



## Kit D 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 D correlation to specific expectations in Language and other Ontario curricula that begins on the next page.

## Kit D 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
D1	Drone Power	<i>en</i> -* prefix	A3.1 Cross-Curricular and Integrated Learning	<p><b>Review of Gr. 4 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – using prefixes <i>en</i>-</b></p> <p>Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge</p> <p>Gr. 5, Gr. 6 B2.2 Vocabulary</p>	<p>C1.1 Using Foundational Knowledge and Skills to Comprehend Texts</p> <p>C1.2 Text Forms and Genres: Informational Text</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions</p> <p>C3.3 Analyzing Texts</p>	<p>Make a pros and cons list for the use of drones:</p> <p>D1.3 Research</p> <p>D1.4 Organizing Content</p>	<p>Science Gr. 5 B. Life Systems (B1. Relating Science and Technology to Our Changing World)</p> <p>Science Gr. 6 A. STEM Skills and Connections (A3. Applications, Connections, and Contributions)</p> <p>Science Gr. 6 D. Structures and Mechanisms: Flight (D1.1 assess the impacts on society of aviation technologies, while considering both local and global perspectives)</p>
D2	Canadian Wildlife	<i>-ary</i> suffix	A3.1 Cross-Curricular and Integrated Learning	<p>Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge</p> <p>Gr. 5, Gr. 6 B2.2 Vocabulary</p> <p>Gr. 6 B3.2 Grammar</p>	<p>C1.1 Using Foundational Knowledge and Skills to Comprehend Texts</p> <p>C1.2 Text Forms and Genres: Informational Text</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions</p>	<p>Write a short paragraph about an animal that interests you:</p> <p>D1.2 Developing Ideas</p> <p>D1.3 Research</p> <p>D1.4 Organizing Content</p> <p>D2.1 Producing Drafts</p>	<p>Science Gr. 4 B. Life Systems: Habitat and Communities</p> <p>Science Gr. 7 B. Life Systems: Interactions and Environment (B2.1 explain that an ecosystem is a network of interactions among living organisms and their environment)</p>

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
D3	Fractured!	<i>fract</i> root  <i>-ion*</i> suffix  <i>re-*</i> prefix	A3.1 Cross-Curricular and Integrated Learning	Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge  Gr. 5, Gr. 6 B2.2 Vocabulary	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts  C1.2 Text Forms and Genres: Hybrid Text (Informational, Recipe)  C1.4 Visual Elements of Texts  C2.1 Prereading: Activating Prior Knowledge  C3.1 Literary Devices	Write a tongue twister using words with the root <i>fract</i> :  D1.1 Purpose and Audience  D1.4 Organizing Content  D2.1 Producing Drafts  D2.5 Revision	Science Gr. 4 C. Matter and Energy: Light and Sound (C2.3 describe properties of light, including that light travels in a straight path and that light can be absorbed, reflected, and refracted)  Science Gr. 5 B. Life Systems: Human Health and Body Systems  Math Gr. 6 B. Number (B1.5 Fractions, Decimals, and Percents)
D4	Supervillains Unite!	<i>anti- (ant-)*</i> <i>counter-</i> prefixes  <i>-ist*</i> suffix	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>ant-</i></b>  Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge  Gr. 5, Gr. 6 B2.2 Vocabulary  Gr. 6 B3.2 Grammar	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts  C1.2 Text Forms and Genres: Comic  C1.3 Text Patterns and Features  C1.4 Visual Elements of Texts  C1.5 Elements of Style  C2.1 Prereading: Activating Prior Knowledge  C3.1 Literary Devices	Write a comic about a topic of your choosing:  D1.2 Developing Ideas  D1.4 Organizing Content  D2.1 Producing Drafts  D2.3 Voice  D2.6 Editing and Proofreading  D3.1 Producing Final Texts	Science Gr. 5 B. Life Systems: Human Health and Body Systems
D5	Life in Labrador	<i>pro-</i> prefix	A3.1 Cross-Curricular and Integrated Learning  A3.2 Identity and Community	Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge  Gr. 5, Gr. 6 B2.2 Vocabulary	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts  C1.2 Text Forms and Genres: Photo Essay	Choose one word from each column in the Word Sort and write a sentence for each word:  D1.2 Developing Ideas	Social Studies Gr. 4 B. People and Environments: Political and Physical Regions of Canada (B3.2 identify some of the main human activities, including industrial development and recreational

