

**Niagara Catholic DSB**  
**Mentor Connector**  
**Grade 8 Language**  
**Mentor Manual**

# Oral Communication

## Overall Expectations:

*By the end of Grade 8, students will:*

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

## Listening to Understand (Overall expectation 1)

Expectations	Grade 7	Grade 8
1.1 Purpose	identify a range of purposes for listening in a variety of situations, formal and informal, and set goals <i>appropriate for</i> specific listening tasks	identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks
1.2 Active Listening Strategies	demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a <i>wide</i> variety of situations, including work in groups	demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
1.3 Comprehension Strategies	identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex <i>or challenging</i> oral texts	identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts
1.4 Demonstrating Understanding	demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways	demonstrate an understanding of the information and ideas in increasingly complex <i>and difficult</i> oral texts in a variety of ways
1.5 Making Inferences/ Interpreting Texts	<i>develop and explain interpretations of</i> oral texts using stated and implied ideas from the texts <i>to support their interpretation</i>	develop and explain interpretations of oral texts using <i>the language of the text and oral and visual cues to support their interpretations</i>
1.6 Extending Understanding	extend understanding of oral texts, <i>including increasingly complex texts</i> , by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them	extend understanding of oral texts, including increasingly complex <i>or difficult</i> texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
1.7 Analysing Texts	analyse oral texts in order to evaluate how <i>effectively</i> they communicate ideas, opinions, themes, <i>or experiences, and suggest possible improvements</i>	analyse <i>a variety of complex or challenging</i> oral texts in order to <i>identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies</i>

1.8 Point of View	<i>explain the connection between a speaker's tone and the point of view or perspective presented in oral texts</i>	<i>explain what the use of irony or satire in an oral text reveals about the speaker's purpose and perspective</i>
1.9 Presentation Strategies	identify <i>a wide variety of</i> presentation strategies used in oral texts and <i>evaluate their effectiveness</i>	identify a wide variety of presentation strategies used in oral texts, evaluate their effectiveness, <i>and suggest other strategies that might have been as effective or more so</i>

## Speaking to Communicate (Overall Expectation 2)

Expectations	Grade 7	Grade 8
2.1 Purpose	identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice <i>of speaking strategies</i>	identify a range of purposes for speaking <i>in a variety of situations, both straightforward and more complex</i> , and explain how the purpose and intended audience might influence the choice of speaking strategies
2.2 Interactive Strategies	demonstrate an understanding of appropriate speaking behaviour <i>in most situations, adapting contributions and responses to suit the purpose and audience</i>	demonstrate an understanding of appropriate speaking behaviour in most situations, <i>using a variety of speaking strategies</i> and adapting them to suit the purpose and audience
2.3 Clarity and Coherence	communicate orally in a clear, coherent manner using <i>a structure and style appropriate to both the topic and the intended audience</i>	communicate in a clear, coherent manner, using a structure and style <i>appropriate to the purpose, the subject matter, and the intended audience</i>
2.4 Appropriate Language	use appropriate words, phrases, <i>and terminology</i> from the full range of their vocabulary including inclusive and non-discriminatory language, and <i>a range of</i> stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience	use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning <i>effectively</i> and engage the interest of their intended audience
2.5 Vocal Skills and Strategies	identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning	identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning
2.6 Non-Verbal Cues	identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning	identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
2.7 Visual Aids	use a variety of appropriate visual aids to support and enhance oral presentations	use a variety of appropriate visual aids to support and enhance oral presentations

## Reflecting on Oral Communication Skills and Strategies (Overall Expectation 3)

Expectations	Grade 7	Grade 8
3.1 Metacognition	identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills	identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
3.2 Interconnected Skills	identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills	identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

# Reading

## Overall Expectations:

*By the end of Grade 8, students will:*

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

## Reading for Meaning (Overall Expectation 1)

Expectations	Grade 7	Grade 8
1.1 Variety of Texts	read a wide variety of <i>increasingly complex or difficult texts</i> from diverse cultures, including literary texts, graphic texts, and informational texts	read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts
1.2 Purpose	identify a variety of purposes for reading and choose reading materials appropriate for those purposes	identify a variety of purposes for reading and choose <i>increasingly complex or difficult reading materials</i> appropriate for those purposes
1.3 Comprehension Strategies	identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts	identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex <i>or difficult</i> texts
1.4 Demonstrating Understanding	demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a <i>variety of details that support the main idea</i>	demonstrate understanding of increasingly complex <i>and difficult texts</i> by summarizing important ideas and <i>explaining how</i> the details support the main idea
1.5 Making Inferences/ Interpreting Texts	develop <i>and explain</i> interpretations of <i>increasingly complex or difficult texts</i> using stated and implied ideas from the texts to support their interpretations	develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations
1.6 Extending Understanding	extend understanding of texts, <i>including increasingly complex or difficult texts</i> , by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them	extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, <i>to other texts</i> , and to the world around them
1.7 Analyzing Texts	analyse <i>a variety of</i> texts, <i>both simple and complex</i> , and explain how the different elements in them contribute to meaning <i>and influence the reader's reaction</i>	analyse a variety of texts, <i>including complex or difficult</i> texts, and explain how the <i>various</i> elements in them contribute to meaning and influence the reader's reaction

1.8 Responding to and Evaluating Texts	<i>evaluate the effectiveness of both simple and complex texts based on evidence from the texts</i>	evaluate the effectiveness <i>of a text</i> based on evidence taken from that text
1.9 Point of View	identify the point of view presented in texts, <i>including increasingly complex or difficult texts; give evidence of any biases they may contain;</i> and suggest other possible perspectives	identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives

## Understanding Form and Style (Overall Expectation 2)

Expectations	Grade 7	Grade 8
2.1 Text Forms	analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts <i>such as a novel</i>	analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts <i>such as a memoir, graphic texts such as a map, and informational texts such as a magazine article</i>
2.2 Text Patterns	<i>analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning</i>	analyse increasingly complex texts to identify <i>different types of</i> organizational patterns used in them and explain how the patterns help communicate meaning
2.3 Text Features	identify a variety of text features and explain how they help <i>communicate meaning</i>	identify a variety of text features and explain how they help communicate meaning
2.4 Elements of Style	identify various elements of style – including <i>foreshadowing, metaphor, and symbolism</i> – and explain how they help communicate meaning and <i>enhance the effectiveness of texts</i>	identify <i>a range of</i> elements of style – including <i>symbolism, irony, analogy, metaphor, and other rhetorical devices</i> – and explain how they help communicate meaning and enhance the effectiveness of texts

## Reading With Fluency (Overall Expectation 3)

Expectations	Grade 7	Grade 8
3.1 Reading Familiar Words	automatically read and understand most words in a <i>wide</i> range of reading contexts	automatically read and understand most words in a wide range of reading contexts
3.2 Reading Unfamiliar Words	predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> <li>• semantic (meaning) cues</li> <li>• syntactic (language structure) cues</li> <li>• graphophonic (phonological and graphic) cues</li> </ul>	predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> <li>• semantic (meaning) cues</li> <li>• syntactic (language structure) cues</li> <li>• graphophonic (phonological and graphic) cues</li> </ul>
3.3 Reading Fluently	read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose	read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

## Reflecting on Reading Skills and Strategies (Overall Expectation 4)

Expectations	Grade 7	Grade 8
4.1 Metacognition	identify <i>a range of</i> strategies they found helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook, how they can use these and other strategies to improve as readers	identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook/ <i>reflective journal</i> , how they can use these and other strategies to improve as readers
4.2 Interconnected Skills	explain, in conversation with the teacher and/or peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read	explain, in conversation with the teacher and/or peers or in a reader's notebook/ <i>reflective journal</i> , how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.

