



## Kit C Connections to the Ontario Language Curriculum

Bug Club Morphology (BCM) supports the teaching of many strands and expectations 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.

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- 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**

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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.

**Note:** In addition to the Language Curriculum, teachers will find many connections to expectations in other subject areas, in particular, Mathematics and Science. Please see the Kit C correlation to specific expectations in Language and other Ontario curricula that begins on the next page.

## Kit C Correlation to Specific Expectations in Language and Other Ontario Curricula

			Language Curriculum				
Card	Title (Topic)	Focus/ Additional Morpheme(s)	A. Literacy Connections and Applications	B. Foundations of Language	C. Comprehension: Understanding and Responding to Texts	D. Composition: Expressing Ideas and Creating Texts	STEAM and Other Curricula
C1	<b>What Do YOU Think?</b> (opinions on zoos)	<i>per-</i> prefix  <i>pre-*</i> prefix	A2.3 Research and Information Literacy  A3.1 Cross-Curricular and Integrated Learning	<b>Review of Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – using prefixes <i>pre-</i></b>  Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words  Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context	C1.2 Text Forms and Genres: School Newspaper Opinion Column  Gr. 5 C1.3 Text Patterns and Features: Cause and Effect in Persuasive Text  C2.1 Prereading: Activating Prior Knowledge  C2.5 Monitoring of Understanding: Making Connections	Write an opinion piece about zoos with persuasive facts:  D1.2 Developing Ideas D1.3 Research D1.4 Organizing Content D2.1 Producing Drafts D2.3 Voice	Science and Technology Gr. 4 B. Life Systems: B1 Relating Science and Technology to Our Changing World (B1.1 assess positive and negative impacts of human activities on habitats and communities, while taking different perspectives into account; B1.2 analyse the impact of the depletion or extinction of a species on its habitat and community, and describe possible actions to prevent such depletions or extinctions)
C2	<b>The Language of Coding</b> (computer coding)	<i>trans-*</i> prefix	A3.1 Cross-Curricular and Integrated Learning	<b>Review of Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – using prefixes <i>trans-</i></b>  Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words  Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context	C1.2 Text Forms and Genres: Informational Text  C1.4 Visual Elements of Texts (Images of Coding Languages)  C2.1 Prereading: Activating Prior Knowledge  C2.3 Monitoring of Understanding: Making and Confirming Predictions  C2.5 Monitoring of Understanding: Making Connections	Note that this writing activity targets outcomes from Strand B.  Write sentences following specific guidelines (specific words given position in sentence of a certain length):  B2.2 Vocabulary B3.1 Syntax and Sentence Structure B3.2 Grammar B3.3 Capitalization and Punctuation	Science and Technology Gr. 4, Gr. 5 A. STEM Skills and Connections: A2. Coding and Emerging Technologies (A2.2 identify and describe impacts of coding and of emerging technologies on everyday life, including skilled trades)

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C3	Endangered! (sea turtles)	<i>-ous*</i> suffix	A3.1 Cross-Curricular and Integrated Learning	<p><b>Review of Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – using suffixes -ous</b></p> <p>Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words</p> <p>Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context</p>	<p>C1.2 Text Forms and Genres: Photo Essay</p> <p>C1.4 Visual Elements of Text: (Images)</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.5 Monitoring of Understanding: Making Connections</p>	<p>Choose a topic and create a photo essay:</p> <p>D1.1 Purpose and Audience</p> <p>D1.2 Developing Ideas</p> <p>D1.4 Organizing Content</p> <p>D2.1 Producing Drafts</p>	<p>Science and Technology Gr. 4</p> <p>B. Life Systems: B1 Relating Science and Technology to Our Changing World (B1.1 assess positive and negative impacts of human activities on habitats and communities, while taking different perspectives into account; B1.2 analyse the impact of the depletion or extinction of a species on its habitat and community, and describe possible actions to prevent such depletions or extinctions)</p>
C4	Let's Talk Numbers (history of written numbers; mathematicians)	<i>-ial*, -ian</i> suffixes	A3.1 Cross-Curricular and Integrated Learning	<p><b>Review of Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – using suffixes -ial</b></p> <p>Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words</p> <p>Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context</p>	<p>C1.2 Text Forms and Genres: Biographical and Informational Text</p> <p>C1.4 Visual Elements of Texts (Chart)</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.5 Monitoring of Understanding: Making Connections</p> <p>C3.2 Making Inferences</p>	<p>Write a paragraph about how we use numbers:</p> <p>D1.2 Developing Ideas</p> <p>D1.4 Organizing Content</p> <p>D2.1 Producing Drafts</p>	<p>Mathematics Gr. 4, Gr. 5</p> <p>B. Number: B1 Number Sense demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life</p>

