

English Language Arts

Learner Outcomes

Grade 9

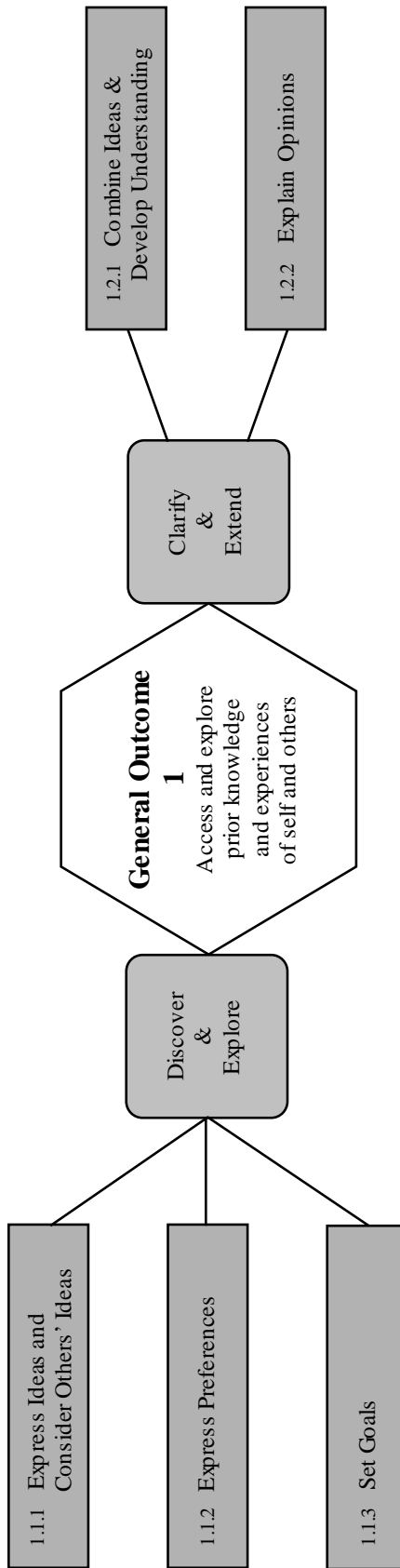


Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Using language to explore thoughts, feelings, and experiences is an important human activity. Exploratory use of language enables students to discover and understand what they think, what they feel, and who they are. Describing and questioning personal observations, experiences, and feelings extend self-understanding and knowledge. In addition, exploratory use of language helps students to maintain relationships. Exploratory language facilitates taking risks, engaging in dialogue, and exploring alternatives and possibilities. Ultimately, exploratory language leads to better solutions and decisions in the home, workplace, and community.

Exploratory language provides opportunities for students to develop intellectually and socially. Students make observations, ask questions, hypothesize, make predictions, and form opinions through talking and listening to others. Students also clarify their thinking through writing. When students see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Reading and viewing enable students to gather and verify information, identify areas for further inquiry and research, and develop support for opinions. Ideas and their interrelationships may be explored through representations such as diagrams, concept webs, charts, and other visual media.

As students progress through the grades, they develop facility in using exploratory language to achieve the other English Language Arts Learning Outcomes (LO). For example, exploratory talk and writing enhance students' comprehension by accessing their prior knowledge and experiences before listening, reading, and viewing, and subsequently help them understand and manage ideas and information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.



General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.1 Grade 9

Discover and Explore

Listen critically and integrate others' interpretations and understandings to develop personal understanding

**It is important to be sensitive to cultural conventions when inviting students to interact.

**It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.

Express Ideas and Consider Others' Ideas

General Example(s)

•conversations, exploratory talk, sharing circles, celebrations, inquiry, dramatizations, prompted activities, artistic representations, journals (response logs, dialogue journals, two-way journals, dual entry journals, reflection logs), Think Alouds, text explorations, responses, representations, appropriate questions and comments, Before-During-After (BDA), predictions, T-Charts, verifications, reflections, explanations, small group discussion, alternate point of view stories, role plays, question strategies, point of view writing, Role-Audience-Format-Topic activities (RAFT), literature circles, same and different charts, gallery walk, inside-outside circles, Venn Diagrams, conferences, surveys and interviews, inquiries, learning logs, inquiry notebooks, inquiry/ research response sheets, inquiry process, scientific method, anticipation guides, electronic mail messages, text reviews, inferences, Question-Answer-Relationships (QARs), fishbone organizers, ...

strategies: checking for accuracy, increasing flexibility and ability to see other points of view, persevering when the solution is not immediately apparent, using prior knowledge, using metacognition, using precise language, selecting relevant information

Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Ask Questions (3.1.2), Use Language to Show Respect(5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

1.1.1 a. *Describes, compares, and questions own observations and interpretations, using prior knowledge.*

May say: "If Max is really one of the "good guys",and Ari is an evil Eraser, then where does Jeb fit into this? At the beginning of Book 1 he was good, but by the end he was evil. I wonder if that's going to change again, based on what Max finds out when she goes back to the Institute. I wonder if the author is just trying to keep me interested, or if he's using this to develop a more complicated character."; " When I listen to Jonas drum a prayer song, I can close my eyes and really feel the power. Does everybody get that feeling? Is it the same for lots of people?"; "Those are all really good points of view. We need to consider them all when we decide what we need to present."

1.1.1 b. *Reflects on own observations and interpretations.*

May say: "I thought that if the oil companies gave us more jobs, then people would have more money, and they'd be happier. But, I wonder if that's really true."

1.1.1 c. *Listens respectfully and seeks others' points of view*

May say: "Before I decide if I'm going to drama camp in Edmonton this summer, I want to talk to ..."; "We should talk to Tommy's grandpa and Brenda's auntie before we go out - they both go ski-dooing out there a lot and they could tell us where it's not safe to cross the lake."

1.1.1 d. *Talks about relationships between own and others' observations and interpretations, considering logic and multiple viewpoints*

May say: "I think the records that athletes set when they have used drugs shouldn't count; Michael says if it's not illegal, why should it matter? He's wrong, because ..."; "We learned that there are lots of different ways of looking at the pipeline. There needs to be a balance between money and the environment." "If we know how to prevent FASD, then why can't we just do it? I think we should not allow people who are pregnant to have any booze. Sam says you can't make people do things they don't want to."

1.1.1 e. *Uses others' ideas, perspectives, and responses to develop personal thinking and apply understanding in a variety of situations.*

May say: "We keep having power outages when the ravens fly into the power lines. I wonder if they could use cages around the poles and transformers the way the thermostats are in the classrooms, to keep us from touching them."

1.1.1 f. *Integrates others' ideas, perspectives (points of view), and responses (in oral, print, and other media texts), to develop personal understanding*

May say, "I think ... because..." "We saw two different ways of looking at the resource situation on the video. The Premier thinks that we should develop the diamond industry in the NWT, but the DeBeers Company is trying to convince the government to continue exporting our diamonds to their plants. I think I agree with the Premier on this one, because he is not thinking about making money like the big companies are; he is supposed to be thinking about what is best for the whole Territory." "Those are all really good points of view, we need to consider them all when we decide what we will present."

1.1.1 g. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

1.1.1 h. *Begins to revise personal understandings and / or conclusions based on new information and supporting evidence*

May say, "I remember when I figured out that ..., now I see something more ...", "I used to think that more exploration of our land would be good for us because it would benefit our economy. Because we learned from the Elders, that the Mackenzie Valley pipeline affected caribou migrations, I worry that new mines all over our Territory will cause more problems for our hunters and may not be a good idea?" "When I had to write from a smoker's point of view, I found that I became very different. I had to defend what I was doing, and that was hard. What helped me was to talk with my Mom to try to understand how she got hooked, how hard it is to quit now, and how she feels with all the nonsmokers 'attacking' her."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.2 Grade 9

Discover and Explore

Compare preferences for texts and genres, by particular writers, artists, storytellers, and film makers through discussions with peers

Express Preferences

General Example(s)

•preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

1.1.2 a. *Chooses appropriate texts independently and/or following recommendations*

May say: "I downloaded the new Sum 41 song because everyone said how great it was, and I ..."; "I got my new Teen Cosmo in the mail this week. There's an article in it on Heath Ledger."; "Who was James Dean? My dad was talking about a movie he made a long time ago. I think I'd like to watch it."

1.1.2 b. *Makes and explains connections between own and others' personal preferences using examples*

May say: "Jen and I both like The Sisterhood of the Traveling Pants series. I like it because it reminds me of me and my friends. Jen likes it because it's funny."; "I often choose short stories because I like the variety. Lawrie hates short stories because she says there's no 'depth' to them."; "I thought The Golden Compass was kind of like Lord of the Rings, because they're both fantasy, but Bernie says they're the same because they both look at the battle between good and evil."

1.1.2 c. *Compares craft and artistry of own and others' preferred genres, works, and/or authors/artists, using examples*

May say: "Both of us really like books with lots of description - I want it to be about the characters and their feelings, but Peg prefers lots of action!"; "I think that Chris Columbus was the best director of Harry Potter because of the way he introduced all the important characters and made the movie fun, but Kate thinks the third one, directed by Alfonso Cuarón was better because it had the best use of special effects and the fact that it was more mysterious."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.3 Grade 9

Discover and Explore

Set Goals

Describe, assess, monitor, and reflect on attainment of personal goals

* language use includes all six language arts

*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying

*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

1.1.3 a. *Considers examples of, and participates in discussions about, the purposeful and effective use of language*

*May say: "The way Philip Pullman describes the connection between the characters and their *** is so well done. It's really 'show, not tell!"; "I'm amazed at the way those evangelists on TV can get people to send them money! They're really persuasive."*

1.1.3 b. *Collaboratively develops and revises criteria used to assess language use*

May say: "If we want to look at effective endings in our short stories, I guess we need to consider how well it resolves the problem and ties up the loose ends."; "We spent a lot of time looking at the conventions in our writing. It's easier to read now, but the content isn't any better, so I think at least some of the process needs to look at the content and organization."

1.1.3 c. *Uses strengths and challenges to set, monitor, and reflect on the attainment of goals to improve language use*

"We said that we would have met our goal if we could get everyone to see the picture we were describing - but because everyone makes different connections, they won't all get the same picture. We need another way to measure."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.1 Grade 9

Clarify and Extend

Structure and restructure ideas and information to extend current understandings, reflect on new understanding, identify knowledge gaps, and broaden perspectives of the world

Combine Ideas and Develop Understanding

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

- 1.2.1 a.** *Extends questions and answers to clarify, connect, and reflect on others' ideas, information, and experiences (from oral, print, and other media texts)*

May ask and answer open ended questions for clarification of others' ideas: "I don't understand, why...." "Tell me more about...." "So, if..." "Does this mean ...?" "What if..." "What do you mean by?" "Is that the same as ... or would that be like ...?" "That reminds me of..."

see Ask Questions (3.1.2)

- 1.2.1 b.** *Chooses, adapts, and/or creates and applies methods of organizing ideas and information that synthesize ideas from various sources*

May use: Concept of Definition maps, semantic feature analysis, magnet summaries, change frame graphic organizer, connection overview

May say: "We made a list of all the things we knew about electricity usage in our community and how the power plant works. Then we skimmed through the chapter in the text and listed the key ideas. Then we brainstormed a list of questions. If the answers aren't in the text, then we'll do some research on the NTPC website."; "We're comparing people's opinions of the best vehicle to buy. Some people choose by type of vehicle, some by the manufacturer, some by gas mileage, some by cost, and some based on the advertising."

