

# Fernando's Friendship Journal

Genre/Form: Fiction; diary

Length: 310 words

Stage: Early

**Synopsis:** A young boy keeps a journal about friendship. Throughout the week he makes note of interactions with his friends. During a class discussion about the things friends do he realizes that he has not been a very good friend.

## Possible Assessment Focus

- sequencing
- connecting
- inferring
- understanding diaries and journals as a form of text

## Suggestions for Introducing the Text

- Discuss friendship and things friends do.
- Discuss prior knowledge and experience related to keeping a diary/journal.
- Ask the student to make some predictions about the story.

## Possible Questions for Discussing the Text

- What are some things that you do to show that you are a good friend?
- What advice would you give to Fernando about friendship?
- The word 'not' is in italics. Why do you think the author did this?
- Can you think of some other reasons for keeping a journal?
- Diaries are written in a specific way. How do you know this is a diary?

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- Diaries are written in a specific way. How do you know this is a diary?

# Text Features

## Content, Themes, and Ideas

- familiar topic (friendship)
- story carries a message about friendship
- highlights the importance of reflecting on your actions

## Literary Features

- limited to one main character
- presented in diary format
- characters' understanding of friendship changes
- first person narrative

## Vocabulary and Words

- familiar vocabulary
- names may pose some challenge
- some words may be challenging (pitching, alert)
- some words require emphasis and/or expression—indicated with italics

## Sentence Complexity

- mostly compound sentences with some simple sentences
- varying lengths of sentences

## Print Features

- larger font
- shorter paragraphs
- wide margins
- days are used as headings to provide support
- photograph is related but does not directly support the story
- bullets to show list
- white space is supportive

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# The Night of the Bear

**Genre/Form:** Fiction; personal narrative

**Length:** 324 words

**Stage:** Early

**Synopsis:** While camping with her father, Mr. Travers, and his son, Madeleine learns about the importance of keeping her food out of the reach of wildlife such as bears. In the middle of the night she remembers that she left peanuts in her backpack by the fire pit. Hearing noises outside the tent and a loud growling noise, she wakes her father fearful that there is a bear nearby. Reassured that the noise is simply Mr. Travers' snoring, she goes back to sleep, only to discover that her peanuts are gone in the morning following a visit from a raccoon.

## Possible Assessment Focus

- predicting
- understanding assigned dialogue
- sequencing
- inferring

## Suggestions for Introducing the Text

- Discuss prior knowledge and experience related to
  - camping
  - bears
  - food storage while camping
- Ask the student to make some predictions about the story.

## Possible Questions for Discussing the Text

- What did you think might happen to Madeleine's peanuts in the backpack?
- What do you think made the sound of rustling leaves and cracking twigs?

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## Possible Questions for Discussing the Text

- What did you think might happen to Madeleine's peanuts in the backpack?
- What do you think made the sound of rustling leaves and cracking twigs?

- Have you ever gone camping? What have you done to protect your food?
- Look at the dialogue on page 2. Who is speaking here? How do you know?

## Text Features

### Content, Themes, and Ideas

- familiar topic (camping)
- story involves a young girl and her dad on an adventure
- safety while camping is mentioned

### Literary Features

- limited number of characters
- first person narrative
- tension builds until the climax at the end

### Vocabulary and Words

- familiar vocabulary
- some compound words (campsite, campfire)
- some words may be challenging (annual, kilometre, rustling, horrible, raccoon, snoring)

### Sentence Complexity

- mostly compound sentences with some simple sentences
- varying lengths of sentences
- assigned dialogue (using names or pronouns), unassigned dialogue (page 2)

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# A Change of Heart

Genre/Form: Fiction; personal narrative

Length: 290 words

Stage: Early

**Synopsis:** A young girl faces a dilemma. She wants to be a professional hockey player and her mother wants her to play the piano. One night while skating on the rink, she meets a member of Team Canada and learns that many hockey players also have hobbies like piano, painting, and choir. This realization brings about a change of heart.

## Possible Assessment Focus

- understanding dialogue
- inferring
- making connections
- predicting

## Suggestions for Introducing the Text

- Ask the student about his/her hobbies and dreams.
- Explain the idea of a dilemma.
- Ask the student to make some predictions about the story.
- Ask the student about the title. What might it mean?

## Possible Questions for Discussing the Text

- Have you ever had a dilemma where you wanted to do one thing and someone else wanted you to do something else? How did you resolve this dilemma?
- On the second page the word "and" is in italics. Why do you think the author did this?
- Why do you think Katy changed her attitude towards playing the piano?
- Describe a time when you have had a change of heart. What caused the change?

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# Text Features

## Content, Themes, and Ideas

- familiar topic
- encourages the reader to see the value of many activities
- main character faces a common dilemma

## Literary Features

- limited to two characters
- simple plot
- main character changes following an interaction with her hero
- third person narrative

## Vocabulary and Words

- mostly familiar vocabulary
- some words may be challenging (wimpy, admired, exhausting, choir)

## Sentence Complexity

- mostly simple sentences with some compound sentences
- varying lengths of sentences
- assigned dialogue (using names)

## Print Features

- larger font
- wide margins
- short paragraphs
- photograph is related but does not greatly support the story
- italics

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# That Pest

**Genre/Form:** Fiction; personal narrative

**Length:** 264 words

**Stage:** Early

**Synopsis:** A boy is faced with the challenge of trying to put out feed for the birds without letting a squirrel get all the seed. Each time he tries to protect the birdseed the squirrel finds a way to get at it. Finally the boy puts the bird feeder away where neither the birds nor the squirrel could get at it). After some thought he decides it is better to let the squirrel and birds share the food.

## Possible Assessment Focus

- predicting
- making connections
- sequencing
- recognizing and understanding multiple word meanings (e.g., crafty)
- visualizing
- using adjectives and verbs to create strong visual images

## Suggestions for Introducing the Text

- Introduce or explain essential vocabulary (squirrel).
- Discuss prior knowledge and experience related to bird feeders and squirrels.
- Ask the student to make some predictions about the story.

## Possible Questions for Discussing the Text

- Look at the picture—have you ever seen a squirrel do something like this? What is the most bizarre thing you have seen an animal do?
- Through out the story the words “That Pest” are both in capital letters. Why might this be?
- The author describes the squirrel as crafty- what does this mean? What other words would you use to describe the squirrel?

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- Through out the story the words “That Pest” are both in capital letters. Why might this be?
- The author describes the squirrel as crafty- what does this mean? What other words would you use to describe the squirrel?

- Can you think of any other solutions that might prevent the squirrel from eating all the food?
- Find a sentence that creates a strong visual picture in your head. What words does the author use to help you create this picture?

## Text Features

### Content, Themes, and Ideas

- familiar topic
- clever story where an animal outsmarts a boy
- encourages compassion for animals

### Literary Features

- limited to two characters
- language is descriptive
- first person narrative

### Vocabulary and Words

- familiar vocabulary
- some words may be challenging (saucy, crafty, acrobat)
- some words require emphasis and/or expression—indicated with italics

### Sentence Complexity

- compound and complex sentences
- varying lengths of sentences
- assigned dialogue

### Print Features

- larger font
- wide margins
- photograph provides support for the story (encourages visualization)
- italics

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# The Klondike Box

**Genre/Form:** Fiction; fantasy

**Length:** 268 words

**Stage:** Early

**Synopsis:** A young girl is assigned a project about family. When she is able to come up with an idea, her father brings her a wooden box that once belonged to her grandfather. Inside are three seemingly unrelated objects. Unsure of the story behind these items, she drifts off to sleep and has a vision of her grandfather many years ago. Waking up, the young girl believes she has uncovered the secrets of the Klondike box.

## Possible Assessment Focus

- predicting
- questioning
- inferring
- sequencing

## Suggestions for Introducing the Text

- Introduce or explain essential vocabulary (Klondike).
- Ask the student to look at the cover of the story. What does he/she think will be in the box?
- Show the student where the Klondike is on a map.
- Discuss prior knowledge and experience related to
  - the Klondike
  - gold rush
- Ask the student to make some predictions about the story.
- Ask the student to read the first paragraph and make some inferences about each of the three objects in the box.

## Possible Questions for Discussing the Text

- The collection of objects in the box seemed strange at first. Why do you think they were kept?
- If you were to keep three or four items that you would pass on to later generations, what would you keep?

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- Heather believes her vision was not a dream. What do you think? Why?
- What do you know about the Klondike? Make a web chart to record facts about this place and time. Write a paragraph that explains facts about the Klondike Gold Rush.

## Text Features

### Content, Themes, and Ideas

- dreams or visions
- encourages the appreciation of one's family history

### Literary Features

- multiple characters are introduced in the story
- story goes back in time
- language is descriptive
- third person narrative

### Vocabulary and Words

- mostly familiar vocabulary
- some words may be challenging (panned, crouched, Klondike)

### Sentence Complexity

- simple and compound sentences
- varying lengths of sentences
- dialogue is assigned (using names or pronouns)

### Print Features

- larger font
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- photograph provides historical context

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# Operation Babysit

**Genre/Form:** Fiction; realism

**Length:** 351 words

**Stage:** Transitional

**Synopsis:** A young girl spends the evening baby-sitting twin boys. Remembering past experiences that were filled with disaster she sets out to ensure greater co-operation. Promises of a surprise, the chance to make crafts and puppets, play video games, and have a bedtime snack are part of training the twins—or as the twins see it, training for their sitter.

## Possible Assessment Focus

- sequencing
- predicting
- understanding point of view
- making connections

## Suggestions for Introducing the Text

- Discuss prior knowledge and experience related to babysitting.
- Consider the title. What does the word “operation” make you think will happen in the story?
- Ask the reader to make some predictions about the story.

## Possible Questions for Discussing the Text:

- Both Becky and the twins think they have the other trained—who do you think is right?
- Why do you think the author titles this story “Operation Babysit”?
- If you were to spend the night baby-sitting two children what would you do to prepare?
- When you have a baby-sitter what do you like to do?

