



# Fluency in Perspective

Grade 8: Changemakers



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# Fluency in Perspective: What and Why

This is a collection of fluency passages about diverse changemakers from across Turtle Island – individuals who stood up for themselves and others, who fought hard to overcome obstacles, made a difference, and found joy and success in a variety of fields!

Some important words from novelist Chimamanda Ngozi Adichie:



**Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity.**

**The American writer Alice Walker wrote this about her Southern relatives who had moved to the North. She introduced them to a book about the Southern life that they had left behind. "They sat around, reading the book themselves, listening to me read the book, and a kind of paradise was regained."**

**I would like to end with this thought:  
That when we reject the single story, when we realize that there is never a single story about any place, we regain a kind of paradise.**

Source

In her TED talk, Nigerian author, Chimamanda Ngozi Adichie, "tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk critical misunderstanding."

Please consider adding the **Fluency in Perspective** passages to your ever-growing collection of stories that empower and reflect human diversity, resilience and joy

# Process and Development

The phrase “mirrors and windows” was initially introduced by Emily Style. Educator Rudine Sims Bishop expanded this idea and spoke of “windows, mirrors and sliding glass doors” to explain how students see themselves in story and the world around them.

Stories that are mirrors help students see themselves more clearly and can create a sense of belonging. Stories that are windows help us see the world around us. Understanding the lives of others also helps students begin to see where they fit into the world. Stories that are sliding doors help us see how we might step out into the world and make a difference, take action and make the world a better place for all.

This first fluency collection is just the beginning and reflects stories around us in a moment of time. This collection will grow and many more stories and many other perspectives will be added. We chose the stories of people who inspire us, who are resilient, who are changemakers.

As a team, we reflected on each passage carefully, asking questions including:

- 1 *Will this reading support the age and stage of students in grade 8?*
- 2 *Does this article share perspective(s) that have been underrepresented in curriculum, and in general, in the past?*
- 3 *Will these passages build knowledge about a) Indigenous culture in a positive light and b) the impacts of colonization?*
- 4 *Does this article spark students to think critically?*
- 5 *Are the individual voices of these changemakers used whenever possible? Are there any voices that are missing?*
- 6 *Does the collection of stories reflect some of the history, values and lived experiences of the diverse individuals who live here, or have lived, in the place we now call Canada?*

**Are there changemakers you would like to see celebrated in future fluency passages? Let us know at [info@onlit.org](mailto:info@onlit.org)**

# Fluency Basics

This resource is designed using research-based practices for improving reading fluency. Fluency is required for comprehension, and is a key skill students need to develop that is outlined in Strand B – Foundations of Language. It can be broken into three main components:

- 1 reasonably accurate reading
- 2 at an appropriate rate
- 3 with suitable expression

**These elements lead to accurate and deep comprehension, and motivation to read.**

– Hasbrouck & Glaser, 2019

Researchers have investigated the nature and importance of reading fluency which informs our understanding of what fluency is, and how we should best teach it:

## Oral reading practice is important!

*“the amount of oral reading practice ... is correlated with reading achievement gains more closely than the amount of in class silent reading practice”*

## Prosody, or expression, supports reading comprehension

*“Proper expression is important because there are many aspects to translating text that are not on the page. Except for punctuation, authors do little to help readers to group words together, pause appropriately, or raise or lower pitch. If you don’t get those things right it can be difficult to understand.”*

## Fluency instruction is powerful

*“Whatever it is that students learn from fluency training with particular texts has been found to transfer to their performance with other texts.”*

– Shanahan, 2021

# Curriculum Connections

**B2.3:** - read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading

Reading fluency is a key element in strand B of the *2023 Language Curriculum*, but this resource also draws on many other elements of the Curriculum:

- The creation of a “safe and inclusive learning environment, where all students are valued, empowered, engaged, and able to take risks, reflect on their learning, and approach the learning in a confident manner.”
- The idea that “an effective language curriculum recognizes the diverse identities and abilities of students and their different language and cultural experiences and learning needs.”
- The need to “encourage students to experience the joy and possibility that literacy learning can ignite.”
- That “reading materials should reflect the diversity of students in the classroom and Canadian and world cultures, including First Nations, Métis, and Inuit cultures.”

*“In strands B through D, students integrate Strand A expectations as they develop and apply their understanding of strand-specific concepts.”*

The content in the *Fluency in Perspective* passages integrates many aspects of *Strand A*, including supporting students to:

- understand diverse identities, experiences, perspectives, histories, and contributions while interacting with diverse texts;
- develop an understanding of their own identity through exploration of the concepts of identity, self, belonging, and the experiences of others;
- analyse content and themes centred in First Nations, Métis, and Inuit cultures.

# Provocations for Educators

Before you begin working with these fluency passages, consider:

- 1 *"How are students learning about themselves and their histories?"*
- 2 *"How are students learning to value and affirm the identities and practices of those who differ from them?"*
- 3 *"How are students naming, understanding, questioning and disrupting oppression and injustice?"*

– Gholdy Muhammad's book *Unearthing Joy*. Muhammad is also the author of *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*.

- 4 *"If you don't focus on literacy, there is no equity. None. And I think that's the main thing that people need to understand."*

– Kareem Weaver, a member of the Oakland NAACP Education Committee and a leader of the organization, Full and Complete Reading is a Universal Mandate (FULCRUM). He is also an award-winning teacher and administrator.

# Using *Fluency in Perspective*

*Fluency in Perspective* consists of 14 passages designed to support systematic and explicit instruction in fluency. Each passage has two main components:

**1** **Autumn Peltier: Anishinaabe Water Protector**

**Words That Matter**

**Anishinaabe** (Aw-nish-i-naw-beh) - meaning person lowered from the sky by Creator

**Anishinabek** (Aw-nish-i-naw-beck) - meaning people lowered from the sky by Creator

**Wiikwemkoong** (Wee-kwem-koong) - Bay of the Beaver

**Vocabulary Spotlight**

**unceded** land that was never shared in treaty or other agreement

**sovereignty** controlling one's own land and government

**activism** speaking out for the rights of others, the environment, etc

**reverence** deep respect

**amplifying** making something louder

**Spotting Syntax**

"Autumn Peltier, an Anishinaabe activist, has become a symbol of hope." Appositive: a noun is further described by another noun or noun phrase enclosed with commas.

"Since then, she has continued to speak at various forums and events, amplifying the voices of Indigenous communities." Multiple clauses and phrases, including the prepositional phrase "Since then"; plus passive voice construction.

"She reminds us that the fight for clean water is not just a matter of environmental preservation. It is a fundamental human right that must be upheld for the well-being of present and future generations." Use of pronouns "she" for Autumn and "it" for clean water

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A one-page educator summary

**passage 1**

**Autumn Peltier: Anishinaabe Water Protector**

Autumn Peltier, an Anishinaabe activist, has become a symbol of hope in the fight for clean water. She was born on September 27, 2004, on the Wiikwemkoong Unceded Territory on Manitoulin Island, Ontario, Canada. Peltier belongs to the Wiikwemkoong First Nation, which has a deep-rooted connection to the land and water. The word Wiikwemkoong means Bay of the Beaver.

Peltier has made significant strides in advocating for the protection of water resources. She was inspired to become an activist at the age of eight when she attended a water ceremony and noticed polluted water.

The damage from colonization impacts all areas of life. When Indigenous ways of knowing and being are suppressed, pollution grows. When Indigenous sovereignty to govern and protect the land and water is pulled apart, pollution continues to grow.

Despite colonization, Autumn draws strength from her culture and the teachings of her elders. Her Aunt Josephine; her mother, Stephanie Peltier; and Autumn's grandmother, Martia Mandamin-Peltier inspired her. Anishinaabe culture looks to elder women as "the ones who hold us together." These elders gave Autumn a deep reverence for the natural world and influenced younger generations in Wiikwemkoong and beyond.

Autumn's Peltier's biggest inspiration was her Aunt Josephine Mandamin. Mandamin co-founded *Mother Earth Water Walk*. This group walked for water, raising awareness about water pollution. Josephine Mandamin walked the shores of all five Great Lakes, 17,000 km in total. A children's book called *The Water Walker* by Joanne Robertson tells her story of activism and deep connection to water and earth.

Autumn Peltier's activism gained international attention in 2016 when she was 13 years old. She addressed the United Nations General Assembly on the issue of water protection. Her impassioned speech called on world leaders to take action to safeguard water resources for future generations. Since then, she has continued to speak at various forums and events, amplifying the voices of Indigenous communities. Access to clean water in Indigenous communities is a problem. Governments find solutions to provide clean water in other areas, but haven't done the same for many Indigenous communities.

14	14
27	27
38	38
51	51
60	60
72	72
87	87
95	95
108	108
119	119
133	133
145	145
156	156
165	165
180	180
190	190
193	193
203	203
215	215
227	227
242	242
255	255
267	267
281	281
293	293
305	305
318	318
327	327
340	340
346	346

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A student-facing passage

Each passage has an educator summary page with three main sections:

- 1** **Words That Matter:** this section highlights words central to the passage's message, unpacking pronunciation, morphology, and etymology if appropriate.
- 2** **Vocabulary Spotlight:** this section pulls out Tier 2 vocabulary words found in the passage that could be used with an explicit vocabulary instructional routine.
- 3** **Spotting Syntax:** this section showcases sentences with syntactical structures that may benefit from explicit instruction. See the B3 Language Conventions Continuum and the ONlit Syntax Party for additional detail.



# Using *Fluency in Perspective*

*Fluency in Perspective* was purposefully designed to be a helpful tool to support a variety of different instructional elements. Educators can:

- 1 Provide explicit instruction in multisyllabic decoding, vocabulary, morphology, knowledge, and syntax using the educator support page for each passage, **pre-teaching content before students read passages.**
- 2 Support fluency development with text suitable for grade 8 with a Quick Fluency Routine (see p. 13).
- 3 Use a variety of evidence-based instructional routines, including Partner Reading/Paragraph Shrinking or repeated reading.

## Differentiation and Scaffolding

It is important that all students have the opportunity to read complex text – this supports them to learn content, and continue developing important language comprehension skills that support overall comprehension. Passages in this set were written to fall between Lexile levels 1010 and 1200.

For students who may not yet read proficiently, texts can be carefully scaffolded to support fluent reading for meaning:

- Pull out multisyllabic words, and explicitly teach students a flexible decoding strategy to break down these longer, more challenging words.
- Consider integrated instruction of complex words – including instruction of a word’s meanings, syllables, morphemes, and syntactical role to scaffold a challenging text.
- Explicitly teach scooping phrases, showing which words stick together. Give students opportunities to practice both orally and on paper.
- Build predictable routines, especially using an explicit “I do it. We do it. You do it” framework.
- Read the passage in its entirety to students before beginning fluency work, modelling fluent reading. Stop regularly on words that most students would know, and request a choral response. Occasionally, require students to chorally read a whole paragraph.

