

Student-s Name \_\_\_\_\_ Course Name English Language Arts - Grade 9

R - retain, D - delete, C - changed

Outcomes

R D C Changed Outcome

<b>By the end of grade 9 students will be expected to:</b>				
	R	D	C	Changed Outcome
1.1 examine their own and others` ideas in discussion to extend their understanding				
1.2 ask questions calling for elaboration, clarification, or qualification, and respond thoughtfully and appropriately to questions				
1.3 formulate, support, and advocate points of view in a convincing manner				
<b>1.4 listen to assess the relevancy and adequacy of the evidence that speakers give</b>				
<b>2.1 participate in small-group and whole-class discussion, by using a range of strategies to defend points of view and contribute to effective talk</b>				
<b>2.2 adapt vocabulary, sentence structure, rate of speech, and tone to meet the needs of a variety of purposes and audiences</b>				
<b>2.3 give and follow instructions and respond to complex questions and directions</b>				
<b>2.4 employ significant verbal and non-verbal language features (e.g., summaries, eye contact, body gestures), and evaluate their own and others- uses of spoken language in a range of contexts</b>				

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<b>3.1 demonstrate such speaking and listening skills as making eye contact, questioning, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points</b>				
<b>3.2 demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others</b>				
<b>3.3 demonstrate an awareness of the power of spoken language to influence and manipulate and to reveal ideas, values, and attributes</b>				
<b>3.4 use spoken language appropriate to the situation, demonstrating an understanding that different speaking situations require different speaking and listening conventions</b>				
<b>4.1 select texts that address their learning needs and range of special interests</b>				
4.2 read widely and experience a variety of literary genre from different provinces and countries				
<b>4.3 demonstrate an understanding of how authors construct information texts for particular purposes</b>				
<b>4.4 use cueing systems and a variety of strategies to construct meaning in reading and viewing increasingly complex print and media texts</b>				

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4.5 discuss the processes and strategies that work best for them in reading and viewing increasingly complex texts				
<b>5.1 select independently and use information to meet individual learning needs</b> \$ use a wide range of print and non-print sources (e.g., e-mail, CD ROMs, documentaries, books, newspapers) \$ use various research strategies to answer their research questions				
<b>6.1 respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations</b>				
6.2 express and support points of view about issues, themes, and situations within texts, citing appropriate evidence				
<b>7.1 question the relevance and reliability of information in texts they read and view</b>				
<b>7.2 explain how specific texts and genre characteristics contribute to meaning and effect</b>				

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<p><b>7.3 respond critically to texts of increasing complexity</b></p> <ul style="list-style-type: none"> <li>\$ <b>analyze and evaluate form, structure, and content of texts and how they might contribute to meaning</b></li> <li>\$ <b>recognize how their own ideas and perceptions are influenced by what they read and view</b></li> <li>\$ <b>demonstrate an awareness that personal values and points of view influence both the creation of text and readers=/viewers= interpretation and response</b></li> <li>\$ <b>explore and reflect on culture as portrayed in texts</b></li> <li>\$ <b>identify the values inherent in a text</b></li> </ul>				
<p><b>8.1 use a range of strategies in writing and other ways of representing to</b></p> <ul style="list-style-type: none"> <li>\$ <b>extend ideas and experiences</b></li> <li>\$ <b>reflect on their feelings, values, and attitudes</b></li> <li>\$ <b>consider others= perspectives</b></li> <li>\$ <b>reflect on problems and provide solutions</b></li> <li>\$ <b>describe and evaluate their learning processes and strategies</b></li> <li>\$ <b>describe strategies that are effective in helping them to learn to extend their personal growth as language users</b></li> </ul>				

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<b>8.2 use note-making to reconstruct knowledge, selecting the form most effective for the task</b>				
8.3 integrate interesting stylistic effects in imaginative writing and other ways of representing meaning				
<b>9.1 demonstrate proficiency in using a variety of forms of writing and other ways of representing</b>				
<b>9.2 use writing forms and styles that match both the writing process and the specific audience</b>				
9.3 analyze and assess feedback while writing and representing in other forms				
<b>10.1 choose the most effective prewriting, drafting, revising, editing/proof-reading, and presentation strategies in producing a variety of texts</b>				
<b>10.2 consistently use the conventions of written language in final products</b>				
<b>10.3 experiment with the use of available technology in communicating for a range of purposes with a variety of audiences</b>				
<b>10.4 demonstrate a commitment of crafting pieces of writing and other representations</b>				
<b>10.5 integrate information from a variety of sources to construct and communicate meaning</b>				

