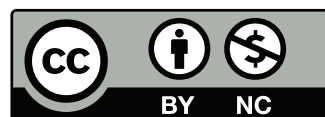
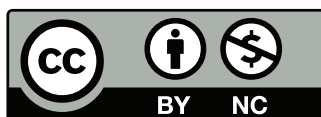


| Grade Nine Outcomes (Indicators) | 4 – Mastery | 3 - Proficient | 2 - Approaching | 1 - Beginning |
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| <p>Context CC9.1 a/b Create various written texts that explore identity, social responsibility, and efficacy.</p> | <p>Creates original, insightful, and thought-provoking written texts that explore identity, social responsibility, and efficacy. These texts include:</p> <ul style="list-style-type: none"> • A purposeful, insightful message with Ideas and information which are comprehensively developed (Meaning) • A skillful organization of ideas (Form) • Efficient and confident control of language cues and conventions (Style and Language Choices) | <p>Creates clear, original, and straightforward written texts that explore identity, social responsibility, and efficacy. These texts include:</p> <ul style="list-style-type: none"> • A specific, relevant message with ideas and information which are clear and complete (Meaning) • A coherent, logical organization of ideas (Form) • Appropriate and deliberate use of language cues and conventions (Style and Language Choices) | <p>Creates predictable written texts that explore identity, social responsibility, and efficacy. These texts include:</p> <ul style="list-style-type: none"> • A general message with simplistic but generally accurate ideas and information (Meaning) • A methodical organization of ideas (Form) • Partial control over and a basic use of language and conventions (Style and Language Choices) | <p>Creates limited and/or unfocused written texts that explore identity, social responsibility and efficacy. These texts include:</p> <ul style="list-style-type: none"> • A vague, incomplete and/or ineffective message with limited, unclear and/or disconnected ideas and information (Meaning) • Ineffective organization of ideas (Form) • Uncertain and/or inappropriate use of language cues and conventions. (Style and Language Choices) |
| <p>Message CC9.8a Write to describe (a profile of a character), to narrate (a narrative essay), to explain and inform (a researched report), and to persuade (a review).</p> <p>CC9.8b Write to describe (a description of a scene, to narrate (a personal essay), to explain and inform (a multi-paragraph letter) and to persuade (a letter to the editor)</p> <p>(j) Create narrative texts (a. narrative essay, b. personal essay)</p> <p>(k) Create expository, information and procedural texts (a. researched report, b. multi-paragraph letter)</p> | <p>Creates insightful personal narrative texts that:</p> <ul style="list-style-type: none"> • Depict scenes and incidents with specificity • Describe with vivid sensory details • Correctly and efficiently employ narrative and descriptive devices • Develop narrative creatively leading to a thought provoking climax or conclusion • Reveal with clarity the significance of and the subject’s attitude about the incident, event, and situation <p>Creates insightful expository, informational, and procedural texts that:</p> <ul style="list-style-type: none"> • Poses specific questions to limit scope of text • Effectively introduces the purpose and define thesis • Develops the topic with specific, precise facts, details, examples, and explanations from multiple sources • Paragraphs are comprehensive, logically sequenced, and rich in detail • Effectively use transitions • Effectively and precisely anticipates and addresses reader’s potential misunderstandings, biases, and expectations • Conclusion is astute and intriguing | <p>Creates clear, straightforward personal narrative texts that:</p> <ul style="list-style-type: none"> • Locate scenes and incidents in specific places • Describe with concrete sensory detail • Employ relevant narrative and descriptive devices • Develop narrative systematically leading to a climax or conclusion • Reveal the significance of and the subject’s attitude about the incident, event, or situation. <p>Creates clear expository, informational, and procedural texts that:</p> <ul style="list-style-type: none"> • Poses relevant questions to limit scope of presentation • Introduces the purpose and define a thesis • Develops topic with important facts, details, examples, and explanations from multiple sources • Paragraphs organized in logical sequences with detail • Use transitions • Anticipate and address reader’s potential misunderstandings, biases, and expectations • Offers conclusion(s) | <p>Creates satisfactory personal narrative texts that:</p> <ul style="list-style-type: none"> • Depict scenes and incidents with general accuracy • Describe with simplistic sensory details • Employ some narrative and descriptive devices • Develop basic narrative leading to a climax