# Writing

## Overall Expectations:

*By the end of Grade 8, students will:*

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

## Developing and Organizing Content (Overall Expectation 1)

Expectations	Grade 7	Grade 8
1.1 Purpose and Audience	identify the topic, purpose, and audience for <i>more complex</i> writing forms	identify the topic, purpose, and audience for more complex writing forms
1.2 Developing Ideas	generate ideas <i>about more challenging</i> topics and identify those most appropriate for the purpose	generate ideas about more challenging topics and identify those most appropriate to the purpose
1.3 Research	gather information to support ideas for writing, using a variety of strategies and a <i>wide</i> range of print and electronic resources	gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
1.4 Classifying Ideas	sort and classify ideas and information for their writing in a variety of ways that allow them to <i>manipulate</i> information <i>and see different combinations and relationships in their data</i>	sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data
1.5 Organizing Ideas	identify and order main ideas and supporting details and group them into units that could be used to develop a <b>multi-paragraph piece of writing</b> , using a variety of strategies and organizational patterns	identify and order main ideas and supporting details and group them into units that could be used to develop a <i>summary, a debate, or a report of several paragraphs</i> , using a variety of strategies and organizational patterns
1.6 Review	determine whether the ideas and information they have gathered are relevant, appropriate, and <i>sufficiently specific</i> for the purpose, and do more research if necessary	determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and <i>do more planning</i> and research if necessary

## Using Knowledge of Form and Style in Writing (Overall Expectation 2)

Expectations	Grade 7	Grade 8
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2.1 Form	write complex texts <i>of different lengths</i> using a wide range of forms	write complex texts of <i>a variety of</i> lengths using a wide range of forms
2.2 Voice	establish a distinctive voice in their writing appropriate to the subject and audience	establish a distinctive voice in their writing appropriate to the subject and audience
2.3 Word Choice	<i>regularly</i> use vivid and/or figurative language and innovative expressions <i>in their writing</i>	regularly use vivid and/or figurative language and innovative expressions in their writing
2.4 Sentence Fluency	<i>vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases to help combine short, simple sentences into longer, more complex sentences</i>	<i>vary sentence types and structures for different purposes, with a focus on using a range of relative pronouns, subordinate conjunctions, and both the active and passive voice</i>
2.5 Point of View	identify their point of view and other possible points of view, <i>evaluate other points of view, and find ways to acknowledge other points of view, if appropriate</i>	identify their point of view and other possible points of view, evaluate other points of view, and find ways <i>to respond</i> to other points of view, if appropriate
2.6 Preparing for Revision	identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on <i>voice, diction, and an effective beginning and ending</i>	identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on <i>depth of content and appropriateness of tone</i>
2.7 Revision	make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies	make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies
2.8 Producing Drafts	produce revised draft pieces of writing to meet identified criteria based on the expectations	produce revised draft pieces of writing to meet identified criteria based on the expectations

### Applying Knowledge of Language Conventions and Presenting Written Work Effectively (Overall Expectation 3)

Expectations	Grade 7	Grade 8
3.1 Spelling Familiar Words	spell familiar words correctly	spell familiar words correctly
3.2 Spelling Unfamiliar Words	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
3.3 Vocabulary	confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose	confirm spellings and word meanings or word choice using a <i>wide</i> variety of resources appropriate for the purpose
3.4 Punctuation	use punctuation appropriately to communicate their intended meaning in more complex writing forms, <i>including forms specific to different subject areas with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures</i>	use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subjects <i>across the curriculum</i> , with a focus on the use of: <i>commas to separate introductory phrases from the main part of a sentence and to separate words, phrases, and clauses in a series; quotation marks to distinguish words being discussed as words and to indicate titles; ellipses (...) and dashes to indicate sentence breaks, ambiguities, or parenthetical statements</i>
3.5 Grammar	use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: <i>relative pronouns; prepositions, including prepositional phrases; adjectives; conjunctions; adverbs;</i>	use parts of speech correctly to communicate their meaning clearly, with a focus on <i>subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions</i>

	<i>present</i> , past, and future verb tenses; <i>present and past participles</i>	
3.6 Proofreading	proofread and correct their writing using guidelines developed with peers and the teacher	proofread and correct their writing using guidelines developed with peers and the teacher
3.7 Publishing	use a <i>wide</i> range of appropriate elements of effective presentation in the finished product including print, script, different fonts, graphics, and layout	use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
3.8 Producing Finished Works	produce pieces of published work to meet identified criteria based on the expectations	produce pieces of published work to meet identified criteria based on the expectations

### **Reflecting on Writing Skills and Strategies (Overall Expectations 4)**

<b>Expectations</b>	<b>Grade 7</b>	<b>Grade 8</b>
4.1 Metacognition	identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers	identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers
4.2 Interconnected Skills	describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers	describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
4.3 Portfolio	select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices	select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

# Media Literacy

## Overall Expectations:

*By the end of Grade 8, students will:*

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

## Understanding Media Texts (Overall Expectation 1)

Expectations	Grade 7	Grade 8
1.1 Purpose and Audience	explain how various media texts address their intended purpose and audience	explain how a variety of media texts address their intended purpose and audience
1.2 Making Inferences/Interpreting Messages	interpret <i>increasingly complex or difficult media texts</i> , using overt and implied messages as evidence for their interpretations	interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations
1.3 Responding to and Evaluating Texts	evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts	evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts
1.4 Audience Responses	explain why different audiences might have different responses to <i>a variety of</i> media texts	explain why different audiences might have different responses to a variety of media texts
1.5 Point of View	<i>demonstrate understanding that different media texts reflect different points of view</i>	demonstrate understanding that different media texts reflect different points of view <i>and that some texts reflect multiple points of view</i>
1.6 Production Perspectives	identify who produces various media texts and <i>determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve</i>	identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve

## Understanding Media Forms, Conventions and Techniques (Overall Expectation 2)

Expectations	Grade 7	Grade 8
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2.1 Form	<i>explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning</i>	explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning
2.2 Conventions and Techniques	identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience	identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience

### Creating Media Texts (Overall Expectation 3)

Expectations	Grade 7	Grade 8
3.1 Purpose and Audience	<i>explain why they have chosen the topic for a media text they plan to create</i>	explain why they have chosen the topic for a media text they plan to create
3.2 Form	identify an appropriate form to suit the specific purpose and audience for a media text they plan to create	identify an appropriate form to suit the purpose and audience for a media text they plan to create
3.3 Conventions and Techniques	identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message	identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message
3.4 Producing Media Texts	produce a variety of media texts of <i>some technical complexity</i> for specific purposes and audiences, using appropriate forms, conventions, and techniques	produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

### Reflecting on Media Literacy Skills and Strategies (Overall Expectation 4)

Expectations	Grade 7	Grade 8
4.1 Metacognition	identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers	identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
4.2 Interconnected Skills	explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts	explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts.

# Summarizing

## Curriculum Link – Reading

### 1.4 Demonstrating Understanding

Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea

## Curriculum Link - Writing

### 1.5 Organizing Ideas

identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies and organizational patterns

In grades 7 & 8, students are asked to summarize various fiction and non-fiction readings. Students are to gather the main ideas of these readings and write their summary using their own words and not the words of the author.

The following information and strategies are used within the classrooms to help students organize their thoughts and gather main ideas within various readings.

Adapted from Curriculum Services Canada: Teaching for Understanding: Summarization, 2009

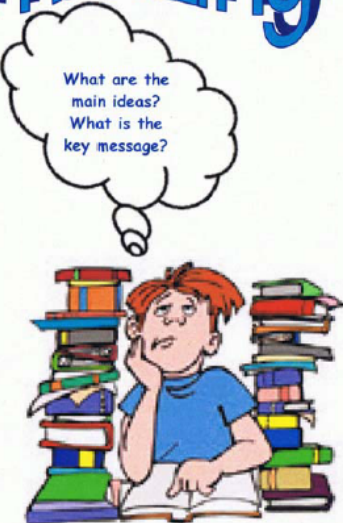
# Summarizing

**When summarizing fiction:**

- Include main ideas (main characters, important events, problem, resolution).
- Re-read to remember big ideas.
- Ensure it is in sequential order.
- Include key message of text.
- Use your own words.