- 1.2.1 c.** *Revises understandings and/or conclusions based on new information and perspectives*

May say: "Using the information from the GNWT website, we thought the the most common second language in the NWT was Tlicho, but then we read ..."; "We read that new immigrants to Quebec have to learn to speak French; why can't we make new immigrants to the NWT learn to speak Tlicho?"

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.2 Grade 9

Clarify and Extend

Review and refine personal viewpoints through reflection, feedback and self-assessment

Explain Opinions

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

1.2.2 a. *Summarizes and explains personal viewpoints for the purpose of receiving feedback from a specific audience*

May say: "I don't like having to read the same book as everyone else, all the time. I think we should be allowed to choose our own novels sometimes because that makes it more interesting for me. What else can I tell Ms. Mueller to convince her to let me pick my own book?"

1.2.2 b. *Uses purposefully-chosen features of oral language, visuals, and/or other media to present personal viewpoints and refines own ideas based on reflection and feedback*

May say: "I told Maggie how we were going to use the spooky music in the part of the play where we're all searching. She suggested we find a piece that starts out really slowly, and then gets faster and faster, to build suspense"; "I don't think that the middle part of the video is as strong as we want - the background pictures in the way of the words and is distracting from the main idea. Why don't we try it with a still background and see if that's better?"



Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Constructing meaning of oral, print, and other media texts is fundamental to living in a democracy. In a technological society, students are required to comprehend and sort ideas and information from an increasing volume and variety of sources.

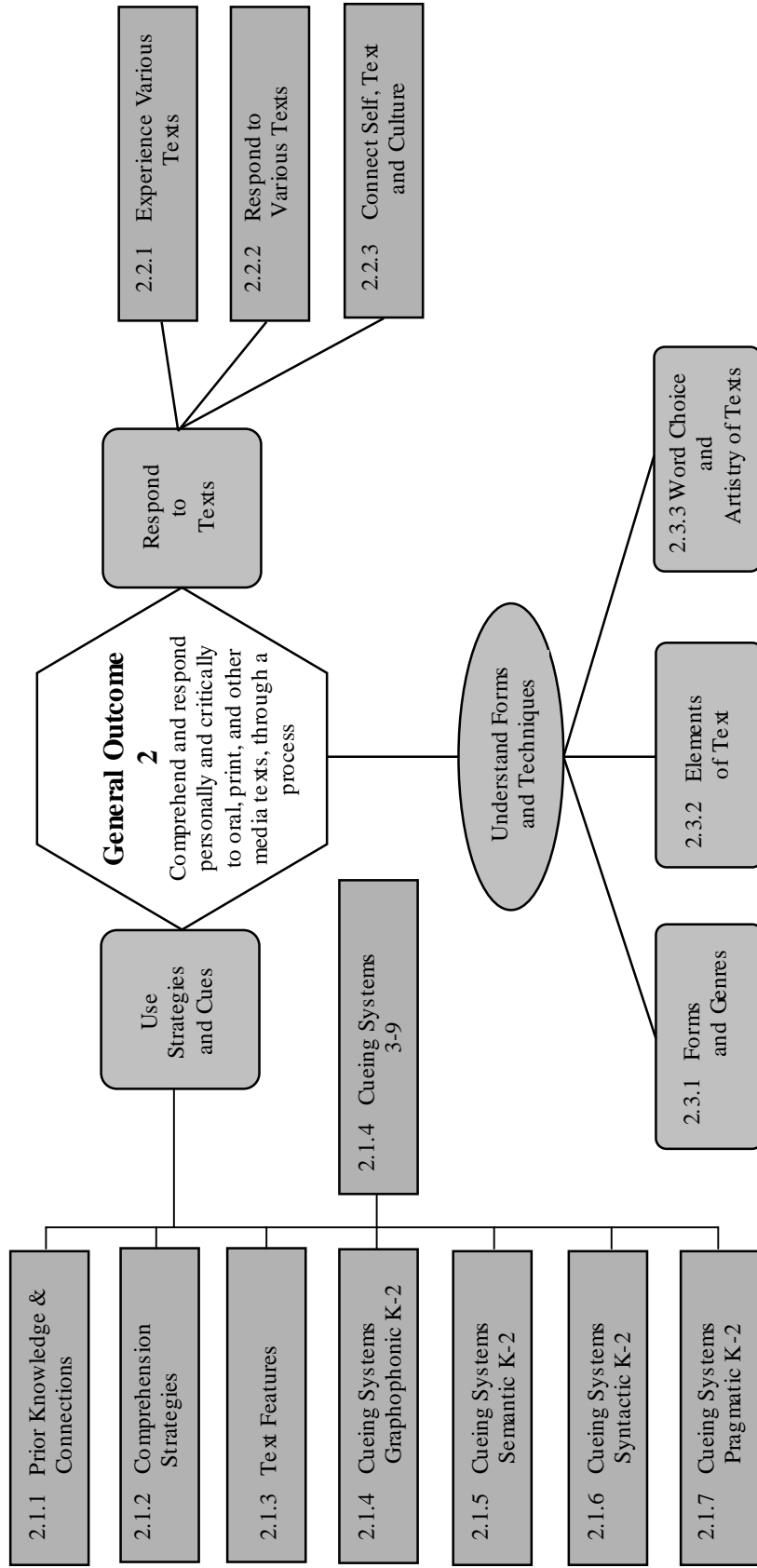
Through oral, print, and other media texts, students experience a variety of situations, people, and cultures, and learn about themselves. They respond personally and critically to the many voices of their own and other cultures – contemporary and traditional. The study of literature is a major component of the ELA Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

Students learn to use a variety of strategies and cueing systems before, during, and after interacting with oral, print, and other media texts. They preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas presented, make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, analyzing, synthesizing, evaluating, and creating.

Students enhance their comprehension of and responses to texts through learning experiences in all of the General Outcomes. Exploratory language strengthens students' understanding and appreciation of texts. Through their experiences with a variety of texts, students learn ways of organizing and formatting their own work. They also develop strategies for managing and processing information. By experiencing a variety of texts, students learn to appreciate the clarity and artistry of language. Through shared experiences with texts, they build and strengthen communities of learners.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Reading Process stages include: Pre-reading, Reading, Responding, Exploring, and Applying



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.1 Grade 9

Use Strategies and Cues

Make, explain, and evaluate connections between previous experiences, prior knowledge and texts

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Prior Knowledge and Connections

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

- 2.1.1 a.** *Explains how new ideas and information (developed from the connections between prior knowledge and experiences and texts) are integrated into personal understandings*

See Synthesize Information (3.3.4)

May say: "We've been watching all the stuff on TV about going "green" and there are so many different ideas about how to improve our carbon footprint. Some are easier to do than others, and some wouldn't work here at all. Our class has decided we should do more reusing and recycling and we should try using those compact fluorescent lights where we can. According to my calculations, that could save hundreds of dollars for the school in electricity costs, especially in the winter."

- 2.1.1 b.** *Uses questioning and paraphrasing in discussion to understand and evaluate connections others have identified.*

May say: "According to this article, Canada is going to stay in Afghanistan even longer now. After your cousin who just came back from there came to talk to us, it sure sounds like they do a lot of fighting, as well as building schools. Why do they keep calling it a "peacekeeping mission" when there's still so much fighting going on?"

2.1.1 c. *Compares how different connections developed from exploration of texts (oral, print, and other media) lead to different understandings*

May say: "When I looked at all the information in the pro/con chart we made for the Mackenzie pipeline, I decided that it was an important project that would bring in money and jobs. But Steve looked at the same chart and decided that the environmental cost was going to be too high, and we should be doing all we can to block the development."

**graphic organizers can be used to represent connections and may include: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, Dancing boxes, continuum, fishbone, matrix, spread sheets, Decision Making Graphic Organizer, Problem Solving Graphic Organizer, Experimental Graphic Organizer, Herringbone frame, I-search, hierarchical map, continuum, ...*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.2 Grade 9

Use Strategies and Cues	Comprehension Strategies
<p>Create and/or adapt and use appropriate comprehension strategies to construct, revise and explain understanding of texts</p> <p>*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)</p> <p>*it is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of text (oral, print, and other media) simultaneously</p> <p>*reading process stages include: pre-reading, reading, responding, exploring, and applying</p> <p>*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying</p> <p>*listening process stages include: pre-listening, listening, responding, exploring, applying</p>	<p>General Example(s) the 7 key thinking (comprehension) strategies used by proficient readers are:</p> <ul style="list-style-type: none">- activating prior knowledge: making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas. It often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme.- determining importance: identifying the most important ideas and themes in a text and drawing conclusions about them, in order to focus the reading and to exclude peripheral or unimportant details from memory- question generating: to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that are reading- visualizing: creating mental images that include visual, auditory, and other sensory connections to the text- inferring: drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation. It is reading between the lines to figure out what the author has left unsaid.- synthesizing: retelling and summarizing; bringing together pieces of information within a text, during or after reading- monitoring for meaning: thinking about what one is reading both during and after reading to determine if one is comprehending a text. It's partner, clarifying, consists of using a variety of fix-up strategies to clear up confusion. <p>Specific Outcome Links See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connects Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), Access Information (3.2.3), Use Strategies to Make Sense of Information (3.2.4), Enhance Artistry (4.2.4), and Appreciate Diversity (5.2.2)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

2.1.2 a. *Monitors understanding of texts with an appropriate complexity of content and sophistication of style*

May say: "I use the "rollover" feature or click on the links when I'm not sure what the text means, when I'm reading on a website."; "Sometimes I think I'm paying attention to what I'm reading, but then when I get to the end I realize that it doesn't make sense so I have to go back and reread."

2.1.2 b. *Selects, adapts and uses thinking/comprehension strategies to construct and confirm understanding*

May say: "I want to make some notes from this website - I'll start a "power thinking" outline in a new window and just add key words as I go."

2.1.2 c. *Explains revised understandings of text based on new information (using texts with an appropriate complexity of content and sophistication of style)*

May say: "I never realized that Canada had such close connections with The Netherlands; after I read about D-Day and what the Canadian soldiers did in Holland, I was amazed."; "Did you know that mangoes and oranges share a similar chemical composition? My cousin found out she was allergic to oranges and they told her to stay away from mangoes, too. We looked it up on WebMD, and it's true!"