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# Text Features

## Content, Themes, and Ideas

- topic will be familiar
- clever story about the adventures of one baby-sitter

## Literary Features

- interesting characters developed
- descriptive language used
- third person narrative

## Vocabulary and Words

- many familiar words
- some words may be challenging (operation, decorations, universe, protested, antics)

## Sentence Complexity

- mostly simple sentences with some compound sentences
- sentences are varying lengths and require careful phrasing
- assigned and unassigned dialogue

## Print Features

- smaller font
- longer paragraphs
- wide margins
- photograph provides limited support

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# Dream Horses

**Genre/Form:** Fiction; descriptive

**Length:** 203 words

**Stage:** Transitional

**Synopsis:** A boy is cast ashore after a shipwreck. Before drifting off to sleep, he can see and feel horses grazing around him. Hearing a voice he wakes to find that he has been rescued. Hearing the first mate had searched the entire island for him he remembers the horses and wonders if they could have been real. His mate tells him that he has in fact seen the wild horses of Sable Island.

## Possible Assessment Focus

- sequencing
- visualizing
- using adjectives and verbs to create strong visual images

## Suggestions for Introducing the Text

- Show the student where Sable Island is on a map.
- Discuss prior knowledge and experience related to Sable Island.
- Ask the reader to make some predictions about the story.

## Possible Questions for Discussing the Text

- This piece is very descriptive. Which part of the piece creates the strongest visual image for you?
- Why do you think Matthew wondered if the horses were only a dream?
- The final line of the story describes the tide erasing the half-moon prints of the hoofs from the sand. Why do you think the author included this in the story?

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# Text Features

## Content, Themes, and Ideas

- student may have prior knowledge of Sable Island
- describes a dream-like experience
- creates a magical feeling

## Literary Features

- interesting characters developed
- descriptive language used
- third person narrative

## Vocabulary and Words

- many familiar words
- some words may be challenging (ashore, clipper ship, fanned, wrecked)

## Sentence Complexity

- compound sentences with some complex sentences
- sentences require a full range of punctuation to access meaning
- assigned dialogue (using names)

## Print Features

- smaller font
- longer paragraphs
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- photograph is only generally related (does not specifically support understanding)

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# Dear Diary

Genre/Form: Fiction; diary

Length: 350 words

Stage: Transitional

**Synopsis:** Having moved to a new school, a girl feels optimistic about her new friend, Rebecca. When Rebecca and another new girl, Brooke, become friends and begin to exclude her, she feels left out and upset. After learning about bullying from a web site, she gets the courage to confront the other girls and feels proud of herself for being able to rise above the situation.

## Possible Assessment Focus

- making connections with prior experience
- sequencing
- understanding point of view/perspective

## Suggestions for Introducing the Text

- Discuss prior knowledge and experience related to
  - moving and making new friends
  - bullying
- Ask the reader to make some predictions about the story.

## Possible Questions for Discussing the Text

- Do you think she was wise to confront Rebecca and Brooke? If you had been in her situation what would you have done?
- This is written in the form of a diary/journal. Why do you think the author has written it this way?
- Have you had any experiences in your life that helped you better understand this story?
- If you were going to keep a diary or a journal, what kinds of things would you write about?

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# Text Features

## Content, Themes, and Ideas

- familiar topic
- many students will be able to relate to the character's situation
- story contains a moral or lesson
- encourages the value of standing up to those who bully

## Literary Features

- interesting characters developed
- descriptive language used
- first person narrative

## Vocabulary and Words

- many familiar words
- some words may be challenging (optimistic, hilarious, ignored, furious, circulating, admired, confronted, awesome)

## Sentence Complexity

- simple and compound sentences
- sentences are varying lengths and require careful phrasing

## Print Features

- smaller font
- some longer paragraphs
- dates act as headings and provide support
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# Minou of Grand Pré

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**Length:** 274 words

**Stage:** Transitional

**Synopsis:** Madeleine is a young Acadian girl who is awaiting deportation from her home in October 1755. Scared and not wanting to leave she decides she will take her cat Minou even though it has been forbidden by the British soldiers. Just before she is ordered onto one of the boats she quickly dresses the cat in the dress and cap from her sister's doll. At that moment Minou began a journey to a far land.

## Possible Assessment Focus

- connecting
- questioning
- inferring
- critical analysis

## Suggestions for Introducing the Text

- Ask the student to imagine he/she were being sent from his/her home. How would he/she feel?
- Show the student where Grand Pré is on a map.
- Discuss prior knowledge and experience related to
  - Acadians
  - Grand Pré
  - the expulsion of the Acadians
- Ask the reader to make some predictions about the story.

## Possible Questions for Discussing the Text

- Throughout history many groups of people have been displaced or sent from their homes. What can you learn from this story about these situations and the feelings of those involved?
- Madeleine decides she won't leave without Minou. What does this decision and her actions to take the cat tell you about her character?
- Madeleine's decision to take her cat was good for her. What impact might this decision have for her and the others later on?

# Minou of Grand Pré

**Genre/Form:** Fiction; descriptive

**Length:** 274 words

**Stage:** Transitional

**Synopsis:** Madeleine is a young Acadian girl who is awaiting deportation from her home in October 1755. Scared and not wanting to leave she decides she will take her cat Minou even though it has been forbidden by the British soldiers. Just before she is ordered onto one of the boats she quickly dresses the cat in the dress and cap from her sister's doll. At that moment Minou began a journey to a far land.

## Possible Assessment Focus

- connecting
- questioning
- inferring
- critical analysis

## Suggestions for Introducing the Text

- Ask the student to imagine he/she were being sent from his/her home. How would he/she feel?
- Show the student where Grand Pré is on a map.
- Discuss prior knowledge and experience related to
  - Acadians
  - Grand Pré
  - the expulsion of the Acadians
- Ask the reader to make some predictions about the story.

## Possible Questions for Discussing the Text

- Throughout history many groups of people have been displaced or sent from their homes. What can you learn from this story about these situations and the feelings of those involved?
- Madeleine decides she won't leave without Minou. What does this decision and her actions to take the cat tell you about her character?
- Madeleine's decision to take her cat was good for her. What impact might this decision have for her and the others later on?

- Madeleine prays that the soldiers wouldn't notice Minou. Why would this be important? What do you think might happen if they found the cat? Is there anything in the story that suggests the soldiers never knew of Madeleine's deception?
- Reread the last sentence. What kind of picture does this ending give you? Has the author created a realistic picture of this event?

## Text Features

### Content, Themes, and Ideas

- story is historical fiction
- local interest (Nova Scotian content)
- encourages empathy for the experiences of those who lost their home
- shows a young girl who triumphs in the face of adversity
- prior knowledge of the Acadians or their expulsion would be helpful
- emotions and feelings of the characters may be difficult to fully appreciate

### Literary Features

- interesting characters developed
- descriptive language used
- requires the reader to make an inference regarding Madeleine's success
- third person narrative

### Vocabulary and Words

- many familiar words
- some words may be challenging (longboats, journeyed)
- names may pose a challenge (Madeleine, Minou, Marie-Blanche)

### Sentence Complexity

- simple and compound sentences
- sentences are varying lengths and require careful phrasing
- assigned dialogue (using names)

### Print Features

- smaller font
- longer paragraphs
- wide margins
- illustration provides a historical context

- Madeleine prays that the soldiers wouldn't notice Minou. Why would this be important? What do you think might happen if they found the cat? Is there anything in the story that suggests the soldiers never knew of Madeleine's deception?
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# Mr. Morse Saves the Day

Genre/Form: Fiction; adventure

Length: 421 words

Stage: Transitional

**Synopsis:** During a game with a bully from school, two boys find themselves captive and facing the possibility of being sprayed with the garden hose. Communicating through Morse code they devise a plan for one to create a distraction while the other runs for the tap. Although not widely known, this day Morse code saved the day.

## Possible Assessment Focus

- predicting
- making connections
- sequencing
- visualizing

## Suggestions for Introducing the Text

- Ask the student if he/she has ever tried to communicate with someone else using a secret language.
- Discuss prior knowledge and experience related to Morse code.
- Consider the title—what might the story be about?
- Ask the reader to make some predictions about the story.

## Possible Questions for Discussing the Text

- The title of this story is “Mr. Morse Saves the Day.” Who do you think Mr. Morse is?
- Do you think the plan the main character devised was a good one? Why?
- What would you do if you were faced with a bully?
- Can you think of any other situations when Morse code would be useful?
- Morse code involved communicating without words. What are some other kinds of wordless communication?

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- predicting
- making connections
- sequencing
- visualizing

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# Text Features

## Content, Themes, and Ideas

- clever story about a boy who outsmarts the school bully

## Literary Features

- interesting characters developed
- descriptive language used
- first person narrative

## Vocabulary and Words

- many familiar words
- some words may be challenging (appendix, obvious, captor, intently)
- names may pose a challenge (Idib)

## Sentence Complexity

- simple, compound, and complex sentences
- sentences require a full range of punctuation to access meaning

## Print Features

- smaller font
- longer paragraphs
- wide margins
- photograph is only generally related (encourages visualization of setting)

# Text Features

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# Weather Whiz

Genre/Form: Fiction; realism

Length: 296 words

Stage: Transitional

**Synopsis:** Lee's dad is a weather forecaster who seems to have difficulty getting the weather forecast right. Lee notices that his neighbor, Mrs. Henderson, always seems to know what the weather will be. When Lee asks her how she knows when to take her umbrella or when to put the laundry out to dry she tells him her secrets.

## Possible Assessment Focus

- predicting
- understanding humour
- making connections
- inferring

## Suggestions for Introducing the Text

- Ask the student to look at the cover. What can he/she predict about the story from the picture and the title?
- Ask the student what he/she knows about forecasting the weather.
- Discuss prior knowledge and experience related to weather and/or weather forecasting.

## Possible Questions for Discussing the Text

- Do you think Mrs. Henderson's method for weather forecasting was a good one? Why?
- Do you know any other weather-related sayings or rhymes?
- Why do you think Lee's dad peeked over the fence at Mrs. Henderson?
- On page 2, Lee felt he had a "blue ribbon science project." What do you think this means?

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- Do you know any other weather-related sayings or rhymes?
- Why do you think Lee's dad peeked over the fence at Mrs. Henderson?
- On page 2, Lee felt he had a "blue ribbon science project." What do you think this means?

# Text Features

## Content, Themes, and Ideas

- clever story about an elderly woman whose non-traditional methods succeed over more advanced methods of weather forecasting
- encourages the value of "old-fashioned" logic

## Literary Features

- interesting characters developed
- descriptive language used
- third person narrative

## Vocabulary and Words

- many familiar words
- some words may be challenging (elderly, ridiculous, drawer)

## Sentence Complexity

- mostly compound sentences with some complex sentences
- sentences require a full range of punctuation to access meaning
- assigned dialogue (using names)

## Print Features

- smaller font
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# The Candy Dance

**Genre/Form:** Fiction; realism

**Length:** 312 words

**Stage:** Transitional

**Synopsis:** A young girl goes to her first powwow. Because she lives so far away she is worried that people won't know she is Mi'kmaq. She enjoys the powwow, but does not really know what to do. After dances and games she looks forward to next year's powwow and being more involved.

