English, Grade 9, De-Streamed (ENL1W)
2025-2026 Course Outline
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Credit Value: 1.0

Prerequisite course: None

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COURSE DESCRIPTION

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

Credit Value: 1.0

Prerequisite course: None

Course Type: De-streamed

This curriculum policy presents the compulsory *Grade 9 English course, 2023 (ENL1W).* This course supersedes the two Grade 9 courses outlined in *The Ontario Curriculum, Grades 9 and 10: English, 2007*. Effective September 2023, all English programs for Grade 9 will be based on the expectations outlined on this site.

The Grade 9 English course is grounded in the belief that all students can succeed when they develop knowledge and skills in language and literacy. Strong foundational knowledge and skills in both oral and written language are necessary to support more complex skills such as critical thinking and problem-solving. This curriculum provides educators with a comprehensive guide to supporting the development and consolidation these essential knowledge and skills in every student.

VISION AND GOALS OF THE GRADE 9 ENGLISH COURSE

Literacy is essential for success: it affects all academic achievement and is associated with social, emotional, economic, and physical health. The Grade 9 English course is designed to supports students in developing and consolidating the literacy knowledge and skills they need to succeed in education and in life, and to encourage students to experience the joy and possibility that literacy learning can ignite.

Language is the basis for thinking, communicating, and learning. Students need language skills to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate by using language with clarity and precision, and in a variety of media and modes, will help students to thrive in the world beyond school and to become lifelong learners.

Literacy skills are embedded across the Ontario curriculum, but literacy development lies at the heart of the English curriculum. The Grade 9 English course emphasizes evidence-based systematic and explicit instruction that supports students in developing and consolidating foundational knowledge and skills, including oral language, reading, writing, vocabulary, fluency, and comprehension. The systematic teaching of foundational knowledge, and skills is critically important and must follow a carefully planned sequence for introducing specific concepts, knowledge, and skills. It must also happen in purposeful and meaningful contexts where students are immersed in rich literacy experiences that cultivate a sense of enjoyment about learning. These experiences must be grounded in responsive teacher-student relationships.

Research has repeatedly demonstrated that strong oral communication skills are critical for academic and vocational success as well as social-emotional well-being. Oral communication is a complex set of skills that includes both oral language (i.e., listening comprehension and speaking) and non-verbal communication (e.g., body language, facial expression, gestures). In the classroom, intentional communication – using language in a purposeful way – and rich oral language experiences can help students improve their oral language skills. Giving students the opportunity to listen to a wide range of oral texts, including songs, poems, conversations, and presentations, is important. This helps students to develop their own oral language and presentation skills. Oral language skills are essential to the development of literacy, knowledge, symbolic thought, self-regulation, identity, self-advocacy, self-reflection, and lifelong learning.

Research shows that there is a strong connection between oral language development and reading comprehension and writing ability. Strong reading comprehension occurs when students derive meaning from oral language and combine it with fluency in reading words and texts. Oral language continues to impact reading proficiency as students progress through school and build a growing vocabulary. It is important to note that the process of reading acquisition will be different for students whose first or primary language is American Sign Language (ASL). For these students, ASL and English bilingual teaching methods are used for the development of biliteracy between ASL and English as a second or additional language.

The Grade 9 English course provides many opportunities for students to continue developing reading fluency and comprehension. A comprehensive and rigorous reading program teaches students to read competently and critically, and provides students with opportunities to read widely for the pleasure of reading and for the discovery of new information, as well as self-discovery and self-enrichment. Reading materials should reflect the diversity of students in the classroom and Canadian and world cultures, including First Nations, Métis, and Inuit cultures.

In the English program, students have the opportunity to read various forms of texts and to set learning goals for their reading. This helps to develop and sustain their curiosity and excitement about reading. In addition to reading teacher-selected materials that are well planned and purposefully chosen to support instructional goals, students can choose from a wide variety of texts that are engaging and relevant to their personal interests. In this way, literacy enhances students' development of their sense of self and their unique and shared identities. It fosters a deep appreciation of the diversity of human experience and expression.

Building on the elementary language curriculum, the Grade 9 English curriculum continues to provide a strong foundation in both reading and writing, and emphasizes teaching these two different skills in an interdependent way, so that one skill reinforces and strengthens the other. The curriculum allows students to harness the power of the written word and develop higher-order literacy skills. Students learn to research, synthesize, and organize information to create literary and persuasive texts reflecting their thoughts, feelings, and ideas. Reading and writing enable students to understand and tell stories about their communities, cultures, and histories, expressing their sense of global citizenship or personal commitment. Through reading and writing, students become receptive to new and varying ideas and perspectives and develop their ability to think independently and critically. They can convince and be convinced and differentiate between what is true and what is misinformation. In this way, literacy can help transform them and enable them to achieve their hopes and dreams.

Successful and confident language learners share the following characteristics:

- They display accuracy and automaticity in foundational language skills.
- They understand deeply as they listen, read, and view and speak, write, and represent, effectively and with confidence.
- They make meaningful connections between themselves, the texts they encounter, and the world around them.
- They think critically about the texts they read and create.
- They understand that all texts have a specific point of view that must be recognized, questioned, assessed, and evaluated.
- They acknowledge the cultural impact of texts and appreciate their aesthetic power.
- They use language to interact and connect with individuals and communities, for personal growth, and for active participation as global citizens.
- They recognize that language learning is a necessary, reflective, and life-enhancing process.
- They use cognitive strategies to learn from complex texts.
- They are motivated and purposeful in their learning, including learning related to their goals.

The Grade 9 English curriculum recognizes the value of embedding literacy learning across all disciplines. Students must have authentic opportunities to apply their language and literacy skills in all subject areas. The curriculum also recognizes the important role that other subject areas play in supporting the growth of students' vocabularies and background knowledge, both of which are critical components of language comprehension. By building students' strong foundational skills, the English curriculum enhances each student's learning across all subject areas. This fosters a love of learning and paves the way for future success.

PRINCIPLES UNDERLYING THE ENGLISH CURRICULUM

The Ontario English curriculum for Grade 9 is founded on the following principles:

- **An effective English curriculum is based on and informed by evidence-based research.**

In response to the recommendations in the Ontario Human Rights Commission's Right to Read inquiry report, the Grade 9 English course is designed to ensure that all students continue to develop and consolidate the solid foundational knowledge and skills necessary to achieve their full potential. Informed by proven research, this curriculum employs evidence-based approaches to systematically and explicitly teaching this knowledge and these skills. Reading and writing are emphasized in the English curriculum, with a focus on language conventions necessary for clear communication; comprehension at the word, sentence, and text level when listening, reading, and viewing; and the knowledge, skills, processes, and techniques required for effective speaking, writing, and representing. Research has shown that comprehension involves a complex interaction of multiple cognitive and linguistic skills and processes. It involves multiple layers of language processing. Moreover, the curriculum stresses the development of critical thinking skills to enable students to understand, appreciate, and evaluate texts at a deep level and to connect them to the real world. These skills help students become reflective, critical, and independent learners and achieve academic goals.