2.1.2 d. *Reflects upon and explains own reading behaviours*

May say: "Please don't bother me right now - I need quiet so I can learn these science terms."; "I want an easy-to-read book to take along to read in the car when we drive to Edmonton."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.3 Grade 9

Use Strategies and Cues

Use textual cues to construct and confirm meaning within and across texts

**cues in narrative, expository, and poetic texts

Text Features

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

2.1.3 a. *Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning within and across narrative texts*

***in grade nine, narrative textual cues include:*

- *book covers,*
- *titles,*
- *logical organization (sequential (beginning, rising action, climax, resolution) plot lines (elements), cause and effect relationships, problem-solution)*
- *sentence patterns,*
- *paragraphs,*
- *illustrations,*
- *photographs (in text, of author, of topic, ...),*
- *authors' profiles,*
- *font,*
- *type size,*
- *music / sounds,*
- *volume,*
- *colour,*
- *movement,*
- *opening shots to videos,*
- *lighting (time, mood, feelings),*
- *composition*
- *theme*
- *perspectives*

May say: "This is a typical love story, except that she dies in the end instead of them living happily ever after."; "I really liked this short story because it's told from the kid's perspective."; "It took me a while to figure out that they were talking from inside the jail. Once I figured out which character was the narrator, it made more sense."

2.1.3 b. *Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning within and across expository texts*

***in grade nine, expository textual cues include:*

- titles and chapter titles,
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive, persuasive),
- photographs (in text, of author, of topic, ...),
- illustrations and corresponding captions,
- key words and placement,
- capitalization,
- punctuation and pauses,
- sentence patterns,
- table of contents,
- hot links,
- headings and subheadings,
- dictionary guide words,
- paragraphs,
- indices,
- glossaries, and
- bullets
- margin notes / side bars,
- thumbnails, and
- menu bars
- abstract or summary

May say: "Check the information in the summary to see if the data we need is going to be in there."; "If we search the newspaper archive for those key words, we should be able to get the most current information."

2.1.3 c. *Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning within and across poetic texts*

***in grade nine, poetic textual cues include patterns or frames that organize the writing:*

- titles,
- illustrations,
- poems organized by: words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses,
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- key words and placement,
- capitalization,
- punctuation and pauses,
- placement and size of words,
- syllabication,
- white space, and
- cadence

May say: "My mom loves Leonard Cohen. I always thought he was an old has-been, but then I listened to 'Tower of Song' and decided I wanted to read more of his stuff. He's pretty good for an old man. He makes some powerful images with his words."; "I'm going to try taking one of my little brother's Dr. Seuss books, like maybe Fox in Socks, and setting it to a rap beat..."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.4 Grade 9

Use Strategies and Cues

Explain how vocabulary, language structure and context help readers construct meaning of a text

** This SO includes semantic, syntactic and pragmatic cueing systems. **Phonics is no longer a useful cueing system for students in Middle School and beyond; it is replaced by word analysis.**

Cueing Systems

General Example(s)

*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Specific Outcome Links

See Comprehension Strategies (2.1.2), Express Ideas & Consider Others' Ideas (1.1.1), Comprehension Strategies (2.1.2), Experience Various Texts (2.2.1), and Respond to Various Texts (2.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

- 2.1.4 a.** *Selects, adapts, and explains strategies used to construct and confirm meanings of both known and unfamiliar words*
- Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended*
- Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract.*
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- 2.1.4 b.** *Evaluate the impact of text structures, punctuation, and word order on the purpose(s) and meaning(s) of the text*
- Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.*
- It occurs at higher levels of text organization than just the sentence.*
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- 2.1.4 c.** *Explains and evaluates interpretations of author's/ creator's purpose, audience, and choice of structure or form*
- Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.*
- Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.*
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General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.1 Grade 9

Respond to Texts

Explore a variety of oral, print, and media texts

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Experience Various Texts

General Example(s)

***reading process** stages include: pre-reading, reading, responding, exploring, and applying

***viewing process** stages include: pre-viewing, viewing, responding, exploring, and applying

***listening process** stages include: pre-listening, listening, responding, exploring, applying

Specific Outcome Links

See Connect Self, Texts, and Culture (2.2.3), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

2.2.1 a. *Sets a purpose for reading, listening to, or viewing oral, print, and other media texts from diverse cultures*

enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...

Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...

guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...

2.2.1 b. *Explores a variety of narrative, expository, and poetic texts and explains preferences for particular texts*

****required** texts to **explore** in grade nine:*

- satire*
- essays*
- government documents/publications*
- reports*
- free verse*
- biopoem*

Digital texts examples:

web sites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts (books that have been scanned or adapted for use on the computer), slide shows, pod casts, interactive sites/chats, bulletin boards and mailing lists.....

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.2 Grade 9

Respond to Texts

Respond to texts creatively and critically

***the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)**

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Respond to Various Texts

General Example(s)

**Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging

*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic

*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent, literature study), listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...

Specific Outcome Links

•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

2.2.2 a. *Explains and supports personal responses to shared and independent listening, reading, and viewing experiences*

•*See Comprehension Strategies (2.1.2), Connects Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), and Word Choice and Artistry of Texts (2.2.3)*

•*Knowledge may say: "Treaties are agreements between the Queen, the Government of Canada, and the aboriginal peoples."*

•*Comprehension may say: "Dene people view the treaties as intentions of peace and goodwill."*

•*Application may say: "Self-government is getting to make your own decisions about your land and your future. It's kind of the same as growing up and making your own decisions about jobs and education, and friends, and so on."*

•*Analysis may say: "The self-government negotiations have been very different in different areas of the NWT; the COPE agreement was signed more than 20 years ago, but there are still some Dene communities with limited powers of self-government."*

•*Synthesis may say: "The peace treaties being negotiated in places in the Middle East are similar to the Dene treaties of long ago - they are looking at land, peace, and settlement."*

•*Evaluation may say: "Without self-government there will be no equality between people. We all have the right to make our own decisions and do what we want."*

2.2.2 b. *Responds through creative writing and representation to shared and independent listening, reading, and viewing experiences*

- *Knowledge responses may include: lists, "Did You Know?", Jeopardy-style or other games, maps, surveys...*
- *Comprehension responses may include: learning logs, Point of View diaries, explanations, webs, summary, inferences, predictions ...*
- *Application responses may include: script adaptations, descriptions, directions, instructions...*
- *Analysis responses may include: compare/contrast, classifications, interpretation, dance, sculpture, drama, posters, illustrations, charts, outlines, data interpretation...*
- *Synthesis responses may include: reports, essays, multimedia presentations...*
- *Evaluation responses may include: opinions, editorials, reflections...*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.3 Grade 9

Respond to Texts

Compare and critique ideas, points of view, and bias, in and across texts

**In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, and applying

Connect Self, Texts, and Culture

General Example(s)

**discussion topics might include: feelings, ideas, topics, times, places, people, characters' actions and choices, situations, challenges, events, experiences, and traditions

*cultural representations may include: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Prior Knowledge & Connections (2.1.1), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

2.2.3 a. Critiques how groups of people are portrayed in and across texts

**Awareness and sensitivity to bias and stereotype are critical.

**Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ..

December 2005, Human Right Commission

"Every individual is free and equal in dignity and rights without regard to: race, colour, ancestry, nationality, family or marital status, religion, age, social condition, disability, sex, sexual orientation, gender identity, political belief, and pardoned criminal conviction."

May say "I think the way Will Hobbs describes the Dene in his books is pretty one-dimensional - they are alleither rebel teenagers or wise old elders."

2.2.3 b. Critiques bias and stereotypes in and across texts

May say "You can tell that many of these people writing letters to the editor about gun control have never been anywhere in the North where people use guns to hunt for food. If they had some other experiences, maybe they would understand our point of view."

2.2.3 c. *Critiques portrayals of various characters, communities and/or cultures in and across texts*

May say "In Maus, the author shows the Nazis as cats and the Jews as mice. I understand that part. But the Polish people are drawn as pigs, and that doesn't seem fair."

2.2.3 d. *Evaluates how own and others' understanding of cultures and communities may be influenced by different texts*

May say "If more people read Richard Van Camp's The Lesser Blessed, then maybe they would understand what it's like to be an aboriginal teenager in the North."

2.2.3 e. *Evaluates how similar ideas and themes are explored in texts from various cultures and communities*

May say "I read Men of Stone and Touching Spirit Bear. Rob read Monster. All three books looked at how young guys deal with their problems. Even though all three books are set in different cultures, it all comes down to knowing who you are, staying in touch with your roots, and being true to what you really believe."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.1 Grade 9

Understand Forms and Techniques

Evaluate the relationship between genres/forms and audience/purpose

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Forms and Genres

General Example(s)

See suggestions of narrative, expository, and poetic forms in Create Original Texts (4.1.3)

Specific Outcome Links

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

2.3.1 a. *Evaluates effects of genre or form of texts on audience and purpose*

May say: "Because this advertisement is written like a testimonial, some people may believe that it's really a true story. That's kind of misleading."; "This new book cover is way better than the old one - it pulls you in and makes you want to read it."; "Look at the way the newspaper has written this headline... it makes it sound like everyone here is out drinking and vandalizing things."

2.3.1 b. *Evaluates strengths and limits of texts based on forms and genres*

May say: "I really like using Google to search for information on the web, but sometimes it's hard to find the right search words to get what you want. And sometimes the articles are way too hard to read."; "I think the best way to get the exact information we want is to contact the Renewable Resource Officer and get a list from her. That way, we'll know it's up-to-date and accurate."

2.3.1 c. *Discusses literature in reference to sub-genres*

**sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, graphic novels, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional, free verse, rap, lyrics, ballads, narrative non-fiction, ...*

May say: "I enjoyed reading about the Franklin expedition - I like the journals better than the historical fiction because it gave me a sense of seeing and feeling what those people were seeing and feeling all those years ago."; "I don't usually like short stories, because there's no time to really develop a character, but I thought 'On the Sidewalk Bleeding' was really good. I can't believe I learned so much about the guy in just a few pages."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.2 Grade 9

Understand Forms and Techniques

Evaluate how techniques and elements are used in texts

*The distinction between grade levels is the understanding of texts (appropriate complexity of content and sophistication of style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

* In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources may use the terms differently or interchangeably.

Elements of Text

Specific Outcome Links

•See Comprehension Strategies (2.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

**grade specific genres and forms are itemized in Experience Various Text (2.2.1) and in Examples of Texts for Exploration in the NWT ELA Support Documents

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

2.3.2 a. *Evaluates the use of elements within and across narrative, expository, and poetic texts*

In grade nine, elements include:

- ***allusion***
- ***irony***

Maintain from previous grades:

Narrative-

- *problem-rising action-climax-falling action- resolution*
- *background information-problem-rising action-climax-falling action/resolution/denouement*
- *theme*
- *static/dynamic characters*
- *exposition*
- *conflict*
- *message*
- *subtext*

Expository-

- *content (topic and related information and summaries, paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)*
- *logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)*
- *perspectives*
- *thematic content*

Poetic-

- *description (senses)*
- *rhyme,*
- *repetition*
- *onomatopoeia and alliteration*
- *imagery*
- *simile*

2.3.2 b. *Evaluates the use of techniques used to support narrative, expository, and poetic texts*

In grade nine, techniques include:

- ***camera movements***
- ***scene transitions***

Maintain from previous grades:

- *type size and font*
- *photographs*
- *illustrations and corresponding captions,*
- *colour*
- *colour coded words*
- *opening shots to videos*
- *book covers*
- *graphics including: charts, maps, and diagrams*
- *music / sounds*
- *volume*
- *imagery*
- *title*
- *lighting choices*
- *publication information*
- *costumes and props*
- *subtitles*
- *graphics including: figures, tables, timelines*
- *action (fast or slow)*
- *expression*
- *humour (physical, situational, visual)*
- *tone and mood*
- *point of view*
- *flashback and foreshadowing*
- *symbolism*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.3 Grade 9

Understand Forms and Techniques

Evaluate effects of descriptive and figurative language and stylistic techniques within and across texts

* using texts with an appropriate complexity of content and sophistication of style

*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Word Choice and Artistry of Texts

General Example(s)

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Specific Outcome Links

See Comprehension strategies (2.1.2), Cueing Systems (2.1.4), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Elements of Text (2.3.2), and Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

2.3.3 a. *Evaluates effectiveness of word choice and stylistic techniques within and across texts*

May say: "I think the first line in the short story 'Bus Stop' is really good. It's unrelated to the title, so it grabbed my attention right away. In fact, you don't get to the bus stop part until the last paragraph, which makes you want to keep reading."

