THE ONTARIO CURRICULUM

English

GRADE 9, DE-STREAMED (ENL1W)

2023

Ontario

Educators should be aware that, with the exception of **the Grade 9 English course, 2023 (ENL1W)**, the 2007 English curriculum for Grade 10 and the 2007 English curriculum for Grades 11–12 remain in effect. All secondary English courses for Grades 10–12 will continue to be based on those documents. All references to Grade 9 that appear in *The Ontario Curriculum, Grades 9 and 10: English, 2007* and *The Ontario Curriculum, Grades 11 and 12: English, 2007* have been superseded by *The Ontario Curriculum, Grade 9: English, 2023.* As of September 2023, this course replaces English, Grade 9, Academic (ENG1D), which expired at the end of the 2022–23 school year. The Applied course (ENG1P – English, Grade 9, Applied) expired at the end of the 2021–22 school year.

Version history:

Version Date	Description
June 20, 2023	New Grade 9 English, De-streamed course (ENL1W) issued. This course replaces the Grade 9 English, Academic course (ENG1D).

Contents

Une publication équivalente est disponible en français sous le titre suivant : *Français, 9ᵉ année, cours décloisonné, FRL1W* (2023).

Introduction

Preface

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.

In addition to the considerations outlined in this curriculum context, all of the general "Program Planning" sections on this site apply to this curriculum. Educators should review and implement these general sections, as well as the components that appear below.

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.

Elements of the Grade 9 English Course

Overview

The Grade 9 English course builds on the elementary language program and is based on the same fundamental principles.

This course is designed to be inclusive of all students in order to facilitate their transition from the elementary grades to the secondary level. It offers opportunities for all students to build a solid foundation in language and literacy, broaden their knowledge and skills, and develop their identities as critically literate learners. This approach allows students to make informed decisions in choosing future English courses based on their interests, and in support of their future plans for apprenticeship training, university, college, community living, or the workplace.

Similar to the elementary curriculum, the Grade 9 English course adopts a strong focus on the foundational knowledge and skills that students need in order to establish a strong basis for language and literacy learning in the senior grades. Acquiring the knowledge and skills described in this course will enable students to understand, respond to, appreciate, and create a full range of texts in various forms, genres, modes, and media, including digital and media texts. The attention paid to the diverse text forms, genres, modes, and media used to communicate meaning in various contexts and communities is considered essential to a robust English and literacy program.

Throughout the course, students actively participate in language and literacy learning by making connections to their lived experiences and to those of others. They continue to learn how to apply transferable skills in a language and literacy context and to develop media and digital literacy. Teachers implement the curriculum through effective assessment and instructional practices that are rooted in [culturally responsive and relevant pedagogy (CRRP)](). They utilize a variety of assessment and instructional approaches that provide students with multiple entry points to access language and literacy learning and multiple opportunities to demonstrate their achievement in English.

This course continues the learning from Grade 8 and prepares students for success in all senior secondary English courses in all pathways moving forward. Students who successfully complete the Grade 9 English course may proceed to an English course in Grade 10.

The course information that appears in the next section is in effect for the 2023–24 school year. The 2007 English curriculum for Grade 10 and the 2007 English program for Grades 11–12 remain in effect. All references to Grade 9 that appear in *The Ontario Curriculum, Grades 9 and 10: English, 2007* and *The Ontario Curriculum, Grades 11 and 12: English, 2007* have been superseded by the section below.

Courses in English, Grades 9 to 12

Grade	Course Name	Course Type	Course Code	Prerequisite
Compulsory Courses				
9	English	De-streamed	ENL1W	None
10	English	Academic	ENG2D	Grade 9 English, De-streamed (2023), or Grade 9 English, Academic (2007)
10	English	Applied	ENG2P	Grade 9 English, De-streamed (2023), or Grade 9 English, Academic (2007)
11	English*	University	ENG3U	Grade 10 English, Academic
11	English*	College	ENG3C	Grade 10 English, Applied
11	English*	Workplace	ENG3E	Grade 10 English, Applied
12	English	University	ENG4U	Grade 11 English, University
12	English	College	ENG4C	Grade 11 English, College
12	English	Workplace	ENG4E	Grade 11 English, Workplace
Optional Courses				
10	Literacy Skills: Reading and Writing	Open	ELS2O	Grade 9 English, De-streamed (2023), or Grade 9 English, Academic (2007) , or a Locally Developed Compulsory Credit (LDCC) Course in English
11	Canadian Literature	University/ College	ETC3M	Grade 10 English, Academic or Applied
11	Media Studies	Open	EMS3O	Grade 10 English, Academic or Applied
11	Presentation and Speaking Skills	Open	EPS3O	Grade 10 English, Academic or Applied
12	Studies in Literature	University	ETS4U	Grade 11 English, University
12	The Writer's Craft	University	EWC4U	Grade 11 English, University
12	Studies in Literature	College	ETS4C	Grade 11 English, College
12	The Writer's Craft	College	EWC4C	Grade 11 English, College
12	Business and Technological Communication	Open	EBT4O	Grade 11 English, University, College, or Workplace
11 or 12	Ontario Secondary School Literacy Course	Open	OLC3O/ OLC4O	For eligibility requirements, see note below**

Note: Each of the courses listed above is worth one credit.

* Credit earned for the Grade 11 First Nations, Métis, and Inuit Studies course English: Understanding Contemporary First Nations, Métis, and Inuit Voices (University, College, or Workplace Preparation) may be used to meet the Grade 11 English compulsory credit requirement.

** A student who has been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice and who has been unsuccessful at least once is eligible to enrol in the Ontario Secondary School Literacy Course (OSSLC). A student may be permitted to take the OSSLC before they have had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student to do so. Under special circumstances, and at the discretion of the principal, a student who has already met the literacy requirement for graduation purposes may be eligible to take the course. A mature student may enrol directly in the OSSLC without first attempting the OSSLT.

Prerequisite Charts for English, Grades 9–12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

Compulsory Courses

English
ENL1W
Grade 9, De-streamed

English
ENG2D
Grade 10, Academic

English
ENG2P
Grade 10, Applied

English
ENG1L
Grade 9, LDCC

English
ENG2L
Grade 10, LDCC

English
ENG3U
Grade 11, University

English
ENG3C
Grade 11, College

English
ENG3E
Grade 11, Workplace

English
ENG4U
Grade 12, University

English
ENG4C
Grade 12, College

English
ENG4E
Grade 12, Workplace

Optional Courses

English
ENG3U
Grade 11, University

Literacy Skills:
Reading and Writing
ELS2O
Grade 10, Open

Canadian Literature
ETC3M
Grade 11, University/College

English
ENG2D
Grade 10, Academic

English
ENG3C
Grade 11, College

English
ENG2P
Grade 10, Applied

English
ENG3E
Grade 11, Workplace

English
ENG2L
Grade 10, LDCC

Media Studies
EMS3O
Grade 11, Open

Presentation and
Speaking Skills
EPS3O
Grade 11, Open

Ontario Secondary
School Literacy Course
OLC3O / OLC4O
Grade 11/12, Open

Studies in Literature
ETS4U
Grade 12, University

The Writer's Craft
EWC4U
Grade 12, University

Business and Technological
Communication
EBT4O
Grade 12, Open

Studies in Literature
ETS4C
Grade 12, College

The Writer's Craft
EWC4C
Grade 12, College

Note:

- Dotted lines represent courses that are not outlined in this curriculum.
- LDCC – locally developed compulsory credit course

For students who completed any of the Grade 9 English courses prior to September 2023, refer to the prerequisite charts on pages 10–11 of *The Ontario Curriculum, Grades 9 and 10: English, 2007*.

Curriculum Expectations for the Grade 9 English Course

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 (see below) 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.