# Student Pairings

Fluency in Perspective was purposefully designed to be a set of passages to flexibly support a variety of different evidence-based instructional routines. When using it with student pairs (such as with the Quick Fluency Routine on p. 13), consider using screening data to support intentional, purposeful pairs to support striving readers.

## A stronger reader provides a striving reader with:

- a scaffold for decoding and accuracy
- a model of reading with prosody or expression
- an example of appropriate pauses and tone in complex sentence structure

## Create data-driven pairings by:

- Order student data from most to least fluent, according to the Words Correct Per Minute score from an Oral Reading Fluency subtest.
- Split the list in half: pair the most fluent reader (first reader from the first group) with a reader with average reading fluency (first reader from the second group).
- Look at the pairs and move students as needed to support behaviour and social dynamics.

## Considerations for striving readers:

- Talk to students before beginning a new instructional routine, asking for their input, including about student pairs
- Offer the passages in advance so students can pre-read with support
- Offer a pairing with the teacher if needed
- Consider other supports that may be necessary, including increasing time and intensity of reading instruction or intervention

	Name	WCPM
First Half	Noah	215
	Enzo	207
	Dasha	200
	Maya	197
	Rawan	184
	Rachael	173
	Federico	171
	Eve	169
	Amrit	154
	Jana	142
Second Half	Elijah	130
	Kyan	112
	Ammar	110
	Jie	103
	Imani	99
	Talisa	85
	Nesha	74
	Andrea	52

More information on [intentional student pairings](#) from Dr. Matt Burns

# Student Materials

### For Students: All About Fluency

Reading fluency means reading smoothly with ease. It includes:

- 1 Accuracy - this is a **must have**, before speed or prosody
- 2 Automaticity - this means reading speed, but also the ease of reading
- 3 Prosody - reading with expression similar to everyday speech

**By the end of grade 8, students should aim to read 150 – 204 words correctly per minute at a Lexile level of 1010 – 1185.**

Reading fluency is important because reading out loud well helps us understand what we read. We need to be able to read with speed and ease to free up space in our brain to think about the ideas in a text, instead of just spending all our brain power figuring out what each word is.


Research shows that **students should read out loud for 30 minutes a day to improve fluency.**

Reading is like a sport, or a musical or artistic skill. You can be a good reader, just like there are good hockey players or musicians or artists. However, there are also incredible athletes who compete at the Olympics, and musicians who sell out stadiums all across the world, and artists whose works endure for centuries.

Everyone can always become a better reader. Practicing reading aloud is the key; it will make reading tricky passages in all courses so much easier. The Quick Fluency Routine (QFR) is like a really good drill in sports, or practicing a particular skill in art or music: it makes a big difference.

Being a fluent reader will help you understand contracts when you purchase or lease a vehicle, medical information from a doctor, or mortgage papers / rental agreements when you get your own place one day.

Practice your fluency and take your reading and understanding of complex text to the next level!

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All About Fluency

### For Students: Quick Fluency Routine (QFR) Instructions

Students are put into pairs by the teacher. You will either be Partner 1 or Partner 2. Both partners are very important in this activity.

Each pair gets a passage. Passages have word counts down the side to help readers quickly count how many words they read correctly in a minute (WCPM).

**Partner 1 Reads:**


- Partner 1 reads first. The teacher sets a timer for one minute and says BEGIN. Partner 1 reads out loud in a quiet voice.
- Partner 2 circles any errors made as Partner 1 reads.
- When the timer beeps, Partner 2 puts two lines after the last word read and gives the page to Partner 1.
- Partner 1 finds their total number of words read by using the numbers on the side, and counts the total number of errors. Words read incorrectly or skipped are errors, but extra words aren't. We all make mistakes sometimes!
- Partner 1 calculates their words correct per minute (WCPM) and then graphs results.

**Partner 2 Reads:**

- Partner 2 reads the same passage from the beginning (same as Partner 1). The teacher sets timer for one minute and says BEGIN.
- Partner 1 circles any errors made as Partner 2 reads.
- When the timer beeps, Partner 1 puts two lines after the last word read and gives the page to Partner 2.
- Partner 2 finds the total number of words read by using the numbers on the side, and counts the total number of errors. Words read incorrectly or skipped are errors, but extra words aren't. We all make mistakes sometimes!
- Partner 2 calculates their words correct per minute (WCPM) and then graphs results.

**This process continues for 4 – 5 days with the goal of increasing fluency. Remember – accuracy is the most important!**

This routine is adapted from Partner Reading (Lindsay Kemery & Dr. Matt Burns), The Six Minute Solution, and Lindsay Kemery's Reading Fluency Homework Routine.

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Quick Fluency Routine: Instructions

### For Students: Reflecting on Progress

When we practice reading out loud, our fluency improves! We can track fluency progress in many different ways, including by graphing.



Seeing progress is very motivating!

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Reflecting on Progress Graph


### For Students: Reflecting on Progress Graph

Reading with expression that is similar to everyday speech makes what we are reading easy to understand. Getting used to different kinds of sentences and understanding the way they work together helps us improve our fluency.

Use this rubric to **self-reflect** on your fluency skills as they develop and improve.

Fluency Rubric				
	1	2	3	4
<b>Expression and Volume</b>	I read in a quiet voice as if to get words out. It doesn't sound like natural talking to a friend.	I read in a quiet voice. It sounds natural in part of the text, but I don't always sound as if I'm talking to a friend.	I read with good volume and expression. Sometimes I slip into expressionless reading and don't sound like I'm talking to a friend.	I read with varied volume and expression. I sound like I'm talking to a friend with my voice matching the interpretation of the passage.
<b>Phrasing (Scooping)</b>	I read word by word in a monotone voice - the same tone across the passage.	I read words together in groups of two or three, but I don't pause for punctuation or use it to add emphasis and tone.	I read with a mixture of run-on without pauses, I pause mid-sentence. There is some chopppiness. I emphasize words when needed.	I read with good phrasing using punctuation as guide for emphasis. I use the right tone.
<b>Smoothness (Automaticity)</b>	I often hesitate while reading. I sound out words, and I repeat words and phrases. I need many attempts to read the same passage.	I read with extended pauses and breaks. There are many "rough spots."	I read with occasional breaks in rhythm. I have difficulty with specific words, sentences, or sentence structures.	I read smoothly with some breaks, but I self-correct with difficult words or sentences.
<b>Pace</b>	I read slowly and it takes a lot of effort.	I read a little bit slowly.	I read fast and slow throughout the reading.	I read at a conversational pace throughout the reading.

Adapted from Tim Rasinski - Creating Fluent Readers

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Reflecting on Progress Rubric

# For Students: All About Fluency

Reading fluency means reading smoothly with ease. It includes:

- 1** Accuracy – this is a **must have**, before speed or prosody
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**By the end of grade 8, students should aim to read 150 – 204 words correctly per minute at a Lexile level of 1010 – 1185.**

Reading fluency is important because reading aloud well helps us understand what we read. We need to be able to read with speed and ease to free up space in our brain to think about the ideas in a text, instead of just spending all our brain power figuring out what each word is.

Students should read out loud for 30 minutes per day to improve fluency.

Reading is like a sport, or a musical or artistic skill. You can be a good reader, just like there are good hockey players or musicians or artists. However, there are also incredible athletes who compete at the Olympics, and musicians who sell out stadiums all across the world, and artists whose works endure for centuries.

Everyone can always become a better reader. Practicing reading aloud is the key; it will make reading tricky passages in all courses so much easier. The Quick Fluency Routine (QFR) is like a really good drill in sports, or practicing a particular skill in art or music. It makes a big difference.

Being a fluent reader will help you understand contracts when you get a car, medical information from a doctor, or paperwork when you get your own place one day.

Practice your fluency and take your reading and understanding of complex text to the next level!

# For Students: *Quick Fluency Routine* (QFR) Instructions

Students are put into pairs by the teacher. You will either be **Partner 1** or **Partner 2**. Both partners are very important in this activity.

Each pair gets a passage. Passages have word counts down the side to help readers quickly count how many words they read correctly in a minute (WCPM).

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- Partner 1 calculates their words correct per minute (WCPM) and then graphs results.

## Partner 2 Reads:

- Partner 2 reads the same passage from the beginning (same as Partner 1). The teacher sets timer for one minute and says BEGIN.
- Partner 1 circles any errors made as Partner 2 reads.
- When the timer beeps, Partner 1 puts two lines after the last word read and gives the page to Partner 2.  
Partner 2 finds the total number of words read by using the numbers on the side, and counts the total number of errors. Words read incorrectly or skipped are errors, but extra words aren't. We all make mistakes sometimes!
- Partner 2 calculates their words correct per minute (WCPM) and then graphs results.

**This process continues for 4 – 5 days with the goal of increasing fluency.  
Remember: accuracy is the most important!**

*This routine is adapted from Partner Reading (Lindsay Kemeny & Dr. Matt Burns),  
The Six Minute Solution, and Lindsay Kemeny's Reading Fluency Homework Routine*



## For Students: Reflecting on Progress

When we practice reading out loud, our fluency improves! We can track fluency progress in many different ways, including by graphing:

<b>WCPM</b>					
240					
230					
220					
210					
200					
190					
180					
170					
160					
150					
140					
130					
120					
110					
100					
90					
80					
70					
60					
50					
40					
30					
20					
10					
	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
Words Read					
Minus Errors					
Words Correct Per Minute (WCPM)					
Passage:					



## Reflecting on Progress – Sample

Here is a sample graph to show how you can use it to track your progress.

WCPM					
240					
230					
220					
210					
200					
190					
180					
170					
160					
150					
140					
130					
120					
110					
100					
90					
80					
70					
60					
50					
40					
30					
20					
10					
	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
Words Read	106	108	110	112	110
Minus Errors	6	3	2	2	0
Words Correct Per Minute (WCPM)	100	105	108	110	110
Passage:	Autumn Peltier: Anishinaabe Water Protector				

# For Students: Reflecting on Progress Graph

Reading with expression that is similar to everyday conversation makes what we are reading easy to understand. Getting used to different kinds of sentences and understanding the way they work together helps us improve our fluency.

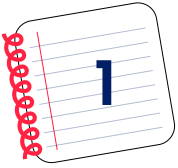
Use this rubric to **self-reflect** on your fluency skills as they develop and improve.

## Fluency Rubric

	1	2	3	4
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<b>Phrasing (Scooping)</b>	I read word by word in a monotone voice - the same tone across the passage.	I read words together in groups of two or three, but I don't pause for punctuation or use it to add emphasis and tone.	I read with a mixture of run-on without pauses, I pause mid-sentence. There is some choppiness. I emphasize words when needed.	I read with good phrasing, using punctuation as guide for emphasis. I use the right tone.
<b>Smoothness (Automaticity)</b>	I often hesitate while reading, I sound out words, and I repeat words and phrases. I need many attempts to read the same passage.	I read with extended pauses and breaks. There are many "rough spots."	I read with occasional breaks in rhythm. I have difficulty with specific words, sentences, or sentence structures.	I read smoothly with some breaks, but I self-correct with difficult words or sentences.
<b>Pace</b>	I read slowly and it takes a lot of effort.	I read a little bit slowly.	I read fast and slow throughout the reading.	I read at a conversational pace throughout the reading.

