

Grade 9 English Language Arts

Course Code 0001

Course Credit 1.0

ENGLISH Program

Discipline Overview

The study of English language arts enables Kindergarten to Grade 12 learners to explore, understand, and appreciate language and its use in multi-dimensional ways—through critical thinking, communicating, creating, collaborating, and reflecting—to empower learners to live [Mino-pimatisiwin \(The Good Life\)](#) and to contribute to their communities as global, literate citizens.

All Kindergarten to Grade 12 teachers contribute to their students' literacy development, supporting learner growth and transformation over time. This includes supporting learners' growth as readers and writers across disciplines and contexts. Each learner develops literacy knowledge and skills through opportunities to listen, speak, read, write, view, and represent in a variety of cultural, linguistic, and community contexts. The language arts are interrelated and interdependent; growth in one area strengthens and supports development in others.

English language arts empowers Kindergarten to Grade 12 learners to engage with multiple modes of communication—known as multiliteracies—across diverse contexts. In today's rapidly evolving landscape of texts, English language arts equips learners with the skills to navigate and interpret multimodal texts that blend print, digital, oral, and visual elements, including Indigenous oral traditions, stories, and knowledge shared across generations.

Through these text experiences, Kindergarten to Grade 12 learners question, investigate, create, communicate, and reflect in order to make sense of the world around them, drawing on varied perspectives, relationships, and lived experiences.

Across Kindergarten to Grade 12, English language arts curricular learning outcomes provide the foundation for developing global competencies. Through engagement with a range of texts, ideas, and experiences, learners apply and deepen these competencies to communicate, collaborate, think critically, and act purposefully, while developing a sense of self and identity, strengthening connections to communities, and expanding their understanding of the world as active and responsible participants.

English language arts serves as the gateway to self-knowing, being, and doing, engaging learners' imaginations, inspiring lifelong learning, and promoting appreciation for the diversity of human experiences conveyed through language, literature, and story.



In Manitoba, the Kindergarten to Grade 12 English language arts curriculum rests on the following four interconnected strands:

Building Literacy: This strand develops the foundational role of language that supports overall literacy development. Listening and speaking lay the groundwork for reading and writing as learners investigate how language works, including its sounds, patterns, and structures, and discover the power of words to construct and express meaning. Reading and writing develop together as learners engage with traditional and contemporary texts to construct meaning across contexts. As learners progress, oral language continues to anchor comprehension, reasoning, and collaboration; at the same time, expanding vocabulary and word knowledge enable the creation and interpretation of increasingly complex texts. Across the grades, learners deepen their engagement with language by exploring and experimenting with its features, refining communication skills, and using language and literacy as powerful tools for learning and self-expression.

Comprehend and Respond: This strand develops the learner's capacity to comprehend, interpret, and engage with and respond to a wide range of texts. Learners draw on prior knowledge and experiences as they acquire new information, construct meaning, and think critically about ideas and perspectives. They question, analyze, and evaluate texts by considering purpose, audience, and context. Responding involves expressing understanding, making connections, and communicating insights through discussion, writing, and other forms of representation. Across the grades, learners develop and refine ways of comprehending, interpreting, and thinking critically about texts through engagement with a range of texts and experiences. They deepen their learning, broaden perspectives, and shape how they engage with ideas and viewpoints from social, cultural, and historical contexts.

Compose and Create: This strand develops the learner's capacity to express and communicate ideas through purposeful and creative text creation. Learners generate ideas, plan, and draft texts in print, digital, and multimodal forms, engaging in a full composing process that also includes revising, editing, and publishing. Through revision, they refine language, structure, and style to communicate meaning with clarity, precision, and creativity for different purposes and audiences. Across the grades, learners demonstrate increasing growth as text creators, crafting texts to share stories, express identity, and contribute meaningfully to their communities.

Share and Reflect: This strand develops the learner's capacity to share ideas effectively and to deepen learning through reflection. Learners engage in collaborative dialogue and presentations to clarify thinking, build new understandings, and express ideas clearly and purposefully across a range of audiences and contexts. Reflection supports learner agency, as they assess progress, set goals, and use feedback to improve. Across the grades, communication serves as a tool for inquiry, problem solving, and collective learning, supporting the ongoing transformation of understanding through shared thinking, reflection, and relational approaches to knowledge building.