Teacher Supports

Specific expectations are often accompanied by supports such as examples, teacher prompts, and/or instructional tips[1]. The examples are meant to clarify the requirement specified in the expectation, illustrating the kind of skill or knowledge, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. Teacher prompts are sample guiding questions and considerations that can lead to discussions and promote deeper understanding. The instructional tips suggest instructional strategies and authentic contexts for the effective modelling, practice, and application of language and literacy knowledge and skills.

Teacher supports, such as the examples, teacher prompts, and instructional tips, are optional supports that teachers can draw on to support teaching and learning, in addition to developing their own supports that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must be inclusive and, wherever possible, reflect the diversity of the student population and the population of the province.

The Strands in the Grade 9 English Course

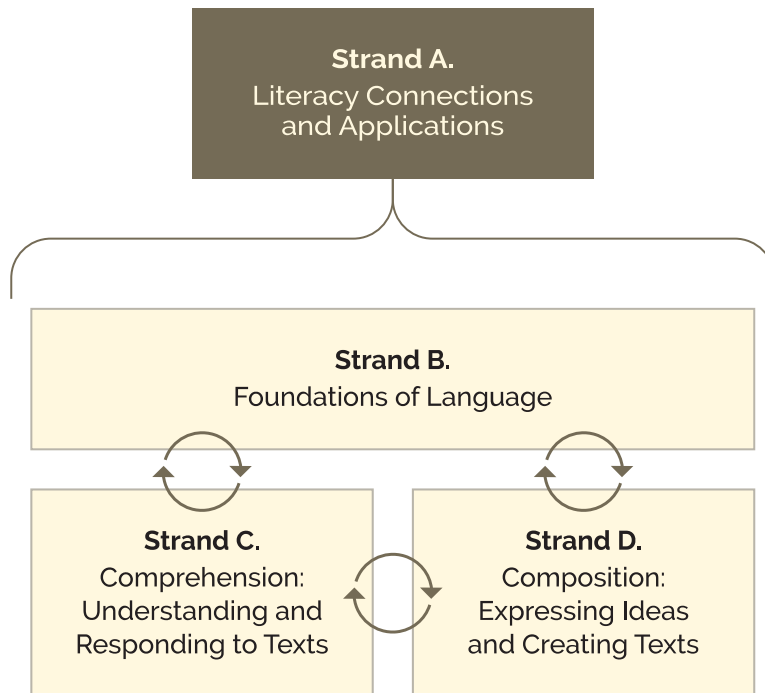The expectations in the English curriculum are organized into four distinct but related strands:

- 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.

The chart below illustrates the relationships among all four strands of this curriculum.

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[1] The teacher supports will be made available at a later date, after the issuing of the curriculum expectations and the curriculum context.

Strand A.
Literacy Connections
and Applications

Strand B.
Foundations of Language

Strand C.
Comprehension:
Understanding and
Responding to Texts

Strand D.
Composition:
Expressing Ideas
and Creating Texts

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", which appears in the appendix. 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.

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. In addition, all of the general "Program Planning" sections on this site apply to this curriculum.

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. More information on instructional approaches can be found in the "Instructional Approaches" subsection of "Considerations for Program Planning".

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.

More information on systematic and explicit strategies to teach early reading can be found in the ministry publication *Effective Early Reading Instruction: A Teacher's Guide, 2022.*

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. More information on planning for and assessing students with special education needs can be found in the "Planning for Students with Special Education Needs" subsection of "Considerations for Program Planning".

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. Additional information on planning for and assessing English language learners can be found in the "Planning for English Language Learners" subsection of "Considerations for Program Planning".

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. Additional information on the role of the school library and teacher-librarians can be found in "The Role of the School Library" subsection of "Considerations for Program Planning".

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.

More information can be found in the ["Education and Career/Life Planning" subsection of "Considerations for Program Planning"](#).

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.) More information can be found in the ["Pathways to a Specialist High Skills Major (SHSM)" subsection of "Considerations for Program Planning"](#).

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.

Assessment and Evaluation of Student Achievement

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[2], and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement[3] 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.

Major aspects of assessment, evaluation, and reporting policy are summarized in the general "Assessment and Evaluation" section that applies to all curricula. The key tool for assessment and evaluation in English – the achievement chart – is provided below.

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[2] The word *parent(s)* is used on this website to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

[3] "Professional judgement", as defined in *Growing Success* (p. 152), is "judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction".

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 important background, see "Content Standards and Performance Standards" in the general "Assessment and Evaluation" section that applies to all curricula.)

Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	**50–59%** **(Level 1)**	**60–69%** **(Level 2)**	**70–79%** **(Level 3)**	**80–100%** **(Level 4)**
	The student:			
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)*	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; opinions; facts; perspectives; 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				
Categories	**50–59%** **(Level 1)**	**60–69%** **(Level 2)**	**70–79%** **(Level 3)**	**80–100%** **(Level 4)**
	The student:			
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)*	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., making inferences, interpreting, analyzing, identifying bias, synthesizing, evaluating, forming conclusions)*	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., researching; comparing and evaluating strategies and tools used by various creators; creating; considering and appreciating diverse perspectives; reflecting on their learning)*	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

Communication – The conveying of meaning through various forms

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
	The student:			
Expression and organization of ideas and information *(e.g., clarity, logic, coherence)* **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 style, voice, images, gestures, prosody)* **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)***, 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				
Categories	**50–59%** **(Level 1)**	**60–69%** **(Level 2)**	**70–79%** **(Level 3)**	**80–100%** **(Level 4)**
	The student:			
Application of knowledge and skills *(e.g., concepts, strategies, processes)* **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., concepts, strategies, processes)* **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 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)*	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

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.

Expectations by Strand

A. Literacy Connections and Applications

This strand focuses on students applying the seven transferable skills in language and literacy contexts, developing digital media literacy skills, applying language and literacy learning in other contexts, and engaging with texts that foster understanding of diverse identities, experiences, perspectives, histories, and contributions. In the English program, the learning related to this strand takes place in the context of learning related to Strand B, Foundations of Language; Strand C, Comprehension: Understanding and Responding to Texts; and Strand D, Composition: Expressing Ideas and Creating Texts. Strand A should be assessed and evaluated within these contexts.

Overall expectations

Throughout this course, in connection with the learning in strands B to D, students will:

A1. Transferable Skills

demonstrate an understanding of how 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) are used in various language and literacy contexts

Specific expectations

Throughout this course, in connection with the learning in strands B to D, students will:

Receptive and Expressive Communication

A1.1 analyze and explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Student Agency and Engagement

A1.2 evaluate and explain how transferable skills help them to express their voice, be engaged in their learning, and implement a plan to develop their capabilities and potential

A2. Digital Media Literacy

demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

Specific expectations

Throughout this course, in connection with the learning in strands B to D, students will:

Digital Citizenship

A2.1 evaluate and explain their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities

Online Safety, Well-Being, and Etiquette

A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy, personal data, and security, and interact in a way that supports their well-being and that of others, including seeking appropriate permission

Research and Information Literacy

A2.3 conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations

Forms, Conventions, and Techniques

A2.4 evaluate the use of the various forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production

Innovation and Design

A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing and proposing innovative solutions

Community and Cultural Awareness

A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate and model cultural awareness with members of the community

A3. Applications, Connections, and Contributions

apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Specific expectations

Throughout this course, in connection with the learning in strands B to D, students will:

Cross-Curricular and Integrated Learning

A3.1 analyze and explain how the knowledge and skills developed in this course support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication

Identity and Community

A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring and analyzing the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts

First Nations, Métis, and Inuit Perspectives and Ways of Knowing

A3.3 analyze themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B. Foundations of Language

Overall expectations

By the end of this course, students will:

B1. Oral and Non-Verbal Communication

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

Specific expectations

By the end of this course, students will:

Effective Listening Skills

B1.1 evaluate and use various effective listening skills to enhance comprehension, including paraphrasing, asking open-ended questions, making relevant responses in group discussions, and reflecting on what has been said, and use these skills in formal and informal contexts and for various purposes