## Possible Assessment Focus

- predicting
- making connections
- understanding point of view
- visualizing

## Suggestions for Introducing the Text

- Discuss prior knowledge and experience related to
  - the Mi'kmaq culture
  - powwows
- Ask the reader to make some predictions about the story.

## Possible Questions for Discussing the Text

- How do you think Molly feels about being Mi'kmaq at the beginning of the story? At the end of the story?
- Molly was feeling left out. Describe a time when you have felt like this.
- A powwow is a part of the cultural traditions of Molly's family. Describe one of your cultural or family traditions.
- Look at the photograph on page 2. What can you learn about the Mi'kmaw culture?
- Choose a sentence that creates a strong visual picture in your mind. What words does the author use to create this picture?

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## Possible Assessment Focus

- predicting
- making connections
- understanding point of view
- visualizing

## Suggestions for Introducing the Text

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# Text Features

## Content, Themes, and Ideas

- may be familiar to some readers
- local interest (Nova Scotian content)
- encourages the value of cultural traditions
- allows students to vicariously experience a part of Mi'kmaw culture

## Literary Features

- interesting characters developed
- descriptive language used
- third person narrative

## Vocabulary and Words

- many familiar words
- some words may be challenging (Mi'kmaq, splendid, decorated, honour, throbbing, gorgeous)

## Sentence Complexity

- mostly compound sentences with some complex sentences
- sentences require a full range of punctuation to access meaning
- assigned dialogue (using names)

## Print Features

- smaller font
- longer paragraphs
- wide margins
- photograph provides context and supports understanding

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# Rabbit Snares the Moon: A Mi'kmaq Tale

Genre/Form: Fiction; legend

Length: 253 words

Stage: Transitional

**Synopsis:** Rabbit is a great hunter who discovers that someone has been robbing his snares. He sets a trap to catch the thief. In his bowstring he catches the moon. Hurt by the light he throws mud on the moon. Frightened, Moon Man agrees to never steal from Rabbit again. From that day on, Moon Man kept his promise but lives with marks on his face.

## Possible Assessment Focus

- sequencing
- predicting
- making text to text connections
- visualizing

## Suggestions for Introducing the Text

- Ask the student if he/she know other legends.
- Discuss prior knowledge and experience related to legends and tales.
- Consider the title. What do you think the legend will be about? Why might the author have used the word "snares"?
- Ask the reader to make some predictions about the story.

## Possible Questions for Discussing the Text:

- Legends often have animals who act like humans. How does the author make Rabbit seem human?
- Why do you think people created legends like this one?
- Rabbit seemed afraid of Moon Man. Why might this be?
- Create your own legend to explain why something is.
- Choose a sentence that helps you create a strong picture in your mind. What words does the author use to create this picture?

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## Possible Assessment Focus

- sequencing
- predicting
- making text to text connections
- visualizing

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# Text Features

## Content, Themes, and Ideas

- student may be familiar with other tales
- clever story about a rabbit who outsmarts the moon
- encourages the value of oral storytelling and tales

## Literary Features

- descriptive language
- third person narrative

## Vocabulary and Words

- many familiar words
- some words may be challenging (gnawed, concealed, dazzling, silvery, radiant, faltered, tightened)

## Sentence Complexity

- mostly compound sentences with some complex sentences
- sentences require a full range of punctuation to access meaning
- assigned dialogue (using pronouns and names)

## Print Features

- smaller font
- longer paragraphs
- wide margins
- photograph provides support for the ending (encourages visualization)

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# It All Adds Up

Genre/Form: Fiction; realism

Length: 356 words

Stage: Transitional

**Synopsis:** A young girl agrees to work for her cousin on his boat. The agreement she makes with him is that her pay will begin at one cent and double each day. At the end of the summer she calculates how much she is owed. Her cousin is surprised that her wages could have added up to such a high amount. She is surprised that her cousin wasn't better at math.

## Possible Assessment Focus

- predicting
- making connections

## Suggestions for Introducing the Text

- Discuss the concept of doubling.
- Explain terms like minimum wage.
- Discuss prior knowledge and experience related to summer jobs.
- Consider the title—what might “add up” in the story?
- Ask the reader to make some predictions about the story.

## Possible Questions for Discussing the Text

- In the first paragraph and again in the last paragraph, the author has written the words “you'd” and “that” in italics. Why do you think the author did this?
- In the end Chris agreed to be paid minimum wage instead of the agreed amount. Do you think this is fair?
- Do you think Owen learned something from this experience?
- When you do a job, how much do you like to be paid?

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- predicting
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# Text Features

## Content, Themes, and Ideas

- clever story where the younger character outsmarts the adult
- some experience with work and wages is helpful
- requires prior experience with mathematical concepts

## Literary Features

- limited to two characters
- third person narrative

## Vocabulary and Words

- familiar vocabulary
- some words may be challenging (cruises, thrilled, minimum)
- some words require emphasis and/or expression—indicated with italics
- some names may pose a challenge (Juno)

## Sentence Complexity

- compound and complex sentences with some simple sentences
- sentences require a full range of punctuation to access meaning
- varying lengths of sentences
- assigned dialogue

## Print Features

- smaller font
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# The Penguin

**Genre/Form:** Fiction; humour

**Length:** 353 words

**Stage:** Transitional

**Synopsis:** Officer Terrell is on patrol looking for something interesting. She encounters Mr. Wallace driving along with a penguin as his passenger. She tells him that he needs to take the penguin to the zoo. The following day she sees Mr. Wallace and the penguin out driving again. Pulling him over she indicates that the day before yesterday she told him to take the penguin to the zoo, to which Mr. Wallace responds that he did and today he intends to take him to a baseball game.

## Possible Assessment Focus

- sequencing
- predicting
- understanding humour

## Suggestions for Introducing the Text

- Consider the title—what might the story be about?
- Ask the reader to make some predictions about the story.

## Possible Questions for Discussing the Text

- When the officer said Mr. Wallace should take the penguin to the zoo, what do you think she meant? How did Mr. Wallace interpret her comment?
- How do you think Officer Terrell would have responded to Mr. Wallace's final comment?
- Why do you think the author ended the story where he/she did? Why didn't the author include the officer's reaction?
- Some people may say this story is not believable. What parts of the story make it unbelievable?
- If the author wrote about a dog instead of a penguin, what impact would it have on the story?

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# Text Features

## Content, Themes, and Ideas

- story is far-fetched
- requires the student recognize and understand humour

## Literary Features

- interesting characters developed
- humour is used as a literary device
- descriptive language used
- third person narrative

## Vocabulary and Words

- many familiar words
- some words may be challenging (ordinary, distinguish, nervously, astonished)

## Sentence Complexity

- simple and compound sentences
- sentences are varying lengths and require careful phrasing
- assigned dialogue (using names or pronouns)

## Print Features

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# Gordy The Great

**Genre/Form:** Fiction; realism

**Length:** 401 words

**Stage:** Fluent

**Synopsis:** Gordy had always been a star basketball player for his school team. Surprised that the coach asked him to sit out, he began to think of past encounters with Matt, the player who was replacing him. Realizing that Matt had been training, eating healthy, and getting enough rest, Gordy decides he needs to get in shape.

## Possible Assessment Focus

- predicting
- making connections
- understanding unassigned dialogue
- sequencing
- understanding character development and change

## Suggestions for Introducing the Text

- Ask the student if there is something he/she does very well.
- Discuss prior knowledge and experience related to basketball.
- Consider the title—what might the story be about?
- Ask the student to make some predictions about the story.

## Possible Questions for Discussing the Text

- Why do you think Gordy was not chosen to play?
- How did Gordy's attitude change from the beginning of the story to the end?
- What are some things that Gordy might do in the days after the game?
- Have you ever been in a similar situation? How did you react?
- On page 1 there is some dialogue near the bottom. Who is speaking? How do you know?

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- Have you ever been in a similar situation? How did you react?
- On page 1 there is some dialogue near the bottom. Who is speaking? How do you know?

# Text Features

## Content, Themes, and Ideas

- familiar topic (basketball)
- story involves the success of the underdog
- story carries a message about the importance of hard work and practice
- highlights the importance of reflecting on your actions

## Literary Features

- limited number of characters
- third person narrative
- flashbacks

## Vocabulary and Words

- familiar vocabulary
- some words may be challenging (reeling, encounters, sauntered, pipsqueak)
- homophones such as practise (verb) and practice (noun)

## Sentence Complexity

- compound and complex sentences
- varying lengths of sentences
- unassigned dialogue

## Print Features

- smaller font
- wide margins
- small photograph at the beginning

# Text Features

## Content, Themes, and Ideas

- familiar topic (basketball)
- story involves the success of the underdog
- story carries a message about the importance of hard work and practice
- highlights the importance of reflecting on your actions

## Literary Features

- limited number of characters
- third person narrative
- flashbacks

## Vocabulary and Words

- familiar vocabulary
- some words may be challenging (reeling, encounters, sauntered, pipsqueak)
- homophones such as practise (verb) and practice (noun)

## Sentence Complexity

- compound and complex sentences
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# Pier 21

**Genre/Form:** Fiction; historical fiction

**Length:** 296 words

**Stage:** Fluent

**Synopsis:** A young boy, his sister, a mother, and her baby, arrive in Halifax at Pier 21. Not allowed to go on to Montreal to meet their father because the little sister was sick, the young boy blames himself for taking her onto the deck of the ship in the rain. Worried that they would be sent back to Greece, he sees the doctor examining his sister. Unable to understand the English the doctor speaks, the young boy does recognize his smile and knows they will soon be on their way.

## Possible Assessment Focus

- predicting
- making connections
- questioning
- supporting comprehension using visual text

## Suggestions for Introducing the Text

- Explain that Pier 21 was an important port during World War I. It was the entry point to Canada for many families fleeing their homes in Europe.
- Show the students where Halifax and Greece are on a map.
- Discuss prior knowledge and experience related to
  - immigration
  - quarantine
  - Pier 21
- Ask the student to make some predictions about the story.