Course Overview

In Grade 9, learners develop and refine their use of language with increasing clarity and purpose across all areas of English language arts. They participate in academic and literary discussions and structured debates, using purposeful language and logical reasoning to effectively express and support their ideas. Learners deepen their understanding of communication by examining how language choices, such as voice and tone, work together and influence how messages are communicated, interpreted, and received.

Grade 9 learners explore a broad range of literary and informational texts that consider global, cultural, historical, and contemporary issues. They study texts for themes, author's purposes and messages, and social commentary, and consider how works invite readers to respond and think critically. Learners identify connections between texts and familiar issues, considering how they reflect different ideas and experiences across contexts. Through close reading, learners develop questions across texts and contexts, connect information from multiple sources, and communicate ideas and perspectives through supported responses.

As text creators, learners compose a range of texts across genres and text types, such as responsive, persuasive, and creative works, using familiar forms and modes to communicate ideas with emerging clarity and organization. They demonstrate growing insight into language conventions, vocabulary, and style, making intentional choices to support audience and purpose. Through a supported creation process, learners plan, draft, revise, and edit their work to build stronger communication skills.

By the end of Grade 9, learners apply foundational analytical, expressive, and critical thinking skills with growing awareness across all areas of English language arts. They are prepared to engage with a range of language and literacy demands with emerging independence as they continue their learning in English language arts.

Global Competencies in English Language Arts



Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgments, and reflecting on the consequences and implications of those judgments.

When the English language arts curriculum is used to foster critical thinking as a competency, learners

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas, and deepen thinking
- evaluate sources for validity and reliability, and question assumptions, bias, and stereotyping in their own and others' texts
- connect ideas, patterns, and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes
- reflect on multiple perspectives, points of view, and interpretations to make sense of and respond to texts in terms of purpose, audience, and context
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning
- analyze, challenge, and make judgments about their own and others' text and ideas, using observations, experiences, and evidence
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text
- critically examine the contents of texts, evaluating text origin and methods of expression



Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When the English language arts curriculum is used to foster creativity as a competency, learners

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts
- respond to uncertainty with curiosity and open-mindedness, and ask questions to explore ideas/possibilities and to fill information gaps

- select from and use language and literacy strategies, resources, and sources to explore real-world challenges and to generate ideas to solve problems
- generate and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others
- create and adapt plans to meet needs of specific purposes and different audiences
- test and adapt ideas, plans, and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions
- reflect on creative processes, iterations, and revisions, and seek and use feedback to refine designs



Citizenship

Citizenship in English language arts involves engaging with others and working toward a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When the English language arts curriculum is used to foster citizenship as a competency, learners

- develop, understand, and reflect on their own perspectives on complex issues
- recognize discrimination, principles of equity, and human rights in texts and in their world
- explore the interconnectedness of self, others, and the natural world through texts
- welcome and discuss diverse viewpoints, experiences, and world views to make sense of issues related to others and the natural world
- reflect on how texts represent and promote beliefs, values, and the ability to empathize with perspectives that are similar to or different from their own
- engage with others in safe, respectful, and inclusive ways with attention to the complexities of digital citizenship, intellectual property, and fair dealing
- evaluate factors and propose solutions that support advocacy for themselves, others, and the natural world for the betterment of their community
- engage in dialogue to find equitable solutions to social issues that support diversity, inclusivity, and human rights
- investigate complex issues to make informed ethical choices for themselves, others, and the natural world



Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth and well-being.

When the English language arts curriculum is used to foster connection to self as a competency, learners

- recognize personal strengths, gifts, and challenges to develop language and literacies for learning and well-being in all areas of their lives
- explore their own voice and understand factors that shape and transform their identities
- recognize and express their feelings and emotions, and use appropriate language strategies to support self-regulation and well-being
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests
- persevere through challenges to understand and create increasingly complex texts
- adapt and change their language and literacy practices in new and varied contexts and communities
- recognize their agency and embrace their role in making decisions about their language and literacy learning, and their well-being



Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When the English language arts curriculum is used to foster collaboration as a competency, learners

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts
- add to, stretch, and redirect their thinking to deepen and build on others' ideas
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas

- work through differences in constructive ways, and compromise, change perspective, or resist points of view and opinions
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal



Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed, and understood in multiple ways and for a variety of purposes.