Listening Strategies for Comprehension

B1.2 select and use a variety of listening strategies before, during, and after listening to analyze and comprehend information communicated orally and non-verbally, seek clarification, and identify relevant evidence to support a response appropriate to the context

Speaking Purpose and Strategies

B1.3 analyze the purpose and audience for speaking in formal and informal contexts, and select and adapt speaking strategies to communicate clearly and coherently

Oral and Non-Verbal Communication Strategies

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and evaluate and compare the effectiveness of these strategies in supporting understanding or communication, including how their use may vary across cultures

Word Choice, Syntax, and Grammar in Oral Communication

B1.5 use precise and descriptive word choice, including domain-specific vocabulary from various subjects, and cohesive and coherent sentences during formal and informal communication, to support audience comprehension

B2. Language Foundations for Reading and Writing

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

Specific expectations

By the end of this course, students will:

Word-Level Reading and Spelling: Using Morphological Knowledge

B2.1 use consolidated knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity

Vocabulary

B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use consolidated morphological knowledge to analyze and understand new words in context

Reading Fluency: Accuracy, Rate, and Prosody

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

B3. Language Conventions for Reading and Writing

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Specific expectations

By the end of this course, students will:

For an at-a-glance view of the mandatory learning across grades, see [Appendix: Language Conventions for Reading and Writing Continuum, Grades 1–9, Overall Expectation B3.](#)

Syntax and Sentence Structure

B3.1 use their knowledge of sentence types and forms to construct complex sentences that connect and communicate ideas accurately and effectively

Grammar

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, consolidate and refine their understanding of grammar, and use this knowledge to support comprehension and communicate meaning clearly and precisely

Capitalization and Punctuation

B3.3 use and refine their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, when reading and writing

C. Comprehension: Understanding and Responding to Texts

Overall expectations

By the end of this course, students will:

C1. Knowledge about Texts

apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

Specific expectations

By the end of this course, students will:

Using Foundational Knowledge and Skills to Comprehend Texts

C1.1 read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

Text Forms and Genres

C1.2 analyze and compare the characteristics of various text forms and genres, including cultural text forms, and provide evidence to explain how they help communicate meaning

Text Patterns and Features

C1.3 compare the text patterns, such as compare and contrast in an expository essay, and text features, such as footnotes and copyright information, associated with different text forms, including cultural texts, and evaluate their importance in helping readers, listeners, and viewers understand the meaning

Visual Elements of Texts

C1.4 evaluate how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts

Elements of Style

C1.5 identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre

Point of View

C1.6 analyze the narrator's point of view, including limited, omniscient, or unreliable, in a variety of texts, explain how it is communicated, and suggest alternative points of view, giving reasons

Indigenous Context of Various Text Forms

C1.7 read, listen to, and view a wide variety of text forms by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

C2. Comprehension Strategies

apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

Specific expectations

By the end of this course, students will:

Prereading: Activating Prior Knowledge

C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts

Prereading: Identifying the Purpose for Reading, Listening, and Viewing

C2.2 identify a variety of purposes for engaging with texts, select texts from diverse creators that are suitable for the purposes, and explain why the selections are appropriate

Monitoring of Understanding: Making and Confirming Predictions

C2.3 make predictions using background knowledge and textual information, pose questions to confirm or refute their predictions, and revise or refine their understanding as indicated

Monitoring of Understanding: Ongoing Comprehension Check

C2.4 select suitable strategies, such as rereading, using the glossary, asking questions, and consulting references and other resources, to monitor and confirm their understanding of complex texts and solve comprehension problems

Monitoring of Understanding: Making Connections

C2.5 connect, compare, and contrast the ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them

Summarizing: Identifying Relevant information and Drawing Conclusions

C2.6 summarize and synthesize the important ideas and supporting details in complex texts, and draw effective conclusions

Reflecting on Learning

C2.7 explain and compare how various strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts, and set goals for future improvement

C3. Critical Thinking in Literacy

apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Specific expectations

By the end of this course, students will:

Literary Devices

C3.1 analyze literary devices, including allusion, analogy, juxtaposition, and flashback, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience

Making Inferences

C3.2 make local and global inferences, using explicit and implicit evidence, to explain and support their interpretations about various complex texts

Analyzing Texts

C3.3 analyze complex texts, including literary and informational texts, by assessing the credibility, reliability, and significance of information and formulating conclusions

Analyzing Cultural Elements of Texts

C3.4 analyze cultural elements that are represented in various texts, including, norms, values, social hierarchy, past times, language, and taboos, by investigating the meanings of these elements, making connections to their lived experience and culture, and considering how the inclusion of these elements contributes to the meaning of the text

Perspectives within Texts

C3.5 analyze explicit and implicit perspectives communicated in various texts, evaluate any evidence that could show bias in these perspectives, and suggest ways to avoid any such bias

Analysis and Response

C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, respond to the insights and messages conveyed, and different positions presented

Indigenous Contexts

C3.7 compare the ways in which historical periods, cultural experiences, and/or socio-political conditions and events have influenced two or more texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations, and how they relate to current lived experiences

Reflecting on Learning

C3.8 assess the effectiveness of the critical thinking skills they used when analyzing and evaluating various texts, and set goals to improve their use

D. Composition: Expressing Ideas and Creating Texts

Overall expectations

By the end of this course, students will:

D1. Developing Ideas and Organizing Content

plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

Specific expectations

By the end of this course, students will:

Purpose and Audience

D1.1 identify the topic, purpose, and audience for various texts they plan to create; choose a text form, genre, and medium to suit the purpose and audience, and justify their choices

Developing Ideas

D1.2 generate and develop ideas and details about complex topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

Research

D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the currency, quality, bias, and accuracy of information; verify the reliability of sources; and check copyright and cite the sources for all content created by others

Organizing Content

D1.4 classify and sequence ideas and collected information, selecting effective strategies and tools, and identify and organize relevant content, evaluating the choices of text form, genre, and medium, and considering alternatives

Reflecting on Learning

D1.5 evaluate the strategies and tools used to develop ideas and organize content for texts of the chosen forms, genres, and media, explain which were most helpful, and suggest steps for future improvement as a text creator

D2. Creating Texts

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts

Specific expectations

By the end of this course, students will:

Producing Drafts

D2.1 draft complex texts of various forms and genres, including narrative, persuasive, expository, and informational texts, citing sources, and use a variety of appropriate media, tools, and strategies to transform information and communicate ideas

Printing, Handwriting, and Word Processing

D2.2 write fluently, with a personal style, touch type quickly and accurately, and select and use appropriate word-processing programs and tools to produce texts of various lengths and complexity

Voice

D2.3 establish an identifiable voice in their texts, modifying language, style, and tone to suit the text's form, genre, audience, and purpose, and express their thoughts, feelings, and opinions about the topic clearly

Point of View and Perspective

D2.4 explain the explicit and implicit points of view, perspectives, and bias conveyed in their texts, evaluate how various audiences might respond, and suggest ways to acknowledge other perspectives

Revision

D2.5 make revisions to the content, elements of style, patterns, and features of draft texts, and add, delete, revise, and reorganize sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback

Editing and Proofreading

D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers

D3. Publishing, Presenting, and Reflecting

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Specific expectations

By the end of this course, students will:

Producing Final Texts

D3.1 produce final texts using appropriate techniques and tools, including digital design and production tools, to achieve the intended effect

Publishing and Presenting Texts

D3.2 publish and present texts they have created, using various media and tools, and evaluate how their choices helped them communicate their intended message

Reflecting on Learning

D3.3 evaluate the strategies and tools they found helpful when publishing and presenting texts, reflect on what they learned at each stage of the creative process, analyze how their texts address various topics, and suggest steps for future improvement as a text creator

The chart that follows shows the language conventions associated with syntax and sentence structure, grammar, and capitalization and punctuation that students are expected to learn and apply through oral communication, reading, and writing. The chart indicates a continuum of learning – that is, initial development, consolidation, and refinement – stretching from Grade 1 to Grade 9. This continuum of learning refers to the approximate windows of time when students are initially developing, consolidating, and refining the use of these conventions **in their own writing**. While the chart indicates the windows when students are using the given structures in their writing, they will likely be adeptly using and understanding these conventions in oral language much earlier.