- An effective English curriculum recognizes the diverse identities and abilities of students and their different language and cultural experiences and learning needs.

The Grade 9 English course is founded on the principle that every student can become an effective communicator. It recognizes that students come from diverse families, communities, and cultural and linguistic backgrounds, bringing unique identities, abilities, and resources to their language and literacy learning. It also emphasizes the principles and guidelines associated with the Universal Design for Learning framework and differentiated instruction to foster an environment that is inclusive and accessible, with high academic expectations for all students. The use of a tiered approach within a multi-tiered, system support model enables educators to respond to the strengths and needs of all students. More information on this approach can be found in "The Tiered Approach to Language and Literacy Instruction" section.

- **A modern English curriculum reflects emerging technologies and their impact on communication and digital media literacy.**

The Grade 9 English course recognizes that there are additional competencies needed in new technologies. Digital media literacy and transferable skills are critical for individuals to become responsible and productive citizens. Becoming skilled at understanding, using, and creating texts in many different forms is necessary for students to succeed in the modern world.

- **A comprehensive English curriculum encompasses learning across the curriculum and in the world beyond the classroom.**

The Grade 9 English course organizes language and literacy learning into four strands, or broad areas of learning. The knowledge and skills described in the four strands are interdependent and complementary. Teachers are expected to plan learning that blends expectations from the four strands, to provide students with experiences that promote meaningful learning and help students recognize how literacy skills within the four strands reinforce and strengthen each other.

The study of language and the acquisition of literacy skills are not restricted to the English program. Therefore, this curriculum emphasizes the integration of language and literacy development across other subjects and disciplines. The curriculum provides examples to illustrate how teachers can achieve this goal in the classroom.

CURRICULUM EXPECTATIONS

The Ontario Curriculum, Grade 9: English, 2023 identifies the expectations for the course and describes the skills and knowledge that students are expected to acquire, demonstrate, and apply in their class work and investigations, and in various other activities on which their achievement is assessed and evaluated.

Mandatory learning is described in the overall and specific expectations of the curriculum.

Two sets of expectations – overall expectations and specific expectations – are listed for each strand, or broad area of the curriculum in Grade 9 English. The strands include Strand A: Literacy Connections and Applications, and three other strands, lettered B, C, and D. Strand B has an associated learning continuum that describes the progression of mandatory learning associated with Overall Expectation B3 from Grades 1 to 9. Taken together, the overall and specific expectations represent the mandated curriculum.

The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. The specific expectations describe the expected knowledge and skills in greater detail. The specific expectations are organized under numbered subheadings, each of which indicates the strand and the overall expectation to which the group of specific expectations corresponds (e.g., "B2" indicates that the group relates to overall expectation 2 in Strand B). This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups, nor is it intended to imply that learning associated with the expectations happens in a linear, sequential way. The numbered headings are used merely as an organizational structure to help teachers focus on particular aspects of knowledge, concepts, and skills as they develop various lessons and learning activities for students.

In the Grade 9 English course, the overall expectations outline standard sets of knowledge and skills required for understanding and using the building blocks of language, understanding and responding to texts, expressing ideas and creating texts, and making language and literacy connections in a diverse range of contexts. The curriculum focuses on connecting, developing, reinforcing, and refining the knowledge and skills that students acquire as they work towards meeting the overall expectations in the course. This approach reflects and accommodates the progressive nature of development of knowledge and skills in language and literacy learning. In the course, the three overall expectations in each strand are developed in related sets of specific expectations.

The specific expectations reflect the progression in knowledge and skill development through the introduction of new expectations, where appropriate. The progression is captured by the increased complexity of the teacher supports associated with most expectations and by the increased specificity of language and literacy knowledge and skills, the diversity of contexts in which the learning is applied, and the variety of opportunities presented for applying it.

The Strands in the Grade 9 English Course

The expectations in the English curriculum are organized into four distinct but related strands:

A. Literacy Connections and Applications
B. Foundations of Language
C. Comprehension: Understanding and Responding to Texts
D. Composition: Expressing Ideas and Creating Texts

The program is designed to ensure that students build solid foundations in language and literacy, develop their analytical and critical thinking skills, and reflect on their learning. Acquiring the knowledge and skills described in the expectations in the four strands of the English curriculum will enable students to understand, respond to, appreciate, and create a full range of texts, including digital and media texts.

Strand A is an overarching strand that focuses on literacy connections and applications that will enable students to transfer skills and draw on knowledge from each of the other strands, other subjects, and wider contexts. In strands B through D, students integrate Strand A expectations as they develop and apply their understanding of strand-specific concepts.

Strand A. Literacy Connections and Applications
Strand A focuses on transferable skills, digital media literacy, and cross-curricular and integrated learning. Students develop an understanding of diverse identities, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations. They develop this knowledge and these skills while reading, listening to, and viewing culturally diverse texts, including digital and media texts, and while writing, speaking, and representing to demonstrate their learning. In the course, the learning related to this strand takes place in the context of strands B, C, and D, and it should be assessed and evaluated within these contexts.

Students apply the seven transferable skills – critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy – throughout their language and literacy learning in the course. These skills help students develop and express their unique voices and take ownership of and engage in their learning in meaningful, authentic ways.

Students develop and apply digital media literacy knowledge and skills to support their learning. They learn about their rights and responsibilities when interacting online and developing their digital identity, learn to navigate online environments while managing their data, security, and privacy, including seeking appropriate permission, and use digital and media tools to evaluate information and demonstrate their learning. They learn and apply the conventions and techniques of digital and media texts and analyze the relationship between text forms and content, audiences, and creators. They use digital and media tools in the design process to develop innovative solutions. Students learn how to interact and contribute to an empathetic, respectful, and inclusive online community.

Students learn how to develop and apply their language and literacy knowledge and skills in their daily lives and in cross-curricular and integrated learning contexts. As they explore the concepts of identity, self, and sense of belonging and the lived experiences of a diversity of individuals within various communities, including those in Canada, they can further develop an understanding of their own unique identities. By analyzing themes in texts of various forms from First Nations, Métis, and Inuit individuals, communities, groups, and nations, students can also develop their understanding of First Nations, Métis, and Inuit identities, perspectives, relationships, legacies, and ways of knowing, being, and doing.

Strand B. Foundations of Language
In this strand, students develop the breadth and depth of knowledge and skills relating to the foundations of language. The focus is on oral and non-verbal communication, word reading and spelling, morphology, vocabulary, and fluency and language conventions. Students develop competence in these building blocks of communication.

