Grade Nine Reading Outcomes (Indicators)	**4 – Mastery**	**3 – Proficient**	**2 – Approaching**	**1 – Beginning**
Comprehension **CR9.1 (a/b) Read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy** **CR9.6 (a/b) Read and demonstrate comprehension and interpretation of grade-level appropriate texts to develop an insightful interpretation and response.** **CR9.7 (a/b) Read independently and demonstrate comprehension of a variety of information texts**	Read a variety of grade-level appropriate texts and show comprehension by **skillfully and consistently**: • Summarizing content • Making logical interpretations and inferences • Interpreting themes or messages • Making thoughtful and critical personal responses • Making explicit and deliberate connections and justifying reactions • Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples • Organizing responses and forming interpretations around several clear ideas • Questioning, reflecting and using information to develop responses, interpretations and inquiry questions • Identifying, investigating, comparing and analyzing: ideas, information, themes, and purposes. • Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text. • Evaluating the overall effect/impact of different visual and multimedia techniques	Read a variety of grade-level appropriate texts and show comprehension by: • Summarizing content • Making logical interpretations and inferences • Interpreting obvious themes or messages • Making thoughtful and critical personal responses • Making explicit and deliberate connections and justifying reactions • Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples • Organizing responses and forming interpretations around several clear ideas • Questioning, reflecting and using information to develop responses, interpretations and inquiry questions • Identifying, investigating, comparing and analyzing: values, ideas, information, themes, and purposes. • Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text. • Evaluating the overall effect/impact of different visual and multimedia techniques	Read a variety of grade-level appropriate texts and show comprehension by **simplistically**: • Summarizing content • Making logical interpretations and inferences • Interpreting obvious themes or messages • Making thoughtful and critical personal responses • Making explicit and deliberate connections and justifying reactions • Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples • Organizing responses and forming interpretations around several clear ideas • Questioning, reflecting and using information to develop responses, interpretations and inquiry questions • Identifying, investigating, comparing and analyzing: ideas, information, themes, and purposes. • Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text. • Evaluating the overall effect/impact of different visual and multimedia techniques	Read a variety of grade-level appropriate texts and show comprehension by **partially or inaccurately**: • Summarizing content • Making logical interpretations and inferences • Interpreting obvious themes or messages • Making thoughtful and critical personal responses • Making explicit and deliberate connections and justifying reactions • Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples • Organizing responses and forming interpretations around several clear ideas • Questioning, reflecting and using information to develop responses, interpretations and inquiry questions • Identifying, investigating, comparing and analyzing: ideas, information, themes, and purposes. • Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text. • Evaluating the overall effect/impact of different visual and multimedia techniques
CR9.8 (a/b) Read Grade 9 appropriate texts to increase fluency and expression (150+wcpm orally; 215-260 silently).	• Orally reads grade level text fluently at a rate above 190wcpm with **captivating** expression.	• Orally reads grade level text fluently at a rate of 150-190 wcpm with expression.	• Orally reads grade level text fluently at a rate of 110-150 wcpm with **limited** expression.	• Orally reads grade level text fluently at a rate below 110 wcpm **without** expression.