These language conventions need to be introduced and developed within the contexts of writing, reading, and oral communication, rather than in isolation, so that students can learn to use them to communicate and comprehend in meaningful ways. Emphasis should be placed on the function and role of a structure within a sentence, instead of simply its name. Although learning is embedded in context, instruction should still follow a thoughtful, purposeful sequence, systematically teaching conventions from simple to complex. Instruction should focus on supporting students in understanding the function of these conventions in well-crafted sentences, and in using them to build correct, sophisticated sentences that effectively communicate meaning.

Legend

Initial Development (I)	• **Initial Development of Learning:** Introduce the use of the concept in writing in a contextualized way according to students' needs • Students build on their oral grammatical knowledge during writing and reading activities
Consolidation (C)	• **Consolidation of Learning:** Consolidate the concept in writing within planned learning in a contextualized way according to students' needs • Students identify, formulate, verify, and apply their grammatical knowledge during writing and reading activities
Refinement (R)	• **Refinement of Learning:** Refine students' understanding by providing opportunities for them to apply the concept to new contextualized learning • Students refine their grammatical knowledge and apply it with proficiency during writing and reading activities

B3.1 Syntax and Sentence Structure	1	2	3	4	5	6	7	8	9
simple sentences: declarative (e.g., The dog barks loudly all day.)	I	C	C	R					
simple sentences: imperative (e.g., Please turn on the water.)	I	C	C	R					
simple sentences: interrogative (e.g., Where is the library book on structures?)	I	C	C	R					
simple sentences: exclamatory (e.g., I am excited and happy to see my friend!)	I	C	C	R					
compound sentences (e.g., Sherice sings in a band and sometimes she plays drums.)	I	C	C	C	C	C	C	C	R
complex sentences (e.g., It is freezing outside because it is winter.)			I	C	C	C	C	C	C
complex sentences with adverbial clauses (e.g., *While Aamer is a big fan of soccer*, he prefers cricket.)			I	C	C	C	C	C	C
independent clauses (e.g., Swati reads articles, and Hong enjoys novels.)				I	C	C	C	C	R
dependent clauses (e.g., *After Nagamo wrote her first novel last year*, she decided to write a second novel.)				I	C	C	C	C	R
compound-complex sentences (e.g., Since Mykola is allergic to wheat, he could not have the rolls he made, but he could have the soup.)					I	C	C	C	C
sentence fragments and run-on sentences					I	C	C	C	R
complex sentences with adjective or relative clauses (e.g., The crowd, *who looked happy*, danced across the street.)						I	C	C	C
complex sentences with prepositional clauses (e.g., *While we were playing football*, the ball thrown by my friend went into the lake.)							I	C	R

B3.2 Grammar	1	2	3	4	5	6	7	8	9
common nouns (e.g., firefighter, drum, park)	I	C	R						
singular nouns (e.g., teacher, eraser, notebook)	I	C	R						
plural nouns (e.g., students, desks, berries)	I	C	R						
the pronoun "I"	I	C	R						
verb tense: past (e.g., Hiro *walked* home from school.)	I	C	C	C	C	C	R		
verb tense: present (e.g., Maham *draws* hearts on all her homework.)	I	C	C	C	C	C	R		
verb tense: future (e.g., Chi *will write* the email after lunch.)	I	C	C	C	C	C	R		
common adjectives (e.g., bumpy, brown, delicious, brilliant)	I	C	C	R					

B3.2 Grammar *(continued)*	1	2	3	4	5	6	7	8	9
common conjunctions (e.g., when, so what, whether, unless)	I	C	C	C	C	C	C	C	R
abstract nouns (e.g., peace, joy, imagination, reconciliation)		I	C	C	R				
collective nouns (e.g., fleet, bunch, cluster, batch)		I	C	C	R				
personal pronouns: subject (e.g., you, he, she, it, they, we)		I	C	C	C	R			
personal pronouns: object (e.g., you, her, him, it, them, us)		I	C	C	C	R			
personal pronouns: possessive (e.g., my, mine; your, yours; their, theirs; our, ours)		I	C	C	C	R			
forms of the verb "to be" (e.g., am, are, be, was, being)		I	C	C	C	C	C	C	R
comparative adjectives (e.g., She is *younger* than her brother.)		I	C	C	C	R			
superlative adjectives (e.g., They use the *smallest* bag to carry their groceries.)		I	C	C	C	R			
coordinating conjunctions (e.g., Karim can be a plumber, or he can be a welder.)		I	C	C	C	C	C	C	R
subordinating conjunctions (e.g., You need to walk slowly *because* you may fall on the ice.)		I	C	C	C	C	C	C	R
recognition of the words that adverbs modify (e.g., The principal *spoke* calmly during the meeting.)		I	C	C	C	C	C	R	
possessive nouns (e.g., women's, man's, students')			I	C	C	R			
linking verbs (e.g., to be, to become, to seem)			I	C	C	C	C	C	R
progressive tense (e.g., He *was writing* an email when the phone rang.)			I	C	R				
interrogative adjectives (e.g., what, which, whose)			I	C	C	R			
prepositions (e.g., in, at, on, in front of, next to)			I	C	C	C	C	R	
interjections (e.g., wow, hey, ouch)			I	C	C	R			
relative pronouns (e.g., The woman *who* called earlier did not leave a message.)				I	C	C	C	C	C
perfect tense (e.g., You *have shopped* in that store.)				I	C	C	C	C	R
interrogative verbs (e.g., *Did* you break my favourite toy?)				I	C	C	C	C	C
imperative verbs (e.g., *Place* your order in the next five minutes.)				I	C	C	C	C	C
pronouns as adjectives (e.g., *Neither* came at the time of the meeting.)				I	C	R			

B3.2 Grammar *(continued)*	1	2	3	4	5	6	7	8	9
direct objects for nouns (e.g., They promised the children new *bicycles*.)					I	C	C	C	C
intensive pronouns (e.g., *He himself* was responsible for his success in sports.)					I	C	C	C	C
reflexive pronouns (e.g., She bought *herself* a mango.)					I	C	C	C	C
proper adjectives (e.g., There are ten *Canadian* provinces and three territories.)					I	C	C	R	
correlative conjunctions (e.g., *Either* we walk to school *or* we ride our bicycles.)					I	C	C	C	R
gerunds as nouns (e.g., *Running* is my favourite summer activity.)						I	C	C	C
distinguish and convert between active voice for verbs (e.g., The cat *chases* the mouse.) and passive voice for verbs (e.g., My first day of school is one that *will always be remembered*.)						I	C	C	C
prepositional phrases (e.g., Look *to your right* and you will see the garage.)						I	C	C	C
indirect objects (e.g., They gave *me* a pencil.)							I	C	C
predicate nouns (e.g., My favourite hobby is *camping*.)							I	C	C
predicate adjectives (e.g., That music sounds *wonderful*.)							I	C	C
participles (e.g., The boys *sitting* on the bench were talking.)							I	C	C
adverbial phrases (e.g., The person was cheering *very loudly*.)							I	C	C

B3.3 Capitalization and Punctuation	1	2	3	4	5	6	7	8	9
capital letters at the beginning of sentences (e.g., We walked to the park this morning.)	I	C	R						
appropriate punctuation marks at the end of sentences (e.g., The weather is cloudy.)	I	C	R						
capital letters for proper nouns (e.g., My family travelled from *Brantford* to *Toronto* by train.)		I	C	R					
commas to separate items in lists (e.g., I like to skate, sled, and snowshoe in the winter.)		I	C	R					
apostrophes for possessives (e.g., *Ira's* sister was late to meet him for lunch.)		I	C	C	R				
quotation marks for direct speech (e.g., Maia said, "I am busy now.")		I	C	C	C	R			
capital letters in dialogue (e.g., The woman exclaimed, "We are so happy that you enjoyed your day.")			I	C	C	C	C	C	R
capitals for words in titles (e.g., The book was called *The Journey across Canada*.)			I	C	C	R			