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C5	<b>Circles All Around</b> (circles in Nehiyaw/Cree culture)	<i>circ</i> root  <i>en-, semi-</i> prefixes  <i>-ular</i> suffix	A3.1 Cross-Curricular and Integrated Learning A3.2 Identity and Community A3.3 First Nations, Métis, and Inuit Perspectives and Ways of Knowing	<b>Gr. 4 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – using prefixes <i>en-</i>, <i>semi-</i></b>  Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words  Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context	C1.2 Text Forms and Genres: Informational Text C1.7 Indigenous Context of Various Text Forms C2.1 Prereading: Activating Prior Knowledge C2.4 Monitoring of Understanding: Ongoing Comprehension Check C2.5 Monitoring of Understanding: Making Connections C3.2 Making Inferences C3.4 Analyzing Cultural Elements of Texts	Write sentence from a prompt: • I learned... • This reminds me of... • I wonder... D1.2 Developing Ideas D2.1 Producing Drafts D2.3 Voice	Health and Physical Education Gr. 4 A. Social-Emotional Learning Skills: A1 Healthy Relationships (A1.4 show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity, e.g., Healthy Living: <i>identify some of the teachings of First Nations, Métis, or Inuit cultures that can help them strengthen their own relationships</i> )  Health and Physical Education Gr. 5 A. Social-Emotional Learning Skills: A1 Healthy Relationships (A1.4 show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity)  Social Studies Gr. 6 A. Heritage and Identity: Communities in Canada, Past and Present: A1. Application: Diversity,

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							<p>Inclusiveness, and Canadian Identities</p> <p>Social Studies Gr. 6 A. Heritage and Identity: Communities in Canada, Past and Present: A2. Inquiry: The Perspectives of Diverse Communities</p> <p>Health and Physical Education Gr. 6 D. Healthy Living: D1 Understanding Health Concepts (D1.1 demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves)</p>
C6	<b>Book It to the Library!</b> REVIEW CARD (C1–C5)	<i>per- trans- -ous -ial, -ian circ</i>	A3.1 Cross-Curricular and Integrated Learning	<p>Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words</p> <p>Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context</p>	<p>C1.2 Text Forms and Genres: Informational Text</p> <p>C2.3 Monitoring of Understanding: Making and Confirming Predictions</p> <p>C2.5 Monitoring of Understanding: Making Connections</p>		<p>Science and Technology Gr. 4, Gr. 5 A. STEM Skills and Connections: A3 Applications, Connections, and Contributions (A3.1 describe practical applications of science and technology concepts in various occupations, including skilled trades, and how these applications address real-world problems)</p>



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C7	<b>Mahcacowayis: Gift Lake</b> (Métis Settlement)	<i>com-</i> prefix  <i>-ee, -ity</i> suffixes	A3.1 Cross-Curricular and Integrated Learning A3.2 Identity and Community A3.3 First Nations, Métis, and Inuit Perspectives and Ways of Knowing	Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words  Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context	C1.2 Text Forms and Genres: Autobiographical Text C1.4 Visual Elements of Texts (Map, Painting) C1.7 Indigenous Context of Various Text Forms C2.1 Prereading: Activating Prior Knowledge C2.5 Monitoring of Understanding: Making Connections C3.2 Making Inferences C3.4 Analyzing Cultural Elements of Texts	Use a numbered list, a paragraph, or a slide presentation to communicate information about your community: D1.1 Purpose and Audience D1.2 Developing Ideas D1.4 Organizing Content D2.1 Producing Drafts D2.3 Voice D2.4 Point of View and Perspective	Social Studies Gr. 5 B. People and Environments: The Role of Government and Responsible Citizenship: B1. Application: Governments and Citizens Working Together; B3. Understanding Context: Roles and Responsibilities of Government and Citizens  Social Studies Gr. 6 A. Heritage and Identity: Communities in Canada, Past and Present: A1. Application: Diversity, Inclusiveness, and Canadian Identities  Social Studies Gr. 6 A. Heritage and Identity: Communities in Canada, Past and Present: A2. Inquiry: The Perspectives of Diverse Communities
C8	<b>The Skeletal System</b>	<i>-ic*, -al*, -ical</i> suffixes	A3.1 Cross-Curricular and Integrated Learning	<b>Review of Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – using suffixes -ic, -al</b>  Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	C1.2 Text Forms and Genres: Informational Text C1.4 Visual Elements of Texts (Diagram) C2.1 Prereading: Activating Prior Knowledge C2.5 Monitoring of Understanding: Making Connections	Write a true or fictional text that includes human bones or a human skeleton: D1.1 Purpose and Audience D1.2 Developing Ideas D1.4 Organizing Content D2.1 Producing Drafts D2.3 Voice	Science and Technology Gr. 5 B. Life Systems: Human Health and Body Systems