2.3.3 b. *Critiques the effectiveness of ways authors express voice in oral, print, and other media texts*

May say: "I think that using the same director for all the movies in a series, the way Lord of the Rings or Pirates of the Caribbean do, is better than using different ones like they did for Batman or Harry Potter." When you use different directors, the voice changes and the characters aren't as consistent."; "I like watching the Olympic coverage on the American TV stations because they spend more time on basketball and stuff like that. My dad won't watch anything but Canadian coverage, because he says the American network only shows the US athletes, but the Canada covers everyone."

2.3.3 c. *Critiques effectiveness of ambiguous and/or precise language choices using contextual evidence*

May say: "I like the way Indiana Jones uses the line 'I've got a bad feeling about this' in each of the movies. It's different each time, but it's always funny because you know what's going to happen."; "I hate reading gossip magazines like 'People' because everything is so vague - they never really tell you anything with facts, except how old everybody is!"

General Outcome 3

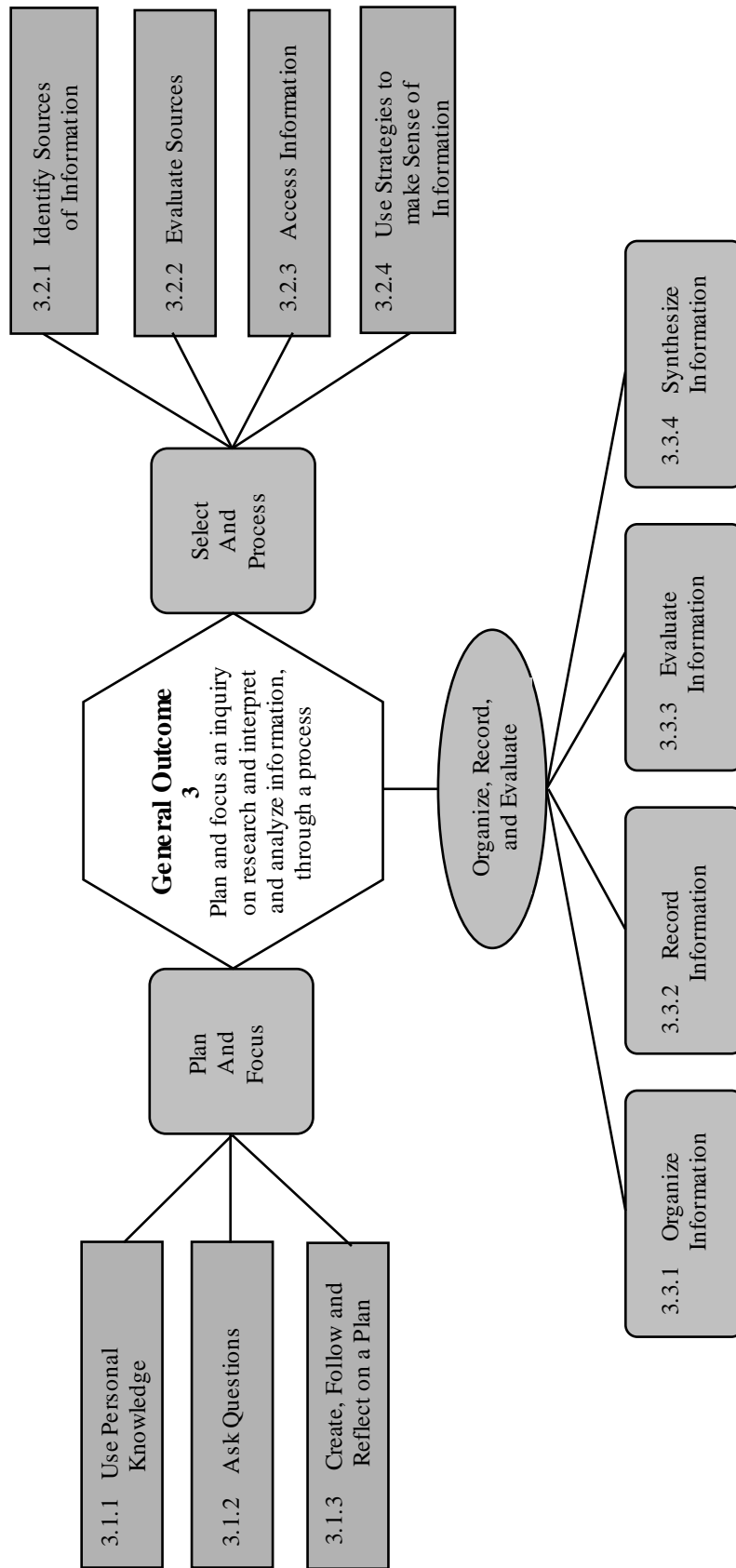


Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Managing ideas and information is important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning, inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. Use of technology also enhances students' opportunities to access, create, and communicate ideas and information.



General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.1 Grade 9

Plan and Focus	Use Personal Knowledge
Identify prior knowledge of, and prior experiences and issues related to, a topic to choose a focus for own and group inquiry	<p>General Example(s)</p> <ul style="list-style-type: none">•Conversations, guided discussions, discussion webs, reflections, journals, sharing circles, Think-Pair-Share (TPS), organizational frames, Know-Want to Know-What I Learned (KWL) charts, charts, current event charts, science observations, data interpretations, graphs, inquiry notebooks, learning logs, outlines, mind maps, survey, preview, question, ... <p>Specific Outcome Links</p> <ul style="list-style-type: none">•See Organize Information (3.3.1) for list of graphic organizers

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

3.1.1 a. *Summarizes prior personal and factual knowledge related to a topic*

May say: "I have a list of the gear my grandparents use when they go out hunting in the winter. I also have a list of the survival stuff the army uses, and some stuff from online searches. Some things are the same, but some are really different."; "Here is the information I've found so far about..."

3.1.1 b. *Identifies missing categories and information gaps in knowledge about a topic*

May say: "I want to write about the impact of the Indian Act on aboriginal women. I have lots of stories from my mom's family, but I need to get more facts about the numbers of women who were affected and where they went."; "I used Power Notes to organize my information and I noticed I don't have any supporting details or examples for..."

3.1.1 c. *Uses self-questioning to choose a focus for inquiry*

May say: "I organized my information and there's too much to include in one essay. What specific points do I want to make?"; "What part of hunting and fishing rights do I really want to write about?"

3.1.1 d. *Uses categories, gaps in knowledge, and questions to plan next steps for inquiry*

May say: "When I look at my outline, I can see that I need... so I will..."; "I think I need to get more examples of this, to show people how it affects us, so..."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.2 Grade 9

Plan and Focus

Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry

Ask Questions

General Example(s)

•Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, Exit slips, I wonder charts, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, I Wonder..., I Learned..., T-charts, Y-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, inquiry notebooks, Survey-Question-Read (SQ3-R), Know-Want to Know-How I will Learn It-What I Learned-How I Will Apply-What Questions am I left with? (KWHLAQ), question cube, fishbone diagrams, Venn diagram, Frayer Model, Concept Webs, Outlines, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

3.1.2 a. *Develops broad and specific open-ended questions on an inquiry topic*

May say: "What are the effects of FASD on our Justice system?"; "How does FASD impact a person's ability to live independently?"; "In what ways might FASD be considered hereditary?"

3.1.2 b. *Generates broad and specific relevant questions to deepen and extend thinking throughout the inquiry process*

May say: "How can we be sure that the drug companies are really telling us the truth about immunization studies?"; "What criteria do companies use when they create warning labels or nutrition information?"; "Does this data really support the statement?"; "How could we test that theory?"

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.3 Grade 9

Plan and Focus

Create and/or adapt and evaluate plans to collect, record, and synthesize information in own and group inquiry

Create , Follow, and Reflect on a Plan

Specific Outcome Links

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), Evaluate Information (3.3.3), and Synthesize Information(3.3.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

3.1.3 a. *Identifies purpose and audience for the inquiry*

3.1.3 b. *Chooses, adapts, and evaluates use of strategies for collecting and recording information*

May say: "I used jot notes on index cards to record my information. Then I took the cards and organized them the way I was going to write the essay. The index cards let me rearrange the order of my ideas, which was good."

3.1.3 c. *Chooses and/or adapts strategies and formats for organizing, synthesizing, and sharing inquiry information*

May say: "If we want to make sure that people understand the dangers of drinking while you're pregnant, what key messages should we share? And how is the best way to do that?"

3.1.3 d. *Creates a plan to meet a specified time frame for inquiry*

3.1.3 e. *Reflects on the plan during inquiry and evaluates the plan at end of inquiry*

May say: "I thought that doing the internet search would go faster, but we had a hard time finding the information we wanted because there was so much stuff to go through and we didn't take the time to make sure we had precise search words. Next time..."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.1 Grade 9

Select and Process

Identify relevant primary and secondary sources to answer inquiry or research questions

Identify Sources of Information

General Example(s)

•People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, the land, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, various multimedia, songs, folk tales, plays / scripts, series by the same writer, diaries, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

- 3.2.1 a.** *Identifies primary(experiential and/or firsthand account) and (text based and/or secondhand account) secondary sources of information relevant to inquiry topic*

Guest presenters (elders from the community, storytellers, and others) , experts and speakers, field trips and excursions, natural habitats, first hand experiences (drum dances, drama presentations, performances, and other live experiences), ...

Newspapers, information text, CD ROMS, almanacs, encyclopedias, text books, atlases, classroom displays and interest centers, class or school or community libraries, slide shows, movies, songs, videos, Internet sites, art work, sculptures, prints, ...

May say: "My grandfather talks lots about when he and his brothers went through their passage to manhood. It was a lot different then, but I hope some of the things we learn at our camp will be the same. I want to talk more with my great-uncle, too."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.2 Grade 9



Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

3.2.2 a. *Matches source(s) to the focus and/or purpose of inquiry using criteria developed by/with students*

May say: "We got some information on the internet about space tourism. We can use that to support the idea of building at new and bigger space station. That will tie into the economics piece we looked at, too - how to make it less expensive."

3.2.2 b. *Determines usefulness of source(s) using specific criteria developed by/with students*

May say: "This book has great pictures and lots of stats, but it's more than ten years old, so I don't think it's going to be very useful to us since we're looking at the current situation."

3.2.2 c. *Determines reliability of and perspectives and biases within source(s) using specific criteria developed by/with students*

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "I don't think we want to use this pamphlet from ... because they seem to have a very stereotyped view."; "This photo of the alien in the National Enquirer is funny, but it's obviously not true!"