B3.3 Capitalization and Punctuation *(continued)*	1	2	3	4	5	6	7	8	9
commas and quotation marks to mark direct speech and direct quotations from texts (e.g., "Free bus passes for all students," said Mr. Bond.)			I	C	C	C	C	R	
apostrophes for contractions (e.g., *It's* a nice day outside.)			I	C	C	R			
capital letters for proper adjectives (e.g., They like to eat *Indian*, *Korean*, and *Japanese* food.)				I	C	C	C	C	R
commas to set off nouns of direct address (e.g., Dad, where is my baseball bat?)				I	C	C	C	R	
quotation marks to indicate the title of a short work (e.g., "The Peaceful Day" is a short story.)				I	C	C	R		
commas to set off advanced phrases or clauses, such as appositives and participles (e.g., The store owner, who sells fruit and vegetables, has one child.)					I	C	C	C	C
colons for introducing a list after a complete sentence (e.g., There were many colours in the painting: red, purple, and green.)					I	C	C	R	
colons in formal letters and memo salutations (e.g., To whom it may concern:)						I	C	C	R
colons to indicate new speakers in script dialogue (e.g., Narrator: The curtain opens to a large sunny window.)						I	C	C	R
commas after transitional words or phrases (e.g., Lastly, you place the taco on the plate.)						I	C	C	R
colons to introduce a quotation after a complete sentence (e.g., This phrase recurs throughout the film: "Pass the rice.")							I	C	R
semicolons to separate two independent clauses (e.g., I went to the market; I forgot to buy corn soup.)							I	C	C
commas to set off conjunctive adverbs (e.g., Your dog got into the neighbour's yard; in addition, he dug up the flowers.)							I	C	C
ellipses or dashes to indicate an admission, a pause, or a break (e.g., Yesterday he enrolled…in art instead of music.)							I	C	C

Glossary

The definitions provided in this glossary are specific to the curriculum context in which the terms are used.

academic vocabulary

Words used in academic dialogue and texts. Academic vocabulary is less common in general conversation. Examples include: *approach, concept,* and *distribution*. Also called *Tier 2 words.* (*Compare* **domain-specific words.**) *See also* **tiers of vocabulary.**

affix

A morpheme attached to the beginning or end of a base to modify its meaning. Affixes are bound morphemes; they cannot stand alone. Prefixes and suffixes are both affixes. *See also* **prefix, suffix.**

allegory

A story, poem, or picture that can be interpreted to reveal a hidden meaning. Each character or event may be a symbol representing an idea or quality.

alliteration

The deliberate repetition of sounds or syllables, especially initial consonants, for stylistic effect. For example, "**P**eter **P**iper **p**icked a **p**eck of **p**ickled **p**eppers" and "the **s**nake **s**lithers **s**lowly".

allusion

A brief reference, explicit or implicit, to a place, person, event, or to a part of another text.

alphabetic knowledge

Knowledge of the letters of the alphabet by name and an understanding of alphabetic order.

analogy

A literary device that involves a comparison of two otherwise unlike things, for the purpose of explanation or clarification.

anthropomorphism

The attribution of human characteristics or behaviour to what is not human, such as an animal or object.

antonym

A word opposite in meaning to another word (e.g., *hot/cold*).

assonance

The deliberate repetition of similar vowel sounds for stylistic effect (e.g., *feel*/*clean*).

automaticity

The ability to use skills or perform procedures accurately with little or no mental effort. Automaticity in reading and spelling refers to the ability to decode and spell words quickly and accurately without having to stop and think about each letter or sound in the word. In general, automaticity develops with practice.

base

A structural element that forms the foundation of a written word; any unit of a word to which affixes can be added. (e.g., *act* is the base of acted, action, activity, activate, react). Types of bases include:

- **bound base.** A base that requires an affix to form a word (e.g., -ject in *inject* and *project*).
- **free base.** A base that forms a word on its own (e.g., *eat, date, weak*).

bias

An opinion, preference, prejudice, or inclination that limits an individual's or group's ability to make fair, objective, or accurate judgements. Bias may occur in any text. *Explicit bias* refers to attitudes and opinions that are consciously held and conveyed in texts. *Implicit bias* refers to unconscious attitudes or stereotypes conveyed in texts that may influence an audience's thoughts, feelings, and behaviour.

blending

An aspect of phonemic awareness that involves the ability to combine individual phonemes (sounds) to form words. (*Compare* **segmenting.**)

bound base

See **base.**

capitalization

The use of a capital letter to begin a sentence; to indicate a proper noun, a personal title, an acronym, or an initialism; and to set off important words in titles and headings.

clause

A group of words containing a subject and a verb that are related to one another. All sentences must contain at least one clause.

- **independent clause.** A clause that expresses a complete thought and can stand on its own as a simple sentence.

- **dependent clause.** A clause that does not express a complete thought and cannot stand on its own as a sentence. Also called a *subordinate clause.*

coherence

The underlying logical connectedness of the parts of an oral, written, visual, or multimodal text. A paragraph is coherent if all of its sentences are connected logically so that they are easy to follow. An essay is coherent if its paragraphs are logically connected.

cohesive ties

Words or phrases, including anaphors, synonyms, conjunctions, and pronouns, used to integrate information within and across sentences and to link and connect ideas in a text. Also called *cohesive devices*.

compound word

A word made from two or more words (e.g., *sunshine, snowball, football).*

comprehension

The ability to understand and draw meaning from texts.

comprehension strategies

A variety of strategies that students use before, during, and after listening, reading, and viewing to construct meaning from texts, including: activating and using background and prior knowledge; making predictions; monitoring comprehension (e.g., visualizing; generating and asking questions; making connections); summarizing; and reflecting on their learning.

consonance

The deliberate repetition of similar consonant sounds for stylistic effect (e.g., *stro**k**e/lu**ck***).

consonant

A speech sound (e.g., /p/, /g/, /n/) made by completely or partly stopping the flow of air through the breath channel. *See also* **vowel.**

continuous sound

A sound that can be stretched out or elongated. Examples include /f/, /m/, and /s/. All vowels make continuous sounds. (*Compare* **stop sound.**)

conventions

Accepted practices or rules in the use of language, and of features in a text form or genre. Some conventions help convey meaning (e.g., punctuation and grammar in written texts); some describe accepted practices in a genre (e.g., the main characters in children's books should be children or animals; locations in horror films should be dark and secluded) and some describe rules for the presentation of content (e.g., sizes of margins and indents in an academic essay). Oral, written, visual, and multimodal texts each have their own conventions that influence the way we interpret their meanings. *See also* **genres, text features, text form.**

critical analysis

The process of examining the ideas, arguments, and evidence presented in a text, assessing their credibility or reliability, considering different perspectives, and drawing conclusions.

critical thinking

The process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analyzing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives.

cultural elements

See **elements of text.**

cultural text

This text form includes sign systems, storytelling tools, and symbols that contribute to and shape a society's culture. Cultural texts have underlying cultural, historical, and/or social meanings. They either require certain cultural knowledge to be understood, are produced through a certain cultural context or, as most texts do, become representative of a culture's beliefs and values. For example, an Indigenous-specific cultural text form, which may include elements of material culture, expresses and communicates beliefs and values in a First Nations, Métis, or Inuit culture and embodies cultural and social perspectives and meanings, in relation to their use in contemporary and historical contexts (e.g., clothing, regalia, oral teachings, stories, songs, music, dances, carvings, cultural practices, and languages). Some cultural text forms are protected, according to a culture's traditions. It is therefore critical for individuals to understand that it may be necessary for them to engage with and seek direction from the specific communities from which a cultural text form originates before using it. Understanding the conventions and symbols used within a specific cultural context is necessary to interpret cultural text forms effectively.

