BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

Language and **story** can be a source of creativity and joy.	Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.	People understand **text** differently depending on their worldviews and perspectives.	**Texts** are socially, culturally, and historically constructed.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*

Curricular Competencies

*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*

Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance**, **accuracy**, and **reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
- Recognize **how language constructs personal, social, and cultural identity**
- Construct meaningful personal connections between self, **text**, and world
- Respond to **text** in **personal, creative, and critical ways**
- Explain **how literary elements, techniques, and devices enhance and shape meaning**
- Recognize an increasing range of **text** structures and how they contribute to meaning
- Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Develop an awareness of the **diversity within and across First Peoples societies** represented in **texts**
- Recognize the influence of place in First Peoples and other Canadian texts

Content

Students are expected to know the following:

Story/text

- **forms, functions,** and **genres** of **text**
- **text features**
- **literary elements**
- **literary devices**
- **elements of visual/graphic texts**

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **multi-paragraphing**
- **language change**
- **elements of style**
- **usage**
- **syntax and sentence fluency**
- **conventions**
- **presentation techniques**
- **rhetorical devices**
- connotation and denotation

BRITISH
COLUMBIA
Ministry of Education

Learning Standards (continued)

Curricular Competencies	Content
• Create and communicate (writing, speaking, representing) • **Exchange ideas and viewpoints** to build shared understanding and extend thinking • Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences** • Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message • Use an increasing repertoire of conventions of Canadian **spelling**, grammar, and punctuation • Use and experiment with **oral storytelling processes** • Select and use appropriate features, forms, and genres according to audience, purpose, and message • Transform ideas and information to create original **texts** • Express an opinion and support it with credible evidence	

Big Ideas – Elaborations	ENGLISH LANGUAGE ARTS Grade 9

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  – Oral texts include speeches, poems, plays, and oral stories.
  – Written texts include novels, articles, and short stories.
  – Visual texts include posters, photographs, and other images.
  – Digital texts include electronic forms of all the above.
  – Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - Oral texts include speeches, poems, plays, and oral stories.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **diverse purposes:** such as to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to problem solve, to entertain
- **variety of sources:** includes digital sources; students need to develop the language and tools to successfully navigate digital media (e.g., be familiar with terms and concepts such as browser, cookie, browsing history, hyperlinked text, thread, URL, fair use/copyright, plagiarism, posting etiquette, following social media, tweeting, privacy, digital identity, predictive text, evaluating digital resources, how search engines work, collaborative writing online, the language register of texting versus standard Canadian English, digital ownership, data mining)
- **relevance:** Students should be prompted to ask: Does it meet the purpose? Is it current? Does it add new information?
- **accuracy:** Students should be prompted to distinguish fact from opinion and to consider the source of the information, whether it is supported by evidence, whether it is factually correct, and whether other sources support it.
- **reliability:** Students should be prompted to consider the credibility of the source's voice, whether it is a primary or secondary source, and the trustworthiness and authority of the source.
- **inquiry:** asking creative and critical questions supported and inspired by texts
- **extend thinking:** may include questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving
- **different features forms, and genres of texts:** vary depending on the purpose and audience of the text; students should be encouraged to focus on the relationship between form and function (e.g., considering the role in various texts of elements such as negative space in graphic novels, advertisements on websites, lighting and camera angles in film and photography, use of music, paragraph length, line breaks in poetry, silence and intonation in spoken word, and colour)
- **think critically, creatively, and reflectively:** questioning, interpreting, comparing, and contrasting a range of texts (e.g., narrative, poetry, visual texts); students should be encouraged to think outside the box, moving beyond the text and comparing texts; useful strategies include "exit slips," "one star, one wish," and quick activities to identify thinking
- **personal, social, and cultural contexts, values, and perspectives:** Students should be prompted to understand the influence of family, friends, activities, education, religion, gender, age, place, settlement patterns, immigration, economic factors, and political events (local and beyond); to understand that authors write from a perspective influenced by such factors; and to understand the relationship between text and context.
- **how language constructs personal, social, and cultural identity:** Our sense of individuality and belonging is a product of the language we use; oral tradition, story, recorded history, and social media; voice; cultural aspects; literacy history; linguistic background (English as first or additional language); register; and language as a system of meaning. Students should recognize that how we use language defines who we are in the world.
- **personal, creative, and critical ways:** Students should be prompted to demonstrate comprehension, understanding of connection, and thoughtfulness; support positions with evidence/reasoning; identify and challenge their own assumptions; show awareness of their emotional and cognitive reactions and of their own point of view; and show they can consider texts from different point of views.