When the English language arts curriculum is used to foster communication as a competency, learners

- recognize, apply, and adjust rules and conventions in text to express ideas and emotions
- consider audience, purpose, and context when making decisions about using and combining different modes and forms to communicate ideas
- understand how their words and actions shape their identity and affect how they tell their own and others' stories
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts
- recognize that diverse perspectives, experiences, and ideas can have an impact on and influence understanding and how we respond to texts
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages
- make connections to how the English language works, and use language in discerning and purposeful ways to build relationships, both in person and in digital contexts
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities



Enduring Understandings

Enduring understandings are the essential big ideas residing at the heart of all disciplines. They are the principles educators interpret and use to guide curriculum planning, and that learners use to deepen understanding, make connections, and transfer their learning across a broad spectrum of language and literacy experiences.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context-dependent.

Today's learners will understand how to use language and literacies for different contexts, such as navigating different purposes, audiences, and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning, which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/known language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text and creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*



Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies, and multimodal texts (print, digital, physical, aural/oral, gestural, spatial, and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts is essential for all to live [Mino-pimatisiwin \(The Good Life\)](#). The English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being, and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

(Source: *English Language Arts Curriculum Framework: A Living Document*, 2020)



Learning Outcomes

Strand A: Building Literacy

General Learning Outcome: Oral Language Communication

ELA.9.A1 Learners engage in oral language communication as a recursive process of listening, speaking, and interacting to construct meaning, exchange ideas and perspectives, and expand their understanding of themselves, others, and the world.

Listen and Comprehend

ELA.9.A1.1 Listen attentively to information, ideas, and experiences expressed; demonstrate understanding by identifying key messages, asking relevant questions to clarify, verify, and summarize ideas to support comprehension.

ELA.9.A1.2 Identify and explain how speakers use language choices, voice, organization, and verbal/non-verbal communication to engage audiences and communicate ideas.

Speak and Interact

ELA.9.A1.3 Use the rules and structures of language (e.g., syntax, verb tense, word choice, grammar) when speaking to deliver clear, coherent ideas according to purpose, context, and audience (informal, formal).

ELA.9.A1.4 Exchange ideas and viewpoints relevant to the topic in conversations and group discussions; acknowledge the contributions of others to build shared understanding and extend thinking.

General Learning Outcome: Language as the Foundation for Reading and Writing

ELA.9.A2 Learners build and apply foundational knowledge and skills, including letter knowledge, sound awareness, word structures, vocabulary knowledge, and language conventions, to engage as active readers, writers, and communicators.

Phonological Awareness

ELA.9.A2.1 Foundational literacy knowledge and skills developed in earlier grades continue to support learners as they engage with increasingly complex texts and specialized vocabulary. In Grades 9 to 12, phonological awareness, alphabetic knowledge, and phonics are not typically addressed as separate outcomes; rather, these foundational understandings are applied and integrated within reading, spelling, vocabulary development, and communication across contexts and disciplines.



Alphabetic Knowledge

ELA.9.A2.2 Foundational literacy knowledge and skills developed in earlier grades continue to support learners as they engage with increasingly complex texts and specialized vocabulary. In Grades 9 to 12, phonological awareness, alphabetic knowledge, and phonics are not typically addressed as separate outcomes; rather, these foundational understandings are applied and integrated within reading, spelling, vocabulary development, and communication across contexts and disciplines.

Phonics: Letter-Sound Relationships

ELA.9.A2.3 Foundational literacy knowledge and skills developed in earlier grades continue to support learners as they engage with increasingly complex texts and specialized vocabulary. In Grades 9 to 12, phonological awareness, alphabetic knowledge, and phonics are not typically addressed as separate outcomes; rather, these foundational understandings are applied and integrated within reading, spelling, vocabulary development, and communication across contexts and disciplines.

Spelling Conventions

ELA.9.A2.4 Foundational spelling knowledge and skills developed in earlier grades continue to support learners as they engage with increasingly complex texts and specialized vocabulary. In Grades 9 to 12, spelling conventions are not typically addressed as separate outcomes; rather, learners apply and refine their understanding of spelling patterns, word structures, word origins, and language conventions through reading, writing, vocabulary development, and communication across contexts and disciplines.

Word Structures and Meaning (Morphology)

ELA.9.A2.5 Analyze how morphological knowledge, including Greek and Latin roots, affixes, and word origins, contributes to vocabulary understanding and accurate spelling; apply this knowledge to support comprehension and communication in speaking and writing.