**When summarizing nonfiction:**

- Refer to illustrations, headings, and other text features to determine importance.
- Include key message of text.
- Use your own words.



The illustration shows a young man with red hair sitting at a desk, looking thoughtful with his hand on his chin. He is surrounded by several tall stacks of colorful books. Above him is a thought bubble containing the text: 'What are the main ideas? What is the key message?'

## Summarizing Rubric - Non-Fiction

Name: \_\_\_\_\_

Text: \_\_\_\_\_

	Level 1	Level 2	Level 3	Level 4
<b>Knowledge &amp; Understanding</b> -shows understanding of content and of summarizing strategy (concept, ideas, relationship among ideas, uses key vocabulary)	I have <b>not</b> explained the main idea of the text; I included <b>little to no</b> important facts to support the main idea.  I have <b>not</b> used key vocabulary from the text.	I have explained <b>some</b> of the main idea of the text; I included <b>some</b> important facts to support the main idea.  I have used <b>a few</b> key vocabulary from the text.	I have explained the main idea of the text; I included <b>many</b> of the important facts to support the main idea.  I have used <b>several</b> key vocabulary from the text.	I have <b>clearly</b> explained the main idea of the text; I included <b>all/almost all</b> of the important facts to support the main idea.  I have used <b>many</b> key vocabulary from the text.
<b>Thinking</b> -use of processing skills (making inferences, synthesizing, forming conclusions)	I have <b>not</b> explained the key message/purpose of the text.	I have <b>partially</b> explained the key message/purpose of the text.	I have <b>effectively</b> explained the key message/purpose of the text.	I have <b>clearly and thoroughly</b> explained the key message/purpose of the text.
<b>Communication</b> -expression and organization of ideas and information (logical organization, uses own words)	I have <b>not</b> put important ideas in logical order.  I have <b>not</b> written the summary in my own words; I copied <b>many</b> phrases and sentences from the text.	I have put <b>some</b> of the important ideas in logical order.  I have <b>somewhat</b> written the summary in my own words; I copied <b>some</b> phrases from the text.	I have put <b>most</b> of the important ideas in logical order.  I have <b>effectively</b> written the summary in my own words.	I have put <b>all</b> the important ideas in logical order.  I have <b>thoroughly</b> written the summary in my own words.

Next time (I will): \_\_\_\_\_

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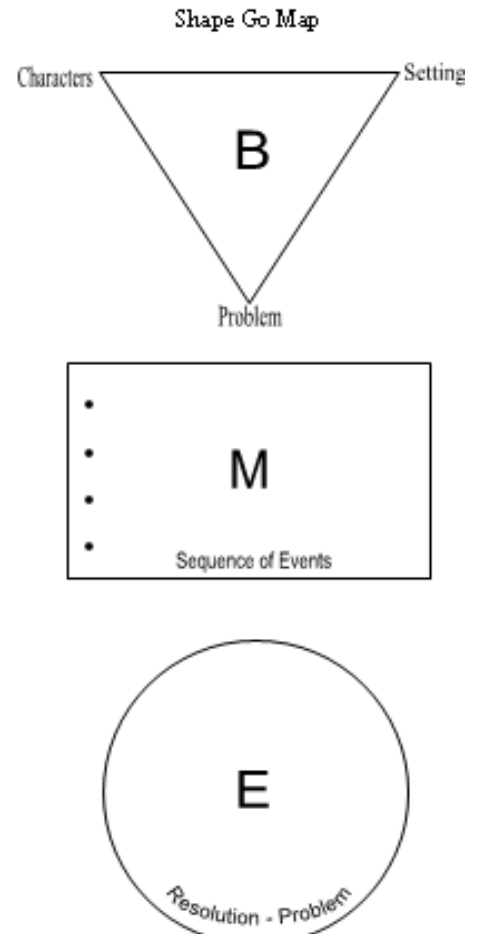
## Strategy: SWBST

**S**                      **W**                      **B**                      **S**                      **T**  
Somebody            wants                    but                      so                      then

This strategy works very well with fictional text. Students are able to complete this as an organizational chart. They are to use the various character's names from the reading and complete the chart based on the character's wants. Once the chart is complete, students are to reword what is written on the chart into their own words creating a summary of what happened in the story.

## Strategy: Shape Go Map

This strategy breaks down text into three parts: beginning, middle and end. The beginning students are asked to describe the characters, setting and initial problem. The middle is for listing the sequence of events in the book. The end is reserved for the resolution. Once the graphic organizer is complete, students are to re-write the information into paragraphs in their own words.



# Inferring

## Curriculum Link - Reading

### 1.5 Making Inferences/Interpreting Texts

Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

In grades 7 & 8 students are asked to infer (read between the lines) to determine what the author is trying to say within fiction and non-fiction texts. The author's message is missing within the text so students must look for clues, ask questions and use their own prior background knowledge to fill in the blanks in determining the author's hidden message.

The following information and strategies are used within the classrooms to help students organized their thoughts and gather main ideas within various readings.

## Sample Anchor Chart for Inferring

Step One:

- Look for the clues

Step Two:

- Ask yourself, "What do I know from the clues"
- Ask yourself, "What do I NOT know? What is missing?"

Step Three:

- Use the clues in step one, plus personal experiences and background knowledge to figure out what is 'missing'

## Strategy: I See, I Wonder, Maybe

This chart is used with students to help them organize their thoughts. Observe has the students write down what they observe or 'see' within a text (look for clues). Wonder is where the students write down any questions that they may have concerning the text. Infer is where they write down their thoughts based on what they saw and wondered.

<b>Observe</b>	<b>Wonder</b>	<b>Infer</b>
I see...	I wonder...	Maybe...
I see...	I wonder...	Maybe...
I see...	I wonder...	Maybe...
I see...	I wonder...	Maybe...

## Strategy: OWI Chart

### OWI Chart

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

<b>Observe</b>	<b>Wonder</b>	<b>Infer</b>
<b>What I Observe</b>	<b>What I Wonder</b>	<b>What I Infer</b>
<b>Now I know...</b>	<b>Now I wonder...</b>	<b>My final "Maybes"</b>

This strategy is used as an extension to the I See, I Wonder, Maybe Chart above. This is for students to extend their understanding of text using evidence to support their thoughts.

## Strategy: Q-Chart

The Q-Chart is used in many ways within the Grades 7 & 8 classroom. It is a guide for the students when forming questions connecting to fiction and non-fiction texts.

### Q-Chart

	is	did	can	would	will	might
Who	<b>Typically Knowledge based questions</b> <i>arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce</i>			<b>Comprehension</b> <i>apply, illustrate, operate, use, demonstrate, dramatize, construct, solve</i>		
What						
Where						
When						
How						
Why						

# Making Connections

## Curriculum Link - Reading

### 1.6 Extending Understanding

Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge experience, and insight, to other texts, and to the world around them

In grades 7 & 8, students are asked to connect the main idea of fiction and non-fiction texts to their own knowledge experience (text to self), and insight, to other texts (text to text), and the world around them (text to world), or to their faith (text to faith). It is very important for the students to make connections to the main idea of the text, and not just state a 'parallel situation'. Students are encouraged to make at least one relevant connection rather than several irrelevant connections.

The following information and strategies are used within the classrooms to help students organized their thoughts and gather main ideas within various readings.

## Strategy: Mind Mapping

Mind Maps are visual tools that enable learners to make connections among ideas and concepts, assisting the learner in seeing relationships and patterns in their thinking. The structure of mind maps is similar to the way the brain sorts and stores information. These graphic organizers can facilitate the development of metacognition, helping students to be conscious of their own thinking strategies during the act of problem solving. Not only can mind maps deepen students' understanding of the concepts they are learning, but they also can provide opportunities for educators to gain valuable insight into their student's learning. Mind maps can help the brain to organize ideas and think more creatively.

