals, and the land. The children listened carefully, knowing that each story carried valuable knowledge that could not be found in books alone.

As Sila listened, she realized that every lesson her grandmother had shared outdoors was connected to the stories being told inside. The stars, the snow, the animals, and the wisdom of the Elders all worked together to teach important life lessons. She understood that knowledge was not learned in a single day but passed from one generation to the next through observation, experience, and storytelling.

Before going to sleep, Sila looked once more through the window at the northern lights shining above the Arctic. She felt proud to be learning the traditions of her people and understood that preserving this knowledge would help future generations remain connected to their culture, their community, and the northern land they called home.

Comprehension

Answer the questions below.

1) Identify two Inuit cultural elements shown in the story. Explain how each one helps the community.

1)

2)

2) How did the narrator learn survival skills from her grandmother? Give two examples from the story.

Perspectives

Answer the questions below.

1) What message does the author want readers to learn from this story? Use evidence from the story to support your answer.

2) Think about your own life. Have you ever learned an important lesson from an Elder, grandparent, parent, or another trusted person? Describe what you learned and explain how it helped you or changed the way you think.

Block 5:

Persuasive Texts

Focus

- ✓ Understanding the purpose and structure of persuasive texts
- ✓ Identifying persuasive techniques and supporting evidence
- ✓ Analyzing claims, opinions, and credibility
- ✓ Making inferences and evaluating persuasive messages
- ✓ Writing clear and convincing persuasive arguments

What Is A Persuasive Text?

What Are Persuasive Texts?

Persuasive texts are written or spoken to influence the reader's thoughts, opinions, or actions. Rather than simply sharing information, they present a clear point of view and support it with convincing reasons and evidence. Persuasive writing is commonly used in advertisements, speeches, opinion articles, editorials, letters, and online campaigns to encourage people to think or act in a particular way.

Purpose of Persuasive Writing

- accept a point of view
- change a decision
- solve a problem
- take a specific action



Key Elements of Persuasive Text

Every persuasive text contains several essential elements that help the writer communicate their message effectively. These elements work together to present a clear argument, support it with evidence, and persuade a specific audience.

1) Audience

The audience is the person or group the writer wants to persuade. Effective writers think about who will read the text and choose vocabulary and evidence that will appeal to that audience.

2) Claim (Position)

The claim, also called the position, is the writer's main opinion or argument. It tells readers exactly what the writer believes or wants them to support.

3) Reasons and Evidence

- Reasons explain why the claim is valid.
- Evidence proves the reasons by using facts, statistics, examples, expert opinions, or real-life experiences.

Types of Persuasive text	Purpose
Advertisement	Encourages people to buy a product or service.
Speech	Persuades an audience through spoken arguments.
Opinion Article	Presents the writer's viewpoint using reasons and evidence.
Editorial	Expresses a newspaper's or organization's opinion about an issue.
Letter (Persuasive Letter)	Attempts to convince a specific person or group to take action or change a decision.

Direction

Read each claim and write F for Fact, O for Opinion, and E for Evidence.

1) Teenagers need approximately 8-10 hours of sleep each night.	
2) School uniforms look more professional.	
3) A survey found that students who exercise feel less stressed.	
4) Homework should only be assigned on weekdays.	
5) Recycling one aluminum can saves enough energy to power a television for hours.	

Identify

For each statement, identify the claim, audience, and purpose of the message.

1) "Our school should replace disposable plastic bottles with refill stations to reduce waste and protect the environment."	
Claim	
Audience	
Purpose	
2) "Reading for just 20 minutes every day can improve memory, concentration, and academic success."	
Claim	
Audience	
Purpose	
3) "Public transportation should be free for students because it makes school more accessible."	
Claim	
Audience	
Purpose	
4) "Students should be allowed to use digital textbooks because they are lighter, easier to update, and better for the environment."	
Claim	
Audience	
Purpose	

Techniques of Persuasion

Understanding Persuasion

Persuasion is the process of influencing others to accept your ideas, opinions, or actions. Writers and speakers persuade their audience by using techniques that appeal to emotions, logic, or credibility. Effective persuasion encourages readers to think critically before making a decision.

Emotional Appeals connect with the audience's feelings. They can create emotions such as happiness, sadness, fear, excitement, or compassion, which may influence the audience's opinions or actions.

Key Elements

- **Stories and Anecdotes:** Using personal experiences or stories to create a personal connection.
- **Powerful Imagery:** Using descriptive language to evoke strong emotional responses.
- **Music and Sound:** Using auditory effects to establish mood and strengthen the message.



Logical appeals persuade the audience through evidence, statistics, and clear reasoning. Rather than relying on emotions, they focus on facts and logic.

Steps to Build a Logical Argument

- **State the Fact:** Begin with a clear and accurate statement of the issue.
- **Provide Evidence:** Support the argument with facts, statistics, or expert opinions.
- **Explain the Connection:** Show how the evidence directly supports the main argument.

Combining Emotions and Logic

The most effective persuasive messages often combine emotional appeals with logical arguments. They encourage readers to connect emotionally while also providing credible reasons and evidence to support the argument.

Trust Matters

A persuasive message becomes stronger when it comes from a credible or trustworthy source. People are generally more willing to accept information when they believe the writer or speaker is knowledgeable, reliable, and well-informed.

Other Persuasive Techniques

Repetition - repeats important words or ideas to make them memorable.

Rhetorical Questions - encourages readers to think without expecting an answer.

Comparison - compares two ideas to highlight advantages or disadvantages.

Inclusive Language - uses words such as we, our, and us to involve the audience.

Call to Action - clearly tells readers what they should do next.

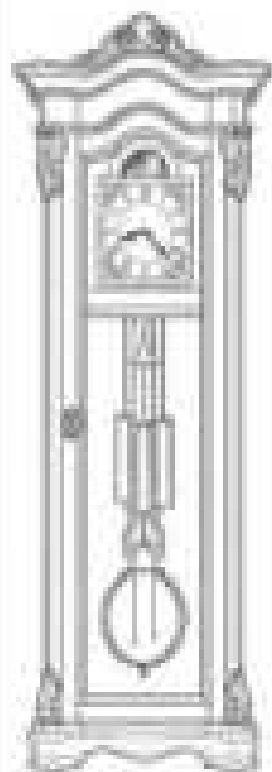
Identify

Read the following statements from different speeches and advertisements. Circle the type of persuasive appeal that is being used.

1) Every purchase helps provide clean drinking water to families in need.	Emotional	Logical
2) Research shows that planting one tree can absorb approximately 22 kilograms of carbon dioxide each year.	Emotional	Logical
3) Imagine your pet waiting for you every day at a local animal shelter, hoping for a forever home.	Emotional	Logical
4) Switching to energy-efficient light bulbs can reduce household energy costs by up to 75%.	Emotional	Logical
5) No child should have to learn in a classroom without enough books.	Emotional	Logical
6) Join our cause to help the many animals who are waiting for a home.	Emotional	Logical
7) Our solar-powered calculator is eco-friendly, saving energy and money over time.	Emotional	Logical

Write

Write an advertisement for a new clock. Use emotional and logical appeals to persuade the reader.



Handwriting practice lines for the advertisement. The lines are horizontal and span the width of the writing area.

Persuasive Writing Advertisement

Make a Difference: Join Our Environmental Leadership Program!

Why Join?



- Become a leader who creates positive change in your school and community.
- Learn practical ways to protect the environment every day.
- Build teamwork, communication, and leadership skills for future success.

Ways of Becoming an Environmental Leader



- **Save Our Planet:** Discover simple actions that reduce waste and conserve resources.
- **Develop Leadership Skills:** Organize projects and inspire others to make a difference.
- **Address Environmental Issues:** Identify local environmental issues and develop practical solutions.
- **Create a Greener School:** Implement projects to make your school and community greener.



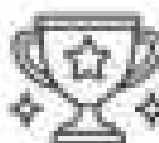
Learn from Experts

- **Masterclasses:** Our teachers and community experts will guide you through hands-on activities, environmental projects, and leadership opportunities that help you become a confident advocate.



Program Highlights

- Participate in school clean-up and recycling programs.
- Learn about climate action and sustainable living.
- Work with classmates to solve real environmental problems.



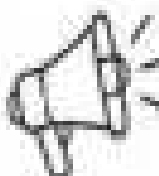
Member Benefits

- Earn leadership experience and community involvement.
- Strengthen collaboration, problem-solving, and communication skills.
- Gain valuable experiences for future academic and career opportunities.



Program Schedule

- Meet once each week after school to participate in engaging workshops, outdoor activities, and community projects designed to make a positive impact.



Be Part of the Change

- Everyone can make a difference. Join a team of students who care about protecting the environment and creating a more sustainable future.

Sign Up Today and Become a Leader for Tomorrow!

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
6) The program focuses only on classroom lessons.	True	False
7) The advertisement encourages students to join the program.	True	False

Questions 8-10 are questions below.



1) What is the purpose of the Environmental Leadership Program?

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

Original Word	Option 1	Option 2	Option 3	Option 4
Help				
Protect				
Improve				
Important				
Join				

3) Explain why each group would benefit from joining the Environmental Leadership Program.

Students	
School Community	
Environmental Club	
Community Volunteers	

Persuasive Writing – Multiple Perspectives**Why Schools Should Limit Cell Phones**

Many educators believe that limiting cell phone use during class helps students stay focused and improve their learning. Research has shown that frequent phone use can interrupt concentration, reduce participation, and make it harder to retain information. When students are not distracted by notifications or social media, they are more likely to engage in discussions, complete assignments, and collaborate with classmates. Limiting phones also encourages face-to-face communication and creates a more productive learning environment. Although technology has an important place in education, using it at appropriate times helps students develop stronger study habits and better academic performance.

Why Students Should Be Allowed to Use Cell Phones Responsibly

Others argue that cell phones are valuable learning tools when used appropriately. Smartphones provide access to research, educational apps, calculators, dictionaries, and other resources that support classroom learning. They also help students stay organized with reminders, deadlines, and calendars. In emergency situations, cell phones allow students to quickly contact family members if necessary. Instead of banning phones completely, schools should promote responsible digital citizenship and establish clear guidelines for appropriate use. Learning to use technology responsibly prepares students for post-secondary education and careers.

Think Critically

Answer the questions below.

1) Which text is more persuasive? Explain your opinion.

2) Which text uses facts? Do facts help the author be more persuasive?

3) Which text uses opinions and emotions? Do you think being emotional is persuasive?

Persuasive Writing – Thinking Critically

Should You Join EcoFuture Youth Leadership?

Hi I'm Maya, a student leader with EcoFuture Youth Leadership, and I believe this program is a great opportunity for students who want to make a positive impact.

Members participate in community clean-up projects, environmental campaigns, leadership workshops, and volunteer activities. They also work with other students to solve local environmental challenges while building communication, teamwork, and leadership skills. Participants also earn community involvement hours required for graduation.



The program costs \$100 per school year, which covers workshop materials and community projects. Some members say the experience helped them become more confident and opened up future opportunities. However, these are personal opinions, so it's important to do your own research before deciding. If you're interested in making a difference in your community, developing leadership skills, and making a difference in your community, EcoFuture Youth Leadership may be a worthwhile opportunity. Before joining, consider whether the program fits your interests, goals, and budget.

Think Critically

Answer the questions below.

1) Who wrote the persuasive text?

2) Does the author appear to be biased? Identify one statement that shows a subjective opinion.

3) What additional information would help you decide whether this program is worth joining?

4) Do you think this advertisement is credible? Explain your answer.

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. They didn't say it directly, that's implicit!



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

Example – Evidence: The sign says, "No Parking."

Inference

My car is parked here. I need to find somewhere else to park.

1) Explicit Evidence: The weather forecast says it will rain tomorrow.

Inference

2) Explicit Evidence: Emma submitted her project to the teacher.

Inference

3) Explicit Evidence: The train leaves every thirty minutes.

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: The cafeteria serves vegetarian meals every Monday.

Inference

Propaganda – Critical Analysis

Propaganda is a way of sharing ideas or information with the purpose of influencing people's opinions or behaviours. It is often used by governments, organizations, or individuals to persuade large groups of people to think or act in a certain way.

Propaganda can be found in various forms, such as posters, advertisements, social media posts, or news articles. It's important to critically evaluate the information we receive to understand if it's propaganda and what it's trying to achieve.

Instructions: Read the text below and then critically analyze it by answering the questions on the next page.

Digital Age: The Influence of Social Media on Teenagers

Social media has become an integral part of daily life, allowing people to connect, share, and learn ideas almost instantly. For many teenagers, it is a source of entertainment, creativity, and connection. However, as its use continues to grow, it is worth asking whether it offers choices more than we realize.

Recent studies suggest that many Canadian teenagers spend several hours each day on social media platforms. These platforms allow users to access news, trends, opinions, and entertainment with just a few taps. As a result, social media can influence how teenagers communicate, and even make decisions. While there are many benefits, it also increases the likelihood of encountering unrealistic expectations, or biased content.

Supporters argue that social media gives young people opportunities to express themselves, build communities, and raise awareness about important issues. Recent campaigns have helped promote environmental action, mental health awareness, and social justice initiatives. Furthermore, social media allows individuals to learn from different perspectives and connect with people from around the world.

However, critics argue that social media companies often use algorithms designed to keep users engaged for longer periods. These algorithms may repeatedly show content that matches a user's interests or opinions, making it more difficult to encounter alternative viewpoints. Some researchers also suggest that excessive screen time may affect sleep, concentration, and overall well-being.

Ultimately, social media is neither entirely beneficial nor entirely harmful. Its impact depends on how individuals use it and how critically they evaluate the information they encounter. Therefore, rather than accepting every message at face value, readers should question the purpose of online content, consider the credibility of its sources, and decide whether the evidence presented is reliable before forming an opinion.



Critical Analysis

Answer the questions below.

1) According to the text, what are two benefits and two challenges of social media? Support your answer with evidence from the passage.

2) Why does the author encourage readers to evaluate the credibility of online information before accepting it?

3) The author states that social media is "neither entirely beneficial nor entirely harmful." What does this suggest about the author's perspective? Explain your answer.

Reflection

Think about how you use social media. Do you believe it has a positive or negative influence on teenagers? Use ideas from the passage and your own experiences to support your opinion.

Block 6:

Expository Texts

Focus

- ✓ Understanding the purpose, characteristics, and organizational structures of expository texts, reports, and essays
- ✓ Identifying and analyzing text features such as titles, headings, subheadings, glossaries, diagrams, illustrations, and infographics to improve comprehension
- ✓ Developing critical reading skills by making inferences, comparing and contrasting ideas, identifying thesis statements, and synthesizing information from multiple sources
- ✓ Applying expository writing skills by organizing ideas logically, supporting claims with evidence, and using appropriate text features to communicate information effectively
- ✓ Evaluating informational texts to determine main ideas, supporting details, and the effectiveness of text structures and presentation in conveying meaning

Expository Text

What is an Expository Text?

An **expository text** is a type of writing that explains, informs, or presents ideas about a topic using facts, evidence, and logical organization. Its purpose is to help readers understand a subject clearly rather than to entertain them with a story or persuade them to adopt a particular opinion. Writers of expository texts focus on presenting accurate information in an objective and organized manner.

Expository texts are commonly used in schools, workplaces, and everyday life because they help readers learn about new topics, understand processes, compare ideas, and solve problems. Expository writing is supported by reliable evidence, clear explanations, and organized vocabulary, allowing readers to understand complex information more easily.

Unlike narrative texts, which tell a story, or persuasive texts, which aim to convince readers, expository texts focus on presenting information. They often include headings, diagrams, charts, photos, and other features that help organize ideas and improve understanding.

Common Types of Expository Texts

- 1) **Informational Articles** – Present facts, information, and ideas to inform readers about a specific topic.
- 2) **Research Reports** – Summarize information gathered from reliable sources to investigate and explain a topic.
- 3) **Cause-and-Effect Essays** – Explain why an event or situation happened.
- 4) **Compare-and-Contrast Essays** – Examine the similarities and differences between two or more ideas, topics, or events.
- 5) **Problem-and-Solution Reports** – Identify a problem, explain its causes, and propose possible solutions.
- 6) **Procedural Texts** – Provide clear, step-by-step directions for completing a task.
- 7) **Scientific Explanations** – Explain scientific concepts, processes, or phenomena using facts, evidence, and logical reasoning.

Characteristics of Expository Texts

- present factual and accurate information;
- support ideas with evidence, examples, and explanations;
- follow a clear and logical organizational structure;
- use formal, objective, and precise language;
- include text features that improve understanding when appropriate;
- and help readers develop a deeper understanding of a topic by presenting information clearly and logically.



Questions

Answer the questions below.

1) According to the text, what is the main purpose of an expository text?

2) List three common types of expository texts mentioned in the passage. Explain each.

3) What characteristics make an expository text effective?

4) How is the information in the passage organized? Explain how headings, lists, and examples help readers understand expository texts.

True or False

Is the statement true or false?

1) An expository text is written to explain or inform readers about a topic.	True	False
2) Expository texts mainly tell fictional stories to entertain readers.	True	False
3) Research reports and informational articles are examples of expository texts.	True	False
4) Expository writing should be supported by facts, evidence, and logical organization.	True	False
5) Expository texts usually use objective language and clear explanations.	True	False

Informational Report

What Is an Informational Report?

An **informational report** is a type of nonfiction text that presents accurate facts and information about a topic. Its purpose is to explain, describe, or inform readers rather than entertain or persuade them. Informational reports are carefully organized so that readers can easily find and understand important ideas. Unlike stories, informational reports do not usually include characters, dialogue, or a plot. Instead, they focus on real people, places, events, objects, or ideas using factual evidence and clear explanations.

Purpose of an Informational Report

An informational report is written to:

- Explain a topic
- Present facts
- Help readers understand
- Organize information in a logical way



Common Characteristics

- **Clear Title** – Tells the reader what the report is about.
- **Headings and Subheadings** – Organize the report into sections to make it easier to read.
- **Facts and Evidence** – Provide accurate and reliable information about the topic.
- **Definitions or Explanations** – Explain important words, ideas, or concepts in a clear way.
- **Photographs, Diagrams, Charts, or Captions** – Help readers understand the information through visuals.
- **Logical Organization of Ideas** – Presents information in a way that is easy to follow.

Where Can You Find Informational Reports?

Informational reports can be found in many places, including textbooks, encyclopedias, newspapers, magazines, educational websites, and government publications. They are also commonly used in science, history, geography, and health classes to present factual information about different topics. Learning to read informational reports helps students become more effective readers across all subject areas.