or conclusion • Reveal partially and/or simplistically the subject’s attitude about the incident, event, and situation <p>Creates satisfactory expository, informational, and procedural texts that:</p> <ul style="list-style-type: none"> • Poses predictable questions to limit the scope of text • Superficially introduces the purpose and defines the thesis • Develops the topic with simplistic details, examples, and explanations from limited sources • Paragraphs are simple in composition and detail • Some use of transitions • Partially anticipates and addresses the reader’s potential misunderstandings, biases and expectations • Conclusions simplistic | <p>Creates personal narrative texts that:</p> <ul style="list-style-type: none"> • Depict scenes and incidents incompletely • Describe with little or no sensory detail • Minimally employ narrative and descriptive devices • Inadequately develop the narrative leading to the climax or conclusion that may be ineffective • Inefficiently reveal the significance of and the subject’s attitude about the incidence, event, and situation <p>Creates expository, informational, and procedural texts that:</p> <ul style="list-style-type: none"> • Poses incomplete questions to limit scope of text • Vaguely introduces the purpose and presents an unclear thesis • Inadequately develops the topic with facts, details, examples, and explanations from one or two sources • Paragraphs are incomplete and lacking in detail • Ineffective or infrequent use of transitions • Incorrectly and/or partially anticipates and addresses the reader’s potential misunderstandings, biases, and expectations • Conclusions inadequate or missing |



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| <p>(l) Create descriptive texts (a. profile of a character, b. a description of a scene)</p> <p>(m) Create persuasive texts (a. review, b. a letter to the editor)</p> | <p>Creates insightful descriptive texts:</p> <ul style="list-style-type: none"> • Insightful, original, colourful picture of the person or scene • Perceptively interpret and vividly describe the details • Exceptional sensory details and colourful words • Appropriate and lively use of dialogue • Creative, original or insightful order is evident <p>Creates insightful persuasive texts that:</p> <ul style="list-style-type: none"> • Include an original thesis that makes critical, insightful judgement • State an original or insightful position • Provide comprehensive support by fact, reasons, examples, explanations, and evidence to support position • Structure ideas and arguments in an original, insightful fashion • Explicitly address reader's concerns, biases, expectations, and counterclaims • Effectively maintain a rational tone | <p>Creates clear descriptive texts:</p> <ul style="list-style-type: none"> • Clear and colourful picture of the person or scene • Clearly interpret and describe details • Include sensory details and vivid words • Appropriate use of dialogue • Logical order <p>Creates clear persuasive texts that:</p> <ul style="list-style-type: none"> • Include a well-defined thesis that makes a clear and knowledgeable judgement • State a position clearly and convincingly • Provide support by detailed facts, reasons, examples, explanations, and evidence to support position • Structure ideas and arguments in a sustained and logical fashion • Address viewer's, listener's, or reader's concerns, biases, expectations, and counterclaims • Maintain a rational tone | <p>Creates satisfactory descriptive texts:</p> <ul style="list-style-type: none"> • Basic picture of the person or scene • Partially interpret and simplistically describe the details • Incorporate limited details and common words • Use basic dialogue • Some order is evident <p>Creates satisfactory persuasive text that:</p> <ul style="list-style-type: none"> • Include a general thesis that makes a basic judgement • Some evidence of a position • Provide partial support by facts, reasons, examples, explanations, and evidence to support position • Some structure to ideas and argument • Partially address reader's concerns, biases, expectations, and counterclaims • Partially maintain a rational tone | <p>Creates descriptive texts:</p> <ul style="list-style-type: none"> • Vague and/or uninteresting picture of the person or scene • Partially and/or inaccurately describe the details • Few and/or limited sensory details and descriptive words • Minimal or no use of dialogue • Ineffective or absence of order <p>Creates persuasive texts that:</p> <ul style="list-style-type: none"> • Include a vague thesis • Little or no evidence of a position • Provide little support by facts, reasons, examples, explanations, and evidence to support position • Structure not evident or ineffective • Inadequately and ineffectually address reader's concerns, biases, expectations, and counterclaims • Does not maintain a rational tone |
