Reading and Viewing Achievement Standards

Grade 9

The following outlines **text study** over the Grade 9 year in English Language Arts (at least 30% should be Canadian content and include representation from New Brunswick). Additional reading and reading support is expected in all subject areas. These guidelines are for instructional texts.

Extended Texts   Maximum of one

- Book-length narrative (content is not the focus, this type of study is an opportunity for guided learning and exploration)

Shorter Text   Minimum of three from each category

- Short stories
- Excerpts from a play or script
- Poetic texts (e.g., lyrics, ballads, sonnets)
- Visuals and multimedia (e.g., documentaries, shorts, video clips, photographs, info-graphics)
- Essays and popular non-fiction/informational texts (e.g., feature articles, reviews, interviews)

Book Club   Minimum of one

- Students are grouped flexibly to read, discuss and respond to a chosen text

Students are required to explore a variety of genres in their independent reading. Expectations for time committed to independent, engaged reading (i.e., not skimming) are as follows:

During ELA: 15-20% of class time (includes conferring, but not book club discussions)

Outside Instructional Time: Appropriate: 2 hours per week (15-20 minutes per day). Strong: at least 3 1/2 hours per week (30 minutes per day)

Reading Strategies and Behaviours

By the end of Grade 9, students performing at appropriate achievement will read at least two hours per week beyond instructional time; independently use the strategies and behaviours listed below, with texts within the defined text complexity; demonstrate awareness of the strategies they are using and set straightforward goals for improvement. Performance at strong achievement will include at least three and a half hours of reading beyond instructional time; will demonstrate some stamina when reading challenging texts with unfamiliar concepts or ideas; and will attend to subtleties of texts and make sophisticated reflective of knowledge gained through broad reading experience research.

- Make meaning: check closely for understanding; adjust and use a wide variety of strategies (e.g., generate questions, make connections, analyze, synthesize and evaluate; organize significant information in notes or with graphic organizers)

- Solve words: quickly solve unfamiliar words using a wide range of cues (e.g., dividing words into syllables, using root words/origins to gain meaning; using background knowledge and context cues); use references to find the meanings of unknown /technical words

- Read with automaticity: automatically read and understand most words in range of contexts (vocabulary from grade-level texts, subject terminology, oral language)

- Read with fluency: read appropriate-level texts with expression and confidence; adjust rates to match form and purpose; use appropriate phrasing, pausing and intonation (most reading at this level is silent)

- Predict: use context clues, prior knowledge/experience, and knowledge of text forms/ features to verify and adjust predictions while reading; inquire/conduct research to extend knowledge or to clarify when content is confusing or exceeds personal knowledge/experience

- Use text features: use text features (e.g. , table of contents, glossary, captions, headings/subheadings, index, sidebars, charts/diagrams, maps, font) to preview, interpret and locate information

- Use technology: employ tools, when required, to assist the decoding process

Comprehension Responses

Indicators pertain to responses given to text at an independent reading level.

In responses to all levels of questioning, students are expected to support their ideas and content with relevant examples or information from the text. Responses deemed strong show sophistication and depth in justifications and rationales, and may sometimes be described as original or creative. Products required to assess each of the following must reflect the principles of differentiated instruction.

Appropriate Achievement	Strong Achievement
• respond accurately to most literal questions when reading longer, denser texts; skim large amount of text in search of information; search, in systematic ways, for specific information from a variety of sources • identify key story elements (setting, characters, events, problem/resolution, theme/lesson) of a narrative text; explain how events are related to the theme • distinguish between main ideas and supporting details; concisely summarize key information	Appropriate Achievement indicators, and: • handle effectively more complicated/longer texts containing new and unfamiliar concepts and ideas; reread and skim large amounts of information for details • determine importance of information

Sample Prompts

- What new information did you learn from reading and viewing this selection?
- Summarize what you have found so far. What key words did you note to help you remember?
- Where would you begin to construct a timeline to plot the events in this autobiography?
- Why is ____ (event/action of character) important to the story?
- What were the key ideas in the information you read/viewed? Why did you identify them as important?
- Provide the "gist" of this article in twenty words or less.

Grade 9

Inferential Level

Appropriate Achievement	Strong Achievement
• make logical inferences about multiple complex characters (i.e., motivations, traits, feelings, personality) and story events, referring to relevant textual details; describe relationships among characters and effect on plot/subplots or overall theme • interpret relationships among ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons; support responses with relevant details • use context clues, prior knowledge and reference tools to explain the meaning of new vocabulary and technical terms; interpret subtle shades of meaning, figurative/ descriptive language, and symbols (e.g., objects, motifs) • interpret and use text features (e.g., headings and subheadings, cut-aways, legends, diagrams, maps, graphs, glossaries, captions, charts, feature boxes, sidebars), and make general inferences using this information	Appropriate Achievement indicators, and: • demonstrate a strong understanding of how story events are interrelated • provide thoughtful inferences supported by specific and relevant examples and by personal knowledge and experience

Guidelines for Levels of Questions on Summative Assessments:

Maximum 20% Literal
Between 40-60% Inf/Int
Between 20-60% Per/Ev/Cr

Sample Prompts

- Describe ___ (character) at the beginning of the story and at the end of the story. What caused this change?
- In what ways did the weaknesses/strengths of the character affect the chain of events in the story? How would the story be different if the character had acted differently?
- What is the theme or message of this selection? What do you think the author/poet wants you to think about and remember?
- What does this word mean? What helped you figure that out?
- Explain and give an example of how the author/poet used metaphor/simile/irony/personification/ onomatopoeia.
- Show me how you used this key to understand the map.
- Look at this photograph and caption. What information do you learn that adds to the words of the text?
- How do the text features (e.g. headings, charts, questions) help you understand what you have read?