Oral and non-verbal communication are foundational components of language skills. In the course, students develop their listening and speaking abilities using a variety of strategies and skills, including word choice and syntax, to become effective communicators.

Throughout the course, students apply orthographic, morphological, and vocabulary knowledge to develop and consolidate their word reading and spelling skills. Students learn to understand and apply language conventions: syntax and sentence structure, parts of speech, punctuation, and capitalization. In the contexts of oral communication and writing to communicate meaning, students apply their knowledge and skills to deepen their comprehension and enhance their written expression. They become fluent readers and writers, which contributes to their comprehension and written expression.

The Strand B Learning Continuum

In the Grade 9 English course, Strand B has an associated learning continuum: the "Language Conventions Continuum for Reading and Writing, Grades 1–9, Overall Expectation B3." The continuum shows the progression of mandatory knowledge and skills in the following areas:

Language Conventions

- syntax and sentence structure
- grammar
- capitalization and punctuation

Strand C. Comprehension: Understanding and Responding to Texts

In this strand, students continue integrating components of word-, sentence-, and text- level comprehension as they apply comprehension strategies and critical thinking skills to deepen their understanding of texts and to respond to various complex texts.

As they read texts, students apply foundational knowledge and skills and draw on their vocabulary and background knowledge. They consolidate their knowledge of sentence structures, patterns, and grammar to understand complex structures in individual sentences. They apply their understanding of cohesive ties to integrate information within and across sentences in order to understand texts. They develop their knowledge of the patterns, features, and elements of style associated with various text forms and genres, including digital, media, and cultural texts. They read, listen to, and view a wide variety of texts by creators with diverse identities, perspectives, and experiences, including diverse First Nations, Métis, and Inuit creators.

Students continue to develop comprehension strategies, drawing on their prior knowledge, visualizing to construct mental models of texts, making and confirming their predictions, and monitoring their comprehension by posing questions and consulting with references to clarify their understanding.

Students analyze various literary and informational texts to deepen their understanding of how various literary devices are used by text creators to convey meaning. They make local and global inferences using explicit and implicit evidence in texts. They identify main ideas and sequence relevant information, draw conclusions, and evaluate and synthesize information from multiple sources. They apply critical thinking skills to identify explicit and implicit perspectives and consider how cultural elements and the identities of the creators are reflected in texts. They analyze various creators' approaches to diversity and inclusion in their texts. Throughout the course, students continue to reflect on their learning.

Strand D. Composition: Expressing Ideas and Creating Texts

In this strand, students continue to apply their knowledge of oral language and learn to express ideas and create texts using various media, forms, and genres. Throughout the iterative text writing and creation process, students develop and consolidate the skills to plan, research, draft, revise, edit, proofread, publish, and share their texts.

Students continue to develop their personal style of handwriting and their word-processing skills. They apply their consolidated knowledge of language conventions in their writing, and use and adjust text patterns, features, and stylistic elements to express their ideas clearly and coherently and to achieve the intended effects.

In the course, students learn to research and gather information. They consider their purpose and audience as they choose appropriate forms, genres, and media to create texts to address various topics of interest, including topics connected to their lived experiences. They use effective and appropriate language to establish their voice, point of view, and perspectives, and to convey their intended message.

Students develop the ability to verify the reliability of sources and evaluate the currency, quality, bias, and accuracy of information. They appropriately acknowledge the works of others using accepted forms of documentation.

Throughout the process of creating texts, students apply transferable skills and digital media literacy, seek feedback from others, analyze their own texts, reflect on their use of techniques, tools, and technology, and consider how to

improve as text creators. They develop the competencies and confidence to express ideas and communicate clearly and effectively using written language.

COURSE OUTLINE

Unit Number	Unit Name	Topics Covered	Instructional Hours	Overall Curriculum Expectations
1	Anthology	Analysis of Various Poems and Short Stories Understanding Form, Style and Literary Devices Effectiveness of Media Forms	25	A1, B1, B2, C1, D1, D2, D3
2	Drama Study: *Twelfth Night*	Purpose and Effect of Acts Style of Language and Humour Development of Characters Comparing Media Forms	30	A2, B1, B2, C2, D1, D2, D3, D4
3	Novel Study	*The Chrysalids* Comprehension of Text Understanding Central Themes Writing Structured Essay	30	B1, B2, B3, B4, C1, C2, C3, C4
4	Oral Communication	Active Listening Effective Speaking Strategies Learning Note-Taking Skills	25	A1, A2, A3, C1, C2, C3, C4

TOTAL INSTRUCTIONAL HOURS…….. 110 Hours

Big ideas of this course:

Anthology

- Reading and understanding a variety of texts (poems, short stories)
- Exploring and discussing themes in the texts
- Evaluating the effectiveness of messages and stylistic elements
- Writing tasks in response to the texts

Drama & Media Studies: *Twelfth Night*

- Studying *Twelfth Night* act by act
- Relating the play to modern productions
- Examining themes and literary devices, including humour and target audience
- Writing tasks, media related assignments

Novel Study

- Reading of a novel (pertaining to genre of dystopia or utopia)
- Exploring the themes presented, and how characterization is developed
- Writing tasks (small scale and a structured essay)

Oral Communication and Presentations

- Developing and understanding active listening skills
- Developing note-taking skills from listening/watching presentation or lecture
- Practising effective speaking skills and vocal strategies

SOME CONSIDERATIONS FOR PROGRAM PLANNING

Teachers consider many factors when planning an English program that cultivates the best possible environment in which all students can maximize their learning. This section highlights the key strategies and approaches that teachers and school leaders should consider as they plan effective and inclusive English programs.

Instructional Approaches in English

Instruction in language should support all students in acquiring the knowledge, skills, and habits of mind they need to achieve the curriculum expectations and be able to enjoy and participate in language and literacy learning for years to come.

High-quality, evidence-based instruction, coupled with a classroom environment that promotes joy, engagement, and motivation, is the key to students developing proficient language skills. Effective language and literacy instruction begins with teachers having an understanding of the scientific research related to language and literacy acquisition, knowing the complex identities and profiles of students, having high academic expectations for and of all students, providing supports when needed, and believing that all students are capable of becoming successful language learners.

Effective language and literacy instruction is grounded in scientific evidence, and is student-centred and asset-based. It builds on students' lived experiences, strengths, passions, interests and language and cultural resources. It aims to build strong foundational knowledge and skills while working to develop habits of mind such as curiosity, flexibility, and open-mindedness; a willingness to question and think critically; and an awareness of the value of literacy. It takes place in a safe and inclusive learning environment, where all students are valued, empowered, engaged, and able to take risks, reflect on their learning, and approach the learning in a confident manner. In such an environment, the sharing of literacy experiences as a literacy community is critical to building a sense of student belonging and motivation. Teachers use responsive instructional practices, including direct instruction, guided practice, and coaching, with ongoing assessment of learning to develop students' skills.