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| <p>Use of Strategies CC9.3 (a,b) Select and use appropriate strategies to communicate meaning before, during, and after to construct meaning when writing.</p> | <p>BEFORE</p> <ul style="list-style-type: none"> • Insightful, purposeful use of prior knowledge and experience • Careful consideration of purpose and audience • Considers and generates insightful ideas and information that covers the breadth of topic • Thoughtfully considers and chooses/adapts an appropriate form to suit intended audience • Independently plans and organizes ideas for drafting after selecting an appropriate graphic organizer • Skillfully considers qualities of effective communication and language to use • Plan demonstrates significant creativity <p>DURING</p> <ul style="list-style-type: none"> • Draft contains thorough attention to topic detail • Careful and precise use of language to construct message • Purposeful conferencing with others to solicit feedback • Careful and thorough use of writing process to ensure clarity and conciseness of text • Accurate acknowledgement and citation of sources • Innovative experimentation with communication features and techniques to suit different audience <p>AFTER</p> <ul style="list-style-type: none"> • Independently revises for content, meaning, and organization • Independently revises for sentence structure, spelling, word choice, punctuation • Independently proofreads and completes edits • Purposefully uses feedback to make meaningful revisions | <p>BEFORE</p> <ul style="list-style-type: none"> • Clear use of prior knowledge and experience are evident • Considers purpose and audience • Considers and generates focused ideas and information that covers the breadth of topic • Considers and chooses/adapts form to suit audience • Plans and organizes ideas using a graphic organizer • Considers qualities of effective communication and the language to use • Plan is straightforward <p>DURING</p> <ul style="list-style-type: none"> • Draft demonstrates attention and topic detail • Clear use of language to construct message • Confers with others to solicit meaningful feedback • Use of writing process to ensure clarity and conciseness of text • Acknowledges and cites sources • Experiments with communication features and techniques to suit different audience <p>AFTER</p> <ul style="list-style-type: none"> • Revises to support clarity in content, meaning, and organization • Appropriate revisions for sentence structure, spelling, word choice, punctuation • Independently proofreads and completes edits with use of a checklist • Demonstrates use of feedback to make meaningful revisions | <p>BEFORE</p> <ul style="list-style-type: none"> • Some use of prior knowledge and experience evident • With support considers purpose and audience • Considers and generates basic ideas and information that partially covers the topic • With support considers and chooses an appropriate form to suit intended audience • Rudimentary plan and organization of ideas for drafting • Little evidence of consideration of qualities of effective communication and the language to use • Plan is simplistic and lacking refinement <p>DURING</p> <ul style="list-style-type: none"> • Draft contains some attention to topic details • Adequate use of language to construct message • Some evidence of conferencing with others to solicit feedback • Partial use of the writing process to ensure clarity and conciseness of text • Inaccurate acknowledgement and citation of sources • Basic experimentation with communication features and techniques to suit audience <p>AFTER</p> <ul style="list-style-type: none"> • Revises for content, meaning, and organization with teacher support • Partial revision of sentence structure, spelling, word choice, punctuation • Completes basic edits • Some evidence of use of feedback to make meaningful revisions | <p>BEFORE</p> <ul style="list-style-type: none"> • Unfocused and/or no evidence of use of prior knowledge and experience • Difficulty considering purpose and audience • Generates rudimentary/insufficient ideas and information for topic • Using teacher support considers and chooses an appropriate form for intended audience • Minimal and/or inadequate plan and organization of ideas for drafting • Inadequate consideration of qualities of effective communication and the language to use • Plan is non-existent <p>DURING</p> <ul style="list-style-type: none"> • Draft contains minimal attention to topic detail • Inadequate or inappropriate use of language to construct message • Little use conferencing with others to solicit feedback • Insufficient use of the writing process to ensure clarity and conciseness of text • No acknowledgement and citation of sources • Little or no evidence of experimentation with communication features and techniques to suit audience <p>AFTER</p> <ul style="list-style-type: none"> • Minimal and/or insufficient revision for content, meaning, and organization • Partial revision of sentence structure, spelling, word choice, punctuation with help from adult • Minimal completion of edits with support from adult • Little evidence of use of feedback to make meaningful revisions |