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Use of Strategies **CR9.2 (a/b) Select and use appropriate strategies to construct meaning Before, During, and After reading**	**BEFORE** **Skillfully and Insightfully:** • Taps, activates, and builds prior knowledge • Asks questions • Previews text • Anticipates message the author's message • Predicts what text will be about • Sets purpose **DURING** **Skillfully and Insightfully:** • Connects and constructs meaning • Notes key ideas and what supports them • Constructs mental images • Makes, confirms, and adjusts predictions a/o inferences and draws conclusion • Asks questions and self-monitors comprehension • Adjusts rate or strategy **AFTER** **Skillfully and Insightfully:** • Recalls, paraphrases, summarizes, and synthesizes • Reflects and interprets • Evaluates and responds • Evaluates craft and techniques • Responds personally with support from text • Reads again to deepen understanding and pleasure	**BEFORE** **Appropriately:** • Taps, activates, and builds prior knowledge • Asks questions • Previews text • Anticipates message the author's message • Predicts what text will be about • Sets purpose **DURING** **Appropriately:** • Connects and constructs meaning • Notes key ideas and what supports them • Constructs mental images • Makes, confirms, and adjusts predictions a/o inferences and draws conclusion • Asks questions and self-monitors comprehension • Adjusts rate or strategy **AFTER** **Appropriately:** • Recalls, paraphrases, summarizes, and synthesizes • Reflects and interprets • Evaluates and responds critically • Evaluates craft and techniques • Responds personally with support from text • Reads again to deepen understanding and pleasure	**BEFORE** **Simplistically:** • Taps, activates, and builds prior knowledge • Asks questions • Previews text • Anticipates message the author's message • Predicts what text will be about • Sets purpose **DURING** **Simplistically:** • Connects and constructs meaning • Notes key ideas and what supports them • Constructs mental images • Makes, confirms, and adjusts predictions a/o inferences and draws conclusion • Asks questions and self-monitors comprehension • Adjusts rate or strategy **AFTER** **Simplistically:** • Recalls, paraphrases, summarizes, and synthesizes • Reflects and interprets • Evaluates and responds • Evaluates craft and techniques • Responds personally with support from text • Reads again to deepen understanding and pleasure	**BEFORE** **Partially or inaccurately:** • Taps, activates, and builds prior knowledge • Asks questions • Previews text • Anticipates message the author's message • Predicts what text will be about • Sets purpose **DURING** **Partially or inaccurately:** • Connects and constructs meaning • Notes key ideas and what supports them • Constructs mental images • Makes, confirms, and adjusts predictions a/o inferences and draws conclusion • Asks questions and self-monitors comprehension • Adjusts rate or strategy **AFTER** **Partially or inaccurately:** • Recalls, paraphrases, summarizes, and synthesizes • Reflects and interprets • Evaluates and responds • Evaluates craft and techniques • Responds personally with support from text • Reads again to deepen understanding and pleasure

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Cues and Conventions **CR9.3 (a/b) Use pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other cues to construct and to confirm meaning.**	**Skillfully and consistently :** • Recognizes and understands purpose, intended audience, and textural structures • Recognizes and understands patterns in words, sentences and sounds • Uses language cues and conventions to construct, monitor and confirm meaning	**Appropriately:** • Recognizes and understands purpose, intended audience, and textural structures • Recognizes and understands patterns in words, sentences and sounds • Uses language cues and conventions to construct, monitor and confirm meaning	**Simplistically:** • Recognizes and understands purpose, intended audience, and textural structures • Recognizes and understands patterns in words, sentences and sounds • Uses language cues and conventions to construct, monitor and confirm meaning	**Partially or inaccurately:** • Recognizes and understands purpose, intended audience, and textural structures • Recognizes and understands patterns in words, sentences and sounds • Uses language cues and conventions to construct, monitor and confirm meaning
**Note that all of the italicized bullets are new to grade nine*	**Such as:** **Pragmatic** • Recognizes and explains function of text • Detects emotional or persuasive language • Recognizes *how language of text was chosen to suit intended audiences and purposes* • Recognizes variations in dialect • Discerns author's intent **Textual** • Recognizes and explains how structures and features can shape understanding • Understands range of standard forms • Recognizes organizational patterns, • Recognizes point of view • Recognizes *how language and techniques create a dominant impression, mood, tone, and style* **Syntactical** • Recognizes variety of sentence structures and purposes, grammar and *parallel structure or balanced sentences* **Semantic/Lexical/Morphological** • Recognizes and comprehends words appropriate for audience, purpose, context and meaning • Investigates word etymology • Recognizes and interprets the *denotative and connotative meaning of words* **Graphophonic** • Recognizes *common spellings and variants used for effect or dialect* **Other Cues** • Recognizes and comprehends non-verbal cues • Recognizes how graphics, *sound, fonts, colours, and technology* can be used to enhance representations			

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