## Possible Questions for Discussing the Text

- Why do you think this family was travelling to Canada?
- If the little girl had been really sick they might not have been allowed into the country. Do you think this is right? Why?
- Although Dimitrio could not understand English he was able to tell that things were all right. Why is this possible?
- How do you think this family and others like it would have felt coming to Canada?

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- Although Dimitrio could not understand English he was able to tell that things were all right. Why is this possible?
- How do you think this family and others like it would have felt coming to Canada?

- In the story, it says that the father had been "working hard to send them the money to pay for their passage". What do you think the word "passage" means?
- Ask students to look at all the photographs included. What can you learn from these pieces of visual information?

## Text Features

### Content, Themes, and Ideas

- topic may be unfamiliar
- genre of the story is historical fiction
- emotions and feelings of the characters may be difficult to fully appreciate

### Literary Features

- limited number of characters
- third person narrative

### Vocabulary and Words

- familiar vocabulary
- some words may be challenging (glowered, immigrants, examining, instrument)

### Sentence Complexity

- mostly compound sentences
- varying lengths of sentences

### Print Features

- smaller font
- long paragraphs
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- photograph is related but does not offer direct support

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# The Memory Box

Genre/Form: Fiction; realism

Length: 302 words

Stage: Fluent

**Synopsis:** Angie is a volunteer at a home for seniors. She is paired up with grumpy old Mr. Hardcastle. When Mr. Hardcastle sees Angie's diary fall out of her bag, he brightens up and gets out his own memory book to share with her. Interested in his stories, Angie looks forward to her visit next week.

## Possible Assessment Focus

- predicting
- making connections
- character development and change over time
- understanding figurative language (simile)

## Suggestions for Introducing the Text

- Discuss prior knowledge and experience related to
  - visiting or talking with seniors
  - diaries, journals
- Ask the student to make some predictions about the story.
- Consider the title—what might the story be about?

## Possible Questions for Discussing the Text

- Have you ever kept a journal or diary? If so, what did you write about?
- If you could read a diary that belonged to your grandparents, what do you think it would be about?
- Why do you think Mr. Hardcastle's behaviour changed when he saw Angie's diary?
- At the beginning of the story Angie uses a simile to describe Mr. Hardcastle. She says he is as "prickly as a porcupine." Can you think of a simile to describe Mr. Hardcastle at the end of the story?

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# Text Features

## Content, Themes, and Ideas

- topic is easy to relate to
- illustrates the value of spending time with seniors

## Literary Features

- two characters
- third person narrative
- descriptive
- figurative language (simile) is used

## Vocabulary and Words

- familiar vocabulary
- some words may be challenging (snorted, hmmph, prickly, incredibly, honoured)

## Sentence Complexity

- mostly compound sentences with some simple and complex sentences
- varying lengths of sentences
- assigned dialogue (using pronouns)

## Print Features

- smaller font
- longer paragraphs
- wide margins
- photograph shows the main character but does not add depth to the story

# Text Features

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# Producer for a Day

Genre/Form: Fiction; realism

Length: 310 words

Stage: Fluent

**Synopsis:** A young girl wins a contest to be a music producer for a day. She learns about dubbing, multi-track recording, and mixing. She also learns that there is a lot left to learn about the music business.

## Possible Assessment Focus

- predicting
- making connections
- understanding dialogue

## Suggestions for Introducing the Text

- Introduce or explain essential vocabulary (producer).
- Discuss prior knowledge and experience related to music terms (dubbing, recording track, mixing).
- Ask the student to make some predictions about the story.
- Consider the title—what might the story be about?

## Possible Questions for Discussing the Text

- In the story Derek explains why multi-track recording is better than single-track recording. Do you agree with his explanation? Why?
- Do you think people recorded music differently in the past? How might it have been different from today?
- How might recording be done in the future?
- Technology has changed how music is recorded. What else has technology changed?
- This story has a lot of dialogue. What does the author do to help you figure out who is speaking? Which lines are the most difficult to figure out? Why?

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# Text Features

## Content, Themes, and Ideas

- topic may be unfamiliar
- story contains a great deal of technical information about producing a record

## Literary Features

- limited number of characters
- third person narrative

## Vocabulary and Words

- familiar vocabulary
- some words may be challenging (console, gestured, dubbing, mixing engineer)
- various forms of the same word (record, recording, recorded)
- names may pose a challenge

## Sentence Complexity

- compound and complex sentences
- varying lengths of sentences
- assigned dialogue

## Print Features

- smaller font
- wide margins
- photograph provides context for the story

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# The Solitary Planet

**Genre/Form:** Fiction; science fiction

**Length:** 323 words

**Stage:** Fluent

**Synopsis:** Space explorers are looking for another planet with signs of life. As they began their return to Earth, having been unable to find any such planet anywhere in the Milky Way, they came across a solitary planet that was unlike any other—it was metallic and looked like a giant space ship. Landing on its surface the planet comes to life and a new adventure is about to begin.

## Possible Assessment Focus

- predicting
- connecting
- questioning
- using context clues for word solving (geology)

## Suggestions for Introducing/Discussing the Text

- Introduce or explain essential vocabulary (solitary).
- Discuss prior knowledge and experience related to
  - space
  - space exploration
- Ask the student to make some predictions about the story.
- Consider the title—what might the story be about?

## Possible Questions for Discussing the Text

- Do you think there is another planet where life exists?
- What do you think the crew landed on?
- Tell the next chapter in this story. What will happen next?
- How would you feel about being an explorer in space?
- In the last paragraph the author gives you a clue about the meaning of the word "biology." What does the author tell you to help you figure out the meaning of the word "geology"?

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- predicting
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- questioning
- using context clues for word solving (geology)

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# Text Features

## Content, Themes, and Ideas

- topic may be unfamiliar
- topic may be of interest to many

## Literary Features

- third person narrative

## Vocabulary and Words

- challenging vocabulary
- some words may be challenging (Icarus, unexplored, galaxy, probed, vast, Andromeda, Magellanic clouds, elliptical, sphere, geology, biology)

## Sentence Complexity

- compound and complex sentences
- varying lengths of sentences

## Print Features

- smaller font
- longer paragraphs
- wide margins
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# The Mystery of Oak Island

Genre/Form: Non-fiction; report

Length: 300 words

Stage: Early

**Synopsis:** Discusses the many failed attempts over time to discover the treasure thought to have been buried on Oak Island.

## Possible Assessment Focus:

- connecting text with prior knowledge and/or experiences
- responding to information/ideas presented
- questioning
- using visuals to support understanding
- sequencing key points
- determining importance
- stating an opinion and supporting it with evidence (personal or textual)

## Suggestions for Introducing the Text:

- Show students where Oak Island is on a map.
- Discuss prior knowledge and experience related to
  - Oak Island
  - Captain Kidd or pirates
  - treasure
- Read the title. Ask the student to explain what a mystery is.
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- Do you think it is possible that treasure is buried on Oak Island? Why?
- Why do you think so many people have risked their lives to look for treasure that might be there?
- If treasure chests were ever found, what do you think would be in them?
- Design and draw a system that you think might work to keep people from getting any treasure that you might have.
- What kind of information can you learn from the diagram about the money pit?
- The article says that the pit was at least 64 metres deep. How many classrooms do you think it would take to make 64 metres? Or, use another comparison to show the distance of 64 metres.

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- What kind of information can you learn from the diagram about the money pit?
- The article says that the pit was at least 64 metres deep. How many classrooms do you think it would take to make 64 metres? Or, use another comparison to show the distance of 64 metres.

- Why do you think the author used the word “Mystery” in the title of this article?
- Take another look at the opening paragraph. This is called a “lead.” How do you think this lead grabs the attention of a reader?

## Text Features

### Content, Themes, and Ideas:

- topic of local interest, Nova Scotian content
- general topic may be familiar to some
- offers specific details about the search for treasure
- relates an historical mystery in narrative format
- supports the idea that some mysteries remain unsolved

### Vocabulary and Words:

- most vocabulary is familiar
- some words may be challenging (special, mysterious, treasure, buried, equipment)
- names may be challenging (Daniel McGinnis, William, Roosevelt)
- phrase “money pit” requires interpretation of context

### Sentence Complexity:

- mostly simple sentences with some compound sentences
- requires flexible use of punctuation and phrasing

### Print Features:

- smaller paragraphs
- larger font
- supportive white space and layout
- photographs support the text
- captions explain each photograph
- diagrams and labels provide additional information
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# Drums

Genre/Form: Non-fiction; explanation

Length: 247 words

Stage: Early

**Synopsis:** Discusses worldwide use of drums for communication with special mention of the importance of drums to Mi'kmaw culture. Also details the makings of a drum. Ends with a connection to modern music.

## Possible Assessment Focus:

- connecting text with prior knowledge and/or personal experience
- visualizing
- understanding word meanings and strategies for word solving
- synthesizing

## Suggestions for Introducing the Text:

- Discuss prior knowledge and experience related to
  - drumming or drums
  - Mi'kmaw culture
  - music and bands
- Show a drum.
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- Why do you think that the drum was a good choice of instrument for the Mi'kmaq to make hundreds of years ago?
- What other types of materials could you use to make good drums?
- At what types of ceremonies do you think Mi'kmaq peoples would use drumming today?
- "Head" and "shell" are written in italics (page 2). Why do you think this might be?
- It has been said that the drum is the "heartbeat" of music. What do you think this means?
- What skills do you think a good drummer should have?
- Show or tell how you would use drumming to communicate different feelings you might be having (sadness, happiness, anger, curiosity, surprise, etc.).

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# Text Features

## Content, Themes, and Ideas:

- topic of local cultural interest, Nova Scotian/Atlantic Canadian content
- topic may be familiar to some
- encourages students to extend their knowledge of a familiar object to its use in a variety of situations and for a variety of purposes
- encourages an appreciation of an item for its cultural and/or historical significance
- promotes understanding that there are many forms of communication

## Vocabulary and Words:

- most vocabulary is familiar with the few technical words (head, shell) explained within the text
- some words may be challenging (Europe, signals, soldiers, special, tradition, usually, message, aboriginal)
- introduces noun and adjective form of a word (Mi'kmaq: noun, Mi'kmaw: adjective)
- technical terms are in italics and are explained within the text

## Sentence Complexity:

- mostly compound sentences with some simple sentences
- requires flexible use of punctuation and phrasing

## Print Features:

- smaller paragraphs
- larger font
- italics
- supportive white space and layout
- photographs support the text
- captions identify each photograph
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# How to Make a Compass

**Genre/Form:** Non-fiction; procedural

**Length:** 255 words

**Stage:** Early

**Synopsis:** Gives step by step instructions on how to make a compass. Includes background information on how a compass works.