Examples of Informational Report Topics

Informational reports can cover almost any real-world topic. For example, a report may explain how renewable energy works, describe Canada's national parks, discuss the importance of protecting pollinators, explore climate change, introduce Canadian wildlife, or explain healthy lifestyle choices. Regardless of the topic, the goal is always to inform readers using accurate facts and organized information.

True or False Is the statement true or false?

1) Informational reports provide factual information about a topic.	True	False
2) Informational reports mainly include opinions and personal beliefs.	True	False
3) Headings and subheadings help organize the information.	True	False
4) Diagrams, charts, and photographs help explain information clearly.	True	False
5) Informational reports tell fictional stories with characters and dialogue.	True	False

Questions Answer the questions below.

1) What is the purpose of an informational report?

2) Why are headings, subheadings, and graphics important in an informational report?

3) Explain the difference between an informational report and a narrative report.

Write Imagine you are writing an informational report about Climate Change.

Include...	What would you add?
Title	
Heading	
One Fact	
One Diagram	
Caption	

Reports – Illustration Styles

Using Illustrations in Reports

Illustrations are important features of expository and informational reports because they help readers understand ideas more clearly. A well-chosen illustration can clarify complex information, emphasize important details, and improve the overall presentation of a report. Different illustration styles serve different purposes depending on the audience, topic, and type of information being presented.

Realism

Realistic illustrations show subjects as accurately and naturally as possible. They are commonly used in scientific and technical reports where precise details are important. Realistic images help readers observe and understand details that are difficult to describe using words alone.



Cartoon

Cartoon illustrations use exaggerated features to communicate ideas in a fun and engaging way. They are often used in educational materials for reports intended for younger audiences. Cartoons can make complex concepts easier to understand while maintaining the reader's interest.

Sketch

Sketches are simple drawings that highlight the main features of a subject without extensive detail. They are useful for planning ideas, illustrating concepts, and showing the basic structure of an object. Sketches allow readers to focus on essential information without unnecessary visual detail and are often used during brainstorming and early stages of a project.

Outline

Outline illustrations use clean lines with little or no shading. They emphasize shape, form, and structure, making them useful for diagrams, maps, technical drawings, and instructional materials. This style helps readers quickly identify important parts of an illustration.

Choosing the Appropriate Illustration Style

The most effective illustration style depends on the purpose of the report. Realistic illustrations provide accuracy, cartoons improve engagement, sketches simplify ideas, and outlines emphasize clarity. Selecting the appropriate style helps communicate information more effectively and supports the reader's understanding of the topic.

Instructions

Analyze each illustration style below. Identify and describe the visual features that distinguish one style from another.



Realistic



Cartoon



Outline



Sketch

Realistic

Cartoon

Outline

Sketch

Which illustration style do you like the most?

Instructions

Draw your favourite animal in each of the given illustration styles. Make sure to use the features of each style that you observed on the previous page. You don't need to be perfect. Just give it a try.

Realistic

Cartoon

Outline

PREVIEW

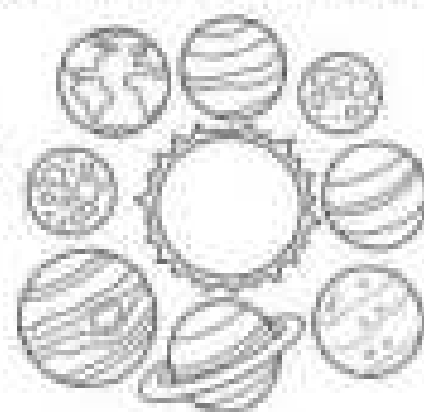
Comprehension – Text Features in Reports

Preface

This report provides an overview of the Solar System by explaining its main components, the characteristics of its planets, and the forces that keep it functioning. It is designed to help Grade 9 students develop a deeper understanding of our place in the universe and the scientific principles that govern planetary motion.

Understanding the Solar System

The Solar System is made up of the Sun and all the natural objects that orbit it because of the Sun's gravitational pull. The system includes eight planets, dwarf planets, moons, asteroids, and meteoroids. The Sun is the central body and contains more than 99% of its total mass. It provides the light and heat necessary for life on Earth and drives many natural processes on our planet.



Scientists believe the Solar System formed approximately 4.6 billion years ago from a massive cloud of gas and dust. Over millions of years, gravity caused this material to come together, forming the Sun and the planets that continue to orbit it today.

Major Components of the Solar System

The Solar System is made up of several important components:

- **The Sun:** The central star that supplies heat, light, and energy to the system.
- **Planets:** Eight major planets that orbit the Sun in elliptical paths.
- **Moons:** Natural satellites that orbit planets.
- **Asteroids and Comets:** Small rocky or icy objects that orbit the Sun.

The Inner and Outer Planets

The planets are grouped into two main categories:

- **Inner Planets:** Mercury, Venus, Earth, and Mars are rocky planets with solid surfaces.
- **Outer Planets:** Jupiter, Saturn, Uranus, and Neptune are much larger and are mainly composed of gases or ice.

Glossary

- **Solar System:** The Sun and all the objects that orbit it.
- **Orbit:** The path an object follows as it moves around another object due to gravity.
- **Gravity:** The force that attracts objects toward one another.
- **Planet:** A large celestial body that orbits the Sun and has cleared its orbital path.
- **Moon:** A natural satellite that orbits a planet.
- **Asteroid:** A small rocky object that orbits the Sun.
- **Comet:** An icy object that forms a glowing tail when it approaches the Sun.

True or False

Is the statement true or false?

1) The Sun contains more than 99% of the Solar System's mass.	True	False
2) Mercury is one of the outer gas planets.	True	False
3) Gravity keeps the planets moving in orbit around the Sun.	True	False
4) Comets are made mostly of rock and metal only.	True	False
5) The Solar System formed about 4.6 billion years ago.	True	False

Questions

Answer the questions below.

1) What information is found in the report?
2) How do the headings and subheadings help you understand the report?

Summarize

Determine the main idea and supporting details of the report.

1) What is the main idea of the report?
2) Write 4 supporting details about the main idea.

Cause and Effect Report

Introduction to the Issue

Climate change is one of the most significant environmental challenges facing the world today. Human activities, particularly the burning of fossil fuels and large-scale deforestation, have increased the concentration of greenhouse gases in the atmosphere. These changes affect weather patterns, ecosystems, and communities across Canada and around the world.

The Main Cause: Greenhouse Gas Emissions

The primary cause of climate change is the release of greenhouse gases, such as carbon dioxide and methane. These gases trap heat in Earth's atmosphere, causing global warming. Major sources of greenhouse gas emissions include:

- Burning fossil fuels for electricity and transportation
- Deforestation and land use changes
- Industrial and agricultural activities



Effects on the Environment

Climate change has several significant effects on both the natural environment and human society.

Rising Global Temperatures

Higher average temperatures contribute to longer heatwaves, changing weather patterns, melting glaciers, and increased energy demand for cooling. These changes also affect agriculture and water supplies.

More Extreme Weather Events

Climate change increases the frequency and intensity of floods, droughts, fires, hurricanes, and severe storms. These events can damage homes, infrastructure, and natural habitats while placing communities at greater risk.

Loss of Biodiversity

Many plants and animals struggle to adapt to changing habitats and temperatures. As ecosystems change, some species experience population declines or become endangered, disrupting food webs and reducing biodiversity.

Bibliography

- ✓ Government of Canada. *Climate Change in Canada*.
- ✓ Intergovernmental Panel on Climate Change. *Climate Change 2023: Synthesis Report*.
- ✓ National Aeronautics and Space Administration. *Global Climate Change*.

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) Were the effects clearly written in the report? Explain.

3) Create a glossary of these terms.

Greenhouse gases

Deforestation

Biodiversity

Ecosystem

4) Give the report a suitable title.

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

Inferencing Practice

Inference

Read each report about Indigenous cultures and traditions in Canada. Use the information provided to make a logical inference that is supported by evidence from the text.

First Nations: Caring for the Land

Many First Nations communities have long viewed the land as a shared responsibility rather than something to be owned. Traditional knowledge, passed down through Elders, teaches that one should take only what they need and protect natural resources for future generations. Today, many First Nations continue to combine this knowledge with modern practices to restore ecosystems and promote sustainable land management.

Inuit: Adapting to the Arctic

The Inuit have lived in the Arctic for thousands of years, developing skills that allow them to survive in one of the world's harshest environments. Traditionally, they relied on careful observation of weather, sea ice, and animal behavior to hunt and find food safely. Today, many Inuit communities continue to practice these skills while also using modern technology such as GPS and satellite communication.

Métis: Connecting Cultures

The Métis are one of the three distinct Indigenous Peoples recognized in Canada. Their culture developed through the blending of First Nations and European traditions, creating unique languages, art, music, and customs. The Red River cart, beadwork, fiddling, and the Michif language remain important symbols of Métis identity and are celebrated through festivals, educational programs, and community events across Canada.

Problem and Solution Letter

Dear Editor,

I am writing to express my concern about the increasing traffic congestion around schools, especially during morning drop-off and afternoon pick-up times. This issue affects many schools across Ontario and creates safety risks for students, pedestrians, cyclists, and drivers. Long lines of vehicles often block crosswalks and entrances, making it more difficult for students to arrive at school safely. In addition, vehicles that remain idling while waiting contribute to air pollution and unnecessary greenhouse gas emissions, which harm the environment and the health of nearby communities.

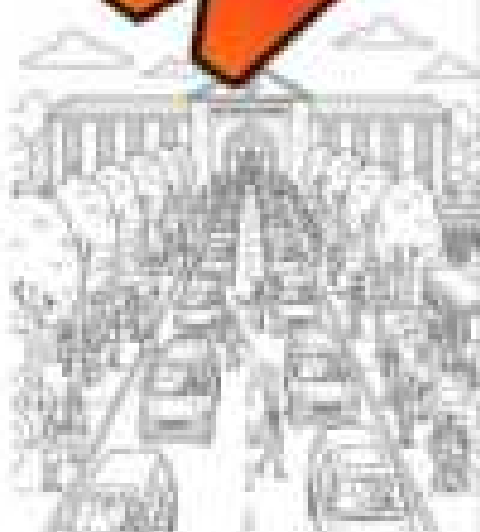
One of the main causes of this problem is the growing number of parents driving their children to school. Even though many students live close enough to walk or cycle, concerns about limited public transportation, unsafe cycling routes, and unpredictable weather often lead families to rely on private vehicles. As more cars gather outside schools, the area becomes congested, increasing the risk of accidents and making it more difficult for crossing guards and emergency vehicles to move safely through school zones.

Fortunately, there are several practical solutions that schools and communities can implement. Schools can organize walking school buses, where groups of students walk together under adult supervision. Carpool programs can reduce the number of vehicles arriving each day, while municipalities can improve signage and crosswalks to support active transportation. Schools may also consider staggering arrival and dismissal times to reduce traffic during peak periods.

Reducing traffic congestion requires cooperation from parents, students, and local governments. By choosing sustainable transportation options whenever possible, we can improve road safety, reduce pollution and create healthier school communities. Every small effort, whether walking, cycling, or sharing a ride, contributes to a safer and cleaner environment. I hope our community will work together to make school travel safer, more efficient, and more environmentally responsible for current and future generations.

Sincerely,

Jordan Carter
Community Youth Advocate



Evaluate

Evaluate the letter based on the text features used.

1) What was the problem stated in the letter?

2) An expository letter exposes facts. Did this letter have facts? Give examples.

3) Would this letter be a problem-solution report or letter? Explain.

Reflection

Answer the questions below.

1) Do you agree or disagree with the points made in the letter? Explain your reasoning.

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?

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. Many people write essays at work or for school projects.

Key Features of Essays

To help you read and follow the main ideas, essays have certain features:

- **Headings and Subheadings:** These point the reader to the main parts of the essay.
- **Introduction and Conclusion:** These parts open and close the essay. The introduction presents the topic, and the conclusion wraps up the main ideas.
- **Main Argument or Thesis Statement:** In the introduction, this sentence gives a preview of the central idea or argument.
- **Paragraphs:** Essays are made up of paragraphs. Each paragraph talks about one specific idea that helps explain or support the main argument.

Different Kinds of Essays

Depending on the purpose and topic, there are several types of essays:

- **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.

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) Argumentative essays provide evidence to support opinions.	True	False

Matching

Draw a line from the essay topic to the type of essay that would be used.

Essay Topic	Essay Topic
Narrative	Is it better to do homework individually or in groups?
Descriptive	The life of a Canadian astronaut.
Chronological	The political systems of Canada and the United States.
Argumentative	The importance of a poutine festival in Quebec.
Compare and Contrast	Hispanic culture at the 2010 Winter Olympics.

Think

Think of two topics you would want to write for each essay type.

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

Five Paragraph Essay – Thesis Statement

In a five-paragraph essay, the thesis statement introduces the writer's main claim or central idea. It usually appears at the end of the introduction and identifies the three main points that will be discussed in the body paragraphs.

A typical five-paragraph essay includes:

- **Introduction:** Introduces the topic and presents the thesis statement.
- **Body Paragraph 1:** Explains the first supporting point.
- **Body Paragraph 2:** Develops the second supporting point.
- **Body Paragraph 3:** Discusses the third supporting point.
- **Conclusion:** Restates the thesis in a new way and summarizes the key ideas.



A strong thesis statement is clear, specific, and focused. It guides the organization of the essay and helps the reader understand what to expect from the discussion.

Find

Below are several paragraphs of introductory text for essays. Underline the thesis statements below. Then, identify the three main points in the thesis statements.

Artificial intelligence is becoming a part of our daily lives, from online learning tools to smartphone applications. While it offers many benefits, it also raises important questions about its responsible use. This essay will explore how artificial intelligence improves productivity, influences education, and addresses ethical concerns for society.

Canada's national parks protect some of the country's most diverse natural landscapes and wildlife. These protected areas also provide educational and recreational opportunities for visitors. This essay will discuss the significance of national parks in conserving biodiversity, supporting tourism, and preserving natural heritage.

Many schools are encouraging students to become active participants in improving the environment. Small actions taken by individuals can contribute to meaningful environmental change over time. This essay will explain how reducing waste, conserving energy, and participating in community environmental projects promote sustainability.

Technology has transformed the way students learn, communicate, and complete schoolwork. Although digital tools offer many advantages, they should be used responsibly. This essay will explore how technology improves collaboration, expands access to information, and develops essential digital literacy skills.

Reading literature from different cultures helps students better understand the world around them. Through stories, readers gain insight into experiences that may differ from their own. This essay will explain how multicultural literature develops empathy, broadens cultural understanding, and strengthens critical thinking skills.

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) Climate change is affecting communities around the world in many different ways. In this essay _____

2) Social media has changed the way people communicate and share information. This essay _____

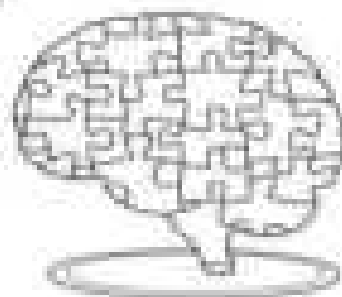
3) Reading novels allows us to understand different perspectives and cultures. This essay will _____

4) Renewable energy is becoming increasingly important as countries reduce pollution. As you read this essay, you will learn _____

5) Artificial intelligence is becoming a common part of everyday life. In this essay, _____

What is Synthesizing?

Synthesizing is the process of combining information from multiple sources to develop a deeper and more complete understanding of a topic. Rather than simply summarizing one text, synthesizing requires readers to compare ideas, recognize patterns, evaluate evidence, and connect information from different perspectives. This process allows readers to form new insights and draw well-supported conclusions based on several sources.



Steps to Synthesize

- **Gather Information:** Collect information from a variety of reliable sources, such as books, articles, websites, and multimedia texts.
- **Identify Key Ideas:** Determine the central idea, supporting details, and evidence presented in each source.
- **Compare and Contrast:** Look for similarities, differences, and patterns among the sources.
- **Make Connections:** Determine how the information supports, challenges, or expands your understanding.
- **Develop New Understanding:** Use the information to create your own informed conclusion or interpretation, integrating what each source says.

Why Synthesizing is Important

Synthesizing is an essential reading and thinking skill because it helps students:

- **Strengthen Critical Thinking:** Evaluate information by considering every source at face value.
- **Make Informed Decisions:** Draw conclusions based on evidence gathered from multiple perspectives.
- **Deepen Understanding:** Recognize relationships between ideas to gain a complete understanding of complex topics.
- **Improve Communication:** Present ideas clearly by integrating information from different sources into organized writing and discussions.

Building Synthesis Skills

Like any literacy skill, synthesizing improves with regular practice. You can strengthen your ability to synthesize by:

- **Taking Effective Notes:** Record important ideas and organize information from each source.
- **Asking Questions:** Consider questions such as *What is the main idea?*, *How do these sources connect?*, and *What new understanding can I develop?*
- **Discussing Ideas:** Share and compare interpretations with classmates to consider different viewpoints.
- **Writing Summaries and Reflections:** Combine information from several sources into a clear summary that highlights important connections and conclusions.

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) **Evaluation:** Is it important to compare and contrast information from different sources? Give an opinion?

3) **Critical Thinking:** How does synthesizing information help you make better decisions? Give an example.

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

Word Search

Find the synthesizing related words.

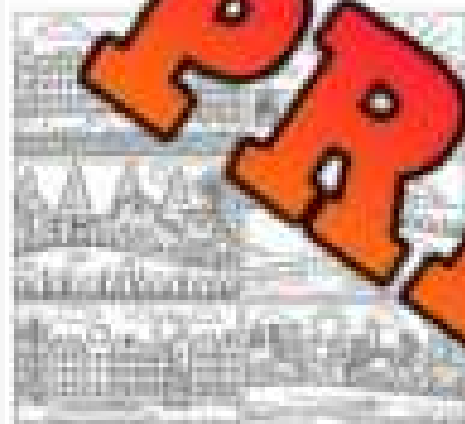
- | | |
|------------------------------------|------------------------------------|
| ☐ Analyze | ☐ Create |
| ☐ Combine | ☐ Details |
| ☐ Compare | ☐ Develop |
| ☐ Connect | ☐ Ideas |
| ☐ Construct | ☐ Integrate |

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

5-Paragraph Essay – Comparing Communities

Urban and Rural Communities: Different Ways of Living

People live in communities that are shaped by their environment, available resources, and daily needs. Although urban and rural communities both provide places for people to live, work, and build relationships, their lifestyles often differ in important ways. This essay compares urban and rural communities by examining their daily routines, access to services, and community life. By exploring these differences, we can better understand how location influences people's experiences and choices.