### Components to Mind Mapping:

#### 1. Images

A mind map always has a central image that represents the main topic of the map. The images help the brain to think more creatively and store ideas more readily in long-term memory. Images can also be included in other areas in the mind map (on the lines, beside words, etc.) to represent ideas and key themes.

#### 2. Lines

In a mind map, lines radiate like branches from the central image. They are used to create connections between related concepts; they can be any style or thickness.

### 3. Words

One or two words are usually written on the connector lines in order to identify key concepts or ideas. The words can be any size or style.

### 4. Colour

As mind maps usually include a variety of subtopics branching out from a central topic, colour can help to organize the map and make it easier to read. Similar ideas or themes can be connected using the same colour for lines and/or words.

Adapted from: Booth, D. & Swartz, L. 2004 *Literacy Techniques for Building Successful Readers and Writers*

## Strategy: Go! Chart

The Go! Chart is used before during and after reading to help students organize their thoughts and use various comprehension strategies to understand what they have read. This chart is very useful when trying to make relevant connections during reading.

### Before Reading

### During Reading

### After Reading

Predictions	Vocabulary	Understandings	Interpretations	Connections	Retelling
I think this story is about...	I think the author used these words...	I noticed...  Visualizing	I wonder...	This reminds me of... because...	

Inferring

Determining  
Important Ideas

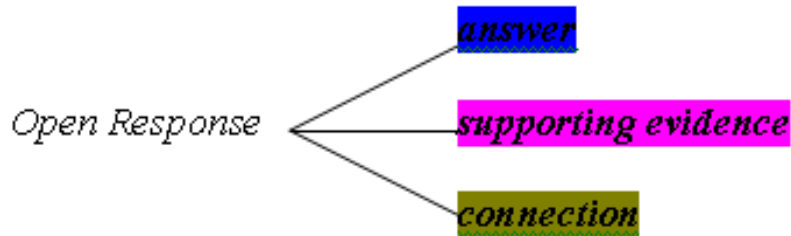
Asking  
Questions

Making  
Connections

Synthesizing

## Strategy: Open Response using 3-Prong Approach

A level four answer of an open response question has three parts – the *answer*, *evidence* from the piece to support the answer, and a *connection*.



When using the 3-prong approach, it is important for students to support their answer using relevant connections that refer back to the author’s message as seen in the sample answer below.

### Analysis of “The Road Not Taken” written by Robert Frost

- Level 1: I believe the message of this poem is to make choices and not to look back
- Level 2: Clearly, the message of this poem is that we all have to make choices in life. The road in this poem represents a choice and the traveler must decide between the two paths without knowing where each path will lead. *The traveler chooses the path less traveled and that was key to him*
- Level 3: In the poem, *The Road Not Taken*, the narrator has to decide between two paths and the author conveys a beautiful piece of work with a message to not regret choices made in life. The decision of which path to take leaves him feeling a sense of regret. *“And sorry I could not travel both”,* as he feels that either choice will lead him to miss out on something. *This sense of regret is reinforced in his feelings that, “somewhere ages and ages hence”, he will regret not going back to travel the other paths.* However he comes to the realization that although he has regret by taking *“the road less traveled”* he has become a better man as that choice *“made all the difference”*.
- Level 4: In the poem *The Road Not Taken*, the author Robert Frost illustrates the idea that all people must make choices throughout their lives and it is through those experiences that we grow as people. The narrator in the poem tries to make an informed choice as he thought about his choices for a length of time *“long I stood.”* And he examines each *“looks down one as far as I could”*. Finally, he chooses *the “road less traveled by”,* because he wanted to be an individual and not follow the same path as many others before him. In this poem the road is a metaphor for life, and the fork in the road represents the many choices that we must make. *This poem reminds me of the year I started High School and attended a different school than all of my grade eight friends. Although I was nervous and thought about my choice for a long time like the narrator in this story – it turned out to be a wonderful decision and I feel as he does that it made all the difference in my life!*

\*\*\*\*\*add beyond

# Analyzing Text

## Curriculum Link - Reading

### 1.7 Analyzing Text

Analyze a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction

Students in grades 7 & 8 would be asked to analyze various types of fiction and non-fiction texts. The following section gives some suggestions on how to analyze these various texts.

## Strategy: How To Analyze a Newspaper Article

The newspaper article, also sometimes called a newspaper story, takes the facts of a particular event or situation, and is molded by writers/editors to create a cohesive story that has a beginning and end. Just like other forms of media, newspaper articles are crafted with people who want to send a specific message into the world about a certain topic.

Although we would hope that the people bringing us the news would have no bias when doing so, this is simply not possible. Everyone has a bias about something, even if they don't realize it. The best we can expect is to realize the bias exists and determine for ourselves whether we'll accept or reject the story being told to us.

Below are some ways to analyze newspaper articles or stories.

- 1. Who wrote the article?** Is the author connected in some way to the issue being discussed? Is the newspaper or news organization affiliated with people who want to project a particular point of view (like a company or a political party)? Does the author's political affiliations conflict with the integrity of the story (surely it does). The author will take sides and project the values he/she believes in.
- 2. Why did the writer write the article?** Is the purpose to inform the public? Is the purpose to ridicule someone or something? Maybe the purpose is to create fear? Or maybe the author wants to create controversy and sell more papers?
- 3. How might other people view the article?** Are there stereotypes in the article about people of a different gender, race, social class, or religion? Would anyone be offended by what the author wrote about?

# Yellow

Robert Service

8 One pearly day of early **May**  
6 I strolled upon the **sand**,  
8 And saw, say half-a-mile **away**,  
6 **A man with gun in hand**;  
8 **A dog was cowering to his will**,  
6 As slow he sought to **creep**  
8 Upon a dozen ducks so **still**  
6 They seemed to be **asleep**.

**When like a streak the dog dashed out,**  
The ducks flashed up in flight;  
The fellow gave a savage shout  
And cursed with all his might.  
Then as I stood somewhat amazed  
And gazed with eyes agog,  
With bitter rage his gun he raised  
And blazed and shot the dog.

You know how dogs can yelp with pain;  
Its blood soaked in the sand,  
And it crawled to him again  
And tried to lick his hand,  
“Forgive me, Lord, for what I’ve done,”  
It seemed as if it said,  
But once again he raised his gun  
This time he shot it – dead.

What could I do? What could I say?  
‘Twas such a lonely place  
Tongue-tied I saw him stride away,  
I never saw his face.  
I should have bawled the monster out;  
A yellow dog he slew,  
But worse, he proved beyond a doubt  
That – I was yellow too.

**Note:** Rhyme pattern and rhythm pattern continue throughout the poem.

## Strategy: Analyzing Poetry

Students may be asked to analyze poetry by identifying poetic devices and explaining how these devices aid in understanding the poem presented

### Legend

Rhyme or rhyme  
Rhythm  
Foreshadowing  
Alliteration  
Stanza (octet) {  
Simile  
Personification  
Descriptive imagery  
Onomatopoeia  
Metaphor  
Repetition  
Symbolism

## Strategy: RAN Chart

The RAN Chart is used for reading and analyzing non fiction texts. Students are asked to predict what they already know about the topic being studied in the first column. Under confirmed, students are to write down information they found to be correct based on their predictions. The misconceptions column is for the predictions they found to be incorrect. New Learning is for newly found information from the text, and finally wonderings is reserved for questions that have not been answered by reading the text.

### RAN Strategy (Reading and Analyzing Non Fiction)

What I Think I Know	Confirmed	Misconceptions	New Learning	Wonderings

# Elements of Style

## Curriculum Link - Reading

### 2.4 Elements of Style

Identify a range of elements of style – including symbolism, irony, analogy, metaphor, and other rhetorical devices – and explain how they help communicate meaning and enhance the effectiveness of texts

#### Rhetorical Devices

A rhetorical device is a technique of using language that will increase the effectiveness, clarity, and enjoyment of a piece of writing.

#### Symbolism

This refers to the use of an object to represent an idea or feeling, such as a raven to represent death or a dove to stand for peace.