| <p>Cues and Convention CC9.4a/b Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic and other cues to construct and communicate meaning</p> | <p>PRAGMATIC</p> <ul style="list-style-type: none"> • A skillful, thoughtful use of inclusive language for audience and purpose that demonstrates respect for all • Tone, voice, and point of view are clearly established and purposeful • Consistent use of Canadian English <p>TEXTUAL</p> <ul style="list-style-type: none"> • Effective use of transitions to make writing flow • Compelling leads, effective bodies, and insightful or original conclusions for a variety of written texts • Strategic and effective use of literary devices | <p>PRAGMATIC</p> <ul style="list-style-type: none"> • Appropriate use of inclusive language for audience and purpose that demonstrates respect for all • Tone, voice, and point of view are evident • Appropriate use of Canadian English <p>TEXTUAL</p> <ul style="list-style-type: none"> • Use of transitions to make writing flow • Use of strong leads, coherent bodies, and effective conclusions for a variety of written texts • Purposeful use of literary devices | <p>PRAGMATIC</p> <ul style="list-style-type: none"> • Language is inconsistent for purpose and audience may not always demonstrate respect for all • Tone, voice, and point of view are sometimes evident • Basic use of Canadian English <p>TEXTUAL</p> <ul style="list-style-type: none"> • Little use of transitions so flow is impeded • Inconsistent use of leads, weak bodies, and conclusions for a variety of written texts • Some use of literary devices | <p>PRAGMATIC</p> <ul style="list-style-type: none"> • Language is inappropriate for purpose and audience • Tone, voice, and point of view are not evident • Limited use of Canadian English <p>TEXTUAL</p> <ul style="list-style-type: none"> • Improper or no use of transitions blocks flow of ideas • Inadequate use of leads, incomplete bodies, and weak or unsupported conclusions for a variety of written texts • Limited use of literary devices |



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| | <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Original and powerful sentence combinations to convey an idea • Effective use of co-ordination, subordination, and apposition of ideas sentences to precisely show relationship between ideas • Consistently and effectively uses correct punctuation and capitalization <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Effective and confident control of spelling conventions and word usage • Insightful consideration of connotative and denotative word meaning s/usage • Demonstrates an extensive vocabulary | <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Clear, complete, varied use of sentence combinations to convey an idea • Appropriate use of co-ordination, subordination, and apposition of ideas sentences to show relationship between ideas • Accurate use of punctuation and capitalization <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Demonstrates control of spelling conventions and word usage • Appropriate use of connotative and denotative word meanings/usage • Demonstrates an appropriate vocabulary | <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Some use of sentence combinations to convey an idea • Basic use of co-ordination, subordination, and apposition of ideas to show relationship between ideas • Inconsistent use of correct punctuation and capitalization <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Inconsistent control of spelling conventions and word usage • Some evidence of understanding of connotative and denotative word meanings/ usage • Demonstrates a basic vocabulary | <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Limited and sometimes incorrect use of sentence combinations to convey an idea • Limited use of co-ordination, subordination, and apposition of ideas to show relationship between ideas • Incorrect use of capitalization and punctuation <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Unsatisfactory control of spelling conventions and word usage • Little or no demonstration of understanding of connotative and denotative word meanings/usage • Demonstrates a limited vocabulary |
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