One major difference between urban and rural communities is the pace of daily life. In large cities such as Toronto or Vancouver, people often follow busy schedules, use public transportation, and work or study in fast-paced environments. Commutes may take longer because of crowded transit systems. In many rural communities, life tends to move at a slower pace. Residents often travel longer distances by car, spend more time on the road, and have fewer connections with local businesses.

Access to services is another important difference. Urban communities usually offer a wider variety of hospitals, schools, libraries, shopping centers, and recreational facilities. Residents often have easier access to public transportation, parks, and specialized healthcare. Rural communities may have fewer services, requiring residents to travel farther for medical appointments, higher education, and shopping. However, many rural communities provide greater access to natural resources like forests, lakes, and farmland.

Community life also differs between urban and rural areas. Cities are home to people from many cultural backgrounds, creating opportunities to experience diverse languages, traditions, festivals, and cuisines. Rural communities often have smaller populations where residents know one another well and participate together in local events, agricultural fairs, volunteer activities, and community celebrations. These strong social connections can create a deep sense of belonging.

In conclusion, both urban and rural communities offer valuable advantages while presenting different challenges. Although they vary in daily routines, access to services, and community life, each provides unique opportunities for learning, working, and building relationships. Understanding these similarities and differences helps us appreciate the diversity of communities across Canada and the important role each plays in society.

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 many paragraphs does the essay contain? Which paragraph introduces the main points?

3) Does the essay contain any main points? Provide an example from the text.

4) Thesis statement: Write the thesis statement below.

5) How is a 5-paragraph essay organized?

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

1)

2)

3)

Identity, Citizenship, and Personal Agency

Understanding Identity

Identity is shaped by the experiences, values, cultures, relationships, and beliefs that influence how people see themselves and interact with others. It continues to develop throughout life as individuals encounter new ideas, responsibilities, and opportunities. Identity is also influenced by family, language, traditions, education, and personal experiences. Recognizing the diversity of identities helps build empathy, respect, and a greater appreciation for different perspectives within Canadian society. Developing a strong sense of identity encourages confidence, resilience, and responsible decision-making. It also helps individuals understand their strengths while respecting the unique qualities of others.

Citizenship and Social Responsibility

Being a responsible citizen involves recognizing that individual actions affect both local and global communities. Responsible citizens contribute positively by respecting others, following laws, protecting the environment, and participating in activities that improve society. Active citizenship includes:

- Volunteering in community programs
- Respecting diversity and human rights
- Protecting natural resources
- Speaking respectfully about important social issues

By contributing to their communities, people strengthen social relationships, promote fairness, and help create a more inclusive and equitable society.

Developing Personal Agency

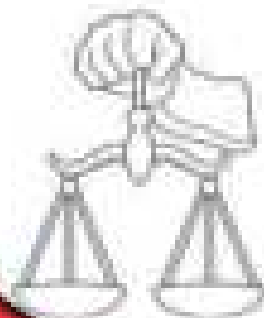
Personal agency is the belief that individuals can make choices and influence their own future. People develop agency by setting goals, making informed decisions, solving problems, and learning from both successes and setbacks. Strong personal agency includes:

- Setting realistic goals
- Making responsible decisions
- Learning from challenges
- Working collaboratively with others

Developing these skills helps individuals become independent learners, adaptable problem-solvers, and confident leaders who can contribute positively to their communities.

Conclusion

Understanding identity, practicing responsible citizenship, and developing personal agency prepare individuals to become thoughtful, ethical, and engaged members of society. By respecting diversity, contributing to their communities, and believing in their ability to create positive change, young people can build stronger relationships and help shape a more inclusive and responsible future.



Comprehension

Answer the questions below.

1) List three factors that can shape a person's identity.

2) Describe two ways people can demonstrate responsible citizenship in their community.

Reflection

Think about a positive influence in your life. How can developing personal agency help you become a more responsible citizen?

Application

Imagine your school wants students to become more active citizens. Propose one initiative that would encourage responsible citizenship and explain how it could make a positive difference in your school or community.

Block 7:

Poetry

Focus

- ✓ Understanding the characteristics, structures, and purposes of different types of poetry
- ✓ Identifying and analyzing literary devices such as metaphor, simile, allusion, irony, satire, and alliteration in poems
- ✓ Interpreting meaning, themes, imagery, and the effects of poetic language through critical reading
- ✓ Comparing poetic forms and recognizing how structure, rhyme, and figurative language contribute to a poem's message

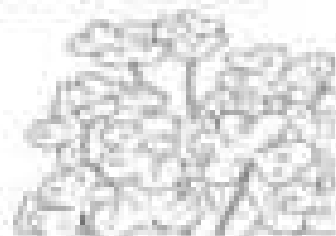
Types of Poems

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.



Cinquain

A cinquain is a five-line poem that doesn't rhyme. Each line has a set number of syllables: two in the first, second, and fifth lines, three in the third, and four in the fourth.



Open books,
Open books,
Open books,
Open books,
Open books.

Limerick

A limerick is a funny poem with five lines. Lines one, two, and five rhyme with each other and usually have seven to ten syllables. Lines three and four rhyme with each other and have five to seven syllables.

There once was a cat from Kilkenny
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

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

Cinquain

Visualizing

Read each of the poems from the book and draw what you're picturing.

Haiku

Cinquain

Acrostic

Haiku Poetry – Capturing a Moment

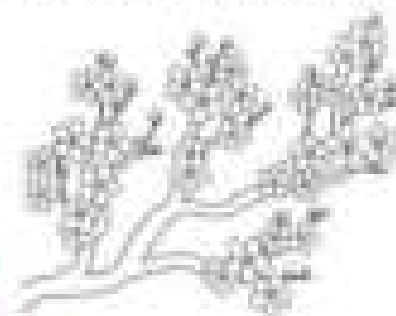
What is a Haiku?

A **haiku** is a traditional Japanese poem that captures a single moment, observation, or feeling using simple but vivid language. It usually follows a **5-7-5 syllable pattern** across three lines. Rather than telling a complete story, a haiku invites readers to pause, observe, and reflect on an experience or image.

Many haiku focus on nature, but modern poets also write about emotions, relationships, memories, and everyday life. Because every word matters, poets carefully choose language that creates strong imagery and encourages readers to infer deeper meaning.

Blooming Fields

Cherry blossoms sway,
A breeze kisses the earth,
A warm spring day.



Golden Meadows

Golden sunlight filters,
Bees drift through the wildflowers,
Warm winds softly sing.



Falling Leaves

Crimson leaves descend,
Cool winds carry autumn's song,
Forests breathe in gold.



Silent Snowfall

Snow blankets the earth,
Bare branches cradle the sky,
Silence fills the woods.



Inferences

When reading haiku, readers often make inferences because the poet expresses ideas through imagery rather than direct explanation. Read each line from the haiku and explain what you think the poet is suggesting.

1) "Spring whispers with hope."

2) "Warm gently sing."

3) "Forests breathe"

4) "Silence fills the woods."

Visualizing

Read each of the poems from the reading and draw what you are picturing.

Haiku 1	Haiku 2	Haiku 3	Haiku 4

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 characters of rural and urban life more relatable by alluding to familiar stories, places, or people, enhancing both understanding and enjoyment.

Rural Life

In a meadow green, Yoda's home,
Where only wildlife is found,
Life's calm and serene,
Like Hobbiton's scene,
And time flows as slow as honeycomb.



Urban Life

Where the heart of Stark,
And neon lights never stop,
The pace of life never slows,
Like a Sherlock 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.

Questions

Answer the questions below.

1) What is allusion?

2) List two examples of allusion you can find.

1)

2)

3) Inferences: Make inferences from the poem. 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.

Questioning

Write 2 questions you had about the poems.

1)

2)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Indigenous Traditions

A cinquain is a five-line poem that uses carefully chosen words to express a single idea, feeling, or experience. Although it is short, each line plays an important role in creating imagery, mood, and meaning. Poets rely on precise language rather than long descriptions, encouraging readers to think deeply about the message behind the poem. In this activity, the cinquain poems celebrate Indigenous traditions that have been passed from generation to generation across Canada. These traditions reflect strong connections to community, land, storytelling, ceremonies, music, art, and cultural identity. As you read each poem, pay attention to the images and emotions created by the words, and consider how these traditions honour and preserve important cultural traditions.

Voices,

Lessons remembered,

Stories shape identity,

Knowledge travels across generations,

Heritage.

Beadwork

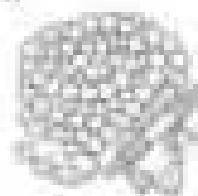
Beadwork,

Colours shine,

Patterns tell stories,

Preserving family traditions,

Craftsmanship.



Powwow

Powwow,

Drums echo,

Dancers move proudly,

Communities gather in celebration,

Tradition.



Smudge,

Sacred smoke,

Moments of reflection,

Respect for spiritual balance,

Peace.



Canoeing

Canoes,

Gliding rivers,

Journeys through nature,

Travel guided by knowledge,

Connection.



Drumming

Drums,

Steady rhythm,

Hearts beat together,

Music strengthens community bonds,

Unity.



Critical Thinking

Answer the questions below.

1) How does the structure of a cinquain help express an important idea in only a few lines?

2) Choose one cinquain poem from the reading. What image, feeling, or message does it create for you? Explain using specific words from the poem.

3) Which Indigenous connection poems do you think is most meaningful? Why?

You Choose a

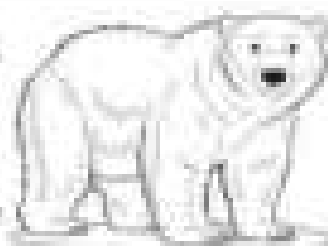
Choose one reading comprehension strategy you have learned and the poems. Visualize, Make Inferences, Make Connections, Ask Questions, or Evaluate. In the space below show how the strategy helped you understand a poem.

Why did you choose this strategy?

Rhyming Poems – Critical Thinking

Rhyming Poetry – Canadian Animals

Rhyming poetry uses repeated end sounds to create rhythm, flow, and musicality. These sound patterns are called rhyme schemes, and they help organize a poem while making it more engaging to read. Common rhyme schemes include AABB, where every two consecutive lines rhyme, and ABAB, where alternating lines share the same ending sounds. Poets often use rhyme to emphasize important ideas, create vivid imagery, and make poems easier to remember.



Canada is home to a wide variety of wildlife that has adapted to forests, mountains, wetlands, and the Arctic. In the poems below, each animal is described through carefully chosen details and a consistent rhyme scheme. As you read, identify the rhyming words and think about how rhyme helps create mood and bring each animal to life.

Polar Bear

Across the frozen fields of ice,
The polar bear moves with quiet grace.
Strong and patient through snow and air,
Arctic ruler beyond compare.

Snowy Owl

Silent wings in moonlit flight,
The snowy owl soars through the night.
Eyes that gleam in darkness deep,
A guardian of the northern skies.

Moose

Tall through forests, calm and grand,
The mighty moose surveys the land.
Broad antlers stretch toward the sky,
A woodland giant passing by.

Wolf

Through the howling wind and snow,
The wolf stands proud and tall.
Together packs survive each day,
Their strength is found along the way.

Beaver

Branches gathered by the stream,
Building dams with careful scheme.
Nature's engineer at work each day,
Shaping rivers along its way.

Atlantic Puffin

Bright beak shining by the sea,
Diving deep with graceful glee.
Cliffs become a nesting place,
A coastal bird with endless grace.

Critical Thinking

Answer the questions below.

1) Re-read the poems carefully. Write three things you learned about Canadian animals.

2) Which poem uses AABB, ABAB, or ABCB rhyming patterns?

AAAA

ABCB

3) Which poem is the

4) What was your favourite poem and explain why it was your favourite.

Quote

Explain

Visualizing

Re-read the poems below and draw what you are picturing.

Atlantic Puffin

Moose

Beaver

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.

Poem Type _____
Literary Devices Used _____
Satire _____ Irony _____
Allusion _____ Metaphor _____

Eagles as Zeus
Mighty as Zeus
Soaring, hunting, ruling.

Like thunderbolts through the night sky
Griffin.

Poem Type _____
Literary Devices Used _____
Satire _____ Irony _____
Allusion _____ 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 _____

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 _____

As a lion in the night,
The sky so wide,
Loud in his powerful stride,
The night side.

Poem Type _____
Literary Devices Used _____
Satire _____ Irony _____
Allusion _____ Simile _____

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

Poem Type _____
Literary Devices Used _____
Satire _____ Allusion _____
Irony _____ Idiom _____

Block 8:

Book Reviews

Focus

- ✓ Identifying implicit and explicit perspectives in book and media reviews
- ✓ Recognizing bias and evaluating how it influences a reviewer's opinion
- ✓ Making inferences by using textual evidence and implied meanings in reviews
- ✓ Analyzing how voice and literary devices shape a review's message and effectiveness
- ✓ Developing critical thinking skills by evaluating and writing fair, well-supported reviews

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 something that is described. For example: "The pages seemed to turn themselves." This suggests that the reviewer was very engaged and enjoyed the book, even though they haven't said it outright.

Perspectives

Is each perspective implicit or explicit in the sentences below?

1) This novel offers a powerful message about courage and resilience.	Implicit	Explicit
2) This novel deserves a place on my top 10 list.	Implicit	Explicit
3) The dialogue felt unrealistic and often went on for too long.	Implicit	Explicit
4) The book remained on my desk for weeks before I read it.	Implicit	Explicit
5) Kids will love this story for its exciting adventures.	Implicit	Explicit
6) The book sat untouched on my shelf after a single chapter.	Implicit	Explicit
7) I found myself thinking about the ending long after I finished reading.	Implicit	Explicit

Perspectives

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

1) "When I finished the last chapter, I quietly closed the book and stared out the window for several minutes."

2) "The library due date arrived before I realized how many times I had reread my favourite chapters."

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 reviews and answer the questions.

Review: "Life on Mars" – ★★☆☆☆ (2/5)

As someone who loves science fiction, I found *Life on Mars* difficult to enjoy. The novel is filled with a lot of space travel, and imaginary civilizations that felt too unrealistic for me. Although the setting is detailed, I struggled to stay interested because I could not connect to the characters.

The author clearly invested a lot of time into building the world of the story. The science concepts were explained, and the plot moved at a steady pace. However, I was not emotionally connected to the characters, and I was constantly distracted by the futuristic setting. Readers who enjoy science fiction may have a very different experience.

In my opinion, this book tries too hard to impress with its futuristic ideas instead of telling a meaningful story. If you enjoy realistic novels, you may find this book disappointing. While many science fiction fans might enjoy it, I did not choose to read it again.



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

2) Should you accept everything the reviewer says about the book? Why or why not?

Book Review: "Echoes of Tomorrow" – 10/10

Absolutely incredible! As someone fascinated by science fiction, *Echoes of Tomorrow* by Lena Brooks completely exceeded my expectations. The story follows a teenager uncovering hidden memories through advanced technology? Brilliant! Every chapter drew me deeper into its world of ethical dilemmas and suspense. The mysterious scientist, Dr. Vale? I couldn't stop reading! Forget predictable novels; this book delivers imagination, tension, and unforgettable characters. If you enjoy futuristic stories and complex ideas, this is the novel for you. A thought-provoking masterpiece, easily deserving a perfect 10/10!

1) Why is this a biased review? What is the author's bias? Give examples from the text.

2) Did the author make their bias clear? Did they say if you like _____, you'll like this book?

3) Why is it helpful to star _____ books who _____ a review?

Movie Review: "Mountain Trail" – 2/10

I finally watched *Mountain Trail*, but honestly, it was a disappointment. I was expecting the Summit Legends. Hiking adventures can be interesting, yet this movie felt like a slow walk through a checklist. The scenery looked beautiful, but without challenging climbs or thrilling encounters, everything felt slow. Watching characters stroll through forests was as boring as watching experienced climbers conquer dangerous peaks. I'm giving it only a 2/10 because, despite the impressive cinematography, I prefer fast-paced adventures with higher stakes and stronger action.

1) Did the author make their bias clear? What do you think is their bias?

2) Do you find this review helpful in deciding if you would like this book? Explain.

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 "strikingly innovative."
3. **Allusions:** Allusions in reviews reference well-known works, like comparing a character to Cinderella's transformation.

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

Book Review: "The Perfect Society" – ★★★★★

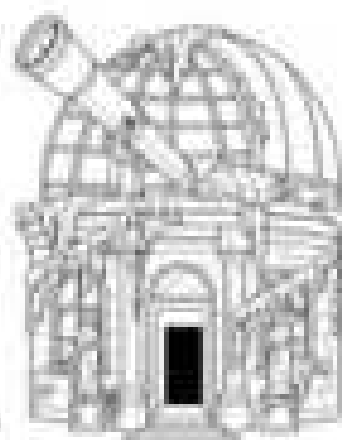
The *Perfect Society* presents a world where every decision is controlled in the name of efficiency. Ironically, the more "perfect" the society becomes, the more its citizens seem to have lost. The novel raises thought-provoking questions about technology, authority, and personal choice, all wrapped up in a plot that is overly complicated.

The author occasionally uses satire to expose the absurdity of blind obedience. Citizens proudly celebrate rules that actually make their lives more difficult, creating moments that are both amusing and unsettling. The story also contains several allusions to George Orwell's *1984*, which encourages readers to think about the dangers of power, ambition, and control. Though some chapters move slowly, the novel leaves readers with important questions about the balance between security and freedom.

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

Book Review: "The Last Cipher" - 9/10

The Last Cipher blends historical mystery with modern suspense, creating a story that is both intelligent and entertaining. The novel follows four students who uncover coded messages hidden inside an abandoned observatory, leading them into a centuries-old conspiracy. Fans of Sherlock Holmes will appreciate the clever deductions, while the dangerous puzzles and global chase evoke the excitement of Indiana Jones. The author's vivid descriptions and fast-paced plot keep readers engaged until the final chapter. If you enjoy mysteries filled with history, codes, and adventure, this novel is well worth reading.



Allusion - Write the names of allusion you found in the review.

