

English Language Arts



PD-149

DRAFT

**Prince Edward Island
English Language Arts Curriculum Guide**

Grade 9

Acknowledgements

The Prince Edward Island Department of Education and Lifelong Learning (DELL) gratefully acknowledges the contributions of the following individuals in the development of the Prince Edward Island 9ENG curriculum guide.

Anne Marie Broussard	East Wiltshire Intermediate
Gina Foy	East Wiltshire Intermediate
Frances Squire	Birchwood Intermediate
Jeff MacEachern	Birchwood Intermediate
Scott MacKay	Birchwood Intermediate
Carolyn Pendergast	Morell Regional High
Lori Gordon	Morell Regional High
Joseph Sullivan	M. E. Callaghan Intermediate
Kristin Trace	Kensington Intermediate Senior High
Cathy Montgomery	Summerside Intermediate
Kendra MacLaren	Department of Education and Lifelong Learning
Erin Vaive	Department of Education and Lifelong Learning

Prince Edward Island
Department of Education and Lifelong Learning
250 Water Street, Suite 101
Summerside, Prince Edward Island, Canada, C1N 1B6
Tel: (902) 438-4130, Fax: (902) 438-4062
www.princeedwardisland.ca

JUNE 2021

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Essential Graduation Competencies (EGCs)

Curriculum is designed to articulate what students are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education and Lifelong Learning designs curriculum that is based on the *Atlantic Canada Framework for Essential Graduation Competencies* released by the Council of Atlantic Ministers of Education and Training (CAMET, 2015).

Competencies articulate the interrelated sets of knowledge, skills, and attitudes (KSAs)—beyond foundational literacy and numeracy—that prepare learners to successfully participate in lifelong learning and life/work transitions. They are cross-curricular in nature and provide opportunities for interdisciplinary learning. Six competencies have been identified: citizenship, communication, personal-career development, creativity and innovation, critical thinking, and technological fluency (Figure 1). Achievement of the essential graduation competencies (EGCs) will be addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs.

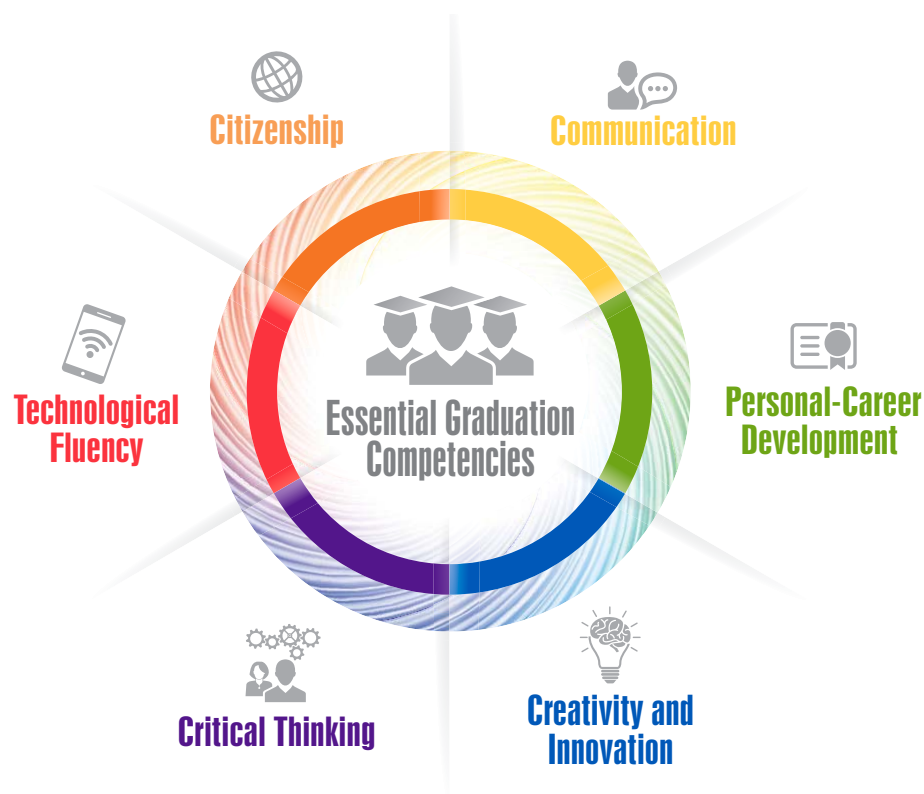


Figure 1. Essential Graduation Competencies

Essential Graduation Competencies—Definitions

Critical Thinking



Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Learners are expected to

- use critical thinking skills to inquire, make decisions, and solve problems;
- recognize that critical thinking is purposeful;
- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open- and fair-mindedness, tolerance for ambiguity, and suspension of judgment;
- ask powerful questions which support inquiry, decision-making, and problem-solving;
- acquire, interpret, and synthesize relevant and reliable information from a variety of sources;
- analyse and evaluate evidence, arguments, and ideas;
- use various types of evidence, reasoning, and strategies to draw conclusions, make decisions, and solve problems;
- reflect critically on thinking processes used and acknowledge assumptions;
- effectively communicate ideas, conclusions, decisions, and solutions; and
- value the ideas and contributions of others who hold diverse points of view.

Technological Fluency



Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.

Learners are expected to

- recognize that technology encompasses a range of learning tools and contexts;
- use and interact with technology to create new knowledge;
- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information;
- select and use technology to impact and advance one another; and
- adopt, adapt, and apply technology efficiently, effectively, and productively.

Citizenship



Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues; make decisions and judgments; and solve problems and act as stewards in a local, national, and global context.

Learners are expected to

- recognize the principles and actions of citizens in just, pluralistic, and democratic societies;
- demonstrate the disposition and skills necessary for effective citizenship;
- consider possible consequences of decisions, judgment, and solutions to problems;
- participate in civic activities that support and promote social and cultural diversity and cohesion;
- promote and protect human rights and equity;
- appreciate the complexity and interconnectedness of factors in analysing issues; and
- demonstrate understanding of sustainable development.

Communication



Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Learners are expected to

- listen and interact purposefully and respectfully in formal and informal contexts;
- engage in constructive and critical dialogue;
- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms;
- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience;
- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media; and
- analyse the impact of information and communication technology.

Personal-Career Development



Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to

- connect learning to personal and career development;
- demonstrate behaviours that contribute to the well-being of self and others;
- build healthy personal and work relationships;
- establish skills and habits to pursue physical, spiritual, mental, and emotional well-being;
- develop strategies to manage career balance and wellness;
- create and implement a personal, education, career, and financial plan to support transitions and achievement of personal, education, and career goals; and
- demonstrate preparedness to learn and work individually, cooperatively, and collaboratively in diverse, evolving environments.

Creativity and Innovation



Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Learners are expected to

- gather information through all senses to imagine, create, and innovate;
- develop and apply creative abilities to communicate ideas, perceptions, and feelings;
- take responsible risk, accept critical feedback, reflect, and learn from trial and error;
- think divergently, and embrace complexity and ambiguity;
- recognize that creative processes are vital to innovation;
- use creation techniques to generate innovations;
- collaborate to create and innovate;
- critically reflect on creative and innovative works and processes; and
- value the contribution of creativity and innovation.

Curriculum Design

General Curriculum Outcomes (GCOs)

General curriculum outcome statements articulate what students are expected to know and be able to do upon completion of study in English language arts education.

Table 1. Language Arts—General Curriculum Outcomes

Strand	Code	Description
Speaking and Listening	GCO 1	Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
	GCO 2	Communicate information and ideas effectively and clearly, and to respond personally and critically.
	GCO 3	Interact with sensitivity and respect, considering the situation, audience, and purpose.
Reading and Viewing	GCO 4	Select, read, and view with understanding, a range of literature, information, media, and visual texts.
	GCO 5	Interpret, select, and combine information using a variety of strategies, resources, and technologies.
	GCO 6	Respond personally to a range of texts.
	GCO 7	Respond critically to a range of texts, applying their understanding of language, form, and genre.
Writing and Representing	GCO 8	Use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.
	GCO 9	Create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
	GCO 10	Use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

Specific Curriculum Outcomes (SCOs)

Specific curriculum outcomes (SCOs) identify what students are expected to know and be able to do for a particular course. They provide a focus for instruction in terms of measurable or observable student performance and are the basis for the assessment of student achievement across the province. PEI-specific curriculum outcomes are developed with consideration of Bloom's Taxonomy of Learning and the essential graduation competencies.

SCOs will begin with the phrase "Learners are expected to . . ."

Achievement Indicators (AIs)

Each specific curriculum outcome is described by a set of achievement indicators that support, define, and demonstrate the depth and breadth of the corresponding SCO. Taken together as a set, AIs support the SCO in defining specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a student for that particular outcome.

It is important to note that AIs are *not* a prescriptive checklist to be taught in a sequential manner, a prioritized list of instructional activities, and/or a set of prescribed assessment items. Achievement indicators provide clarity and understanding to ensure instructional design is aligned to the SCO.

The set of achievement indicators for a given outcome begins with the phrase "Learners who have achieved this outcome should be able to . . ."

Elaborations

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It provides a narrative for the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO. The elaboration may also include suggestions and/or reference supporting resources that may be helpful for instruction and assessment of the SCO.

Bloom's Taxonomy

Bloom's Taxonomy was published in 1956 as a framework for the purpose of classifying expectations for student learning as indicated by educational outcomes. David Krathwohl's 2002 revision of this taxonomy expands on the original work by defining the relationship between the cognitive process dimension—how we expect students to come to know and think about the outcome—and the knowledge dimension—the category of knowledge expressed by the outcome.

A full understanding of the relationship between the cognitive process and knowledge dimensions of Bloom's Taxonomy will serve students, teachers, and administrators by

- providing a framework for developing the specific curriculum outcomes (SCOs) for a particular course;
- identifying the type of knowledge and cognitive process of the outcome;
- providing a means for the alignment of specific curriculum outcomes with instructional activities and assessments; and
- providing a common language about the curriculum outcomes within all subjects to facilitate communication.