#### Irony

Means using a word or phrase to mean the exact opposite of its normal meaning:  
Example: Having the flu is **so much fun**, don't you think?

#### Analogy

Is the comparison of two pairs which have the same relationship. The key is to determine the relationship between the first so you can choose the correct second pair. An example is: hot **is to** cold **as** fire **is to** ice OR hot:cold::fire:ice

#### Metaphor

The comparison of one thing to another, without the use of like or as: The streetlight **was** my security guard.

#### Similes

Similes are comparisons that show how two things that are not alike in most ways are similar in one important way. Similes are a way to describe something. Unlike metaphors, similes use the words “as” or “like” to make the connection between the two things that are being compared.

Example: Playing chess with Ashley **is** like trying to outsmart a computer.

# The Traits of Writing

Students in grades 7 & 8 will be asked to write in various forms following the 6 + Traits of Writing. This strategy helps students organize their writing starting with generating ideas to the final presentation. The following pages will break down the 6 + Traits of Writing providing information on each stage of the writing process.

## Ideas (1) & Organization (2)

### Curriculum Links – Writing

1.1 Purpose and Audience

1.5 Organizing Ideas

1.2 Developing Ideas

1.6 Review

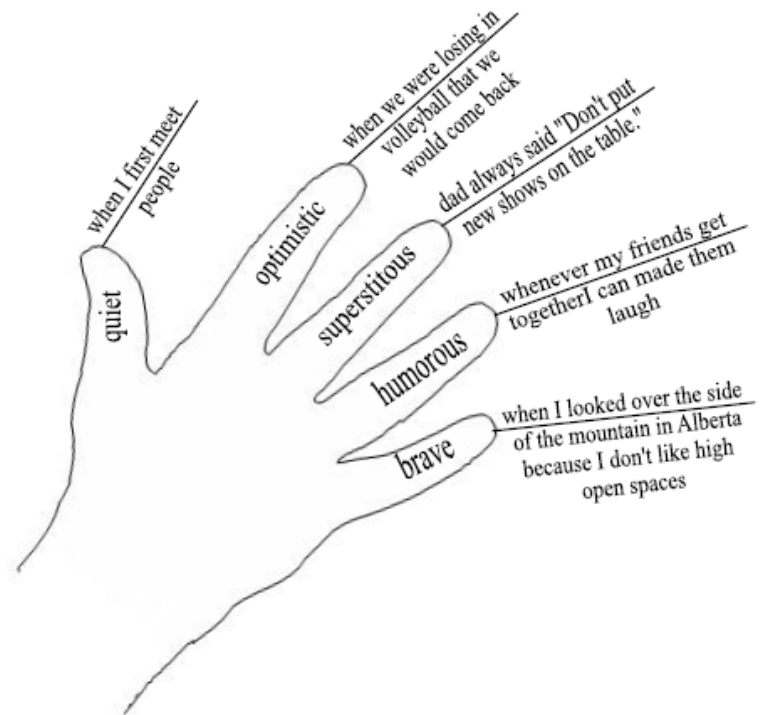
1.3 Research

1.4 Classifying Ideas

IDEAS – This trait helps the reader to understand that ideas make up the content of the piece of writing. It assists in the selection of an idea, narrows the idea, elaborates on the idea and helps discover the best way to convey the idea. Make sure ideas are well developed, sequential, and logically organized. It is essential that the chosen topic has been narrowed down and is manageable and that the main idea of the piece is strong, clear, and focused. Finally consider if the piece is supported by quality details that are relevant, interesting, informative, and original.

### Strategy: Hand Map

This strategy helps with generating ideas for students. This example focused on using descriptive words. Students were required to brainstorm personal experiences that portrayed the descriptive words



The prompts listed below could help a student generate ideas when asked to write for various purposes.

*A Few Good Prompts for Inspiring Writing*

1. Think of something you own that means a lot to you that was **NOT** purchased in a store. **Explain** why it is important to you – **OR**, write a story connected to this object.
2. Can very young and very old people be friends? Use your experience and judgment to **write a convincing paper** that answers this question for your reader.
3. Some people think pets are essential to happiness. Others think they are mostly a nuisance. Which side are you on? **Write an essay** that would **convince readers** to agree with you.
4. Think of a place so important to you that you would like to return to it many times. **Describe** it so clearly a reader can see, hear, and feel what it is like to be there.
5. Imagine it is ten years in the future. **Write any report** you think might appear on the front page of a major newspaper.
6. Think of a story (funny, sad, frightening, or embarrassing) that you might still enjoy telling to friends when you are older. **Write your story** as if it will be published in a magazine.
7. Think of a teacher (friend, family member) you will never forget. **Tell one story** that comes to mind when think of what makes this person unforgettable.
8. Some people feel that video games and other electronic media have decreased our ability to concentrate and learn. Do you agree-or not? **Write a convincing paper** based on your experiences and observations.
9. Imagine you are a historian living 100 years in the future. You are **writing a description** of planet Earth in the year 20\_. Think carefully about what you will say because your writing will be published in a science **textbook**.
10. What is it like to be in your place in your family-youngest child, oldest, middle, only, twin, or whatever? **Write a persuasive essay** that defends your position as best, worst, or just OK.
11. What might be the title and subject of the best-selling fiction or non-fiction book twenty years from now? **Write copy** that could be used on a **book jacket** to **help sell** the book.
12. The year is 2050. You have been asked to **write an updated version of the story** "Goldilocks and the Three Bears" [or substitute any story or fable]. Make sure your story contains details that make it authentic for the time. Think of how characters speak, dress, and act.
13. What if you could spend one day with any person, real or fictional, from the past or present? Why would you choose and why? **Write an account of your time together** as if it has already happened.
14. The year is 2075. **Write an editorial protesting** the threatened extinction of an animal no one- not even scientists-ever though would be endangered. **Convince** readers to take steps.

### *Rules of the Road for Writing Prompts*

1. Consider the grade level and experience of the student writers. The topic should be reasonable familiar because they won't have time or opportunity for research. It should also be *interesting* – unless you want voiceless responses.
2. Do not give students any prompt you would not wish to write on yourself. The revenge factor is built in – you'll have to read the results.
3. Ask a question to which you don't already know the answer – and one that each respondent will likely answer differently: *What things were easier – or harder – for your parents when they were your age?*
4. Avoid issues that are likely to trigger emotional response: *Explain why you think Canada was not ready for a woman Prime Minister? Should women be allowed to become Priests?*
5. Avoid prompts that can be answered with a simple yes or no: *Should the driving age in our province be lowered to fourteen?*
6. Avoid “helpful hints” that make it hard for the writer to use any imagination: *Write about a time you will always remember. It could be a happy or sad time; a funny or embarrassing, or exciting experience; a memory from long ago or something recent. Include sights, sounds, smells, and feelings to put your reader right at the scene. (Oops-time's up and we've only read the prompts.)*
7. Does it matter if students write a narrative, expository, or persuasive piece? If it does, be very careful to word the prompt in a way that cues them in:

<b>For Narrative:</b>	Tell the story, Tell about a time when, Give an account, Tell the story of
<b>For Expository:</b>	Explain, Give directions for, Analyze, Tell how, Help the reader understand, Teach someone
<b>For Persuasive:</b>	Persuade, Convince, Make an argument for, Share your opinion/position/view
<b>For Descriptive:</b>	Describe, help your reader picture, Make a movie in the reader's mind, Put the reader at the scene

8. Whenever possible, allow students to select *their own topics*. Their ability to do so can be part of what you assess.
9. At a minimum, *give students choices*. Just having a choice often helps students feel more positive about the whole writing and assessment process.

**ORGANIZATION** – This trait helps the reader to understand that organization is the internal structure of a piece of writing. It is the framework of the writing that showcases the central theme or storyline – suiting the form, purpose, and audience. Well organized writing is easy to read and understand, has logical, effective sequencing and begins with an inviting introduction and ends with a satisfying conclusion.