Language is foundational to literacy and to learning in all other subject areas. Reading is one of the most fundamental learning and life skills. It affects all academic achievement and is associated with social, emotional, economic, and physical health. However, learning to read does not happen naturally. Reading is a process involving specific skills that need to be taught through systematic and explicit instruction, as outlined in the next section.

Evidence-Based Systematic and Explicit Instruction

This curriculum emphasizes that foundational language and literacy knowledge and skills need to be taught through evidence-based systematic and explicit instruction, often referred to as structured literacy.

Educators will also take into consideration that all students come to school with different prior language and literacy experiences. Their use and understanding of oral language will be far more developed than their early reading and writing skills, which require a higher degree of explicit systematic instruction.

Explicit instruction provides clear, direct, purposeful teaching of specific knowledge, skills, and strategies. It provides structured learning opportunities. It requires teachers to:

- explain the knowledge and skills;
- frequently model the use of the skills;
- verbalize thought processes, including the steps of learning the skills, strategies, or processes;
- provide opportunities for students to practice using the strategies and apply their knowledge and skills;
- mentor and monitor student practices;
- provide timely descriptive feedback based on ongoing assessment data to guide student practices until students can apply their knowledge and skills independently;
- frequently review previously taught concepts until students have achieved mastery.

Systematic instruction involves a carefully planned sequence for instruction of specific concepts, skills, and procedures, with the prerequisite skills taught first.

The term systematic is often paired with the term explicit in reading instruction to refer to employing instructional strategies that are evidence-based. For example, explicit systematic instruction in language conventions and reading comprehension strategies involves:

- clearly identifying knowledge, skills, and strategies;
- planning and introducing the knowledge, skills, and strategies in a consistent, logical instructional sequence;
- carefully scaffolding the introduction and instruction from simple to more complex knowledge, skills, and strategies.

Gathering timely and ongoing assessment data is crucial in identifying a student's progress in acquiring the language and literacy skills being taught. It can also help teachers to tailor classroom instruction to meet an individual student's needs, as well as support the identification of students who may require intervention beyond classroom instruction.

Structured literacy is an evidence-based approach to systematically and explicitly teaching reading and spelling, fluency, vocabulary, listening and reading comprehension, and written expression. It is important to recognize that these skills do not exist in isolation and that students need to develop them simultaneously, with an understanding of how the skills are connected.

Structured literacy instruction involves consideration of not only what is taught, but also how it is taught. A structured literacy approach to language and literacy learning provides systematic and explicit instruction that is carefully sequenced based on the language skill progression. It cumulatively builds on previous knowledge, is adjusted to meet individual students' needs, and is informed by ongoing assessment.

Multimodal Literacy Instruction

Language instruction is not only about teaching the linguistic knowledge and skills involved in written and spoken communication; it is also multimodal, and involves engaging students' multiple sensory modalities, from oral and visual to aural, gestural, and spatial. Multimodal literacy instruction focuses on the interplay among the different modalities as students receive information, make meaning, represent ideas, and express their thinking. Multimodal literacy instruction highlights the diverse text forms, modes, and media used to communicate meaning in various contexts and communities. Recognizing that today's students engage with texts in multiple modes, ranging from written, oral, visual, and audio texts to multimodal forms, as well as text forms and genres from various cultures, and in print and digital environments, multimodal literacy instruction draws on a variety of teaching methods. These methods help students develop their ability to make meaning of the texts they encounter and to create texts to communicate meaning using various modes, media, forms, and technologies. Students connect their lived experiences and knowledge of various language and text conventions to make sense of texts in new ways. Multimodal literacy instruction also facilitates translanguaging – the use of different languages together – so that students who communicate in more than one language can naturally and fluidly use their multiple linguistic, literacy, and cultural resources to develop knowledge and skills in the instructional language.

Oral Communication Instructional Practices

The language program should provide rich opportunities for students to engage in both listening and speaking. Students need many opportunities to interact with others to understand how oral communication works (e.g., conversation, discussion, teamwork, oral presentation). To communicate effectively, they need opportunities to engage in effective listening, to demonstrate understanding of what is being said, and to consider various perspectives. Oral communication skills support students in discussing strategies for solving a problem, presenting and defending their ideas or debating issues, and offering critiques of work produced by their peers. With practice and guidance, students gradually become able to express themselves clearly and confidently.

Oral communication instruction should focus on the identification and development of the skills and strategies students use to understand and interact effectively with others. It should also emphasize the use of higher-order thinking skills to stimulate students' interest and engage them in their own learning. For all students to benefit from the opportunities provided for listening and speaking, differences in the norms and conventions associated with oral communication in different social and cultural contexts must be taken into account.

Teachers support students in developing the knowledge and skills to express their ideas and opinions by developing norms and language for respectful discourse, including how to present and respond to each other during discussions. They teach foundational knowledge and skills explicitly and systematically, model learning strategies, encourage students to talk through and reflect on their thinking and learning processes, and provide many opportunities for students to practise and apply their developing knowledge and skills across a variety of contexts and situations.

Universal Design for Learning and Differentiated Instruction

Students in every language classroom vary in their identities, lived experiences, linguistic resources, personal interests, learning profiles, and readiness to learn new knowledge and skills. Universal Design for Learning and differentiated instruction are robust and powerful approaches to support students in developing the foundational knowledge and skills that they need to become critical thinkers and problem solvers. To ensure that each student has opportunities to be challenged and to succeed requires teachers to attend to student differences and provide flexible and responsive approaches to instruction. Universal Design for Learning and differentiated instruction can be used in combination to help teachers respond effectively to the strengths and needs of all students.

The aim of the Universal Design for Learning framework is to assist teachers in designing language programs and environments that provide all students with equitable access to the English curriculum. Within this framework, teachers engage students in multiple ways to support them in becoming successful in their language learning. Teachers respond to students' diverse learner profiles by designing tasks that offer individual choice, are relevant and authentic, provide graduated levels of challenge, and foster collaboration in the language classroom. Teachers also engage multimodalities to help students become resourceful and flexible learners. For example, teachers use a variety of media to ensure that students are provided with alternatives for auditory and visual information; they model the use of language conventions and vocabulary; and they highlight text patterns, text structures, text features, and stylistic elements of texts to support students in developing fluency and proficiency. Teachers create an environment in which students can express themselves in multiple forms. For example, teachers can improve access to tools or assistive devices that are necessary for learning; encourage the use of students' first or other language(s); vary ways in which students can demonstrate their understanding of and respond to texts; support students in setting goals, planning, and organizing ideas and information for text creation using multimodal digital tools; and engage students in reflective practices throughout their language learning.

