

The Saskatchewan Curriculum Correlation for Scholastic's *Stepping Up with Literacy Place* (Grade 9 – 4 UNITS)

English Language Arts <i>Comprehend and Respond (CR)</i>	
OUTCOMES By the end of grade 9, students will:	
CR9.1a View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., <i>The Search for Self</i>), social responsibility (e.g., <i>Our Shared Narratives</i>), and efficacy (e.g., <i>Doing the Right Thing</i>).	<u>Inquiry Unit:</u> The Big Picture All Book Club Units
CR9.2a Select and use appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing, listening, and reading.	All Inquiry Units All Book Club Units
CR9.3a Use pragmatic (e.g., language suitable for intended audience), textual (e.g., author's thesis or argument, how author organized text to achieve unity, coherence, and effect), syntactic (e.g., parallel structures), semantic/lexical/morphological (e.g., connotation and denotation), graphophonic (e.g., common spellings and variants for effect or dialect), and other cues (e.g., fonts, colour) to construct and to confirm meaning.	<u>Inquiry Units:</u> Mixed Messages pages 26-28, 30-34, 37, 40, 45, 49, 52-53, 55, 57 The Big Picture pages 23, 25, 28, 31-33, 40, 44, 46, 49-50, 55 <u>Book Club Units:</u> Future Worlds pages 16, 25-26, 60 Stand Up for Human Rights!
CR9.4a View and demonstrate comprehension and evaluation of visual and multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, and dramatizations to glean ideas suitable for identified audience and purpose.	<u>Inquiry Units:</u> Mixed Messages The Big Picture <u>Book Club Units:</u> Future Worlds pages 25-27, 60-62 Stand Up for Human Rights!
CR9.4b View and demonstrate comprehension of visual and multimedia texts to synthesize and summarize ideas from multiple visual and multimedia sources.	<u>Inquiry Units:</u> Mixed Messages The Big Picture <u>Book Club Units:</u> Future Worlds pages 25-27, 60-62 Stand Up for Human Rights!
CR9.5a Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches.	<u>Inquiry Units:</u> Mixed Messages pages 23-24, 26-28, 31, 33 The Big Picture page 34 All Book Club Units
CR9.5b Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including directions and train of thought, main points, and presentation techniques.	<u>Inquiry Unit:</u> Mixed Messages pages 23-24, 26-28, 31, 33

<p>CR9.6a Read and demonstrate comprehension and interpretation of grade-level appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to develop an insightful interpretation and response.</p>	<p><u>Inquiry Unit:</u> The Big Picture</p> <p><u>Book Club Unit:</u> Future Worlds</p>
<p>CR9.7a Read independently and demonstrate comprehension of a variety of information texts including expository essays, historical accounts, news articles, and scientific writing.</p>	<p><u>Book Club Unit:</u> Stand Up for Human Rights!</p>
<p>CR9.8a Read Grade 9 appropriate texts to increase fluency and expression (150+wcpm orally; 215-260 silently)</p>	<p>Program and Planning Guide pages 15, 54, 61</p>
<p>English Language Arts <i>Compose and Create (CC)</i></p>	
<p>OUTCOMES By the end of grade 9, students will:</p>	
<p>CC9.1a Create various visual, multimedia, oral, and written texts that explore identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).</p>	<p><u>Inquiry Units:</u> Mixed Messages pages 63-78 The Big Picture pages 61-69</p> <p><u>Book Club Unit:</u> Stand Up for Human Rights!: Final Project; Text-Type Writing Study</p>
<p>CC9.2a Create and present an individual researched inquiry project related to a topic, theme, or issue studied in English language arts.</p>	<p><u>Inquiry Units:</u> Mixed Messages pages 63-78 The Big Picture pages 61-69</p> <p><u>Book Club Unit:</u> Future Worlds pages 65-74</p>
<p>CC9.3a Select and use appropriate strategies to communicate meaning before (e.g., considering and valuing own observations, experiences, ideas, and opinions as sources for ideas), during (e.g., shaping and reshaping drafts with audience and purpose in mind), and after (e.g., ensuring that all parts support the main idea or thesis) speaking, writing, and other representing activities.</p>	<p>Program and Planning Guide pages 160-161</p> <p><u>Inquiry Units:</u> Mixed Messages pages 63-78, 82-83 The Big Picture pages 61-69, 71</p> <p><u>Book Club Units:</u> Future Worlds pages 65-74, 77 Stand Up for Human Rights!: Text-Type Writing Study; Digital Story Outline; Digital Story-Planning for the Storyboard; Storyboard Organizer</p> <p>The Writer’s Handbook</p>
<p>CC9.4a Use pragmatic (e.g., inclusive language that supports people across cultures, genders, ages, and abilities), textual (e.g., strong leads, coherent body, and effective endings), syntactic (e.g., subordination to show more precisely the relationships between ideas), semantic/lexical/morphological (e.g., both the denotative and connotative meaning of words), graphophonic (e.g., knowledge of spelling patterns and rules to identify, analyze, and</p>	<p><u>Inquiry Units:</u> Mixed Messages pages 64-65, 70, 72-75, 79-81 The Big Picture pages 62, 66-70</p> <p><u>Book Club Units:</u> Future Worlds pages 70-72, 75-76 Stand Up for Human Rights!: Final Project; Text-Type Writing; Spelling Mini-Lesson</p> <p>The Writer’s Handbook pages 15-16, 20-24</p>

