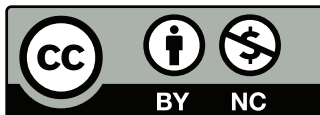


Grade Nine Viewing Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p><b>Comprehension</b>  <b>CR9.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.</b></p> <p><b>CR9.4 (a/b)</b>  <b>(a) View and demonstrate comprehension and evaluation of visual and multimedia texts suitable for identified audience and purpose.</b>  <b>(b) View and demonstrate comprehension of visual and multimedia texts to synthesize and summarize ideas from multiple visual and multimedia sources.</b></p>	<p>View a variety of grade-level appropriate texts and show comprehension by <b>skillfully and consistently</b>:</p> <ul style="list-style-type: none"> <li>Summarizing content</li> <li>Making logical interpretations and inferences</li> <li>Interpreting themes or messages</li> <li>Making thoughtful and critical personal responses</li> <li>Making explicit and deliberate connections and justifying reactions</li> <li>Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples</li> <li>Organizing responses and forming interpretations around several clear ideas</li> <li>Questioning, reflecting and using information to develop responses, interpretations and inquiry questions</li> <li>Identifying, investigating, comparing and analyzing: ideas, information, themes, and purposes.</li> <li>Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text.</li> <li>Evaluating the overall effect/impact of different visual and multimedia techniques</li> </ul> <p><b>Skillfully and consistently:</b></p> <ul style="list-style-type: none"> <li>Uses visual and multimedia texts as sources of information as well as entertainment.</li> <li>Recognizes that images, symbols, and other effects play a role in shaping understanding and interpretation of visual and multimedia texts.</li> <li>Evaluates common techniques used in visual and multimedia texts.</li> <li>Recognizes the elements and principles of design in any visual or multimedia (including digital) text.</li> <li>Analyzes and evaluates what is viewed (including elements, techniques, and overall effect), and identify how the text was constructed, shaped, and produced.</li> </ul>	<p>View a variety of grade-level appropriate texts and show comprehension by:</p> <ul style="list-style-type: none"> <li>Summarizing content</li> <li>Making logical interpretations and inferences</li> <li>Interpreting obvious themes or messages</li> <li>Making thoughtful and critical personal responses</li> <li>Making explicit and deliberate connections and justifying reactions</li> <li>Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples</li> <li>Organizing responses and forming interpretations around several clear ideas</li> <li>Questioning, reflecting and using information to develop responses, interpretations and inquiry questions</li> <li>Identifying, investigating, comparing and analyzing: values, ideas, information, themes, and purposes.</li> <li>Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text.</li> <li>Evaluating the overall effect/impact of different visual and multimedia techniques</li> </ul> <p><b>Appropriately:</b></p> <ul style="list-style-type: none"> <li>Uses visual and multimedia texts as sources of information as well as entertainment.</li> <li>Recognizes that images, symbols, and other effects play a role in shaping understanding and interpretation of visual and multimedia texts.</li> <li>Evaluates common techniques used in visual and multimedia texts.</li> <li>Recognizes the elements and principles of design in any visual or multimedia (including digital) text.</li> <li>Analyzes and evaluates what is viewed (including elements, techniques, and overall effect), and identify how the text was constructed, shaped, and produced.</li> </ul>	<p>View a variety of grade-level appropriate texts and show comprehension by <b>simplistically</b>:</p> <ul style="list-style-type: none"> <li>Summarizing content</li> <li>Making logical interpretations and inferences</li> <li>Interpreting obvious themes or messages</li> <li>Making thoughtful and critical personal responses</li> <li>Making explicit and deliberate connections and justifying reactions</li> <li>Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples</li> <li>Organizing responses and forming interpretations around several clear ideas</li> <li>Questioning, reflecting and using information to develop responses, interpretations and inquiry questions</li> <li>Identifying, investigating, comparing and analyzing: ideas, information, themes, and purposes.</li> <li>Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text.</li> <li>Evaluating the overall effect/impact of different visual and multimedia techniques</li> </ul> <p><b>Simplistically:</b></p> <ul style="list-style-type: none"> <li>Uses visual and multimedia texts as sources of information as well as entertainment.