Cognitive Process Dimension

The cognitive process dimension classifies six types of cognition that learners may be expected to demonstrate or use as they work towards proficiency of any given specific curriculum outcome. The verb(s) that begins a specific curriculum outcome identifies the cognitive process dimension.

Table 2. Bloom's Taxonomy—Cognitive Process Dimension

Category	Description
Remembering	Retrieve, recall, and/or recognize specific information or knowledge from memory.
Understanding	Construct meaning from different sources and types of information, and explain ideas and concepts.
Applying	Implement or apply information to complete a task, and carry out a procedure through executing or implementing knowledge.
Analysing	Break information into component parts and determine how the parts relate or interrelate to one another or to an overall structure or purpose.
Evaluating	Justify a decision or course of action, problem solve, or select materials and/or methods based on criteria and standards through checking and critiquing.
Creating	Form a coherent functional whole by skillfully combining elements together and generating new knowledge to guide the execution of the work.

Knowledge Dimension

The knowledge dimension classifies four types of knowledge, ranging from concrete to abstract, that learners may be expected to acquire or construct. These types of knowledge include factual, conceptual, procedural, and metacognitive. The noun(s) or noun phrase(s) included in a specific curriculum outcome represents the type of knowledge for the knowledge dimension.

Table 3. Bloom’s Taxonomy—Knowledge Dimension

Category	Description
Factual	The basic elements students must know to be acquainted with a discipline or solve problems in it (e.g., knowledge of terminology, knowledge of specific details and elements)
Conceptual	The interrelationship among the basic elements within a larger structure that enables them to function together (e.g., knowledge of classifications and categories, and knowledge of theories, models, and structures)
Procedural	How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods (e.g., knowledge of subject-specific skills and algorithms, knowledge of subject-specific techniques and methods, knowledge of criteria for determining when to use appropriate procedures)
Metacognitive	Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition (e.g., strategic knowledge, knowledge about cognitive tasks, including appropriate contextual and conditional knowledge, and self-knowledge)

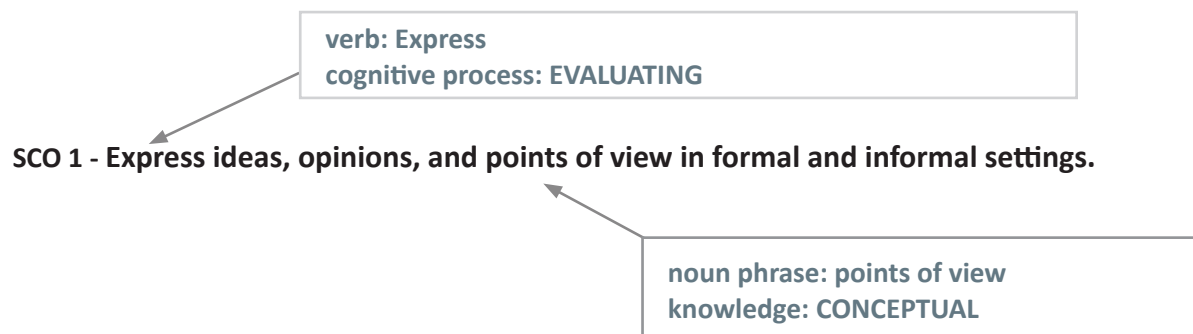
Taxonomy Tables

Combining the cognitive process dimension and knowledge dimension into one taxonomy table helps teachers to visualize the overall expectations. As teachers reflect deeply and collaborate to identify the types of cognition and knowledge required by each outcome, they will be better able to plan what student achievement will look, sound, and feel like in the learning environment, leading to student achievement of the outcomes at the targeted level.

The taxonomy tables in the PEI curriculum guides are constructed as two-dimensional tables, where the knowledge dimension forms the vertical axis and the cognitive process dimension forms the horizontal axis. The result is a 24-cell matrix on which any specific curriculum outcome can be classified in terms of both dimensions.

SCO Structure

Examining the structure of a specific curriculum outcome is necessary to fully understand its intent prior to planning instruction and assessment. The verb(s) in the outcome relates to the expected level and type of thinking (cognitive process). The noun or noun phrase communicates the type of knowledge (i.e., factual, conceptual, procedural, or metacognitive) that is the focus of the outcome.



Curriculum Guide Layout

The curriculum guide layout is designed to highlight the critical elements/features of the provincial curriculum required for a given course.

Table 4. Details of Curriculum Guide Layout

Feature	Description
Unit Name	Appears in the upper left-hand corner
Taxonomy Table	Appears in the upper right-hand corner and is specific to the given outcome
SCO Block	Appears in the coloured box, may contain a scope and sequence chart
AI List	Appears in the body of the page, immediately following the SCO
EGC Map	Appears at the bottom of the page

Name of Curriculum Unit

Specific Curriculum Outcome (SCO) & Scope and Sequence

Set of Achievement Indicators (AIs), Indicating “Breadth and Depth” of SCO

Essential Graduation Competencies Map

Specific Curriculum Outcomes (SCOs)

SPEAKING AND LISTENING (SCO 1)

Grade 6 (Draft)	Grade 7	Grade 8
express ideas, opinions, and points of view in formal and informal settings.	<div>Learners are expected to ...</div> <div>express ideas and points of view using appropriate communication.</div>	express ideas and points of view using effective communication.

Achievement Indicators

Learners who have achieved this outcome should be able to . . .

a

identify the roles and responsibilities of an effective speaker and listener;

b

understand verbal (e.g., vocabulary, rate of speech) and nonverbal (e.g., eye contact, body language) language features and how they contribute to effective communication;

c

understand formal and informal speaking situations involving different expectations (e.g., vocabulary, gestures);

d

adapt language features to suit the audience, purpose and context of the speaking situation;

e

use appropriate verbal and nonverbal communication;

f

demonstrate active listening while exchanging viewpoints with others;

g

use details to clarify explanation; and

h

respect the needs, rights, and responsibilities of others.

Citizenship

✓

Communication

✓

Critical Thinking

Technological Fluency

Personal-Career Development

Creativity and Innovation

Essential Graduation Competencies

ENGLISH LANGUAGE ARTS—GRADE 7—7ENGA

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Figure 2. Sample Curriculum Guide Page

Purpose of the Grade 9 English Language Arts Curriculum Guide

This guide has been developed to support teachers in the implementation of the Grade 9 English Language Arts curriculum. It provides a comprehensive framework on which teachers can base decisions concerning learning experiences, instruction, student assessment, resources, and program evaluation.

This guide

- recognizes that language development is part of an ongoing learning process;
- reflects current research, theory, and effective classroom practice;
- provides flexibility for teachers in planning instruction to meet the needs of all students; and
- outlines curriculum outcomes, achievement indicators, and elaborations.

The Nature of English Language Arts

English language arts encompasses the experience, study, and appreciation of language, literature, media, and communication. It involves language processes: speaking, listening, reading, viewing, writing, and other ways of representing.

Language is the principal means through which communicators formulate thought and the medium through which they communicate thought with others. The application of these interrelated language processes is fundamental to the development of language abilities, cultural understanding, and creative and critical thinking.

Language is learned most naturally when the various processes are integrated, and when the practice of skills and strategies is kept within meaningful language contexts. The curriculum guide encourages and promotes that English language arts be taught in an integrated manner so that the interrelationship between and among the language processes will be understood and applied by students. This integrated approach should be based on students' prior experiences with language and on meaningful activities involving speaking, listening, reading, viewing, writing, and other ways of representing.

The English language arts curriculum encourages teachers to engage students in a range of experiences and interactions with a variety of texts designed to help them develop increasing control over the language processes, to use and respond to language more effectively and purposefully, and to understand why language and literacy are so central to their lives.



Figure 3. The Nature of Language Arts

Comprehension and Metacognition

When students experience language arts in an integrated fashion, they use speaking and listening, reading and viewing, and writing and other ways of representing interdependently to comprehend and make meaning. For example, a structured talk may lead to writing, while viewing graphs and images may also lead to writing. Students can make meaning with and from text. Students who monitor their learning, assess their strengths and needs, and set goals for improvement become independent, lifelong learners. By thinking about how they think and learn, students gain personal control over the strategies they use when engaged in literary activities. This control develops through metacognition—that is, becoming aware of, and more purposeful in, using the strategies for self-monitoring, self-correcting, reflecting, and goal-setting to improve learning. Every student can develop metacognitive strategies and skills when teachers explain, model, and help them to practise talking and writing about their thinking.

Definition of Text

In this document, the term *text* is used to describe any language event, whether oral, written, visual, or digital. In this sense, a conversation, a poem, a novel, an online exchange, a poster, a music video, or a multimedia production are all considered texts. The term is an economical way of suggesting the similarity among the many skills involved in viewing a film, interpreting a speech, or responding to an online forum. This expanded concept of text takes into account the diverse range of texts with which people interact and from which they construct meaning throughout their lives and on a day-to-day basis.

An Effective English Language Arts Program

English language arts teachers can help all students become competent and confident language users. An effective English language arts program

- focuses on grade-specific outcomes that specify the skills, knowledge, and attitudes that students are expected to know and be able to demonstrate;
- demonstrates meaningful contexts for students to gain opportunities to speak and listen, read and view, and write and represent in other ways;
- encourages inquiry-based learning that builds on students' sense of curiosity—drawing on their diverse backgrounds, interests, and experiences, and providing them with opportunities to question for deeper understanding;
- encourages students to extend their learning beyond the classroom into the local, national, and international communities;
- focuses on the language arts processes and the associated elements and conventions to enable students to understand, appreciate, and use language in a variety of situations for communication, learning, and personal satisfaction;
- includes a range of texts in oral, visual, multimedia, print, and non-print forms to help students achieve the learning outcomes;
- includes resources that are engaging, current, relevant, credible, and representative of many viewpoints; and
- teaches students how to move from teacher-supported and guided lessons to independent learning.