Vocabulary Knowledge

ELA.9.A2.6 Use a variety of vocabulary and knowledge of word relationships and meanings to understand texts; select vocabulary to communicate ideas clearly and precisely in different contexts.

Language Conventions

ELA.9.A2.7 Examine how language conventions (e.g., syntax, sentence structure, grammar, usage, mechanics) contribute to meaning in texts; use language conventions appropriately to communicate ideas clearly and effectively.



Strand B: Comprehend and Respond

General Learning Outcome: Navigate Texts

- ELA.9.B1** Learners draw on their knowledge, experiences, and awareness of text cues and conventions to establish purpose, anticipate meaning, and prepare for engagement with texts.

Activate Prior Knowledge and Inquire

- ELA.9.B1.1** Explain how prior knowledge, experiences, and information from various sources support understanding and interpretation of texts.

Establish Purpose and Focus

- ELA.9.B1.2** Identify and explain a purpose for engaging with texts (e.g., task, context, interests, learning goals); generate and refine questions to focus attention, support text selection, and deepen understanding.

Use Text Cues and Conventions

- ELA.9.B1.3** Identify and use text cues (e.g., structures, features, design elements, language patterns, visuals) and conventions in a range of texts; examine how they contribute to meaning and interpretations.

General Learning Outcome: Construct Meaning

- ELA.9.B2** Learners actively construct meaning when reading, viewing, and listening to texts by applying a range of comprehension strategies. They make connections, infer meaning, and monitor understanding to build knowledge and deepen understanding across a variety of contexts and text forms.

Predict and Infer

- ELA.9.B2.1** Make, revise, and confirm predictions and inferences using prior knowledge, text content, and text cues; compare predictions and inferences with others to clarify understanding.

Make Connections

- ELA.9.B2.2** Make connections among personal experiences, texts, and knowledge of the world to support understanding and develop interpretations.

Monitor Understanding

- ELA.9.B2.3** Monitor understanding to identify when clarification is needed; select and apply appropriate strategies (e.g., questioning, summarizing) to clarify meaning, verify ideas, and resolve misunderstandings.
- ELA.9.B2.4** Apply a range of fluency skills and strategies, including pacing, rate, and expression (prosody), according to text demands and purpose to support comprehension.



Summarize Meaning

- ELA.9.B2.5** Summarize key ideas and information from texts by grouping related ideas and recognizing the difference between important and less important information while maintaining the integrity of the author's message; use summaries to clarify meaning and support interpretation.

General Learning Outcome: Think Critically about Texts

- ELA.9.B3** Learners analyze ideas, information, viewpoints, and perspectives within and across texts to build understanding. Learners use evidence from texts to develop, support, and evaluate interpretations.

Analyze Ideas and Information

- ELA.9.B3.1** Identify ideas, themes, facts, opinions, and perspectives within and across texts; use evidence to explain how texts contribute to understanding people, experiences, and issues.

Critique Purpose, Viewpoint, and Perspective

- ELA.9.B3.2** Identify and explain how a text creator's purpose, experiences, context, and use of text elements influence the representation of people, ideas, and events; explain how viewpoints and perspectives are presented.

General Learning Outcome: Consolidate Understanding

- ELA.9.B4** Learners reflect on, extend, and integrate new learning to develop deeper understandings. They respond to texts by sharing interpretations, perspectives, and insights that expand, challenge, and/or refine their thinking.

Reflect on New Learning

- ELA.9.B4.1** Explain new ideas and understandings gained from texts; reflect on how new learning connects to and builds upon prior knowledge, experiences, and perspectives.

Response to Text: Self and Others

- ELA.9.B4.2** Describe and share responses to texts; explain how personal, cultural, and textual connections contribute to appreciation, meaning, and emotional response.
- ELA.9.B4.3** Compare personal responses with others; explain how differing assumptions, experiences, and perspectives shape meaning and influence understanding.



Strand C: Compose and Create

General Learning Outcome: Plan and Develop Texts

ELA.9.C1 Learners generate and develop ideas, conduct research, evaluate sources, organize information, and select appropriate forms and modes to compose texts for a range of purposes and audiences.

Generate Ideas and Select Topic

ELA.9.C1.1 Generate ideas from experiences, current events, literature, and cross-curricular learning, and select topics appropriate to purpose, form, and audience.

Research Sources

ELA.9.C1.2 Select and use information from multiple sources (e.g., oral, visual, digital, written); identify key ideas and describe how perspectives are shaped and represented across sources to expand ideas.

