

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

<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 <b>insightful</b> descriptive texts:</p> <ul style="list-style-type: none"> <li>• <b>Insightful, original, colourful</b> picture of the person or scene</li> <li>• <b>Perceptively</b> interpret and <b>vividly</b> describe the details</li> <li>• <b>Exceptional</b> sensory details and <b>colourful</b> words</li> <li>• <b>Appropriate</b> and <b>lively</b> use of dialogue</li> <li>• <b>Creative, original or insightful</b> order is evident</li> </ul> <p>Creates <b>insightful</b> persuasive texts that:</p> <ul style="list-style-type: none"> <li>• Include an <b>original</b> thesis that makes <b>critical, insightful</b> judgement</li> <li>• State an <b>original</b> or <b>insightful</b> position</li> <li>• Provide <b>comprehensive</b> support by fact, reasons, examples, explanations, and evidence to support position</li> <li>• Structure ideas and arguments in an <b>original, insightful</b> fashion</li> <li>• <b>Explicitly</b> address reader’s concerns, biases, expectations, and counterclaims</li> <li>• <b>Effectively</b> maintain a rational tone</li> </ul>	<p>Creates <b>clear</b> descriptive texts:</p> <ul style="list-style-type: none"> <li>• <b>Clear</b> and <b>colourful</b> picture of the person or scene</li> <li>• <b>Clearly</b> interpret and describe details</li> <li>• Include sensory details and vivid words</li> <li>• <b>Appropriate</b> use of dialogue</li> <li>• <b>Logical</b> order</li> </ul> <p>Creates <b>clear</b> persuasive texts that:</p> <ul style="list-style-type: none"> <li>• Include a <b>well-defined</b> thesis that makes a <b>clear</b> and <b>knowledgeable</b> judgement</li> <li>• State a position <b>clearly</b> and <b>convincingly</b></li> <li>• Provide support by <b>detailed</b> facts, reasons, examples, explanations, and evidence to support position</li> <li>• Structure ideas and arguments in a <b>sustained and logical</b> fashion</li> <li>• <b>Address</b> viewer’s, listener’s, or reader’s concerns, biases, expectations, and counterclaims</li> <li>• <b>Maintain</b> a rational tone</li> </ul>	<p>Creates <b>satisfactory</b> descriptive texts:</p> <ul style="list-style-type: none"> <li>• <b>Basic</b> picture of the person or scene</li> <li>• <b>Partially</b> interpret and <b>simplistically</b> describe the details</li> <li>• Incorporate <b>limited</b> details and common words</li> <li>• Use <b>basic</b> dialogue</li> <li>• <b>Some</b> order is evident</li> </ul> <p>Creates <b>satisfactory</b> persuasive text that:</p> <ul style="list-style-type: none"> <li>• Include a <b>general</b> thesis that makes a <b>basic</b> judgement</li> <li>• <b>Some</b> evidence of a position</li> <li>• Provide <b>partial</b> support by facts, reasons, examples, explanations, and evidence to support position</li> <li>• <b>Some</b> structure to ideas and argument</li> <li>• <b>Partially</b> address reader’s concerns, biases, expectations, and counterclaims</li> <li>• <b>Partially</b> maintain a rational tone</li> </ul>	<p>Creates descriptive texts:</p> <ul style="list-style-type: none"> <li>• <b>Vague and/or uninteresting</b> picture of the person or scene</li> <li>• <b>Partially and/or inaccurately</b> describe the details</li> <li>• <b>Few and/or limited</b> sensory details and descriptive words</li> <li>• <b>Minimal or no use</b> of dialogue</li> <li>• <b>Ineffective</b> or <b>absence</b> of order</li> </ul> <p>Creates persuasive texts that:</p> <ul style="list-style-type: none"> <li>• Include a <b>vague</b> thesis</li> <li>• <b>Little or no</b> evidence of a position</li> <li>• Provide <b>little support</b> by facts, reasons, examples, explanations, and evidence to support position</li> <li>• Structure <b>not evident or ineffective</b></li> <li>• <b>Inadequately</b> and <b>ineffectually</b> address reader’s concerns, biases, expectations, and counterclaims</li> <li>• <b>Does not</b> maintain a rational tone</li> </ul>
<p><b>Use of Strategies</b>  <b>CC9.3 (a,b) Select and use appropriate strategies to communicate meaning before, during, and after to construct meaning when writing.</b></p>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Insightful, purposeful</b> use of prior knowledge and experience</li> <li>• <b>Careful</b> consideration of purpose and audience</li> <li>• Considers and generates <b>insightful</b> ideas and information that covers the breadth of topic</li> <li>• <b>Thoughtfully</b> considers and chooses/adapts an appropriate form to suit intended audience</li> <li>• <b>Independently</b> plans and organizes ideas for drafting after selecting an appropriate graphic organizer</li> <li>• Skillfully considers qualities of effective communication and language to use</li> <li>• Plan demonstrates <b>significant creativity</b></li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft contains <b>thorough</b> attention to topic detail</li> <li>• <b>Careful and precise</b> use of language to construct