</li> <li>Recognizes that images, symbols, and other effects play a role in shaping understanding and interpretation of visual and multimedia texts.</li> <li>Evaluates common techniques used in visual and multimedia texts.</li> <li>Recognizes the elements and principles of design in any visual or multimedia (including digital) text.</li> <li>Analyzes and evaluates what is viewed (including elements, techniques, and overall effect), and identify how the text was constructed, shaped, and produced.</li> </ul>	<p>View a variety of grade-level appropriate texts and show comprehension by <b>partially or inaccurately</b>:</p> <ul style="list-style-type: none"> <li>Summarizing content</li> <li>Making logical interpretations and inferences</li> <li>Interpreting obvious themes or messages</li> <li>Making thoughtful and critical personal responses</li> <li>Making explicit and deliberate connections and justifying reactions</li> <li>Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples</li> <li>Organizing responses and forming interpretations around several clear ideas</li> <li>Questioning, reflecting and using information to develop responses, interpretations and inquiry questions</li> <li>Identifying, investigating, comparing and analyzing: ideas, information, themes, and purposes.</li> <li>Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text.</li> <li>Evaluating the overall effect/impact of different visual and multimedia techniques</li> </ul> <p><b>Partially or inaccurately:</b></p> <ul style="list-style-type: none"> <li>Uses visual and multimedia texts as sources of information as well as entertainment.</li> <li>Recognizes that images, symbols, and other effects play a role in shaping understanding and interpretation of visual and multimedia texts.</li> <li>Evaluates common techniques used in visual and multimedia texts.</li> <li>Recognizes the elements and principles of design in any visual or multimedia (including digital) text.</li> <li>Analyzes and evaluates what is viewed (including elements, techniques, and overall effect), and identify how the text was constructed, shaped, and produced.</li> </ul>

<p><b>Use of Strategies</b>  <b>CR9.2 (a/b) Select and use appropriate strategies to construct meaning Before, During, and After viewing</b></p>	<p><b>BEFORE</b>  <b>Skillfully and Insightfully:</b></p> <ul style="list-style-type: none"> <li>• Taps, activates, and builds prior knowledge</li> <li>• Asks questions</li> <li>• Previews text</li> <li>• Anticipates message the author’s message</li> <li>• Predicts what text will be about</li> <li>• Sets purpose</li> </ul> <p><b>DURING</b>  <b>Skillfully and Insightfully:</b></p> <ul style="list-style-type: none"> <li>• Connects and constructs meaning</li> <li>• Notes key ideas and what supports them</li> <li>• Constructs mental images</li> <li>• Makes, confirms, and adjusts predictions a/o inferences and draws conclusion</li> <li>• Asks questions and self-monitors comprehension</li> <li>• Adjusts rate or strategy</li> </ul> <p><b>AFTER</b>  <b>Skillfully and Insightfully:</b></p> <ul style="list-style-type: none"> <li>• Recalls, paraphrases, summarizes, and synthesizes</li> <li>• Reflects and interprets</li> <li>• Evaluates and responds</li> <li>• Evaluates craft and techniques</li> <li>• Responds personally with support from text</li> <li>• Views again to deepen understanding and pleasure</li> </ul>	<p><b>BEFORE</b>  <b>Appropriately:</b></p> <ul style="list-style-type: none"> <li>• Taps, activates, and builds prior knowledge</li> <li>• Asks questions</li> <li>• Previews text</li> <li>• Anticipates message the author’s message</li> <li>• Predicts what text will be about</li> <li>• Sets purpose</li> </ul> <p><b>DURING</b>  <b>Appropriately:</b></p> <ul style="list-style-type: none"> <li>• Connects and constructs meaning</li> <li>• Notes key ideas and what supports them</li> <li>• Constructs mental images</li> <li>• Makes, confirms, and adjusts predictions a/o inferences and draws conclusion</li> <li>• Asks questions and self-monitors comprehension</li> <li>• Adjusts rate or strategy</li> </ul> <p><b>AFTER</b>  <b>Appropriately:</b></p> <ul style="list-style-type: none"> <li>• Recalls, paraphrases, summarizes, and synthesizes</li> <li>• Reflects and interprets</li> <li>• Evaluates and responds critically</li> <li>• Evaluates craft and techniques</li> <li>• Responds personally with support from text</li> <li>• Views again to deepen understanding and pleasure</li> </ul>	<p><b>BEFORE</b>  <b>Simplistically:</b></p> <ul style="list-style-type: none"> <li>• Taps, activates, and builds prior knowledge</li> <li>• Asks questions</li> <li>• Previews text</li> <li>• Anticipates message the author’s message</li> <li>• Predicts what text will be about</li> <li>• Sets purpose</li> </ul> <p><b>DURING</b>  <b>Simplistically:</b></p> <ul style="list-style-type: none"> <li>• Connects and constructs meaning</li> <li>• Notes key ideas and what supports