Book Review: "The Republic of Perfect Rules" - 4 Stars

The Republic of Perfect Rules cleverly satirizes societies that place rules more than common sense. In this fictional city, citizens must complete endless forms before speaking, while government officials proudly celebrate paperwork as their greatest achievement. The exaggerated bureaucracy humorously criticizes systems that make simple tasks unnecessarily complicated. Even the city's "Efficiency Minister" spends every meeting discussing why nothing can ever be finished on time. Through sharp humour and exaggeration, the novel encourages readers to question blind obedience and appreciate independent thinking.



Satire - Write examples of satire you found in the review.

Block 10: Biographies

Focus

- ✓ Understanding biographies and the lives of significant people
- ✓ Identifying and using biography text features such as prefaces, headings, glossaries, timelines, and images
- ✓ Applying reading comprehension strategies by summarizing information, organizing ideas, and conducting biography research

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.



Understanding Biographies

A biography is a detailed account of a person's life. It includes more than just basic facts like birth, education, relationships, and death; it also portrays a person's experience of these events. Unlike a profile or a curriculum vitae (résumé), a biography presents a subject's story, covering various aspects of their life, including intimate details of experiences, and a analysis of the person's personality.

Why Biographies?

Biographies allow us to learn from the lives of others. They provide personal insights into historical events and help us understand different cultures and lifestyles. They can inspire us to overcome challenges and strive for our goals. Biographies give us a different perspective on the world and our place in it.

Common Types of Biographies

1. **Traditional:** This tells the life story of the subject from birth to death.
2. **Literary:** These focus on writers and artists, often exploring their work.
3. **Historical:** Focused on historical figures, often in the context of social context.
4. **Reference:** These are short biographies usually found in encyclopedias.
5. **Popular:** Written for a wide audience, these biographies are often about public figures.
6. **Critical:** These biographies analyze the life and work of the subject, often 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.

Prereading

Before reading, answer the questions below.

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

Summarize

Summarize the reading – follow the instructions below.

Main _____

Supporting
Detail # 1 _____Supporting
Detail # 2 _____Supporting
Detail # 3 _____

Summary – Write a summary paragraph with the main idea and supporting details.

Biography – David Thompson

David Thompson: Canada's Greatest Mapmaker

Preface

In this biography, we will explore the life of David Thompson, a British explorer, cartographer, surveyor, and fur trader. David Thompson's remarkable expeditions helped map much of present-day Canada, including parts of Ontario and the western regions. His detailed maps improved travel, trade, and settlement, earning him recognition as one of Canada's greatest land geographers. His respect for Indigenous knowledge and commitment to accurate mapmaking played an important role in Canada's early development.

Early Life

David Thompson was born in 1783 in London, England. At the age of fourteen, he joined the Hudson's Bay Company and traveled to North America. Later, he worked for the North West Company for many years mapping large areas of Canada with remarkable accuracy.

Working with Indigenous Peoples

Throughout his journeys, Thompson relied on the knowledge and guidance of many Indigenous communities. He learned important travel and survival skills, and geographic information from Indigenous guides and interpreters.

Legacy of Exploration

David Thompson travelled more than 90,000 kilometres across his life and mapped nearly four million square kilometres of North America. He is remembered as one of Canada's greatest explorers and mapmakers. His contributions continue to be celebrated throughout Canadian history.

Timeline

- 1783: Born in London, England
- 1784: Joined the Hudson's Bay Company
- 1797: Began working for the North West Company
- 1814: Completed one of his most famous maps of western Canada
- 1857: Passed away in Montreal, Canada

Glossary

- Cartographer: A person who creates maps.
- Surveyor: A person who measures and maps land.
- Explorer: A person who travels to discover or learn about new places.
- Hudson's Bay Company: A historic fur trading company in Canada.
- Indigenous: The original peoples of a region.



David
Thompson

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about David Thompson and his contributions to Canadian history.

During Reading

Stop and write questions about what you are reading.

1

2

3

Questions

Answer the questions below.

1) What is a glossary? Why are they helpful when reading a biography?

2) How does the timeline help you understand David Thompson's life and achievements?

3) What do you think was David Thompson's greatest contribution to Canada? Explain your answer using information from the biography.

Frederick Banting: Co-Discoverer of Insulin

Early Life

Frederick Banting was born on November 14, 1891, in Alliston, Ontario. He grew up on a farm and developed a strong work ethic from an early age. After finishing school, he studied medicine at the University of Toronto and became a physician.

The Discovery of Insulin

In the early 1920s, Banting worked with Charles Best to study diabetes, a disease that had few effective treatments at the time. Together with a team of researchers, they successfully isolated insulin, giving hope to millions of people living with diabetes. Their discovery is considered one of the greatest medical achievements in history.

Recognition and Achievements

In 1923, Banting and Best were awarded the Nobel Prize in Physiology or Medicine for the discovery of insulin. He shared the prize with Charles Best because he believed they had worked together to achieve the discovery. Banting later became an internationally respected scientist and a role model for many.

Military Service and Later Life

During both World Wars, Banting continued to contribute his medical knowledge to military research. He continued working until his death in a plane crash in 1941 while travelling on a military mission. His dedication to science and public service left a lasting impact on Canada and the world.

Legacy

Today, Frederick Banting is remembered as one of the greatest medical pioneers. His discovery of insulin has saved millions of lives and continues to help people with diabetes around the world. His work remains a source of pride for Canadians.

Timeline

- 1891: Born in Alliston, Ontario
- 1916: Graduated from medical school
- 1921: Co-discovered insulin with Charles Best
- 1923: Awarded the Nobel Prize in Physiology or Medicine
- 1941: Passed away while serving on a military mission

Index

- Early Life - Paragraph 1
- The Discovery of Insulin - Paragraph 2
- Recognition and Achievements - Paragraph 3
- Military Service and Later Life - Paragraph 4
- Legacy - Paragraph 5
- Timeline - Page Section



Frederick Banting

Text Features

Answer the questions below.

1) Using the index, which paragraph explains how Frederick Banting discovered insulin?

2) Using the index, which paragraph would you read to learn about Banting's military service?

3) Using the index, which paragraph describes Frederick Banting's early life?

4) What event happened in Frederick Banting's timeline?

5) How do the index and timeline help you understand Frederick Banting's life?

Timeline

Create a timeline by drawing a graphic and labeling important events in Frederick Banting's life. Include at least five events in the correct chronological order.

Organizing a Biography

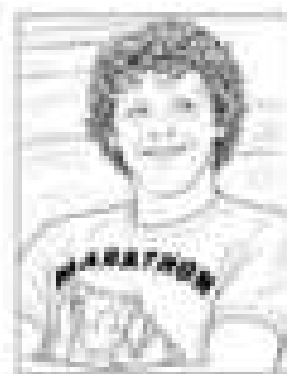
Read

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

Terry Fox: A Canadian Hero of Hope

A) Legacy and Inspiration

Terry Fox inspired millions through his courage and determination. Today, Terry Fox Runs continue to raise money for cancer research around the world.



B) Glossary

Marathon: Fox's cross-Canada run to raise money for cancer research.

Amputation: The removal of a body part, such as a leg.

Cancer Research: Efforts that aim to prevent, treat, or cure cancer.

Perseverance: The ability to work toward a goal despite difficulties.

C) The Marathon of Hope

In 1980, Terry Fox began his cross-Canada run to raise money for cancer research. He ran over 5,000 kilometres before he was forced to stop.

D) Preface

Terry Fox was one of Canada's most admired athletes and humanitarian. Born in Winnipeg and raised in British Columbia, he became a national hero after beginning the Marathon of Hope. This biography explores how his courage and determination inspired millions and changed the way Canadians support cancer research.

E) Early Life

Terry Fox was born on July 28, 1958. As a student, he loved sports and wanted to improve his athletic abilities. After being diagnosed with bone cancer, he was amputated, but he refused to let the disease stop him from achieving his dreams.

F) Challenges and Determination

Learning to walk and run with an artificial leg required tremendous effort. Terry trained for months before beginning his cross-country journey. His determination showed that courage is measured not by physical strength but by the willingness to keep going.

G) Fundraising Success

Although Terry could not finish his run, Canadians continued his mission by donating millions of dollars. His efforts helped transform cancer research funding across the country.

H) Athletic Spirit

Even before his illness, Terry believed that hard work and discipline were more important than natural talent. His competitive attitude prepared him for the physical and emotional challenges he later faced during the Marathon of Hope.

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 _____ do its job in explaining what the biography will be about?

2) Which section of the text is most important in Terry Fox's biography? Explain your answer using information from _____

You Choose

Choose a reading comprehension strategy to help you understand the text -- Preview, Making Predictions, Ask Questions, Make Connections, Summarize, Evaluate, Activate Prior Knowledge, Making Comparisons.

Why did you choose this strategy?

How did it help you understand the text?

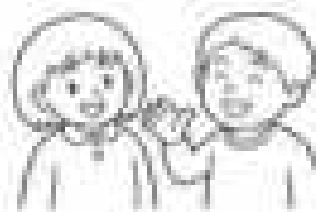


Workbook Preview



Grade 9 – Language

Alberta ELA Curriculum

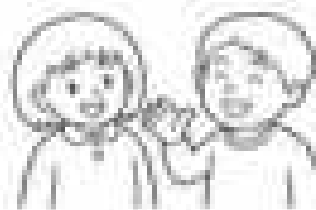


General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

	Curriculum Outcomes	Pages
1.1	Discover and Explore - Express ideas and develop understanding - Experiment with language and forms - Express preferences - Set goals	12, 16, 29, 44, 51-52, 55-56, 67, 71, 77, 94, 108, 125, 181, 185, 202, 209
1.2	Preview of 20 activities from this unit that contains 59 activities in total.	
General comp		
2.1		
	Use references	
2.2	Respond to texts - Appreciate the artistry of texts - Construct meaning from texts - Experience various texts	14-15, 23-25, 27, 32-33, 40-42, 48-54, 57-61, 64, 90-92, 98, 101-103, 131-132, 134-135, 150-151, 165-171, 203-204
2.3	Understand forms, elements and Techniques - Experiment with language - Understand techniques and elements - Understand forms and genres	25, 40-42, 48-50, 57-59, 91-92, 102-103, 111, 131-132, 134-135, 138-139, 141, 144, 150-151, 165-171, 195-197, 199-200
2.4	Create original text - Structure texts - Elaborate on the expression of ideas - Generate ideas	13, 15, 25, 27, 29-30, 32-33, 55-56, 77, 106, 187, 176, 192, 205

Grade 9 – Language

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General Outcome 2: Students will listen, speak, read, write, view and represent to manage ideas and information.

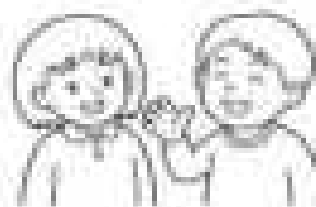
	Curriculum Outcomes	Pages
3.1	Plan and focus - Focus attention - Determine information needs - Plan to gather information	8-9, 12-13, 17-18, 21-22, 36, 45-46, 51-52, 54, 67, 83-84, 86, 88, 100, 106, 111, 159, 161-163, 176, 178-179, 182-183, 190, 192
3.2	Select and process - Use a variety of sources - Access information - Evaluate sources	17-18, 21, 36, 43, 67-69, 74-76, 84, 100, 153-155, 176-177, 180-183, 187-188
3.3	Organize, record and evaluate - Organize information - Record information - Evaluate information	17, 22, 35, 37-39, 40-41, 43, 47, 55-58, 84, 86, 88, 100, 106, 111, 113-114, 153, 155, 159, 162-163, 178-179, 182-183, 187-188
3.4	Share and review - Share ideas and information - Review research process	20, 38, 44-46, 61, 79, 176, 182-183, 202, 205

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

	Curriculum Outcomes	Pages
4.1	Enhance and improve - Appraise own and others' work - Revise and edit - Enhance legibility - Expand knowledge of language - Enhance artistry	18, 16, 19, 23-26, 31, 34-35, 39, 47, 62, 65-66, 70, 73-77, 82, 85, 89, 93, 96, 107, 110, 112-116, 121-122, 124, 129, 133, 136-137, 140-141, 143, 152, 156-157, 160, 164, 172-173, 180, 184, 186, 189-190, 193-198, 201, 206-210
4.2	Attend to conventions - Attend to grammar and usage - Attend to spelling - Attend to capitalization and punctuation	20, 23-24, 26-27, 192, 194-198
4.3	Present and share - Present information - Enhance presentation - Use effective oral and visual communication - Demonstrate attentive listening and viewing	7-8, 11, 14-15, 17, 20, 22-24, 27-30, 32-33, 35, 37-38, 40-41, 43-46, 48-54, 57, 59-60, 63-65, 67-68, 71-72, 74-81, 83, 86-87, 89-90, 94-95, 97-98, 100-101, 104-106, 108-109, 111-120, 122-123, 125-126, 130-135, 137-139, 141-142, 144-151, 153, 159, 157-158, 161-163, 165, 173, 176, 180, 184, 187-188, 190-192, 195-197, 199-200, 202, 207

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General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

	Curriculum Outcomes	Pages
5.1	Respect others and strengthen community • Appreciate diversity • Relate texts to culture • Celebrate accomplishments and events • Use language to show respect	34, 40, 43-45, 47, 72, 81, 83-85, 99, 126-129, 153-154, 202-210
5.2	Work within a group • Evaluate group process • Work in groups • Cooperate with others	7-8, 11, 14, 17, 19-20, 23-24, 29, 32, 35, 37-38, 52, 60, 63- 64, 66-67, 70-71, 73-74, 76, 79, 81-83, 86, 90, 94, 97, 99, 101, 104, 108, 111, 113, 119, 125, 127, 130, 144, 146, 148, 150, 153, 157, 161, 163, 176, 180, 184, 186-187, 202, 207

Activity: Interactive Q&A Sessions

Learning Outcomes: What are we learning more about?

To strengthen students' **effective** listening and oral communication skills by participating in structured discussions. Students will practise active listening, ask insightful open-ended questions, provide responses, and provide constructive feedback while demonstrating respectful evidence-based communication.

Materials: What do we need for our activity?

- ✓ Prepared presentation topics and sentence starters
- ✓ Timer or stopwatch for Q&A
- ✓ Note-taking materials for audience (down questions and feedback)



Instructions: How do we complete the activity?

- 1) **Prepare and Present:** Students deliver a presentation on an assigned topic, using supporting evidence, examples, and logical reasoning to strengthen their ideas.
- 2) **Active Listening:** Audience members listen attentively, noting key ideas, supporting evidence, and questions while the presenter is speaking.
- 3) **Academic Questioning:** Following each presentation, audience members ask thoughtful open-ended, analytical, or evaluative questions that encourage deeper discussion rather than simple factual answers.
- 4) **Evidence-Based Responses:** The presenter responds to each question using evidence, logical reasoning, and clear explanations. When appropriate, the presenter clarifies, elaborates, or respectfully defend their viewpoint.
- 5) **Peer Evaluation:** Audience members provide constructive feedback on the presenter's communication skills, organization, use of evidence, and ability to respond effectively to questions.
- 6) **Reflection:** The presenter writes a brief reflection identifying strengths, challenges, and one communication skill to improve for future presentations.

Presentation Topics

Use the following presentation topics.

The Future of Renewable Energy	The Science Behind Roller Coasters
Exotic Street Foods	Influential Canadian Inventions
The Life and Legacy of Bees	The Importance of Coral Reefs
The Role of AI in Modern Medicine	Designing the Ultimate Treehouse
Myths and Legends from Around the World	Smartphones: A History
How to Train Your Brain with Puzzles	The Impacts of Social Media on Society
The Art of Storytelling Through Dance	Historical Canadian Landmarks
Space Exploration: Past, Present, and Future	AI in Art: Changing the Creative Process
Underwater Cities: An Exploration of Marine Life	The Evolution of Video Games
The Future of Electric Vehicles	Cybersecurity in the Digital Age
Climate Engineering: Solution or Risk?	Can Humans Live on Mars?
Digital Citizenship in the 21st Century	The Future of Cashless Societies

Planning (For Presenters)

Answer the questions below to prepare.

1) What question might the audience have about your topic?

2) What are the controversial aspects of your presentation that could prompt questions?

3) How can you prepare concise and clear responses to potential questions?

4) Are there ways to turn a response into a dialogue with the questioner?

5) How can you respectfully acknowledge gaps in your knowledge while maintaining credibility?

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Reflection

Answer the questions below.

1) What did you learn from the audience's questions and feedback about your presentation?

2) What was the most engaging question you received, and why?

3) How effective do you think you were at making your points during the Q&A?

4) How comfortable did you feel answering questions? What could help improve your comfort level in the future?

5) What skills do you feel you developed through this interactive Q&A session?

PREPARED

Misheard: Building Better Conversations Through Listening**Learning Outcome** What are we learning more about?

To explore listening problems and apply effective listening skills, including paraphrasing, asking open-ended questions, and giving relevant responses, to improve understanding and communication.

Materials What do we need for our activity?

- ✓ Short conversation scenarios and examples
- ✓ Listening Skills Analysis
- ✓ Pen or pencil
- ✓ Open classroom space for group work

**Instructions** How do we complete our activity?

- 1) Form small groups of three to four students and give each group a conversation scenario from the teacher.
- 2) Read and analyze the conversation carefully, identifying misunderstands, ignores, or incorrectly responds.
- 3) Discuss the listening problem and explain how it affects the meaning and flow of the conversation.
- 4) Rewrite the conversation by using effective listening skills: asking open-ended questions, and giving relevant responses.
- 5) Practise the improved conversation and make sure each response clearly shows active and careful listening.
- 6) Act out both the misheard version and the improved version for the class.
- 7) Compare the two versions and discuss how effective listening strategies improved understanding and communication.

Scenario

Cut out the scenario cards below. Each group selects one scenario to analyze, rewrite, and perform.

Scenario Card 1 – Group Project

Speaker: "I'm really worried about our group project because we still haven't completed our research, and we need enough time to organize our information before the presentation." **Listener:** "Don't worry so much. We always manage to finish our work somehow, so I don't see why this is such a serious problem."

Speaker: "The deadline is close now, and I feel like we're rushing through important parts of the project." **Listener:** "Just take a deep breath. Everything seems more difficult than it actually is."

Scenario Card 2 – Team Decision

Speaker: "I've been thinking about our presentation, and I believe we should consider a different approach because we haven't clearly communicated our main message."

Listener: "No, we've already spent a lot of time on this. My idea works perfectly fine and changing it now would only create more problems."