Zone of Proximal Development

In an effective language arts program, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that are just beyond the student's independence level. Psychologist Lev Vygotsky refers to this as the zone of proximal development (ZPD).

The zone of proximal development is where learning can be supported most effectively and extended with instruction. Teachers are able to define a learner's immediate needs and shifting developmental status, allowing for what has already been achieved and for what the learner will be able to achieve in the future.

Teachers can recognize when a student is within the zone of proximal development by asking questions and recognizing the learner's individual learning style. Anything that a student can learn with the assistance and support of a teacher, peers, and the instructional environment is said to lie within the student's zone of proximal development. With enough assisted practice, the student will internalize the strategies and language for completing this task, supporting the gradual release of responsibility.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In the gradual release of responsibility (GRR) approach, students move from a high level of teacher support to independent practice, as they become more skilled at applying the new strategies. The teacher models a concept or strategy and makes explicit the thinking he/she engages in when choosing and applying that strategy in a specific context. Gradually, students are given more independence and are empowered to make the comprehension strategies their own. If necessary, the teacher increases the level of support when students need further assistance. Figure 4 provides a visual representation of this process.

Guided practice supports student independence. As a student demonstrates success, the teacher gradually decreases support.

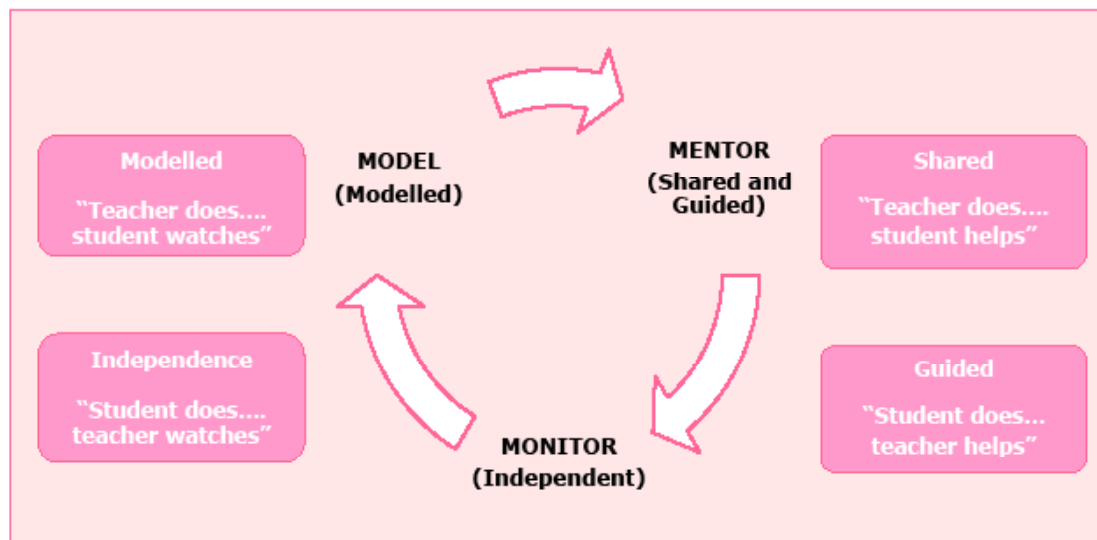


Figure 4. Gradual Release of Responsibility

Reading Strategies

Table 5. Before, During, and After Reading Strategies

Reading Strategy	Description and Detail	
Before Reading	Use personal strategies before reading to activate prior knowledge and anticipate the meaning of text.	
	<ul style="list-style-type: none"> • Seek information to help activate prior knowledge. • Establish the purpose for reading. • Make predications. • Ask critical questions. 	<ul style="list-style-type: none"> • Preview the text structure (e.g., table of contents, headings, graphics). • Select reading strategies based on the purpose, style, and difficulty of text (e.g., read on, reread, adjust reading rate, look up the definition).
During Reading	Use personal strategies during reading to construct meaning of text.	
	<ul style="list-style-type: none"> • Apply reading strategies selected from prereading activities (e.g., read on, re-read, adjust reading rate, look up definition). • Use skimming and scanning independently. • Use context to determine denotations and connotations of words. • Use knowledge of language parts to decode meaning. • Chunk ideas into meaningful units. • Make personal connections to text (character, ideas, information). 	<ul style="list-style-type: none"> • Visualize storyline/content of text. • Confirm and adjust predictions. • Monitor comprehension, using appropriate strategies to enhance and correct comprehension. • Maintain focus for longer and more complex texts. • Think aloud while reading to demonstrate understanding. • Identify the chosen literary techniques. • Identify grammatical and punctuation choices.
After Reading	Use personal strategies after reading to interpret the meaning of text.	
	<ul style="list-style-type: none"> • Describe personal reactions. • Retell and summarize events and/or information. • Reflect on the accuracy of predictions. • Distinguish main ideas and supporting details. 	<ul style="list-style-type: none"> • Make text-to-self, text-to-text, and text-to-world connections. • Reread sections of text to check accuracy of understanding. • Reflect on effectiveness of reading strategies. • Generate questions for further reflection or research. • Reflect on meaning-making processes.

Inquiry-Based Learning

Inquiry-based learning (IBL) allows students to explore, investigate, and construct new meaning from prior knowledge and from new information that is retrieved from other sources. It is not linear in nature, but promotes a continual looping back and forth as students gather and process new information, redirect their inquiries, and continue through the process. Inquiry into a research topic issue will require students to practise and refine their critical and creative thinking skills. *Inquiry* and *research* are often used interchangeably within an educational context. While research often becomes the end result of an inquiry process, it is the process itself—working with acquired information and reformulating it into newly constructed meaning—that is emphasized in this course.

In order for students of Grade 9 English Language Arts to become fully engaged in the inquiry process, they will need to draw upon their prior knowledge, conduct preliminary research to help them define the direction of their inquiry, and ask many questions. A research plan will ensure that students know what is expected of them, and will provide a means of keeping track of progress throughout the inquiry unit.

A Sample Inquiry Model

Figure 5 below from Alberta Learning's "Focus on Inquiry" guide (2004) provides a sample visual model based on six phases associated with the inquiry process.

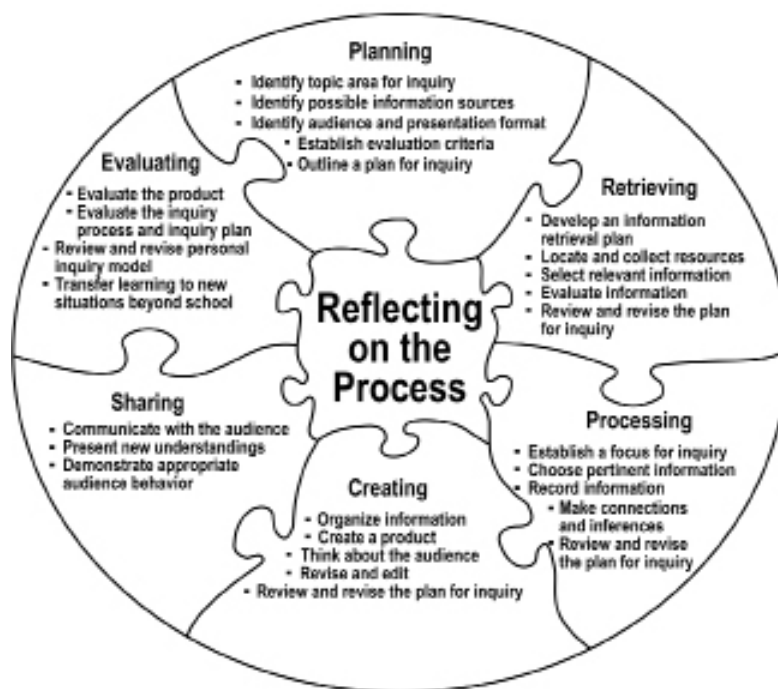


Figure 5. Focus on Inquiry

Inquiry Stages and Skills

The Alberta inquiry model in Figure 5 is only one example. Other models may use variations of these phases, terminology, or headings. Below is another model that uses three stages to organize its inquiry model.

Independent inquiry involves certain process skills (learned abilities), habits of mind (acquired attitudes), and responsibilities related to interaction with new information. Independent thinkers will practise multiple strategies to maneuver through an inquiry process. A typical inquiry process may follow three stages — **Beginning Inquiry**, **Ongoing Inquiry**, and **Concluding Inquiry**—each stage associated with specific skills and corresponding to sequential phases within the inquiry model used in this document. Note that there may be some overlap of phases. Table 6 below is adapted from *Standards for the 21st Century Learner* (AASL, 2007)

Table 6. Inquiry Stages and Skills

Beginning Inquiry Stage	Ongoing Inquiry Stage	Concluding Inquiry Stage
(Planning and Retrieving)	(Retrieving and Processing)	(Creating, Sharing, and Evaluating)
<ul style="list-style-type: none"> • using prior and background knowledge as a basis for new inquiry • developing and refining a range of inquiry questions • finding, evaluating, and selecting appropriate sources in a range of formats (e.g., textual, digital, visual, other media) to pursue inquiry 	<ul style="list-style-type: none"> • evaluating information for accuracy, validity, appropriateness, relevance, and context • interpreting and contextualizing information from different sources by identifying main ideas and supporting evidence, conflicting ideas, biases, and points of view • using technology to access and organize information • collaborating with others to exchange new ideas and develop new understandings 	<ul style="list-style-type: none"> • using writing, media and visual literacy, and technology skills to create a product that expresses new understandings • using communication skills to share new understandings in a way that others can access, view, and use • using information and technology ethically and responsibly by documenting sources accurately, avoiding plagiarism, and respecting the rules of intellectual property

Guided Inquiry

Guided inquiry draws upon the expertise of teachers and teacher-librarians in directing students to find a variety of sources to address an inquiry, solve a problem, or increase understanding of an issue. This type of ongoing mentoring of students requires careful planning and ongoing assessment. However, the rewards of a guided inquiry approach are many. Students are more engaged when they are grappling with a question of their own making, and they develop more competencies as they work through the process of finding relevant information, evaluating that information, and analysing their findings. The guided inquiry approach in Grade 9 English Language Arts takes students through stages of an inquiry a step at a time. Students will learn how to navigate each stage by first following a teacher-led model of the step, and then applying the skill learned in this stage to their own inquiry project.

