Call for Submissions

Date **Oct.28, 2025**

Reference Number **2025-09**

The Department of Education and Early Childhood Development (Programs and Services) is conducting a call for submissions to identify resources that may be useful to support the following course:

English Language Arts 7

Vendors who have materials currently available for purchase are invited to make submissions.

Vendors MUST comply with the ***Resource Submission Procedures*** to be eligible for inclusion in the environmental scan.

All submissions must be received by: November 26, 2025
4:00 PM (Newfoundland Standard Time)

Resource Submission Procedures

1. Review the **Appendices** of this document. Vendors will confirm that the resource being submitted:
   a. aligns with the intent of the course description provided, and
   b. supports the indicators listed.

2. Complete all sections of the **Resource Summary Form**.

3. Email the **Resource Summary Form**:
   To: toddwoodland@gov.nl.ca
   Subject: **Resource Submission** - Reference Number 2025-09

4. Ship 6 physical copies of each resource to:

   Learning Resources Distribution Centre
   Building 909, Pleasantville
   St. John's, NL
   A1A 1R1

   Clearly label the package(s), including grade level(s) if applicable:

   Resource Submission - Reference Number 2025-09

   Digital submissions will be considered, however, if available, at least one physical copy should be shipped to the mailing address above by the submission deadline. Digital submissions should be e-mailed to **toddwoodland@gov.nl.ca** with the subject line:

   Resource Submission - Reference Number 2025-09

5. If additional information is required, send an email request to:

   Todd Woodland
   Manager, Curriculum
   toddwoodland@gov.nl.ca

Appendix 1: Resource Requirements/Preferences

Requirements:

- An anthology surveying a wide range of texts from multiple genres of English Language Arts spanning time, place, context, and perspective. **Can also be shorter texts that encompass one or more of the strands.** Specifics include:
  - Traditional
  - Contemporary
  - International range
  - Indigenous content
  - Multicultural content
  - Span of genres, such as:
    - poetry (song, lyric, ballad, epic, narrative, ode);
    - drama;
    - fiction (short story, narrative, myth, legend, satire, mystery, science fiction, fantasy, dystopian, historical);
    - non-fiction (essay, biography, autobiography, historical, mystery); and
    - visuals (art, advertisement).
- Needs to align with the draft curriculum indicators listed in Appendix 2.
- Resources must be in an accessible format that is compatible with assistive technology.
- A digital pdf version of successful titles will be requested for alternate format materials (AFM) purposes.
- Preferably available in both hard copy and digital formats.
- Estimated quantities of student resources required are 4900 (based on current enrollment), with potential for more should enrollment increase.
- Built in ideas for formative and summative assessment preferable.
- Appropriate for junior high school students.
- The anthology or text(s) should offer students opportunity to:
  - assume responsibility for their own learning;
  - interact with a wide variety of texts;
  - respond creatively when using digital, live, or paper texts;
  - respond personally;
  - think and respond critically to texts they read, view, or hear;
  - understand their own thinking about how they learn;
  - use knowledge and strategies as they navigate and create texts;
  - construct and elaborate upon their own interpretations;
  - increase their awareness of form and technique;
  - appreciate the range and power of language;
  - extend their personal, aesthetic, and socio-cultural awareness;
  - develop as critical readers, writers, and thinkers; and
  - pursue their own reading endeavours.

Appendix 2: English 1201 and 1202 Draft Indicators

Strand: Speaking and Listening
Target 1: Discussion
1.1: Initiate and sustain conversations, recognizing that all contributions are essential for engagement.
1.2: Use social conventions and cues during discussion in the learning environment.
1.3: Support a viewpoint by providing details from a variety of sources.
1.4: Ask questions to request information, clarify details and elaborate effectively.
1.5: Understand emotional responses and examine management techniques.
Target 2: Listening
2.1: Demonstrate and use active listening behaviours.
Target 3: Oral Language
3.1: Use effective presentation skills appropriately in informal and formal contexts.
Target 4: Critical Speaking and Listening
4.1: Apply critical thinking to opinions, recognizing that language affects message.
4.2: Expand on connections by examining cause-and effect relationships and comparing and evaluating evidence.
4.3: Understand and use words and expressions that may mean more than one thing.
4.4: Communicate respectfully and sensitively to propose and evaluate solutions to problems.
Strand: Reading and Viewing
Target 5: Print Engagement

5.1: Engage with a variety of text forms to meet students' needs and interests.
5.2: Apply necessary skills before and after reading and viewing.
Target 6: Decoding/Word Recognition

Target 7: Comprehension and Connections
7.1: Recognize common characteristics of various genres and analyze the usage of literary devices within selected text forms.
7.2: Critically analyze the purpose of various texts.
7.3: Apply reading processes and strategies to construct meaning.
Strand: Writing and Representing
Target 8: Research/Inquiry
8.1: Develop and explore questioning techniques that would lead to critical thinking.
8.2: Illustrate an understanding of the importance of citing sources by keeping an organized list.
8.3: Question the reliability of information from various sources.
Target 9: Creating/Sharing Texts
9.1: Use a range of techniques to create both print and digital texts for a variety of purposes and audiences.
9.2: Participate in the writing process to create and share texts for a specific audience and purpose.
9.3: Create and share authentic texts for a specific purpose and audience.
Target 10: Writing Traits
10.1: Generate original and engaging ideas using the six traits of effective writing to demonstrate understanding.