While Universal Design for Learning provides teachers with broad principles for planning language instruction and learning experiences for a diverse group of students, differentiated instruction allows them to address specific skills and learning needs. Differentiated instruction is rooted in assessment and involves purposefully planning varied approaches to teaching the content of the curriculum. Teachers will identify the areas of learning need and plan the instruction and learning that will address the needs of individual students. Teachers identify the products and the ways in which students

can best demonstrate their learning, and consider how their learning is affected by the physical learning environment. Differentiated Instruction is student-centred and involves a strategic blend of whole-class, small-group, and individual learning activities to suit students' differing strengths, interests, and levels of readiness to learn.

The Tiered Approach to Language and Literacy Instruction

The tiered approach to instruction is a proactive, preventative model designed to provide timely support for all students in order to prevent literacy difficulties from developing. It embodies principles of Universal Design for Learning and differentiated instruction and is most effective when implemented within a multi-tiered, system support framework. It uses specific instructional interventions of increasing intensity to address students' needs. An effective evidence-based, systematic instructional approach supports the learning of all students and is based on assessment of each student's strengths, learning needs, and skill gaps. The goal of tiered instruction is to provide the least intensive support required for each student to meet grade-level expectations. Assessment research supports data-based decision making for instruction of each individual student and intensifying instruction for some students, as necessary.

The implementation of a tiered approach to language and literacy instruction is the responsibility of all classroom teachers as well as other educators. It is not specifically or only the responsibility of special education teachers. In the classroom, student progress is frequently monitored, and early and ongoing assessment data is used to identify skill gaps and determine the appropriate level and intensity of instruction. The intensity of instruction is increased in several ways: by reducing the group size; by increasing the degree of explicitness and individualization; by sequentially targeting skill gaps of greater number and/or depth; and by increasing the length (in minutes), frequency (per week), and duration (number of weeks or months) of instructional sessions, as needed. A tiered approach designed to address the diverse learning needs of students can be implemented as follows:

- **Tier 1**: Classroom-based assessment and instruction are planned for all students, with teachers applying the principles of Universal Design for Learning and differentiated instruction. Observation and progress monitoring are used to ensure that students who are experiencing difficulty are provided with more intensive instruction in a timely fashion. To plan and provide effective Tier 1 instruction, teachers are supported by other educators as needed.
- **Tier 2**: In addition to Tier 1 instruction and based on assessment data, teachers provide more intensive instruction and interventions in the classroom for small groups (three to five students) and/or for individual students experiencing learning challenges in particular or general areas of language and literacy. Students may be provided with Tier 2 instruction based on the number and/or depth of skill gaps identified in initial assessments, or if Tier 1 progress monitoring shows that they are not gaining the skills as expected. Student progress in response to this level of intensity is closely monitored, and instruction is adjusted as needed. Teachers collaborate with other educators as needed in order to provide effective support for the students.
- **Tier 3**: In addition to Tier 1 instruction and based on assessment data, teachers provide intensive support and intervention for very small groups (two to three students) and/or for individual students who are experiencing difficulties in particular areas of language and literacy, regardless of whether they have an Individual Education Plan (IEP) or an identified special education need. Students may be provided with Tier 3 instruction based on the number and/or depth of skill gaps identified in initial assessments, or if Tier 1 or 2 progress monitoring show that they are falling behind. Precise and personalized assessment and instruction are often planned with the support of other educators, including a special education teacher, and student progress in response to this level of intensity continues to be closely monitored.

The tiered approach is meant to be fluid and flexible. For example, as students who are receiving Tier 2 or Tier 3 instructional interventions acquire the necessary language and literacy skills, instruction is adjusted accordingly to a less intensive tier of instruction. The intensity of the level of support at each tier is always based on ongoing monitoring of student progress, focusing on each student's learning rate and level.

The tiered approach ensures responsive, timely, and effective instruction that improves student learning, reduces the likelihood that a student will struggle or develop language difficulties in the future, and facilitates the earlier introduction

of more intensive interventions for students with significant learning difficulty, regardless of whether they have an identified learning disability or other special education need. It is important to understand that Universal Design for Learning and differentiated instruction are integral aspects of the tiered approach and of an inclusive language program. The learning needs of a significant majority of students, including students with special education needs, can be met using Tier 1 Universal Design for Learning and differentiated instruction principles and approaches, along with evidence-based, systematic, and explicit instruction. More information on Universal Design for Learning and differentiated instruction can be found in the ministry publication *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013.* Ministry guidance in Learning for All related specifically to reading instruction and assessment has been superseded by this curriculum.

Selecting Texts and Learning Resources

The language and literacy program builds on students' prior knowledge, their cultures, and their language experiences at home and in the community. Effective instruction offers students choices, encourages a sense of agency in learning, and further motivates and engages students in language and literacy learning and in the development of self-efficacy. Students should recognize themselves in their language-learning experiences, in the literacy environment of the classroom, and in the broader physical surroundings of the school while also having the opportunity to enjoy reading a wide variety of texts and learning about diverse identities, abilities, experiences, families, cultures, and communities.

When educators plan for differentiated language and literacy instruction using various grouping strategies, they purposefully select texts and learning resources to support student learning in a rich, authentic, and meaningful context. They consider the following guiding questions:

- How are the selected texts and resources connected to and aligned with the curriculum expectations?
- Are the learning resources and texts reflective of the students' various identities, interests, knowledges, lived experiences, and linguistic resources?
- Is the selection of learning resources, such as various texts used for systematic and explicit instruction, grounded in scientific reading research that follows an evidence-based scope and sequence? Are the resources developmentally appropriate to support students' skill progression?
- What key factors are considered to determine text complexity? For example, are text structure, language features (e.g., conventions, vocabulary, sentence structure, level of cohesion), purpose, content and knowledge demands, and visual features and graphics all considered?
- Does the text selection include various texts forms and genres, by creators with diverse identities, perspectives, and experiences, including diverse First Nations, Métis and Inuit creators?
- Do the texts represent diverse perspectives and are they free of bias?
- Are there a range of texts available to engage various student interests, spark curiosity, and provide a sense of excitement and joy?
- Do the texts and learning resources provide students with opportunities to practice, extend, and consolidate language and literacy skills in meaningful and authentic ways?
- Are the texts and learning resources accessible to and inclusive of all students? Are they available in accessible formats? Can they be used with assistive technology?
- Are digital and media resources used to teach about students' rights and responsibilities for online interactions, to develop their digital identity, and to support their learning to navigate online environments while managing their data, security, and privacy?

Planning English Programs for Students with Special Education Needs

Classroom teachers are the key educators of students with special education needs and students with disabilities. They have a responsibility to create the conditions necessary to support all students in their learning, and they work

collaboratively with special education teachers and other educators, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student in achieving success according to their interests, abilities, and goals.

