



# GROUNDWOOD STUDY GUIDES

## Jane, the Fox and Me

*Written by Fanny Britt*

*Illustrated by Isabelle Arsenault*

*Translated by Christelle Morelli and Susan Ouriou*



**A graphic novel about bullying, body image and  
the transformative power of fiction.**

### **CURRICULUM CONNECTIONS**

Ages 10 to 13 / Grades 5 to 8

JUVENILE FICTION / Comics & Graphic Novels / General

Full-color illustrations / 8.5 x 11.25 / 104 pages

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[groundwoodbooks.com](http://groundwoodbooks.com)



## BOOK DESCRIPTION

Hélène is a young girl who lives in Montreal with her mother and twin brothers. When the book opens, Hélène has been inexplicably ostracized by girls who were once her friends. Her school life is full of whispers and lies, and her loving mother is too tired to be any help. Fortunately, Hélène has one consolation, Charlotte Brontë's *Jane Eyre*. Hélène identifies strongly with Jane's tribulations and when she is lost in the pages of this wonderful book, she is able to ignore her tormentors. But when Hélène is humiliated on a class trip in front of her entire grade, she needs more than a fictional character to allow her to see herself as a person deserving of laughter and friendship.

This emotionally honest and visually stunning graphic novel reveals the casual brutality of which young people are capable, but also assures readers that redemption can be found through connecting with another, whether the other is a friend, a fictional character or even, amazingly, a fox.

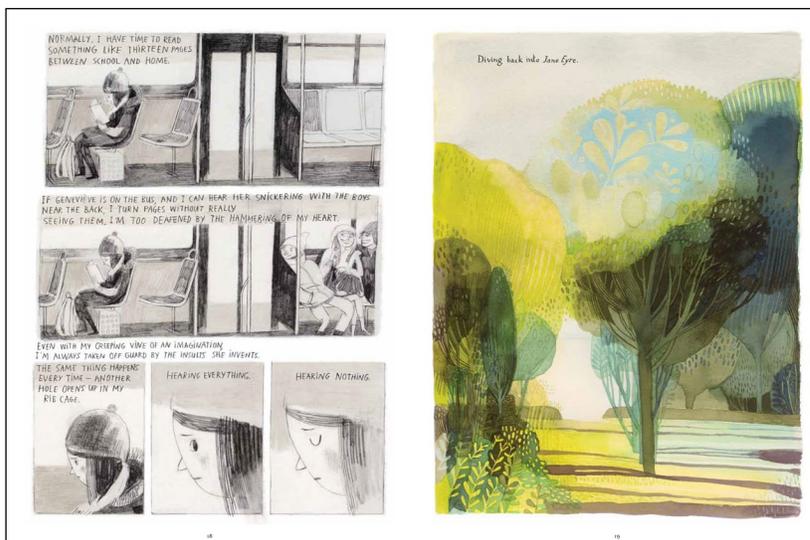
## PRE-READING QUESTIONS & ACTIVITIES

Graphic novels are becoming more and more popular and many students will be familiar with them. Discuss the following questions: What makes a book a graphic novel? What are the layout features of this format (e.g., panels, lettering, etc.)? What information do these elements convey? How does a graphic novel compare to a picture book or other illustrated book? How does it compare to a novel? What are the strengths of this medium? Create a list of features generated by the class discussion and leave it posted in the classroom.

Take a few minutes to look briefly at the illustrations in the book with students. Discuss what they can learn about the story from this quick review. What do they think the story will be about? Where is it set? What themes will it address? Will it be funny? Serious? Sad? Action-packed? What sort of feelings do the illustrations evoke?

## VOCABULARY

As students read the book, have them keep an eye out for words that are unfamiliar, or used in an interesting way. Instruct students to keep a list of these words and attempt to derive the meaning from context. Then have students consult reference materials to determine the precise meaning of the words, their parts of speech and etymology. Come together as a class to create a vocabulary list for this book.



## POST-READING DISCUSSION QUESTIONS AND ACTIVITIES

### ENTITLEMENT

Why do students think *Jane, the Fox and Me* has this title? Working as a class, discuss the different ways it is appropriate. What did students expect the book to be about based on its title? Did the book meet those expectations? Ask students to suggest alternate titles to share with the class.

### WHO IS HÉLÈNE?

Have students engage in a close-reading of this book focused on creating a character map of Hélène. Working individually, students will create a graphical representation or a chart identifying Hélène's primary characteristics and qualities, citing specific evidence from the story to support their claims. Evidence for these character traits can be direct or indirect and can be conveyed via the form of text, illustrations or a combination.

### MEAN GIRLS

Hélène's relationship with the girls who bully her is a main theme of this story. Citing specific references in the text, have students track the relationship between Hélène and her tormentors through the course of the book. Be sure students characterize the relationship before the story begins, during the story and at the end of the book. How does Hélène cope with their bullying and her new status as an outsider? How do her behaviors change by the end of the story? As a class, make a chart to track the progress of this theme through *Jane, the Fox and Me*.