culturally responsive and relevant text

A text that engages readers' interests as it considers or connects the identities, backgrounds, lived experiences, perspectives, and knowledges of the reader.

cursive writing

A style of handwriting where the letters are rounded and joined together in a flowing manner, generally for the purpose of making writing faster.

decodable text

Text that contains words reflecting grapheme-phoneme correspondences and morphological patterns that have been explicitly and systematically taught to early readers. Decodable texts are used in early reading instruction to practice phonics skills. *See also* **grapheme-phoneme correspondence, morphology, phonics.**

decoding

The process of applying phonemic awareness and knowledge of grapheme-phoneme correspondence, including knowledge of letter–sound patterns, to sound out words. (*Compare* **encoding**). *See also* **grapheme-phoneme correspondence, phonemic awareness.**

derivational affix

An affix by means of which one word is formed (derived) from another. Adding a derivational affix to a base is one of the most common ways of deriving a new word in English. Most affixes are Greek, Latin, or Anglo-Saxon in origin.

derivational family

A word family made up of all the words derived from the same base.

dialogue

A conversation between two or more characters in a story, or by two actors in a play or film.

digital media literacy

The skills, strategies, mindsets, dispositions, and social practices that enable people to creatively and critically participate in digitally networked contexts. Digital media literacy includes the ability to combine the multimodal properties of media literacy with the technological capabilities of digital literacy.

digital text

A text created, stored, and transmitted in a digital form (e.g., web page, social media post, email, computer graphic).

digraph

A combination of two letters representing one sound (e.g., consonant digraphs: ph, sh, ch, etc., and vowel digraphs: ar, ea, ir, er, oa, ue, etc.)

diphthong

A sound formed by the combination of two vowels in one syllable. Diphthongs are sometimes called *gliding vowels* because the sound is made by moving from one vowel to the next.

disinformation

False information that is deliberately spread. Disinformation is a subcategory of misinformation. (*Compare* **misinformation.**)

domain-specific context

The particular field or area of knowledge that is relevant to a given communication. Communication within a domain may involve specialized knowledge, styles, conventions, and terminology.

domain-specific words

Terms that are specific to a field of study and are not typically encountered in everyday reading. Also called *Tier 3 words. See also* **academic vocabulary, tiers of vocabulary.**

editing

The making of changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct. (*Compare* **proofreading.**) *See also* **writing process.**

elements of style

Elements and devices used by creators of texts to help create meaning and aesthetically pleasing and distinctive texts. For example, elements of literary style include word choice, sentence structure, and syntax; figurative language; literary devices, rhetorical devices (e.g., repetition, emphasis, dramatic pause); and techniques to add rhythm and sound (e.g., alliteration, onomatopoeia). Elements of visual style include use of colour, line, shape, texture, pattern, and space to achieve harmony, balance, and focus. Elements of style in film include lighting and shooting style. Also called *stylistic elements. See also* **alliteration, figurative language, literary device, onomatopoeia, syntax, word choice.**

elements of text

The characteristic aspects of a particular text form or genre (e.g., the compositional elements of fiction include plot, characters, point of view, setting, style, and theme; audio elements of a film include speech, music, sounds, sound effects, and volume; the elements of an image include colour, composition, line, shape, contrast, repetition, style; cultural elements of texts include the use of cultural symbols, imagery, and motifs, the representation of cultural values, beliefs, and practices, and the historical and social context in which the text was created). *See also* **genres, point of view, style, text form, theme.**

encoding

The process of applying knowledge of grapheme-phoneme correspondences (also called letter-sounds patterns) to spell words. (*Compare* **decoding.**)

expressive communication

The process of expressing a message using verbal and/or non-verbal communication. Expressive communication includes writing, speaking, and representing. (*Compare* **receptive communication.**) *See also* **representing.**

figurative language

Words or phrases used in a non-literal way to create a desired effect (e.g., metaphors, similes, personification). *See also* **imagery, literary device**.

flashback

A device used in film and literature that takes the audience from the present moment in a chronological narrative to a scene in the past.

FLSZ rule

Spelling rule in which one-syllable words ending with the sound /f/, /l/, /s/, or /z/ double the last letter. For example, *puff*, *spell*, *hiss*, and *fizz* follow the FLSZ rule. Also called the *floss rule*.

fluency

The ability to identify words accurately and to read text quickly with ease, pace, automaticity, and expression. As they develop fluency, students read expressively, with proper phrasing and punctuation, and gain more meaning from the text.

foreshadowing

A literary device in which a creator provides an indication of future events in the plot.

free base

See **base.**

genres

The types or categories into which texts are grouped. For example, literary genres include: novel, short story, essay, poetry, and drama. *See also* **conventions.**

grapheme

A letter or a cluster of letters that represent a phoneme in a word**.** For example, single letters often represent a phoneme (e.g., c, g, t, p) but digraphs (e.g., sh, ch) are common and three or four letters can also represent a single phoneme occasionally (e.g., <igh> in *light* or <eigh> in *eight*). *See also* **phoneme.**

grapheme-phoneme correspondence

The association between a grapheme and its corresponding phoneme. For example, when a student sees the letter d and articulates the sound /d/ (as in *dog*). Grapheme-phoneme correspondence is also called *letter-sound correspondence*. *See also* **grapheme, phoneme.**

graphic text

See **visual text.**

hyperbole

A literary device in which exaggeration is used deliberately for effect or emphasis (e.g., *a flood of tears, piles of money*).

idiom

A group of words that, through usage, has taken on a special meaning different from the literal meaning (e.g., *Better late than never!* or *Piece of cake***.**)

imagery

Descriptions and figures of speech (e.g., metaphors, similes) used by writers to create vivid mental pictures in the mind of the reader. *See also* **figurative language**, **literary device.**

Indigenous Storywork

A framework, described by Stó:lo scholar Jo-ann Archibald, for understanding the characteristics of Indigenous oral narratives and the process of storytelling. Indigenous Storywork establishes a receptive listening context for holistic meaning-making, bringing storytelling into educational contexts and demonstrating how stories have the power to heal the heart, mind, body, and spirit. Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.

inference

A conclusion or opinion reached using reasoning and evidence from a text, based on what the creator states and implies in the text and what the reader brings to the text from their prior knowledge and experience.

- **local inference.** An inference formed based on an understanding of implied information at the local level of sentences and paragraphs.

- **global inference.** An inference based on an understanding of implied information in the whole text (e.g., about the theme of the text). A global inference usually requires the application of the reader's previous knowledge.

informational text

See **text form.**

intonation

The stress and pitch of spoken language. Intonation is used to communicate information additional to the meaning conveyed by words alone (e.g., a rising intonation at the end of a sentence indicates a question). (*Compare* **tone.**)

irony

A technique using contrast or contradiction for the purposes of humour or emphasis; for example, a statement that has an underlying meaning different from its literal or surface meaning.

language conventions

See **conventions.**

letter-sound correspondence

See **grapheme-phoneme correspondence.**

literacy

The ability to understand and express thoughts or ideas in a given language. Traditional literacy refers to the ability to read and write. *See also* **digital media literacy.**

literary device

A particular pattern of words (e.g., rhyme, parallel structure), figure of speech (e.g., hyperbole, irony, metaphor, personification), or technique (e.g., comparison and contrast, foreshadowing, juxtaposition, analogy) used in literature to produce a specific effect. Also called a *stylistic device*. *See also* **figurative language, imagery.**

literary text

See **text form.**

media

The plural of *medium. See* **medium.**

media text

Any work, object, or event that communicates meaning to an audience. Most media texts use words, graphics, sounds, and/or images, in print, oral, visual, or digital form, to communicate information and ideas to their audience. Examples include: advertisement, database, vlog, film, newspaper, magazine, brochure, interview, clothing, song, dance. *See also* **multimodal text.**

medium

The channel or system through which a text is conveyed, determined by the text's mode(s), purpose, and audience, and including print, audio, visual, audio-visual, and digital means. For example, the medium for a written text might be a handwritten letter or book; the medium for an oral text might be a podcast or video clip. The plural is *media.* Media for reaching mass audiences include print, radio, television, artifacts, and the internet. See also **mode of communication.**

metalinguistic awareness

An individual's ability to reflect on and evaluate the structure of language objectively. Metalinguistic awareness refers to awareness in the area of phonology, syntax, and pragmatics. It allows individuals to monitor and control their language use, and is a strong predicator of reading development for all children. Multilingual children may experience accelerated development of metalinguistic awareness.

