

Grade Nine Outcomes (Indicators)	4 – Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p>Context CC9.1 a/b Create various oral texts that explore identity, social responsibility, and efficacy.</p>	<p>Creates insightful and thought-provoking oral 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 and effective organization of ideas (Form) • Efficient and confident control of language which directly and effectively addresses the audience (Style and Language Choices) 	<p>Creates oral 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 accurate, complete and original (Meaning) • A coherent, logical organization of ideas (Form) • Uses clear purpose and language and shows a good sense of audience (Style and Language) 	<p>Creates appropriate and predictable oral 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 when addressing specific audiences (Style and Language Choices) 	<p>Creates limited and/or unfocused oral 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 when addressing specific audiences (Style and Language Choices)
<p>Message CC9.6a/b Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in</p> <ul style="list-style-type: none"> • one-to-one discussions • small group discussions • large group discussions <p>(e.g., prompting and supporting others, solving problems, resolving conflicts, building consensus, articulating and explaining personal viewpoint, discussing preferences, speaking to extend current understanding, and celebrating special events and accomplishments).</p> <p>CC9.7a/b Use oral language intentionally to express a range of information and ideas in formal and informal situations including</p> <ul style="list-style-type: none"> • dramatic readings of poems • monologues • scenes from plays and stories • presenting reasoned arguments of opposing viewpoints 	<p>Skillful use of oral language to interact purposefully, confidently, and appropriately including:</p> <ul style="list-style-type: none"> • Respectful interactions • Co-operative behaviours • To explore own and others’ ideas, to express understanding, build consensus, and speak to solve problems <p>Creates insightful oral texts that:</p> <ul style="list-style-type: none"> • Establish an insightful thesis that conveys a clear and distinctive perspective on the subject. • Support a thoughtful position acknowledging opposing views. • Strategically organize ideas in appropriate format and sequence ideas and information purposefully, clearly and logically • Skillfully hold audience’s attention. • Confidently present ideas and opinion in response to a topic or presentation. • Insightfully generalize from several comments and points made. 	<p>Clear use of oral language to interact purposefully, confidently and appropriately including:</p> <ul style="list-style-type: none"> • Respectful interactions • Co-operative behaviours • To explore own and others’ ideas, to express understanding, build consensus, and speak to solve problems <p>Creates clear, straightforward oral texts that:</p> <ul style="list-style-type: none"> • Establish a coherent thesis that conveys a clear and distinctive perspective on the subject. • Support a position acknowledging opposing views. • Logically organize ideas in appropriate format and sequence ideas and information clearly and logically • Hold audience’s attention. • Present ideas and opinion in response to a topic or presentation. • Generalize from several comments and points made. 	<p>Basic use of oral language to interact appropriately including:</p> <ul style="list-style-type: none"> • Respectful interactions • Co-operative behaviours • To explore own and others’ ideas, to express understanding, build consensus, and speak to solve problems <p>Creates basic oral texts that:</p> <ul style="list-style-type: none"> • Establish a simple thesis that conveys a perspective on the subject. • Inconsistently support a position acknowledging opposing views • Simplistically organize ideas in appropriate format and sequence ideas and information simplistically • Partially hold audience’s attention. • Adequately present ideas and opinion in response to a topic or presentation. • Simplistically generalize from comments and points made. 	<p>Limited use of oral language including:</p> <ul style="list-style-type: none"> • Respectful interactions • Co-operative behaviours • To explore own and others’ ideas, to express understanding, build consensus, and speak to solve problems <p>Creates limited oral texts that:</p> <ul style="list-style-type: none"> • Establish a vague thesis that may or may not convey a perspective on the subject • Inadequately support a position acknowledging opposing views. • Inadequately organize ideas and ineffectively sequence ideas and information • Limited hold on audience attention. • Present limited or unrelated ideas in response to a topic or presentation. • Inaccurately generalize from comments
<p>Use of Strategies CC9.3 (a/b) Select and use appropriate strategies to communicate meaning before, during, and after to construct meaning when speaking.</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 • Skillfully plans and organizes ideas for drafting • Skillfully considers qualities of effective communication and language to use 	<p>BEFORE</p> <ul style="list-style-type: none"> • Activates prior knowledge and experience • Considers purpose and audience • Considers and generates ideas and information that covers the breadth of topic • Plans and organizes ideas for drafting • Considers qualities of effective communication and the language to use 	<p>BEFORE</p> <ul style="list-style-type: none"> • Partial use of prior knowledge and experience • Usually considers purpose and audience • Considers and generates basic ideas and information that partially covers the topic • Rudimentary plan and organization of ideas for drafting • Some evidence of the consideration of qualities of effective communication and the 	<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 • Minimal and/or inadequate plan and organization of ideas for drafting • Inadequate consideration of qualities of effective