Speaker: "I understand, but I wanted to suggest an option that might make the presentation more engaging."

Listener: "There's really no point. We've already made our decision, so let's just move on."

Scenario Card 3 – Missed Practice

Speaker: "I couldn't attend practice yesterday because something unexpected happened at home, and I needed to help my family with an important matter."

Listener: "You always have an explanation. If you really cared about the team, you would have found a way to attend practice."

Speaker: "That's not fair. I wanted to be there, but the situation was beyond my control."

Listener: "It doesn't matter what happened. The only thing that matters is you weren't there when the team needed you."

Scenario Card 4 – Classroom Idea

Speaker: "I've been thinking about our class activity, and I have an idea to make it more interactive and encourage more students to participate."

Listener: "That already sounds complicated. We don't need to change the activity when the original plan is easier for everyone."

Speaker: "But I haven't even explained how my idea would work or what students would need to do."

Listener: "I don't need the full explanation. We should just keep the original plan and avoid unnecessary problems."

**Listening
Analysis
Sheet**

Read your assigned conversation scenario carefully. Analyze the listener's responses, identify the listening problems, and rewrite the conversation using effective listening skills.

1) What is the speaker trying to communicate?

2) What did the listener do incorrectly? Check all that apply:

☐ Ignored the speaker's idea

☐ Dismissed the speaker's feelings or ideas

☐ Interrupted

☐ Gave an irrelevant response

☐ Made an assumption

☐ Failed to ask for clarification

3) Explain how the listener affected the conversation.

4) Restate the speaker's main idea in your own words.

5) Write a question that encourages the speaker to explain further.

6) Write a thoughtful response that directly connects to the speaker's idea.

Rewrite

Rewrite the conversation to show effective listening. Include paraphrasing, an open-ended question, and a relevant response.

Speaker	
Listener	
Speaker	
Listener	
Speaker	
Listener	

Compare

Compare the original conversation with the rewritten version.

1) How did the improved listener demonstrate better understanding?

2) Which listening strategy was most effective? Why?

3) How did effective listening change the direction of the conversation?

Activity: Listening Relay

Learning Outcome: What are we learning more about?

To develop effective listening skills by accurately understanding, recalling, and paraphrasing a message as a message is passed from one listener to another.

Materials: What do we need for our activity?

- ✓ Short oral messages
- ✓ Timer or stopwatch
- ✓ Pen or pencil
- ✓ Open classroom space



Instructions: How do we complete this activity?

- 1) Divide the class into groups of 4-5 students. Each group forms a line and decides the order of the listeners.
- 2) The teacher takes the first member of each group aside and gives them a short oral message twice to this group. Taking notes or verbalizing the message is not allowed.
- 3) The first listener returns to each team and quietly relays the message to the next student using their own words, like when you play telephone.
- 4) The next student listens carefully, remembers the important details, and relays their understanding to the following student.
- 5) Repeat the listening and paraphrasing process until the message reaches the final listener. Students may not repeat or request the message again.
- 6) The final listener shares the team's understanding of the message with the class. Other team members may not interrupt or provide corrections.
- 7) Listen as the teacher rereads the original message. Compare both versions and identify details that were retained, changed, misunderstood, or omitted.

Message Card

Cut out the cards below

Message Card 1 - School Recycling Project

The student council plans to launch a school recycling project next Monday. Each classroom must have separate bins for paper and plastic. Grade 9 students will also create posters for proper waste sorting. The council hopes the project will reduce unnecessary waste and encourage responsible habits throughout the school.

Message Card 2 - Clean-Up

A community clean-up is planned on Saturday morning at Riverside Park. Student volunteers should arrive at eight o'clock and bring reusable water bottles. Gloves and garbage bags will be provided by the organizers. The activity aims to remove litter and encourage residents to keep public spaces clean.

Message Card 3 - Digital Wellness Week

The school will hold Digital Wellness Week during the second week of October. Students will participate in activities about screen time, digital communication, and responsible technology use. On Friday, each class will create a digital wellness pledge containing three realistic habits that students can follow daily.

Message Card 4 - Library Schedule Change

Beginning next month, the school library will open one hour earlier, at nine o'clock every Tuesday and Thursday. Students may use the additional time for reading, study, or group projects. However, group discussions must take place in the designated collaboration area to avoid disturbing independent readers.

Message Card 5 - Student Leadership Workshop

Grade 9 students are invited to attend a student leadership workshop on Friday afternoon. The session will focus on communication, decision-making, and conflict resolution. Students interested in participating must register with their homeroom teacher by Monday and prepare one question about effective leadership.

Message Card 6 - New Phone Policy

Starting next week, students must keep their phones stored during instructional time unless a teacher allows them for a learning activity. Phones may still be used during lunch and designated breaks. The school introduced the policy to reduce distractions while encouraging students to use technology more responsibly.

Reflection

Answer the questions below

1) What details were easiest for you to remember from the message? Why?

2) What challenges did you experience when paraphrasing the message in your own words?

3) How did careful listening affect the message you passed?

4) How did the final message differ from the original?

5) What listening strategy could help you communicate oral information more accurately next time?

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Listening Activity: Clue Catchers

Objective What are we learning more about?

To develop listening comprehension by identifying important clues, selecting relevant information heard to solve a mystery and support a conclusion.

Materials What do we need for our activity?

- ✓ Teacher Mystery Messages - 1 page
- ✓ Clue Catchers Worksheet
- ✓ Pen or pencil



Instructions How do we do this activity?

- 1) Give each student a Clue Catchers worksheet and explain that they will listen to a mystery and independently use the clues to determine what happened.
- 2) Read the selected mystery aloud once at a clear, slow pace. Students must listen carefully and focus on the situation, people, and important details. No note-taking is allowed.
- 3) Read the same mystery aloud a second time. Encourage students to listen for specific clues and evidence that may help explain the situation. Students will listen without writing.
- 4) After the second reading, allow students to write the most important clues they remember on their worksheets. Each clue should be directly from the mystery.
- 5) Students review their three clues and select the one they believe is the strongest evidence. They explain why the clue is important to the mystery.
- 6) Students independently decide what they think happened. They write their conclusion and use the clues they heard to support their answer.
- 7) Invite selected students to share their solutions and explain the evidence that influenced their thinking. Allow the class to listen to different interpretations.
- 8) Read the Teacher's Intended Solution aloud. Students compare it with their own conclusion and reflect on how careful listening, and relevant evidence helped them understand the mystery.

Example

Read the mystery and answer the questions below.

Mystery: The Missing Debate Notes

On Friday morning the Grade 9 debate team arrived in class and discovered that their debate notes were missing from the teacher's desk. The notes had been placed inside a blue folder on the shelf the afternoon before.

The classroom remained locked overnight, and nothing else was missing. One student noticed several blue folders on a shelf beside the teacher's desk. Earlier that morning the teacher had asked a student volunteer to organize the classroom materials before class.

When the team returned to class they found their debate notes inside one of the blue folders. The folder was mixed with the other classroom materials.

Teacher's Intended Lesson

The debate notes were missing because the student volunteer accidentally placed the blue folder on the shelf with the other classroom materials.

1) Catch the Clues: After listening to the mystery twice, write three important clues you remember.

Clue #1 The classroom was locked.

Clue #2 Several blue folders were on the shelf.

Clue #3 A student volunteer organized the classroom materials.

2) Which clue helped you understand the mystery the most? Why?

Strongest
Clue:

A student volunteer organized the classroom materials.

Why is it
important?

It explains how the folder may have been mixed into the other materials.

3) What do you think happened? Use the clues you heard to support your answer.

The student volunteer mistakenly placed the debate notes on the shelf with the other classroom materials while organizing the room.

**Teacher
Passages**

Read each mystery aloud twice. Reveal the intended solution only after students have identified the clues and solved the mystery.

Mystery: The Changed Presentation

On Monday morning, a Grade 9 group opened their presentation and discovered that several slides had changed. Two images were missing, the conclusion had been shortened, and a new start appeared on the final slide.

The group suspected Ethan because he had disagreed with the conclusion during the last meeting. However, Ethan had left the shared document before 7:00 p.m. and said he had not touched it again.

Maya remembered the presentation later that evening. She used a school tablet because her phone had died. During class, the group checked the document's activity log, which showed that changes were made at 9:15 p.m. using Maya's account. Maya immediately had forgotten about logging before 8:30 p.m.

The teacher then asked the group to log out of the school tablet. Maya paused and admitted that she could not remember another student mentioned that the tablet had been returned to the shared room where several students were still working that evening.

Teacher's Intended Solution

The evidence suggests that someone used the school tablet while Maya's account was still signed in. Ethan should be cleared based only on his earlier disagreement.

Mystery: The Missing Fundraising Money

After a successful school fundraiser, the student committee gathered in the classroom to count the money they had collected. Two students counted the cash and coins while another recorded the amounts on a counting sheet. The committee announced that they had raised a total of \$840. They placed the money in a sealed envelope and stored it in the teacher's locked cabinet.

The next morning, the student treasurer opened the envelope and counted the money again. To everyone's surprise, the total was only \$800. Some students immediately suspected a volunteer who had stayed late after the fundraiser and was counting whether someone had taken the missing \$40.

Before making any accusations, the teacher reviewed the original counting sheet and noticed that twenty \$2 coins had been recorded as twenty \$4 coins. The counting sheet by the committee was still on the desk and displayed their original total. The teacher asked the students to carefully review the counting sheet and calculate the value of the coins again. She reminded them that conclusions should be based on evidence rather than suspicion.

Teacher's Intended Solution

The money was not stolen. The committee made a \$40 counting error by incorrectly recording twenty \$2 coins as twenty \$4 coins.

Analysis Sheet

Cut out the analysis sheets below.

Mystery Title: _____

1) Catch the Clues: After listening to the mystery twice, write three important clues you remember.

Clue #1 _____

Clue #2 _____

Clue #3 _____

2) Which clue helped you understand the mystery the most? Explain why.

Strongest Clue _____

Why is it
important? _____

3) What do you think happened? Use the clues you heard to support your answer.

Mystery Title: _____

1) Catch the Clues: After listening to the mystery twice, write three important clues you remember.

Clue #1 _____

Clue #2 _____

Clue #3 _____

2) Which clue helped you understand the mystery the most? Explain why.

Strongest Clue _____

Why is it
important? _____

3) What do you think happened? Use the clues you heard to support your answer.

Activity: Two Truths and a Lie - Listening Edition**Objective**

What are we learning more about?

To strengthen oral communication, critical thinking skills by evaluating the accuracy of spoken statements. Students will use precise language, sentence structure, and effective communication strategies while identifying verbal clues and supporting details with logical reasoning.

**Materials**

What do we need for our activity?

- ✓ Notepads and pencils for each student
- ✓ A stopwatch or timer (optional for keeping track of time).
- ✓ A comfortable, quiet space for listening and speaking.

Instructions

How do we complete?

- 1) **Introduction:** Explain that students will participate in "Two Truths and a Lie - Listening Edition." Each student prepares three statements based on personal experiences, current events, literature, or academic topics. One statement is intentionally false but believable.
- 2) **Preparation:** Give students time to write two truths and one carefully constructed false statement. Encourage them to use specific details, logical organization, and realistic details to make all three statements equally convincing.
- 3) **Presentation:** Students take turns presenting their statements and confidently without revealing which one is false. Audience members should listen for inconsistencies, word choice, and supporting details.
- 4) **Analysis and Discussion:** After each presentation, classmates discuss and identify which statement they believe is false and justify their decisions using evidence from the speaker's language, reasoning, and delivery rather than guessing.
- 5) **Reveal and Reflection:** The presenter reveals the false statement and explains how it was designed to sound believable. The class reflects on which communication strategies were most effective and why.
- 6) **Rotation:** Continue the activity until every student has presented and participated in analyzing and evaluating their classmates' statements.

Planning

Answer the questions below

1) Write as many surprising things about yourself as you can below.

2) Choose 2 surprising truths about you and a lie. Complete 3 in total.

Truth	
Truth	
Lie	

Truth	
Truth	
Lie	

Truth	
Truth	
Lie	

Activity: Respectful Response Role-Play

Learning Outcome: What are we learning more about?

To strengthen oral communication, active listening, and interpersonal skills by giving and receiving constructive, evidence-based feedback. Students will practise respectful communication strategies, and demonstrate empathy during collaborative situations.

Materials: What do we need for our activity?

- ✓ Scenario cards (provided)
- ✓ A timer or stopwatch
- ✓ Chairs for students to sit in



Instructions: How do we complete this activity?

- 1) **Pair Formation:** Students work with a partner. A group of three may be formed.
- 2) **Scenario Assignment:** Each pair receives a card involving constructive feedback, disagreement, or problem-solving. Read the context before beginning.
- 3) **Preparation:** Students prepare both the feedback given and received roles, considering appropriate tone, word choice, body language, and eye contact.
- 4) **Role-Play:** Students perform the scenario, demonstrating respectful communication, active listening, and thoughtful responses. After two to three minutes, switch roles.
- 5) **Reflection:** Pairs discuss which communication strategies were most effective, identify areas for improvement, and explain how respectful language influenced the interaction.
- 6) **Rotation:** Students exchange partners and complete another scenario, applying the feedback and communication strategies from the previous round.

Scenario Cards

Assign students one of these feedback role-play scenario cards.

Feedback Situation	Specific Feedback Points
Feedback on a classmate's persuasive presentation.	Strength of argument, supporting evidence, audience engagement.
Responding to a classmate's contribution in a new project.	Collaboration, initiative, communication, responsibility.
Discussing a classmate's participation during a seminar.	Critical thinking, respectful interaction, active listening.
Providing feedback on a peer's multimedia presentation.	Organization, visual design, message effectiveness.
Sharing thoughts on a classmate's literary analysis.	Interpretation, textual evidence, organization, vocabulary.
Opinions about a classmate's debate performance.	Clarity of arguments, rebuttals, evidence, delivery.
Sharing thoughts on a classmate's solution to a social issue.	Critical thinking, supporting reasons, feasibility.
Feedback on a classmate's role in a group investigation.	Teamwork, communication, cooperation, problem-solving.
Providing feedback on a peer's science investigation.	Scientific method, accuracy, explanation, conclusion.
Improvements for a classmate's mathematical solution.	Logical reasoning, communication, step-by-step explanation.
Feedback on a classmate's historical inquiry presentation.	Historical evidence, analysis, organization, presentation.
Providing input on a peer's community action project.	Creativity, feasibility, teamwork, social impact.
Sharing opinions on a classmate's environmental proposal.	Sustainability, supporting evidence, practicality.

Tips Use these tips to help guide students.

Tips for Giving Feedback

- 1) **Be Specific:** Focus on specific aspects of the work or behaviour rather than general statements. This helps the receiver understand exactly what they did improve.
- 2) **Use "I" Statements:** Frame your feedback from your perspective to avoid sounding accusatory. For example, "I noticed that your presentation had a clear structure" helps me understand the topic better."
- 3) **Balance Praise and Constructive Feedback:** Recognize the strengths as well as areas for improvement. This approach encourages while also providing helpful guidance.
- 4) **Be Honest but Kind:** Offer constructive feedback in a respectful and considerate manner. It's important to be honest but also helpful.
- 5) **Focus on the Behaviour, Not the Person:** Focus on the action or work, not the individual's character. For instance, "Your contribution to the group project was really innovative."

Tips for Receiving Feedback

- 1) **Listen Actively:** Give your full attention to the person giving feedback. Avoid interrupting and listen until they have finished speaking.
- 2) **Keep an Open Mind:** Try to be receptive to the feedback, even if it's not what you expected or wanted to hear.
- 3) **Ask for Clarification:** If you're unsure about a part of the feedback, ask for more details.
- 4) **Don't Take It Personally:** Remember that feedback is about your work or behaviour, not about you as a person.
- 5) **Reflect and Act:** Think about the feedback you've received and how you can use it to improve. Set goals for yourself based on this reflection.

Reflection

Answer the questions below.

1) How did you _____ when giving feedback?

2) How did you _____ feedback?

3) What nonverbal cues did you _____ in _____, and how did these affect the communication?

4) What strategies did you find effective for giving _____ feedback?

5) How did the tone of voice and choice of words impact the feedback?

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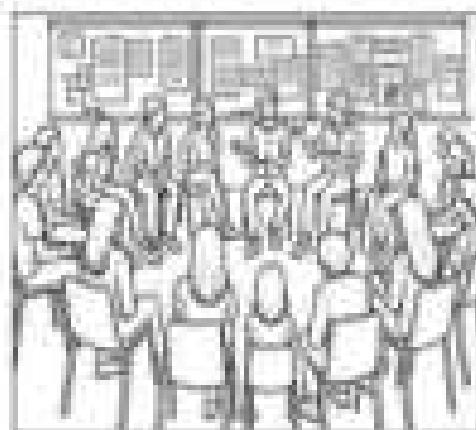
Activity: Discussion Circles

Objective What are we learning more about?

The goal of this activity is to enhance students' skills in listening, speaking, and providing communication. Through engaging in regular group discussions on current topics, students will improve their critical thinking and communication abilities.

Materials What do we need for our activity?

- ✓ A list of current topics (e.g., environmental issues, technology in the community) - provided
- ✓ Timer or stopwatch
- ✓ Notepads and pens/pencils (writing)
- ✓ Seating arrangements



Instructions How do we do this?

- 1) **Form Groups:** Divide the class into groups of four to five students.
- 2) **Set Discussion Norms:** Review expectations such as listening, respectful communication, asking thoughtful questions, and providing evidence with relevant evidence.
- 3) **Topic Introduction:** Present the list of current topics and prompts related to school, technology, society, or Canadian communities. Give each group a few minutes to select a topic.
- 4) **Begin the Discussion:** Students respond to the discussion topic for a set time. Encourage them to explain their reasoning, provide examples, and build on classmates' ideas.
- 5) **Active Listening:** Before sharing their own opinion, each student must repeat the previous speaker's main idea to demonstrate active listening.
- 6) **Group Reflection:** As a group, identify the strongest arguments, areas of agreement or disagreement, and any new perspectives gained during the discussion.
- 7) **Individual Reflection:** End the activity with a brief written reflection describing what students learned and how active listening helped them better understand different viewpoints.

Discussion Prompt

Select one discussion prompt. Discuss the issue with your group, support your ideas with evidence or examples, listen actively to others, and respectfully respond to different perspectives.

Should students have part-time jobs during the school year?

Should mental health education receive the same attention as physical education?

Should cashless payments replace physical money?