## Possible Assessment Focus:

- connecting text with prior knowledge
- familiarity with procedural format and following directions (sequencing)
- questioning
- determining importance

## Suggestions for Introducing the Text:

- Introduce or explain essential vocabulary (compass).
- Discuss prior knowledge and experience related to
  - orienteering
  - compasses
  - magnets
  - models or experiments
- Show a compass.
- Discuss directions of north, south, east, and west.
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- Can you think of situations where using a compass would be very important and helpful?
- If you were lost in the woods, how do you think a compass might help you find your way to safety?
- A compass works because of magnetism. Can you think of any other items that use magnets?
- Look again carefully at the section "What You Do." Explain what might happen if the steps were not followed in order.
- Often directions to make something are given using pictures only. Using the written directions of this article, draw the steps so that someone could make a compass by following your illustrations.

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- Often directions to make something are given using pictures only. Using the written directions of this article, draw the steps so that someone could make a compass by following your illustrations.

- The article says that, "a homemade compass can be as accurate as one you buy". What might be some advantages and disadvantages of each?

## Text Features

### Content, Themes, and Ideas:

- topic may be familiar to some through orienteering, hiking or boating, and/or adventure-based youth activities
- a familiarity with Earth's polarization and with magnetism is helpful
- students are expected to follow a basic science procedure with a predictable outcome
- students are expected to make connections between the explanatory text and the procedure that follows

### Vocabulary and Words:

- technical words are not explained directly within the text (magnetism, magnetize, balanced, forces; attract)
- some words may be challenging (direction, compasses, comparing, giant, proper)

### Sentence Complexity:

- mostly simple sentences
- requires flexible use of punctuation and phrasing

### Print Features:

- smaller paragraphs
- larger font
- supportive white space and layout
- procedure is guided by headings
- procedure is written as numbered steps using complete sentence structure
- materials are recorded in list format
- photographs support the text
- captions explain each photograph
- diagrams and labels provide additional information
- print and visual text

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### Print Features:

- smaller paragraphs
- larger font
- supportive white space and layout
- procedure is guided by headings
- procedure is written as numbered steps using complete sentence structure
- materials are recorded in list format
- photographs support the text
- captions explain each photograph
- diagrams and labels provide additional information
- print and visual text

# Living with Asthma

Genre/Form: Non-fiction, explanation

Length: 237 words

Stage: Early

**Synopsis:** Discusses the common condition of asthma, how it affects your respiratory system, its known causes, and treatment. Photographs, a diagram, and a table add further information.

## Possible Assessment Focus:

- connecting text with prior knowledge and/or personal experience
- understanding question/answer as a text structure
- using diagrams and visual text to support understanding
- synthesizing
- determining importance
- understanding cause and effect

## Suggestions for Introducing the Text:

- Introduce or explain essential vocabulary (puffer, asthma, trigger, respiratory).
- Discuss prior knowledge and experience related to asthma or other respiratory difficulties.
- Ask the student to take a deep breath. What does that feel like?
- Discuss the feeling of being out of breath.
- Ask the student if they know anyone with asthma.
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- There is a chart on page 2. What information does it give you? Why is it included in this spot?
- What do you think it would be like to have asthma?
- Have you ever gotten out of breath from some activity?
- If someone in your home had asthma, what are some things you could do to make it a better environment?
- If you had asthma, what would you definitely not do? What would you do?
- What impact do you think air pollution would have on people with asthma?
- Create a cause-and-effect chart to show what you know about asthma.

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- Create a cause-and-effect chart to show what you know about asthma.

# Text Features

## Content, Themes, and Ideas:

- general topic may be familiar
- provides details of this medical condition
- provides explanation of asthma
- suggests actions you can take to prevent or control attacks
- suggests that the symptoms of medical conditions can be prevented or controlled

## Vocabulary and Words:

- technical words are explained in the text (inhaled, trigger, puffer)
- words in bold and italics are explained in the text
- most vocabulary is familiar
- some words may be challenging (medicine, passages, asthma, avoid, allergies)

## Sentence Complexity:

- mostly compound sentences with some simple sentences
- requires flexible use of punctuation

## Print Features:

- smaller paragraphs
- larger font
- bold and italic print
- supportive white space and layout
- each paragraph is introduced by a heading, suggestive of the text structure (question, answer)
- photographs support the text
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# Angus Walters: Captain of the *Bluenose*

Genre/Form: Non-fiction; biography

Length: 219 words

Stage: Early

**Synopsis:** Chronicles the life of Angus Walters, from captain of his own fishing boat as a teenager in Lunenburg to captain of the *Bluenose*, Canada's most celebrated racing schooner. Details the "life" of the *Bluenose*, as well.

## Possible Assessment Focus:

- connecting text with prior knowledge and/or experiences
- recognizing the features of a biography
- understanding the chronological sequencing of events
- understanding the use of headings as leads to a paragraph
- questioning
- determining importance

## Suggestions for Introducing the Text:

- Introduce or explain essential vocabulary (*Bluenose*).
- Discuss prior knowledge and experience related to
  - *Bluenose* and/or *Bluenose II*
  - sailing or boating
  - Lunenburg
- Show a dime and discuss the picture.
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- Do you think it would be easier to be a sailor today or during the time of Angus Walters? Why?
- Many people make up a sailing crew. They all have certain jobs to do and have to work very well together. Can you think of other situations where a team of people must work well together?
- Sailing races still take place today. What might be some of the difficulties sailing crews face when participating in a race on the ocean?
- Take another look at the headings used in this article. Explain why you think the author chose these particular words for the headings.

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- Take another look at the headings used in this article. Explain why you think the author chose these particular words for the headings.

- If you had a choice between going on a sailboat or a speedboat, which would you choose?
- The *Bluenose* has become a symbol of Nova Scotia. Can you think of any other symbols that represent our province and why they might have been chosen? What other symbol(s) do you think could be chosen to represent Nova Scotia or Canada?
- Using the dates mentioned in this article, make a timeline that shows the important events in the life of Angus Walters.
- Look at the headings the author has used. What clues do they give you about the information found in each section?

## Text Features

### Content, Themes, and Ideas:

- topic of local interest, Nova Scotian content
- topic may be familiar, if only limited to having seen the *Bluenose* on the dime
- heralds the achievements of a local hero in biography format
- presented in chronological order
- suggests the makings of a national symbol

### Vocabulary and Words:

- technical words (schooner, hull, helm) are mentioned but not explained
- most vocabulary is familiar
- some words may be challenging (Lunenburg, beautiful, aging, captain)

### Sentence Complexity:

- mostly simple sentences; final paragraph has compound sentences
- requires flexible use of punctuation and phrasing

### Print Features:

- smaller paragraphs
- larger font
- supportive white space and layout
- each paragraph is introduced by a heading that is suggestive of the time frame
- photographs support the text
- captions explain each photograph
- print and visual text

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# Searching for the *Titanic*

Genre/Form: Non-fiction, report

Length: 258 words

Stage: Transitional

**Synopsis:** Relates the well-known story of the *Titanic*, heralded as the largest and safest ship of its time. In 1985, the wreckage was discovered off the coast of Nova Scotia but attempts to raise sections of the *Titanic* have been unsuccessful.

## Possible Assessment Focus:

- connecting text with prior knowledge
- sequencing
- synthesizing
- questioning
- determining importance
- visualizing

## Suggestions for Introducing the Text:

- Introduce or explain vocabulary such as *Titanic*.
- Ask the student if they have seen the movie *Titanic*.
- Discuss prior knowledge and experience related to
  - shipwrecks
  - icebergs
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- What precautions (safety equipment or rules) may have helped save those on board the *Titanic*?
- Do you think it's possible to build a ship that won't sink? Explain.
- Why do you think it's been so difficult to raise the wreckage of the *Titanic*?
- Would you accept the opportunity to explore the wreckage from inside a mini-submarine? Why?
- What kinds of items do you think the robot picked up from the ocean floor?
- Do you think people should continue to try and raise the wreck? Why?
- The cross section shows where the *Titanic* sank. Use words to describe where the wreck is located. Which is easier to understand, the picture or the words?

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# Text Features

## Content, Themes, and Ideas:

- general topic may be familiar to some
- explains the specifics of the sinking of the *Titanic*, and the search for its remains
- portrays a time in history
- encourages empathy for those who lost their lives

## Vocabulary and Words:

- meanings of some technical terms are explained within the text (submersible, hull)
- some words may be challenging (palace)

## Sentence Complexity:

- simple and compound sentences
- variation in sentence length
- requires flexible use of punctuation and phrasing
- each paragraph presents a great deal of information

## Print Features:

- combination of short and long paragraphs
- smaller font
- white space is supportive
- no subheadings
- photographs and cross section support the text
- captions offer explanation
- printed and visual text
- technical terms are in bold
- names are in italics

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# The Wild Horses of Sable Island

Genre/Form: Non-fiction, report

Length: 229 words

Stage: Transitional

**Synopsis:** Introduces the wild horses of Sable Island and two theories of their origin. Discusses challenges to their survival and informs of laws to protect their freedom.

## Possible Assessment Focus:

- connecting text with prior knowledge
- synthesizing
- questioning
- determining importance
- ability to express an opinion and support it with clear arguments

## Suggestions for Introducing the Text:

- Show students on a map where Sable Island is located.
- Discuss prior knowledge and experience related to
  - Sable Island
  - wild horses on Sable Island
  - survival issues for wild animals
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- What is your theory as to how the horses got to Sable Island?
- Make an argument for one of the theories mentioned in the article.
- Do you agree with the Prime Minister's 1959 decision not to move the wild horses from Sable Island even though they were in great danger? Why?
- If you were to spend a day studying the Sable Island horses, what would you be most interested in observing? Why?

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- If you were to spend a day studying the Sable Island horses, what would you be most interested in observing? Why?

- The article states that laws now exist to keep the Sable Island horses from being caught or harmed. What other specific ways would you suggest to protect them?
- Lack of food and cold weather can be a danger to the horses. Consider the pros and cons of moving the horses off the island.