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			A3.3 First Nations, Métis, and Inuit Perspectives and Ways of Knowing		C1.4 Visual Elements of Texts C1.7 Indigenous Context of Various Text Forms C2.1 Prereading: Activating Prior Knowledge C2.4 Monitoring of Understanding: Ongoing Comprehension Check C3.4 Analyzing Cultural Elements of Texts C3.5 Perspectives within Texts C3.7 Indigenous Contexts	D2.1 Producing Drafts	activities, in various physical regions of Canada [e.g., mining and smelting in the Canadian Shield])  Science Gr. 6 B. Life Systems: Biodiversity  Social Studies Gr. 6 A. Heritage and Identity: Communities in Canada, Past and Present  Science Gr. 7 B. Life Systems: Interactions in the Environment
D6	An Unexpected Discovery REVIEW CARD (D1–D5)	<i>en- -ary fract anti- (ant-) pro-</i>	A3.1 Cross-Curricular and Integrated Learning	Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge Gr. 5, Gr. 6 B2.2 Vocabulary Gr. 6 B3.2 Grammar	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts C1.2 Text Forms and Genres: Informational Text C2.4 Monitoring of Understanding: Ongoing Comprehension Check C2.5 Monitoring of Understanding: Making Connections C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions		Science Gr. 5 B. Life Systems: Human Health and Body Systems  Science Gr. 6 B. Life Systems: Biodiversity

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
D7	<b>A Hidden Gem</b> (Blackfoot Crossing Historical Park)	<i>-en*</i> suffix  <i>en-*</i> 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	<b>Review of Gr. 4 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – using suffixes <i>-en</i> and prefixes <i>en-</i></b>  Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge  Gr. 5, Gr. 6 B2.2 Vocabulary	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts 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 C3.4 Analyzing Cultural Elements of Texts C3.7 Indigenous Contexts	Write sentences of specified lengths that use certain words in specific places:  D1.2 Developing Ideas D2.1 Producing Drafts	Science 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)  Social Studies Gr. 6 A. Heritage and Identity: Communities in Canada, Past and Present
D8	<b>Coral Reefs in Danger</b>	<i>bio-</i> <i>a-*</i> <i>auto-</i> <i>sym-</i> prefixes	A2.5 Media, Audience, and Production A3.1 Cross-Curricular and Integrated Learning	Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge  Gr. 5, Gr. 6 B2.2 Vocabulary	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts C1.2 Text Forms and Genres: Magazine Article C1.4 Visual Elements of Texts C1.5 Elements of Style C1.6 Point of View C2.1 Prereading: Activating Prior Knowledge	Write a short autobiography:  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 D3.1 Producing Final Texts	Science Gr. 5 E. Earth and Space Systems: Conservation of Energy and Resources  Science Gr. 6 B. Life Systems: Biodiversity  Social Studies Gr. 6 B. People and Environments: Canada's Interactions with the Global Community (B2.2 gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them,



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					C2.5 Monitoring of Understanding: Making Connections C3.2 Making Inferences C3.3 Analyzing Texts C3.5 Perspectives within Texts		using a variety of resources and various technologies [e.g., use spatial technologies, satellite images, and/or online image banks as part of their investigation into the diminishing of ocean reef life])
D9	An Inventors Museum (Canadian Multicultural Inventors Museum)	<i>-logy</i> <i>-ist*</i> suffixes	A3.1 Cross-Curricular and Integrated Learning A3.2 Identity and Community	Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge Gr. 5, Gr. 6 B2.2 Vocabulary Gr. 6 B3.2 Grammar	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts C1.2 Text Forms and Genres: Interview C1.3 Text Patterns and Features C2.1 Prereading: Activating Prior Knowledge C2.5 Monitoring of Understanding: Making Connections C3.4 Analyzing Cultural Elements of Texts C3.5 Perspectives within Texts	Write three or four questions you would like to ask Francis Jeffers about the Canadian Multicultural Inventors Museum or ask the inventor of a product that you use or admire: D1.1 Purpose and Audience D1.2 Developing Ideas D2.1 Producing Drafts D2.6 Editing and Proofreading	Science Gr. 6 A. STEM Skills and Connections (A3. Applications, Connections, and Contributions: demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences)
D10	Stewards of the Land (Kendall Island Migratory Bird Sanctuary)	<i>con-, com-</i> <i>co-*</i> prefixes	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. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge Gr. 5, Gr. 6 B2.2 Vocabulary	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts C1.2 Text Forms and Genres: Informational Text	Write two or three sentences using words with the prefixes <i>con-</i> , <i>com-</i> , and <i>co-</i> : D1.2 Developing Ideas D2.1 Producing Drafts	Science Gr. 5 E. Earth and Space Systems: Conservation of Energy and Resources (E1.3 analyse how First Nations, Métis, and Inuit communities use their knowledges and ways of