*Adapted from Tim Rasinski – Creating Fluent Readers*





# Autumn Peltier: Anishinaabe Water Protector

## Words That Matter

<b>Anishinaabe</b>	(Aw-nish-i-naw-beh) - meaning person lowered from the sky by Creator
<b>Anishinabek</b>	(Aw-nish-i-naw-beck) - meaning people lowered from the sky by Creator
<b>Wiikwemkoong</b>	(Wee-kwem-koong) - Bay of the Beaver

## Vocabulary Spotlight

<b>unceded</b>	means that the people of Wiikwemkoong never relinquished any rights to any of the lands in the Great Lakes Basin to any nation
<b>sovereignty</b>	controlling one's own land and government
<b>activism</b>	speaking out for the rights of others, the environment, etc
<b>reverence</b>	deep respect
<b>amplifying</b>	making something louder

## Spotting Syntax

*"Autumn Peltier, an Anishinaabe activist, has become a symbol of hope."*

Appositive: a noun is further described by another noun or noun phrase enclosed with commas.

*"Since then, she has continued to speak at various forums and events, amplifying the voices of Indigenous communities."*

Multiple clauses and phrases, including the prepositional phrase "Since then", plus passive voice construction.

*"She reminds us that the fight for clean water is not just a matter of environmental preservation. It is a fundamental human right that must be upheld for the well-being of present and future generations."*

Use of pronouns "she" for Autumn and "It" for clean water

## Autumn Peltier: Anishinaabe Water Protector

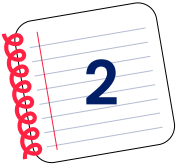
Autumn Peltier, an Anishinaabe activist, has become a symbol of hope in the fight for clean water. She was born on September 27, 2004, on the Wiikwemkoong Unceded Territory on Manitoulin Island, Ontario, Canada. Peltier belongs to the Wiikwemkoong First Nation, which has a deep-rooted connection to the land and water. The word Wiikwemkoong means Bay of the Beaver.	14 27 38 51 60
Peltier has made significant strides in advocating for the protection of water resources. She was inspired to become an activist at the age of eight when she attended a water ceremony and noticed polluted water.	72 87 95
The damage from colonization impacts all areas of life. When Indigenous ways of knowing and being are suppressed, pollution grows. When Indigenous sovereignty to govern and protect the land and water is pulled apart, pollution continues to grow.	108 119 133
Despite colonization, Autumn draws strength from her culture and the teachings of her elders. Her Aunt Josephine; her mother, Stephanie Peltier; and Autumn’s grandmother, Martia Mandamin-Peltier inspired her. Anishinaabe culture looks to elder women as ‘the ones who hold us together.’ These elders gave Autumn a deep reverence for the natural world and influenced younger generations in Wiikwemkoong and beyond.	145 156 165 180 190 193
Autumn’s Peltier’s biggest inspiration was her Aunt Josephine Mandamin. Mandamin co-founded <i>Mother Earth Water Walk</i> . This group walked for water, raising awareness about water pollution. Josephine Mandamin walked the shores of all five Great Lakes, 17,000 km in total. A children’s book called <i>The Water Walker</i> by Joanne Robertson tells her story of activism and deep connection to water and earth.	203 215 227 242 255
Autumn Peltier’s activism gained international attention in 2016 when she was 13 years old. She addressed the United Nations General Assembly on the issue of water protection. Her impassioned speech called on world leaders to take action to safeguard water resources for future generations. Since then, she has continued to speak at various forums and events, amplifying the voices of Indigenous communities. Access to clean water in Indigenous communities is a problem. Governments find solutions to provide clean water in other areas, but haven’t done the same for many Indigenous communities.	267 281 293 305 316 327 340 346

# passage 1

Peltier is undeterred in her mission to protect water resources and uphold Indigenous rights. One of Peltier's most recent roles in activism is as the Chief Water Commissioner for the Anishinabek Nation. She represents 40 First Nations in Ontario. She advocates for water rights and raises awareness about the importance of preserving water as a sacred resource essential for all life.	358 373 385 397 407
Peltier's advocacy extends beyond her role as a commissioner. She has participated in numerous protests and demonstrations. She draws attention to issues such as water contamination, pipeline construction, and the impact of climate change on Indigenous communities. Through her activism, she strives to uphold the principles of environmental justice and Indigenous sovereignty.	419 431 442 453 459
In addition to her advocacy work, Peltier is also a role model for Indigenous youth. She inspires them to become stewards of the environment and champions for social justice. She emphasizes the importance of education and empowerment, encouraging young people to speak out against injustice and take action to create positive change in their communities.	474 486 496 499 504
She urges young people "Keep going, don't look back, and if you have an idea, just do it; no one is going to wait for you or tell you what to do."	520 536
Autumn Peltier honours the legacy of Indigenous water protectors who came before her. She creates hope for a more sustainable and just future. She reminds us that the fight for clean water is not just a matter of environmental preservation. It is a fundamental human right that must be upheld for the well-being of present and future generations.	548 563 579 593 595

## Words That Matter

<b>Anishinaabe</b>	(Aw-nish-i-naw-beh) - meaning person lowered from the sky by Creator
<b>Anishinabek</b>	(Aw-nish-i-naw-beck) - meaning people lowered from the sky by Creator
<b>Wiikwemkoong</b>	(Wee-kwem-koong) - Bay of the Beaver



# Waubgeshig Rice: Tibaadjimaad

## Words That Matter

<b>Waubgeshig</b>	(wah-bah-gee-zhig) - a name meaning white cedar
<b>Wasauksing</b>	(wah-sock-sing) - means place that shines brightly in the reflection of the sacred light
<b>tibaadjimaad</b>	(ti-bod-ji-mawd) - one who is telling the story

## Vocabulary Spotlight

<b>sacred</b>	special and spiritual significance - something that matters deeply
<b>resilience</b>	surviving, and even thriving, despite difficulties
<b>enduring</b>	lasting a long time
<b>ancestral</b>	belonging to our ancestors, our grandparents, and great grandparents, and all those who were born and lived before us

## Spotting Syntax

*"As the community faces the sudden collapse of modern society, Rice weaves together the concepts of tradition, adaptation, and the enduring strength of Indigenous communities."*

Dependent clause - the first part of the sentence depends on the second part and cannot stand alone.

*"The novel follows the story of Evan Whitesky, a young Anishinaabe man."*

Appositive - a noun is further described by another noun or noun phrase that is enclosed with punctuation.

*"I identify as Anishinaabe and Canadian. As such, I must be accountable to the people of Wasauksing, and Anishinaabe communities everywhere."*

Prepositional phrase - "As such" is used to summarize the sentence before.

## passage 2

### Waubgeshig Rice: Tibaadjimaad

Waubgeshig Rice is an Anishinaabe author from Wasauksing First Nation in the Parry Sound area in Ontario. Wasauksing means the “place that shines brightly in the reflection of the sacred light.” Rice has made great contributions to literature in Canada. His novel <i>Moon of the Crusted Snow</i> , and the sequel <i>Moon of the Turning Leaves</i> are important works. Rice’s novels are rooted in Anishinaabe culture and inspired by the land of northern Ontario.	13 26 39 54 66 74
Set in a remote Anishinaabe community during a harsh winter, <i>Moon of the Crusted Snow</i> paints a portrait of resilience, survival, and cultural continuity. As the community faces the sudden collapse of modern society, Rice weaves together the concepts of tradition, adaptation, and the enduring strength of Indigenous communities.	88 101 113 123 124
The novel follows the story of Evan Whitesky, a young Anishinaabe man. Whitesky finds himself in a leadership role when his community confronts an uncertain future. The arrival of a mysterious stranger from the south and a brutal winter creates a difficult situation. Evan must deal with tensions within the community and struggle with his own doubts and fears.	137 150 165 177 183
The story explores identity, belonging, and cultural preservation. As Evan’s community confronts the harsh realities of survival, they draw upon their ancestral knowledge and resilience to create a path forward.	193 205 213
<i>Moon of the Crusted Snow</i> has received widespread admiration. The exciting storyline, strong characters, and portrayal of northern Ontario’s landscapes are especially admired. Rice’s writing is also both lyrical and haunting. It captures the beauty and brutality of the northern wilderness.	225 235 248 255
In addition to praise of the storytelling, <i>Moon of the Crusted Snow</i> has been applauded for its exploration of cultural identity. Rice explores the complexities of Indigenous life in Canada today. He shines light on the resilience and strength of Indigenous communities despite historical trauma and ongoing challenges.	270 282 296 304

## passage 2

Waubgeshig Rice explains the heavy responsibility he feels in writing Indigenous stories. He writes, "How ... history is orally shared with me creates the foundation of my writing. Many Indigenous cultures are based on spoken stories, which are passed down from generation to generation. This oral tradition has kept Anishinaabe stories alive despite all efforts by settler governments to destroy them. I must carry on this tradition by hearing and speaking these stories as much as possible. Then, (I must) carefully discern how I adapt any of them to written literature."	315 329 342 354 369 382 393
He further explains, "I consult with elders and family members before I commit anything to the page. These histories and experiences are very sensitive. Writing about them carelessly could cause further harm and damage relationships. When telling a community's truths, trust is both vital and vulnerable."	406 418 429 439
As an author, Waubgeshig Rice offers readers a glimpse into Anishinaabe culture and tradition. He is also clear about his goals as an Anishinaabe writer. He says "I proudly proclaim that I am from Wasauksing. I identify as Anishinaabe and Canadian. As such, I must be accountable to the people of Wasauksing, and Anishinaabe communities everywhere. It is a daily responsibility that takes priority over all of my creative practices. To me, that identity embodies all the triumphs and tragedies that have come to define it."	451 467 479 492 503 518 525
The recent release, <i>Moon of the New Turning Leaves</i> has been nominated for an Aurora Award for Best New Novel in Canadian Science Fiction and Fantasy writing. These two novels will continue to make an impact with readers from all walks of life.	539 552 568

### Words That Matter

<b>Waubgeshig</b>	(wah-bah-gee-zhig) - a first name meaning white cedar
<b>Wasauksing</b>	(wah-sock-sing) - place that shines brightly in the reflection of the sacred light
<b>tibaadjimaad</b>	(ti-bod-ji-mawd) - one who is telling the story



# The Landmark Legal Battle for LGBTQ2S+ Rights in Canada: Delwin Vriend's Quest for Justice

## Words That Matter

**LGBTQ2S+** an acronym that stands for Lesbian, Gay, Bisexual, Transexual, Queer and / or questioning, Two Spirited.  
+ stands for any other identities not covered in the acronym

## Vocabulary Spotlight

**culmination** the result of a long or many step process

**terminated** fired or ended

**undeterred** can't be stopped

**inclusivity** a noun that means that everyone is welcome and belongs

## Spotting Syntax

*"At the centre of this battle was Delwin Vriend, an Alberta college instructor."*

Appositive - a noun is further described by another noun or noun phrase that is enclosed with punctuation.