### **Voice (3)**

#### **Curriculum Links – Writing**

##### **2.2 Voice**

**VOICE** – This trait helps the reader to understand that voice makes the writing come alive and engages the reader. It represents the presence, style, and personality of the writer and is expressive, lively, and full of energy. The voice used must suit the topic, purpose, and audience in a way that reflects the writer’s passion and ultimately creates a strong connection with the reader.

### **Word Choice (4)**

#### **Curriculum Links – Writing**

##### **2.3 Word Choice**

**WORD CHOICE**– This trait helps the reader to understand choosing the right word or phrase may impact how the writer communicates the story. It is the rich, colourful, and precise language of the story by using strong, lively verbs, and specific nouns the reader is able to create images that enhance meaning and clarifies understanding. Word choice is selected to suit the purpose and audience of the writing.

### **Sentence Fluency (5)**

#### **Curriculum Links – Writing**

##### **2.4 Sentence Fluency**

**SENTENCE FLUENCY**– This trait helps the reader to understand that strong sentence fluency is graceful, varied, and rhythmic – almost musical. It is easy to read aloud and sentences are well built. It is the flow and rhythm of the language and the sound of the writing to the ear. Sentences are varied in length, structure, and beginnings to make the writing easy to read.

## ACTIVE AND PASSIVE VOICES

### Passive Voice

The passive voice emphasizes the action being performed rather than the person doing the action. The passive voice has two main uses:

- To present ideas objectively (Showing that the results are more important than the person doing the work)
  - “The surveys were tabulated.”
- To avoid using names or assigning blame
  - “An unfortunate error has occurred.”

Construction of passive voice sentences:

- They begin with a thing rather than a person
- They use a two-word verb (“is” or “was” followed by a past-tense verb)
- They sometimes end with a phrase starting with “by” that identifies the doer of the action
  - “All expenses were approved by the CEO.”

### Active Voice

- The active voice is preferred for most type of business writing because it is shorter, more personal, and more forceful
- In active voice sentences, the subject of the verb performs the action
  - “I heated the solution”
  - “You made a mistake “

## RELATIVE PRONOUNS

The relative pronouns are **that**, **who**, **whom**, **whose**, **which**, **where**, **when**, and **why**. They are used to join clauses to make a complex sentence. Relative pronouns are used at the beginning of the subordinate clause which gives some specific information about the main clause.

This is the house **that** Jack built.

I don't know the day **when** Jane marries him.

The professor, **whom** I respect, was tenured.

## SUBORDINATE CONJUNCTIONS

A subordinate conjunction (after, although, as if, because, before, if, in order that, since, so that, though, unless, until, when, where, while) connects two clauses to make a complex sentence.

Example: Our trip was delayed **when** the snowstorm hit.

We stayed in town **until** the snow stopped

## Conventions (6)

### Curriculum Links – Writing

3.1 Spelling Familiar Words

3.6 Proofreading

3.3 Vocabulary

3.4 Punctuation

3.5 Grammar

**CONVENTIONS**– This trait guides the reader through the text and makes the ideas clear. Conventions allow the author to edit the text and ensure it has proper uniformity, spelling, capitalization, punctuation, and grammar. Conventions are the mechanics of a piece of writing – the tools to make meaning clearer and easy to read. A piece of writing strong in conventions has been carefully proofread and edited.

#### USE OF COMMAS

*3.4...commas to separate introductory phrases from the main part of a sentence and to separate words, phrases, and clauses in a series; ...*

Commas are used to keep words and ideas from running together, making your writing easier to read. Commas tell the reader where to pause.

1) To separate introductory phrases from the main part of a sentence. Commas can be used to separate a word, phrase, or clause that interrupts the main thought of a sentence.

Example: As it turned out, however, Michelle sold the car for \$1000.00.

2) Commas are used between words, phrases, or clauses in a series.

Example:

In winter I like to go skating, snowboarding, and skiing in the snow. (words)

Tyler enjoys hiking, riding his bike, and playing soccer in the summer. (phrases)

3) Commas may be used to separate two independent clauses which are joined by coordinating conjunctions such as the following: and, but, or, for, so, nor, and yet.

Example:

Tanya never completes any assignments, yet he hopes to get good grades.

4) Commas are used when a dependent clause begins a sentence, but not necessary when a dependent clause ends the sentence.

Example:

Because he needed money, Hal robbed a gas station. – comma needed

Hal robbed a gas station because he was too lazy to work. – comma not needed

## USE OF QUOTATION MARKS

3.4 ... *quotation marks to distinguish words being discussed as words and to indicate titles; ...*

Quotation marks are used to enclose the exact words of the speaker, to show that words are used in a special way, and to punctuate titles.

The placement of periods and commas are always placed inside quotation marks.

Examples:

The child said, "Tell me a story."

"I'm so tired," said the mom.

When a question mark or an exclamation point is used, it is placed inside the quotation marks when it punctuates the quotation. When it punctuates the main sentence, it is placed outside the quotation

Examples:

"Can I read you a story?" asked the dad.

"Please do!" answered the child.

Did the mom say, "I want to listen, too"?

1) Quotation marks are placed before and after spoken words when used for direct quotes.

Example: "Terry Fox is a true Canadian hero," the teacher reminded her students.

2) Quotation marks are used to punctuate titles such as books, songs, poems, newspapers, etc...

Examples:

"O Canada" – National Anthem

"Twilight" Title of Novel

"In Flander's Field" Poem

Information adapted from Writers Express, page 350

## USE OF ELLIPSES

3.4 ... *ellipses (...) and dashes to indicate sentence breaks, ambiguities, or parenthetical statements ...*

Ellipsis (three periods) may be used to show omitted words, sentences, or to indicate a pause in dialogue.

1) When an ellipsis is used to show that one or more words have been left out of a quotation, a space should be left before, between, and after the set of three periods.

Example:

"When an ellipsis is used ... a space should be left before, between, and after the set of three periods.

2) If an ellipsis is used at the end of a sentence, a period must be used following the three periods.

Example:

"Melissa enjoys running in the morning. Then she drives to work." – full quote

"Melissa enjoys running . ... Then she drives to work. Shortened quote

3) An ellipsis may also be used in dialogue to indicate a pause.

Example: "WOW ... what a great job!" Todd cried.

Information adapted from Writers Express, page 344

## **SUBJECT/VERB AGREEMENT**

use parts of speech correctly to communicate their meaning clearly, with a focus on *subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions*

### Agreement

- *Present tense verbs in English should agree with the subject of the sentence*
- *Singular subjects use singular verbs*

–Jack robs liquor stores (s on the verb)

- *Plural subjects use plural verbs*

–Bonnie and Clyde rob banks (no s on the verb)

- *Most native speaker do this instinctively*
- *More complex problems require you to learn a few rules*

### Identify the Subject

- *Ignore words that come between the subject and the verb*
- *Reduce sentences to their simplest form*

–A good set of skis costs / cost hundreds of dollars

–A ~~good set of skis~~ costs / cost hundreds of dollars

–A good set of skis costs hundreds of dollars

–My boss, as well as her staff, leave / leaves early every Friday

–My boss, ~~as well as her staff~~, leave / leaves early every Friday

–My boss, as well as her staff, leaves early every Friday

## **USE OF NOUNS**

Nouns represent the names of places, persons, things, or ideas. They can be expressed through common nouns, proper nouns or pronouns

**1) Common Noun** – refers to *any* place, person, thing, idea, etc.

*Examples:*

motorcycle   boy   country   mood

**2) Proper Noun** – refers to a *particular* place, person, thing, idea, etc.

*Examples:*

Harley Davidson   Michael   Canada   excitement

Nouns can also be used in different ways.

**1) Subject Nouns** – these are nouns that do something or is being talked about.

Example: Tom told Tanya the secret.

Tom (noun) did something: told the secret

2) Predicate Noun – are nouns that renames the subject of the sentence and linked to the subject by a linking verb.

Example: The note is a secret.

The noun *secret* renames the subject *note*. *Secret* is linked to *note* by the verb *is*.

3) Possessive Noun – is a noun that shows possession or ownership.