Principles for Supporting Students with Special Education Needs

The following principles guide teachers in planning and teaching language programs for students with special education needs and students with disabilities, and benefit all students in developing foundational language and literacy skills:

- All teachers play a critical role in student success in language and literacy learning.
- Language and literacy instruction is based on an asset-oriented pedagogical model that draws on the valuable funds of knowledge, and the various identities, abilities, resources, and experiences that all students bring to their language and literacy learning.
- Early assessment of students' language and literacy skills is important for providing instruction that prevents later learning difficulties. The ongoing assessment of foundational knowledge and skills of students with special education needs and disabilities is critical in informing the precision of the instruction and providing responsive tiered support.
- Teachers focus language and literacy instruction on the acquisition of foundational knowledge and skills as described in this curriculum.
- Engagement of multimodalities when interacting with various texts is fundamental to language and literacy learning in Grade 9 English. It empowers students to understand a wide variety of texts deeply and to make creative and purposeful decisions about how to communicate effectively to particular audiences.
- Teachers combine their pedagogical, content, and technological knowledge with a detailed knowledge of how individual students develop language and literacy skills, and of their strengths and interests, to design effective learning experiences.
- Teachers implement evidence-based approaches to address each student's specific areas of learning growth and need, monitor their progress, build their self-efficacy, and meet their Individual Education Plan (IEP) goals, where applicable.

An effective language and literacy learning environment and program that is inclusive of students with special education needs and students with disabilities is purposefully planned with the principles of Universal Design for Learning and differentiated instruction in mind and integrates the following elements:

- employing student-centred strategies that actively build on students' strengths, interests, and motivations to improve their language and literacy learning and increase their engagement, by:
- providing ample opportunities for them to communicate their wants, needs, thoughts, and opinions to others; to ask and respond to questions; and to demonstrate their learning using a variety of modes of communication (e.g., linguistic, visual, gestural, technologically assisted);
- encouraging the development of their critical thinking skills in literacy by building foundational knowledge and skills;
- using direct instruction to systematically and explicitly teach foundational knowledge and skills, and providing many opportunities for guided practice, descriptive feedback, modelling, and coaching;
- considering students' individual use of language and communication modalities; for example, some students require the use of American Sign Language (ASL), Braille, or Augmentative and Alternative and Communications Systems;
- providing required instructional, environmental, and/or assessment accommodations and/or modifications as specified in the student's Individual Education Plan (IEP). Accommodations may include the use of learning tools such as sound walls and visual dictionaries, augmentative and alternative communication devices, and access to assistive technology such as text-to-speech and speech-to-text programs;
- teaching the foundational knowledge and skills of receptive and expressive communication while providing opportunities for students to practise specific and scaffolded grade-level skills in social situations (e.g., engaging in reciprocal interaction with others, verbally or non-verbally);

- supporting students in the development of executive function skills through scaffolding, modelling, and practicing the use of organizational tools, ensuring directions and explanations of strategies are clear and explicit;
- building an inclusive community of learners by encouraging all students to participate in various language and literacy class projects and activities;
- building family and community partnerships as well as partnerships between administrators, classroom teachers, and other teachers, particularly special education teachers, where available, to share expertise and knowledge of the curriculum expectations, develop language content in Individual Education Plans (IEPs) and systematically implement intervention strategies, and make meaningful connections between school and home to ensure that what the student is learning at school is relevant and can be practised and reinforced beyond the classroom.

Planning English Programs for English Language Learners

English language learners are culturally and linguistically diverse students who are working to achieve the English curriculum expectations while they are acquiring English-language proficiency. An effective language and literacy program that supports the success of English language learners is purposefully planned with the following considerations in mind:

- Pedagogical approaches are multimodal and facilitate translanguaging, whereby students use linguistic resources from their full linguistic repertoires. They emphasize language learners' rights to develop and use their first language and voices in the classroom to inform their learning.
- A multilingual classroom that encourages creative and strategic translingual practice enables students to use their linguistic repertoire in a fluid and dynamic way, mixing and meshing languages to communicate, interact, and connect with peers and teachers for a variety of purposes, such as when developing foundational literacy knowledge and skills and when making, creating, and communicating meaning through various texts and media. When students are engaged in cross-curricular learning tasks, translanguaging also supports knowledge transfer and affirms the cultural and linguistic identities of students.
- Culturally responsive and relevant pedagogy (CRRP) recognizes students' various cultural and linguistic identities as critical resources in language and literacy instruction and learning. Knowledge of English language learners' strengths, interests, and identities, including their social and cultural backgrounds, is important. These funds of knowledge are historically and culturally developed skills and assets that are central to creating a richer and more meaningful learning experience for all students and promoting a socially and linguistically inclusive learning environment.
- Cross-linguistic learning contexts enable students to draw on their languages, digital media, visuals, and mediating devices to develop metalinguistic awareness and to further their development and engagement in language and literacy learning.
- An initial assessment of newcomer students' level of English-language proficiency is required in Ontario schools. Where possible, at least part of the initial assessment should be conducted in the student's first language to gain a broader view of the student's language and literacy development.
- Differentiated instruction is essential in supporting English language learners, who face the dual challenge of learning new conceptual knowledge while acquiring English-language proficiency. Designing language learning to have the right balance for English language learners is achieved through program adaptations (e.g., accommodations that utilize their background knowledge in their first language) that ensure the tasks are reflective of cognitive demands within the English curriculum and linguistically comprehensible and accessible to English language learners. Using the full range of a student's language assets, including those in additional languages that a student speaks, reads, and writes, as a resource in the language classroom, supports their access to prior learning and language experiences, to develop metalinguistic skills, and increases their engagement;

- Working with students and their families and with available community supports allows students to create relevant and real-life learning contexts and tasks.

In a supportive language and literacy learning environment, scaffolding the learning offers English language learners the opportunity to:

- access their other language(s) (e.g., by using digital tools to access vocabulary and terminology in their first language and multimodal representations of concepts), background knowledge, and prior learning and language experiences;
- benefit from flexible language pedagogies that facilitate translanguaging, such as the use of and creation of dual language books as an instructional strategy;
- develop identity texts within classrooms. Identity texts are artefacts created by students that can be made by engaging a variety of modalities. These texts promote discussion about students' cultural and linguistic backgrounds;
- learn new concepts and skills in authentic, meaningful, and familiar contexts;
- engage in open and parallel tasks to allow for multiple entry points for learning;
- work in a variety of settings that support co-learning and multiple opportunities for practice (e.g., with partners or in small groups, as part of cooperative learning, or in group conferences);
- access the language of instruction during oral, written, and multimodal instruction and assessment, during questioning, and when encountering texts, learning tasks, and other activities in the language program;
- use oral language in different strategically planned activities, such as "think-pair-share", "turn-and-talk", and "adding on", to express their ideas and engage in literacy discourse;
- develop both everyday and academic vocabulary, including domain-specific vocabulary in context, through explicit instruction, through rephrasing and recasting by the teacher, and through using student-developed bilingual word banks or glossaries;
- practise using sentence frames adapted to their English-language proficiency levels to communicate their understanding, ask questions, express their ideas, and explain their thinking;
- use a variety of concrete and/or digital learning tools and engage multimodalities to demonstrate their learning and thinking (e.g., orally, visually, kinesthetically), through a range of representations (e.g., oral presentation, portfolios, displays, discussions, dramatization), and in multiple languages (e.g., multilingual word walls and anchor charts);
- have their learning assessed in terms of the processes they use in multiple languages, both during the learning and through teachers' observations and conversations.

