

What your child will learn in Grade 9 English Language Arts

Exploring ideas through reading, writing, listening and speaking

Your child will spend the year developing and sharing their own thoughts while learning from others. They will talk with classmates about what they read, watch and hear, and use those conversations to build their own opinions. They will talk with others and experience a variety of oral, print and other media texts to explore, develop and justify their own opinions and points of view. As they read more widely, they will develop preferences for certain writers, genres and storytellers, and they will be able to explain why those choices appeal to them. Throughout the year, your child will reflect on oral, print and other media texts to explore and develop their understanding [See the curriculum: 1, 2, 3, 4.](#)

When your child encounters new ideas in texts, they will learn to combine what they already know with what they are reading. They will look at the same story or article from different angles to spot patterns and connections. They will examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships [See the curriculum: 1, 2.](#)

Understanding and responding to texts

Your child will learn strategies to help them read more effectively. Before diving into a difficult book or article, they will preview it to figure out what it is about and how it is organized, then choose a reading speed that matches the task. They will preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading [See the curriculum: 1, 2.](#)

As your child reads stories, poems, films and articles, they will discover how writers use techniques like symbolism and irony to create meaning. They will discuss character development in terms of consistency of behaviour and plausibility of change, and they will describe how theme, dominant impression and mood are developed and sustained through choices in language use and the interrelationship of plot, setting and character. They will discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts [See the curriculum: 1, 2, 3.](#)

Your child will experience a range of texts from different cultures and time periods. They will think about the historical moment in which a story was written and how that shapes its meaning. They will experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction, and express the themes of these texts in different forms or genres [See the curriculum: 1, 2.](#)

Gathering and organizing information

Your child will learn to research a topic by finding information from multiple sources. They will use websites, databases, articles and other materials to gather facts and opinions from different perspectives. They will also learn to use a variety of sources, such as expository essays, graphs, diagrams, online catalogues, periodical indices, film libraries, electronic databases and the Internet, to obtain information reflecting multiple perspectives [See the curriculum: 1, 2.](#)

When your child collects information, they will organize it into categories that make sense for their purpose. They will learn to organize ideas and information by developing and selecting appropriate categories and organizational structures, and to ensure sentences, paragraphs and key ideas are linked throughout. They will also learn to develop coherence by relating all key ideas to the overall purpose of their oral, print or other media text [See the curriculum: 1, 2, 3.](#)

Improving their own writing and speaking

Your child will learn to revise their writing by checking that their introduction draws the reader in, their ideas flow smoothly from one to the next, and their conclusion wraps up their thinking. They will revise their work to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions [See the curriculum: 1, 2](#).

Your child will also expand their knowledge of words. They will learn that words can have both a literal meaning and an emotional meaning, and they will experiment with word choice to create a particular effect on their reader. They will study how language varies across different regions and communities in Canada. [See the curriculum](#).

In their writing, your child will practice using a variety of sentence structures to connect ideas smoothly. They will identify and use coordination, subordination and apposition to enhance communication, and use a variety of strategies to make effective transitions between sentences and paragraphs in their own writing [See the curriculum: 1, 2](#).

When your child presents information, whether in writing, speech or multimedia, they will choose evidence and examples that match their audience's interests and background knowledge. They will select, organize and present information using images, video, sound or other media to appeal to the interests and background knowledge of various readers or audiences [See the curriculum: 1, 2](#).

Listening, viewing and giving feedback

Your child will practice listening carefully to others' presentations. They will follow the speaker's main ideas, think about whether the evidence is convincing, and decide whether the speaker is credible. They will also learn to give feedback that encourages the presenter to think more deeply about their topic. [See the curriculum](#).

Respecting others and working in groups

Your child will read and create texts that celebrate the diversity of Canadian cultures and perspectives. They will analyze how different texts reflect the beliefs, traditions and technologies of different communities and time periods. They will also learn to create and respond to texts in ways that show respect for all people and cultures. [See the curriculum: 1, 2, 3](#).

When working in a group, your child will learn to listen to classmates' ideas and work toward agreement on a shared goal. They will help organize the group's work by assigning tasks based on each person's strengths. At the end of a group project, your child will reflect on how well the group worked together and think about what they could do better next time. [See the curriculum: 1, 2, 3](#).

How to help at home: English Language Arts

Read together and talk about what you read. Ask your child what they think will happen next in a story, or why a character made a particular choice. Ask them to explain what a poem or article means to them. These conversations help your child develop and defend their own opinions. [See the curriculum: 1, 2](#).

Ask your child to show you different ways they could write or present the same idea. Could they write it as a poem, a letter, a news article or a short scene? Trying different forms helps them discover which one works best for their message. [See the curriculum: 1, 2](#).

Help your child evaluate sources when they are researching. When they find information online or in a book, ask them: Who wrote this? When was it written? Does the author have a reason to be biased? This teaches them to think critically about whether a source is trustworthy. [See the curriculum](#).

Listen to your child read aloud and ask them to explain their choices. If they pause at a word or change how they say a sentence, ask why. Talk about how tone of voice changes the meaning of what is said. [See the curriculum: 1, 2.](#)

Create opportunities for your child to teach you something. Ask them to explain a topic they have researched, or to read you a piece of writing they are proud of. Presenting to a real audience helps them organize their ideas and choose evidence that matters. [See the curriculum: 1, 2.](#)