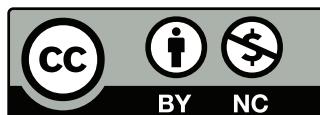
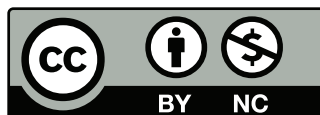


Grade Nine Reading Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Comprehension</p> <p>CR9.1 (a/b) Read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy</p> <p>CR9.6 (a/b) Read and demonstrate comprehension and interpretation of grade-level appropriate texts to develop an insightful interpretation and response.</p> <p>CR9.7 (a/b) Read independently and demonstrate comprehension of a variety of information texts</p> <p>CR9.8 (a/b) Read Grade 9 appropriate texts to increase fluency and expression (150+wcpm orally; 215-260 silently).</p>	<p>Read a variety of grade-level appropriate texts and show comprehension by skillfully and consistently:</p> <ul style="list-style-type: none"> 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 <p>Orally reads grade level text fluently at a rate above 190wcpm with captivating expression.</p>	<p>Read a variety of grade-level appropriate texts and show comprehension by:</p> <ul style="list-style-type: none"> 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 <p>Orally reads grade level text fluently at a rate of 150-190 wcpm with expression.</p>	<p>Read a variety of grade-level appropriate texts and show comprehension by simplistically:</p> <ul style="list-style-type: none"> 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 <p>Orally reads grade level text fluently at a rate of 110-150 wcpm with limited expression.</p>	<p>Read a variety of grade-level appropriate texts and show comprehension by partially or inaccurately:</p> <ul style="list-style-type: none"> 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 <p>Orally reads grade level text fluently at a rate below 110 wcpm without expression.</p>



<p>Use of Strategies CR9.2 (a/b) Select and use appropriate strategies to construct meaning Before, During, and After reading</p>	<p>BEFORE Skillfully and Insightfully:</p> <ul style="list-style-type: none"> • Taps, activates, and builds prior knowledge • Asks questions • Previews text • Anticipates message the author’s message • Predicts what text will be about • Sets purpose <p>DURING Skillfully and Insightfully:</p> <ul style="list-style-type: none"> • 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 <p>AFTER Skillfully and Insightfully:</p> <ul style="list-style-type: none"> • 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 	<p>BEFORE Appropriately:</p> <ul style="list-style-type: none"> • Taps, activates, and builds prior knowledge • Asks questions • Previews text • Anticipates message the author’s message • Predicts what text will be about • Sets purpose <p>DURING Appropriately:</p> <ul style="list-style-type: none"> • 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 <p>AFTER Appropriately:</p> <ul style="list-style-type: none"> • 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 	<p>BEFORE Simplistically:</p> <ul style="list-style-type: none"> • Taps, activates, and builds prior knowledge • Asks questions • Previews text • Anticipates message the author’s message • Predicts what text will be about • Sets purpose <p>DURING Simplistically:</p> <ul style="list-style-type: none"> • 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 <p>AFTER Simplistically:</p> <ul style="list-style-type: none"> • 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 	<p>BEFORE Partially or inaccurately:</p> <ul style="list-style-type: none"> • Taps, activates, and builds prior knowledge • Asks questions • Previews text • Anticipates message the author’s message • Predicts what text will be about • Sets purpose <p>DURING Partially or inaccurately:</p> <ul style="list-style-type: none"> • 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 <p>AFTER Partially or inaccurately:</p> <ul style="list-style-type: none"> • 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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<p>Cues and Conventions CR9.3 (a/b) Use pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other cues to construct and to confirm meaning.</p>	<p>Skillfully and consistently :</p> <ul style="list-style-type: none"> 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 	<p>Appropriately:</p> <ul style="list-style-type: none"> 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 	<p>Simplistically:</p> <ul style="list-style-type: none"> 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 	<p>Partially or inaccurately:</p> <ul style="list-style-type: none"> 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
<p><i>*Note that all of the italicized bullets are new to grade nine</i></p>	<p>Such as:</p> <p>Pragmatic</p> <ul style="list-style-type: none"> Recognizes and explains function of text Detects emotional or persuasive language Recognizes <i>how language of text was chosen to suit intended audiences and purposes</i> Recognizes variations in dialect Discerns author's intent <p>Textual</p> <ul style="list-style-type: none"> Recognizes and explains how structures and features can shape understanding Understands range of standard forms Recognizes organizational patterns, Recognizes point of view Recognizes <i>how language and techniques create a dominant impression, mood, tone, and style</i> <p>Syntactical</p> <ul style="list-style-type: none"> Recognizes variety of sentence structures and purposes, grammar and <i>parallel structure or balanced sentences</i> <p>Semantic/Lexical/Morphological</p> <ul style="list-style-type: none"> Recognizes and comprehends words appropriate for audience, purpose, context and meaning Investigates word etymology Recognizes and interprets the <i>denotative and connotative meaning of words</i> <p>Graphophonic</p> <ul style="list-style-type: none"> Recognizes <i>common spellings and variants used for effect or dialect</i> <p>Other Cues</p> <ul style="list-style-type: none"> Recognizes and comprehends non-verbal cues Recognizes how <i>graphics, sound, fonts, colours, and technology</i> can be used to enhance representations 			