*"Vriend had worked at King's College for four years, earning good performance reviews and steady promotions. He wanted to continue his good work there in Chemistry, Physics and Mathematics."*

Use of pronoun "He" for Delwin and use of word "there" for King's College.

*"His courage and conviction remind us that, change is possible - one person, one voice, at a time."*

Use of a dash to indicate an extra description to follow.

## passage 3

### The Landmark Legal Battle for LGBTQ2S+ Rights in Canada: Delwin Vriend's Quest for Justice

In a landmark ruling on April 2, 1998, Canada took a monumental step forward in its fight against discrimination and declared discrimination based on sexual orientation illegal. This historic decision was the culmination of a long legal battle. At the centre of this battle was Delwin Vriend, an Alberta college instructor. Vriend preferred a quiet life out of the spotlight, but his fight to be treated equally became a very public case that changed Canada.	16 25 39 52 68 75
The roots of Vriend's battle trace back to seven years earlier when he faced discrimination firsthand. He was a lab instructor at the King's College in Edmonton. One day Vriend was abruptly terminated from his position solely because of his sexual orientation – he was gay. Vriend took a stand and filed a discrimination complaint with the Alberta Human Rights Commission.	89 102 115 128 135
He said “At the time, all I wanted was my job back. I wanted my complaint investigated.” Vriend had worked at King’s College for four years, earning good performance reviews and steady promotions. He wanted to continue his good work there in Chemistry, Physics and Mathematics.	151 163 175 181
However, his quest for justice encountered an unexpected hurdle. The Commission rejected his complaint, citing that “sexual orientation” was not a protected category under the province's human rights code. Undeterred, Vriend refused to back down. He decided to take his fight to the courts, launching a legal battle against both the Commission and the Alberta government.	192 204 216 232 237
Vriend had to make many public appearances. He said “Every time, I had to psych myself up for things. I had to put on a face. And people didn’t realize that.” Delwin Vriend didn’t want to be a hero in the field of human rights. However, his fight for his job became the centre of the battle, the vulnerable human face of a battle for equal treatment under the law.	252 269 287 303 307



## passage 3

The case eventually reached the Supreme Court of Canada, and in a historic ruling, 321  
the court sided with Vriend, affirming that discrimination based on sexual orientation 333  
was a violation of human rights. The decision marked a significant moment in 346  
Canada's legal landscape. It paved the way for more legislative reforms, 357  
inclusivity and acceptance in Canadian society. 363

Vriend said, "Even at the time we were fighting our case, we didn't just see it as a 381  
fight about sexual orientation. This was about so much more than getting sexual 394  
orientation in. The ruling says you can't exclude people. It means every single 407  
Canadian is equal and you must include them." 415

His story builds hope for marginalized communities worldwide, inspiring countless 425  
individuals to stand up against discrimination and fight for their rights and the rights 439  
of others. 441

As we reflect on the legacy of Delwin Vriend and the pivotal role he played in 457  
securing LGBTQ2S+ rights in Canada, we are reminded of the enduring power of 470  
activism and the imperative of standing up for what is right. His courage and 484  
conviction remind us that, change is possible – one person, one voice, at a time. His 499  
legacy will continue to inspire future generations to strive for a more inclusive and 513  
equitable society for all people. 518

### Words That Matter

**LGBTQ2S+** an acronym that stands for Lesbian, Gay, Bisexual, Transsexual, Queer  
and/or questioning, Two Spirited. + stands for any other identities not  
covered in the acronym.



# The Remarkable Journey of Olympian Track Athlete, Andre DeGrasse

## Words That Matter

**dedication** The Latin root dedicate means devoted, and centuries ago, it was only used in a religious context (in many different religions).

## Vocabulary Spotlight

**hone** to sharpen  
**dedication** to stick with it no matter what  
**immense** huge  
**integrity** doing the right thing

## Spotting Syntax

*“At the age of 17, he participated in a high school track meet, where his performance caught the eye of Tony Sharpe, a former Olympian and coach.”*

Multiple clauses or phrases that work together to show the sequence of events.

*“This outstanding performance not only earned him national recognition, but also caught the attention of the international athletic community.”*

Correlative conjunction “but”, used to join related words or phrases, meaning not only..., but also...

*“The Tokyo 2020 Olympics, held in 2021 due to the COVID-19 pandemic, was a defining moment in Andre DeGrasse’s career.”*

Appositive – a noun is further described by another noun or noun phrase that is enclosed with punctuation.

## passage 4

### The Remarkable Journey of Olympian Track Athlete, Andre DeGrasse

Andre DeGrasse attended Milliken Mills High School in Markham, Ontario. It was here that his athletic journey took a significant turn. At the age of 17, he participated in a high school track meet, where his performance caught the eye of Tony Sharpe, a former Olympian and coach. Sharpe saw immense potential in Andre and offered to train him.	13 30 44 56 59
After graduating from high school, DeGrasse attended Coffeyville Community College in Kansas, where he continued to hone his skills. His dedication and hard work paid off when he won both the 100 meters and 200 meters events at the NJCAA (National Junior College Athletic Association) Championships in 2013. This remarkable achievement earned him a scholarship to the University of Southern California (USC), a university known for its strong track and field program.	68 82 99 108 119 131
At USC, Andre DeGrasse's career reached new heights. In 2015, he won the NCAA (National Collegiate Athletic Association) Championships in both the 100 meters and 200 meters. His time of 9.75 seconds in the 100 meters was the fastest ever recorded by a Canadian sprinter at that time. This outstanding performance not only earned him national recognition, but also caught the attention of the international athletic community.	145 156 172 185 197 198
In 2015, he signed a professional contract with Puma, a major sportswear brand, marking the beginning of his professional and international career. His first major international competition was the 2015 World Championships in Beijing, where he won a bronze medal in the 100 meters.	211 223 234 242
At the 2016 Rio de Janeiro Olympics, competing against some of the world's fastest athletes, DeGrasse won a silver medal in the 200 meters and bronze medals in both the 100 meters and the 4x100 meters relay. His performance at the Olympics was a testament to his hard work, dedication, and natural talent.	255 270 285 294
Andre's charismatic personality in interviews and integrity on the track also earned him a large fan base and made him a popular figure in the athletics community. His down-to-earth personality and genuine kindness have endeared him to fans and athletes alike.	306 322 335 337

## passage 4

Like many athletes, Andre DeGrasse faced his share of challenges and setbacks. In 2017, he suffered a hamstring injury that forced him to withdraw from the World Championships in London. However, Andre's determination and resilience saw him through this difficult period, and he made a strong comeback in the following years. He maintained his positive attitude saying, "Never let your success go to your head. Never let your failures get in your heart."	350 364 374 388 402 410
After recovering from his injury, he returned to competition with renewed vigor. In 2019, he won silver medals in both the 100 meters and 200 meters at the World Championships in Doha. His performances demonstrated his ability to overcome adversity and maintain his status as one of the world's top sprinters.	423 439 449 461
The Tokyo 2020 Olympics, held in 2021 due to the COVID-19 pandemic, was a defining moment in Andre DeGrasse's career. He won a gold medal in the 200 meters with a time of 19.62 seconds, setting a new national record for Canada. He also won a bronze medal in the 100 meters, reaffirming his place among the elite sprinters of his generation.	476 492 507 522 523
In addition to his athletic achievements, Andre is also known for his philanthropic efforts. He established the Andre DeGrasse Family Foundation, which aims to provide support and resources to underprivileged youth, helping them achieve their goals in sports and education. He encourages young athletes to not give up, saying, "You [can be] physically tired... but at the same time, you've got to just tell yourself, 'I can do it. I can't give up.'"	536 548 560 573 590 596
Andre DeGrasse's journey to an Olympic champion is a story of dedication, hard work, and perseverance. His achievements on the track have earned him a place among the greatest sprinters in history, while his character and generosity have made him a beloved figure around the world.	609 622 634 642

### Words That Matter

**dedication** The Latin root dedicate means devoted, and centuries ago, it was only used in a religious context (in many different religions).



# Mark Oldershaw: Paddling Towards Excellence

## Words That Matter

**podium** comes from the Greek word for foot, referring to the steps that athletes stand on to receive medals. The steps allows people to be seen and heard better. The word podiatrist means a foot doctor and comes from the same Greek root.

## Vocabulary Spotlight

**prominent** important and noticeable

**showcased** showed off in a noticeable way

**legacy** the accomplishments that people will remember in the future

**pursue/pursuit** go after or chase (verb / noun)

## Spotting Syntax

*"Mark Oldershaw, a prominent figure in Canadian canoeing, has made significant contributions to the sport."*

Passive voice - "he has made great contributions" instead of a more direct statement like "he contributed greatly."

*"Born into a family with a rich legacy in canoeing, Oldershaw was immersed in the sport from a young age."*

Dependent clause - the first part of the sentence depends on the second part and cannot stand alone.

*"His father, Olympic canoeist Scott Oldershaw, and his grandfather, three-time Olympian Bert Oldershaw impacted Mark greatly. Under their guidance, he developed a passion for canoeing."*

Use of the pronoun "their" is used in second sentence to refer to the father and grandfather.