Example: Tom told Tanya the secret in Gloria's note.

The 's added to *Gloria* shows that the note belonged to her.

Information adapted from Writers Express pages 375-376

## USE OF PRONOUNS

A pronoun is a word used in place of a noun. The most commonly used pronouns are personal pronouns. Antecedent is the name of the noun that a pronoun replaces.

1) Subject Pronouns are used as the subject of a sentence.

Example:

I am horrible with remembering jokes. Singular

**They** very good at making people laugh. plural

Singular pronouns are: I, you, he, she, it

Plural pronouns are: we, you, they

2) Object pronouns are used after a verb or prepositional phrase.

Example:

Jason taunted **her** after class. **her** comes after the verb taunted

Jason made an apology card for **her** after class. **her** is the object in the prepositional phrase **for her**

Singular pronouns are: me, you, him, her, it

Plural pronouns are: us, you, them

3) Possessive pronouns show ownership.

Example:

Jason finished writing **her** letter. **Her** comes before the noun letter

The idea for the letter was **mine**. **Mine** can stand alone.

Before a noun: my, your, his, her, its, our, their

Stand alone: mine, yours, his, hers, its, ours, theirs

4) Agreement of Pronouns is important and pronouns must agree with the words they replace. (singular with singular, plural with plural)

Example:

Tyler's **skates** work better now that **they** have been sharpened.

Tyler's **stick** now needs to be replaced since **it** broke during practice.

**Tyler** practices as much as **he** can.

Information adapted from Writers Express pages 377-378

## USE OF ADJECTIVES AND ADVERBS

What are adjectives?

- *Adjectives modify nouns or pronouns*
- *These words are all adjectives*
  - ✓ A hot day
  - ✓ A happy camper
  - ✓ A silly twit
  - ✓ A big, bloody mess (both “big” and “bloody” modify “mess”)
  - ✓ She is creative (“creative” is a subject complement that follows the linking verb “is”)
  - ✓ A boring course (present participle used as an adjective)

So what are adverbs?

- *Adverbs modify verbs, adjectives and other adverbs*
- *Many adverbs end with ly*
- *Many adverbs answer the question “How?”*
- *These are adverbs*
  - ✓ Eating quickly (modifying a verb)
  - ✓ Trying very hard (modifying an adverb)
  - ✓ A really big show (modifying an adjective)

Recognizing Adjectives & Adverbs

- *Many words have both an adjective and adverb form*

Adjective	Adverb
Happy kids	Playing <b>happily</b>
Smooth rock	Running <b>smoothly</b>
Good night	Eating <b>Well</b>
Efficient workers	Working <b>efficiently</b>
Casual dress	Dressing <b>casually</b>
Quick meeting	Talking <b>quickly</b>
Hopeful children	Waiting <b>hopefully</b>
Real butter	<b>Really</b> hot

## USE OF PREPOSITIONS

A preposition is a word that relates a noun or pronoun to another word in the sentence.

Example:

Kalista rested **on** the park bench after her run in the park.

Another runner ran **around** her as she rested.

List of common prepositions:

About	above	across	after	against	along
Among	around	at	before	behind	below
Beneath	beside	between	by	down	during
Except	for	from	in	in front of	inside
instead of	into	like	near	of	off
on	onto	on top of	out of	outside	over
past	since	through	to	toward	under
underneath	until	up	upon	with	within
without					

Information adapted from Writers Express pages 386

## Presentation (+)

### Curriculum Links – Writing

#### 3.7 Publishing

#### 3.8 Producing Finished Works

**PRESENTATION** – This is the final step and is used as a way to show the audience all the traits in their final form. The writer should ensure that the final piece should illustrate uniform spacing, appropriate fonts and sizes, and the appealing use of white space. The use of bullets, numbers, and headings may be used where applicable. Also, if necessary, the integration of text and illustrations, charts, maps, and tables will assist the reader.

# Writing Forms

## Curriculum Link - Writing

### 2.1 Form

Write complex texts of a variety of lengths using a wide range of forms

**Students will be asked to write using various forms of writing.**

**Strategy:**  
**Key Words Clues**

This list gives some clues on the various forms of writing for students.

**For Narrative:** Tell the story,  
Tell about a time when,  
Give an account,  
Tell the story of

**For Expository:** Explain, Give directions for,  
Analyze,  
Tell how,  
Help the reader understand,  
Teach someone

**For Persuasive:** Persuade,  
Convince,  
Make an argument for,  
Share your opinion/position/view

**For Descriptive:** Describe,  
Help your reader picture,  
Make a movie in the reader's mind,  
Put the reader at the scene

## Task: Autobiography

Is a story the writer tells about her or his own life. When writing an autobiography, the focus is on three major things: who you are in life, what life means to you and what your outlook on the future is. Here is a basic outline of an autobiography

### **Who you are in life?**

The best way to start an autobiography is to state your name. When you are writing this paragraph, you usually explain the type of person you are; use facts about yourself such as: have you won any awards? What types of awards have you won? Did you finish school? Do you plan on going to college?

### **What life means to you?**

This is now your second paragraph. In this paragraph you should state how you see life--what does life mean to you. Are you happy or sad? Do you have a lot of friends or just a few? How do you make your school days go by? Do you have a boyfriend/girlfriend? What are your favorite places to go on dates? How long have you been dating? If you are involved in a relationship, do you think it will last forever?

### **What is your outlook on the future?**

In this paragraph you should explain what you think the future will be like. Pick a year and explain how it will be but explain it through your eyes. Where will you be? How will you be living? Will you be married? Will there be any kids? Who will you be married to? What is he/she like? How long will you have been together?

### **Conclusion**

The conclusion is the last paragraph of your autobiography and an important one, too. In the conclusion you usually try to re-word the introduction and add some type of closure to bring the whole autobiography together.

## Task: Biography

A Biography is a non-fictional story based on the life of a real person.

The following steps could be used as a guideline when writing a biography.

### Step 1

The first step after choosing a person, is to decide how you will give an account of that person's life. Some biographies are a complete record of a person's life, or they only include a specific time period in the person's life. Still other biographies just touch on what a person means to a cause or the history of something. Once you define the scope of your biography you can begin to put together the story.

### Step 2

Gather the dry details by listing some names and dates, even if there is little known about the person. Include the place the person was born and the date, as well as the place they died and the date of death if applicable. The major accomplishments of the person's life should also be mentioned, because they are part of who a person is and help explain why that person is relevant.

### Step 3

Put together the more interesting details about the person. Think about the questions you'd want to know about the person and figure out from there where that information would be. If the person is living or recently deceased, you may be able to ask people who knew him.

### Step 4

Write about the circumstances and environment that surrounded this person. Most biographies include some information about the person's family, friends and the circumstances that shaped his or her life. These can go a long way in helping people to understand why the person turned out the way he did.

### Step 5

Get descriptive. Describe everything about the individual as well as situations using detail so that the readers feel like they're there and they feel like they knew the person.

### Step 6

Describe ways that the person affected things around him/her. Every life has some impact on the ones around it. In the biography you write, find as many ways as you can that the person left behind a legacy.

### Step 7

Keep a record of your sources of information for a bibliography.

## Task: Character Sketch

The following steps can be used as an outline when writing a Character Sketch. Different teachers will use different steps depending on the expectations of the assignment.

A character sketch is a short written description introducing the reader to a character in a story. Strong characters give the reader a reason to stay interested in your story. Learning how to write a character sketch is the first step towards great creative writing.

1. Step 1

Decide whether to write a detailed list or a hypothetical encounter you had with the character. Writing a list is easier, but writing about an encounter helps the reader better understand the character's voice, and will help get your creativity flowing.

2. Step 2

Give the character a name and decide the gender. A name can tell a lot about the character, such as his geographical location and age or generation.

3. Step 3

Use adjectives and similes to describe the character's physical description. Concentrate on what the character looks like, and what she is wearing or carries around, such as a baseball bat or a jar of fireflies.