Habits of Mind for Inquiry

Students grow as independent inquirers and critical thinkers by developing and refining learned inquiry skills, and by practising positive dispositions that support their inquiry. Habits of mind for inquiry are the attitudes or dispositions that allow a person to set aside personal biases or self-limiting beliefs that may interfere with the ability to reach newer levels of understanding. To achieve deeper understanding in any inquiry, students need to practise being

- open-minded (willing to consider evidence that may oppose their own views);
- fair-minded (willing to consider others' viewpoints);
- independent-minded (willing to stand up for firmly held beliefs); and
- critical thinkers (willing and able to question for clarity and validity).

Additional habits of mind that lead to a successful inquiry include persistence, adaptability, and the ability to collaborate. These habits of mind enable a student to deal with common obstacles that arise during an inquiry process. Persistence in pursuing information, despite challenges, will ensure a broad range of information on which to base new meaning. Adaptability allows a student to deal with possible changes related to focus questions, resources, or strategies. A willingness and ability to collaborate with others will enrich the inquiry process and lead to a broader and deeper understanding of new information for all involved.

Adapted from Active Citizenship: Student Action Projects (2004) and Standards for the 21st Century Learner, (AASL, 2007)

Principles Underlying the English Language Arts Curriculum

- Language is the primary instrument of thought and the most powerful tool students have for developing ideas and insights, giving significance to their experiences, and making sense of both their world and their possibilities within it.
- Language learning is an active process of constructing meaning, drawing on all sources and ways of knowing.
- Language learning is personal and intimately connected to individuality.
- Language expresses cultural identity.
- Language learning develops out of students' home language and their social and cultural experiences.
- Language learning is developmental. Students develop flexibility and fluency in their language use over time.
- Language is best learned when it is integrated. All language processes are interrelated and interdependent.
- Language is learned holistically. Students best understand language concepts in context rather than in isolation.
- Students learn language through purposeful and challenging experiences designed around stimulating ideas, concepts, issues, and themes that are meaningful to them.
- Students learn best when they are aware of the strategies and processes they use to construct meaning, and solve information-related problems.
- Students need frequent opportunities to assess and evaluate their own learning and performance.
- In the process of learning, students need various forms of feedback from peers, teachers, and others—at school, at home, and in the community.
- Language learning is continual and multidimensional. It can best be assessed by the use of multiple types of evidence that reflect authentic language use over time.
- Students must have opportunities to communicate, in various modes, what they know and are able to do.
- Assessment must be an integral and ongoing part of the learning process itself and not limited to final products.

Instructional Design

Table 7 has been adapted from English Language Arts 9 (2008) from the Saskatchewan Ministry of Education. It is used with permission of the Saskatchewan Ministry of Education to help articulate what English language arts is meant to be.

Table 7. What English Language Arts Is

What English Language Arts Is	What English Language Arts Is NOT
Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes	Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task)
Recognizing the central role of language in communicating, thinking, and learning	Letting literature drive the program
Setting meaningful and relevant contexts for teaching and learning, including connections to students' experiences, knowledge, and personal and cultural identity	Giving isolated language activities and using unrelated texts
Helping students know what and why they are learning and doing something (sharing outcomes, achievement standards, and exemplars)	Having only teacher awareness of the outcomes and not sharing them with students
Teaching and learning for deep understanding (including using compelling questions as a focus)	Asking and answering solely teacher-directed questions
Making meaning of ideas or information received (when listening, reading, and viewing)	Answering knowledge/comprehension questions individually, after reading print texts
Creating meaning for students and others (through speaking, writing, and representing)	Using only limited forms of communication, usually writing
Using critical, creative, and metacognitive processes to make sense of ideas, information, and experiences	Accessing and accepting isolated information at face value
Creating, critiquing, and applying knowledge, not just "having" it	Gaining knowledge but not using it
Participating, contributing, and making connections to the world beyond the classroom	Not considering the implications of issues within the broader community
Questioning students' assumptions about the world and their place in it	Accepting a Eurocentric and complacent view of the world
Using a variety of strategies (before, during, and after), depending upon the activity	Following only teacher-directed skills and strategies, and spending time on isolated skills and drills
Understanding how language really works (e.g., discourse, registers, sociolinguistic features and functions, cues and conventions) and consciously using grammatical conventions for purpose and effect	Learning grammar for grammar's sake
Engaging in inquiry learning	Doing a project or, if time permits, a series of activities to bring closure
Recognizing and respecting a range of world views	Not thinking critically about whose world view is presented
Using assessment and evaluation to guide and improve learning, and provide students with opportunities to reflect, monitor, self-assess, and set targets for learning	Not allowing students to reflect on, or analyse, their own progress
Showing proof of learning	Avoiding any accountability for learning
Allowing students to reflect on their own learning and literacy	Assuming that the responsibility for learning and literacy lies with the teacher
Developing a disposition to lifelong learning	Setting short-term goals for learning (for example, "Is it on the test?")
Using contemporary technologies to learn and to document understanding	Using limited or inappropriate technology for technology's sake

Resources

The Prince Edward Island Department of Education and Lifelong Learning has listed a variety of authorized resources in the *Intermediate Program of Studies and List of Authorized Materials*. The evaluation and selection of these resources includes a thorough process outlined in the guide *Evaluation and Selection of Learning Resources*. On some occasions, this includes consultation with outside groups such as the Human Rights Commission and the Mi'kmaq Confederacy of PEI. The Department of Education and Lifelong Learning does not mandate any particular resource in the teaching of Grade 7 English Language Arts; however, approved and suggested resources are outlined in the *Intermediate Program of Studies and List of Authorized Materials*.

It is important to note that resources are approved for different purposes. Some novels are specifically authorized either for a full class or as an independently selected text. Independently selected texts, for example classroom libraries, are not intended to be used as a full class resource. Students are to select these resources based on their own interests. This may include participation in a book club or independent reading program. Distribution of resources is identified in the *Intermediate Program of Studies and List of Authorized Materials*.

It is crucial that teachers remain focused on the skills outlined in the curriculum and not misinterpret a student's ability or inability to master a specific resource as a sole indicator of success or failure. Students are encouraged to acquire the skills highlighted in the specific curriculum outcomes through a variety of texts and should receive multiple opportunities throughout the course to improve and fulfill the achievements outlined in the corresponding achievement indicators. Achievement indicators are provided to help explain the depth and breadth of each of the specific curriculum outcomes. Elaborations provide further explanation.

A balanced literacy program involves the gradual release of responsibility (See page 17 for more information). The suggested division of modelled, shared, and independent texts is summarized in Table 8.

Table 8. Balanced Literacy Program

Reading Strategy	Description
Modelled	25% of the time
Shared	25% of the time
Independent	50% of the time

The purpose of this curriculum is to allow teachers to guide their students to a high level of skill in all three strands of the English language arts program: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing.

If you have questions regarding the curriculum or resources, please contact the Secondary Language Arts Leader at the Department of Education and Lifelong Learning.

Grade 9 English Language Arts

Outcome Summary

The outcomes of 9ENGA are organized into the three strands for language arts (Speaking and Listening, Reading and Viewing, Writing and Representing). Table 9 shows the summary of curriculum outcomes for 9ENGA. Each outcome, with its related achievement indicators and elaborations, can be found starting on page 28.

Table 9. Outcome Summary for 9ENGA

Speaking and Listening			
GCO 1: Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.		GCO 2: Communicate information and ideas effectively and clearly, and to respond personally and critically.	
GCO 3: Interact with sensitivity and respect, considering the situation, audience, and purpose.			
SCO 1: Justify points of view using effective communication.			
SCO 2: Apply a wide range of communication strategies and skills in formal and informal situations.			
SCO 3: Evaluate their own and others' use of verbal and nonverbal language.			
Reading and Viewing			
GCO 4: Select, read, and view with understanding a range of literature, information, media, and visual texts.		GCO 5: Interpret, select, and combine information using a variety of strategies, resources, and technologies.	
GCO 6: Respond personally to a range of texts.		GCO 7: Respond critically to a range of texts, applying their understanding of language, form, and genre.	
SCO 4: Respond literally, inferentially, and critically to the purpose, structure and characteristics of texts, demonstrating knowledge of genre form (narrative, expository, persuasive, poetry/lyrics, and visual/multimedia).			
SCO 5: Examine how a wide variety of literary devices enhances text (imagery, symbolism, simile, metaphor, onomatopoeia, foreshadowing, flashback, hyperbole, personification, irony*). *Bolded terms are new to that grade			
SCO 6: Evaluate how human rights are portrayed in a variety of texts.			
SCO 7: Support points of view using credible, properly cited information from multiple sources.			
Writing and Other Ways of Representing			
GCO 8: Use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.		GCO 9: Create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	
GCO 10: Use a range of strategies to develop effective writing and other ways of representing, and to enhance their clarity, precision, and effectiveness.			
SCO 8: Construct a range of written and visual/multimedia texts, demonstrating knowledge of genre and form (narrative fiction, narrative non-fiction, expository, persuasive, poetry/lyrics, and research).			
SCO 9: Provide specific critical feedback on self, peer, and/or model text using success criteria.			
SCO 10: Enhance personal text based on self, peer, and/or teacher critical feedback.			