## Text Features

### Content, Themes, and Ideas:

- general topic may be familiar to some
- local interest (Nova Scotian content)
- encourages an appreciation for the preservation of wildlife

### Vocabulary and Words:

- some words may be challenging (centuries, graze)

### Sentence Complexity:

- simple and compound sentences
- variation in sentence length
- requires flexible use of punctuation and phrasing

### Print Features:

- smaller font
- white space is supportive
- no subheadings
- photographs and map support the text
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- The article states that laws now exist to keep the Sable Island horses from being caught or harmed. What other specific ways would you suggest to protect them?
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- smaller font
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# Animal Adaptations

Genre/Form: Non-fiction; report

Length: 240 words

Stage: Transitional

**Synopsis:** Discusses different physical adaptations that have helped many animals survive in their habitats or be protected from enemies.

## Possible Assessment Focus:

- connecting text with prior knowledge
- compare and contrast
- application of concept to new situations
- synthesizing
- questioning
- determining importance

## Suggestions for Introducing the Text:

- Introduce or explain vocabulary such as adaptation.
- Discuss prior knowledge and experience related to
  - specific animals
  - animal adaptations
  - hunting, fishing or nature walks
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- Do you think there are adaptations that humans have made over time? What are they?
- Can you think of any inventions that have helped humans temporarily adapt to a new environment, such as underwater or in space?
- Look at the photographs included. Can you see any other adaptations that the animals have that would help them?
- Create a chart that shows animals and their adaptations. List the five animals pictured down the left column. Across the top record five kinds of adaptations: camouflage (colour), movement (ability to get away), defense (quills, poison), hibernation, special body parts (tail, claws, beak). Record the adaptations each animal has. Add five new animals to your list and record their features.

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- Sometimes articles that are laid out like this are difficult to follow. How did you know what to read and in what order to read it?

## Text Features

### Content, Themes, and Ideas:

- general topic may be familiar to some
- explains the specifics of animal adaptations
- students are expected to gain an understanding and appreciation of how nature protects its own
- opportunity for greater discussion to extend beyond points mentioned in the article

### Vocabulary and Words:

- most vocabulary is familiar
- technical terms are explained within the text (habitats, adaptations, extinct)
- prior knowledge of some terms expected (hibernate, environment, opossums)

### Sentence Complexity:

- mostly simple sentences with some compound sentences
- variation in sentence length
- requires flexible use of punctuation and phrasing

### Print Features:

- smaller font
- information is presented in bullets
- white space is supportive
- no subheadings
- photographs support the text
- captions offer explanation
- printed and visual text
- technical terms are in bold

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# How to Make a Sundial

**Genre/Form:** Non-fiction, procedural

**Length:** 367 words

**Stage:** Transitional

**Synopsis:** In step by step format, details the procedure involved in making a basic sundial. Provides helpful background information to inform why and how a sundial works, connecting to the more familiar experience of shadows.

## Possible Assessment Focus:

- connecting text with prior knowledge
- interpretation of diagram to support comprehension of text
- sequencing
- synthesizing
- questioning
- determining importance

## Suggestions for Introducing the Text:

- Introduce or explain vocabulary such as sundial.
- Discuss prior knowledge and experience related to
  - telling time
  - the sun
  - shadows
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- How difficult do you think it would be to make a sundial at home or in school?
- What do you think are the two or three most important steps in the instructions and use of a sundial? Why?
- How accurate do you think your sundial would be? What would help make it more accurate?
- When sundials were the main way of telling time (before clocks were invented), how do you think people told time on a cloudy or rainy day?
- Review the instructions and diagrams in this article. How do you think math plays a part in making a sundial?

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- How is knowing the time of day important in your life?
- The second paragraph begins, "Thousands of years ago, people noticed the sun's movement too." Does the sun actually move across the sky? What really happens?

## Text Features

### Content, Themes, and Ideas:

- general topic may be familiar to some
- explains the specifics of making a sundial
- familiarity with procedural writing would be helpful

### Vocabulary and Words:

- most vocabulary is familiar
- some words may be challenging (casts, geometry, compass, parallel, perpendicular, accurate)

### Sentence Complexity:

- mostly simple sentences with some compound sentences
- variation in sentence length
- requires flexible use of punctuation and phrasing

### Print Features:

- combination of text format
  - paragraphs
  - bulleted lists
  - numbered directions
- smaller font
- white space is supportive
- subheadings provide direction to the reader
- diagrams support the text
- captions offer explanation
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# From Salt Marshes to Fertile Fields

**Genre/Form:** Non-fiction, narrative

**Length:** 226 words

**Stage:** Transitional

**Synopsis:** Describes Acadian farm life centuries ago and the challenge of farming near the salty seawaters of the Bay of Fundy. Tells of Acadian ingenuity to invent special dikes as a successful solution.

## Possible Assessment Focus:

- connecting text with prior knowledge
- connecting printed text with supporting visual text
- interpretation of diagram to support comprehension of text
- synthesizing
- questioning
- visualizing
- determining importance

## Suggestions for Introducing the Text:

- Introduce or explain vocabulary such as Acadians.
- Show students a photograph of dikelands in Nova Scotia.
- Discuss prior knowledge and experience related to
  - farming
  - high and low tides
  - Acadian culture and history
  - Bay of Fundy
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- Read the title of the article. Can you figure out the meanings of the words "marsh" and "fertile?"
- Why do you think the Acadian settlers might have left France to settle in Canada?
- What type of repairs do you think the dikes would need?
- Explain how you think the sluice was designed so that water could flow out without flowing back in.
- Look at the two diagrams on page 2. One is a side view and one is an aerial view. Why do you think the author included two diagrams instead of just one?

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  - Acadian culture and history
  - Bay of Fundy
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- Read the title of the article. Can you figure out the meanings of the words "marsh" and "fertile?"
- Why do you think the Acadian settlers might have left France to settle in Canada?
- What type of repairs do you think the dikes would need?
- Explain how you think the sluice was designed so that water could flow out without flowing back in.
- Look at the two diagrams on page 2. One is a side view and one is an aerial view. Why do you think the author included two diagrams instead of just one?

- Do you think winter would have posed any special problems for the dikes? Why?
- Many inventions have come about because they fixed a problem, as the dikes did for the Acadians. Can you think of some inventions we use today that were designed to solve a problem?
- Look at the picture on page 1. There are three main steps in the process of getting hay from growing in the field to being in a hay stack. What are these three steps?

## Text Features

### Content, Themes, and Ideas:

- general topic may be familiar to some
- local interest (Nova Scotian content)
- explains the specifics of Acadian Life
- portrays a time in history
- encourages an appreciation of the hardships of early settler life and the ingenuity to overcome challenges
- students are expected to connect invention with meeting some need

### Vocabulary and Words:

- vocabulary is familiar
- meanings of some technical terms are explained within the text (sluices, dikes)
- some words may be challenging (Acadians, dikes, constantly, aerial)

### Sentence Complexity:

- mostly simple sentences with some compound sentences
- variation in sentence length
- requires flexible use of punctuation and phrasing
- each paragraph presents a great deal of information

### Print Features:

- combination of short and long paragraphs
- smaller font
- white space is supportive
- no subheadings
- illustrations and diagrams support the text
- captions offer explanation
- print and visual text
- technical terms are in bold

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# The Birchbark Canoe

**Genre/Form:** Non-fiction, report

**Length:** 287 words

**Stage:** Transitional

**Synopsis:** Describes in detail the making of a birchbark canoe by Aboriginal peoples of early Canada. Gives reasons for choice of materials and design with a diagram identifying the main structural features.

## Possible Assessment Focus:

- connecting text with prior knowledge
- sequencing
- visualizing
- synthesizing
- questioning
- determining importance
- understanding technical terms

## Suggestions for Introducing the Text:

- Introduce or explain vocabulary such as canoe.
- Discuss prior knowledge and experience related to
  - canoes or canoeing
  - history of the Mi'kmaq (curriculum link)
  - trees and forests
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- Why do you think a birchbark canoe was so fast?
- What special skills would be required to make and paddle a birchbark canoe?
- In what ways did the Aboriginal canoe builders use materials from nature without destroying the source of these materials?
- Can you think of any challenges there might be in making a birchbark canoe?
- For what purposes do you think the Aboriginal peoples used a birchbark canoe?

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- For what purposes do you think the Aboriginal peoples used a birchbark canoe?

- The article mentions that the Mi'kmaq were famous for the designs they painted on their canoes. What materials do you think they used to make "paint?"
- If you created a birchbark canoe, describe or draw the design you would paint on it. Why would you choose this design?
- The word "gunwale" is in bold. Why do you think the author did this? How does the author help you understand the meaning of this word?

## Text Features

### Content, Themes, and Ideas:

- general topic may be familiar to some
- local interest (Nova Scotian content)
- explains the specifics of how a birchbark canoe is constructed
- portrays a time in history
- encourages an appreciation of cultural traditions and technologies

### Vocabulary and Words:

- meanings of some technical terms are explained within the text (portage, gum, gunwale)
- some words may be challenging (Aboriginal, Mi'kmaq, Ojibwa, resin, stand, charcoal)

### Sentence Complexity:

- simple and compound sentences
- variation in sentence length
- requires flexible use of punctuation and phrasing
- each paragraph presents a great deal of information

### Print Features:

- combination of short and long paragraphs
- smaller font
- white space is supportive
- no subheadings
- photographs support the text
- captions offer explanation
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- labels

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# Save Your Hearing

**Genre/Form:** Non-fiction, persuasive

**Length:** 267 words

**Stage:** Transitional

**Synopsis:** Informs of the potential danger of everyday noise and resulting hearing loss. Defines and gives examples of indoor and outdoor noise. Concludes with signs of hearing loss and suggestions for prevention. Presents information through photographs, a table, and list form as part of text.

## Possible Assessment Focus:

- connecting text with prior knowledge and personal experience
- extend a familiar concept to a greater understanding
- interpretation of data presented in table form
- synthesizing
- questioning
- determining importance
- ability to express an opinion or make an argument and support it with reasons or evidence

## Suggestions for Introducing the Text:

- Discuss the five senses.
- Ask the student, if you had to lose one of their senses which one would be the hardest to live without? Second? Why?
- Discuss prior knowledge and experience related to
  - people with hearing loss, including self
  - times when it's been difficult to hear clearly
  - personal entertainment devices
  - city noise
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- Are there any situations in which you have found it difficult to hear? If so, how did you deal with it?
- What sounds do you enjoy and why?
- What sounds annoy or bother you and why?
- If you lived near a construction site or an airport, how would the noise pollution there interfere with your life? How would you deal with it?
- In what ways do the photographs in this article add to the information you just read about hearing loss?

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- In what ways do the photographs in this article add to the information you just read about hearing loss?