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.3 Grade 9

Select and Process

Use text features and reference tools to identify relevant information

Access Information

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

- See Text Features (2.1.3) and Cueing Systems (2.1.4)
-

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

3.2.3 a. *Uses a variety of text features, including audio and visual cues, to locate information in oral, print, and other media texts*

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, picture files, icons, diagrams, pop-ups, insets, pull down menus, hypertext links, scene changes, graphics, pacing, close-ups, zooms, lighting, camera angle, captions, staging, sidebars, shaded areas, margin notes, ...

sounds, music, words, noises, pauses, volume, rhythm, repetition, emphasis, pacing, pings, tone, sound effects, voice overs, pause, intonations, ...

See Text Features (2.1.3) for further list of narrative, expository, and poetic textual cues

3.2.3 b. *Uses the library's organizational system to locate relevant information*

Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps, almanacs, thesauri,), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, alphabetization of resources, card and electronic catalogues, Internet search engines / tools, ...

3.2.3 c. *Uses the computer to locate and access information*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)

Internet sites, CD Roms, blogs, wikkis, web casts, ...

3.2.3 d. *Accesses information from reference materials*

conversations, calendar/agenda, number line, labels, learning centers, print and electronic dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, thesauri, spell check functions, directories, Net-directories, search engines, objects, artifacts ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.4 Grade 9

Select and Process

Select and monitor use of strategies to understand and relate information in texts

Use Strategies to Make Sense of Information

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

- 3.2.4 a.** *Monitors selection and use of prior knowledge, connections, predictions, and inferences to make sense of and relate information within and across texts*

May say: "See if you can connect what we know about hypothermia from the video to what Alexis said when we saw him last week. We need to make sure that we tie our science stuff to the traditional knowledge."

- 3.2.4 b.** *Monitors selection and use of textual cues and organizational patterns to preview and construct meaning within and across texts*

See Access Information (3.2.3) for visual and auditory cues

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

illustrations, titles, key words, labels, colour coded words, opening shots to videos, author's name, publication information, table of contents, captions, headings and subheadings, diagrams, hot links, index, glossary, dictionary guide words, main ideas, supporting ideas, explanation, compare and contrast, cause and effect, sequence, problem and solution, ...

Main idea map, main idea chart, visualizing and verbalizing, Directed Reading-Thinking Activity, guided reading, sketching, story mapping, 5 Ws and H charts, active listening, rereading, and reading on, ...

discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, compare and contrast,

- 3.2.4 c.** *Selects and summarizes key ideas and details from texts related to inquiry topic*

May say: "Here is the MP3 recording we made of the interview with Sam's uncle. We need to summarize the main things we need to do to the sleds before we head out to Winter Camp. Let's listen to the recording and make some notes."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.1 Grade 9

Organize, Record, and Evaluate

Organize ideas and information using headings

Organize Information

General Example(s)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, inferring, synthesizing, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

3.3.1 a. Chooses and evaluates use of strategies and format to record information

**See Specific Outcome for a list of strategies*

graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, Dancing boxes, continuum, fishbone, matrix, spread sheets, Decision Making Graphic Organizer, Problem Solving Graphic Organizer, Experimental Graphic Organizer, Herringbone frame, I-search, hierarchical map, continuum, ...

May say: "I used Power Notes to record the main ideas and supporting details for this essay. It really helped me organize my thinking, and made it easier to actually write the draft."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.2 Grade 9

Organize, Record, and Evaluate

Record Information

Record key ideas and details; cite sources appropriately

Specific Outcome Links

Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

- 3.3.2 a.** *Chooses and evaluates method of recording ideas and information from one or more sources using categories with headings*

May say: "I used a web to record the information, but I couldn't keep track of what information came from what source. Next time, I'll use index cards and make sure I write the source on each one."

- 3.3.2 b.** *Cites sources of information*

authors, titles, publication date, ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.3 Grade 9

Organize, Record, and Evaluate

Explain and compare relevance, importance, perspectives, bias of, and gaps in information within and across sources

Evaluate Information

Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

3.3.3 a. *Explains and compares use of information in terms of relevance to inquiry, importance of information, and currency*

***Keep in mind form, audience, and purpose when evaluating information*

identifying question, identifying subtopics, deleting unimportant information, recording related ideas and examples, developing guidelines to review information, ...

3.3.3 b. *Identifies and explains gaps in information within and across texts*

May say: "We've looked in a bunch of different places - books, a video, and on the internet, but we can't find... Is it maybe because there's no research on that? Or are we using the wrong search words?"

3.3.3 c. *Identifies and compares perspectives and biases within and across texts*

May say: "The way this editorial is written really makes it sound like all teenagers are irresponsible. I wonder if the statistics they quote are really accurate. Let's do an internet search to see if we can find any unbiased support for that information."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.4 Grade 9

Organize, Record, and Evaluate

Synthesize Information

Reflect on new understandings, explain applications to self and society, and adapt inquiry focus and approaches

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

3.3.4 a. *Describes how new information impacts prior knowledge of and perspectives on inquiry topic*

May say: "I always thought... but looking at the results from our survey, now I realize that..."

3.3.4 b. *Synthesizes information from a variety of sources to explain and reflect on new insight(s) and/or point of view about inquiry topic*

May say: "When I started going through my grandma's old journals and watched the old videos from the National Film Board, I suddenly realized that she actually grew up in that time - I had never thought about her having to go away to school when she was so little, or not being allowed to speak her language. She had a really hard life, and I think I need to be more respectful to her."

3.3.4 c. *Makes reasoned judgments related to new understandings supported by evidence*

May say: "I think that our results show that space tourism isn't likely to be a reality for us any time soon. It's still far too expensive and the countries like the US are not committed to expanding the space station to accommodate tourists."

3.3.4 d. *Generates goals for inquiry or research process*

May say: "In my next science experiment, I am going to be more careful with my observation log. I didn't keep careful notes and so some of my data probably isn't as accurate as it should be. I had a hard time answering some of the audience questions, so next time I want to be better prepared."



Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Well-organized, clear, and precise language is essential for communicating thoughts, feelings, and ideas. Well-crafted, artistic language conveys the ideas and values of a culture and can be a source of pleasure and delight.

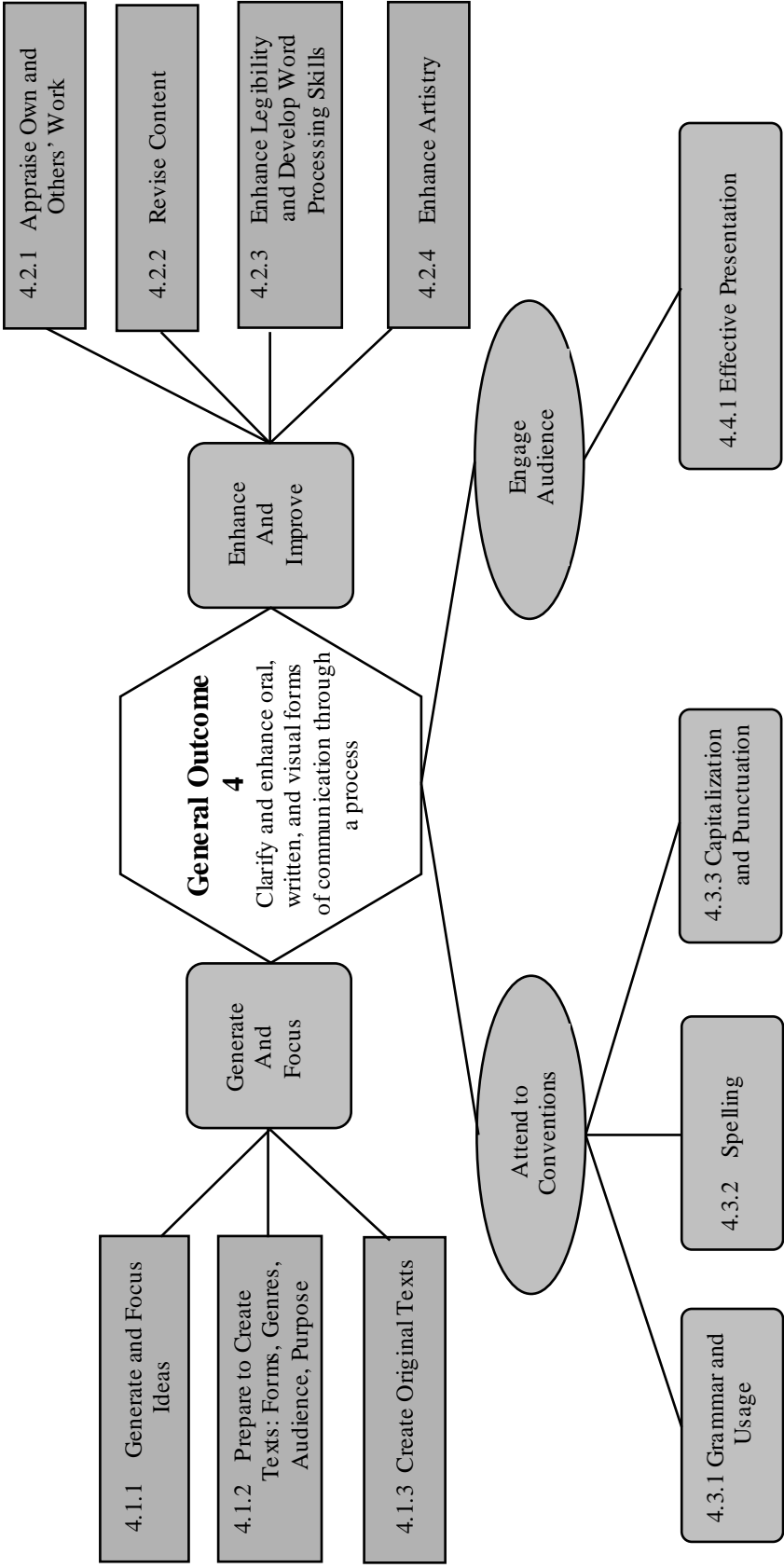
Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use

language artistically provides students with a powerful means of personal and social expression. Composing in oral, written, and visual forms requires students to focus on clarity and to use conventions effectively. They apply the conventions of grammar, language usage, spelling, capitalization, and punctuation as they revise and edit to clarify meaning, achieve purposes, and affect audiences.

Students use exploratory language to clarify their ideas, focus their thinking, and strengthen their communication. Oral, print, and other media texts provide models and new perspectives that students use when speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Communicating clearly and artistically enhances collaboration and builds community.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Writing process stages include: drafting, writing, revising, editing, and publishing



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.1 Grade 9

Generate and Focus

Generate ideas and develop a topic using a variety of strategies

*writing process stages include: drafting, writing, revising, editing, and publishing

Generate and Focus Ideas

General Example(s)

idea generating strategies may include: brainstorming, discussing, retelling/recalling, journaling, comparing and contrasting, connecting/linking, planning, visualizing, painting, sculpting, dancing, singing, illustrating, writing, exploring, questioning, viewing, graphing, conferencing, describing, sequencing, questioning, mapping, webbing, clustering, interviewing, inquiring, observing, predicting, interviewing, organizing, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, mind mapping, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, inferring, synthesizing, ...