Application of Bloom's Taxonomy in Grade 9 Language Arts

The table below shows where 9ENGA outcomes sit within Bloom’s Taxonomy. This should serve as a guide to the breadth and depth to which you cover an outcome. Refer to page 10 and page 11 for descriptions of the cognitive process and knowledge dimensions. Please note that SCO 4, SCO 5, and SCO 6 appear in multiple locations within the taxonomy table. This is to clearly indicate the instruction and assessment for these outcomes should occur at each level.

Table 10. Taxonomy Table for 9ENGA

		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual		SCO 4, SCO 5, SCO 6		SCO 4, SCO 5, SCO 6	SCO 1, SCO 4, SCO 6	
	Procedural			SCO 2		SCO 7	SCO 8
	Metacognitive					SCO 3, SCO 9, SCO 10	

Suggested Weighting

Table 11. Suggested Weighting

Speaking and Listening 20%-30%	SCO 1: Justify points of view using effective communication.	8%-13%
	SCO 2: Apply a wide range of communication strategies and skills in formal and informal situations.	8%-12%
	SCO 3: Evaluate their own and others' use of verbal and nonverbal language.	4%-5%
Reading and Viewing 35%-40%	SCO 4: Respond literally, inferentially, and critically to the purpose, structure and characteristics of texts, demonstrating knowledge of genre and form (narrative, expository, persuasive, poetry/lyrics, and visual/multimedia).	18%-20%
	SCO 5: Examine how a wide variety of literary devices enhance text (imagery, symbolism, simile, metaphor, onomatopoeia, foreshadowing, flashback, hyperbole, personification, irony).	4%-5%
	SCO 6: Evaluate how human rights are portrayed in a variety of texts.	4%-5%
	SCO 7: Support points of view using credible, properly cited information from multiple sources.	9%-10%
Writing and Representing 35%-40%	SCO 8: Construct a range of written and visual/multimedia texts, demonstrating knowledge of genre and form (narrative fiction, narrative non-fiction, expository, persuasive, poetry/lyrics, and research).	29%-34%
	SCO 9: Provide specific critical feedback on self, peer, and/or model text using success criteria.	3%-5%
	SCO 10: Enhance personal text based on self, peer, and/or teacher critical feedback.	3%-5%
Total		100%

SPEAKING AND LISTENING (SCO 1)

Grade 8	Grade 9		Grade 10
express ideas and points of view using effective communication.	SCO 1	Learners are expected to ...	justify understanding of an idea, issue, or text through effective communication.
		justify points of view using effective communication.	

Achievement Indicators

Learners who have achieved this outcome should be able to . . .

- a identify the roles and responsibilities of an effective speaker and listener;
- b understand verbal (e.g., vocabulary, rate of speech) and nonverbal (e.g., eye contact, body language) language features and how they contribute to effective communication;
- c understand formal and informal speaking situations involving different expectations (e.g., vocabulary, gestures);
- d understand how spoken language can influence, manipulate, and reveal ideas, values and attitudes;
- e adapt language features to suit the audience, purpose and context of the speaking situation;
- f demonstrate active listening;
- g examine others' ideas in discussion to extend their own understanding;
- h use convincing details to justify point of view;
- i use convincing verbal and nonverbal communication; and
- j respect the needs, rights, and responsibilities of others.

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

Elaborations

The purpose of this outcome is to develop oral communication while justifying points of view. Oral language is foundational to reading and writing. When students understand how to justify ideas in oral language, they strengthen their ability to do this while reading and writing as well.

For this particular outcome, students should engage in a learning activity that involves analysing and evaluating content. Content may take the form of any medium that may be meaningful to students (e.g., movie, new policy in the school, book, event, or place).

Students will engage in conversation with others to discuss their ideas and should apply effective verbal and nonverbal communication. Students should be able to understand different speaking and listening situations may call for different types of etiquette. It is important for students to identify what verbal and nonverbal language speakers utilize to be effective. Students should have access to models of effective speakers so they can learn to imitate and create their own speaking styles (e.g., video of presentation or real-life model).

Students may demonstrate achievement of this outcome in a variety of ways (e.g., one-on-one, small group, full class settings). Regardless of the context, the integrity of the outcome must be upheld.

See the *Prince Edward Island English Language Arts: Support Document Grade 9* for suggested learning activities and assessment tools.

SPEAKING AND LISTENING (SCO 2)

Grade 8	Grade 9		Grade 10
apply an increasing range of communication strategies and skills to contribute to effective talk.	SCO 2	Learners are expected to ...	produce an oral presentation advocating for an idea or cause.
		apply a wide range of communication strategies and skills in formal and informal situations.	

Achievement Indicators

Learners who have achieved this outcome should be able to . . .

- a identify communication strategies (setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practicing delivery, memory, aids, self-monitoring and self-correcting in response to feedback);
- b identify communication skills (facial expressions, gestures, volume, tone, pitch, style, and pace of speech);
- c apply a wide range of strategies and skills in formal and informal settings (e.g., one-on-one, small group and/or full group settings);
- d adapt vocabulary, sentence structure, and rate of speech to suit the audience, purpose and context of the speaking occasion;
- e understand contributions from others are needed to generate and sustain discussions;
- f demonstrate active listening;
- g give and follow instructions and respond to questions and directions of increasing complexity; and
- h respect the needs, rights, and responsibilities of others.

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Citizenship	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

Elaborations

The purpose of this outcome is to enhance student understanding and application of communication skills and strategies. Students must learn what strategies are important to use and how the purpose and audience of the speaking and listening situation can change the context.

This outcome may be used with other SCOs. For example, teachers may combine this outcome with SCO 1 or SCO 4.

While experimenting with a wide range of strategies, students will learn what strategies they prefer. They must learn how to make choices and apply specific communication strategies in an effective way.

While students will experiment with a wide range of strategies, it is not critical that they take on all of the strategies at one time. While eye contact and tone of voice may be important in many contexts, students may choose when they draw upon particular strategies to meet the needs of the speaking and listening situation.

Students may demonstrate achievement of this outcome in a variety of ways (e.g., one-on-one, small group, full class settings). Regardless of the context, the integrity of the outcome must be upheld.

See the *Prince Edward Island English Language Arts: Support Document Grade 9* for suggested learning activities and assessment tools.

SPEAKING AND LISTENING (SCO 3)

Grade 8	Grade 9		Grade 10
evaluate speakers and the effectiveness of their verbal and nonverbal language.	SCO 3	Learners are expected to ...	construct an expository oral text that explains an idea or process.
		evaluate their own and others' use of verbal and nonverbal language.	

Achievement Indicators

Learners who have achieved this outcome should be able to . . .

- a examine a mentor text for evaluating speaker's verbal and nonverbal language (e.g., teacher model);
- b build and apply co-constructed success criteria;
- c demonstrate active listening skills;
- d examine how a range of formal and informal contexts impact a speaker's choices;
- e recognize that spoken language has the power to influence, and manipulate and reveal ideas, values, and attitudes;
- f recognize that culture can influence presentation style;
- g analyse their own and other's verbal and nonverbal language;
- h evaluate speaker's evidence and integrity of information;
- i identify other's specific areas of strength and explain why they were effective;
- j identify other's specific areas for growth and suggest how these could be improved upon;
- k assess their own strengths and areas for growth;
- l justify ideas with specific examples; and
- m respect the needs, rights, and responsibilities of others.

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

Elaborations

The purpose of this outcome is to provide a strong foundation for speaking and listening skills. By assessing their own and other's work, students will gain greater insight into what makes an effective speaker and listener. They will also develop strong critical skills as they assess themselves and other speakers in a variety of contexts.

This is a high level, metacognitive outcome. Students must “know what they know” about oral texts and should be able to apply co-constructed success criteria.

Students will continue to strengthen this skill throughout Grades 10-12.

See the *Prince Edward Island English Language Arts: Support Document Grade 9* for suggested learning activities and assessment tools.

READING AND VIEWING (SCO 4)

Grade 8	Grade 9		Grade 10
respond literally, inferentially, and critically to the purpose, structure and characteristics of texts, demonstrating increasing knowledge of genre and form (narrative, expository, persuasive, poetry/lyrics, and visual/multimedia).	SCO 4	Learners are expected to ...	critically analyse the purpose, structure, and characteristics of a variety of texts (fiction, non-fiction, drama, poetry/lyrics, and visual/multimedia).
		respond literally, inferentially, and critically to the purpose, structure and characteristics of texts, demonstrating knowledge of genre form (narrative, expository, persuasive, poetry/lyrics, and visual/multimedia).	

Achievement Indicators

Learners who have achieved this outcome should be able to . . .

- a read and experience a wide variety of young adult fiction and literature from different provinces, countries, and cultures including, selections from Indigenous perspectives;
- b read texts inclusive of gender identity and sexual orientation that promote equality and enhance students' understanding of a diverse society;
- c use before, during, and after reading strategies to make meaning of text;
- d articulate their own processes for reading and viewing texts of increasing complexity;
- e demonstrate knowledge of genre and form;
- f recognize how their own ideas and perceptions are framed by what they read and view;
- g identify purpose of text (main idea and theme);
- h identify structure of text (graphics, language, layout, sentences, and word complexity);
- i identify characteristics of text:
 - narrative: setting, conflict, plot, characterization, and point of view
 - expository: thesis, explanation, supporting details, point of view, and context
 - persuasion: thesis, argument, supporting details, point of view, and context
 - poetry: tone, mood, point of view, and context
 - visual/multimedia: tone, mood, point of view, and context
- j respond literally, analytically, personally, and critically using examples from text to support ideas; cite appropriately.