correct spelling errors), and other cues (e.g., combine print and visuals to enhance presentations) to construct and to communicate meaning.	
CC9.5a Create and present a variety of visual and multimedia presentations to best represent message for an intended audience and purpose.	<u>Inquiry Units:</u> Mixed Messages pages 63-78 The Big Picture pages 61-69 <u>Book Club Units:</u> Future Worlds pages 63-74 Stand Up for Human Rights!: Final Project; Text-Type Writing Study
CC9.5b Create and present a variety of visual and multimedia presentations including addressing various audiences for one proposal.	<u>Inquiry Units:</u> Mixed Messages pages 63-78 The Big Picture pages 61-69 <u>Book Club Units:</u> Future Worlds pages 63-74 Stand Up for Human Rights!: Final Project; Text-Type Writing Study
CC9.6a Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one, small group, and large group discussions (e.g., prompting and supporting others, solving problems, resolving conflicts, building consensus, articulating and explaining personal viewpoint, discussing preferences, speaking to extend current understanding, and celebrating special events and accomplishments).	All Inquiry Units All Book Club Units
CC9.7a Use oral language intentionally to express a range of information and ideas in formal and informal situations including dramatic readings of poems, monologues, scenes from plays, and stories and presenting reasoned arguments of opposing viewpoints.	All Inquiry Units All Book Club Units
CC9.8a Write to describe (a profile of a character), to narrate (a narrative essay), to explain and inform (a researched report), and to persuade (a review).	<u>Inquiry Units:</u> Mixed Messages pages 63-78 The Big Picture pages 61-69 <u>Book Club Units:</u> Future Worlds pages 65-74 Stand Up for Human Rights!: Final Project; Text-Type Writing Study
CC9.9a Experiment with a variety of text forms (e.g., debates, meetings, presentations to unfamiliar audiences, poetry, précis, short script, advice column, video documentary, comic strip) and techniques (e.g., tone, persona, point of view, imagery, dialogue, figurative language).	<u>Inquiry Units:</u> Mixed Messages pages 63-78 The Big Picture pages 61-69 <u>Book Club Units:</u> Future Worlds pages 63-74 Stand Up for Human Rights!: Final Project; Text-Type Writing Study
English Language Arts	

<i>Assess and Reflect on Language Abilities (AR)</i>	
OUTCOMES	
By the end of grade 9, students will:	
AR9.1a Assess personal strengths and needs as a viewer, listener, reader, representer, speaker, and writer and contributions to the community of learners, and develop goals based on assessment and work toward them.	<p>Program and Planning Guide pages 77-85</p> <p><u>Inquiry Units:</u> Mixed Messages pages 84-85 The Big Picture pages 72-73</p> <p><u>Book Club Units:</u> Future Worlds pages 78-87 Stand Up for Human Rights!: Final Project; Book Club Self-Assessment (Student); Comprehension Assessment for Book Clubs (Student);; Reader Response: What's the Issue? Self-Assessment (Student); Self-Assessment of Group Final Project: Dramatized News Story (Students); Assessing the Characteristics of My Digital Story (Student); Unit Wrap-Up Lesson</p>
AR9.2a Assess own and others' work for clarity, correctness, and impact.	<p>Program and Planning Guide pages 82, 85-86, 160-161</p> <p><u>Inquiry Units:</u> Mixed Messages pages 70, 74-75, 78, 85 The Big Picture pages 64, 67, 69, 73</p> <p><u>Book Club Units:</u> Future Worlds pages 64, 69, 74, 79, 87-88 Stand Up for Human Rights!: Reader Response: What's the Issue? Self-Assessment (Student); Final Project; Self-Assessment of Group Final Project: Dramatized News Story (Students); Assessing the Characteristics of My Digital Story (Student)</p>