them</li> <li>• Constructs mental images</li> <li>• Makes, confirms, and adjusts predictions a/o inferences and draws conclusion</li> <li>• Asks questions and self-monitors comprehension</li> <li>• Adjusts rate or strategy</li> </ul> <p><b>AFTER</b>  <b>Simplistically:</b></p> <ul style="list-style-type: none"> <li>• Recalls, paraphrases, summarizes, and synthesizes</li> <li>• Reflects and interprets</li> <li>• Evaluates and responds</li> <li>• Evaluates craft and techniques</li> <li>• Responds personally with support from text</li> <li>• Views again to deepen understanding and pleasure</li> </ul>	<p><b>BEFORE</b>  <b>Partially or inaccurately:</b></p> <ul style="list-style-type: none"> <li>• Taps, activates, and builds prior knowledge</li> <li>• Asks questions</li> <li>• Previews text</li> <li>• Anticipates message the author’s message</li> <li>• Predicts what text will be about</li> <li>• Sets purpose</li> </ul> <p><b>DURING</b>  <b>Partially or inaccurately:</b></p> <ul style="list-style-type: none"> <li>• Connects and constructs meaning</li> <li>• Notes key ideas and what supports them</li> <li>• Constructs mental images</li> <li>• Makes, confirms, and adjusts predictions a/o inferences and draws conclusion</li> <li>• Asks questions and self-monitors comprehension</li> <li>• Adjusts rate or strategy</li> </ul> <p><b>AFTER</b>  <b>Partially or inaccurately:</b></p> <ul style="list-style-type: none"> <li>• Recalls, paraphrases, summarizes, and synthesizes</li> <li>• Reflects and interprets</li> <li>• Evaluates and responds</li> <li>• Evaluates craft and techniques</li> <li>• Responds personally with support from text</li> <li>• Views again to deepen understanding and pleasure</li> </ul>
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<p><b>Cues and Conventions</b>  <b>CR9.3 (a/b) Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to confirm meaning.</b></p>	<p><b>Skillfully and consistently :</b></p> <ul style="list-style-type: none"> <li>Recognizes and understands purpose, intended audience, and textural structures</li> <li>Recognizes and understands patterns in words, sentences and sounds</li> <li>Uses language cues and conventions to construct, monitor and confirm meaning</li> </ul>	<p><b>Appropriately:</b></p> <ul style="list-style-type: none"> <li>Recognizes and understands purpose, intended audience, and textural structures</li> <li>Recognizes and understands patterns in words, sentences and sounds</li> <li>Uses language cues and conventions to construct, monitor and confirm meaning</li> </ul>	<p><b>Simplistically:</b></p> <ul style="list-style-type: none"> <li>Recognizes and understands purpose, intended audience, and textural structures</li> <li>Recognizes and understands patterns in words, sentences and sounds</li> <li>Uses language cues and conventions to construct, monitor and confirm meaning</li> </ul>	<p><b>Partially or inaccurately:</b></p> <ul style="list-style-type: none"> <li>Recognizes and understands purpose, intended audience, and textural structures</li> <li>Recognizes and understands patterns in words, sentences and sounds</li> <li>Uses language cues and conventions to construct, monitor and confirm meaning</li> </ul>
<p><i>*Note that all of the italicized bullets are new to grade nine</i></p>	<p><b>Such as:</b></p> <p><b>Pragmatic</b></p> <ul style="list-style-type: none"> <li>Recognizes and explains function of text</li> <li>Detects emotional or persuasive language</li> <li>Recognizes <i>how language of text was chosen to suit intended audiences and purposes</i></li> <li>Recognizes variations in dialect</li> <li>Discerns author's intent</li> </ul> <p><b>Textual</b></p> <ul style="list-style-type: none"> <li>Recognizes and explains how structures and features can shape understanding</li> <li>Understands range of standard forms</li> <li>Recognizes organizational patterns,</li> <li>Recognizes point of view</li> <li>Recognizes <i>how language and techniques create a dominant impression, mood, tone, and style</i></li> </ul> <p><b>Syntactical</b></p> <ul style="list-style-type: none"> <li>Recognizes variety of sentence structures and purposes, <i>grammar and parallel structure or balanced sentences</i></li> </ul> <p><b>Semantic/Lexical/Morphological</b></p> <ul style="list-style-type: none"> <li>Recognizes and comprehends words appropriate for audience, purpose, context and meaning</li> <li>Investigates word etymology</li> <li>Recognizes and interprets the <i>denotative and connotative meaning of words</i></li> </ul> <p><b>Graphophonic</b></p> <ul style="list-style-type: none"> <li>Recognizes <i>common spellings and variants used for effect or dialect</i></li> </ul> <p><b>Other Cues</b></p> <ul style="list-style-type: none"> <li>Recognizes and comprehends non-verbal cues</li> <li>Recognizes how <i>graphics, sound, fonts, colours, and technology</i> can be used to enhance representations</li> </ul>			