- **how literary elements, techniques, and devices enhance and shape meaning:** for example, metaphor brings a fresh perspective to the common; irony can add social critique to an argument; allusion suggests connections between diverse elements; form often reflects function; diction influences emotion, persuasiveness, and meaning

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.

- **diversity within and across First Peoples societies:** variety of worldviews and perspectives, diverse traditions, range of historical experiences, wealth of human experiences

- **exchange ideas and viewpoints:** collaborating in large and small groups through activities such as think-pair-share, debates, four corners, quiet conversation, and lit circles (in which students take on new roles); using active listening skills and receptive body language; paraphrasing and building on others' ideas; disagreeing respectfully; extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments)

- **literary and informational texts:** Students should be supported in planning, drafting, and editing multimedia and multimodal texts, such as paragraph compositions that include a theme (subject and author's opinion) and TAG (title, author, genre); other examples of texts include opinion pieces, poetry, short stories, narratives, slams, spoken word texts, storyboards and comic strips, and masks

- **refine texts:** using techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, using active instead of passive voice, maintaining parallelism, adding modifiers, replacing *be* verbs with stronger verbs, varying sentence types, using precise diction, eliminating wordiness

- **audience/audiences:** Students at this level expand their understanding of the range of audiences to include children, peers, authorities, and technical and business audiences, and are introduced to evidence-based writing for a variety of audiences.

- **spelling:** focus is on Canadian spelling (e.g., -*our*, -*re*, and –*ize* endings; doubled consonants in words such as *counselled* and *travelled;* words such as *grey, licence*)

- **oral storytelling processes:** creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout, using an expanding repertoire of techniques to enhance audience experience

- **forms:** such as narrative, exposition, report
- **functions:** purposes of text
- **genres:** literary or thematic categories such as fantasy, humour, adventure, biography
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - Oral texts include speeches, poems, plays, and oral stories.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **text features:** how text and visuals are displayed
- **literary elements:** characterization, narrative structures, setting
- **literary devices:** sensory detail (e.g., imagery, sound devices); figurative language (e.g., metaphor, simile, hyperbole); irony, paradox, oxymoron
- **elements of visual/graphic texts:** layout, infographics, emoticons, icons, symbols, interactive visuals, hypertext, colour; illustration style (realism, cartoon, sketch, outline)
- **reading strategies:** using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences
- **oral language strategies:** focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns
- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
- **writing processes:** may include revising, editing, considering audience
- **features of oral language:** such as tone, volume, inflection, pace, gestures
- **multi-paragraphing:** developing multi-paragraph compositions that are characterized by unity, development, and coherence
- **language change:** Languages change slowly but continually (e.g., Old English to Modern English):
  - Changes are evident in different dialects.
  - New words and new ways of saying things emerge as culture and society change.
  - New media accelerates change.
- **elements of style:** diction, figurative language, tone, inclusive language, and degree of formality
- **usage:** such as avoiding double negatives, mixed metaphors, malapropisms, word misuse
- **syntax and sentence fluency:** use of a mix of simple, compound, and complex sentences; correct pronoun use; subject-verb agreement; use of transitional words; awareness of run-on sentences and sentence fragments
- **conventions:** common practices in all standard punctuation use, in capitalization, in quoting, and in Canadian spelling
- **presentation techniques:** Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and the audience, and demonstrate thought and care in organization.
- **rhetorical devices:** figurative language, parallelism, repetition, irony, humour, exaggeration, emotional language, logic, direct address, rhetorical questions, and allusion