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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
					C1.7 Indigenous Context of Various Text Forms C2.1 Prereading: Activating Prior Knowledge C2.4 Monitoring of Understanding: Ongoing Comprehension Check C3.2 Making Inferences C3.4 Analyzing Cultural Elements of Texts C3.7 Indigenous Contexts		knowing to conserve energy and resources) Social Studies Gr. 5 B. People and Environments: The Role of Government and Responsible Citizenship (B3.7 describe key actions taken by governments, including Indigenous governments, to solve some significant national, provincial/territorial, and/or local issues [e.g., federal policies relating to the effects of climate change in the Arctic; existing laws that affect traditional Indigenous harvesting, hunting, and fishing rights]) Science Gr. 6 B. Life Systems: Biodiversity Social Studies Gr. 6 A. Heritage and Identity: Communities in Canada, Past and Present
D11	<b>Stretched!</b> (plasticity, elasticity)	<i>form</i> root <i>con-</i> <i>de-*</i> prefixes	A3.1 Cross-Curricular and Integrated Learning	Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge Gr. 5, Gr. 6 B2.2 Vocabulary Gr. 6 B3.2 Grammar	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts C1.2 Text Forms and Genres: Hybrid Text (Informational, Procedural) C1.4 Visual Elements of Texts	Write two or three sentences that show you understand the meaning of words in the Word Sort activity: D1.2 Developing Ideas D2.1 Producing Drafts	Science Gr. 5 Matter and Energy: Properties of and Changes in Matter Science Gr. 6 STEM Skills and Connections (A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems)

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
					C2.1 Prereading: Activating Prior Knowledge C2.4 Monitoring of Understanding: Ongoing Comprehension Check C2.5 Monitoring of Understanding: Making Connections		
D12	<b>She Chose Spiders!</b> REVIEW CARD (D7–D11)	<i>-en</i> <i>bio-</i> <i>-logy,</i> <i>con-, com-</i> <i>form</i>	A3.1 Cross-Curricular and Integrated Learning	Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge Gr. 5, Gr. 6 B2.2 Vocabulary Gr. 6 B3.2 Grammar	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts C1.2 Text Forms and Genres: Informational Text C2.4 Monitoring of Understanding: Ongoing Comprehension Check C2.5 Monitoring of Understanding: Making Connections C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions		Science Gr. 4 B. Life Systems: Habitats and Communities (B2.6 describe structural adaptations of a variety of plants and animals and how these adaptations allow the organisms to survive in specific habitats) Science Gr. 6 A. STEM Skills and Connections (A3. Applications, Connections, and Contributions) Science Gr. 6 B. Life Systems: Biodiversity
D13	<b>A Celebration in the Sky</b> (fireworks)	<i>-ize</i> suffix	A3.1 Cross-Curricular and Integrated Learning	Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge Gr. 5, Gr. 6 B2.2 Vocabulary Gr. 6 B3.2 Grammar	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts C1.2 Text Forms and Genres: Informational Text	Use a prompt to write a response to the text that includes at least two words with the suffix <i>-ize</i> : • I wonder... • This reminds me of...	Science Gr. 4 Matter and Energy: Light and Sound Science Gr. 5 C. Matter and Energy: Properties of and Changes in Matter

Language Curriculum							
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					C2.1 Prereading: Activating Prior Knowledge C2.4 Monitoring of Understanding: Ongoing Comprehension Check C2.5 Monitoring of Understanding: Making Connections C3.4 Analyzing Cultural Elements of Texts	<ul style="list-style-type: none"> <li>• I realized...</li> <li>• I feel strongly about...</li> </ul> D1.2 Developing Ideas D2.1 Producing Drafts	Science Gr. 6 A. STEM Skills and Connections (A3.3 analyse contributions to science and technology from various communities)
D14	Early Forms of Writing	graph scribe ( <i>script</i> ) roots de-* prefix	A3.1 Cross-Curricular and Integrated Learning	Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge Gr. 5, Gr. 6 B2.2 Vocabulary	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts C1.2 Text Forms and Genres: Informational Text C1.4 Visual Elements of Texts 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	Share your opinion in response to this question: "Should books be available only in digital forms?" D1.1 Purpose and Audience D1.2 Developing Ideas D1.4 Organizing Content D2.1 Producing Drafts D2.3 Voice	Social Studies Gr. 4 A. Heritage and Identity: Early Societies to 1500 CE Science Gr. 6 A. STEM Skills and Connections (A3.3 analyse contributions to science and technology from various communities)