New achievement indicators for this outcome are alphabetized in pink to demonstrate additional areas of focus for this grade.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
Communication	✓ Technological Fluency	✓ Creativity and Innovation	

Elaborations

The purpose of this outcome is to develop students' ability to evaluate purpose, structure, and characteristics of texts while demonstrating knowledge of genre and form. By the end of Grade 9, students should have an understanding of the genres (narrative, expository, persuasive, poetry/lyrics, and visual multimedia) as well as various text forms (e.g., letter, literary essay, report, memoir, etc.).

Please review Grade 9 reading standards on pages 51-52 for appropriate achievement and definition of text complexity. For more information, teachers should refer to the "Reading Standards" pamphlet, as well as the Reading and Writing Achievement Standards Guide:

<https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/language-arts-curriculum>

For this outcome, students should be formatively and summatively assessed at the literal, inferential, and evaluative levels.

Students will select texts that address their learning needs and personal interests. They will use before, during, and after reading strategies to make meaning of texts. See page 20 for more information on reading strategies. Students should explain their thinking about text by making text-to-self, text-to-text, and text-to-world connections. This rich understanding will support students as they respond to purpose, structure, and characteristics of text.

Teachers are encouraged to have their students keep a reader's notebook and engage in reader's workshop related activities. Students should be encouraged to "read like a writer."

Teachers are encouraged to balance classroom reading and viewing experiences with 25% whole class text (class novel, article, poem, etc.), 25% shared text (book club, small group text study, etc.), and 50% independent reading (classroom library novels, personal selections from home or school library, etc.). Creating a personal reading identity is nurtured by regular, daily independent reading. By providing a lot of choice for students, they will build volume and stamina over time. This is essential in developing students' comprehension of increasingly complex texts. During English language arts class, students should read independently from personally chosen texts for 15-20% of class time. In addition to this, students should read for at least 15 minutes per day outside of class.

See the *Prince Edward Island English Language Arts: Support Document Grade 9* for suggested learning activities and assessment tools.

READING AND VIEWING (SCO 5)

Grade 8	Grade 9		Grade 10
examine how increasing variety of literary devices is used to enhance text (imagery, symbolism, simile, metaphor, alliteration, onomatopoeia, foreshadowing, flashback, hyperbole, and personification).*	SCO 5	Learners are expected to ...	examine the impact of literary devices in literature, media, and various forms of representing (imagery, simile, metaphor, alliteration, personification, flashback, and foreshadowing).
		examine how a wide variety of literary devices enhances text (imagery, symbolism, simile, metaphor, alliteration, onomatopoeia, foreshadowing, flashback, hyperbole, personification, irony).	

Achievement Indicators

Learners who have achieved this outcome should be able to . . .

- a read widely and experience a wide variety of young adult fiction and literature from different provinces, countries, and cultures, including selections from Indigenous perspectives;
- b read texts inclusive of gender identity and sexual orientation that promote equality and enhance students' understanding of a diverse society;
- c apply before, during, and after reading strategies to make meaning of text;
- d identify specific literary devices;
- e understand the specific meaning of literary devices used in text;
- f analyse the context of literary devices (e.g., what visual is being created with imagery);
- g make inferences to make meaning of text;
- h explain how literary devices enhance text; and
- i provide examples from the text to support ideas; cite appropriately.

*Bolded terms are new to that grade

New achievement indicators for this outcome are alphabeticalized in **pink** to demonstrate additional areas of focus for this grade.

Citizenship

Critical Thinking

Personal-Career Development

Essential
Graduation
Competencies

Communication

Technological Fluency

✓

Creativity and Innovation

Elaborations

The purpose of this outcome is for students to examine a wide variety of literary devices. Grade 9 students will continue to build on their learning from Grades 7 and 8. Irony is a new area of focus.

This outcome provides opportunities for teachers to introduce a variety of text forms. For example, teachers may expose students to poetry, lyrics, media campaigns, or advertisements. Examining literary devices used in everyday life will bring a greater awareness of their purpose. As a result, students will learn to appreciate what effect literary devices have on a text. This will support them as they develop these skills throughout Grades 10-12.

See the *Prince Edward Island English Language Arts: Support Document Grade 9* for suggested learning activities and assessment tools.

READING AND VIEWING (SCO 6)

Grade 8	Grade 9		Grade 10
evaluate how identity is portrayed in a variety of texts.	SCO 6	Learners are expected to ...	evaluate how identity and culture are portrayed in a variety of texts.
		evaluate how human rights are portrayed in a variety of texts.	

Achievement Indicators

Learners who have achieved this outcome should be able to . . .

- a read widely and experience a wide variety of young adult fiction and literature from different provinces, countries, and cultures, including selections from Indigenous perspectives;
- b read texts inclusive of gender identity and sexual orientation that promote equality and enhance students' understanding of a diverse society;
- c use before, during, and after reading strategies to make meaning of text;
- d** identify the author's portrayal of human rights in a variety of texts;
- e analyse identity in a variety of texts;
- f pose questions to clarify understanding;
- g consider their own and others' interpretation of a text;
- h seek further information to clarify understanding;
- i assess reliability of information;
- j make connections among different texts;
- k share viewpoints and perspectives with others;
- l use examples from text to justify viewpoints and perspectives; and
- m respect the needs, rights, and responsibilities of others.

New achievement indicators for this outcome are alphabeticalized in **pink** to demonstrate additional areas of focus for this grade.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
Communication	Technological Fluency	Creativity and Innovation	

Elaborations

This outcome should be addressed with sensitivity.

The purpose of this outcome is for students to examine how authors portray human rights in a variety of texts. This outcome also provides the opportunity for teachers to integrate curriculum across subject areas. For example, students may engage in this outcome as they develop their understanding of concepts in social studies, science, etc. For instance, students may learn about the residential school system in social studies while reading short stories or novels about residential schools in ELA. This experience will deepen and diversify students' understanding of human rights.

Students should apply their critical thinking skills to explore their own opinions while also being respectful of the needs, rights, and responsibilities of others.

This outcome provides opportunities for guest speakers (e.g., Human Rights Commission, Mi'kmaq Confederacy, P.E.E.R.S. Alliance (2SLGBTQIA+), PEI Association for Newcomers, etc.) to further educate students on how human rights violations and initiatives exist in the community, country, and around the world.

Human rights describe how we instinctively expect to be treated as persons. Human rights define what we are all entitled to—a life of equality, dignity, respect—and a life free from discrimination. You do not have to earn your human rights. You are born with them. They are the same for every person. Human Rights Acts, like PEI's, use *human rights*, as a stand-in for anti-discrimination.

See the *Prince Edward Island English Language Arts: Support Document Grade 9* for suggested learning activities and assessment tools.

READING AND VIEWING (SCO 7)

Grade 8	Grade 9		Grade 10
support points of view using credible, properly cited information from research.	SCO 7	Learners are expected to ...	integrate properly cited information from a variety of reliable sources.
		support points of view using credible, properly cited information from multiple sources.	

Achievement Indicators

Learners who have achieved this outcome should be able to . . .

- a apply the inquiry process to meet specific purposes: planning, retrieving, processing, creating, sharing, and evaluating;
- b differentiate between reliable and unreliable information;
- c select reliable information from multiple sources;
- d synthesize reliable and valid information from multiple sources to support a point of view;
- e explain how they know their chosen resources are credible; and
- f cite information properly from multiple sources.

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
Communication	✓	Technological Fluency	✓ Creativity and Innovation	

Elaborations

The purpose of this outcome is to develop research skills as students learn to evaluate, select, and synthesize sources to support points of view. Students may employ the inquiry process when conducting research. See page 5 for more information.

It is important to note that researching, selecting, and synthesizing information are reading skills; however, these must be demonstrated through speaking, or writing and representing. As a result, students may connect this outcome with SCOs in Speaking and Listening and Writing and Other Ways of Representing. For example, students may explore a research topic and later justify their points of view in SCO 1. Students could also write or represent their research in SCO 8.

Outside information should be cited properly and appropriately to the speaking, or writing and representing activity. Students may integrate information from primary and secondary texts. See page 2 for a definition of *text*.

Students should be able to demonstrate this skill in a variety of ways (e.g., research essay, video, audio, narrative writing).

For the purpose of Grade 9 English Language Arts, teachers should instruct and assess MLA format. If students would like to make cross-curricular connections, they will need to be aware of other citation formats used in other disciplines. Students can access information on proper citation formats on the web and should be encouraged to use reliable web-based tools.

Digital literacy* must be addressed here. Digital literacy refers to “knowing how to learn.” It refers to the development of processing and searching skills to find the data required: addressing information reliability and validity, documenting sources, and avoiding plagiarism. Plagiarism should be a key area to discuss. Teachers should reinforce the importance of crediting sources of information and also discuss the consequences of plagiarism.

See the *Prince Edward Island English Language Arts: Support Document Grade 9* for suggested learning activities and assessment tools.

* “Digital literacy” Ribble, Mike, “Nine Themes of Digital Citizenship.” <https://www.digitalcitizenship.net/nine-elements.html>. Digital Citizenship. Web. 11 Aug. 2014

WRITING AND OTHER WAYS OF REPRESENTING (SCO 8)

Grade 8	Grade 9		Grade 10
construct written and visual/multimedia texts, demonstrating increasing knowledge of genre and form (narrative, fiction, narrative non-fiction, expository, persuasive, poetry/lyrics, and research).	SCOs	Learners are expected to ...	construct a range of texts for a variety of audiences and purposes (narrative, expository, persuasive, poetry/lyrics, visual/multimedia, and research).
		construct a range of written and visual/multimedia texts, demonstrating knowledge of genre and form (narrative fiction, narrative non-fiction, expository, persuasive, poetry/lyrics, and research).	

Achievement Indicators

Learners who have achieved this outcome should be able to . . .