Specific Outcome Links

see Express Ideas (1.1.1), Consider Others' Ideas (1.1.2), Prior Knowledge (2.1.1), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), Share Ideas and Information (4.4.1), and Work in Groups (5.1.2)

*see Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3) for types of narrative, expository, poetic, and persuasive texts, at each grade level. Also see Examples of Forms of Expressive Language in NWT ELA Support Documents

*graphic organizers or organizational strategies may be used to focus the topic; see Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

4.1.1 a. *Compares and evaluates possible ideas from a variety of sources using a variety of strategies*

**the distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style and using appropriate strategies*

**In developing ideas for representations, other sources of information naturally shape one's thinking*

May say: " I talked to other students, I thought about the issues at our school, and I talked to the principal. I made a list of the things I could focus on in my election speech for student council. Some seem more important than others, but there are some things that I think would help me get elected if I talked about them. I need to find the right two or three to focus on"

4.1.1 b. *Explains choice of focus from among ideas*

May say: "I have decided to focus on three key points in my election speech. First... Then... And at the end.... I think these are the first two are really important to our school, and I think the students will really like the last one, so they'll vote for me!"

4.1.1 c. *Synthesizes ideas to develop a topic for an oral, print, or other media text*

May say: "I am going to get a couple of key messages for my election posters - I need to make up a couple of good slogans so that people will remember what I stand for."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.2 Grade 9

Generate and Focus

Use appropriate form and genre to organize ideas and information for a particular audience and purpose

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Prepare to Create Texts: Forms, Genres, Audience, Purpose

General Example(s)

See Create Original Texts (4.1.3) for examples of narrative, expository, and poetic texts. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents.

Specific Outcome Links

•See Express Preferences (1.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

4.1.2 a. *Evaluates choice of form(s) and genre(s) when preparing to create texts*

**keep in mind that audience and purpose determine form*

May say: "We want to share what we learned at Winter Camp this year. We have it narrowed down to a photo essay, a video, or a play. We have lots of pictures for a photo essay, but we aren't sure if we will be able to get all the information we have into captions. We don't have a lot of video from the camp, but we could create a montage of pictures and then do video interviews around the different skills we learned and our reflections... I think we have to pick the one that will let us share the information in the best way."

4.1.2 b. *Evaluates choice of organizational structures needed to create texts*

May say: "We decided to go with the video so now we need to decide if we want to use the photographs to set the mood or to put them together into smaller 'how-to' sections and do voice-overs... Should it be one long story or a bunch of shorter ones? We don't want to have just talking and no action in the video because that would be boring."

4.1.2 c. *Evaluates decisions about form and organizational structure with audience and purpose in mind*

**keep in mind that audience and purpose determine form*

May say: "Let's make sure now that our script is suitable for the elementary school. They need to be able to follow what we're doing, see the examples and understand what we're saying. It also has to move fairly quickly so they don't get restless. "

4.1.2 d. *Adapts ideas and information, form, organizational structures, purpose and audience to create unity*

**keep in mind that audience and purpose determine form*

May say: "We each did a separate section of the video, but then we realized that it didn't flow very well because we all used different camera and editing techniques, so now we need to find a way to tie all the sections together. We're going to see if we can record the drummers, and use that music to pull the video together."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.3 Grade 9

Generate and Focus

Demonstrate understanding of elements of texts when creating oral, print, and other media texts

**Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Create Original Texts

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Text (2.3.2), and Prepare to Create Texts: Forms, Genres, Audience and Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

4.1.3 a. *Communicates ideas using narrative forms*

The writer creates forms that **are not parallel to those he/she reads.*

pictures, illustrations, sculptures, dances, video representations, audio representations, oral tellings, dramatizations, improvisations, picture storybooks, journals, stories, fairy tales, stories (adventures, fantasies, ...), comic strips or cartoon strips, folk tales, scripts (plays, puppet plays, television programs, radio plays ...), tableaux, fables, legends, tall tales, traditional stories, stories (mysteries, fiction, ...), slide shows (Powerpoint representations), stories (autobiographies ...), serialized stories, biographies, cliff-hangers, memoirs, chapter books, sequels, myths, dramatic scripts, prologues, epilogues ...

4.1.3 b. *Applies understanding of elements of narrative texts when creating texts*

**elements of narrative texts typical in grade nine include:*

- *beginning-middle-end*
- *rising action or events*
- *climax*
- *cause and effect (problem and solution)*
- *characters (main and minor)*
- *setting (time and place)*
- *resolution*
- *background information*
- *theme*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 c. *Communicates ideas using expository forms*

The writer creates forms that **are not parallel to those he/she reads.*

pictures, illustrations, charts, pictographs, instructions / directions (games, maps, centres, task cards, assignments, ...), recipes, lists, rules, signs, learning logs, calendars, thank you notes, invitations, notes, cards, letters (to family, to friends, to characters, to familiar adults, to pen pals, letters of request or information, ...), book reports (summaries, sketches, cartoons, puppet plays, role plays, conversations, sculptures, learning logs, responses...), descriptions, graphs, diagrams, dictionaries, posters, reports, science experiments, nonfiction books, advertisements, envelopes, commercials, cookbooks, itineraries, schedules, agendas, tips (for bicycle, bus, fire, water safety, ...), research projects / reports, classifieds ads, brochures or travel guides, guides, surveys, interviews, questionnaires, timelines, slide shows (Powerpoint representations), movie reviews, observations, histories, prologues, news and weather reports, autobiographies, speeches, riddles, jokes, plot diagrams, author studies, letters of application, book reports (critical response), minutes of a meeting, newspaper articles essays, magazine articles, study notes, critiques, travelogues, debates, prologues, histories ...

4.1.3 d. *Applies understanding of elements of expository texts when creating texts*

**elements of expository texts typical in grade nine include:*

- *title*
- *headings and subheadings*
- *content (topic and related information and details, paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)*
- *logical organization (sequential, categorical, descriptive, comparison-contrast, problem-solution) - graphics (charts, maps, diagrams)*
- *illustrations and captions*
- *publication information*
- *conclusion*
- *perspectives*
- *point of view*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 e. *Communicates ideas using poetic forms*

The writer creates forms that **are not parallel to those he/she reads.*

pictures, visual representations, tongue twisters, list poems, modeled patterns, modeled songs, chants, rhymes, jingles, sensory poems, comparisons (similes), alphabet poems / acrostic poems, onomatopoeia, shape / concrete poems, couplets, diamantes, spoonerisms, free verse, puns, epitaphs, lyrics, limericks, haiku, ballads, odes ...

4.1.3 f. *Applies understanding of elements of poetic texts when creating texts*

**elements of poetic texts typical in grade nine include:*

- description (senses)*
- rhyme*
- repetition*
- similes*
- onomatopoeia (sounds)*
- alliteration*
- line breaks*
- white space*
- personification*
- imagery*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 g. *Creates texts using a computer*

See Enhance Legibility and Word Processing Skills (4.2.3)

narrative, expository, poetic (see previous outcomes)

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.1 Grade 9

Enhance and Improve

Reference and reflect on criteria during conversations about own and others' texts and representations

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Appraise Own and Others' Work

Specific Outcome Links

Techniques and Elements: the measurable learning outcomes, that distinguish the grade levels, are found in Elements of Text (2.3.2)

Content encompasses **detail, information, topic, audience and purpose**. The measurable learning outcomes are found in many Specific Outcomes.

The measurable learning outcomes, that distinguish the grade levels,

-for **details and / or information**, are found in Combine Ideas and Develop Understanding (1.2.1), Elements of Text (2.3.2), Connect Self, Text, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Record Information (3.3.2)

-for **topic**, are found in Text Features (2.1.3), Elements of Text (2.3.2), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), Synthesize Information (3.3.4), and Record Information (3.3.2)

-for **audience and purpose**, are found in Cueing Systems (2.1.4), Forms and Genres (2.3.1), Create, Follow, and Reflect on a Plan (3.1.3), Use Language to Show Respect (5.1.2), and Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

4.2.1 a. *Participates in development and revision of criteria for a variety of texts and representations*

whole group discussions, mini-lessons, small group work, think-pair-share, ...

May say: I think this rubric that we used for our essays will work fine for the research project, too. All we need to do is add something about referencing our sources."

4.2.1 b. *References and elaborates on criteria when suggesting revisions for own and others' draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

**the distinction between grade levels is the depth of focussed conversations based on the appropriate grade level
Techniques, Elements and / or Content*

conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...

Content

May say: "I like the way you used examples to develop your main character's conflict with Simon. Can you carry those examples further into the story to help make the resolution more believable, too?"

Techniques and Elements

May say: "Why don't you try using a graph in this part of your newspaper article, instead of trying to describe it in words? Then you can just add a few key summary statements and it will make your message and your information stronger."

4.2.1 c. *References and elaborates on criteria when suggesting revisions for own and others' draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

**the distinction between grade levels is the depth of focussed conversations based on the appropriate grade level
Techniques and Elements and / or Content*

conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...

Content

May say: "I am making this playground safety poster for the primary classrooms, so I need to think about my audience. I want to make these captions for these photos easier to read for the Grade Ones. Can you help me figure out how to make it easier to read without losing the message?"

Techniques and Elements

May say: "I'm using colour and font to emphasize the key words in this primary EBS poster. Can you help me decide which fonts are easier for the little kids to read?"

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.2 Grade 9

Enhance and Improve

Revise ideas and organizational structures to meet criteria

*writing process stages include: drafting, writing, revising, editing, and publishing

* Criteria should include voice, audience, and purpose, as well as content, organization, word, choice, sentence fluency, conventions, ...

Revise Content

General Example(s)

Revision strategies include: A.R.R.R. (Adding, Rearranging, Removing, Replacing), RAG (Read around the Group, ARMS (Add, Remove, Move Around, Substitute), Read it Aloud, Reread, Reread and Self-Correct, Support it with Detail, Hearing the Voice, Proof-Read

**Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts

Specific Outcome Links

see Word Choice & Artistry of Text (2.3.3), Create Original Texts (4.1.3), Appraise Own and Others' Work (4.2.1), Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

4.2.2 a. *Prioritizes selection of aspects of text to revise based on own and others' feedback and criteria*

See strategy list in SO (4.2.2)

May say: "My partner and I have four things we think I need to look at, but the most important one is the fact that my introduction is weak. So the first thing I'm going to do is work on my lead."

4.2.2 b. *Evaluates effect of revisions*

May say: "I drafted a couple of new leads for my piece. I think I like the third one best - it really grabs the reader's attention."