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				Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context		D2.4 Point of View and Perspective	
<b>C9</b>	<b>Meet a Conductor</b> (music conductor)	<i>-ance, -ence</i> suffixes <i>-ant*, -ent*</i> suffixes	A3.1 Cross-Curricular and Integrated Learning	<b>Review of Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – using suffixes <i>-ant, -ent</i></b>  Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words  Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context	C1.2 Text Forms and Genres: Interview with Informational Sidebar  C2.1 Prereading: Activating Prior Knowledge  C2.5 Monitoring of Understanding: Making Connections  C3.2 Making Inferences	Write interview questions, or write about playing an instrument, or write about persevering to meet a goal:  D1.1 Purpose and Audience D1.2 Developing Ideas D1.4 Organizing Content D2.1 Producing Drafts D2.3 Voice D2.4 Point of View and Perspective	Health and Physical Education Gr. 4, Gr. 5 A. Social-Emotional Learning Skills: A1.3 Positive Motivation and Perseverance  Music Gr. 5 C3 Exploring Forms and Cultural Contexts: C3.1 identify and describe some of the key influences of music within contemporary culture (e.g., describe the use of music in film)
<b>C10</b>	<b>Quite a Sight!</b> (various inventions)	<i>scope</i> root  <i>micro-, peri-, tele-</i> prefixes	A3.1 Cross-Curricular and Integrated Learning	Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words  Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context	C1.2 Text Forms and Genres: Timeline  C1.4 Visual Elements of Texts (Images, Visual Design)  C2.1 Prereading: Activating Prior Knowledge  C2.5 Monitoring of Understanding: Making Connections  C3.2 Making Inferences	Create a timeline about yourself or about a topic that interests you:  D1.1 Purpose and Audience D1.2 Developing Ideas D1.4 Organizing Content D2.1 Producing Drafts	Science and Technology Gr. 4 C. Matter and Energy: Light and Sound (C1.1 assess the impacts on society of devices that use the properties of light or sound, or both)  Science and Technology Gr. 4, Gr. 5 A STEM Skills and Connections: A3 Applications, Connections, and Contributions (A3.1 describe practical applications of science and

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							technology concepts in various occupations, including skilled trades, and how these applications address real-world problems)
C11	Wisdom in Wampum (Haudenosaunee wampum belt)	ad- prefix	A3.1 Cross-Curricular and Integrated Learning A3.2 Identity and Community A3.3 First Nations, Métis, and Inuit Perspectives and Ways of Knowing	Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words  Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context	C1.2 Text Forms and Genres: Informational Text C1.7 Indigenous Context of Various Text Forms C2.1 Prereading: Activating Prior Knowledge C2.5 Monitoring of Understanding: Making Connections C3.4 Analyzing Cultural Elements of Texts	Write a list of four or five pieces of advice for avoiding conflict or write about how you have tried to resolve a conflict: D1.1 Purpose and Audience D1.2 Developing Ideas D1.4 Organizing Content D2.1 Producing Drafts	Art Gr. 4, Gr. 5 D3. Exploring Forms and Cultural Contexts: D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present; D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made  Social Studies Gr. 5 A. Heritage and Identity: Interactions of Indigenous Peoples and Europeans prior to 1713: A1. Inquiry: Perspectives on Interactions: (A1.2 analyse aspects of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada to determine ways in which different parties benefited from each other)  Health and Physical Education Gr. 4 A. Social-Emotional