## Mark Oldershaw: Paddling Towards Excellence

Mark Oldershaw, a prominent figure in Canadian canoeing, has made significant contributions to the sport. As a young boy, Mark paddled on the waters of the Credit River in Ontario. The Credit River is part of the the traditional waters of the Mississaugas of the Credit, and has been paddled for centuries by many people. From his early days to his podium finishes at the Olympic Games, Oldershaw's paddling journey exemplifies athleticism and perseverance, and he has used his platform as an athlete to be an ally and a role model.	11 27 42 55 68 79 91
Born into a family with a rich legacy in canoeing, Oldershaw was immersed in the sport from a young age. His father, Olympic canoeist Scott Oldershaw, and his grandfather, three-time Olympian Bert Oldershaw impacted Mark greatly. Under their guidance, he developed a passion for canoeing that would shape his future.	106 119 129 142
He was a double gold medalist at the Junior World Championships in 2001, but a tumour was discovered in his right hand a few years later. It caused him to miss qualifying for the 2004 Summer Olympics in Athens. He required two surgeries on the hand. However, he did not give up his pursuit of canoeing at the highest levels of competition.	157 173 187 203 204
Oldershaw's athletic career reached new heights when he made his Olympic debut at the 2008 Beijing Olympics. Despite his relative youth on the international stage, he showcased his talent by finishing twelfth in the men's C-1 1000m event. The stage was set for his future success.	216 230 243 249
In 2012, at the London Olympics, Oldershaw secured a bronze medal in the men's C-1 1000m event. His podium finish not only solidified his status as a rising star in canoeing but also served as a source of inspiration for aspiring athletes across the country.	263 278 293 294
The dedication, the hard work, the sacrifices athletes must make to reach and medal in the Olympics is unimaginable to many. Oldershaw wrote a letter to his young daughters in 2019 explaining why he continues to pursue Olympic goals. He explained;	307 320 333 334
"So... why am I still chasing this dream after all these years?"	346

## passage 5

I don't do it so you will see me win races, or win medals. I do it so you will see me never give up. So you will see me work hard. So you will see me follow my dreams. I do it so you will see me give it everything I have no matter what. Even if I fail, even if I lose, I want you to see me fight.	368 387 409 417
Never be afraid to try to do something that is hard. Never listen to people who tell you that you can't do something. Never listen to people who tell you that you are too small, or too big, or too weak, or too young, or too old. They are wrong."	434 451 467
Oldershaw also uses his voice on social media to be an ally, reminding others that "Every child matters." He urges all to engage in "meaningful discussion about the effects of Residential Schools (and build) bridges with each other for reconciliation."	482 495 507
He also added his "voice to the call for social justice" after the murders of George Floyd and Breonna Taylor in the U.S. saying, "I am committing to change. I will get more educated, have more conversations, be more aware, call people out, and be called out if necessary. I understand that I will never understand. However, I stand with you."	523 539 552 566 568
As he continues to paddle towards excellence, Mark Oldershaw remains a role model for his children and many others across Canada. He reminds us to persevere and tackle hard things, and never give up on our dreams!	580 594 605

### Words That Matter

**podium** comes from the Greek word for foot, referring to the steps that athletes stand on to receive medals. The steps allows people to be seen and heard better. The word podiatrist means a foot doctor and comes from the same Greek root.



# Canada's Paralympic Sport Landscape: A Profile of High-Level Athletes

## Words That Matter

**Paralympic** “Para” is Greek for beside or alongside. The Paralympics are parallel with the Olympics, each movement existing side-by-side.

## Vocabulary Spotlight

- notable** important, deserving notice
- regimen** a repeated routine of high intensity or difficulty
- ample** generous, more than enough in size or quantity
- enriches** to increase in a desired quantity or quality

## Spotting Syntax

*“Despite many injuries and health setbacks, Jepsen trained rigorously to ensure her competitive edge and was named Best Female Athlete in 2018.”*

The preposition “despite” is used in a subordinate clause.

*“There are over 6.2 million Canadians living with a disability—approximately one in six. Ensuring their inclusion, both within and beyond the realm of sport, enriches our nation immeasurably.”*

A dash is used to indicate a further explanation will follow.



### Canada's Paralympic Sport Landscape: A Profile of High-Level Athletes

The Paralympic Games bring together the best para-athletes from around the world. It is an incredible achievement to qualify for the Paralympic Games and to represent your country on the biggest international stage for your sport. A few notable athletes continue to show this dedication and intensity to be the best in their sport.	12 26 39 53 55
<b>Mollie Jepsen</b> excels in para-alpine skiing, with a Paralympic gold and multiple World Cup victories. Despite many injuries and health setbacks, Jepsen trained rigorously to ensure her competitive edge and was named Best Female Athlete in 2018. She previously participated in Gymnastics and Equestrian events, but after the Vancouver 2010 Paralympic games were in her hometown, she was inspired to make para-alpine skiing her primary sport.	69 80 94 104 117 123
<b>Brent Lakatos</b> dominates wheelchair racing, winning multiple Paralympic and World Championship titles. His intense training schedule focuses on endurance, speed, and technique pushing him to continue breaking world records for the sport. He explained, "I hate training. Sprint training is okay because the workouts are short, sharp and intense. Unfortunately, there are no short cuts to building an endurance base – just lonely boring miles on your roller or on the road. But I love racing more than I hate training." Lakatos shows us that hard work brings big gains in sport.	133 143 156 169 182 199 214
<b>Aurelie Rivard</b> dominates para-swimming, setting records and winning golds. She has collected 19 World Championship medals. She is the all-time most decorated Canadian woman at the Para Swimming Worlds, winning 10 medals including five gold. Rivard's dedicated regimen includes hours at the pool and dryland training to make her an elite force in swimming.	225 238 250 263 270
<b>Patrick Anderson</b> is known as one of the best wheelchair basketball players in the world. He has led his team to three Paralympic gold medals and one World Championship gold medal. He enjoys music and plays in a band but remains a crucial team player for Canada. He has been named the Canadian Wheelchair Basketball Male Athlete of the Year multiple times.	284 298 312 324 332

## passage 6

**Dean Bergeron** is a wheelchair racer and has competed at four Paralympic Games. 345  
With a total of 11 medals, he is one of Canada’s most successful Paralympians. In his 360  
impressive career, Bergeron captured three gold, three silver, and five bronze 371  
medals. In one memorable race at Beijing 2008, he came back from a tough start to 387  
win Gold. He reminds athletes that “When things aren’t going well, just concentrate 400  
on what you can do the best and give the best performance you can, and never 416  
give up.” 418

The Paralympic Foundation of Canada imagines a future where Canadians with a 430  
disability are offered ample opportunities to experience the transformative power of 441  
sport. They strive to support diverse champions that inspire belief in the potential for 455  
greatness. These athletes shape their communities across Canada into healthy and 466  
inclusive spaces where every person with a disability feels a sense of belonging and 480  
inclusion. 481

There are over 6.2 million Canadians living with a disability—approximately one in six. 495  
Ensuring their inclusion, both within and beyond the realm of sport, enriches our 508  
nation immeasurably. Paralympic athletes train hard, compete with intensity and 518  
push the boundaries of human achievement. They are athletes driven by their 530  
pursuit of excellence and representing Canada on the world stage. 540

### Words That Matter

**Paralympic** “Para” is Greek for beside or alongside. The Paralympics are parallel with the Olympics, each movement existing side-by-side.



# The Land Back Movement in Ontario: Championing Indigenous Sovereignty

## Words That Matter

- Saysewahum** (Say-soo-way-um) traditional family name
- Aamjiwnaang** (ahm-ji-nawng) means at the spawning stream
- Anishinaabek** (Aw-nish-i-naw-beck) - meaning people lowered from the sky by Creator
- reconciliation** comes from the Latin word *reconciliāre*, meaning “to make good again” or “to repair.” The Truth and Reconciliation Commission of Canada made 94 Calls to Action to work to repair the devastating impact of the colonization of Canada by settlers.

## Vocabulary Spotlight

- relocations** moving from one area to another
- reclaiming** recover something that was lost, given or taken away
- restitution** giving back or making up for something that was lost or stolen
- environmental racism** when the lands around communities, largely inhabited by a group of people who have been marginalized based on race, are not protected by the government. Dumping of toxic materials in certain areas is one example.

## Spotting Syntax

*“The Land Back movement aims to address historical injustices, while identifying the importance of Indigenous perspectives as caretakers of the land, not only in Ontario, but across North America.”*

Multiple clauses and phrases are used. “Not only” and “but also” serve as a correlative conjunction, presenting two pieces of related information.

## The Land Back Movement in Ontario: Championing Indigenous Sovereignty

The Land Back movement aims to address historical injustices, while identifying the importance of Indigenous perspectives as caretakers of the land, not only in Ontario, but across North America. It recognizes Indigenous sovereignty, and the rights Indigenous peoples have to their traditional territories.	12 25 36 43
The Land Back movement is led by different Indigenous communities and organizations within their territories. In Ontario specifically, Indigenous communities have been standing up for the return of their lands. These lands were often taken without consent through treaties that were not honoured, and forced relocations or other means. These actions have resulted in the loss of land, resources, and sovereignty for Indigenous peoples. This movement is not just about physical land. The movement is also about reclaiming cultural, spiritual, and economic connections to the land. It's about strengthening Indigenous languages, traditions, and ways of life deeply tied to the land.	54 63 78 90 103 115 125 135 144
The Land Back movement in Ontario challenges land ownership and government structures still heavily influenced by colonialism. The movement aims towards meaningful reconciliation and restitution. Among some of the important figures leading this change are:	155 165 175 181
<b>Sylvia McAdam (Saysewahum):</b> Lawyer, professor and co-founder of the Idle No More movement remembers, "It was an incredible time of prayer and just sacred gathering. It just brought so many people together." Sylvia McAdam supports Indigenous rights and environmental justice through her work by raising awareness about the impacts of colonialism and protecting Indigenous lands and waters.	193 206 217 228 239
<b>Vanessa Gray:</b> A member of the Aamjiwnaang (ahm-ji-nawng) First Nation, is a land defender and educator. She has been leading a movement to stop the construction of the Line 9 pipeline, which poses significant risks to Indigenous lands, waters, and communities. Gray has drawn attention to the unfair impacts of environmental racism on Indigenous peoples. "I defend the land and water because it is sacred."	251 264 277 289 301 304

## passage 7

<b>Taina Da Silva:</b> member of Grassy Narrows First Nation. This is a small community	318
one hour north of Kenora, Ontario. Da Silva has worked on short documentary-style	332
films that reflect growing up around environmental degradation and Indigenous	342
activism. “The climate crisis grows more critical each year. Despite this, and despite	355
the fact that Anishinaabek (Aw-nish-i-naw-beck) and Cree, among others, are on	366
the frontlines of land and water preservation and revitalization, Canada (federal and	378
provincial governments and industry) continues to break treaties and... threaten the	389
livelihoods of Indigenous people.”	393
These activists, along with countless others, are leading the charge for change in	406
Ontario. As Indigenous women, they are fulfilling traditional roles in caring for the	419
land and water for future generations.	425
As the Land Back movement in Ontario continues to gain momentum, non-	437
Indigenous allies must stand in solidarity with Indigenous communities, listen to their	449
voices, and support their efforts to reclaim their lands and assert their rights.	462
Together, we can work towards a future where Indigenous sovereignty is respected,	474
land rights are upheld, and justice is realized for all.	484

### Words That Matter

- Saysewahum** (Say-soo-way-um) traditional family name
- Aamjiwnaang** (ahm-ji-nawng) means at the spawning stream
- Anishinaabek** (Aw-nish-i-naw-beck) - people lowered from the sky by Creator
- reconciliation** comes from the Latin word *reconciliāre*, meaning “to make good again” or “to repair.” The Truth and Reconciliation Commission of Canada made *94 Calls to Action* to help repair the devastating impact of the colonization of Canada by settlers.



# 8 Simu Liu: From Unknown Actor to Marvel Superhero

## Words That Matter

**compete** comes from the Latin word *competere* meaning "strive after something in company." "Com" (meaning together) is one of the most common prefixes found in hundreds of words. Examples include commercial, communicate, complicated, commiserate, comedy, community.