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
D15	Green Energy (fictional energy company)	<i>il-, ir- im-*, in-*</i> prefixes	A2.5 Media, Audience, and Production  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>in-/im-</i></b>  Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge  Gr. 5, Gr. 6 B2.2 Vocabulary	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts  C1.2 Text Forms and Genres: Advertisement  C1.4 Visual Elements of Texts  C1.5 Elements of Style  C1.6 Point of View  C2.1 Prereading: Activating Prior Knowledge  C2.5 Monitoring of Understanding: Making Connections  C3.2 Making Inferences  C3.3 Analyzing Texts  C3.5 Perspectives within Texts	How might you advocate for the responsible use of electrical energy in your school community? Write some energy- saving tips. Who might you share them with?  D1.1 Purpose and Audience  D1.2 Developing Ideas  D1.4 Organizing Content  D2.1 Producing Drafts	Science Gr. 4, Gr. 5, Gr. 6 A. STEM Skills and Connections: (A3. Applications, Connections, and Contributions)  Science Gr. 5 C. Matter and Energy: Properties of and Changes in Matter (C1.2 assess how the use of specific materials in the manufacture of common products affects the environment, and identify actions that society and individuals can take to mitigate negative impacts)  Science Gr. 5 E. Earth and Space Systems: Conservation of Energy and Resources  Science Gr. 6 C. Matter and Energy: Electrical Phenomena, Energy, and Devices (C1.2 assess choices that reduce personal use of electrical energy from both renewable and non-renewable sources, and advocate for the responsible use of electrical energy by the school community)

Language Curriculum							
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D16	Paddle into the Past (Métis Crossing)	<i>port</i> root  <i>trans-*</i> prefix  <i>-ation</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>Review of Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – using prefixes <i>trans-</i></b>  Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge  Gr. 5, Gr. 6 B2.2 Vocabulary  Gr. 6 B3.2 Grammar	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts  C1.2 Text Forms and Genres: Informational Text with Map  C1.4 Visual Elements of Texts  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  C3.7 Indigenous Contexts	Make a list of all the forms of transportation that you can think of. Include those used today or in the past. Then, choose one and write a persuasive paragraph explaining why you think it is an important form of transportation.  D1.1 Purpose and Audience  D1.2 Developing Ideas  D1.4 Organizing Content  D2.1 Producing Drafts	Science Gr. 5 E. Earth and Space Systems: Conservation of Energy and Resources (E1.3 analyse how First Nations, Métis, and Inuit communities use their knowledges and ways of knowing to conserve energy and resources)  Science Gr. 6 STEM Skills and Connections (A3.3 analyse contributions to science and technology from various communities)  Social Studies Gr. 6 A. Heritage and Identity: Communities in Canada, Past and Present
D17	Noel's Space Blog	<i>astro (aster)</i> root	A2.4 Forms, Conventions, and Techniques  A3.1 Cross-Curricular and Integrated Learning	Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge  Gr. 5, Gr. 6 B2.2 Vocabulary	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts  C1.2 Text Forms and Genres: Blog Entries  C1.4 Visual Elements of Texts  C1.5 Elements of Style  C1.6 Point of View  C2.1 Prereading: Activating Prior Knowledge	Write a blog entry about what you imagine it would be like to be an astronaut or about another topic:  D1.1 Purpose and Audience  D1.2 Developing Ideas  D1.4 Organizing Content  D2.1 Producing Drafts  D2.4 Point of View and Perspective	Science Gr. 4, Gr. 5, Gr. 6 A. STEM Skills and Connections: (A3. Applications, Connections, and Contributions)  Science Gr. 6 D. Structures and Mechanisms: Flight  Science Gr. 6 E. Earth and Space Systems: Space

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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
					C2.4 Monitoring of Understanding: Ongoing Comprehension Check  C2.5 Monitoring of Understanding: Making Connections		
D18	Exploring the Cosmos REVIEW CARD (D13–D17)	<i><b>-ize</b></i> <i><b>graph-</b></i> <i><b>scribe (script)</b></i> <i><b>il-, ir-</b></i> <i><b>port-</b></i> <i><b>astro (aster)</b></i>	A3.1 Cross-Curricular and Integrated Learning	Gr. 5, Gr. 6 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge  Gr. 5, Gr. 6 B2.2 Vocabulary  Gr. 6 B3.2 Grammar	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts  C1.2 Text Forms and Genres: Informational Text  C2.4 Monitoring of Understanding: Ongoing Comprehension Check  C2.5 Monitoring of Understanding: Making Connections  C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions		Science Gr. 4, Gr. 5, Gr. 6 A. STEM Skills and Connections: (A3. Applications, Connections, and Contributions)  Science Gr. 6 D. Structures and Mechanisms: Flight  Science Gr. 6 E. Earth and Space Systems: Space

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 D.