## POWER OF FRIENDSHIP

The section in which Géraldine and Hélène make friends is an excellent example of the strengths of the graphic novel format. Break students into small groups and have them analyze the friendship between Hélène and Géraldine, creating an outline of the key moments in the friendship. Be sure they address the following questions: What do Géraldine and Hélène have in common? What do they learn from each other? How does Hélène’s behavior change due to this friendship? How do the illustrations convey the emotions and actions of the characters? What unique insights does the text communicate? How do the illustrations and text work together to provide complexity and deeper meaning? Have each group create a short presentation based on their analysis and present their findings to the class, using illustrations and examples from the book.

## CHOOSE YOUR OWN ADVENTURE

At the end of the book, Hélène and Géraldine have plans to visit each other during summer vacation.

Review with the class the roles that the basic elements of a graphic novel (such as text, word balloons, panels and illustrations) have in telling a story. Based on this discussion, have students create a script and storyboard for a graphic novel sequence in the style of *Jane, the Fox and Me* showing Hélène and Géraldine’s visit. Break students into small groups and have them share and explain their first drafts. Based on peer feedback, have students revise their work and create a completed graphic novel sequence. Students may illustrate their work using drawings, digital photos, or other media. Work with students to scan their pages into a computer and compile a class collection. Share the results with the class.

## WHAT WAS SHE THINKING?

When Géraldine joins Hélène and the outcasts in their tent, she says that it is because of a disagreement with a group of classmates. Have students review the text closely and write an opinion piece on what Géraldine is referring to and how she reacted and what she is thinking and feeling. What does “serving up group justice” mean to them?

## METAPHORS AND SIMILES

Have students reflect individually on what constitutes figurative language. Next, break students into pairs and send them on a “scavenger hunt” through the text for metaphors, similes and other figurative language. Have students come together as a class to share their findings and discuss what each phrase means. Which pair found the most examples of colorful language?

## VISUAL DEPTH

Illustrations are not always realistic depictions. They are often stylized, serving the same purpose that metaphor and figurative language do for the written word. Such abstract illustrations are powerful ways to communicate. In addition, they can be used to show how a character feels and convey an emotional state or point of view. Discuss with the class how images can be used to relay complex messages. Have each student select a favorite metaphorical picture from the story and write a passage to replace that illustration. Come together as a class and share what the students have written. Discuss the pros and cons of using text versus images.



## FOX ENCOUNTER

The encounter with the fox is a very important moment for H el ene and a critical moment in the story. This sequence uses a mix of text, images and page layout to tell its story. In this case, the pictures eloquently show the real-world, physical details of the encounter, while the text describes H el ene’s feelings and reactions. Discuss with the class the way the words, the pictures and the layout work together to tell the story of the encounter and H el ene’s reaction to it.

## THE STORY INSIDE THE PICTURE

One theme of *Jane, the Fox and Me* is H el ene’s love for the book *Jane Eyre*. Have students independently review the sections of the graphic novel that illustrate *Jane Eyre* and come to class ready to discuss them. Encourage students to analyze all elements of the illustrations, including color palette, font choice, layout, etc. What qualities do students feel these illustrations convey? What emotions do they elicit? What draws H el ene to the book so strongly?

## WHAT DOES THE FOX SAY?

The title of this book draws the reader’s attention to the connection between the fox and *Jane Eyre*. One way to read this story is to see the encounter with the fox as a parallel with Jane’s encounters with Rochester. A wild, colorful creature enters the life of a smart, but quiet girl who is oppressed by her life, peers and surroundings. She is attracted to the fox/Rochester, but circumstances push them apart and society tells her how dangerous he really is. Discuss this possible interpretation with the class. What visual clues tie Rochester and the fox together? In what way does H el ene see her life paralleling *Jane Eyre*’s?

## LOST IN TRANSLATION

This book was translated from French into English. Often we overlook the role a translator plays in the experience we have in reading a book. Locate a passage in electronic form from a suitable work written in a foreign language, perhaps coordinating with a foreign language instructor. Have students use online translation tools (e.g., <https://translate.google.ca>) to create a literal translation of the passage into English. Have students then independently work to refine that translation to make it as polished and professional as possible. Encourage them to be creative. Break students into small groups to review their first drafts. Based on peer feedback, have them revise their work. Next, come together as a class and share the different translations of this one passage. Discuss the power the translator has in creating the readers' impressions of an author's work.



## INTERNET RESOURCES

For more information about the illustrator, visit Isabelle Arsenault's official website.

[www.isabellearsenault.com](http://www.isabellearsenault.com)

ReadWriteThink's two-page guide to basic graphic novel terms and concepts. Simple, basic, to the point — a good resource for students.

[www.readwritethink.org/files/resources/lesson\\_images/lesson1102/terms.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson1102/terms.pdf)

GetGraphic.org's "How to Read a Graphic Novel" provides an in-depth explanation about the graphic novel format with examples.