## Vocabulary Spotlight

**versatility** being able to do many things  
**acclaim** enthusiastic and public praise  
**authenticity** realistic and genuine  
**nuance** a small detail that makes a difference

## Spotting Syntax

*"Just be unapologetically you; you're not less than anybody else."*

Use of a semicolon to join two related independent clauses in place of a comma and a coordinating conjunction.

*"Simu Liu, a rising star in Hollywood, has captivated audiences with his talent, charisma, and his unprecedented role as Marvel's first Asian superhero."*

Multiple clauses and phrases, including an appositive: a noun is further described by another noun or noun phrase that is enclosed with punctuation.

## Simu Liu: From Unknown Actor to Marvel Superhero

Simu Liu, a rising star in Hollywood, has captivated audiences with his talent, charisma, and his unprecedented role as Marvel's first Asian superhero. Liu was born in Harbin, China, and raised in Mississauga, Ontario. Liu's career has been groundbreaking in many important ways.

Simu Liu graduated from the University of Western Ontario with a degree in business administration. He pursued a career in finance before realizing his true calling lay elsewhere. Inspired by a desire to pursue his passion for acting, Liu took a leap of faith and enrolled in acting classes. He was determined to carve out a place for himself in the fiercely competitive, often culturally narrow, world of entertainment.

Liu's breakthrough came with his role as Jung Kim in the hit Canadian sitcom *Kim's Convenience*. As the rebellious son of Korean immigrant parents, Liu's character, Jung, resonated with audiences. The role earned him critical acclaim and a dedicated fan base. His performance showcased his versatility as an actor and set the stage for even greater opportunities to come.

However, roles for Asian actors, especially, leading roles - characters with depth and substance, were hard to find, if not impossible. Liu explained the lack of Asian representation in film and its impact when he said, "Every community should have a superhero. And the truth is, for many of us in the Asian community, we didn't grow up with that. There is something missing in Asian America. They're missing people to tell them, 'It's okay to be who you are - you belong. Just be unapologetically you; you're not less than anybody else.'"

In 2019, Liu's career reached new heights when he was cast as the lead in Marvel Studios' *Shang-Chi and the Legend of the Ten Rings*. Portraying the main character, a skilled martial artist and superhero, Liu made history as the first Asian actor to headline a Marvel Cinematic Universe film. His casting marked a significant milestone for Asian representation in mainstream media.

Liu's dedication to the role was evident from the start. To prepare for the physically demanding role of Shang-Chi, he underwent rigorous training in martial arts and stunt work. He immersed himself in the character's world and embraced the challenge with enthusiasm and determination. His commitment to authenticity and excellence set the tone for the entire production and inspired his cast-mates and crew to give their all.

## passage 8

Liu explained why the role meant so much to him, “What I’ve always really appreciated about MCU superheroes versus elsewhere is that they are trying to disrupt the idea of what a superhero can be.” Diverse heroes disrupt the traditional stereotypes. 498  
510  
524  
525

*Shang-Chi and the Legend of the Ten Rings* premiered to rave reviews. Liu’s performance earned praise from critics and audiences alike. His portrayal of Shang-Chi was applauded for its depth, nuance, and emotional resonance. This role cemented his status as a leading man in Hollywood and paved the way for future generations of Asian actors. 539  
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Beyond his work on screen, Liu is a vocal advocate for representation and diversity in the entertainment industry. He uses his platform to amplify marginalized voices and challenge stereotypes and misconceptions. He says, “If it’s true that I wouldn’t have had a career if it weren’t for these conversations about diversity, the importance of representation, then I need to continue to fight that battle for the people that come after me.” Through his advocacy work, Liu strives to create a more inclusive and equitable world of entertainment where everyone can see themselves reflected on screen. 597  
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He says “now, what needs to change, really, is that we need better representation behind the camera. We need better representation among the people who tell the stories or the people who greenlight the movies.” 691  
704  
712

As he continues to make his mark in Hollywood, Liu remains grounded and grateful for the opportunities he has been given. He credits his success to hard work, perseverance, and the support of his family, friends, and fans. With each new project, he seeks to push boundaries, defy expectations, and inspire others to pursue their dreams, no matter how daunting the odds may seem. 726  
740  
753  
766  
776

Liu exemplifies possibility and progress in an industry where representation matters now more than ever. 787  
791

### Words That Matter

#### compete

comes from the Latin word *competere* meaning “strive after something in company.” “Com” (meaning together) is one of the most common prefixes found in hundreds of words. Examples include commercial, communicate, complicated, commiserate, comedy, community.





# 9

## Nellie McClung – Canadian Suffragist

### Words That Matter

- suffragist** comes from the latin *suffragium* meaning "support, ballot, vote cast in an assembly; or right of voting."  
The suffix "ist" means "one who does."
- suffragette** used by a journalist who was making fun of the women who were working to get the vote. The suffix "ette" means little one. He was suggesting they were just like little ones playing at politics, and shouldn't be taken seriously.

### Vocabulary Spotlight

- flourished** grew strong and beautiful
- factor** a certain effort or thing that makes a difference
- legacy** things that remain in the world after a certain event or someone's efforts
- pivotal** a word to describe an action that tips the outcome one way or another

### Spotting Syntax

*"This event, a type of agitprop—art with explicit political messaging—was written to raise money and generate support for women's suffrage."*

Centre-embedded syntax - an explanation is inserted mid-sentence between dashes.

*"In 1916, Manitoba became the first province in Canada to grant women the right to vote. Other provinces soon followed suit."*

Idiom - "followed suit" means to do the same as another. It is from card games where players must follow suit.

## passage 9

### Nellie McClung – Canadian Suffragist

Nellie McClung was born in Chatsworth, Ontario, on October 20, 1873. Her early life on a Manitoba farm, where her passion for reading and learning flourished, was a significant factor in shaping her future. These formative years, along with her experiences as a mother, laid the foundation for her career as a writer and activist. Her journey was not without its obstacles, but her resilience and determination truly distinguished her.

Becoming a new mother in 1897 made Nellie care even more about the rights of people who couldn't speak up for themselves, especially children who needed help. This personal experience fuelled her activism and deepened her commitment to social reform.

During the early 20th century, women in Canada did not have many rights that men had. They could not vote, hold public office, or have the same opportunities for education and employment as men. Nellie and other suffragists believed women should have the same rights and opportunities as men and fought tirelessly to achieve this.

In 1914, Nellie and her fellow activists staged a mock parliament in Winnipeg. This event, a type of agitprop—art with explicit political messaging—was written to raise money and generate support for women's suffrage. It drew significant attention to the suffrage cause and helped to change public opinion. It was a strategic move that showcased Nellie's innovative approach to activism.

In 1916, Manitoba became the first province in Canada to grant women the right to vote. Other provinces soon followed suit, and by 1918, women across Canada had the right to vote in federal elections. This was a monumental achievement, and a significant stride towards gender equality in Canada.

Beyond her pivotal role in the suffrage movement, Nellie McClung was a prolific writer. Her literary works, such as her novel *Sowing Seeds in Danny*, examined women's lives and struggles and were decisive in raising awareness about women's issues. Her writing inspired countless individuals to advocate for gender equality.

In Nellie's words, "I want to leave something behind when I go: some small legacy of truth, some word that will shine in a dark place."

## passage 9

Nellie McClung was also a strong advocate for social reform. She believed in improving the lives of all people, not just women. She campaigned for better working conditions, access to education, and public health services. Her efforts contributed to many significant changes in Canadian society, such as establishing public health services and improving labour laws.

One of Nellie's most significant contributions was her pivotal role in the 'Persons Case.' In 1927, she joined forces with four other women, collectively known as the 'Famous Five,' to challenge the Canadian government's definition of 'persons' under the British North America Act. Women were not considered 'persons' at that time and were thus ineligible to be appointed to the Senate. The Famous Five took their case to the Judicial Committee of the Privy Council in Britain, Canada's highest court of appeal at that time. In a groundbreaking ruling in 1929, the court affirmed that women were indeed 'persons' and could be appointed to the Senate. This decision was a turning point in the fight for gender equality, as it recognized women as full citizens with the right to participate in political life, and Nellie's role in it was instrumental.

Nellie McClung's accomplishments have not only made a difference but a lasting impression on Canadian society. She paved the way for future generations of women to fully engage in public life. Her work was not just a temporary change but a lasting transformation that has made Canada a more equal and just society for all.

In her words, "We may not all reach the heights, but we can all do something to help others."

### Words That Matter

- suffragist** comes from the latin *suffragium* meaning "support, ballot, vote cast in an assembly; or right of voting."  
The suffix "ist" means "one who does."
- suffragette** used by a journalist who was making fun of the women who were working to get the vote. The suffix "ette" means little one. He was suggesting they were just like little ones playing at politics, and shouldn't be taken seriously.



# The Honourable Lincoln Alexander: Forging New Paths in Canadian Politics

## Words That Matter

**civic** relating to a city or town and the the things we do to support these areas. This word comes from the Latin word *civis* which means citizen. Other related words are city, civil, and civilization that relate back to the idea of being responsible and living in harmony with others by following rules set out for the area.

## Vocabulary Spotlight

**embodies** has the qualities of something

**constituents** parts of the whole, often used in politics to mean the people that elected someone

**advocating** fighting for something important

## Spotting Syntax

*"His mother, Mae Rose, was from Jamaica and his father, Lincoln, was from St. Vincent and the Grenadines."*

Commas are used before a name in a parenthetical clause to set off the clause from the rest of the sentence.

*"I saw that, unlike the Hollywood version, these Africans were men and women of significant talents."*

Preposition - unlike, meaning different from.

## The Honourable Lincoln Alexander: Forging New Paths in Canadian Politics

Lincoln MacCauley Alexander stands out as a figure of great leadership and advocacy in Canadian history. His mother, Mae Rose, was from Jamaica and his father, Lincoln, was from St. Vincent and the Grenadines. As the first Black Member of Parliament and the first Black individual to serve as Lieutenant Governor in Ontario, Alexander's journey embodies resilience, courage, and an unwavering dedication to public service.	12 25 40 53 63 65
Born on January 21, 1922, in Toronto, Lincoln Alexander faced racial discrimination from an early age. Despite encountering systemic barriers and societal prejudices, he pursued his education with determination. Alexander graduated from McMaster University with a Bachelor of Arts degree in 1949. He later earned his law degree from Osgoode Hall Law School in 1953. His academic achievements marked the beginning of a lifelong commitment to breaking down barriers and advocating for equality and justice for all Canadians.	77 88 98 114 125 137 143
In 2006 he wrote a memoir called, <i>Go to School, You're a Little Black Boy</i> and mentioned a 1960 tour through some 23 African nations that had a significant impact on his point of view:	159 172 178
"The experience was an eye-opener for me, not only as a lawyer, but also as a human being, because I began to realize what Black people could do. I saw that, unlike the Hollywood version, these Africans were men and women of significant talents. I became conscious of my Blackness. I had come from a White world. Now we were in Africa, and I realized we are people of skill and creativity. I was a Black man and I was a somebody. I started standing tall."	195 210 222 337 355 365
Alexander's entrance into politics ushered in a new era of representation and inclusivity in Canadian governance. In 1968, he made history as the first Black Member of Parliament. He represented the riding of Hamilton West as a member of the Progressive Conservative Party. Throughout his tenure in Parliament, Alexander distinguished himself as a tireless advocate for social justice, civil rights, and racial equality. He earned widespread respect and admiration from colleagues and constituents alike. Alexander was re-elected four times, serving 12 years.	376 389 403 413 426 436 437

## passage 10

During his time in office, Alexander worked hard to address issues of poverty, unemployment, and discrimination. He supported policies to improve education and employment opportunities for marginalized communities. Alexander played a pivotal role in promoting the Canadian Human Rights Act enacted in 1977. This legislation aimed to prevent discrimination based on race, religion, national or ethnic origin, age, sex, sexual orientation, marital status, family status, disability, or conviction for an offense for which a pardon has been granted. The Act was a significant step forward in protecting the rights and dignity of all Canadians.