Strategies used to differentiate instruction and assessment for English language learners also benefit many other learners in the classroom, since programming is focused on leveraging all students' strengths, meeting learners where they are in their learning, being aware of the language demands (e.g., the academic vocabulary) in the program, and making learning and thinking visible.

English language learners in English Literacy Development (ELD) programs or courses require accelerated support to develop both their literacy skills and their English language proficiency. These students have significant gaps in their formal education because of limited or interrupted prior schooling. Culturally responsive and relevant practices are fundamental in recognizing and connecting to the informal literacies these students may have. They may bring a deep knowledge of the local customs and ways of knowing in their home culture, oral language skills, and/or social skills. These students often require focused support over a longer period than students in English as a Second Language (ESL) programs. The use of the student's oral competence in languages other than English is a non-negotiable scaffold. The strategies described above, such as the use of visuals, the engagement of multimodalities, the development of everyday and academic vocabulary, the use of technology, and the use of oral competence, are essential in supporting student success in ELD programs.

Supporting English language learners is a shared responsibility. Collaboration with administrators and other teachers, particularly ESL/ELD teachers, and relevant community representatives, where possible, contributes to creating equitable outcomes for English language learners.

The Role of the School Library in the English Program

The English curriculum is strongly supported by the library learning commons. Where available, teacher-librarians' expertise enables them to nurture and develop a love of reading for learning and for pleasure, to assist students in accessing information and in selecting appropriate texts, and to guide students in experiencing various texts and media that are relevant to their lives. Teacher-librarians may receive training in developing library collections and/or collaborate with those who have expertise in developing collections that are culturally responsive and relevant, accessible, diverse, inclusive, and rich in Canadian content.

Teacher-librarians collaborate with classroom or subject-area teachers, such as English, math, or science and technology teachers, to create and plan rich literacy experiences for students, teach, and provide students with authentic information and research tasks that foster learning. They share the responsibilities of supporting equitable access to information for all students and the development of students' information literacy skills, including their ability to evaluate the relevance, quality, and credibility of information and to use it with responsibility and imagination.

The Role of Information and Communication Technology in the English Program

The English program was developed with the understanding that the strategic use of technology is part of an effective program. Technology can extend and enrich teachers' instructional strategies to support all students' learning in language and literacy. Technology can support and foster the development and demonstration of language learning.

The strategic use of technology to support the achievement of the curriculum expectations requires a strong understanding of:

- the language and literacy concepts and skills being addressed;
- high-impact teaching practices that can be used as appropriate to achieve the learning goals;
- the capacity of the chosen technology to augment the learning, and how to use this technology effectively.

Teachers will find various digital tools useful in their teaching practice, for student-centred learning, for whole class instruction, and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Technology can be used to support the processes involved in the English curriculum: to facilitate access to information (e.g., accessing relevant and credible web-based content); and to allow better communication and collaboration (e.g., working with peers in collaborative documents, connecting with experts, and communicating with teachers). Assistive technologies are critical in enabling some students with special education needs to have equitable access, meaningfully engage with curriculum material, and take part in classroom activities and must be provided in accordance with students' Individual Education Plan (IEP), as required.

The use of technology in the English curriculum also provides opportunities for students to develop their transferable skills, including digital literacy. When using technology to support the teaching and learning of language, teachers consider the issues of student safety, privacy, and ethical responsibility, respect and inclusion, and student well-being.

Although the internet is a powerful learning tool, all students must be made aware of issues of privacy, safety, and responsible use, as well as of the ways in which the internet can be used to promote hatred. In this course, students also continue to develop their awareness of the ethical issues relating to plagiarism and appropriation. Both blatant and nuanced forms of plagiarism and appropriation, as well as the consequences of engaging in them, should be clearly discussed before students engage in creating texts.

Teachers understand the importance of technology and how it can be leveraged to support learning and to ensure that the English curriculum expectations can be met by all students. Additional information can be found in the "The Role of Information and Communications Technology" subsection of "Considerations for Program Planning".

Education and Career/Life Planning

All classroom teachers can support students in their transition from secondary school to their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace. They can provide students with learning opportunities to reflect on and apply language and literacy skills; to explore career/life options related to language and literacy; and to become competent, self-directed planners who will be prepared for success in school, life, and work.

Language and literacy programs can support students in education and career/life planning by making authentic connections between the knowledge and skills students are learning in school and the knowledge and skills required to pursue future education, in different careers, and in a wide range of functions in daily life. These connections engage students' interest and allow them to develop an understanding and appreciation of the importance of language and literacy. For example, English programs require students to develop research skills, practise expository writing, and learn strategies for understanding informational texts. Making oral and visual presentations and working in small groups with classmates helps students express themselves confidently and work cooperatively with others. All literacy skills are employability skills, whether in careers related to STEM subjects (science, technology, engineering, and mathematics), social sciences and arts-related fields, or any trade and service industry. Powerful literacy skills will equip students to manage information technologies, communicate effectively in a variety of situations, and perform a variety of tasks required in most work environments. The development of literacy and transferable skills will help prepare students for success in life and future jobs in a technologically advancing world that is diverse and globalized. Teachers can promote and increase students' awareness of career options by exploring real-life applications of language and literacy skills and providing opportunities for career-related project work. Such activities allow students to investigate potential careers compatible with their interests, aspirations, and abilities.

Community members can act as a valuable resource by sharing their career expertise and supporting students in understanding the importance and application of language and literacy skill in all fields of study and careers. Career fairs, guest speakers, and job-shadowing days can provide opportunities for students to identify and explore career options.

Planning Program Pathways and Programs Leading to a Specialist High Skills Major

English courses are well suited for inclusion in programs leading to a Specialist High-Skills Major (SHSM) or in programs designed to provide pathways to particular apprenticeship or workplace destinations. In an SHSM program, English courses can be bundled with other courses to provide the academic knowledge and skills important to particular industry sectors and required for success in the workplace and postsecondary education, including apprenticeship. English courses may also be combined with cooperative education credits to provide the workplace experience required for SHSM programs and for various program pathways to apprenticeship and workplace destinations. (SHSM programs would also include sector-specific learning opportunities offered by employers, skills-training centres, colleges, and community organizations.)