- In what ways can schools help protect you against hearing loss or help you protect yourself?
- Many people turn the volume up very loud when listening to music. Why do you think this is?
- Look through a magazine for pictures that may be signs of noise pollution. Make a collage of what you find to educate your classmates.
- Should there be laws to control sound pollution? At what number of decibels should we stop noise pollution? Why?

## Text Features

### Content, Themes, and Ideas:

- general topic is familiar to all
- students are expected to gain an understanding of the need to protect our sense of hearing and of the growing concern of environmental noise
- students are encouraged to extend the content of the article to their personal lives and situations
- opportunity for greater discussion to extend beyond points mentioned in the article

### Vocabulary and Words:

- vocabulary is familiar
- technical terms are not further explained in the text (decibels, cochlea, Eustachian tube, auricle, semicircular canals, auditory canal, audiologist)
- some words may be challenging (muffled, sound source, appliances)

### Sentence Complexity:

- simple and compound sentences
- variation in sentence length
- requires flexible use of punctuation and phrasing
- each paragraph presents a great deal of information

### Print Features:

- combination of paragraphs and numbered lists
- smaller font
- white space is supportive
- no subheadings
- photographs show context
- labelled diagram supports the text
- chart offers additional information
- captions offer explanation
- printed and visual text

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# Confederation Bridge

Genre/Form: Non-fiction; report

Length: 248 words

Stage: Transitional

**Synopsis:** Highlights the Confederation Bridge linking New Brunswick and Prince Edward Island. Discusses its construction, safety features, and advantages over the ferry.

## Possible Assessment Focus:

- connecting text with prior knowledge
- synthesizing
- questioning
- determining importance
- understanding proposition/support text structure

## Suggestions for Introducing the Text:

- Introduce or explain vocabulary such as confederation.
- Show students where PEI and the Confederation Bridge are located on a map.
- Discuss prior knowledge and experience related to
  - road travel, air travel, or ferry travel
  - having been to PEI
  - bridges
  - construction
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- Look carefully at how the author has written the third paragraph. What was the author trying to accomplish in this paragraph? How did he/she do it?
- The term "confederation" has particular meaning for Canada. It refers to Canada's first provinces joining together to form our country. Can you think of why this name was chosen for the bridge?
- What advantages and disadvantages are there for taking the ferry to PEI? for using the Confederation Bridge? for taking a plane? Make a chart to show your reasons.
- If you were given any choice of travel to PEI, which would you take and why?

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- What challenges do you think the workers faced during the construction of the bridge?
- What do you think maintenance workers check and/or repair regularly on the bridge?
- Many bridges are designed using a series of triangulare or rhombus-shaped structures. Why do you think this is so?
- There have been times that the Confederation Bridge has been closed. What do you think would have caused this?
- The fourth paragraph describes the safety features of the bridge. Why would the author have included this information?

## Text Features

### Content, Themes, and Ideas:

- general topic may be familiar to some
- local interest (Atlantic Canadian content)
- explains the specifics of the bridge construction

### Vocabulary and Words:

- some words may be challenging (convenient, extinguishers, circuit)

### Sentence Complexity:

- simple and compound sentences
- variation in sentence length
- requires flexible use of punctuation and phrasing

### Print Features:

- combination of short and long paragraphs
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# Carrie Best

Genre/Form: Non-fiction, biography

Length: 362 words

Stage: Transitional

**Synopsis:** Chronicles the life of African Nova Scotian Carrie Best (1903–2001) who founded the *Clarion*, Nova Scotia's first newspaper for African Canadian readers. A civil rights activist, Best's work influenced change in government laws and practices that were discriminatory against African Nova Scotians in the 1940s and '50s.

## Possible Assessment Focus:

- connecting text with prior knowledge
- features of a biography
- synthesizing
- questioning
- determining importance

## Suggestions for Introducing the Text:

- Introduce or explain vocabulary such as African Canadian.
- Ask the student if they know of any people who have worked to end discrimination.
- Show the student where New Glasgow is located on a map. Explain that this is where one woman worked hard to end discrimination.
- If you were told you couldn't go into certain stores, how would you feel? What would you do?
- Discuss prior knowledge and experience related to:
  - Carrie Best or Viola Desmond
  - Early African Nova Scotian pioneers of equality
  - discrimination
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- Have you ever felt that you were treated unfairly? Explain the situation.
- How do you think it must have felt to have laws that prevented you from working in certain jobs or from sitting wherever you wanted in a movie theatre?
- The story states that Best's article about Viola Desmond's case "sparked an uproar." What does this expression mean?

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- Carrie Best used the, “power of the pen” to get changes made. What does this expression mean. How does it work to make government officials listen?
- People like Carrie Best are known as civil rights activists because they protest against treatment that is unfair to certain groups. Are you familiar with any other people who are known as civil rights activists?
- What actions would you feel so strongly about that you would want your opinion to be heard? How would you let your thoughts be known?
- In the first paragraph the author tries to help you understand the word “discrimination.” How does he/she do this?

## Text Features

### Content, Themes, and Ideas:

- general topic may be familiar to some
- local interest (Nova Scotian content)
- explains the specifics of the life and accomplishments of Carrie Best
- portrays a time in history
- encourages a deeper understanding of the challenges of being African Canadian in the early and mid 1900s
- encourages empathy for those who are treated unfairly

### Vocabulary and Words:

- most vocabulary is familiar
- some words may be challenging (discriminated, reserved, government, property)

### Sentence Complexity:

- mostly simple sentences with some complex sentences
- variation in sentence length
- requires flexible use of punctuation and phrasing
- each paragraph presents a great deal of information

### Print Features:

- combination of short and long paragraphs
- smaller font
- text is organized in columns
- less white space
- no subheadings
- photographs and a poster support the text
- captions offer explanation
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# Get Green!

Genre/Form: Non-fiction, persuasive

Length: 309 words

Stage: Transitional

**Synopsis:** Recounts the efforts of Nova Scotians to reduce waste sent to landfill sites by composting and recycling. Informs of the processes involved with various forms of waste while reminding of the potential hazards of garbage disposal to landfills.

## Possible Assessment Focus:

- connecting text with prior knowledge
- interpreting visual information
- synthesizing
- questioning
- determining importance
- applying information to personal life

## Suggestions for Introducing the Text:

- Introduce or explain vocabulary such as recycling, composting.
- Ask the student if they have heard about the 3R's. What are they?
- Discuss prior knowledge and experience related to:
  - recycling and composting at home or school
  - pollution and its effects on people and wildlife
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- What would you do to encourage someone to recycle or compost at home?
- Every day lots of garbage litters school grounds, especially after recess or lunchtime. What can schools do to discourage littering and reduce the amount of garbage?
- Obviously, restaurants have a lot of organic waste. Yet, they claim to face many challenges with composting. What might some of these challenges be and what suggestions would you make to deal with them?
- What are some things that we already recycle?
- Can you think of any new products that could be made from recycled materials?
- Look around the classroom and name items or materials that could be composted or recycled.

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- What are some things that we already recycle?
- Can you think of any new products that could be made from recycled materials?
- Look around the classroom and name items or materials that could be composted or recycled.

- Reusing items or materials is another way to reduce waste. Can you think of items that you or someone else could reuse instead of throwing away?
- This article includes a photograph, illustration, and a graph. What information does each of these visuals give you?

## Text Features

### Content, Themes, and Ideas:

- general topic is familiar to all
- students are expected to gain an understanding of the need to protect our environment through recycling programs
- students are encouraged to extend the contents of the article to their personal lives and situations
- students are encouraged to extend the theme of the article as a benefit for future generations

### Vocabulary and Words:

- vocabulary is familiar
- some technical words (recycled, compost, organic)
- some words may be challenging (resulting, sources, threaten, responsible)

### Sentence Complexity:

- mostly complex sentences with some simple sentences
- variation in sentence length
- requires flexible use of punctuation and phrasing
- each paragraph presents a great deal of information

### Print Features:

- longer paragraphs
- text is organized in columns
- smaller font
- less white space
- no subheadings
- photographs and illustrations support the text
- graph offers comparison
- captions offer explanation
- printed and visual text

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# The Shubenacadie Canal

**Genre/Form:** Non-fiction; explanation

**Length:** 308 words

**Stage:** Fluent

**Synopsis:** Details the history of the Shubenacadie Canal from its construction to present day use as a nature and recreational park. Also, explains how a lock system works to transport boats. Text is supported with a map, diagram and photograph.

## Possible Assessment Focus:

- connecting text with prior knowledge and/or experiences
- interpreting a diagram or map to support comprehension of text
- sequencing
- synthesizing
- questioning
- determining importance

## Suggestions for Introducing the Text:

- Introduce or explain essential vocabulary (canal).
- Show students key locations on a map of Nova Scotia (Halifax Harbour, Bay of Fundy, Shubenacadie).
- Discuss prior knowledge and experience related to
  - canal and lock systems
  - Shubenacadie, Nova Scotia
  - boating
  - places mentioned in the article
- Ask the student if he/she has ever seen or visited a canal (e.g., St. Peter's Canal in Cape Breton or Rideau Canal in Ottawa).
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- This article includes a diagram. Use the diagram to explain how a lock works.
- Before the canal had been built, how do you think goods were transported between Halifax Harbour and the Bay of Fundy?
- What are the advantages of having a locks system?
- The drop at Sullivan's Pond was 16 metres. How many classrooms high do you think this would have been?

# The Shubenacadie Canal

**Genre/Form:** Non-fiction; explanation

**Length:** 308 words

**Stage:** Fluent

**Synopsis:** Details the history of the Shubenacadie Canal from its construction to present day use as a nature and recreational park. Also, explains how a lock system works to transport boats. Text is supported with a map, diagram and photograph.

## Possible Assessment Focus:

- connecting text with prior knowledge and/or experiences
- interpreting a diagram or map to support comprehension of text
- sequencing
- synthesizing
- questioning
- determining importance

## Suggestions for Introducing the Text:

- Introduce or explain essential vocabulary (canal).
- Show students key locations on a map of Nova Scotia (Halifax Harbour, Bay of Fundy, Shubenacadie).
- Discuss prior knowledge and experience related to
  - canal and lock systems
  - Shubenacadie, Nova Scotia
  - boating
  - places mentioned in the article
- Ask the student if he/she has ever seen or visited a canal (e.g., St. Peter's Canal in Cape Breton or Rideau Canal in Ottawa).
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- This article includes a diagram. Use the diagram to explain how a lock works.
- Before the canal had been built, how do you think goods were transported between Halifax Harbour and the Bay of Fundy?
- What are the advantages of having a locks system?
- The drop at Sullivan's Pond was 16 metres. How many classrooms high do you think this would have been?