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							<p>Learning Skills: A1 Healthy Relationships (A1.4 show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity, e.g., Healthy Living: <i>identify some of the teachings of First Nations, Métis, or Inuit cultures that can help them strengthen their own relationships</i>)</p> <p>Social Studies Gr. 5 A. Heritage and Identity: Interactions of Indigenous Peoples and Europeans prior to 1713: A3. Understanding Context: Significant Characteristics and Interactions (A3.1 identify major Indigenous nations that came into contact with European settlers and/or explorers prior to 1713 in what would become Canada)</p> <p>Health and Physical Education Gr. 5 A. Social-Emotional Learning Skills: A1 Healthy Relationships (A1.4 show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as</p>

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							<p>calling people names or excluding them; show respect for cultural and all other forms of diversity)</p> <p>Health and Physical Education Gr. 6 D. Healthy Living: D1 Understanding Health Concepts (D1.1 demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves)</p>
C12	Science Exploration REVIEW CARD (C7–C11)	<i>com- -ic, -al, -ical -ance, -ence scope ad-</i>	A3.1 Cross-Curricular and Integrated Learning	<p>Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words</p> <p>Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context</p>	<p>C1.2 Text Forms and Genres: Informational Text and Persuasive Text</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.3 Monitoring of Understanding: Making and Confirming Predictions</p> <p>C2.5 Monitoring of Understanding: Making Connections</p>		<p>Science and Technology Gr. 4, Gr. 5 A STEM Skills and Connections: A3 Applications, Connections, and Contributions (A3.1 describe practical applications of science and technology concepts in various occupations, including skilled trades, and how these applications address real-world problems)</p>

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C13	Kicking for Gold (Inuit one-foot high kick)	<i>ob-</i> prefix <i>-ion*</i> , <i>-ive*</i> suffixes	A3.1 Cross-Curricular and Integrated Learning A3.2 Identity and Community A3.3 First Nations, Métis, and Inuit Perspectives and Ways of Knowing	<b>Review of Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – using suffixes <i>-ion</i></b>  <b>Review of Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – using suffixes <i>-ive</i></b>  Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words  Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context	C1.2 Text Forms and Genres: Sportscast Transcript  C1.4 Visual Elements of Texts (Table)  C1.7 Indigenous Context of Various Text Forms  C2.1 Prereading: Activating Prior Knowledge  C2.3 Monitoring of Understanding: Making and Confirming Predictions  C2.5 Monitoring of Understanding: Making Connections  C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions  C3.4 Analyzing Cultural Elements of Texts	Describe a favourite sport or activity, including the equipment needed, the objective, and a numbered list of rules:  D1.1 Purpose and Audience  D1.2 Developing Ideas  D1.4 Organizing Content  D2.1 Producing Drafts	Mathematics Gr. 3 E. Spatial Sense: E2 Measurement (E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths)  Mathematics Gr. 5 E. Spatial Sense: E2 Measurement (E2.1 use appropriate metric units to estimate and measure length, area, mass, and capacity)  Social Studies Gr. 6 A. Heritage and Identity: Communities in Canada, Past and Present: A1. Application: Diversity, Inclusiveness, and Canadian Identities  Social Studies Gr. 6 A. Heritage and Identity: Communities in Canada, Past and Present: A2. Inquiry: The Perspectives of Diverse Communities

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Card	Title (Topic)	Focus/ Additional Morpheme(s)	A. Literacy Connections and Applications	B. Foundations of Language	C. Comprehension: Understanding and Responding to Texts	D. Composition: Expressing Ideas and Creating Texts	STEAM and Other Curricula
C14	<b>Consider the Force</b> (forces acting on structures)	<b>-ity</b> suffix	A3.1 Cross-Curricular and Integrated Learning	Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words  Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context	C1.2 Text Forms and Genres: Informational Text  C2.1 Prereading: Activating Prior Knowledge  C2.3 Monitoring of Understanding: Making and Confirming Predictions  C2.5 Monitoring of Understanding: Making Connections  C3.2 Making Inferences	Design a structure that serves a community purpose and take into consideration how to ensure its stability:  D1.1 Purpose and Audience D1.2 Developing Ideas D1.4 Organizing Content D1.5 Reflecting on Learning D2.1 Producing Drafts	Science and Technology Gr. 5 D. Structures and Mechanisms: Forces Acting on Structures
C15	<b>What's the Matter?</b> (states of matter; physical/chemical changes)	<b>-ment</b> suffix	A3.1 Cross-Curricular and Integrated Learning	Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words  Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context	C1.2 Text Forms and Genres: Informational Text with Experiment  C2.1 Prereading: Activating Prior Knowledge  C2.5 Monitoring of Understanding: Making Connections  C3.2 Making Inferences	Write numbered instructions explaining how to make a mug of tea or hot chocolate, including a list of materials required:  D1.1 Purpose and Audience D1.2 Developing Ideas D1.4 Organizing Content D2.1 Producing Drafts	Science and Technology Gr. 4, Gr. 5 A.STEM Skills and Connections: A1 STEM Investigation and Communication Skills (A1.2 use a scientific experimentation process and associated skills to conduct investigations)  Science and Technology Gr. 5 C. Matter and Energy: Properties of and Changes in Matter