On 20 September 1985, Lincoln Alexander was sworn in as Ontario's 24th lieutenant-governor, the first Black Canadian to be appointed to a viceregal position in Canada. Lieutenant Governor Alexander took an active role in the multicultural affairs of Ontario. His mission was to fight racism, stand up for youth and advocate for seniors. He strengthened his commitment to promoting diversity and inclusivity. He supported initiatives that celebrated Ontario's multicultural heritage and encouraged civic engagement among all residents. Alexander also used his position to highlight the contributions of Black Canadians to the province's history and culture. His work fostered a greater sense of belonging and pride among diverse communities. In recognition of his many important accomplishments, January 21st has been celebrated as Lincoln Alexander Day across Canada since 2015.

Today, as Canada continues its journey toward a more inclusive and equitable society, the legacy of Lincoln Alexander serves as an inspiration to all. He said "It is not your duty to be average. It is your duty to set a higher example for others to follow."

### Words That Matter

#### civic

relating to a city or town and the the things we do to support these areas. This word comes from the Latin word *civis* which means citizen. Other related words are city, civil, and civilization that relate back to the idea of being responsible and living in harmony with others by following rules set out for the area.



# Rick Hansen: A Champion of Resilience and Advocacy

## Words That Matter

**accessible** comes from the Latin word *accessibilis*, or *accessus* which means an approach or an entrance. Related words include cease (no approach), decrease, exceed, necessary, proceed and success.

## Vocabulary Spotlight

**enrolled** signed up for

**marginalized** pushed to the edges

**inducted** put into

**conservation** protecting and saving

## Spotting Syntax

*"At the age of 15, when returning from a fishing trip, he was in a car accident which left him paralyzed from the waist down."*

Centre-embedded syntax - a detail is inserted mid-sentence between two commas.

*"In 2009, he was awarded the Order of Canada, one of the country's highest honours, in recognition of his contributions to disability rights and humanitarian efforts."*

Centre-embedded syntax - a detail is inserted mid-sentence between two commas.

## Rick Hansen: A Champion of Resilience and Advocacy

Rick Hansen has dedicated his life to removing barriers and creating an inclusive world where people with disabilities are living to their full potential. While he's best known as the "Man In Motion", Hansen's life, story, and career have always been a demonstration of hope and inspiration about the potential of people with disabilities.

Hansen was born in Port Alberni, British Columbia, in 1957. At the age of 15, when returning from a fishing trip, he was in a car accident which left him paralyzed from the waist down. After healing and rehabilitation, his former coaches encouraged him to try wheelchair sports. He soon began playing Wheelchair Basketball and enrolled at the University of British Columbia for a degree in Physical Education. He became the first person with a physical disability to graduate with a Physical Education degree.

Hansen soon began competing in wheelchair racing and quickly emerged as one of Canada's most celebrated Paralympic athletes. At the 1984 Paralympic Games in Los Angeles, he made history by winning three gold medals and setting a new world record in the 800-meter wheelchair race. In five years, Hansen won 19 wheelchair marathons, three world titles, and 15 medals, six at the Paralympic Games and nine at the Pan Am Games. He was also named Canada's Disabled Athlete of the Year in 1979, 1980, 1982.

As a young boy, he dreamed of going on a great adventure. After his accident, he had to reflect on what kinds of adventures were still possible. As he travelled around the world for competitive events, he saw more people with disabilities being marginalized. He knew that someone had to do something to show the world that people of all abilities could participate and contribute as productive members of their communities. He decided to be that someone.

His adventure would be the Man in Motion Tour where Hansen would wheel around the world. The tour lasted almost two years from 1985-1987. Every day he wheeled for 8 hours adding up to a total of 40 000 kms and travelling through 34 countries. When they returned to Vancouver two years later, 50 000 people were at BC Stadium Place to celebrate their arrival.



# passage 11

While the Tour was an inspiring journey, social stereotypes were still alive. More work needed to be done and Hansen was not about to give up. This steadfast determination led him to found the Rick Hansen Foundation in 1988. Their mission is to inspire, create and deliver innovative solutions to remove barriers to inclusion for people with disabilities.

Hansen's advocacy work has earned him widespread recognition. In 2009, he was awarded the Order of Canada, one of the country's highest honours, in recognition of his contributions to disability rights and humanitarian efforts. Additionally, he has received the Order of British Columbia and the Queen Elizabeth II Diamond Jubilee Medal. He was also inducted in the Canadian Sports Hall of Fame in 2006.

His advocacy work also ventured into conservation efforts. In 1997, Hansen became the Founding Chair of the Fraser River Sturgeon Conservation Society and in 2000 he established the Pacific Salmon Endowment Fund Society. Fishing and the environment were a big part of his rehabilitation journey and he is committed to giving back to the things that have given so much to him. Hansen said when discussing his conservation efforts: "Having the chance to get back to fishing when I was young was a lifesaver. It's important that we do our best to ensure that the outdoors is accessible and inclusive for everyone."

Hansen has dedicated his life to creating a world that is accessible and inclusive for all. Hansen and his team at the Foundation are dedicated to raising awareness, changing attitudes, helping create accessible spaces, and liberating the amazing potential of people with disabilities.

## Words That Matter

**accessible** comes from the Latin word *accessibilis*, or *accessus* which means an approach or an entrance. Related words to access include cease (no approach), decrease, exceed, necessary, proceed and success.



# Jully Black: A Trailblazing Musician and Advocate for Social Change in Canada

## Words That Matter

### empowerment

the prefix “em” (and “en”) means to put into or cause to. The word “power” comes from the Latin word *posse* which meant “to be able to”. The suffix “ment” means the action or process of doing something. Hundreds of other words use the prefixes “em” and “en.” Examples include envelope, embroider, embellish.

## Vocabulary Spotlight

<b>platform</b>	using ones fame or position to discuss an issue with the public
<b>perserverance</b>	not giving up
<b>call out</b>	to publicly say when something is discriminatory so others know it’s not okay
<b>equity</b>	when everyone gets what they need to participate

## Spotting Syntax

*“She is not just a celebrated musician in Canada; she is also a dedicated advocate for social change and a powerful voice for the Black community.”*

A semicolon joins two related independent clauses in place of a comma and a coordinating conjunction. “Not just” and “also” serves as a correlative conjunction to join two related ideas.

## passage 12

### Jully Black: A Trailblazing Musician and Advocate for Social Change in Canada

Jully Ann Inderia Gordon, also known as Jully Black, is a true Canadian icon who was inducted into Canada's Walk of Fame in 2021. She is not just a celebrated musician in Canada, she is also a dedicated advocate for social change and a powerful voice for the Black community. Known as "Canada's Queen of R&B," Black has used her platform to address issues of racial injustice, mental health, and community empowerment. She made significant contributions both in the music industry and in advocacy.

Born on November 8, 1977, in Toronto, Ontario, Jully Black grew up in a Jamaican Canadian family. Music was an integral part of her life. Her late mother, a single parent, instilled in her the values of hard work and resilience. Black's musical talent was evident from an early age, and she began performing in church choirs and local talent shows. She credits hearing Whitney Houston on the radio at age seven as her introduction to pop music. She once told the *National Post*, "Without Whitney Houston, there is no Jully Black."

Black's professional music career took off in the late 1990s when she signed with Warner Music Canada. She went on to write songs for Destiny's Child, Nas, Sean Paul, Missy Elliott, and many other artists. Her debut album, *This Is Me*, released in 2005, established her as a prominent figure in the Canadian R&B scene. Over the years, she has released several critically acclaimed albums, including *Revival* and *The Black Book*. Black has earned numerous awards, including Juno Awards and MuchMusic Video Awards.

When asked why she is successful, she answered "My perseverance and my will to win. The fact that I did not give up. It does not matter how many accolades you may receive or not receive or nominations or whatever, it's just the fact that I kept going and I'm still on my path. That's what I'm most proud of."

Beyond her musical achievements, Jully Black has made significant strides as an advocate for social justice and community empowerment. She has been vocal about the challenges faced by Black Canadians, using her platform to raise awareness and drive change. She has consistently used her voice to call out systemic racism and demand equity and inclusion in all areas of society.

## passage 12

At an NBA All Star game in Salt Lake City in February of 2023, Black sung the Canadian National Anthem to a global audience and changed one word. Instead of “Our home and native land,” she sung “Our home ON native land.” She decided before the game that this was a chance to make a statement. She had turned down opportunities to sing the national anthem because she felt strongly about all she was learning about residential schools, “learning more about needing much more reconciliation – conversations that still need to be had for and with the Indigenous community.” She remembered thinking “okay, I’m going to get the permission from Indigenous peoples who I love and respect, and I know they wouldn’t leave me astray, and go from there.”

Black was honoured at an AFN Special Chiefs Assembly in Ottawa for this advocacy. She was presented with an eagle’s feather and blanket, gifts of great significance.

One of Black’s major focus in advocacy is mental health through physical fitness and wellness. Recognizing the stigma associated with mental health issues, particularly within the Black community, she has openly shared her own struggles and experiences. She launched a popular online step aerobics program called, *The Power of Step*. Black encourages open conversations about mental health and promotes the importance of seeking help and support and getting active.

Black inspires and uplifts young people to pursue their dreams and strive for excellence. She advises youth to, “really explore who you are trying to be, not necessarily who you are but who you are trying to be. It’s two different things. Who are you really trying to be? Are you trying to be the humanitarian, the philanthropist? ...What risks are you willing to take? How long are you willing to wait?”

Jully Black is much more than a talented musician; she is a dynamic advocate for social change and an inspiring leader in the Black community. Her efforts to address mental health issues, empower Black youth, and her fight for racial justice have had a profound impact on Canadian society. Black continues to champion the cause of equity and inclusion, leaving an indelible mark on the cultural and social landscape of Canada.