Cross-Curricular and Integrated Learning in the English Program

Students need well-developed language and literacy skills to succeed in all subject areas, and rich language and literacy experiences deepen the conceptual understanding and strengthen the development of knowledge and skills in other subject areas. At the same time, the development of skills and knowledge in language is often enhanced by learning in other subject areas. Teachers should ensure that all students have ample opportunities to explore a subject from multiple perspectives by emphasizing cross-curricular learning and integrated learning. More information about integrating learning across the curriculum can be found in "Cross-Curricular and Integrated Learning".

For example, in many disciplines students create and interpret graphic texts such as diagrams, charts, tables, and graphs. The English program emphasizes students' ability to interpret and create texts in various forms, including graphic texts.

Students develop and apply reasoning skills in all disciplines. For example, in mathematics, they use reasoning skills to justify thinking, make and investigate conjectures, and construct and defend arguments. In the English program, they use reasoning skills to interpret and infer the meaning of texts of various forms, defend ideas and debate issues, and analyze texts created by themselves and others.

Creative and critical thinking are at the heart of learning in all disciplines. For example, in science, students consider diverse perspectives as they develop innovative, ethical, and effective solutions to societal and environmental problems. In the English program, they develop their ability to ask questions, create texts addressing complex topics, such as topics related to diversity, equity, and inclusion, and explore a variety of possible answers to those questions.

Students develop and refine their questioning skills as they progress through the grades. They learn that all sources of information have a particular point of view, and that the recipient of the information has a responsibility to evaluate it, identify explicit and implicit biases, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 sets out the Ministry of Education's assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit all students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement of teachers at all levels as well as their high expectations of all students, and on their ability to work together and to build trust and confidence among parents and students.

The Achievement Chart for Grade 9 English

The achievement chart identifies four categories of knowledge and skills and four levels of achievement in English. For complete chart, please see Appendix 1.

Requirements for Strand A

Learning and assessment related to the expectations in Strand A occurs within the context of learning related to strands B through D. Student achievement of the expectations in Strand A are to be assessed and evaluated throughout the course and may be included in the comment section of the report card.

Criteria and Descriptors for Grade 9 English

To guide teachers in their assessment and evaluation of student learning, the achievement chart provides "criteria" and "descriptors" within each of the four categories of knowledge and skills.

A set of criteria is identified for each category in the achievement chart. The criteria are subsets of the knowledge and skills that define the category. The criteria identify the aspects of student performance that are assessed and/or evaluated, and they serve as a guide to what teachers look for. In the English curriculum, the criteria for each category are as follows:

Knowledge and Understanding

- knowledge of content (e.g., morphology; syntax; text features; text forms and genres; strategies used when understanding and responding to texts and when expressing ideas and creating texts)
- understanding of content (e.g., concepts; opinions; facts; perspectives; relationships among facts, ideas, concepts, themes)

Thinking

- use of planning skills (e.g., identifying the purpose for reading; identifying the topic, purpose, audience, form, and medium for writing; generating ideas; gathering information; researching; organizing information and ideas)
- use of processing skills (e.g., making inferences, interpreting, analyzing, identifying bias, synthesizing, evaluating, forming conclusions)
- use of critical/creative thinking processes (e.g., researching; comparing and evaluating strategies and tools used by various creators; creating; considering and appreciating diverse perspectives; reflecting on their learning)

Communication

- expression and organization of ideas and information (e.g., clarity, logic, coherence) in oral, non-verbal, visual, and/or written forms, including digital and media forms
- communication for different audiences and purposes (e.g., use of style, voice, images, gestures, prosody) in oral, non-verbal, visual, and/or written forms, including digital and media forms
- use of conventions (e.g., grammar, spelling, punctuation), vocabulary, and terminology of the discipline in oral, non-verbal, visual, and/or written forms, including digital and media forms

Application

- application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts
- transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts
- making connections within and between various contexts (e.g., between the text and their own knowledge and lived experiences, other texts, the world around them, and First Nations, Métis, and Inuit perspectives and ways of knowing; between disciplines)

"Descriptors" indicate the characteristics of the student's performance, with respect to a particular criterion, on which assessment or evaluation is focused. Effectiveness is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

Learning Skills & Work Habits

The development of learning skills and work habits is needed for success in school and in life. In addition to their assessment based on the achievement chart, student success also reflects a variety of specific learning skills, through which students complete course work and assessments. These learning skills are not assigned grades based on the achievement chart, or a numeric grade, but are rather indicated on the student report card using letters (E=excellent, G=good, S=satisfactory, N=needs improvement). This indicates to the student which learning skills should receive increased effort by the student in order to improve his/her learning, and which skills are helping the student achieve their academic success. The learning skills are behaviours considered essential and integral to student learning and to the evaluation of a student's achievement as he/she progresses through each course and grade. The six learning skills are listed below; for a full description, see Appendix 2.

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

<u>Assessment Structure</u>

Student achievement is communicated formally to students and parents by means of the Provincial Report Card. The report card provides a record of the student's achievement of the curriculum expectations in the form of a percentage

grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart. A final grade is recorded, and a credit is granted and recorded if the student's grade is 50% or higher.

The final grade in the course is determined as follows:

Term Work *	70%
Final Examination	30%
Final Grade	100%

*Term work is based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration may be given to more recent evidence of achievement.

APPENDIX 1 – ACHIEVEMENT CHART

ACHIEVEMENT CHART: ENGLISH, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content *(e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills *(e.g., generating ideas, gathering information, focusing research, organizing information)*	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills *(e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)*	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes *(e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)*	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information *(e.g., clear expression, logical organization)* **in oral, graphic, and written forms, including media forms**	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes *(e.g., use of appropriate style, voice, point of view)* **in oral, graphic, and written forms, including media forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., grammar, spelling, punctuation, usage)*, **vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., literacy strategies and processes; literary terminology, concepts, and theories)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., literacy strategies and processes; literary terminology, concepts, and theories)* **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., between the text and personal knowledge and experience, other texts, and the world outside school)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

APPENDIX 2 - LEARNING SKILLS & WORK HABITS

LEARNING SKILLS AND WORK HABITS IN GRADES 1 TO 12

Learning Skills and Work Habits	Sample Behaviours
Responsibility	The student: • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student: • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

APPENDIX 3 - RESOURCE LIST

Developed from *The Ontario Curriculum Elements of the Grade 9 English Course (de-streamed)*, published 2023.

Sightlines 9, Prentice Hall Literature, 1999.

The Chrysalids, John Wyndham, Penguin Publishers, 2008.

No Fear Shakespeare: Twelfth Night, Sparknotes, 2003.