[www.buffalolib.org/books-and-reading/get-graphic](http://www.buffalolib.org/books-and-reading/get-graphic)

SparkNotes provides a summary of *Jane Eyre* as well as other background information about the author and novel.

[www.sparknotes.com/lit/janeeyre/summary.html](http://www.sparknotes.com/lit/janeeyre/summary.html)

Google Translate is a free online translation service for automatic translation of text.

<http://translate.google.com>

## SKILLS AND SUBJECTS USED IN GUIDE

### READING — GRADE 6

#### *Key Ideas and Details*

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Describe how a particular story or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### *Craft and Structure*

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.

## WRITING – GRADE 6

### *Text Types and Purposes*

Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
- Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

### *Production and Distribution of Writing*

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

### *Range of Writing*

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

## **SPEAKING AND LISTENING – GRADE 6**

### *Comprehension and Collaboration*

Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 6 topics, texts and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.

### *Presentation of Knowledge and Ideas*

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **LANGUAGE – GRADE 6**

### *Conventions of Standard English*

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from Standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.

### *Knowledge of Language*

Use knowledge of language and its conventions when writing, speaking, reading or listening.

- Vary sentence patterns for meaning, reader/listener interest and style.
- Maintain consistency in style and tone.

### *Vocabulary Acquisition and Use*

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Interpret figures of speech (e.g., personification) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## READING – GRADE 7

### *Key Ideas and Details*

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### *Craft and Structure*

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

## WRITING – GRADE 7

### *Text Types and Purposes*

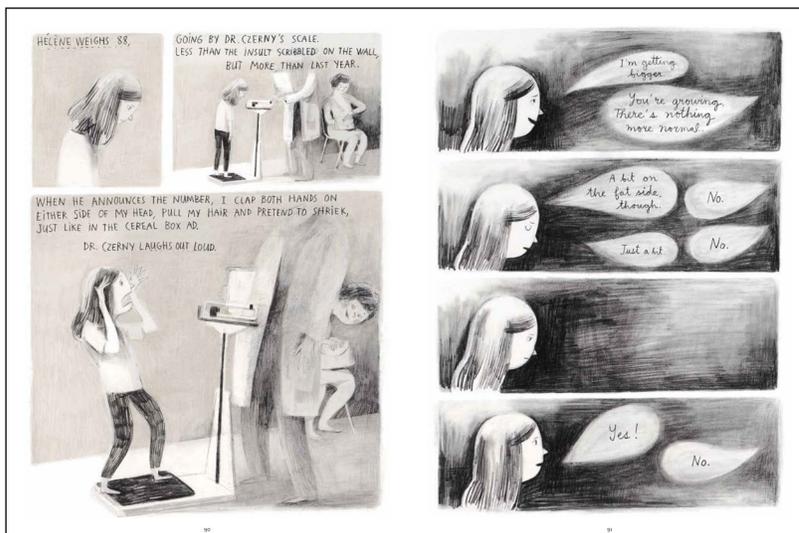
Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
- Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.



### *Production and Distribution of Writing*

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### *Range of Writing*

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

## **SPEAKING AND LISTENING – GRADE 7**

### *Comprehension and Collaboration*

Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

### *Presentation of Knowledge and Ideas*

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **LANGUAGE – GRADE 7**

### *Conventions of Standard English*

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.

- Use a comma to separate coordinate adjectives.
- Spell correctly.

### *Knowledge of Language*

Use knowledge of language and its conventions when writing, speaking, reading or listening.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### *Vocabulary Acquisition and Use*

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Interpret figures of speech (e.g., literary, biblical and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## READING – GRADE 8

### *Key Ideas and Details*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### *Craft and Structure*

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

## WRITING – GRADE 8

### *Text Types and Purposes*

Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
- Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

### *Production and Distribution of Writing*

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### *Range of Writing*

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

## SPEAKING AND LISTENING – GRADE 8

### *Comprehension and Collaboration*

Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
- Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

### *Presentation of Knowledge and Ideas*

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## LANGUAGE — GRADE 8

### *Conventions of Standard English*

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.

Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.

- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

### *Knowledge of Language*

Use knowledge of language and its conventions when writing, speaking, reading or listening.

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

### *Vocabulary Acquisition and Use*

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Interpret figures of speech (e.g. verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## AUTHOR AND ILLUSTRATOR BIOGRAPHIES



**Fanny Britt** is a writer, playwright and translator. She has written a dozen plays and translated more than fifteen. She won the Governor General's Literary Award in Drama for her play *Bienveillance*.



**Isabelle Arsenault** is an internationally renowned children's book illustrator whose work has won many awards. Her books include *Alpha, Virginia Wolf* by Kyo Maclear, *Cloth Lullaby* by Amy Novesky, *Once Upon a Northern Night* by Jean E. Pendziwol and *Migrant* by Maxine Trottier.

Fanny Britt and Isabelle Arsenault first collaborated on the graphic novel *Jane, the Fox and Me*, winner of the Governor General's Literary Award for Children's Illustration (French) and the Joe Shuster Awards for Best Writer and Best Artist. It was also named a New York Times Best Illustrated Children's Book.