	<p>DURING</p> <ul style="list-style-type: none"> • Draft contains thorough attention to topic detail • Purposeful conferencing with others to solicit feedback • Careful and precise use of language to construct message • Carefully, reflects and clarifies message for greater effect • 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"> • Skillful revision for content, meaning, organization, sentence structure and flow • Independently self-assesses and completes edits • Purposefully uses feedback to make meaningful revisions 	<p>DURING</p> <ul style="list-style-type: none"> • Draft demonstrates attention to topic detail • Confers with others to solicit meaningful feedback • Clear use of language to construct message • Reflects and clarifies message where necessary • 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 content, meaning, organization, sentence structure and flow • Self-assesses and completes edits • Demonstrates use of feedback to make meaningful revisions 	<p>language to use</p> <p>DURING</p> <ul style="list-style-type: none"> • Draft contains some attention to topic details • Some evidence of conferencing with others to solicit feedback • Adequate use of language to construct message • Some evidence of reflecting and clarifying message where necessary • Some acknowledgement and citation of sources • Some experimentation with communication features and techniques to suit audience <p>AFTER</p> <ul style="list-style-type: none"> • Some revision for content, meaning, organization, sentence structure and flow • Some self-assessment and completion of edits • Some evidence of use of feedback to make meaningful revisions 	<p>communication and the language to use</p> <p>DURING</p> <ul style="list-style-type: none"> • Draft contains minimal attention to topic detail • Little use conferencing with others to solicit feedback • Inadequate or inappropriate use of language to construct message • Little or no evidence of reflecting and clarifying message • Little or 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, organization, sentence structure and flow with teacher support • 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 • Purposeful use of appropriate register of language for audience and purpose • Consistent use of Canadian English <p>TEXTUAL</p> <ul style="list-style-type: none"> • Effective use of transitions to make speaking flow • Compelling leads, effective bodies, and insightful or original conclusions for a variety of oral texts • Strategic and effective use of literary devices <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Original and purposeful sentence combinations for variety, interest, and strong effect • Skillful use of co-ordination, subordination, and apposition of ideas sentences to precisely show relationship between ideas <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Effective and confident use of words that are appropriate for audience, purpose, and context 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Use of inclusive language for audience and purpose that demonstrates respect for all • Uses appropriate register of language for audience and purpose • Appropriate use of Canadian English <p>TEXTUAL</p> <ul style="list-style-type: none"> • Use of transitions to make speaking flow • Use of strong leads, coherent bodies, and effective conclusions for a variety of oral texts • Use of literary devices <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Uses sentence combinations for variety, interest, and effect • Effective use of co-ordination, subordination, and apposition of ideas sentences to show relationship between ideas <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Appropriate use of words that are appropriate for audience, purpose, and context 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Some use of inclusive language for audience and purpose that may demonstrate respect for all • Communication • Some use of appropriate register of language for audience and purpose • Basic use of Canadian English <p>TEXTUAL</p> <ul style="list-style-type: none"> • Little use of transitions so flow may be impeded • Leads may be weak, bodies may not be coherent, and conclusions may be weak for a variety of oral texts • Some use of literary devices <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Some use of sentence combinations for variety, interest, and effect • Basic use of co-ordination, subordination, and apposition of ideas to show relationship between ideas <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Inconsistent use of words that are appropriate for audience, purpose, and context 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Limited or no use of inclusive language for audience and purpose to demonstrate respect for all • Little or no use of appropriate register of language for audience and purpose • Limited use of Canadian English <p>TEXTUAL</p> <ul style="list-style-type: none"> • No or improper use of transitions which blocks flow of ideas • Inadequate use of leads, incomplete bodies, and weak or unsupported conclusions for a variety of oral texts • Limited use of literary devices <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 <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Unsatisfactory use of words that are appropriate for audience, purpose, and

	<ul style="list-style-type: none"> • Insightful consideration of connotative and denotative word meaning s/usage • Demonstrates an extensive vocabulary <p>GRAPHOPHONIC AND OTHER CUES</p> <ul style="list-style-type: none"> • Consistently enunciates clearly and carefully, and pronounces words with proper emphasis • Strategically uses gestures, facial expressions, visual aids, and other non-verbal cues effectively to enhance meaning of talk. 	<ul style="list-style-type: none"> • Appropriate use of connotative and denotative word meanings/usage • Demonstrates an appropriate vocabulary <p>GRAPHOPHONIC AND OTHER CUES</p> <ul style="list-style-type: none"> • Enunciates clearly and carefully, and pronounces words with proper emphasis • Appropriate use of gestures, facial expressions, visual aids, and other non-verbal cues effectively to enhance meaning of talk. 	<ul style="list-style-type: none"> • Some evidence of understanding of connotative and denotative word meanings/ usage • Demonstrates a basic vocabulary <p>GRAPHOPHONIC AND OTHER CUES</p> <ul style="list-style-type: none"> • Enunciates clearly and carefully, and pronounces words with proper emphasis most of the time • Some use of gestures, facial expressions, visual aids, and other non-verbal cues effectively to enhance meaning of talk. 	<p>context</p> <ul style="list-style-type: none"> • Little or no demonstration of understanding of connotative and denotative word meanings/usage • Demonstrates a limited vocabulary <p>GRAPHOPHONIC AND OTHER CUES</p> <ul style="list-style-type: none"> • May have difficulty enunciating clearly and carefully, and pronouncing words with proper emphasis • Limited use of gestures, facial expressions, visual aids, and other non-verbal cues.
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