4.2.2 c. *Compares revised text to criteria and repeats the revision process as needed*

- by adding some detail*
- by adding some information*
- by adjusting sequence or organization*
- by "showing" rather than "telling"*
- by deleting some details*
- by deleting some information*
- by engaging the intended audience*
- by meeting the intended purpose*
- by incorporating supporting details*

May say: "I showed my different leads to my partner, and we looked at the criteria again. We agreed that the third lead is the best, but now I need to make sure that the rest of the introduction fits well with it."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.3 Grade 9

Enhance and Improve

Enhance Legibility and Develop Word Processing Skills

Develop fluency and proficiency with keyboarding and word processing

Specific Outcome Links

see Access Information (3.2.3), Creates Original Texts (4.1.3), Spelling (4.3.2), and Effective Presentation (4.4.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

4.2.3 a. *Writes legibly, fluently, and efficiently*

**Legibility refers to: shape, slant, and spacing*

**It is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences, as it is more effective than through isolated exercises, such as worksheets.*

**For assessment purposes: it is the quality (content, ideas, voice, organization, word choice) of the writing rather than the legibility that is important; legibility is not one of the traits of good writing*

4.2.3 b. *Develops proficiency with keyboarding and word processing when composing, revising, formatting, and publishing texts*

- uses letter and numbers keys*
 - uses with paint tools*
 - uses with drawing tools*
 - uses directional arrow keys*
 - uses the space bar*
 - prints texts*
 - uses the mouse to point, click, and drag*
 - open, enter text, save, close, and print files*
 - spaces consistently*
 - highlights text*
 - backspaces*
 - capitalizes*
 - deletes text*
 - spaces sentences*
 - uses spell check*
 - cuts and pastes*
 - varies fonts*
 - varies type size*
 - uses templates*
 - uses formatting tools (tab, margins)*
 - develops accuracy*
 - increases speed*
 - uses titles and headers*
 - incorporates graphics*
 - uses borders*
-

4.2.3 c. *Develops an expanding repertoire of vocabulary associated with keyboarding and word processing*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.4 Grade 9

Enhance and Improve

Experiment with language to create desired effect in oral, print, and other media text

*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (oral, print, or other media)

*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

*writing process stages include: drafting, writing, revising, editing, and publishing

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Enhance Artistry

General Example(s)

*it is important to note that language can be enhanced in all types of representations: oral, print, or other media representations

Specific Outcome Links

Experience Various Texts (2.2.1), Word Choice & Artistry of Texts (2.3.3), and Revise Content (4.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

4.2.4 a. *Explains choice of descriptive and figurative language used to develop ideas and create effects*

Possible purposes include: to tell, to create an image, to communicate an idea, to explain, to direct or guide, to emphasize, to clarify, to set the mood, to persuade, to enhance meaning, to engage, etc.

**Keep in mind audience and purpose when discussing appropriateness of language*

**the distinction between grade levels is the sophistication of vocabulary*

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), and Revise Content (4.2.2)

May say: "We wanted to find words that actually sounded like the waves on the shore - we did an internet thesaurus search and found six or seven that really set the mood. Then we tried to use them in alliteration, so we could build that sound image."

4.2.4 b. Explains choice of vocabulary to develop ideas and create effects, sometimes taking risks with new words

May say: "I used strong graphic words in my brochure about hepatitis, so that people would understand that it's a serious disease."

4.2.4 c. Explains use of a variety of sentence lengths and structures to develop ideas and create effects

Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets

May say: "I'm going to use very short, simple sentences to mimic my breathing when I was so scared."

4.2.4 d. Uses a voice that is individual, expressive, and engaging with an awareness of and respect for intended audience and purpose

****In developing an awareness of voice the writer must ask:**

1. How do I speak directly to my audience on an emotional level?
2. How do I experiment with style to match the purpose and intended audience?
3. How do I take risks to reveal myself to my audience?

In grade nine developing an awareness of voice in text typically involves:

- creating tone that reflects feelings / emotions
- using punctuation to show emphasis (exclamation points and question marks)
- incorporating dialogue
- using some unique expressions
- choosing specific words to reflect the main characters' feelings and age
- choosing words to add clarity and detail
- using vivid, expressive language
- writing that elicits emotional response from the audience
- creating a tone that is easy to describe (funny, joyful, sarcastic, angry, ...)
- using new and accurate vocabulary
- repeating words only for emphasis
- using writing / phrases / expressions that "sounds" like the character
- directing "comments" to the intended audience
- choosing appropriate vocabulary for the intended audience and purpose
- writing that is individual, expressive, and engaging
- using varied sentence lengths and structures including: simple, compound, complex
- varying sentence beginnings (strong leads)
- using figurative language
- using language that is honest: point of view is evident
- writing that is clear and focused
- using writing / phrases / expressions that portrays the character's personality
- taking risk to include personal details that reveal the author
- showing strong commitment to the topic

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.1 Grade 9

Attend to Conventions

Use an editing process to enhance communication

Dictionaries usually label the part of speech for each word, it is not always that simple. In English the part of speech is not clearly identifiable: words have a habit of being used in various ways (i.e. shade can be a noun, a verb, or an adjective).

Rather than thinking of parts of speech as properties of specific words, it is better to think of them as functions within a sentence; these functions can be played by single words or groups of words.

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Grammar and Usage

General Example(s)

*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, grammar-checkers...

Specific Outcome Links

•See Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), Enhance Artistry (4.2.4), Spelling (4.3.2), and Capitalization and Punctuation (4.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

4.3.1 a. Uses an editing process, with guidance, to identify grammar and usage problems that impact meaning

- inconsistent verb tense
- unnecessary repetition
- appropriate tone
- eliminate misplaced modifiers
- parallel structure**
- use of transitions**
- clarity**

May say: "Your list doesn't sound right - I think you need to keep all the verbs in the '-ing' form, like running, hiking, biking, and weight-lifting, not lift weights"; "I think this should be 'consequently', not 'because'; I want it to mean 'as a result'."

4.3.1 b. *Discusses the function of parts of speech as they impact meaning within a sentence*

- *noun,*
- *verb,*
- *adjective, (includes determiners or articles),*
- *adverb,*
- *conjunction,*
- *pronoun,*
- *preposition, and*
- *interjection*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

**the intent of this learning outcome is to talk about the parts of speech, not necessarily to know them by name*

May say: "I think I need to work on the conjunctions in this part of my essay, to make sure that the comparisons I'm making are clear."; "I'm working on this book for the Kindergarten class, showing all the prepositions. I'm using lots of pictures from the playground equipment to show 'above', 'beneath', 'around', and"

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.2 Grade 9

Attend to Conventions	Spelling
<p>Apply spelling conventions to texts using a variety of strategies and resources</p> <p>*Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling.</p> <p>*Speaking vocabulary is ahead of the knowledge of conventional spelling. It is important to accept spelling approximations during the prewriting and writing stages so that words from one's speaking vocabulary be used instead of words that one can spell correctly. Therefore it is necessary to encourage the use of conventional spelling for final drafts and published work.</p> <p>*keep in mind Canadian spelling conventions</p> <p>The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.</p>	<p>General Example(s)</p> <p>*some of the most common words spelled differently in Canadian English include:</p> <ul style="list-style-type: none">- acknowledgment- aging- analyse- burned, learned- cancelled- catalogue- centre, centred- cheque- civilization- colour, labour- criticize- favour, flavour- fulfill- grey- licence (n), license (v)- moustache <p>Specific Outcome Links</p> <p>•see Cueing Systems (2.1.4) and Grammar and Usage (4.3.1)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

4.3.2 a. *Spells most words conventionally so that errors do not interfere with communication*

4.3.2 b. *Uses a variety of strategies when spelling unfamiliar words*

spelling strategies may include: dictionaries, personal dictionaries, dictionaries, informational texts, atlases, maps, Internet, Give it a Go, Guess and Check, Ask Someone, Words That Sound the Same, visual memory, Picture the Word, Different Spellings (which one looks right?), Word in a Word, Read Backwards, Word Relationships (crime/criminal, act, action, activity), Exploding Words (prefixes and suffixes), Spelling Doozers, Break it Up (syllabication), Mnemonic devices, Canadian spelling conventions, Choose a Different Word, Word Origins, derivational relationships...

4.3.2 c. *Uses an editing process to check and correct spelling.*

**Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.3 Grade 9

Attend to Conventions

Use an editing process to check for punctuation and capitalization

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Capitalization and Punctuation

General Example(s)

*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...

Specific Outcome Links

•See Text Features (2.1.3) and Cueing Systems (2.1.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

4.3.3 a. *Capitalizes most words conventionally so that errors do not interfere with communication*

Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets

4.3.3 b. *Applies rules for punctuation correctly in most writing so that errors do not interfere with communication*

- *periods at the end of simple sentences*
- *periods at the end of compound sentences*
- *question marks*
- *exclamation marks*
- *period after an abbreviation*
- *quotation marks (including new paragraphs for new speakers)*
- *commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)*
- *apostrophes (possessives, contractions)*
- *commas to signal subordinate clauses (pauses)*
- *colons and semicolons*
- *dashes, ellipses, parentheses, slashes, hyphen...*

4.3.3 c. *Uses an editing process to check and correct capitalization and punctuation*

writing process, personal editing, peer editing, teacher editing, conferencing, interactive writing, teacher modelling, mini-lessons, ...

**Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.4.1 Grade 9

Engage Audience

Present and/or publish texts (oral, print, and media)

*keep in mind, the purpose of enhancement is to better engage the audience (attract and sustain)

*presentations require planning and time for supported/scaffolded rehearsal

Effective Presentation

General Example(s)

*presentations occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, textual, multimedia, computer-generated, ...

Specific Outcome Links

• Elements of Text (2.3.2), Word Choice & Artistry of Texts (2.3.3), Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), and Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

4.4.1 a. *Uses a variety of techniques to engage audience and present texts (oral, print, and media) effectively*

Presentation techniques to maintain from previous grades:

- titles, subtitles,
- illustrations,
- colour,
- sounds, volume
- printed texts,
- type size, font
- simple graphics: diagrams, charts, graphs, tables, timelines, maps,
- costumes,
- props (overheads, artifacts, pictures, etc.),
- expression,
- openings/closings,
- tone/mood, and
- key ideas (emphasizing)

to maintain from previous grades:

- understands the purpose for the presentation
- speaks with a clear voice
- faces the audience
- makes eye contact (culturally appropriate)
- uses appropriate body language (posture and gestures)
- introduces self
- uses varied supports (props, artifacts, diagrams, illustrations, photographs, overheads, music, sound effects, resources, facts, lighting, gestures, font, print size, ...)
- maintains topic
- uses complete sentences
- uses specific vocabulary (theme / content related)
- responds to audience questions
- speaks fluently (pacing, phrasing)
- varies voice (intonation and expression) appropriately for emphasis, (some situations require conversational voice, some situations or phrases require more / less volume, ...)
- follows a logical sequence for the topic (based on pre-established plan)
- introduces presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures, ...)
- brings closure to presentation
- arranges presentation space to focus audience
- displays enthusiasm for topic
- varies facial expression appropriately
- choose / adapt form of presentation to match audience
- asks questions

4.4.1 b. *Experiments with media to enhance presentations*

audio, MP3, video, CDs, PowerPoints, digital imagery, interactive media, web sites, pod casts, webinars, SmartBoards, wikkis, blogs, ...

4.4.1 c. *Evaluates the effectiveness of presentation of texts (oral, print, and media) on audience*

May say: "We scanned the posters and added the key messages in different colours and fonts. Some of them looked good, but some looked cluttered and it was hard to figure out what the message was really supposed to be. I wonder if there's someone in town who could help us with the layout..."



