



Connections to the Ontario Language Curriculum

Bug Club Morphology (BCM) supports the teaching of many strands and outcomes in the Ontario Language Curriculum.

The BCM Scope and Sequence was developed using research-based guidelines that take into consideration both the complexity of the morphemes and the frequency of use in student text. By teaching Bug Club Morphology lessons, teachers are addressing morphemes that are timely and developmentally appropriate for students. Students will encounter the morphemes in authentic text and will be taught related spelling conventions, pronunciations, and meaning. They will also review morphemes taught in earlier grades (K, grades 1–2) where much of the work would have been oral.

A. Literacy Connections and Applications (grades 2–6)

A3 Applications, Connections, and Contributions

A3.1 Cross-Curricular and Integrated Learning

A3.2 Identity and Community

A3.3 First Nations, Métis, and Inuit Perspectives and Ways of Knowing

BCM supports this strand of the curriculum by

- providing authentic opportunities for students to apply their language knowledge and skills to read cross-curricular content
- exposing students to diverse Canadian content in culturally responsive and relevant texts
- providing First Nations, Métis, and Inuit voices and ways of knowing in every kit

B. Foundations of Language

B2 Language Foundations for Reading and Writing

B2.1 Word-Level Reading and Spelling: Using Phonics Knowledge (grades 2–3)

B2.2 Word-Level Reading and Spelling: Using Orthographic Knowledge (grades 2–3)

BCM supports this strand of the curriculum by

- building on students' Phonics Knowledge
- explicitly teaching Orthography (e.g., spelling conventions) throughout the resource

B. Foundations of Language

B2 Language Foundations for Reading and Writing

B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge (grades 2–3)

B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge (grades 4–6)

BCM supports this strand of the curriculum by

- providing a detailed explanation and related research about the concept of morphology
- using terminology (morphemes, prefixes, suffixes, affixes, bases, derivational suffixes, derivational word families) consistent with the curriculum
- including the specific morphemes referenced in the Ontario curriculum. Often these are addressed as additional morphemes, which include Wall Cards for teacher use.

(cont'd)



- supporting teachers in their discussion about word structure, meaning, and related spelling conventions. If teachers want to address a particular morpheme earlier than it is presented in the BCM scope and sequence, they will have the tools to do so.
- increasing students' morphological knowledge, making it significantly easier to introduce other morphemes to students
- teaching roots, which apply to the language curriculum and often have cross-curricular connections as well

B. Foundations of Language

B2 Language Foundations for Reading and Writing

B2.4 Vocabulary (grades 2–3)

B2.2 Vocabulary (grades 4–6)

BCM supports this strand of the curriculum by

- supporting students in “developing morphological knowledge to analyze and understand new words in context” (ON Language curriculum)
- by providing text and prompts through which students can develop vocabulary when reading, writing, listening, and speaking
- addressing the need for “both explicit instruction of words and implicit learning from working with oral language and written texts in various contexts” (ON Language curriculum)
- asking students to look inside words “i.e., using morphological and structural analysis” (ON Language curriculum)
- addressing many Tier 2 and 3 vocabulary words
- exposing students to vocabulary in an appropriate context

B. Foundations of Language

B3 Language Conventions for Reading and Writing

B3.2 Grammar (grades 2–6)

BCM supports this strand of the curriculum by

- including the review and teaching of parts of speech
- regularly demonstrating how morphemes change the part of speech and/or function of a word

C. Comprehension: Understanding and Responding to Texts (grades 2–6)

C1. Knowledge about Texts

C1.1 Using Foundational Knowledge and Skills to Comprehend Texts

C1.2 Text Forms and Genres

C1.3 Text Patterns and Features

C1.4 Visual Elements of Texts

C1.5 Elements of Style

C1.6 Point of View

C1.7 Indigenous Context of Various Text Forms

(cont'd)



BCM supports this strand of the curriculum by

- including a variety of genres/features in the reading passages, including relevant, current Indigenous content
- providing teacher script in the lessons to support teachers in teaching all of these specific expectations

D. Composition: Expressing Ideas and Creating Texts (grades 2–6)

D1. Developing Ideas and Organizing Content

D1.1 Purpose and Audience

D1.2 Developing Ideas

D1.4 Organizing Content

D2. Creating Texts

D2.1 Producing Drafts

D2.3 Voice

D2.4 Point of View and Perspective

BCM supports this strand of the curriculum by

- providing students with the opportunity to write in every lesson
- including reading passages that can be used both as a mentor text for student writing and as a springboard for generating ideas
- incorporating activities that focus on a variety of qualities, including purpose, audience, point of view, etc.