message</li> <li>• <b>Purposeful</b> conferencing with others to solicit feedback</li> <li>• <b>Careful and thorough</b> use of writing process to ensure clarity and conciseness of text</li> <li>• <b>Accurate</b> acknowledgement and citation of sources</li> <li>• <b>Innovative</b> experimentation with communication features and techniques to suit different audience</li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Clear</b> use of prior knowledge and experience are evident</li> <li>• Considers purpose and audience</li> <li>• Considers and generates <b>focused</b> ideas and information that covers the breadth of topic</li> <li>• Considers and chooses/adapts form to suit audience</li> <li>• Plans and organizes ideas using a graphic organizer</li> <li>• Considers qualities of effective communication and the language to use</li> <li>• Plan is <b>straightforward</b></li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft demonstrates attention and topic detail</li> <li>• <b>Clear</b> use of language to construct message</li> <li>• Confers with others to solicit <b>meaningful</b> feedback</li> <li>• Use of writing process to ensure <b>clarity</b> and conciseness of text</li> <li>• Acknowledges and cites sources</li> <li>• Experiments with communication features and techniques to suit different audience</li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Some</b> use of prior knowledge and experience evident</li> <li>• With support considers purpose and audience</li> <li>• Considers and generates <b>basic</b> ideas and information that partially covers the topic</li> <li>• With support considers and chooses an appropriate form to suit intended audience</li> <li>• <b>Rudimentary</b> plan and organization of ideas for drafting</li> <li>• <b>Little</b> evidence of consideration of qualities of effective communication and the language to use</li> <li>• Plan is <b>simplistic and lacking refinement</b></li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft contains <b>some</b> attention to topic details</li> <li>• <b>Adequate</b> use of language to construct message</li> <li>• <b>Some</b> evidence of conferencing with others to solicit feedback</li> <li>• <b>Partial</b> use of the writing process to ensure clarity and conciseness of text</li> <li>• <b>Inaccurate</b> acknowledgement and citation of sources</li> <li>• <b>Basic</b> experimentation with communication features and techniques to suit audience</li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Unfocused and/or no evidence</b> of use of prior knowledge and experience</li> <li>• <b>Difficulty</b> considering purpose and audience</li> <li>• Generates <b>rudimentary/insufficient</b> ideas and information for topic</li> <li>• Using <b>teacher support</b> considers and chooses an appropriate form for intended audience</li> <li>• <b>Minimal and/or inadequate</b> plan and organization of ideas for drafting</li> <li>• <b>Inadequate</b> consideration of qualities of effective communication and the language to use</li> <li>• Plan is <b>non-existent</b></li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft contains <b>minimal attention</b> to topic detail</li> <li>• <b>Inadequate or inappropriate</b> use of language to construct message</li> <li>• <b>Little use</b> conferencing with others to solicit feedback</li> <li>• <b>Insufficient</b> use of the writing process to ensure clarity and conciseness of text</li> <li>• <b>No</b> acknowledgement and citation of sources</li> <li>• <b>Little or no</b> evidence of experimentation with communication features and techniques to suit audience</li> </ul>

	<p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Independently</b> revises for content, meaning, and organization</li> <li>• <b>Independently</b> revises for sentence structure, spelling, word choice, punctuation</li> <li>• <b>Independently</b> proofreads and completes edits</li> <li>• <b>Purposefully</b> uses feedback to make meaningful revisions</li> </ul>	<p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Revises to support <b>clarity</b> in content, meaning, and organization</li> <li>• <b>Appropriate</b> revisions for sentence structure, spelling, word choice, punctuation</li> <li>• <b>Independently</b> proofreads and completes edits with use of a checklist</li> <li>• <b>Demonstrates</b> use of feedback to make meaningful revisions</li> </ul>	<p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Revises for content, meaning, and organization <b>with teacher support</b></li> <li>• <b>Partial</b> revision of sentence structure, spelling, word choice, punctuation</li> <li>• Completes <b>basic</b> edits</li> <li>• <b>Some</b> evidence of use of feedback to make meaningful revisions</li> </ul>	<p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Minimal and/or insufficient</b> revision for content, meaning, and organization</li> <li>• <b>Partial</b> revision of sentence structure, spelling, word choice, punctuation with help from adult</li> <li>• <b>Minimal</b> completion of edits with support from adult</li> <li>• <b>Little</b> evidence of use of feedback to make meaningful revisions</li> </ul>