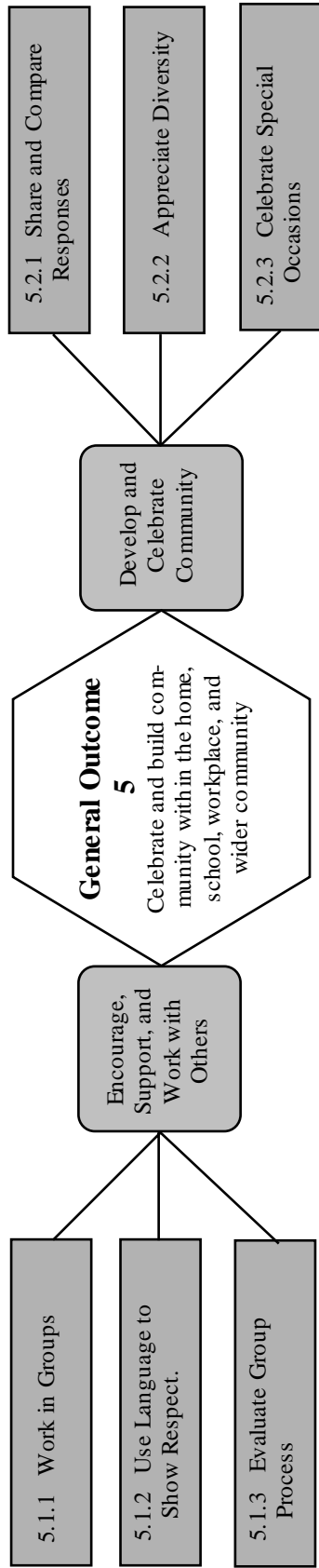
Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Students use language to build community within the home, school, workplace, and the wider society. In a multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals that strengthen classroom and school

communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.1 Grade 9

Encourage, Support, and Work With Others

Make decisions collaboratively to modify or create group processes for specific purposes, in order to work in a variety of partnerships and groups

**Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.

Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- participation (following directions, following procedures)
- decision making (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- role fulfillment (accepting responsibility)

Work in Groups

General Example(s)

•cooperative learning centres, cooperative games and activities, sharing circles, literature circles, exploratory talks, projects, experiments, shared writing, shared reading, collaborative writing, debriefing sessions, ...

Specific Outcome Links

•See Express Ideas & Consider Others' Ideas (1.1.1), Identify Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

5.1.1 a. *Modifies or creates group processes when collaborating with peers to accomplish a specific task*

***variety of partnerships and groups may be self-selected or assigned*

appropriate group processes in grade nine include:

- group synthesis of new ideas and information

see Evaluate Group Process(5.1.3) for details of categories of group processes: communication, participation, decision making, and role fulfillment to maintain from previous grades:

- taking turns
- sharing ideas and information
- following directions
- accepting responsibility
- offering feedback
- accepting feedback
- responding to others' ideas
- asking and answering relevant questions
- stating expectations
- solving problems
- resolving conflicts
- decision making: majority vs. minority
- decision making: reaching consensus and agreeing to disagree
- drawing conclusions from consensus
- advocate points of view that recognize the ideas of others to advance the thinking of the group
- use opportunities as a group member to contribute to group goals and to extend own learning

5.1.1 b. *Discusses, creates and selects appropriate roles for small/whole group task(s)*

***tasks and / or roles may be assigned by the individuals, the groups, or the teach*

Roles are determined by the purpose and the task. Students can begin to identify the components of the task and what roles would meet those, and then determine who will perform what role. The nature of cooperative learning speaks to the need for collaborative work, rather than a simple division of tasks.

May say: "Here is our outline of our project - we have broken down the tasks, put them on a calendar, and have agreed to meet and share what we have learned each Day 5, after lunch, during library time."; "We have chosen to read The Burn Journals for our lit circle this month. We are going to take turns leading the discussion. We decided to meet twice a week, and do double-entry journals to track our thinking in between."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.2 Grade 9

Encourage, Support, and Work With Others

Use Language to Show Respect

Adjust listening, viewing, speaking behaviours according to the situation

*Be sensitive to different communicative patterns and languages

*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

5.1.2 a. *Speaks, listens and views respectfully and critically*

**appropriate in grade 9:*

- critically evaluating speaker's message

to maintain from previous grades:

- staying in one place*
- keeping respectful silence*
- keeping hands to self*
- accepting different communicative patterns and languages*
- sitting in close proximity to the speaker/presentation*
- focusing on presentation or speaker*
- using courteous, respectful language (word choice, tone)*
- asking questions or participating in discussion / activity*
- attentive facial expression and body language*
- showing interest*
- asking relevant questions*
- giving nonverbal encouragement*
- showing encouragement and appreciation*
- listening to opposing opinions*
- acknowledging others' comments, ideas, perspectives, and questions*
- giving polite feedback*
- disagreeing respectfully*
- responding respectfully with opinions*
- showing evidence of comprehension (participate in conversations, ask relevant questions, make connections, express opinions, ideas, concerns)*
- responding to the speaker's gestures*
- responding to emotional aspects of the presentation*
- asking clarifying questions*

5.1.2 b. *Adjusts language to fit the context (audience, purpose and situation) and explains choices*

***Alternating (code switching) between first/heritage language and English may enhance communication in some contexts*

volume, tone, situation, rate of speech, vocabulary (word choice), body language, code switching, gender, age, culture, ...

Language Register: home, playground, classroom, land, community settings, oral, print, and media texts, social and cultural settings / experiences, online ...

peers, staff, family, guests, Elders, wider community / global community, ...

5.1.2 c. *Discusses, compares and experiments with features of language in a variety of school and community contexts*

"I want to use a really strong word here to show how disgusted I was... can you help me find one that will make my point, but that the class will understand?"; "The way they describe the teenagers in this editorial makes us all sound like emos. Why can't they see that there are as many kinds of teenagers as there are adults? They should have used words that weren't so stereotyping"; "What if we used less street talk in our video, and made it a little easier for older people to understand. Would that help us get our message to a bigger audience?"

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.3 Grade 9

Encourage, Support, and Work With Others

Establish and use criteria to evaluate group processes and personal contributions, and propose suggestions for development

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

Evaluate Group Process

General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, communicating, reflecting, observing, responding, predicting, thinking aloud, goal setting, establishing criteria, responding, describing, extending ideas, interpreting, self-questioning, problem solving, managing, explaining, sorting essential and nonessential information, tracking, inferring, summarizing, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

5.1.3 a. Participates in the development of criteria to evaluate group processes

May say: "Should we have a piece here that looks at how well we followed our original plan? Is that important in this task?"; "Do you remember how we struggled with coming to consensus last time? We need to make that a key point in the criteria."; "We're supposed to be synthesizing our new information, and we have to do it together. How can we keep track of how we do that?"

5.1.3 b. Assesses the effectiveness of the group process using the set criteria

May say: "Of the three key criteria - sharing ideas, synthesizing information, and coming to consensus - I think we did really well on the first one. Some people didn't participate very much in the discussions, so I think we only get a '2' on consensus and synthesis"; "I think we in the 'always' section for showing respect to others and tracking our sources, and in the 'most of the time' for the other three"

5.1.3 c. Reflects on personal behaviours and/or learning style

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

conversations, sharing circles, reflection activities, reflection frames or prompts, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self evaluation tools, inquiry self checklist, project reflection activities, self-assessment activities, ...

May say: "I found this group really good to work with. There was lots of discussion and that helped me to understand the new concepts."; "I know Charlie really likes finding information on the internet, but I'd rather find a book."; "I am way more interested in a project when I get to choose my own topic!"

5.1.3 d. *Reflects on personal behaviours that contribute to group success to set personal and/or group goals*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth*

May say: "We spent too much time arguing and listening to Patsy whine and pout. We need to have a better way to solve conflicts when they come up."; "When people make suggestions to me, I don't like it and I want to argue; I need to get better at thinking about what they're telling me and then seeing how I can use it to improve."

5.1.3 e. *Applies peer and/or group feedback about group process and personal actions in the group*

May say: "After Mr. B talked to us about keeping focused, Kayla and I decided that we would turn off our iPods when we were writing."; "Our study group always struggles with summarizing the information in our text. After we learned the 'magnet summary' strategy from Leyton, we decided to use it in our group to summarize the next Science chapter. It made it way better than the last time."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.1 Grade 9

Develop and Celebrate Community

Recognize that differing perspectives and unique reactions enrich understanding

Share and Compare Responses

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

5.2.1 a. *Recognizes and appreciates differing perspectives of common experiences and identifies missing perspectives*

"We've been talking about why stores shouldn't have to let people use their bathrooms if they're not customers; Maddie talked about how hard it is for her mom to keep the restaurant bathroom clean just from the customers. Bobbie talked about how people should be able to go to the bathroom at home. But we haven't thought about people who are homeless or have no place to go during the day. What would they think about closing bathrooms?"

5.2.1 b. *Summarizes, compares, and synthesizes own and others responses*

May say: "We all found different parts of the presentation a bit confusing, but once we got together and talked it through, we think we understand the main ideas. Nolan and Jake still don't believe that whales are really endangered, but the rest of us are going to look for more information."

5.2.1 c. *Appreciates the richness of and offers feedback on the ways others communicates ideas*

May say: "I loved the way you shared your poetry today, with the music and the artwork behind it. It made me think more deeply about what you were saying."; "Your examples of what happens during a commercial whaling hunt were really disgusting, but they did make me think."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.2 Grade 9

Develop and Celebrate Community

Identify and describe social issues related to diversity and recognize that some perspectives may be missing

**It is important to create an open atmosphere in the classroom community that is respectful of diversity.

**In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

*appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honor, celebration, ...

Appreciate Diversity

General Example(s)

•Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, literature responses, critical response, questions, elaborations, clarifications, ...

**Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, .

Specific Outcome Links

•see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

5.2.2 a. *Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community*

5.2.2 b. *Expresses and explores own identity through gifts, talents, and strengths, interests, and feelings or ideas*

5.2.2 c. *Discusses issues of diversity in society, and recognizes a range of perspectives including some that may be missing*

5.2.2 d. *Suggests and/or explores global human rights issues as they relate to diversity*

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.3 Grade 9

Develop and Celebrate Community

Select and use context-appropriate language and form to plan and participate in celebrations

**Be sensitive to cultural differences in celebrating cultural occasions and achievements

Celebrate Special Occasions

Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student...

5.2.3 a. *Explains how context influences the selection of appropriate language and form in plans to honour and celebrate others*

May say "You need to remember that Megan doesn't like any bad language so be sure to check the music you pick for her party."; "We need to say our welcome in Slavey, to show respect for the Elders."

5.2.3 b. *Explains selection and use of language and form in plans to celebrate others, special events or accomplishments*

May say "We're going to put this announcement on the radio in both English and Inuvialuktun to congratulate the grad class."; "I wrote this poem for my granny's funeral, to say how much she meant to me."; "If we plan to have the speeches after dinner, we should make sure people keep them really short."

5.2.3 c. *Recognizes the value of own and others' contribution to many communities*

May say "You are really smart when it comes to planning things. You should be in charge of the Elders' Tea."; "Sammy and Ben did a terrific job of the posters and banners for the celebration. Let's remember to thank them at the feast."