metaphor

A figure of speech in which a word or phrase is applied to something to which it is imaginatively but not literally applicable (e.g., *heart of gold*, *night owl*).

misinformation

Any kind of inaccurate or misleading information. Misinformation can be spread unintentionally by those who believe it to be correct. (*Compare* **disinformation.**)

mode of communication

An element in meaning making that describes the means by which communications are designed and perceived. The six modes of communication are linguistic (reading, writing, speaking, and listening), visual (representing and viewing), aural (sounds and music), gestural (e.g., using body language, facial expressions, gestures), spatial (e.g., using scale, proximity, direction), and multimodal. *See also* **multimodality.**

morpheme

The smallest unit of meaning within words. A morpheme can be either a prefix, a suffix, or a base. Words are made up of one or more morphemes.

morphological knowledge

The understanding of how morphemes can be used to form words.

morphology

The study of word structures and the patterns (e.g., prefixes, roots, and suffixes) of how words are formed, and how words are related to each other in the same language.

multimodal text

A text that uses more than one mode to communicate meaning (e.g., children's picture book; graphic novel; film; video; website; speech with visual aids). Most media texts are multimodal. *See also* **mode of communication, text.**

multimodality

The use of a combination of multiple sensory and communicative modes, such as auditory, visual, audio, gestural, tactile, and spatial. *See also* **mode of communication.**

narrator

A character who recounts the events of a novel, narrative poem, play, or film, or a person who delivers a commentary accompanying a text. For example, an omniscient narrator of a story knows what all the characters are thinking and is the all-knowing voice in the story. *See also* **point of view.**

non-verbal communication

Aspects of communication that convey meaning without the use of words or voice (e.g., facial expressions, gestures, body language, eye movement, silence, proximity, touch), and by using objects and pictures in place of words and speech. Gestures and other types of non-verbal communication may have diverse cultural connotations.

onomatopoeia

The use of a word having a sound that suggests its meaning (e.g., *splash, murmur, buzz, twitter*). *See also* **literary devices.**

oral communication

The exchange of information and ideas through speech or the spoken word. It can be face-to-face or by way of a communication device such as a telephone or video conferencing application. Aspects of spoken language include word choice, pronunciation, and fluency, as well as tone, pitch, and pace. Non-verbal communication (e.g., body language) can emphasize spoken words. *See also* **fluency, non-verbal communication.**

oral text

A text that is transmitted orally (e.g., greeting, conversation, question, statement, exclamation, instructions, directions, poem, rhyme, song, rap, story, anecdote, announcement, news broadcast, interview, oral presentation, speech, recitation, debate, report, role play, drama). Oral texts often include prosodic and non-verbal elements to help clarify their meaning.

orthographic knowledge

Knowledge of how letters represent sounds in spoken language. Orthographic knowledge includes knowledge of the English spelling system and its patterns, including grapheme positions and combinations in a word. *See also* **position-based tendencies.**

orthography

The spelling system of a language.

parts of speech

Categories of words sorted by their grammatical and semantic functions within sentences. English contains the following common parts of speech:

- **noun**. A word that refers to people, places, things, and ideas.
- **pronoun.** A word that replaces a noun.
- **verb.** A word that expresses an action, occurrence, or state of being.
- **adjective.** A word that describes a noun or pronoun.
- **adverb.** A word that describes a verb, an adjective, or another adverb.
- **preposition.** A word that connects nouns, pronouns, and phrases.
- **conjunction.** A word or phrase that connects other words, phrases, or sentences, clauses.
- **interjection.** A word or phrase that expresses emotion. It has no grammatical connection with the sentence in which it is used.
- **article.** A type of adjective used before a noun to indicate whether the identity of the noun is known (definite article) or unknown (indefinite article).

personification

A figure of speech in which a thing or abstraction is represented as a person or by a figure in human form (e.g., *The sun smiled down on us.* Or *The stairs groaned as we walked on them.*) *See also* **figurative language, elements of style.**

perspective

A particular attitude towards or way of regarding something.

- **explicit perspective.** A perspective in a text is expressed clearly, directly, and unambiguously.
- **implicit perspective.** A perspective in a text that is present or implied but expressed indirectly; it may be an attitude or view held subconsciously by the creator.

S*ee also* **bias.**

persuasive text

See **text form.**

phoneme

The smallest unit of sound in spoken words.

phonemic awareness

A subcomponent of phonological awareness. Phonemic awareness refers to the ability to identify and manipulate the smallest unit of sound in spoken words, called a *phoneme*. *See also* **blending, phoneme, phonological awareness, segmenting.**

phonics

The systematic and structured teaching of grapheme-phoneme correspondences and how to use these to decode/read and encode/spell words. *See also* **decoding.**

phonological awareness

The ability to reflect on the sound structure of spoken language, including the ability to identify and produce words that share the same rhyme, hear individual syllables within a word, and break a syllable into its onset and rime. *See also* **phonemic awareness, syllable.**

point of view

The perspective of the narrator in relation to the story; the vantage point from which events are seen (e.g., first, second, or third person; omniscient, limited, or unreliable). *See also* **narrator.**

position-based tendencies

Tendencies or rules related to position-based spellings and accurate pronunciation. To spell and pronounce words, students need to understand the concept of position-based grapheme-phoneme correspondences; for example, when the letter i is placed before the letter e in the middle of a word, it is pronounced as /ee/: n**ie**ce, p**ie**ce. *See also* **orthographic knowledge.**

prefix

A morpheme that precedes a base to form a different word (e.g., trans- before *form* or *act*)**.** *See also* **affix, suffix.**

proofreading

The careful reading of a final draft of written work to eliminate typographical errors and to correct errors in grammar, usage, spelling, and punctuation. *See also* **editing, writing process.**

prosody

Reading aloud or speaking expression, which is determined by phrasing, pause structures, stress, intonation, and general expressiveness.

punctuation

The use of symbols (e.g., periods, commas, semicolons) to distinguish elements within a sentence or to separate sentences. Punctuation marks create and clarify meaning in a written text and help the reader understand how text sounds when it is read aloud. *See also* **parts of speech, sentence types.**

r-controlled vowel

A vowel that is immediately followed by the letter r. The r controls, or colours, the pronunciation of the vowel, changing it to a sound that is distinct from short or long vowels. For example, the vowel in *spot* is a short /o/, but the vowel in *sport* is the r-controlled /ô/.

receptive communication

The process of receiving and understanding a message conveyed using verbal and/or non-verbal communication. Receptive communication includes reading, listening, and viewing.
(*Compare* **expressive communication.**) *See also* **viewing.**

representing

The process of communicating visually in various formats (e.g., a chart, diagram, photograph, video). Representing involves students understanding the purposes and audiences for visual texts and applying suitable techniques and conventions as well as a critical understanding of their choices.
(*Compare* **viewing.**) *See also* **expressive communication.**

revising

The process of making major changes to the content, structure, wording, and elements of style of a draft text to improve the organization of ideas, eliminate awkwardness of expression, correct errors, and generally ensure that the text's meaning is clear, coherent, and correct. *See also* **editing, proofreading, writing process.**

rhyme

Words rhyme when they have the same or similar ending sounds; for example, *rain* rhymes with *pain*, *stain*.

