<table>
<thead>
<tr>
<th>Grade Nine Outcomes (Indicators)</th>
<th>4 – Mastery</th>
<th>3 - Proficient</th>
<th>2 - Approaching</th>
<th>1 - Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| CC9.1 a/b Create various written texts that explore identity, social responsibility, and efficacy. | Creates original, insightful, and thought-provoking written texts that explore identity, social responsibility, and efficacy. These texts include:  
  - 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) | Creates clear, original, and straightforward written texts that explore identity, social responsibility, and efficacy. These texts include:  
  - 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) | Creates predictable written texts that explore identity, social responsibility, and efficacy. These texts include:  
  - A general message with simplistic but generally accurate ideas and information (Meaning)  
  - A methodical organization of ideas (Form)  
  - Partial control over a basic use of language and conventions (Style and Language Choices) | Creates limited and/or unfocused written texts that explore identity, social responsibility and efficacy. These texts include:  
  - 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) |
| **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). | Creates insightful personal narrative texts that:  
  - 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 | Creates clear, straightforward personal narrative texts that:  
  - 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. | Creates satisfactory personal narrative texts that:  
  - 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  | Creates personal narrative texts that:  
  - 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  |
| (j) Create narrative texts (a. narrative essay, b. personal essay) | Creates insightful expository, informational, and procedural texts that:  
  - 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 | Creates clear expository, informational, and procedural texts that:  
  - 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) | Creates satisfactory expository, informational, and procedural texts that:  
  - 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 | Creates expository, informational, and procedural texts that:  
  - 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 |
| (l) Create descriptive texts (a. profile of a character, b. a description of a scene) | Creates insightful descriptive texts:  
- 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 | Creates clear descriptive texts:  
- 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 | Creates satisfactory descriptive texts:  
- 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 | Creates descriptive texts:  
- 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 |
| (m) Create persuasive texts (a. review, b. a letter to the editor) | Creates insightful persuasive texts that:  
- 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 | Creates clear persuasive texts that:  
- 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 | Creates satisfactory persuasive text that:  
- 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 | Creates persuasive texts that:  
- 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 |
### Use of Strategies

**CC9.3 (a,b)** Select and use appropriate strategies to communicate meaning before, during, and after to construct meaning when writing.

| BEFORE | **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**
| DURING | **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**
| AFTER  | **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**

### Cues and Convention

**CC9.4a/b** Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic and other cues to construct and communicate meaning.

| PRAGMATIC | **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**
| TEXTUAL   | **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**

| PRAGMATIC | **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**
| TEXTUAL   | **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**

| PRAGMATIC | **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**
| TEXTUAL   | **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**

| PRAGMATIC | **Language is inappropriate for purpose and audience**  
|           | **Tone, voice, and point of view are not evident**  
|           | **Limited use of Canadian English**
| TEXTUAL   | **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**
<table>
<thead>
<tr>
<th>SYNTACTICAL</th>
<th>SYNTACTICAL</th>
<th>SYNTACTICAL</th>
<th>SYNTACTICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Original and powerful sentence combinations to convey an idea</td>
<td>• Clear, complete, varied use of sentence combinations to convey an idea</td>
<td>• Some use of sentence combinations to convey an idea</td>
<td>• Limited and sometimes incorrect use of sentence combinations to convey an idea</td>
</tr>
<tr>
<td>• Effective use of co-ordination, subordination, and apposition of ideas sentences to precisely show relationship between ideas</td>
<td>• Appropriate use of co-ordination, subordination, and apposition of ideas sentences to show relationship between ideas</td>
<td>• Basic use of co-ordination, subordination, and apposition of ideas to show relationship between ideas</td>
<td>• Limited use of co-ordination, subordination, and apposition of ideas to show relationship between ideas</td>
</tr>
<tr>
<td>• Consistently and effectively uses correct punctuation and capitalization</td>
<td>• Accurate use of punctuation and capitalization</td>
<td>• Inconsistent use of correct punctuation and capitalization</td>
<td>• Incorrect use of capitalization and punctuation</td>
</tr>
<tr>
<td>SEMANTIC/LEXICAL/MORPHOLOGICAL</td>
<td>SEMANTIC/LEXICAL/MORPHOLOGICAL</td>
<td>SEMANTIC/LEXICAL/MORPHOLOGICAL</td>
<td>SEMANTIC/LEXICAL/MORPHOLOGICAL</td>
</tr>
<tr>
<td>• Effective and confident control of spelling conventions and word usage</td>
<td>• Demonstrates control of spelling conventions and word usage</td>
<td>• Inconsistent control of spelling conventions and word usage</td>
<td>• Unsatisfactory control of spelling conventions and word usage</td>
</tr>
<tr>
<td>• Insightful consideration of connotative and denotative word meanings/usage</td>
<td>• Appropriate use of connotative and denotative word meanings/usage</td>
<td>• Some evidence of understanding of connotative and denotative word meanings/usage</td>
<td>• Little or no demonstration of understanding of connotative and denotative word meanings/usage</td>
</tr>
<tr>
<td>• Demonstrates an extensive vocabulary</td>
<td>• Demonstrates an appropriate vocabulary</td>
<td>• Demonstrates a basic vocabulary</td>
<td>• Demonstrates a limited vocabulary</td>
</tr>
</tbody>
</table>