- a study mentor texts and mimic writing styles;
- b demonstrate understanding of the relationship between purpose and audience;
- c apply the writing process independently to produce final products;
- d consistently use the conventions of written language in final projects;
- e identify which elements of the writing process work best for them;
- f make appropriate choices of form, style, and content for specific audiences and purposes;
- g use the six writing traits with independence, in writing and other forms of representing (see writing standards);
- h use note-making strategies to reconstruct knowledge;
- i when using outside sources, use direct and indirect quotations to explain/support ideas; and make connections that support thesis/purpose; and
- j use MLA format; other citation formats may be used when students integrate curriculum from other subject areas.

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓ Communication	✓ Technological Fluency	✓ Creativity and Innovation	

Elaborations

The purpose of this outcome is for students to construct a range of texts while demonstrating their knowledge of genre and form. By the end of Grade 9, students should have an understanding of the genres (narrative fiction, narrative non-fiction, expository, persuasive, poetry/lyrics, and research) as well as various text forms (e.g., letter, literary essay, report, memoir, etc.) they may apply throughout the year. It is recommended that students read a lot in the genre and text form they are writing in.

Please review Grade 9 writing standards on page 53 for appropriate achievement. For more information, teachers should refer to the "Writing Standards" pamphlet as well as the Reading and Writing Achievement Standards Guide:

<https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/language-arts-curriculum>

This outcome can be connected to many other outcomes within the Speaking and Listening, and Reading and Viewing outcomes. For example, students may write an opinion piece and then springboard into speaking and listening SCO 1. The three strands—Speaking and Listening, Reading and Viewing and Writing and Other Ways of Representing—work together to enhance ELA skills.

Students may employ the inquiry process when conducting research. See page 5 for more information. Teachers are encouraged to have their students keep a writer's notebook and engage in writer's workshop related activities. Students should "write like a reader," keeping their reader in mind as they construct texts.

This outcome provides the opportunity for students to electronically publish their writing for a limited group or a wider audience. Students must be aware of digital security*. Once a text is published online, the publisher cannot be certain that it can be removed from circulation. Terms of service for online tools must be read and understood, as some may claim ownership rights to text posted to them.

See the *Prince Edward Island English Language Arts: Support Document Grade 9* for suggested learning activities and assessment tools.

* "Digital security" Ribble, Mike, "Nine Themes of Digital Citizenship." <https://www.digitalcitizenship.net/nine-elements.html>. Digital Citizenship. Web. 9 Oct. 2014

WRITING AND OTHER WAYS OF REPRESENTING (SCO 9)

Grade 8	Grade 9		Grade 10
provide specific critical feedback on self, peer, and/or model text using success criteria.	SCO 9	Learners are expected to ...	provide specific critical feedback on self, peer, and/or modelled text using success criteria.
		provide specific critical feedback on self, peer, and/or model text using success criteria.	

Achievement Indicators

Learners who have achieved this outcome should be able to . . .

- a apply co-constructed success criteria based on Grade 9 writing achievement in SCO 8;
- b analyse self, peer, and/or model text using success criteria;
- c consider the purpose and audience of the text;
- d identify strengths and areas for growth;
- e provide suggestions for improvement;
- f demonstrate appropriate communication skills when providing feedback; and
- g respect the needs, rights, and responsibilities of others.

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

Elaborations

The purpose of this outcome is for students to develop the necessary skills to provide effective critical feedback of self, peer, and/ or modelled text. Students do not have to provide feedback in all three circumstances. They may engage in the one that they are most comfortable with.

Co-constructing success criteria with students will be key to students' understanding of the expectations. Students should also become familiar with the selected assessment tools so they can be confident in their feedback.

When providing critical feedback, students should be both analytical and diagnostic. Students are expected to be courteous in their delivery and acceptance of the feedback. Students may give feedback on all six writing traits; however, it is important to have a clear focus for this activity. Success criteria should be based on Grade 9 writing achievements outlined in SCO 8. Students do not edit others' work but rather focus on a specific area that has been explored in detail in class.

Digital etiquette* may be referenced should communication and technology be used for sharing and feedback. In the absence of body language, facial expression, and oral language, comments may sometimes be misinterpreted. Students are not expected to provide formal critical feedback on every piece of writing/representing.

Teachers should provide students with a few selected times throughout the course to focus on this outcome for summative assessment. Students should engage with this formatively a number of times before summative assessment.

Teachers should be responsive to the needs of their students as they observe trends in their writing. For example, if teachers see a trend in student writing (e.g., run-on sentences), they may focus on this with their students.

Students will continue to work on this outcome throughout Grades 10-12. Students will gain greater capacity to give feedback while also applying more complex writing expectations.

See the *Prince Edward Island English Language Arts: Support Document Grade 9* for suggested learning activities and assessment tools.

WRITING AND OTHER WAYS OF REPRESENTING (SCO 10)

Grade 8	Grade 9		Grade 10
enhance personal text based on self, peer, and/or teacher critical feedback.	SCO 10	Learners are expected to ...	enhance personal text based on self, peer, and/or teacher critical feedback.
		enhance personal text based on self, peer, and/or teacher critical feedback.	

Achievement Indicators

Learners who have achieved this outcome should be able to . . .

- a apply co-constructed success criteria based on Grade 9 writing achievements in SCO 8;
- b reflect on knowledge of writing traits and writing process;
- c reflect on the purpose and audience of the task;
- d use success criteria to inform revision choices;
- e assess critical feedback from self/peer and/or teacher;
- f decide what feedback to use and what to disregard; and
- g apply changes to personal text based on self, peer and/or teacher feedback.

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

Elaborations

The purpose of this outcome is for students to learn how to evaluate and integrate feedback in their own work.

Students will need to understand when to accept and disregard feedback. As students evolve as writers, they should gain confidence and skill in the dialogue around feedback, as well as its application.

Co-constructing success criteria with students will be key to their understanding of the expectations. Students should also become familiar with the selected assessment tools so they can be confident in their decisions. Teachers should provide students with a few selected times throughout the course to focus on this outcome for summative assessment. Students should engage with this formatively a number of times before summative assessment.

Digital etiquette* may be referenced should communication and technology be used for sharing and feedback. In the absence of body language, facial expression, and oral language, comments may sometimes be misinterpreted.

See the *Prince Edward Island English Language Arts: Support Document Grade 9* for suggested learning activities and assessment tools.

* "Digital etiquette" Ribble, Mike, "Nine Themes of Digital Citizenship." <https://www.digitalcitizenship.net/nine-elements.html>. Digital Citizenship. Web. 11 Aug. 2014 SCO 1

Appendix A—Scaffold of Grade 6-9 English Language Arts Specific Curriculum Outcomes (SCOs)

Table 12. Speaking and Listening Scaffold

<i>Speaking and Listening</i>			
GCO 1: Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.		GCO 2: Communicate information and ideas effectively and clearly, and to respond personally and critically.	GCO 3: Interact with sensitivity and respect, considering the situation, audience, and purpose.
Grade 6 (draft)	Grade 7	Grade 8	Grade 9
SCO 1: Express ideas, opinions, and points of view in formal and informal settings.	SCO 1: Express ideas and points of view using appropriate communication.	SCO 1: Express ideas and points of view using effective communication.	SCO 1: Justify points of view using effective communication.
SCO 2: Use communication strategies and skills in a variety of speaking and listening situations.	SCO 2: Apply communication strategies and skills to contribute to effective talk.	SCO 2: Apply an increasing range of communication strategies and skills to contribute to effective talk.	SCO 2: Apply a wide range of communication strategies and skills in formal and informal situations.
	SCO 3: Examine speaker's verbal and nonverbal language.	SCO 3: Evaluate speakers and the effectiveness of their verbal and nonverbal language.	SCO 3: Evaluate their own and others' use of verbal and nonverbal language.

Scaffold of Grades 6-9 English Language Arts Specific Curriculum Outcomes (SCOs)

Table 13. Reading and Viewing Scaffold

<i>Reading and Viewing</i>			
GCO 4: Select, read, and view with understanding a range of literature, information, media, and visual texts.	GCO 5: Interpret, select, and combine information using a variety of strategies, resources, and technologies.	GCO 6: Respond personally to a range of texts.	GCO 7: Respond critically to a range of texts, applying their understanding of language, form, and genre.
Grade 6 (draft)	Grade 7	Grade 8	Grade 9
SCO 4: Analyse purpose, structure, and characteristics of a variety of texts.	SCO 4: Respond literally, inferentially, and critically to the purpose, structure and characteristics of texts (narrative, expository, persuasive, poetry/lyrics, and visual/multimedia).	SCO 4: Respond literally, inferentially, and critically to the purpose, structure and characteristics of text, demonstrating increasing knowledge of genre and form (narrative, expository, persuasive, poetry/lyrics, and visual/multimedia).	SCO 4: Respond literally, inferentially, and critically to the purpose, structure and characteristics of texts, demonstrating knowledge of genre and form (narrative, expository, persuasive, poetry/lyrics, and visual/multimedia).
SCO 5: Analyse purpose, structure, and characteristics of a variety of texts.	SCO 5: Examine how literary devices are used to enhance texts (imagery, symbolism, simile, metaphor, alliteration, and onomatopoeia).*	SCO 5: Examine how an increasing variety of literary devices is used to enhance text (imagery, symbolism, simile, metaphor, alliteration, onomatopoeia, foreshadowing, flashback, hyperbole, and personification).*	SCO 5: Examine how a wide variety of literary devices enhances text (imagery, symbolism, simile, metaphor, onomatopoeia, foreshadowing, flashback, hyperbole, personification, irony).*
SCO 6: Examine how social justice is portrayed in a variety of texts.	SCO 6: Evaluate how empowerment is portrayed in a variety of texts.	SCO 6: Evaluate how identity is portrayed in a variety of texts.	SCO 6: Evaluate how human rights are portrayed in a variety of texts.
SCO 7: Utilize the inquiry process to demonstrate skills in questioning, selecting, resources analysing, interpreting, and drawing conclusions.	SCO 7: Use the inquiry process to find credible information for specific purposes.	SCO 7: Support points of view using credible, properly cited information from research.	SCO 7: Support points of view using credible, properly cited information from multiple sources.