### Words That Matter

**empowerment** “em” (and “en”) means to put into or cause to. The word “power” comes from the latin word *posse* which meant “to be able to”. The suffix “ment” means the action or process of doing something. Hundreds of other words use the prefixes “em” and “en.” Examples include envelope, embroider, embellish.



# Shary Boyle: A Visionary Artist Championing Social Change in Canada

## Words That Matter

**culture** “culture” originally meant “to till the earth.” Then “cultivation through education, systematic improvement and refinement of the mind” was used in the 1500s as a metaphor. In 1805, the most common definition of “culture” meaning “traditions and achievements of a people” came into use.

## Vocabulary Spotlight

**innovative** describing something as new and creative

**universal** something that applies to all people. For example; joy and sadness are universal human emotions.

**preservation** keeping something in good condition

## Spotting Syntax

*Reflecting on her art, Boyle explains, “I really feel the need to create an alternate world, a vision of what might be magical and beautiful and fantastic about being human.”*

*She said, “instead of having an Indigenous exhibition, or an area in the museum that was specific to Indigenous, that we would, regardless of cultural background, be presented in equality on the same stages but with our cultural distinctions in tact.”*

Dependent clause - The first part of the sentence “Reflecting on her art” cannot stand alone.

Multiple clauses and phrases are used. There is also centre-embedded syntax - a detail is inserted mid-sentence between two commas.

## Shary Boyle: A Visionary Artist Championing Social Change in Canada

Shary Boyle is a Jewish Canadian artist. Her innovative work and social advocacy have made significant impacts on Canadian arts and culture. Boyle uses her art to explore complex themes and address pressing social issues. She is a prominent figure in both the art world and social justice movements.	13 27 39 49
Born in Scarborough, Ontario, Shary Boyle grew up in a creative environment that fostered her unique artistic vision. She studied at the Ontario College of Art and Design (OCAD). Boyle developed her skills in various mediums, including drawing, painting, sculpture, and performance art. Her Jewish heritage and her experiences growing up in a diverse urban environment have deeply influenced her work. Themes of her multi-media art often include identity, social justice, human rights, gender, and power dynamics.	62 76 87 98 110 123 127
Boyle's work is noted for its unique blend of fantastical elements and raw human emotion. She often explores folklore, mythology, and her personal experiences to create pieces that are visually stunning and thought-provoking.	141 152 161
One of Boyle's most well-known projects is her performance art collaboration with musician, Christine Fellows. The project titled "Spell to Bring Lost Creatures Home," combines live drawing, music, and storytelling. It communicates themes of displacement, loss, and the search for belonging. The project was celebrated for its ability to engage audiences on an emotional and intellectual level.	174 186 196 209 219
Reflecting on her art, Boyle explains, "I really feel the need to create an alternate world, a vision of what might be magical and beautiful and fantastic about being human." She wants to share universal understandings through images and mediums that go beyond words and language.	234 248 258 265
Shary Boyle's influence as an artist and advocate continues to grow. Her work has been exhibited in major galleries and museums around the world, including the Venice Biennale, the National Gallery of Canada, and the Art Gallery of Ontario. Boyle's innovative approach and commitment to addressing social issues through her art have inspired countless other artists and activists.	279 291 304 314 323

## passage 13

Boyle has been a vocal advocate for gender equality and women's rights. Her work often explores the complexities of female identity. She challenges traditional gender roles, and by depicting women in powerful, multifaceted ways, she challenges stereotypes.	337 348 359 360
She explains that her art is about identity. "The way that we really perceive each other and how we perceive ourselves, and the differences between those two things," is important to Boyle.	375 387 392
Boyle is also dedicated to raising awareness about inequity and colonialism. She has collaborated with Indigenous artists and activists, using art to highlight issues such as cultural preservation, land rights, and the impacts of colonization. Her exhibits in Vancouver, Outside of Me, and Hard Edge, also drew attention to unceded lands.	404 416 428 442 443
She was one of the first to challenge the way art museums organize art. She said, "instead of having an Indigenous exhibition, or an area in the museum that was specific to Indigenous, that we would, regardless of cultural background, be presented in equality on the same stages but with our cultural distinctions in tact."	459 473 484 498
Shary Boyle is a visionary Canadian artist whose work challenges traditional boundaries and provokes viewers to think critically. Through her multidisciplinary approach and her dedication to advocacy, Boyle has made great contributions to the art world and society.	509 519 531 536

### Words That Matter

<b>culture</b>	"culture" originally meant "to till the earth." Then "cultivation through education, systematic improvement and refinement of the mind" was used in the 1500s as a metaphor. In 1805, the most common definition of "culture" meaning "traditions and achievements of a people" came into use.
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# Dyslexia: Remarkable Achievements of Successful Individuals

## Words That Matter

**dyslexia** a relatively newer word coined in German from the Greek prefix “dys” meaning “difficult” and *lexie* meaning reading; “ia” is a suffix used for abstract nouns. The word dyslexic was first recorded in use in 1946.

## Vocabulary Spotlight

characterized	known by certain traits
optimist	always seeing the bright side
pessimist	always seeing the dark side
unparalleled	nothing else is the same or as good

## Spotting Syntax

*“Dyslexia, a learning difference characterized by difficulty with reading, writing, and spelling, affects millions of people worldwide.”*

*“After being diagnosed with dyslexia in her 30s, it all made sense.”*

Appositive – a noun is further described by another noun or noun phrase that is enclosed with punctuation.

Dependent clause – the first part of the sentence depends on the second part and cannot stand alone.



# passage 14

## Dyslexia: Remarkable Achievements of Successful Individuals

Dyslexia, a learning difference characterized by difficulty with reading, writing, and spelling, affects millions of people worldwide. It's essential to recognize that dyslexia doesn't define a person's potential for success. In fact, many individuals with dyslexia have achieved remarkable accomplishments. People with dyslexia defy stereotypes and often showcase great determination and resilience. Here are just a few examples of successful individuals with dyslexia who have found great success.	11 23 36 45 57 68
Renowned entrepreneur and founder of the Virgin Group, <b>Richard Branson</b> is one of the most iconic business figures of our time. Despite struggling with dyslexia throughout his life, Branson built a vast business empire that spans industries like music, airlines, telecommunications, and space tourism. His dyslexia hasn't hindered his creativity, innovative thinking, or leadership skills, demonstrating that learning differences need not limit one's potential for success. He looks for the potential in everything and everyone. He says "I think being an optimist is ... a lot more fun than being a pessimist. As a leader, it's so much better to look for the best in people, to praise people and generally be positive. That brings the best out of people."	81 93 106 116 126 140 156 174 187
As one of the most influential filmmakers in history, <b>Steven Spielberg's</b> dyslexia hasn't prevented him from crafting cinematic masterpieces. From "Jaws" to "Jurassic Park" and "Schindler's List," Spielberg's talent behind the camera is undeniable. He explains that he takes time to read: "Reading is very important. It's of critical importance to me that I read books and scripts. And I've been able to overcompensate, and I basically—never feeling ashamed of myself—will take 2 hours and 45 minutes to 3 hours to read 120 pages, what most people can read in about an hour and 10 minutes...I've learned to adjust."	200 211 223 238 253 268 284 289
The iconic singer, actress, and fashion icon <b>Cher</b> has captivated audiences for decades with her unparalleled talent. She explained that in school, "I couldn't read quickly enough to get all my homework done. Almost everything I learned, I had to learn by listening. My report cards always said that I was not living up to my potential." After being diagnosed with dyslexia in her 30s, it all made sense. Cher has won numerous awards, including an Academy Award, Grammy Awards, and Golden Globe Awards. Her ability to overcome challenges and excel in multiple creative fields is a testament to her resilience and determination.	301 314 329 345 360 371 383 392

## passage 14

Cher is an advocate for veterans, LGBTQ2s+ rights, and assistance for children. She's also a member of the Understood Board of Advocates, an organization that provides supports so "people who learn and think differently can thrive – in school, at work, and throughout life."

Legendary Formula One racing driver, **Sir Jackie Stewart**, is another example of a high achiever with dyslexia. Despite facing academic challenges due to his learning differences, Stewart's exceptional skills behind the wheel propelled him to three Formula One World Championships. He later became a successful racing team owner. He proved that dyslexia need not be a barrier to success in the fiercely competitive world of motorsports. He encourages others, "Find something you can be the best at. Anything. There is always something you can do no matter how small or unusual. And find other ways of doing things. It can be a more successful route... Even in business I have never taken the interstate. I take the winding rural road instead and see opportunities other people don't. And I pay attention to detail."

Academy Award-winning actress, comedian, and television host **Whoopi Goldberg** is celebrated for her versatility and wit. Despite struggling with dyslexia and dyscalculia (a specific learning disability in math), Goldberg has achieved remarkable success in Hollywood and beyond. Her talent, humour, and resilience have made her a beloved figure in entertainment inspiring others with learning differences to pursue their dreams. She encourages all children to read saying, "Great stories are powerful. They can introduce you to new people, take you to new places. They can expand your world and help you to understand it. They can take a dyslexic kid from New York City and turn her into a life-long lover of books. You can learn to love to read. I did."

These individuals, among many others, exemplify the extraordinary potential of those with dyslexia. Rather than letting their learning differences hold them back, they have embraced their strengths, pursued their passions, and achieved greatness in their respective fields.

It's important to recognize that dyslexia is not a measure of intelligence or potential. With the right resources and opportunities, individuals with dyslexia excel academically, professionally, and creatively.

### Words That Matter

**dyslexia** a relatively newer word coined in German from the Greek prefix "dys" meaning "difficult" and *lexie* meaning reading; "ia" is a suffix used for abstract nouns. The word dyslexic was first recorded in use in 1946.



# Fluency in Perspective

Grade 8: Changemakers

# “What Students are Saying About *Fluency in Perspective's* Quick Fluency Routine (QFR)

*“I really like this activity because the only way I can read without getting bored is reading out loud. I like reading out loud because I get in this flow where I don't stop until I'm done and it gives me experience with new words and pronunciation. It's also fun because it's like you're trying to beat a high score and once you get to the end you feel super accomplished and I just really enjoy it. I might even say it's my favourite activity in English.” –JG*

*“The Fluency activity we did during the weeks of school were quite helpful; it helped with my accuracy by rereading the text each week and my words per minute went up... At first, I barely got to 100 words per minute, but now I can casually and perfectly read over 200 words per minute every time.” –TH*

*“The fluency activity helped me each day to get the best score I could. Each day we did the fluency paper I got a better score. Day one, I got the lowest score, and day five, I got the highest score. Each time we do the fluency sheet I get better at my reading and pronouncing words properly.” –HK*

*“This fluency activity has been positive so far and has expanded my vocabulary. By reading these every day, I have noticed that my speed in reading is faster, as well as my understanding of words. These fluency activities help you even if you get a word wrong, because you can read it again tomorrow and practice to not get anything wrong. It is good to be reading, it teaches you a lot of skills.” –BW*