Is social media doing more to unite people or divide them?

Should schools do more to address bullying?

Should students help design school rules that affect them?

Should social media platforms verify users' identities strictly?

Should mixed-gender sports teams be more common?

Should schools teach stress management techniques?

Should parents have access to their teenagers' social media?

Will AI create more jobs than it eliminates?

Should communities spend more on public parks than new roads?

Should mental health education begin in elementary school?

Questions

Optional: Use some of these questions to help guide your discussion.

What are your initial thoughts or feelings about this topic?

How important is this topic to us or our community?

Can you think of any movies, books, or games related to this topic?

If you could ask an expert about this topic, what would you ask?

What do you find most interesting about this topic?

How could learning about this topic help us do things better?

Can you think of a real-life example or story related to this topic?

If you could make one change related to this topic, what would it be?

How do you think this topic will be different 20 years from now?

What are some questions you still have about this topic?

Reflection

Answer the questions below.

1) What did you learn from today's discussion topic?

2) How did it feel to hear others' opinions that might be different from your own?

3) Did you ever disagree with someone? Did you disagree with them? If so, did it cause an argument? If not, could you disagree in a respectful manner?

4) What strategies did you use to provide constructive feedback?

5) How important is active listening in a discussion, and why?

6) Can you identify any improvement in your communication skills through these discussion circles?

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Activity: Audience Analysis

Learning Outcome: What are we learning more about?

To help students understand the importance of tailoring a presentation to their audience, this activity focuses on audience knowledge level. This activity aims to enhance students' planning, analysis, and communication skills.

Materials: What do we need for our activity?

- ✓ Scenario cards with audience profiles (e.g., younger students, teachers, community members)
- ✓ Note-taking materials (e.g., paper, pen)
- ✓ Whiteboard and markers (for brainstorming)
- ✓ Presentation materials (optional, depending on mode of presentation)



Instructions: How do we complete the activity?

- 1) Divide the class into groups of 3–4. Give each group a scenario card, audience profile, and a presentation topic.
- 2) Identify the audience's age, background knowledge, interests, concerns, and the purpose of the presentation. Decide what information is most relevant to that audience.
- 3) Develop a 3–5 minute presentation. Adapt the vocabulary, tone, visuals, and examples to match the assigned audience.
- 4) Practise delivering the presentation while focusing on clarity, organization, eye contact, and appropriate speaking techniques.
- 5) Present to the class as though they are the assigned audience. Demonstrate communication strategies that best suit that audience.
- 6) Classmates provide feedback on how effectively the presentation was adapted for its audience and suggest improvements.

Scenario Cards

Use the following scenario cards.

Card 1: Grade 4 Students**Characteristics:** Curious, energetic, and enjoy visuals and real-life examples.**Knowledge Level:** Basic understanding. Use clear language and simple explanations.**Card 2:****Characteristics:** Interested in topics who enjoy discussion and current issues.**Knowledge Level:** Fair understanding of the topic. Include evidence and different perspectives.**Card 3: Teachers****Characteristics:** Value clear, organized, and accurate information.**Knowledge Level:** Understands the topic. Support ideas with evidence and examples.**Card 4: Parents and Community****Characteristics:** Interested in topics that affect students and families.**Knowledge Level:** Mixed understanding of knowledge. Use practical and relatable examples.**Card 5: School Council Members****Characteristics:** Focused on improving the school community.**Knowledge Level:** Interested in facts, figures, and realistic solutions.**Card 6: Municipal Leaders****Characteristics:** Concerned with community issues and long-term planning.**Knowledge Level:** Expect logical arguments and evidence.**Card 7: Environmental Organizations****Characteristics:** Passionate about sustainability and the environment.**Knowledge Level:** Well-informed. Include current events and solutions.**Card 8: Technology Professionals****Characteristics:** Interested in innovation and responsible technology use.**Knowledge Level:** Advanced understanding. Use accurate terminology and ideas.**Card 9: New Canadians****Characteristics:** Interested in Canadian communities and opportunities.**Knowledge Level:** Limited background. Explain ideas clearly and avoid complex language.**Card 10: Local Community Members****Characteristics:** Interested in issues affecting schools and neighbourhoods.**Knowledge Level:** Varied understanding. Focus on community impact and practical solutions.

Planning

Answer the questions below to prepare.

1) What is the topic of your presentation?

2) What are the three ideas you want to present to your audience?

1)

2)

3)

3) Why is your audience interested in these

4) How will you keep your audience engaged, keeping in mind

Reflection

Answer the questions below.

1) Which categories of audience did you present to? What are their characteristics?

2) What changes did you make to your presentation style based on your audience analysis?

3) How effective do you think your presentation was for the assigned audience? Why?

4) What did you learn about the importance of audience analysis for presentations?

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Activity: Story Circle and Response Chains

Objective

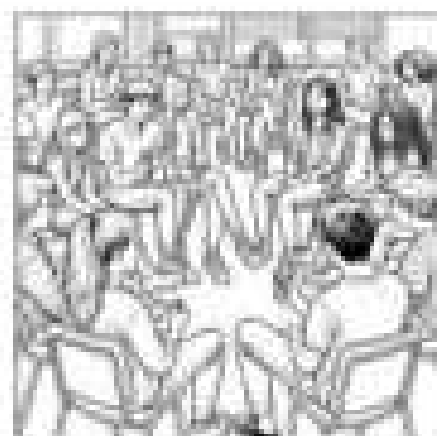
What are we learning more about?

To strengthen active listening, critical thinking, and oral communication skills by asking thoughtful questions of others' ideas, and contributing meaningful insights during collaborative discussions.

Materials

What do we need for our activity?

- ✓ A selection of texts (stories, articles, or videos) by the teacher
- ✓ A small object to hold the "token" (e.g., a small ball or a bean)
- ✓ A timer or stopwatch



Instructions

How do we complete?

- 1) Text Selection: Read or listen to a text (story, article, or video) selected by the teacher.
- 2) Circle Formation: Arrange students in a circle so everyone can participate and maintain eye contact.
- 3) Initial Response: The teacher begins by asking a question about the text, encouraging analysis rather than simple recall.
- 4) Response Chain: Holding the speaker's token, each student shares an interpretation, makes a connection, asks a question, or builds on a classmate's response, passing the token.
- 5) Evidence-Based Discussion: Students support their responses with evidence from the text while listening respectfully to others.
- 6) Continuing the Discussion: Continue until everyone has contributed at least once. Students should respond directly to ideas already shared whenever possible.
- 7) Reflection: Conclude by identifying the strongest ideas discussed and reflecting on how listening to different perspectives influenced understanding.

The Last Broadcast

The town of Pine Ridge was known for its quiet streets, dense forests, and the abandoned radio station that stood on a hill overlooking the valley. For years, the station had been empty, its rusted antenna stretching toward the sky like a forgotten monument. Most people dismissed it as another abandoned building, but stories about mysterious late-night broadcasts seemed to circulate throughout the community.

Sixteen-year-old Noah didn't believe the rumors. He preferred facts over legends and spent most of his free time repairing old electronics in his grandfather's workshop. One rainy afternoon, while rummaging through a dusty cabinet, he discovered a small portable radio with a label taped to the back: "Listen at exactly 10:17 p.m."

Curiosity outweighed caution. That evening, Noah turned on the radio a few minutes before the scheduled time. At first, static filled the room. Then a calm voice emerged. "If you're hearing this, you still have time to make a different choice."

The message ended abruptly, leaving Noah confused. The next day, he overheard classmates discussing rumors that would later become the biggest issue at school that week. Remembering the mysterious broadcast, Noah wondered if the broadcast had somehow predicted the future.

Over the following nights, more messages were received, revealing lottery numbers or impossible secrets. Instead, each one presented dilemmas—a disagreement between friends, a difficult decision about a group project, or an opportunity to help someone who rarely asked for support. The broadcasts never gave direct answers. They simply encouraged listeners to think carefully about their choices.

Noah eventually discovered that another student, Maya, had also been receiving the transmissions. Together, they searched old newspapers and uncovered the story of the station's final broadcaster, a journalist who chose to encourage citizens to question information rather than just accept what they heard. Before the station closed decades earlier, she recorded these messages intended for future generations.

Inspired by her work, Noah and Maya realized the broadcasts weren't predicting events. They were reminders that every decision shapes the future, no matter how small. They created a student podcast where classmates discussed current events from different perspectives, and reflected on responsible choices.

Months later, the abandoned station remained silent, but its purpose lived on. Noah understood that the most powerful messages were not those that told people what to think. They were the ones that challenged people to listen carefully, ask thoughtful questions, and make choices that reflected their values. Sometimes, the greatest discoveries were not hidden in forgotten buildings but in the conversations that changed the way people understood themselves and the world around them.

The Memory Archive

The city of Silverbrook prided itself on innovation. Driverless buses moved through busy streets, parks were maintained by intelligent machines, and classrooms used advanced digital tools for learning. Among the city's newest inventions was the Memory Archive, a place that allowed people to record important memories so future generations could experience them through immersive technology.

Fifteen-year-old Ava had always been fascinated by history, but she preferred reading original journals over using modern simulations. When her English teacher announced the class would visit the Memory Archive, Ava expected little more than another field trip.

Inside the archive, they stepped into quiet rooms where they could relive moments recorded by volunteers from various eras. Ava chose the memory of a woman who had immigrated to the city in the early 1900s. Suddenly, she found herself standing in a crowded airport, hearing the chatter of many languages and watching the uncertainty on the woman's face as she prepared to begin a new life.

The experience felt incredibly real. When it ended, the archivist reminded the class that every memory reflected only one perspective. Memories could reveal powerful truths, but they could also be incomplete or biased.

Later that afternoon, Ava and her classmates were assigned a project comparing two memories of the same historical event. While one participant described the event as hopeful and inspiring, another remembered it as confusing and disappointing. Neither account was entirely wrong, but each emphasized different aspects and emotions.

The assignment sparked a lively classroom discussion. Some students argued that personal memories were the most authentic form of history because they captured human emotions, while others believed memories should be supported by evidence and multiple viewpoints.

Before leaving the archive, the guide offered one final piece of advice: "History is not a single voice," she said. "It is a conversation between many. The more perspectives we explore, the closer we come to understanding the truth."

Walking home, Ava thought about how easily people formed opinions after hearing only one side of a story. She understood that critical thinking was not about deciding who was right immediately but about examining evidence and respecting different perspectives. From that day forward, Ava approached every story with a new question: Whose voice have I not heard yet? She realized that listening with an open mind was one of the most valuable skills anyone could develop.

Reflection

Answer the questions below.

1) What part of the discussion did you find most interesting or surprising?

2) How do you feel about your own contribution to the discussion?

3) Did you learn anything new about you or others during this activity?

4) What skills do you think this activity helped you use?

5) If you could change one thing about how the activity was conducted, what would it be?

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Activity: Group Discussion Leaders

Learning Outcome What are we learning more about?

To develop leadership, facilitation, and speaking skills by planning and leading discussion that encourages critical thinking, respectful dialogue, and evidence-based communication.

Materials What do we need for this activity?

- ✓ A list of current topics
- ✓ Timer or stopwatch
- ✓ Discussion guidelines
- ✓ Note-taking materials for scribes (clipboards, pens)
- ✓ A comfortable space for small groups



Instructions How do we complete the activity?

- 1) **Group Formation:** Divide the class into groups of 4-5 students.
- 2) **Discussion Leader:** Assign one student in each group to be the discussion leader and ensure everyone participates respectfully.
- 3) **Topic Selection:** The leader selects or is assigned a current issue, topic, or contemporary Canadian issue for discussion.
- 4) **Preparation:** The leader prepares open-ended questions, supporting evidence, and follow-up prompts to guide the discussion.
- 5) **Discussion:** The leader introduces the topic, encourages respectful participation, asks clarifying questions, and keeps the discussion focused while group members support their ideas with evidence or examples.
- 6) **Reflection:** After the discussion, group members provide constructive feedback on the leader's communication, organization, and facilitation skills.

Discussion Topics

Assign one of the topics below or let the leader choose.

The Impact of Artificial Intelligence on Everyday Life

Should Smartphones Be Allowed During Class Time?

Climate Change: Canada's Environmental Responsibility

The Effects of Social Media on Teen Mental Health

Should Financial Literacy Be Mandatory in High School?

The Benefits and Risks of Artificial Intelligence

How Technology Is Changing Careers

The Environmental Impact of Fast Fashion

Renewable Energy and Canada's Future

The Importance of Protecting Online Privacy

Should Schools Do More to Support Mental Health?

The Role of Video Games in Teen Development

The Future of Electric Vehicles in Canada

The Benefits and Challenges of Remote Learning

Should Schools Reduce Homework for Better Well-Being?

Discussion Guidelines

Handout these guidelines to the students.

Group Discussion Guidelines

Welcome to the Discussion Leaders Activity! To ensure a productive and respectful discussion, please follow these guidelines:

1. Respect Opinions:

- Listen attentively to others who are speaking.
- Respect different viewpoints. Everyone has the right to express their ideas.

2. Take Turns:

- Avoid interrupting others.
- Raise your hand or use other non-verbal signals to indicate you wish to speak.

3. Stay on Topic:

- Keep the discussion focused on the given topic.
- Avoid bringing in unrelated subjects.

4. Use Constructive Language:

- Frame criticism positively.
- Use "I" statements to express your own thoughts, such as "I think..." or "I feel..."

5. Encourage Participation:

- Invite quieter members to share their thoughts.
- Try not to dominate the conversation. Give everyone a chance to speak.

6. Be Open-Minded:

- Be willing to consider new ideas.
- Avoid dismissing others' opinions immediately.

7. Confidentiality:

- What is discussed in the group should stay within the group, especially personal sharing.

8. Time Management:

- Be mindful of the time allocated for the discussion.
- Allow the discussion leader to manage the time and guide the group.

9. Summarize Key Points:

- At the end of the discussion, briefly summarize the main points discussed.

10. Provide Constructive Feedback:

- After the discussion, offer respectful and helpful feedback to the discussion leader.

Remember: The goal is not to "win" the argument but to share ideas, learn from each other, and develop communication skills.

Enjoy the discussion!

Planning (For Leaders)

Answer the questions below to prepare.

1) What is the central theme or main idea of the topic?

2) What information can you gather to support the discussion?

3) Write three open-ended questions to spark discussion?

1) _____

2) _____

3) _____

4) How will you handle situations where the discussion goes off topic?

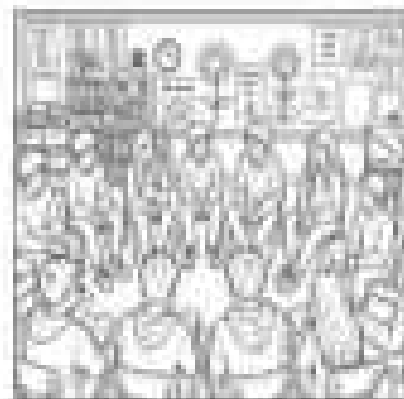
5) What method will you use to wrap up the discussion effectively?

Activity: Story Circle Paraphrase

Objective

What are we learning more about?

To strengthen listening comprehension, paraphrasing, and communication skills by accurately restating key ideas, preserving meaning, and responding thoughtfully during group discussions.



Materials

What do we need for our activity?

- ✓ A selection of short stories or narratives
- ✓ A circle of chairs or a space conducive to a group discussion
- ✓ Writing materials (notepad and pen) for each student
- ✓ A timer (optional, for time management)

Instructions

How do we complete?

- 1) Choose a Grade 9 short story, narrative, or informational text with clear themes and multiple key ideas.
- 2) Arrange students in a circle so everyone can hear, participate, and respond respectfully.
- 3) The teacher reads the text aloud while students listen for main ideas, supporting details, and important vocabulary.
- 4) Starting with one student, each person paraphrases a section of the text in their own words while keeping the original meaning accurate. The next student continues with the following section.
- 5) After each response, classmates may ask clarifying questions or offer improvements if important information was omitted or misunderstood.
- 6) When the activity is complete, discuss how paraphrasing differs from summarizing and why preserving the author's intended meaning is important.
- 7) Repeat the process using a different text or have students paraphrase a short paragraph independently before sharing with the class.

Story The Forgotten Observatory

In the quiet town of Maple Ridge, four Grade 9 students: Emma, Noah, Liam, and Sophie were assigned to work together on a history project about local landmarks. While searching through newspaper archives at the town library, they discovered a faded photograph of an abandoned observatory hidden deep within the nearby forest. Curious about the forgotten site, they decided to visit the site over the weekend.

After following an overgrown trail, they finally reached the weathered stone building. Although the observatory had nearly been abandoned for years, the large telescope inside remained pointed toward the night sky. On a dusty desk, they found the journal of Dr. Evelyn Carter, who had once studied rare celestial events from that very location.

As they read the journal, they learned that Dr. Carter believed a once-in-a-lifetime meteor shower would appear that night. She had hoped to help scientists better understand the origins of the solar system. Unfortunately, due to budget cuts, she could not complete her research, funding was withdrawn, and the observatory was eventually closed. Her final journal entry encouraged future generations to ask questions about the universe, even when resources or opportunities were limited.

Inspired by her determination, the group decided to spend the evening to watch the stars through the old telescope. Although the equipment was old and slightly off, they were amazed by the beauty of the night sky and began discussing how many scientific discoveries often begin with curiosity and persistence rather than expensive technology. The experience helped them realize that learning is driven by the willingness to ask a question, and to investigate.

The following week, instead of creating a traditional report, the students designed an interactive exhibit for their class. They combined their knowledge of astronomy, and digital media to tell the story of the forgotten observatory and the woman who never gave up on her dream. Their classmates were surprised to learn that a piece of local history had almost been forgotten.

By the end of the project, Emma, Noah, Liam, and Sophie understood that knowledge is built over time through collaboration, critical thinking, and persistence. Visiting the observatory with a new appreciation for the people whose quiet contributions helped to inspire future generations. They also realized that history is not only found in textbooks but also in forgotten places and untold stories waiting to be discovered. Their experience taught them that curiosity can lead to meaningful learning and unexpected opportunities. As they reflected on their journey, they recognized the importance of preserving local history and sharing it with others. The project strengthened their confidence as researchers, communicators, and problem-solvers. Most importantly, they learned that even small discoveries can spark big ideas and inspire others to keep exploring the world around them.