Personal/Critical/Evaluative Level

Appropriate Achievement

- make personal connections: compare contrast with personal experiences/ relevant prior knowledge; make logical text-to-text, text-to-world comparisons; connect characters within and across texts/genres by circumstances, traits or actions; consider more than one point-of-view

- make connections between the social/moral issues of the present and those presented in realistic/historical fiction, biographies, satire and other genres

- express and support personal reactions, preferences for, and opinions about particular texts, authors, illustrators and genres; express changes in personal viewpoint/ideas as a result of reading a particular text

- explain how the different elements of author's style/technique creates meaning and reaction; evaluate author's effectiveness

- respond critically to texts: recognize language used to manipulate, persuade or control; detect prejudice, stereotyping and bias; propose alternative perspectives; analyze and evaluate information; demonstrate an awareness that texts reveal and produce ideologies, identities, and positions; evaluate ways in which genders and various cultures and socioeconomic groups are portrayed

- evaluate purpose, structure, and characteristics of a variety of text forms; explain how they contribute to understanding the text; explore the relationships among language, topic, genre, purpose, context, and audience

Strong Achievement

Appropriate Achievement indicators, and:

- synthesize experiences with other texts and prior knowledge to make sophisticated connections

- provide insightful explanations and examples

Sample Prompts

- Which character is most like you? How?
- How would you have solved the problem?
- Tell me about your favourite genre. What is it about the genre that engages you?
- Does the author keep you interested in this selection? How?
- What does the author do to help you picture this character?
- The problem is described by ____ . What do you think ____ would say about it?
- Whose viewpoint is presented? What, if any, opposing viewpoints are presented? Whose viewpoint is missing? Describe the biases and assumptions presented in this selection. Whose interests are served?
- What are some examples of how the author used exaggeration/subtle misinformation in this piece?
- What are some similarities and differences between one form/genre (e.g., myths and legends) and another?

Text Complexity

Text complexity is not isolated to the actual text. Experience, knowledge and interest influence how the reader navigates the text. The term "text" includes print, visual, oral and digital sources.

Students select and read independently a range of literary and information texts. Students may employ assistive technology to support reading. Texts include:

Knowledge demands: a wide range of genres; some texts (hybrids) combine genres; longer texts, beyond personal experiences, often requiring diverse cultural, historical or social perspectives

Themes: multidimensional mature/challenging themes/ideas (e.g., moral issues: abuse, war, hardship, poverty socioeconomic/ social class barriers, racism, sexuality, murder, addiction) that cultivate social awareness and provide insight into the struggles of humanity; age appropriate characters/ information requiring the reader to interpret and connect information/ideas with other texts and subject areas; sometimes themes with layers of meaning that evoke alternative interpretations

Sentences: many complex sentence structures (including sentences greater than 30 words); large amounts of description containing information vital to the understanding of the text; more complicated use of dialogue; wide range of declarative, imperative and interrogative sentences

Language: challenging language (requires context, glossary/dictionary); wide range of literary devices (e.g. figurative language, symbolism, flashbacks, flash forward, time lapses, stories within stories); dialects (regional/historical), some words from other languages, archaic words

Word complexity: many long multi-syllable words (need knowledge of root words/affixes), complex plurals/spelling patterns, many nouns/technical words that are difficult to decode

Graphics: variety of challenging illustrations/photographs/complex graphics requiring interpretation that match/add meaning/ extend text; literary text have few or no illustrations

Layout: many lines of print on a page; variation in layout/print styles/font within the same text (many examples of dense print); complex range of punctuation; may feature a wide range of readers' tools /text features (e.g. glossary, pronunciation guide index, italics, scales, legends)

In addition, text complexity of **literary fiction** (e.g., realistic and historical fiction, fantasy, myths, science fiction, mystery, satire, graphic novels, drama) includes:

Text structure: varied structures (short stories, plays) with multiple narrators, some longer books requiring sustained reading and recall of information; some collections with interrelated themes

Plot: plots with detailed episodes/subplots/multiple story lines; occasional unexpected twists

Character development: main character displays complexity and unpredictability i.e. "hero" with shades of good and bad; factors that relate to character development that require inferences; multiple characters revealed through dialogue, actions, thoughts and/or perceptions of others

Textual details: some unassigned dialogue from which story action must be inferred; many lines of descriptive language vital to understanding setting, characters, theme, imagery, symbolism, figurative language

In addition, text complexity of **literary non-fiction** and **information texts** (e.g., textbooks, reports, directions, biography, memoir, autobiography, ads, charts, maps, tables, pamphlets, graphs) includes:

Depth of content: heavy content load requiring readers to synthesize information

Presentation: topics /explicit ideas/information linked by categories and presented through clear structures (e.g. description, sequence, compare/contrast, problem/solution, cause/effect) at times combined in same text

Textual details: information presented in a variety of formats (e.g., paragraphs, columns, links, cutaways and graphics) and in combination; requiring readers preview text layout, skim and scan, use text features and read with a purpose

New Nouveau Brunswick