- What advantages or disadvantages would the railway line have brought to Nova Scotia's transportation system?
- What options exist today for transporting goods? What transportation choices do we have in Nova Scotia that do not exist in Saskatchewan or Alberta?
- The article states that the Mi'kmaq had used the Shubenacadie waterway for hundreds of years. In what ways and for what purposes do you think the Mi'kmaq used this waterway?
- Write or draw a step by step process that explains how a boat is moved to a lower level of water.

## Text Features

### Content, Themes, and Ideas:

- topic of local interest, Nova Scotian content
- general topic may be familiar to some
- diagram explains the specifics of how a lock works
- topic extends student knowledge by connecting the present with the past
- demonstrates the importance of problem solving and use of technology

### Vocabulary and Words:

- meanings of some technical terms are explained within the text (turbine), others are not (canal, incline plane, engineer)
- some words may be challenging (locks, route)

### Sentence Complexity:

- simple and compound sentences
- variation in sentence length and style (e.g., use of questions to advance understanding of topic)
- sentences require a full range of punctuation to access meaning

### Print Features:

- longer paragraphs
- smaller font
- text is densely arranged with little white space
- no subheadings
- photographs and diagram support the text
- captions offer explanation
- visual information requires interpretation
- printed and visual text
- technical terms are in bold or italics

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# Egyptian Pyramids

Genre/Form: Non-fiction, explanation

Length: 273 words

Stage: Fluent

**Synopsis:** Recounts the development of ancient Egypt (5000 BC) as a wealthy nation, with particular emphasis on the pyramids and mummification.

## Possible Assessment Focus:

- connecting text with prior knowledge
- interpreting visual text
- questioning
- synthesizing
- determining importance
- identifying cue words for procedural/sequential text

## Suggestions for Introducing the Text:

- Introduce or explain essential vocabulary (Egyptian, pyramids, mummies).
- Discuss prior knowledge and experience related to
  - Egypt
  - Pharaohs
  - mummies
  - pyramids
  - hieroglyphics
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- The text states that we have learned a lot about ancient Egypt from mummies and the pyramids. What do you think they taught us about early Egyptians and how they lived?
- What might the inventions created by ancient Egyptians tell us about their society and them as a people?
- Would you like to have been a Pharaoh? What responsibilities do you think a Pharaoh had?
- The article mentions that amulets were placed on a Pharaoh's coffin. What might have been used as amulets? Why?
- Examine the shape of the pyramids on the cover. Why do you think this design was chosen?

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- Examine the shape of the pyramids on the cover. Why do you think this design was chosen?

- Some of the Egyptian pyramids are still standing today, even after thousands of years. Why do you think they haven't been destroyed either by nature or by humans?
- Think of a sentence or thought that you'd like to tell me and create a hieroglyphic that communicates it.
- The second paragraph on page 2 describes the mummification process. What words does the author use to help you understand the order or steps in this process? Create a step by step written or visual procedure of the mummification process.

## Text Features

### Content, Themes, and Ideas:

- general topic may be familiar to some
- explains the specifics of ancient Egyptian practices
- portrays a time in history
- encourages an appreciation of early technologies

### Vocabulary and Words:

- meanings of some technical terms are explained within the text (hieroglyphics, archeologists, amulets); others are not (papyrus, pharaohs, mummified)
- some words may be challenging (fertile, structures, civilizations, afterlife)

### Sentence Complexity:

- simple and compound sentences with some complex sentences
- variation in sentence length
- requires flexible use of punctuation and phrasing
- each paragraph presents a great deal of information

### Print Features:

- combination of short and long paragraphs
- smaller font
- white space is supportive
- no subheadings
- photographs and illustrations support the text
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# Rocks and Minerals

Genre/Form: Non-fiction, report

Length: 366 words

Stage: Fluent

**Synopsis:** Uses question and answer format to inform about rocks and minerals and distinguish between the two. Explanations include common examples. Printed text is supported through labelled photographs and a chart ranking rocks and minerals according to their hardness.

## Possible Assessment Focus:

- connecting text with prior knowledge
- questioning
- synthesizing information
- determining importance

## Suggestions for Introducing the Text:

- Introduce or explain essential vocabulary (rock, mineral, igneous, metamorphic, sedimentary).
- Ask the student, "What does as hard as a rock mean?"
- Discuss prior knowledge and experience related to
  - rocks and minerals
  - rock collecting
- Show a rock or mineral.
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- How do you think we get minerals from inside the earth?
- Why are some minerals more expensive to buy than others?
- Did you ever collect rocks? What are some things that you noticed about them?
- Notice the variety of different coloured rocks. What might cause these colour differences?

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- Which rocks and minerals listed in the chart would be best suited for use in cutting tools? Why?
- After reading the article what questions do you still have about rocks and minerals?

## Text Features

### Content, Themes, and Ideas:

- topic may be of interest
- general topic will be familiar
- explains the specifics of different kinds or characteristics of rock
- presents technical information

### Vocabulary and Words:

- some technical words are explained directly within the text (magma, geode)
- other technical words are not explained (vegetation, compressed)
- some words may be challenging (igneous, metamorphic, sedimentary)
- key words are in bold

### Sentence Complexity:

- mostly compound sentences with some complex sentences

### Print Features:

- smaller paragraphs
- smaller font
- bold print
- supportive white space and layout
- series of smaller paragraphs guided by question and answer headings
- photographs support the text
- captions explain each photograph
- chart provides additional information
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# Dance Around the World

Genre/Form: Non-fiction, report

Length: 350 words

Stage: Fluent

**Synopsis:** Explores the role of dance in cultures represented in Canada, Spain, and India. Discusses specific features of the dance and its purpose or meaning.

## Possible Assessment Focus:

- connecting text with prior knowledge
- ability to compare and contrast ideas
- visualizing
- using pictures to enhance understanding

## Suggestions for Introducing the Text:

- Discuss prior knowledge and experience related to
  - dance and musical instruments
  - Mi'kmaw culture (powwows, dance, traditional dress)
  - various cultures worldwide
  - traditional costume and ceremony
- Ask the student to make some predictions about the article.
- Show the student the cover and ask if they recognize the dance being performed. What do they know about this dance?

## Possible Questions for Discussing the Text:

- What types of stories do you think are told through dance? In what different ways would the dancers show happiness? sadness? anger?
- Why do you think dance is so popular in different cultures around the world?
- How do you think musical instruments help the dancers?
- The illustrations in this article show traditional clothing of the various cultures represented. What role do you think clothing plays in cultural dance?
- If you were to choose a dance to represent your culture, family, or something important in your life, what would it look like?
- Design a chart, table, or graph that represents the similarities of the dances explained in this article.

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- Design a chart, table, or graph that represents the similarities of the dances explained in this article.

- How is dance like a sport?
- Why would the drummer's role be important for a dance?
- Choose a sentence that creates a strong visual image in your head. What words did the author use to help create this picture?

## Text Features

### Content, Themes, and Ideas:

- topic may be familiar to some
- students are expected to gain an understanding and appreciation of the communicative and/or ceremonial nature of dance
- encourages the appreciation of cultural differences
- students are encouraged to view dance as a means of preserving tradition and culture

### Vocabulary and Words:

- some technical terms are in bold and are defined or explained
- some words may be challenging (symbolizes, aboriginal, rhythmic, percussion, accompanied)

### Sentence Complexity:

- mostly compound sentences with some complex sentences
- variation in length and style
- each section presents a great deal of information and requires attention to detail

### Print Features:

- larger paragraphs
- smaller font
- bold print
- text is densely arranged, less white space
- dances are arranged by country; headings are used
- photographs support the text
- captions explain each photograph
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# The Halifax Explosion

Genre/Form: Non-fiction; report

Length: 321 words

Stage: Fluent

**Synopsis:** Details the events of the Halifax Explosion, including a brief introduction of the city of Halifax at the time. Text is supported with photographs and a table of "Fast Facts."

## Possible Assessment Focus:

- connecting text with prior knowledge
- visualizing
- understanding cause and effect text structure
- recognition of time and sequencing of events
- predicting
- determining importance

## Suggestions for Introducing the Text:

- Ask the student to locate Halifax on a map of Nova Scotia.
- Discuss prior knowledge and experience related to
  - Halifax explosion
  - disasters
  - World War I
- Ask the student if he/she has seen the television vignette of the telegraph operator who sends a message to stop a train travelling to Halifax.
- Ask the student to make some predictions about the article.

## Possible Questions for Discussing the Text:

- In the opening line, it says that World War I "was at its height." What do you think this expression means?
- What safety precautions might have prevented the collision in the first place?
- Pretend that you are the captain of either ship. What instructions would you have given to your crew following the collision? following the fire?
- Often when there is a fire or an accident, people gather to watch. Why do you think this is so? Would you likely have done the same when the Mont Blanc was on fire? Why?
- If you were a newspaper reporter covering the story, what might be your headline? Why?

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- The article states that damages to the city of Halifax amounted to \$35 million. What types of repairs do you think the city needed? If you were mayor, how might you have gone about organizing the rebuilding of your city?
- Do you think a tragedy such as this could happen again?
- Ask the student what he/she thinks determines the magnitude of a tragedy. Size of an explosion? Number of deaths and injuries? Number of homeless? Cost of repairs?
- The article mentions other places (PEI, Boston). Try to find these on a map. What does this tell you about the size of the blast?
- Look carefully at the pictures. Can you tell what season it is? What difficulties might the time of year have on the rescue and rebuilding process?

## Text Features

### Content, Themes, and Ideas:

- topic of local interest, Nova Scotian content
- general topic will be familiar
- explains the specifics of the event
- portrayal of an historical event
- encourages empathy for those connected to this tragedy

### Vocabulary and Words:

- meanings of technical terms are not fully explained within the text (convoy, bow)
- some words may be challenging (Norwegian, levelled, shards)
- words are used in non-traditional ways (height, jumping-off point)

### Sentence Complexity:

- mostly compound sentences with detailed information
- sentences require a full range of punctuation to access meaning

### Print Features:

- longer paragraphs
- smaller font
- text is densely arranged, less white space
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- photographs support the text
- captions explain each photograph
- chart provides additional information
- printed and visual text
- visuals allow the reader to further appreciate the disaster

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