Story

The Anonymous Letter

It was the first week of the new semester when every Grade 9 student at Cedar Valley Secondary School received an unsigned letter in their locker. Instead of containing a joke or a prank, the letter asked one simple question: "What kind of school do you want to help create?" The question was asked in different ways. Some ignored the letter, others laughed and tossed it away, but many were curious enough to discuss it with friends and teachers throughout the school.

Curious, Maya and her friends decided to investigate who had written the letters. They interviewed teachers, students, and office staff, but no one admitted responsibility. As the days passed, the question became less important than the conversations the letters inspired. Students began suggesting ways to improve school spirit, reduce bullying, create more inclusive clubs, and make new students feel welcome.

One afternoon, Maya assigned the class to write their own responses to the question in the letter. The students struggled to think beyond small changes, but after working together, they shared thoughtful ideas about respect, leadership, mental health support, and environmental responsibility. Their responses were posted on a bulletin board titled "Our Vision for Cedar Valley."

The display quickly attracted attention. Other grades stopped to read the responses and began adding their own notes. Teachers joined the conversation by asking classes to discuss how everyone could contribute to a positive school culture. What had started as a mystery grade 9 project became a school-wide project that encouraged meaningful conversations in every classroom.

Several weeks later, the principal revealed that the letter had not had a single author. Instead, a group of teachers had worked together to create the anonymous letter as a way of encouraging students to reflect on their role in the school community. They wanted students to realize that positive change begins when everyone shares ideas, listens respectfully, and takes action.

Inspired by the experience, Maya and several classmates formed a leadership committee that focused on welcoming new students and organizing improvement projects. Their first initiative was a peer-mentoring program that paired students with older volunteers to help them adjust to high school life. They received support from both students and staff.

Looking back, Maya realized that the anonymous letter had never been about solving a mystery. It was about encouraging students to think critically about the kind of community they wanted to build together. She learned that even a single question can inspire meaningful conversations, strengthen relationships, and motivate people to make a positive difference. From that day forward, she understood that every student has the ability to shape their school through small actions, respectful communication, and a willingness to lead by example.

Activity: Readers' Theatre - Poetry Performance**Learning Outcome** What are we learning more about?

To analyze a poem's meaning through purposeful use of voice, expression, gestures, and body language during a collaborative performance.

Materials What do we need for our activity?

- ✓ Copies of a selected poem
- ✓ Highlighters or colored pencils
- ✓ Costumes or props (optional)
- ✓ A simple 'stage' area in the classroom

**Instructions** How do we complete the activity?

- 1) **Select a Poem:** Choose a Grade 7 poem with strong figurative imagery, and emotion. Ensure the poem can be divided among group members.
- 2) **Analyze and Divide:** Read the poem and identify key words, phrases, and ideas. Divide the lines or stanzas among group members.
- 3) **Plan Communication Strategies:** Decide how voice, pace, volume, expression, gestures, and body language can communicate the poem's meaning.
- 4) **Rehearse:** Practise the performance as a group. Adjust oral and non-verbal strategies to improve clarity, expression, and audience understanding.
- 5) **Perform:** Present the poem as a Readers' Theatre performance. Use purposeful speaking and body language to engage the audience and communicate meaning.
- 6) **Reflect:** Discuss which oral and non-verbal strategies were most effective and explain how they influenced the audience's understanding of the poem.

Poem: Hand out the poem below to the students.

Voices at the Crossroads

(Narrator)

At the crossroads of this town,
The streets lead down.
The steady march of hurried feet,
And countless stories that meet.

(Speaker 1)

"I walk these halls and paths in mind,
Yet answers are hard to find.
The future waits beyond the door,
With endless paths I must choose."

(Speaker 2)

"We hear the voices, sharp and strong,
Each one deciding right from wrong.
But truth can hide behind a screen,
Between the words and what they mean."

(Speaker 3)

"I carry questions through the day,
About the world and my own way.
Can one small voice inspire a crowd?
Can quiet thoughts be spoken loud?"

(Chorus)

We stand together, side by side,
With different dreams we cannot hide.
The road ahead is still unknown,
But every choice becomes our own.

(Speaker 4)

"The world is changing, fast and wide,
With fear and hope moving beside.
New tools reshape the lives we lead,
But wisdom asks us what we need."

(Speaker 5)

"I see the problems people face,
Unequal chances, time, and space.
Yet change begins when people hear
The voices often pushed from near."

(Speaker 6)

"We may disagree on what is true,
Or see one issue from a different view.
But listening can build a bridge,
And bring us closer to the edge."

(Chorus)

We stand together, side by side,
With different dreams we cannot hide.
The road ahead is still unknown,
But every choice becomes our own.

(Speaker 7)

"We carry sorrow beneath our feet,
And the weight of responsibility meet.
No one has the perfect way,
Or the words we need to say."

(Speaker 8)

"I've learned that every day start out
small,
A single step, a single choice,
When courage rises to the surface,
A stronger future can be found."

(All Speakers)

So let us question, speak, and learn,
And face each challenge at each turn.
For every voice can shape tomorrow,
And build new hope beyond our sorrow.

Poem

Hand out the poem below to the students.

The Search for the Silent Truth

(Narrator)

Beneath a restless screen,
A thousand things unseen,
Words are set fast for us to place,
Each claim comes with its space.

(Guide)

"Follow closely, for the guide is true,
"Not every truth is for our use."
Look past the words that are spread,
And question carefully what we read."

(Adventurer 1)

With questions sharp and senses clear,
"We search beyond what first is seen."
Each headline speaks, each image calls,
But hidden meaning shapes them all."

(Adventurer 2)

With facts collected, sources near,
"We test each claim before it's clear."
We trace the message to its start,
And separate evidence from art."

(Chorus)

Through waves of voices, claims, and views,
We hold the power to question and choose.
For truth requires a thoughtful mind,
To seek, compare, and look behind.

(Sage)

"Look again," the wise sage cries,
"Truth may hide beneath disguise."
A missing fact, a twisted phrase,
Can lead the mind through doubtful ways."

(Adventurer 3)

With every source compared and read,
"We search for proof before we're led."
Each claim a question, each fact a clue,
We follow the trail to what is true."

(Adventurer 4)

As the crowd grows loud, the answers near,
"We choose because of fear."
We look at many and endless views,
We think with care before we choose."

(Chorus)

Through all the claims, and views,
We hold the power to question and choose.
For truth requires a thoughtful mind,
To seek, compare, and look behind.

(Narrator)

So gather close and listen well,
For every message has a tale to tell.
In questions asked and facts made clear,
The silent truth may soon appear.

Activity: Nonverbal Communication Game

Learning Outcomes: What are we learning more about?

To develop the ability to use, interpret, and evaluate non-verbal communication strategies such as facial expressions, gestures, posture, and body language, to communicate meaning effectively.

Materials: What do we need for our activity?

- ✓ Cards with prompts or scenarios written on them (to be acted out without verbal communication)
- ✓ A space for student performances and non-verbal communication.
- ✓ Note-taking materials for recording interpretations and feedback.



Instructions: How do we complete the activity?

- 1) **Preparation:** Distribute cards with situations involving emotions, conflicts, decisions, or social interactions. Each scenario should be designed for students to communicate a clear message without speaking.
- 2) **Nonverbal Performance:** Each student performs their assigned scenario. Students may use facial expressions, gestures, posture, movement, and body language, but no spoken words.
- 3) **Audience Interpretation:** Classmates carefully observe the performance and record the message or emotion they believe is being communicated. They also note any verbal cues that influenced your interpretation.
- 4) **Feedback Session:** After each performance, students share their interpretations. The performer reveals the original scenario and explains the non-verbal strategies they intentionally used.
- 5) **Group Discussion:** Discuss which non-verbal strategies communicated meaning most effectively. Consider how gestures, expressions, and body language may be interpreted differently depending on context or culture.

Scenario Cards

Students draw one scenario and act it out.

Arriving Late for an Important
Presentation

Receiving Harsh Criticism

Getting Caught in a Storm

Participating in a Commemorative
Event

Reacting to an Unfavorable Situation

Preparing for an Important Event

Realizing You Forgot an Important
Deadline

Discovering Something Valuable

Receiving Life-Changing News

Being Delayed Before an
Important EventWaiting Anxiously for Important
ResultsTrying to Hide Nervousness During
a PresentationStaying Focused During a Difficult
SituationTrying to Hide Your
DisappointmentSearching for a Missing
AssignmentBeing Recognized for an
AchievementSeeing an Old Friend
Unexpectedly

Receiving an Unexpected Message

Helping a Classmate in Distress

Coping with a Disappointing Result

Facing a New Challenge

Managing Increased Responsibilities

Missing an Important Appointment

Struggling with a Task

Feeling Uncomfortable in a New
PlaceExperiencing an Unexpected
Emergency

Reflection

Answer the questions below.

1) Which scenario did you act out?

2) How did you use which nonverbal cues to use to communicate your message?

3) What was the most challenging part of communicating nonverbally? Why?

4) How did the audience's interpretations compare to what you were trying to convey?

5) What did you learn about the importance of nonverbal communication?

TO BE EVALUATED

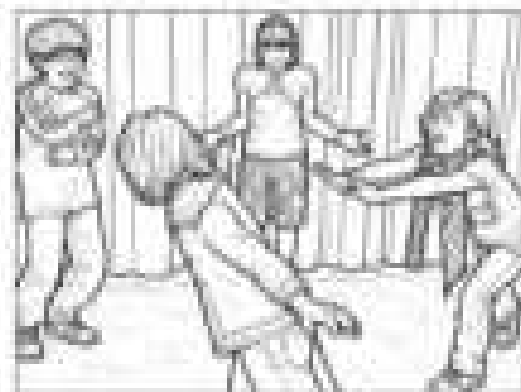
Activity: Silent Scene Challenge

Objective _____ are we learning more about?

To develop the ability to use and identify non-verbal communication strategies, including facial expressions, gestures, posture, and body language, to communicate a message clearly and effectively.

Materials _____ for our activity?

- ✓ Silent Scene Situation Cards
- ✓ Bowl or container
- ✓ Timer or stopwatch



Instructions _____ How do we _____ this?

- 1) Divide the class into small groups. Explain that each group will perform a short scene using only non-verbal communication.
- 2) One representative from each group randomly selects a Silent Scene Situation Card from a bowl or container. Groups must keep the selected card secret from the rest of the class.
- 3) Give each group time to plan how they will communicate their scene using facial expressions, gestures, posture, body language, and movements. They are not allowed to speak, whisper, or use written words during the performance.
- 4) Groups take turns presenting their silent scene in front of the class for 2 minutes. Every group member should participate and use appropriate non-verbal communication.
- 5) While watching, the audience carefully observes the performance, noting facial expressions, gestures, posture, and movements to determine what is happening.
- 6) After each performance, students raise their hands to guess the situation being acted out. They must identify at least one non-verbal clue that helped them understand the scene.
- 7) The performing group reveals its assigned Situation Card. Briefly compare the intended situation with the audience's interpretations.

Situation Card

Cut out the cards below

Your group is working on a project, but two members strongly disagree about an idea. The other members try to calm them down so they can reach an agreement.

A student confidently checks a test result but suddenly becomes shocked and disappointed. A classmate notices and tries to offer support.

A new student enters the classroom looking nervous and uncomfortable. Several classmates notice and make the student feel welcome.

A student suddenly realizes their phone is missing. They search their bag and the classroom while becoming increasingly worried. A classmate eventually notices the phone nearby.

A student confidently enters the classroom, sits down, and begins to work on their project. After observing the other students, the student slowly realizes they are in the wrong room.

Students proudly prepare to present their project. Suddenly, part of the project breaks. The group panics before trying to fix it together.

A student walks confidently to the front of the class but suddenly realizes they have forgotten their presentation materials. Classmates react and try to help.

A student secretly prepare a surprise for a classmate. When the classmate notices, everyone tries to act normally.

A student accidentally spills a drink on a classmate's work. The classmate reacts with frustration while the student apologizes and tries to fix the problem.

A school assembly is held for the final result of a project. When they realize they have made a mistake, the students show their expression of disappointment and excitement.

A student notices that a classmate is trying to take their picture without permission. The student shows discomfort and signals for the classmate to stop.

A student searches desperately for an important item. Several classmates join the search until one student finds it in an unexpected place.

Activity: One Message, Different Expressions

Objective

What are we learning more about?

To develop the ability to use and compare oral and non-verbal communication strategies such as tone, facial expressions, gestures, and body language to communicate different emotions effectively.

Materials

What do we need for our activity?

- ✓ Message and Expression Cards provided
- ✓ Bowl or container for cards
- ✓ Timer or stopwatch



Instructions

How do we complete this?

- 1) Divide the class into small groups. Each student will practise delivering the same message using three different emotions.
- 2) One representative from each group randomly selects one Message and Expression Card from a bowl or container. The card contains a sentence and three assigned emotions.
- 3) Groups read the sentence and the three emotions. Students discuss how tone, facial expressions, gestures, posture, and body language may change for each emotion.
- 4) Give students time to practise delivering the same sentence in three ways based on the emotions listed on the card.
- 5) Groups take turns presenting in front of the class. Each group must deliver the exact same sentence three times, using a different assigned emotion for each delivery.
- 6) The class listens and observes how each speaker changes their tone, facial expressions, gestures, and body language to communicate each emotion.
- 7) After each group presents, discuss how the meaning or interpretation of the same sentence changed across the three emotions.

Cards

Cut the cards below.

Card 1

Sentence: "I can't believe you did that."

Expressions: Angry -

Disappointed

Card 2

Sentence: "You're finally here!"

Expressions: Relieved -

Excited

Card 3

Sentence: "That's exactly what I needed."

Expressions: Grateful -

Surprised

Card 4

Sentence: "I didn't expect to see you here."

Expressions: Shocked - Nervous -

Surprised

Card 5

Sentence: "This is going to be interesting."

Expressions: Excited - Worried -

Sarcastic

Card 6

Sentence: "Are you serious right now?"

Expressions: Angry - Surprised -

Amused

Card 7

Sentence: "I think we should talk."

Expressions: Concerned - Angry -

Nervous

Card 8

Sentence: "That was a great idea."

Expressions: Impressed - Sarcastic -

Excited

Card 9

Sentence: "I knew this would happen."

Expressions: Frustrated - Proud -

Worried

Card 10

Sentence: "You remembered!"

Expressions: Surprised - Grateful -

Disappointed

Card 11

Sentence: "Everything is fine."

Expressions: Calm - Nervous - Annoyed

Card 12

Sentence: "What are we supposed to do?"

Expressions: Confused - Panicked -

Frustrated

Card 13

Sentence: "I don't like this."

Expressions: Unhappy - Unsure -

Sarcastic

Card 14

Sentence: "I was worried about the plan."

Expressions: Worried - Amused

Card 15

Sentence: "You actually did it!"

Expressions: Proud - Shocked - Jealous

Card 16

Sentence: "I have something to tell you."

Expressions: Excited - Nervous - Serious

Reflection

Answer the questions below.

1) Which emotion was easiest for you to show? Why?

2) Which emotion was difficult to communicate clearly?

3) How did changing your tone of voice affect the same sentence?

4) What did you notice when your classmates described things differently?

5) How can facial expressions and body language affect your everyday conversations?

PREVAILENS

Activity: Classroom Teach-Back

Learning Outcome: What are we learning more about?

To strengthen understanding of complex ideas by planning and delivering a focused explanation, clear explanations, appropriate speaking strategies, and supporting evidence to communicate effectively to an audience.

Materials: What do we need for our activity?

- ✓ Whiteboard and markers
- ✓ Projector or computer (if presentations are used)
- ✓ Handouts or reference materials on subject matter
- ✓ Timer



Instructions: How do we complete the activity?

- 1) **Select a Topic:** Assign a topic from the lesson or let each group choose a topic related to a recent lesson.
- 2) **Form Small Groups:** Divide the class into small groups.
- 3) **Prepare the Teach-Back:** Give the groups time to prepare their mini-lessons. They should aim to explain the concept as if they were the teacher, using simple explanations and creative teaching methods.
- 4) **Presentation Time:** Each group takes turns presenting their mini-lesson. Limit presentations to 5-7 minutes each.
- 5) **Engage the Class:** Encourage the presenting group to engage the class with questions, interactive elements, or quick activities related to the topic.
- 6) **Class Feedback:** After each presentation, allow a brief Q&A session where classmates can ask questions or clarify points.
- 7) **Teacher Observation:** Observe each group's presentation, taking notes on key strengths and areas for improvement.

Teaching Topics

Students choose one of these topics to teach.

How misinformation spreads online	The influence of social media on teenagers
The role of digital media literacy	How artificial intelligence affects education
How technology impacts Canadian communities	Analysis of a poem studied in class
The role of digital literacy in the workplace	How persuasive techniques influence audiences
The importance of digital literacy in the workplace	How authors develop theme through literary elements

Mini Lesson Plan

Use this template to guide your lesson.

1) What is the topic you are going to teach?

2) Write the information you know about the topic gathered from textbooks, class notes and reliable online sources.

3) Define what you want your classmates to learn or take away from your presentation.
Aim for 2-3 clear objectives.

4) Write what _____ in your introduction.

5) What are the key points that you want to cover?

6) How will you conclude the lesson?

PREPARE

Reflection

Answer the questions below.

1) What did you find most challenging about teaching this concept to your classmates?

2) How did your presentation topic help you understand it better?

3) What creative methods or ideas did you use to make your presentation engaging?

4) After listening to other presentations, what new ideas or techniques would you like to try in the future?

5) How did you work together as a group to prepare and present the presentation?

PREPARED

Activity: Extemporaneous Speech

Objective What are we learning more about?

To develop the ability to use precise and domain-specific vocabulary, correct grammar, and complete sentences when communicating ideas orally.

Materials What do we need for our activity?

- ✓ Extemporaneous Speech Cards (provided)
- ✓ Bowl or container for cards
- ✓ Planning Sheet
- ✓ Timer or stopwatch

Instructions How do we do this?



- 1) Place the Extemporaneous Vocabulary Words in a bowl or container. Each card contains a speaking topic and three required vocabulary words.
- 2) Students take turns randomly selecting one card, reading the topic and the three required vocabulary words carefully.
- 3) Give each student 2-3 minutes to prepare a one-minute extemporaneous speech. Students may write brief keywords or organize their ideas on the Planning Sheet but should not write a complete script.
- 4) Students should plan a clear opening, connected ideas, and a brief closing. The three vocabulary words must be used naturally and correctly in the speech.
- 5) Students take turns presenting their one-minute extemporaneous speech in front of the class. They should use precise word choice, correct grammar, and complete sentences.
- 6) During the speech, students must correctly use all three vocabulary words from their Challenge Card. The words should support the topic and help the audience understand the message.
- 7) While each student speaks, classmates listen for the required vocabulary and observe how clearly and coherently the speaker communicates their ideas.
- 8) After the presentations, students reflect on how word choice, vocabulary, grammar, and sentence organization affected the clarity of their oral communication.