*Bolded terms are new to that grade

Scaffold of Grades 6-9 English Language Arts Specific Curriculum Outcomes (SCOs)

Table 14. Writing and Representing Scaffold

<i>Writing and Other Ways of Representing</i>			
GCO 8: Use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.		GCO 9: Create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	
GCO 10: Use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.			
Grade 6 (draft)	Grade 7	Grade 8	Grade 9
SCO 8: Construct a variety of texts and representations for an intended purpose and audience.	SCO 8: Construct written and visual/multimedia texts (narrative fiction, narrative non-fiction, expository, persuasive, and poetry/lyrics).	SCO 8: Construct written and visual/multimedia texts, demonstrating increasing knowledge of genre and form (narrative fiction, narrative non-fiction, expository, persuasive, poetry/lyrics, and research).	SCO 8: Construct a range of written and visual/multimedia texts, demonstrating knowledge of genre and form (narrative fiction, narrative non-fiction, expository, persuasive, poetry/lyrics, and research).
SCO 9: Provide feedback on self, peer, and/or mentor texts using success criteria.	SCO 9: Provide specific critical feedback on self, peer, and/or model text using success criteria.	SCO 9: Provide specific critical feedback on self, peer, and/or model text using success criteria.	SCO 9: Provide specific critical feedback on self, peer, and/or model text using success criteria.
	SCO 10: Enhance personal text based on self, peer, and/or teacher critical feedback.	SCO 10: Enhance personal text based on self, peer, and/or teacher critical feedback.	SCO 10: Enhance personal text based on self, peer, and/or teacher critical feedback.

Appendix B—CAMET Grade 9 Reading Standards: Appropriate Reading Achievement

Literal Response	
Reading “the lines”	<input type="checkbox"/> respond accurately to most literal questions when reading longer, denser texts; skim large amount of text in search of information; research, in systematic ways, specific information from a variety of sources <input type="checkbox"/> identify key story elements (setting, characters, events, problem/resolution, theme/lesson) of a narrative text; explain how events are related to the theme <input type="checkbox"/> distinguish between main ideas and supporting details; concisely summarize key information
Inferential/Interpretive Response	
Reading “between the lines”	<input type="checkbox"/> make logical inferences about multiple complex characters (motivations, traits, feelings, personality) and story events, referring to relevant textual details; describe relationships among characters and effect on plot/subplots or overall theme <input type="checkbox"/> interpret relationships among ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons; support responses with relevant details <input type="checkbox"/> use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; interpret subtle shades of meaning and figurative and descriptive language; interpret symbols (objects, events, motifs) used by author to convey meaning <input type="checkbox"/> interpret/use text features to understand the text (headings and subheadings, cutaways, legends, diagrams, maps, graphs, glossaries, captions, charts, feature boxes, sidebars); make general inferences using this information
Personal/Critical/Evaluative Response	
Reading “beyond the lines”	<input type="checkbox"/> make personal connections: compare/contrast with personal experiences/relevant prior knowledge; make logical text-to-text, text-to-world comparisons; connect characters within and across texts/genres by circumstances, traits, or actions; consider more than one point-of-view <input type="checkbox"/> make connections between the social/moral issues of the present and those presented in realistic/historical fiction, biographies, satire, and other genres <input type="checkbox"/> express and support personal reactions, preferences for, and opinions about particular texts, authors, illustrators, and genres with specific details/examples; express changes in personal viewpoint/ideas as a result of reading a particular text <input type="checkbox"/> explain how the different elements of author’s style/technique (e.g., dialect, descriptions, figurative language, imagery, irony, flashbacks, foreshadowing, symbolism, tone) creates meaning and reaction; evaluate author’s effectiveness by providing relevant examples <input type="checkbox"/> respond critically to texts: recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping and bias; propose alternative perspectives; analyze and evaluate information; demonstrate an awareness that texts reveal and produce ideologies, identities, and positions; evaluate ways in which both genders and various cultures and socioeconomic groups are portrayed <input type="checkbox"/> evaluate purpose, structure, and characteristics of a variety of text forms (e.g., short story, play, ballad, report, explanation, persuasive, biography, science fiction, high fantasy); explain how they contribute to understanding the text; explore the relationships among language, topic, genre, purpose, context, and audience

CAMET Grade 9 Reading Standards: Appropriate Reading Achievement

Text Complexity

Appropriate Achievement

Students select and read independently a variety of fiction and nonfiction texts. Texts include

- a wide range of genres; some texts (hybrids) combine genres; longer texts, beyond personal experiences, often requiring diverse cultural, historical, or social perspectives
- multi-dimensional mature/challenging themes/ideas (e.g., moral issues: abuse, war, hardship, poverty, socio-economic/social class barriers, racism, sexuality, murder, addiction) that cultivate social awareness and provide insight into the struggles of humanity; age-appropriate characters/information requiring the reader to interpret and connect information/ideas with other texts and subject areas; sometimes themes with layers of meaning that evoke alternative interpretations
- many complex sentence structures (including sentences greater than 30 words); large amounts of description containing information vital to the understanding of the text; more complicated use of dialogue; wide range of declarative, imperative, and interrogative sentences
- challenging language (requires context, glossary/dictionary); wide range of literary devices (e.g., figurative language, symbolism, flashbacks, flash forward, time lapses, stories within stories); dialects (regional/historical); some words from other languages; archaic words
- many long multi-syllable words (require knowledge of root words/affixes), complex plurals/spelling patterns, many nouns/technical words that are difficult to decode
- variety of challenging illustrations/photographs/complex graphics requiring interpretation that match/add meaning/extend text; much literary text with few or no illustrations
- many lines of print on a page; variation in layout/print styles/font within the same text (many examples of dense print); complex range of punctuation; may feature a wide range of readers' tools/text features (e.g., glossary, pronunciation guide index, italics, scales, legends)

Note: Text complexity is not defined as appropriate or strong. The wide range of unfamiliar content at this level ensures sufficient challenges for all readers.

Literary

(Realistic/Historical Fiction, Fantasy, Myths, Legends, Poetry, Science Fiction, Mysteries, Satire, Drama Hybrids)

Texts are characterized by

- varied structures (short stories, plays) with multiple narrators, some longer books requiring sustained reading and recall of information; some collections with interrelated themes
- plots with detailed episodes/subplots/multiple story lines; occasional unexpected twists
- main characters display complexity and unpredictability (e.g., “hero” with shades of good and bad); factors that relate to character development that require inferences; multiple characters revealed through dialogue, actions, thoughts, and/or perceptions of others
- some unassigned dialogue from which story action must be inferred; many lines of descriptive language vital to understanding setting, characters, theme, imagery, symbolism, figurative language

Information

(Content Subject Textbooks, Reports, Directions, Biography, Memoir Autobiography, Ads, Charts, Maps, Tables, Pamphlets, Graphs, Hybrids)

Texts are characterized by

- heavy content load requiring readers to synthesize information
- topics/explicit ideas/information linked by categories and presented through clear structures (e.g., description, sequence, compare/contrast, problem/solution, cause/effect) at times combined in same text
- variety of formats (paragraphs, columns, boxes, legends, question/answer)
- wide variety of graphics, some dense and challenging, support text; some complicated layouts
- information conveyed through text features (e.g., table of contents, index, glossary, subheadings, caption, sidebars, cutaways, charts, diagrams, maps, keys/legends, bold type)

CAMET Grade 9 Writing Standards: Appropriate Writing Achievement

Content overall topic, degree of focus, and related details	<input type="checkbox"/> define a specific topic with a main idea that supports the purpose and audience <input type="checkbox"/> develop ideas relevant to the topic <input type="checkbox"/> elaborate on the main idea, add relevant details, and maintain focus with minimal distractions
Organization structure and form, dependent on purpose and audience	<input type="checkbox"/> select an appropriate form and use an engaging introduction that includes the purpose <input type="checkbox"/> use an underlying structure to present ideas (e.g., temporal sequence, bcause and effect, compare and contrast) <input type="checkbox"/> include well-developed paragraphs with smooth transitions <input type="checkbox"/> include a definite conclusion <i>See Text Forms for elements of narrative and information texts.</i>
Word Choice vocabulary, language, and phrasing	<input type="checkbox"/> include interesting words and/or technical/subject-specific language to enhance meaning (strong nouns and verbs, colourful adjectives and adverbs) <input type="checkbox"/> use figurative language (e.g., metaphor, analogy, symbolism)
Voice evidence of author's style, personality, and experience	<input type="checkbox"/> skillfully connect the audience to the topic <input type="checkbox"/> show care and commitment to the topic <input type="checkbox"/> generate strong feeling, energy, and individuality
Sentence Structure variety and complexity of sentences	<input type="checkbox"/> include well-crafted sentences (pronoun references, expanding and contracting sentence elements) to support meaning and readability through coherent paragraphs <input type="checkbox"/> vary sentence length for rhythmic flow
Conventions spelling, punctuation, capitalization, and usage (grammar)	<input type="checkbox"/> include internal punctuation (e.g., commas, semi-colons, colons, dash, hyphen, parentheses, apostrophes) and paragraphing of dialogue <input type="checkbox"/> apply correct grammatical structures that make the text readable (numbers, apostrophe, contractions, plurals, conjunctions, all parts of speech, etc.) <input type="checkbox"/> correctly spell almost all words; use spelling support (e.g., dictionary, spell checker); correctly use homophones <input type="checkbox"/> use a range of print characteristics and layout to enhance the meaning (e.g., headings, visuals, white space, italics, bold, font size, and style)