Language Curriculum							
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C16	The Wonders of Water	<i>hydr, aqua</i> roots <i>de-*, re-*</i> prefixes	A3.1 Cross-Curricular and Integrated Learning	<p><b>Review of Gr. 1 B2.6 Word-Level Reading and Spelling: Using Morphological Knowledge – using prefix <i>re-</i></b></p> <p><b>Review of Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – using prefixes <i>de-</i></b></p> <p>Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words</p> <p>Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context</p>	<p>C1.2 Text Forms and Genres: Informational Text</p> <p>C1.3 Text Patterns and Features</p> <p>C1.4 Visual Elements of Texts (Diagram)</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.4 Monitoring of Understanding: Ongoing Comprehension Check</p> <p>C2.5 Monitoring of Understanding: Making Connections</p> <p>C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions</p>	<p>Write three or four questions about water or ways we use water:</p> <p>D1.2 Developing Ideas</p> <p>D1.4 Organizing Content</p> <p>D2.1 Producing Drafts</p>	<p>Science and Technology Gr. 2 E. Earth and Space Systems: Air and Water in the Environment (E2.3 describe the stages of the water cycle, including evaporation, condensation, precipitation, and collection; E2.5 describe ways in which living things, including humans, depend on air and water)</p> <p>Science and Technology Gr. 5 E. Earth and Space Systems: Conservation of Energy and Resources (E2.1 identify a variety of forms of energy, and describe how each form is used in everyday life)</p>
C17	Explorer's Log	<i>ex-</i> prefix <i>e-, in-*</i> prefixes <i>-ian</i> suffix	A3.1 Cross-Curricular and Integrated Learning	<p><b>Review of Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – using prefixes <i>in-</i></b></p> <p>Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words</p>	<p>C1.2 Text Forms and Genres: Entries in an Explorer's Log</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.5 Monitoring of Understanding: Making Connections</p> <p>C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions</p> <p>C3.2 Making Inferences</p>	<p>Create three entries for an explorer's log:</p> <p>D1.1 Purpose and Audience</p> <p>D1.2 Developing Ideas</p> <p>D1.4 Organizing Content</p> <p>D2.1 Producing Drafts</p> <p>D2.3 Voice</p> <p>D2.4 Point of View and Perspective</p>	<p>Science and Technology Gr. 4, Gr. 5 A. STEM Skills and Connections: A3. Applications, Connections, and Contributions</p>



Language Curriculum							
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				Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context			
C18	Swim, Climb, or Dig? REVIEW CARD (C13–C17)	<b>ob-</b> <b>-ity</b> <b>-ment</b> <i>hydr, aqua</i> <b>ex-</b>	A3.1 Cross-Curricular and Integrated Learning	Gr. 4, Gr. 5 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words  Gr. 4, Gr. 5 B2.2 Vocabulary – uses morphological knowledge to analyze and understand new words in context	C1.2 Text Forms and Genres: Informational Text  C2.1 Prereading: Activating Prior Knowledge  C2.5 Monitoring of Understanding: Making Connections		Science and Technology Gr. 2 B. Life Systems: Growth and Change in Animals (B2.1 compare physical characteristics of various animals, including characteristics that are constant and those that change)  Science and Technology Gr. 6 B. Life Systems: Biodiversity (B2.2 demonstrate an understanding of biodiversity as the diversity of life on Earth, including the diversity of organisms within species, among species in a community, and among communities and the habitats that support them)

Focus morphemes are in **bold**.

Ontario Language expectations that match morphemes on the card are in **bold**.

\*Those morphemes with the asterisk are from an earlier grade level curriculum, but will be reviewed in Kit C.