Cards

Cut out the cards below.

Topic: How can artificial intelligence support student learning?

Required Words: technology, efficiency, personalized

Topic: How can renewable energy benefit communities?

Required Words: sustainable, emissions, resource

Topic: How does climate change affect the environment?

Required Words: temperature, ecosystem, emissions

Topic: How can students improve their study habits?

Required Words: concentration, organize, effective

Topic: How can teenagers respond to peer pressure?

Required Words: influence, decision, consequences

Topic: What makes a persuasive argument effective?

Required Words: evidence, claim, reasoning

Topic: How does social media influence teenagers?

Required Words: communication, influence, digital

Topic: What can students do to manage academic stress?

Required Words: balance, priorities, strategies

Topic: Why is digital citizenship important for teenagers?

Required Words: privacy, digital literacy, online

Topic: How can we protect biodiversity and ecosystems?

Required Words: conservation, species, habitat, ecosystem

Topic: How can technology affect communication?

Required Words: digital, communication, virtual

Topic: How can communities reduce waste?

Required Words: consumption, recycle, sustainable

Planning Sheet

Use this planning sheet to organize your one-minute extemporaneous speech.

Topic	
Word 1	
Word 2	
Word 3	
OPENING - Introduce Your Main Idea	
MAIN IDEA - What do you want to say?	
Idea 1	
Idea 2	
Idea 3	
CLOSING - End Your Message	

PREPARED

Rubric

Circle the grade you would give the student you are assessing.

Criteria	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 point)
Word Choice	Uses precise and appropriate vocabulary	Uses mostly precise and appropriate vocabulary	Uses some precise vocabulary	Uses vague or unclear vocabulary
Required Vocabulary	Uses all three required words correctly	Uses all three words with minor errors	Uses some required words correctly	Does not use the required words correctly
Grammar	Uses correct grammar consistently	Uses mostly correct grammar with few errors	Uses sentences with several grammar errors	Frequent errors make ideas difficult to understand
Organization	Ideas are logically connected, and easy to follow	Ideas are mostly connected	Some ideas are unclear or disconnected	Ideas are confusing and poorly connected
Oral Communication	Communicates ideas clearly and confidently	Communicates ideas clearly most of the time	Communicates ideas clearly sometimes	Speech is difficult to follow or understand

Student Comments – What Did They Do Well?

Mark

Student Comments – What Could They Do Better?

Reflection

Answer the questions below after you finish your speech.

1) **Word Choice:** How did the three required vocabulary words help you explain your topic more clearly?

2) **Speech Preparation:** How did the planning sheet help you quickly organize your ideas before speaking?

3) **Clear Communication:** How well did you express your ideas and use complete sentences during your speech?

4) **Speaking Challenge:** What was the most challenging required vocabulary naturally in your speech?

5) **Future Improvement:** What would you improve about your word choice, grammar, or sentence organization in your next speech?

Activity: Fix the Spoken Message

Objective What are we learning more about?

To develop the ability to identify and improve unclear spoken messages using precise vocabulary, correct grammar, and cohesive sentences to support the message being given.

Materials What do we need for our activity?

- ✓ Spoken Message Cards – prepared
- ✓ Bowl or container



Instructions How do we do this activity?

- 1) **Prepare the Messages:** Place the Spoken Message Cards in a bowl or container. Each card contains a vague, unclear, or grammatically incorrect spoken message.
- 2) **Select and Read a Message:** Randomly select one card and read the message aloud to the class. Read it exactly as written so students can hear the problems in the spoken message.
- 3) **Listen for Problems:** Ask students to listen for unclear words, grammatical errors, or ideas that do not connect clearly.
- 4) **Raise a Hand to Respond:** Students who have a suggestion raise their hands. Select one student to orally revise the message using precise vocabulary, correct grammar, and clearer sentences.
- 5) **Discuss the Revision:** Invite other students to suggest additional comments or explain why certain words and sentence changes make the message easier to understand.
- 6) **Reveal the Suggested Answer:** Read the suggested revised message from the Answer Guide and compare it with the students' responses. Accept all clear and grammatically correct revisions.
- 7) **Continue the Challenge:** Repeat the process with additional Spoken Message Cards, allowing different students to participate and improve each oral message.
- 8) **Reflect:** Discuss how precise word choice, correct grammar, and connected sentences improve oral communication.

**Spoken Message
Cards**

Revise the spoken message using correct grammar and adding details that clarify meaning.

Spoken Message:

"The students were doing the project, and they got information and stuff and it was good."

Suggested Answer:

"The students completed the project, gathered relevant information, and produced a well-researched presentation."

Spoken Message:

"The experiment failed because something was wrong with the stuff we used."

Suggested Answer:

"The experiment failed because some of the materials were measured incorrectly."

Spoken Message:

"Social media have a lot of bad effects, makes teenagers have problems."

Suggested Answer:

"Social media can negatively impact teenagers by increasing stress, distraction, and exposure to harmful content."

Spoken Message:

"The presentation were confusing because it talked about many things and it didn't connect."

Suggested Answer:

"The presentation was confusing because it discussed several ideas without connecting them clearly."

Spoken Message:

"The environment is getting bad because people do bad things."

Suggested Answer:

"The environment is being damaged by human activities such as pollution, deforestation, and excessive waste."

Spoken Message:

"AI is good for students because it helps them do school thing."

Suggested Answer:

"Artificial intelligence can support students by helping them research information, and complete academic tasks efficiently."

Spoken Message:

"The team didn't win because they wasn't working good together."

Suggested Answer:

"The team lost the competition because the members did not communicate or work effectively together."

**Spoken Message
Cards**

Revise the spoken message using correct grammar and adding details that clarify meaning.

Spoken Message:

"The book was good because the story had a lot of interesting stuff."

Suggested Answer:

"The book was good because its plot included suspenseful events and well-developed characters."

Spoken Message:

"Students get stressed because they have too much things to do at school."

Suggested Answer:

"Students often get stressed because they must manage multiple assignments, deadlines, and academic responsibilities."

Spoken Message:

"The website wasn't good because the information looked weird and we didn't know if it was true."

Suggested Answer:

"The website lacked credibility because the information was unclear and could not be verified using reliable sources."

Spoken Message:

"The community made a thing to help people and lots of people joined it."

Suggested Answer:

"The community organized a support program during which many residents to access services."

Spoken Message:

"Climate change makes weather different and causes problems everywhere."

Suggested Answer:

"Climate change affects weather patterns and contributes to various environmental problems in many regions."

Spoken Message:

"The teacher explain the lesson good so the students understand."

Suggested Answer:

"The teacher explained the lesson clearly, allowing students to understand concepts more completely."

Spoken Message:

"Technology changed communication because people can talk and send stuff really fast."

Suggested Answer:

"Technology has transformed communication by allowing people to exchange messages and information instantly."

Reflection

Answer the questions below.

1) Which unclear word or phrase was easiest for you to improve?

2) What made some messages difficult to understand?

3) How did precise word choice make the messages clearer?

4) What grammar mistakes did you notice during the activity?

5) How can clear and correct speaking help you in everyday communication?

PERFECTLY

Activity: Culture Café

Objective Where are we learning more about?

To develop the ability to appreciate cultural diversity and use respectful language by sharing and responding to sayings and traditions from different communities.

Materials What do we need for our activity?

- ✓ Culture Café Cards - provide
- ✓ Ice Breaker & Language Stems
- ✓ Café Notes page - 4 copies per
- ✓ Timer, pens, and desks in small



Instructions How do we complete this activity?

- 1) Arrange desks into small "café tables" of 4 students. Each table receives 4 copies of the same 2 Culture Café Cards describing a saying or tradition or celebration from a culture or community and each student gets 1 Ice Breaker & Language Stems sheet and 4 Café Notes sheets. To start have each group elect a Host.
- 2) Each student reads the culture card quietly and writes notes on the Café Notes page. Think about what it means and what it says about the people who use it.
- 3) Take turns as Host. The Host explains the card in their own words and asks it to a personal, local, or Canadian example, and invites the table to respond.
- 4) Guests reply using respectful language stems such as "That is interesting and not considered..." Refer to the language stems prompts. Each guest asks one question.
- 5) When everyone has spoken on the first topic and recorded their ideas, they may change host and have that host moderate the second Culture Café Card.
- 6) When you have completed the second discussion have students organize into groups with all new students. Discuss 2 different Culture Café Cards just as in the first round.
- 7) Return to your first table, share the strongest idea you collected, and discuss as a class what these sayings and traditions show about respect and identity.

Culture Café Cards

Cut out the cards below.

Card 1

"It takes a village to raise a child."

Origin: African proverb

Talk About: Community and village?

Card 2

Tradition: Powwow

Origin: First Nations and Métis communities

Talk About: Dance and music traditions

Card 3

"Fall seven times, stand up eight."

Origin: Japanese proverb

Talk About: A time you kept going

Card 4

Tradition: Diwali, festival of light

Origin: South Asia

Talk About: What light can stand for

Card 5

"A single bracelet does not jingle."

Origin: Congolese proverb

Talk About: Why groups matter.

Card 6

Tradition: Throat singing (katajjaq)

Origin: Inuit, northern Canada

Talk About: How sound carries culture.

Card 7

"Slowly, slowly, one walks far."

Origin: Portuguese proverb

Talk About: Patience and long goals.

Card 8

Tradition: Lunar New Year

Origin: East and Southeast Asia

Talk About: Welcoming a new year.

Card 9

"Do not forget where you came from."

Origin: Filipino proverb

Talk About: Roots and goals.

Card 10

Tradition: Métis jigging and fiddle

Origin: Métis communities, Canada

Talk About: Music tells our story.

Card 11

"Ubuntu — I am because we are."

Origin: Southern African philosophy

Talk About: What we owe each other.

Card 12

Tradition: Vaisakhi

Origin: Punjabi and Sikh communities

Talk About: Harvest and service.

Card 13

"Like the bird builds its nest."

Origin: Chinese proverb

Talk About: Small things add up.

Card 14

Tradition: Storytelling

Origin: Oral traditions

Talk About: Community and people.

Card 15

"A guest brings blessing."

Origin: Arabic saying

Talk About: How we welcome newcomers.

Card 16

Tradition: A family recipe

Origin: Every household has one

Talk About: What food remembers.

Icebreaker

These icebreakers can be used before you start your discussion.

The Origins of Advice: "Think of a common piece of advice or saying in your household (e.g., 'an early bird catches the worm' or 'Measure twice, cut once'). Where do you think this saying originally came from, and what value does it teach?"

Food and Festivity: "Think of a specific food that your family or community only eats during a special time of year. What is the tradition behind it, and how does it connect to your culture?"

Superstitions and Habits: "Many cultures have small habits meant to bring good luck or avoid bad luck (e.g., knocking on wood, avoiding stepping on cracks, stepping with a specific foot). Share one you know of and discuss why humans create these traditions."

Language Stems

Use these language stems during your Culture Café discussion.

To Build Connections

"That connects to..." (e.g., "...a tradition my family practices during the holidays.")

"That reminds me of..." (e.g., "...a saying I heard from my grandmother, though the words are a bit different.")

To Show New Perspective

"I had not considered that..." (e.g., "...way of looking at things before.")

"That gives me a new perspective on..." (e.g., "...how common everyday sayings can hold so much history.")

To Ask for Deeper Insight

"Could you share more about..." (e.g., "...the history behind that custom?")

"I am curious to learn more about how..." (e.g., "...that tradition is practiced in your community.")

To Validate a Peer's Input

"I appreciate how you explained..." (e.g., "...the meaning behind that custom; it made it very clear.")

"I like how that tradition emphasizes..." (e.g., "...family values and bringing community together.")

Café Notes

Use this page as you visit each café table.

My Card

Culture

Key

Question

BUT - What does your saying or tradition mean?

AT THE CAFE - One idea to discuss at your table.

Idea 1

Idea 2

Idea 3

WHAT IT SHOWS - What do these ideas say about responsibility?

Reflection

Answer the questions below.

1) Which saying or tradition did you share, and why did you pick it?

2) What did you learn about a culture or community that was new to you?

3) Which respectful language helped you most today?

4) How did other perspectives change your view of your own?

5) What is one way your class could celebrate the cultures in the

RESPECTFULLY

Activity: The Oral Communication Awards

Learning Outcome: What are we learning more about?

To celebrate each other's growth in oral communication, presenting awards with appropriate language, and receiving recognition graciously.

Materials: What do we need for our activity?

- ✓ Award Cards (provided)
- ✓ Scissors, and tape
- ✓ Chairs arranged in a circle and a stage area
- ✓ Optional: music for the ceremony and a camera for photos

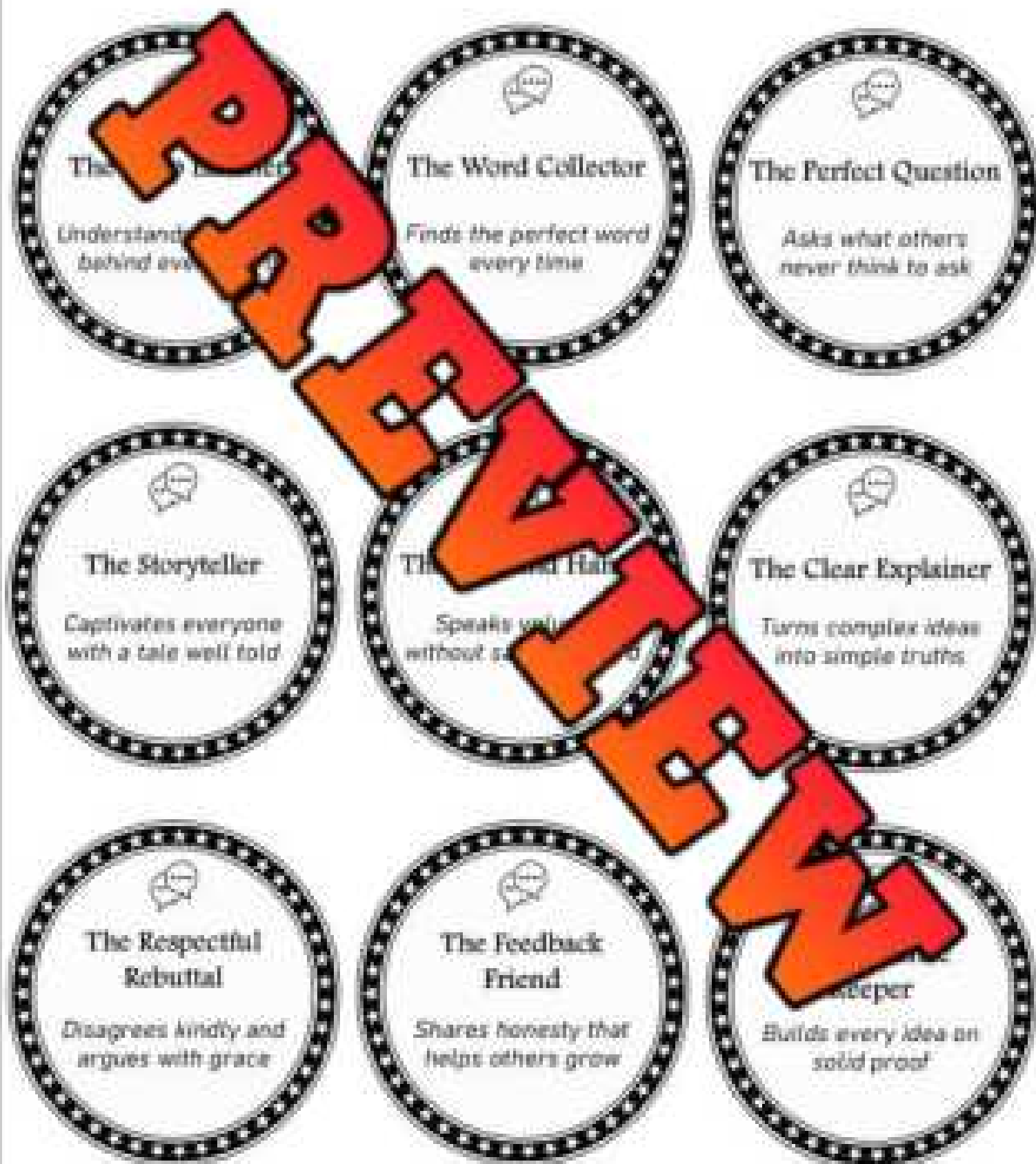
Instructions: How do we complete the activity?



1. **Set the Scene:** Arrange the room in a circle with a small stage at the front. Cut out the Award Cards and spread them on the table.
2. **Think First:** Take a quiet minute before we speak. Who do you think this year? Who helped you when speaking felt most difficult? Who has the most since September?
3. **Choose an Award:** Each student takes one Award Card and decides which classmate it belongs to. Your teacher will make sure each person in the class receives one.
4. **Say Why:** Prepare one or two sentences. Name the award and share one real moment from this year that earned it.
5. **Present:** One at a time, stand and present your award. Speak clearly at the person you are honouring, and hand them the card.
6. **Receive Well:** The person receiving the award says thank you and names one classmate who helped them grow this year.
7. **Close the Circle:** Together, name one thing this class does better now than it did in September. Then applaud each other.

Award Cards

Cut out the awards below.



Award Cards

Cut out the awards below.

The Best Speaker

*Adapts presentation to
every audience*The Paraphrase
Champion*Says your idea even
better than you did*

The Steady Voice

*Stays calm and
confident under
pressure*

The Best Audience

*Makes every speaker
feel valued and
heard*The Best
Contributor*Speaks up when
always needed*

The September Self

*Shows the most
growth since
the start*The Bravest
Moment*Spoke up when
courage was
needed most*The Second
Thought*Reconsidered openly
and grew from it*The Best
Wrap-Up*Wraps up every
discussion with
wisdom*

Reflection

Answer the questions below.

1) Which award did you receive, and did it surprise you?

2) Who did you _____ and what moment made you choose them?

3) Which oral communication skill improved for you this year?

4) What can you do now that you could not do before?

5) Which award would you like to earn next year, and how?

PREPARED