Analyze Author's Craft

ELA.9.C1.3 Analyze mentor texts to identify how authors use text cues (e.g., structures, features, design elements, language patterns, visuals) and conventions to shape meaning; select techniques to support one's own writing.

Plan and Develop Ideas

ELA.9.C1.4 Use strategies and planning tools appropriate to genre and purpose; collect and record information, and highlight key steps to support text development.

Choose Form

ELA.9.C1.5 Select and use appropriate form to suit purpose and audience to communicate ideas with clarity; when appropriate, experiment with combining written, visual, and digital elements from different forms to strengthen ideas.

Create Text

ELA.9.C1.6 Compose and create texts for different purposes, audiences, and contexts; make appropriate choices in structure, mode, style, design, and mechanics to communicate ideas and support meaning; use research, evidence, and/or craft techniques to develop meaningful texts.

ELA.9.C1.7 Use handwriting, keyboarding, and other composition tools to maintain clarity and readability across a range of texts.



General Learning Outcome: Refine Texts

ELA.9.C2 Learners apply the key qualities of writing to revise, refine, and enhance texts for different purposes, contexts, and audiences.

Organize Content

ELA.9.C2.1 Re-evaluate the organization of content by applying knowledge of how texts are organized across forms, contexts, and modes; review and adjust the sequencing of ideas and of text structures and features to better align with purpose, context, and audience.

Elevate Sentence Fluency

ELA.9.C2.2 Use a variety of sentence lengths and structures to improve clarity, rhythm, and flow; combine and expand sentences to strengthen connections between ideas within and across paragraphs; review grammar to communicate meaning clearly.

Enhance Word Choice

ELA.9.C2.3 Use clear, accurate, discipline-specific words that suit purpose, context, and audience; revise word choice to improve precision, strengthen meaning, and replace vague or repetitive language; use word choice to support voice and contribute to style.

General Learning Outcome: Edit and Publish

ELA.9.C3 Learners proofread, edit, and refine texts by applying editing strategies to improve accuracy and clarity. They publish their work using appropriate tools, modes, and platforms to communicate for different purposes, contexts, and audiences.

Review Mechanics

ELA.9.C3.1 Apply knowledge of spelling and Canadian spelling conventions to edit and proofread texts for spelling accuracy; use print and digital resources to identify and edit spelling errors.

ELA.9.C3.2 Edit texts to apply capitalization conventions accurately and consistently, including proper nouns, titles, dialogue, quotations, citations, and organizational names, to support clarity and readability.

ELA.9.C3.3 Edit and proofread texts to identify and correct punctuation errors using appropriate resources and feedback; apply punctuation conventions accurately to support clarity and meaning for different purposes and audiences.

Publish Final Text

ELA.9.C3.4 Create and publish texts using composition and design choices across a range of forms and genres; make purposeful choices in form, structure, language, and, when appropriate, mode to communicate ideas clearly for an intended purpose and audience.



Strand D: Share and Reflect

General Learning Outcome: Share Ideas and Communicate Effectively

ELA.9.D1 Learners organize and communicate ideas for others by making intentional choices about content, communication mode, and style for different purposes and contexts.

Express Ideas and Engage Audience

- ELA.9.D1.1** Select and organize ideas and relevant details to share with others (informal, formal); support points with evidence or examples, as appropriate; use transitions to support audience understanding.
- ELA.9.D1.2** Select and consider different communication modes (e.g., oral, visual, digital, written) in relation to purpose, context, and audience (informal, formal).
- ELA.9.D1.3** Apply communication style (e.g., tone, volume, and expression) in relation to content and audience (informal, formal) to effectively share ideas.

General Learning Outcome: Reflect on Learning and Plan Next Steps

ELA.9.D2 Learners use descriptive feedback and criteria to reflect on their learning, set goals, and monitor progress to inform next steps.

Reflect

- ELA.9.D2.1** Apply descriptive feedback from various sources; reflect on feedback and criteria to identify strengths and areas for growth; adjust strategies to support ongoing progress.

Set Goals and Monitor Progress

- ELA.9.D2.2** Identify and develop learning goals using criteria and feedback; monitor progress by identifying evidence of learning to track growth and support ongoing progress toward goals.

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. This section and the support documents will continue to be updated, so you are encouraged to visit the site regularly.