satire

The use of irony, sarcasm, or other forms of humour to expose or criticize human folly or vice.

schwa

A vowel that is unstressed, toneless, and neutral, occurring in unstressed syllables (e.g., *a* in *about* or *o* in *synonym*). Schwa sounds are the most common vowel sounds in the English language. They are often transcribed using an upside down e symbol (Ə).

segmenting

An aspect of phonemic awareness that involves separating a word into individual sounds (phonemes). (*Compare* **blending.**)

semantic features

Meaning-based properties that capture the similarity of meaning among sets of related words. For example, *young, female*, and *human* are semantic features of the word *girl. See also* **word schema.**

sentence forms

English has four main sentence forms:

- **simple.** A sentence consisting of one independent clause.
- **compound.** A sentence made up of two or more independent clauses joined by a semicolon or coordinating conjunction, usually preceded by a comma.
- **complex.** A sentence made up of one independent clause and one or more dependent clauses.
- **compound-complex.** A sentence made up of two or more independent clauses and one or more dependent clauses.

sentence types

English has four main sentence types:

- **declarative.** A sentence that makes a statement.
- **imperative.** A sentence that makes a request or gives a command or instruction.
- **interrogative.** A sentence that asks a question.
- **exclamatory.** A sentence that expresses strong emotion or feelings and ends in an exclamation mark.

See also **punctuation.**

set for variability

A reader's ability to adjust for close approximations of pronunciation when reading words, such as by flexing vowel sounds or by adjusting syllable stress and schwa. *See also* **schwa.**

simile

A figure of speech in which two unlike things are compared using the words *like* or *as* (e.g., *runs like a cheetah* and *busy as a bee*.) *See also* **figurative language.**

stop sound

A consonant sound that is formed by briefly blocking the air from leaving the vocal tract. A stop sound cannot be stretched out or elongated. Examples include /b/ in *cub*, /t/ in *bit*, and /p/ in *top.* (*Compare* **continuous sound.**)

style

A manner of writing, speaking, or representing. In a literary work, style usually refers to distinctive characteristics of the word choice, figurative language, literary devices, language patterns, and sentence structures of the work. In other forms, a creator's distinctive style is the sum of all the stylistic elements and devices they consistently use. *See also* **elements of style**, **figurative language, literary device.**

stylistic elements

See **elements of style.** *See also* **literary device.**

suffix

A morpheme that is added to the end of a base to create a different word. *See also* **affix, prefix.**

summarizing

Stating the main points or facts of a text.

syllable

The smallest segment of a word that includes one vowel sound, which may have an accompanying consonant, for example, *family* has three syllables: fam-i-ly.

symbolism

The use of something concrete or visible to stand for or represent an abstract idea.

synonym

A word that has the same or almost the same meaning as another word (e.g., *clean*/*pure*).

syntax

The arrangement of words, phrases, and clauses in a sequence to form sentences. The order of words in a sentence is part of what determines their grammatical function (e.g., subject, object). *See also* **parts of speech.**

synthesizing

Linking, combining, and/or integrating ideas and information within and across texts into a coherent whole.

text

A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or digital form, to present information and ideas to an audience. Texts can take multiple forms and include multiple modes such as an artifact imbued with interwoven meaning(s). *See also* **text form.**

text conventions

See **conventions.**

text features

The technical or design aspects of a text that clarify and/or give support to the meaning in the text (e.g., in a written text: title, table of contents, headings, subheadings, lists, bold font, illustrations; in a digital text: hyperlinks, drop-down menus, pop-ups, banners). *See also* **conventions, elements of texts.**

text form

A category or type of text that has certain defining characteristics. The concept of text forms provides a way for readers, listeners, viewers, and creators to think about the purpose of a text and its intended audience. Most texts are of multiple forms (e.g., a comic strip is a visual text that may also be narrative, expository, literary). Text forms include but are not limited to:

- **descriptive.** A descriptive text provides an account or representation of a person, object, or event, using descriptive or figurative language.
- **expository.** An expository text explains something, providing evidence, or uses a text pattern such as comparison and contrast, or cause and effect. A *narrative exposition* provides factual background information within a story. Also called an *explanatory text.*
- **functional.** A functional text is any text that is useful in daily life; it usually includes information that helps the reader, listener, or viewer make decisions and complete tasks.
- **informational.** An informational text informs the reader, listener, or viewer about a specific topic. This term is also used to describe any non-literary text.
- **literary.** A literary text is a text created to tell a story or to entertain. Its primary purpose is usually aesthetic, but it may also contain political messages or beliefs.
- **narrative.** A narrative text tells a story or recounts a series of connected events. A *personal narrative* is told from the first-person point of view.
- **persuasive.** A persuasive text attempts to convince or influence the reader, listener, or viewer to do or believe something. An *argument* aims to persuade others that an action or idea is right or wrong, using logic and providing evidence.
- **procedural.** A procedural text describes procedures or how to do something.
- **report.** A report gives an account of something observed, heard, done, or investigated.
- **visual.** A visual text is an image, or a text in which images may play a major role.

See also **cultural text, digital text, media text, oral text, visual text.**

text patterns

Ways in which content in a text is organized to create a specific effect or convey meaning. Text patterns in writing include time order or chronological order (events presented in time sequence); comparison and contrast (an outline of similarities and differences); cause and effect (an outline of events or actions linked to their consequences); generalization (general statements supported by examples); combined/multiple orders (two or more organizational patterns used together: for example, comparison/contrast and cause/effect).

theme

The main idea or implicit message that recurs in or pervades a text. (*Compare* **topic.**)

tiers of vocabulary

Vocabulary can be classified into three tiers according to frequency of use, complexity, and meaning.

- **Tier 1 words.** Words that frequently occur in spoken language and typically do not have multiple meanings. These words often do not require direct instruction.
- **Tier 2 words.** Words that are found more often in written language than in oral language and are useful across many different content areas. These words have high utility for students and should be the focus of explicit vocabulary instruction.
- **Tier 3 words.** Words that are generally specific to a particular content area and have less broad utility for students. *See also* **domain-specific words.**

tone

A manner of speaking, writing, or creating that reveals the creator's attitude towards a subject and/or audience. (*Compare* **intonation.**)

topic

The subject of a text. (*Compare* **theme.**)

viewing

The process of understanding and appreciating visual texts in various formats. Viewing involves analyzing the techniques and conventions of visual texts, and becoming critical viewers of visual media. (*Compare* **representing.**) *See also* **receptive communication.**

visual elements

The pictorial, graphic, and aesthetic elements of an image (e.g., colour, composition, line, shape, contrast, repetition, style) or text (e.g., typography, illustration, graphic design).

visual text

A picture, image, or graphic design (e.g., a drawing, painting, collage, or photograph; a chart or diagram; a graphic design or layout; a film shot; a storyboard; the visual component of a graphic novel, comic strip, cartoon, game, poster, billboard, advertisement, traffic sign). Images may include diverse cultural connotations and symbols, and portray diverse people, cultures, and practices. Also called a *graphic text*.

voice

The distinctive style or character of a text arising from how the creator uses various elements and features of a text form or genre to create the mood of the work as a whole (e.g., in a written or spoken text, word choice, sentence structure, imagery, rhythm, sound, tone; in a visual text, use of materials, techniques, themes, and colour palette).

vowel

A speech sound made with the mouth fairly open and the tongue not touching the top of the mouth. Examples include: /ē/ as in "me", /u/ as in "to". *See also* **consonant.**

word choice

The careful selection of words to communicate a message or establish a particular voice or writing style. Word choice plays a key role in establishing correctness, clearness, or effectiveness. Also called *diction*.

word schema

Knowledge of the meaning of specific words and words in general that can be used to derive the meaning of new words.

writing process

The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages are: planning for writing, drafting, revising, editing, proofreading, and publishing. *See also* **editing, proofreading.**