4. Step 4

Quote a conversation you had with the character. Describe what he says, does and thinks. Write about the character's likes and dislikes. Tell the readers about a major goal the character is working toward or wishes to accomplish.

5. Step 5

Notice what other people say about the character and what they do to her. Tell about any interesting relationships with family or friends, whether people like the character and how they would describe her.

6. Step 6

Explain the setting where the character is found. This may be a specific place like a favorite hangout.

7. Step 7

Write about what your character is like in a general sense. Talk about what makes this character different, what his strengths and weakness are and anything else you think will be important for the reader to know.

### Tips & Warnings

- Use details instead of blatant statements to allow the reader to make her own judgments and conclusions about the character.

# Speeches

## Curriculum Link-Writing

### 2.1 Form

## Curriculum Link – Oral Communication

### 2.2 Interactive Strategies

### 2.3 Clarity and Coherence

### 2.4 Appropriate Language

Students in grades 7 & 8 will be asked to write and present a speech to their classmates and possibly the school. The following strategies are tips on how to write and present a speech.

## Types of Speeches

**Informative:** this type of speech is written and presented with the intent to inform the audience/reader (facts, figures/people, history, etc...).

**Impromptu:** When a student is asked to present a speech with little or no preparation time

**Persuasive:** This speech presents facts with the intent to change people's minds

**Evocative:** This type of speech is used to entertain or inspire the audience

## Steps to Writing a Speech

A speech has three main parts: Introduction, Main Body and Conclusion

**Introduction:** The purpose of the introduction is to prepare the audience to listen to the speech. Your introduction should be written out word for word and memorized!

- ✓ This will help you maintain eye contact with your audience
- ✓ Engaging your audience in the introduction is important because the audience members will decide if they will continue to listen during the first minute of your speech
- ✓ Attention-getter – The first statement that comes out of the speaker's mouth. It should gain the attention of your audience. Some ideas of attention getters are: Rhetorical Question, using a story, startling statement, startling statistic, and humour

**Body:** The body of a speech has between 3-5 main points each with 1 or more subpoints and supporting material. State each main point as you begin discussing it and then elaborate on the point

The organization of the Main Body is as follows:

- A. First Main Point
  - 1. First Sub-Point and supporting material
  - 2. Transition closing off main point one and opening main point two
- B. Second Main Point
  - 1. First Sub-Point of this section and supporting material
  - 2. Second Sub-Point and supporting material
  - 3. Transition closing off second main point and opening third main point
- C. Third Main Point
  - 1. First Sub-Point of this section and supporting material
  - 2. Transition into conclusion

**Conclusion:** It is a way of bringing your talk to a close, reinforcing your major ideas, letting your audience know what you expect of them and by providing a final impact.

- 1) Review – A restatement of the main points you presented in your speech
- 2) Final Statement – Should leave a lasting impact on your audience and bring your ideas to a close. Suggestions are ending with a quote or referring to a story that was started in the introduction. Your final statement should be refined, and the language should be powerful and direct.

### Vocal Delivery

When presenting a speech, students should be cognizant of their vocal delivery.

Volume – use your diaphragm and make sure that your audience can hear you.

Rate – Don't rush through your speech, take your time but don't be too slow!

Pauses – they will vary in length and frequency, in your speech try to use them to create impact

Word Emphasis – the emphasizing of key words by changes in the volume, rate, or pause patterns to highlight key ideas

Sample 1: Rubric for Assessment of Speeches - Speak Out Judging Form

					Mark
<b>Development of Subject Matter</b> <i>(2.1 identify a variety of purposes for speaking)</i>	student engaged the audience with a limited degree of effectiveness because “hook” was not connected to topic. Incorrect salutation was used.  1 2 3	student engaged the audience with some degree of effectiveness by crafting an approximated “hook” that was somewhat connected to topic. Salutation was used.  4 5 6	student engaged the audience with a considerable degree of effectiveness by crafting a clear “hook” that was connected to topic. Correct salutation was used.  7- 7 7+	student engaged the audience with a high degree of effectiveness by crafting a clear “hook” that was connected to topic. Salutation was accurate and uniquely stated.  8 9 10	
<b>Physical Aspect</b> <i>(2.6 Identify some non-verbal cues including facial expression, gestures and eye contact...to help convey their meaning)</i>	student used facial expressions, gestures and eye contact with limited degree of effectiveness  students read cue cards to support their speaking presence  1 2 3	student used facial expressions, gestures and eye contact with some degree of effectiveness  students relied on cue cards to support their speaking presence  4 5 6	student used facial expressions, gestures and eye contact to convey their meaning with a considerable degree of effectiveness  students referenced cue cards to support their speaking presence  7- 7 7+	student used facial expressions, gestures and eye contact with a high degree of effectiveness  students did not reference cue cards to support their speaking presence  8 9 10	
<b>Voice</b> <i>(2.5 identify some vocal effects including tone, pace, pitch, volume and use them appropriately to help communicate their meaning)</i>	- monotone - pace was inconsistent - no evidence of pitch to demonstrate emotion to the topic - low, muffled volume  1 2 3	- tone occasionally varied - pace was inconsistent - effort made to vary pitch - steady clear volume  4 5 6	- tone was varied - consistent, moderated pace - varied pitch to demonstrate emotion to the topic - steady clear volume  7- 7 7+	- tone was used to emphasize words and phrases - pace was effectively used to enhance the mood and the message of the speech - pitch was used to engage audience and enhance topic - steady clear volume  8 9 10	
<b>Language and Literary Form</b> <i>(3.5 use parts of speech correctly...)</i>	student pronounced vocabulary below grade level with limited effective enunciation and limited grammatical structure  1 2 3	student pronounced vocabulary approaching grade level with some effective enunciation and some grammatical structure.  4 5 6	student pronounced age appropriate vocabulary with effective enunciation and fluent grammar.  7- 7 7+	student pronounced vocabulary beyond grade level with effective enunciation and fluent grammar.  8 9 10	
<b>Treatment of Topic</b> <i>(2.1 identify a variety of purposes for speaking)</i>	student’s topic was presented with a limited degree of originality, thought and presentation  1 2 3	student’s topic was presented with a some degree of originality, thought and presentation  4 5 6	student’s topic was presented with a considerable degree of originality, thought and presentation  7- 7 7+	student’s topic was presented with a high degree of originality, thought and presentation  8 9 10	
<b>Total Marks awarded based on levels</b>					<b>Final</b>  /50

Comments: \*speeches under 3 minutes or over 5 minutes will be deducted 5 marks on this rubric/scale

## Sample 2: Rubric for Assessment of Speeches

Category/Criteria	Level One	Level Two	Level Three	Level Four
Reasoning -complexity of ideas -connecting ideas to the topic	-expresses only a few simple ideas -connects few ideas to the topic	-expresses a variety of simple ideas -connects some ideas to the topic	-expresses many well-developed ideas -connects many ideas to the topic	-expresses thoroughly well-developed ideas and includes some that are original -connects almost all ideas meaningfully and consistently to the topic
Communication -purpose(to create a descriptive, persuasive article) -awareness of audience	-the purpose is unclear in the introduction -there is no evidence of who the audience is	-the purpose is somewhat clear in the introduction -there is little awareness of who the audience is	-the purpose is clear and effective in the introduction -the intended audience is clear	-the purpose is clear, effective, and engaging in the introduction -an effective appeal is made to a specific audience
Organization -paragraph structure -overall structure(introduction, body and conclusion)	-has no clear overall structure -contains little division into paragraphs	-shows some evidence of an introduction, body, and conclusion - contains simple paragraphs	-the introduction, body and conclusion are organized to develop a central idea -contains well-developed paragraphs	-the introduction, body and conclusion are organized to develop a central idea -contains well-developed paragraphs
Conventions -grammar, spelling, and punctuation -visual presentation (indentations, spacing, etc...)	-there are several major errors or omissions -the visual presentation is not clear at all	-there are several minor errors -the visual presentation is not always clear	-there are only a few minor errors -the visual presentation is clear	-there are practically no errors -the visual presentation is clear and enhances the content