<p><b>Cues and Convention</b>  <b>CC9.4a/b Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic and other cues to construct and communicate meaning</b></p>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• A <b>skillful, thoughtful</b> use of inclusive language for audience and purpose that demonstrates respect for all</li> <li>• Tone, voice, and point of view <b>are clearly established and purposeful</b></li> <li>• Consistent use of Canadian English</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• <b>Effective</b> use of transitions to make writing flow</li> <li>• <b>Compelling</b> leads, <b>effective</b> bodies, and <b>insightful or original</b> conclusions for a variety of written texts</li> <li>• <b>Strategic</b> and <b>effective</b> use of literary devices</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Original</b> and <b>powerful</b> sentence combinations to convey an idea</li> <li>• <b>Effective</b> use of co-ordination, subordination, and apposition of ideas sentences to <b>precisely</b> show relationship between ideas</li> <li>• <b>Consistently and effectively</b> uses correct punctuation and capitalization</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Effective</b> and <b>confident</b> control of spelling conventions and word usage</li> <li>• <b>Insightful</b> consideration of connotative and denotative word meaning s/usage</li> <li>• Demonstrates an <b>extensive</b> vocabulary</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• <b>Appropriate</b> use of inclusive language for audience and purpose that demonstrates respect for all</li> <li>• Tone, voice, and point of view are <b>evident</b></li> <li>• <b>Appropriate</b> use of Canadian English</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• Use of transitions to make writing flow</li> <li>• Use of <b>strong</b> leads, <b>coherent bodies</b>, and <b>effective</b> conclusions for a variety of written texts</li> <li>• <b>Purposeful</b> use of literary devices</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Clear, complete, varied</b> use of sentence combinations to convey an idea</li> <li>• <b>Appropriate</b> use of co-ordination, subordination, and apposition of ideas sentences to show relationship between ideas</li> <li>• <b>Accurate</b> use of punctuation and capitalization</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrates</b> control of spelling conventions and word usage</li> <li>• <b>Appropriate</b> use of connotative and denotative word meanings/usage</li> <li>• Demonstrates an <b>appropriate</b> vocabulary</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• Language is <b>inconsistent</b> for purpose and audience may not always demonstrate respect for all</li> <li>• Tone, voice, and point of view are <b>sometimes</b> evident</li> <li>• <b>Basic</b> use of Canadian English</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• <b>Little</b> use of transitions so <b>flow is impeded</b></li> <li>• <b>Inconsistent</b> use of leads, <b>weak</b> bodies, and conclusions for a variety of written texts</li> <li>• <b>Some</b> use of literary devices</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Some</b> use of sentence combinations to convey an idea</li> <li>• <b>Basic</b> use of co-ordination, subordination, and apposition of ideas to show relationship between ideas</li> <li>• <b>Inconsistent</b> use of correct punctuation and capitalization</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Inconsistent</b> control of spelling conventions and word usage</li> <li>• <b>Some evidence</b> of understanding of connotative and denotative word meanings/ usage</li> <li>• Demonstrates a <b>basic</b> vocabulary</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• Language is <b>inappropriate</b> for purpose and audience</li> <li>• Tone, voice, and point of view are <b>not evident</b></li> <li>• <b>Limited</b> use of Canadian English</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• <b>Improper or no</b> use of transitions blocks flow of ideas</li> <li>• <b>Inadequate</b> use of leads, incomplete bodies, and <b>weak or unsupported</b> conclusions for a variety of written texts</li> <li>• <b>Limited</b> use of literary devices</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Limited and sometimes incorrect</b> use of sentence combinations to convey an idea</li> <li>• <b>Limited</b> use of co-ordination, subordination, and apposition of ideas to show relationship between ideas</li> <li>• <b>Incorrect</b> use of capitalization and punctuation</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Unsatisfactory</b> control of spelling conventions and word usage</li> <li>• <b>Little or no</b> demonstration of understanding of connotative and denotative word meanings/usage</li> <li>• Demonstrates a <b>limited</b> vocabulary</li> </ul>