

English Language Arts Grade 9 Compose and Create				
OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>CC 9.1</b> <b>Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.</b>	I create speeches, writing, and other representations that express a <b>vague</b> message.	I create speeches, writing, and other representations that <b>express a limited message</b> for audience or purpose.	I create speeches, writing, and other representations that <b>express a straightforward message</b> for audience and purpose.	I create speeches, writing, and other representations that express a <b>thoughtful and compelling</b> message for audience and purpose.
	I provide <b>few</b> relevant, accurate, and complete details, examples, or explanations.	I provide <b>some</b> relevant, accurate, and complete details, examples, or explanations <b>while attempting to use my own words.</b>	I provide relevant, accurate, and complete details, examples, <b>and</b> explanations <b>using my own words.</b>	I provide <b>interesting and thought provoking</b> details, examples, explanations, and <b>connections using my own words.</b>
	The ideas in my text <b>lack coherence and unity.</b>	<b>Most of the ideas</b> in my text are organized with a <b>limited use of transitions.</b>	The ideas in my text are <b>well-organized</b> , and my <b>argument is coherent, that is, they are linked to each other and the connections among them are clear.</b>	I have <b>thoughtfully and effectively chosen a specific order</b> for the ideas in my text so that they are <b>well-connected.</b>
<b>a. The Search for Self, Our Shared Narratives, Doing the Right Thing</b>  <b>b. Exploring Loyalty, Love, and Relationships, Equal Opportunity, Surviving and Conquering</b>				

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	<b>Errors</b> in grammar, sentence structure, spelling, punctuation, and capitalization <b>interfere with the meaning.</b>	I make <b>several noticeable errors</b> in grammar usage, sentence structure, spelling, punctuation and capitalization <b>which may interfere with the meaning.</b>	My grammar usage, sentence structure, spelling, punctuation and capitalization are <b>generally correct and do not interfere with the meaning.</b>	My grammar usage, sentence structure, spelling, punctuation, and capitalization are <b>standard and consistent.</b>
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<b>CC 9.2</b> <b>I can create and present an individual inquiry project.</b>	I formulate <b>simple</b> inquiry questions.	I formulate <b>general</b> inquiry questions.	I formulate <b>clear inquiry questions.</b>	I formulate <b>clear and insightful inquiry questions</b> to guide research.
	The resources I select are <b>limited.</b>	I select <b>some</b> appropriate resources.	I select <b>several appropriate and necessary resources.</b>	I select a <b>wide variety of appropriate resources.</b>
	The use of quotations in my project is <b>limited.</b>	I try to use <b>some</b> quotations, but often they are <b>too long and inappropriate.</b>	I use <b>relevant quotations of appropriate length</b> in my project.	I use quotations <b>independently and appropriately to provide effective evidence</b> in my project.
	The sources of information I used are <b>not provided or limited.</b>	I <b>list</b> sources of information.	I <b>document sources of information using standard format</b> according to assigned criteria.	I document sources of information <b>professionally, respecting all elements of standard format.</b>
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<b>CC 9.3</b> <b>Select and use appropriate strategies to communicate meaning before (e.g., considering and valuing own observations, experiences, ideas, and opinions as sources for ideas), during (e.g., shaping and reshaping drafts with audience and purpose in mind), and after (e.g., ensuring that all parts support the main idea or thesis) speaking, writing, and other representing activities.</b>	I use a “before” strategy to generate ideas.	I use <b>some</b> “before” strategies to generate ideas based on my own observations, experiences, and opinions.	I select <b>AND</b> use a variety of “before” strategies to generate ideas considering and valuing my own observations, experiences, and opinions.	I <b>independently</b> select <b>AND explain</b> “before” strategies to generate ideas considering and valuing my own observations, experiences, and opinions.
	I use a “during” strategy to compose a draft.	I use <b>some</b> “during” strategies to compose and reshape drafts with audience and purpose in mind.	I select <b>AND</b> use a variety of “during” strategies to compose and reshape drafts with audience and purpose in mind.	I <b>thoughtfully</b> select <b>AND explain</b> “during” strategies to compose and reshape drafts <b>on my own</b> with the audience and purpose in mind.
	I use an “after” strategy to revise my draft, but the main idea is still not obvious.	I use <b>some</b> “after” strategies to revise a main idea, but not all parts support it.	I select <b>AND</b> use a variety of “after” strategies revising to ensure that all parts support the main idea or thesis.	I <b>purposefully</b> select <b>AND explain</b> “after” strategies as I revise to ensure the final product supports a main idea or thesis.
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<b>CC 9.4</b> Use pragmatic (e.g., inclusive language that supports people across cultures, genders, ages, and abilities), textual (e.g., strong leads, coherent body, and effective endings), syntactic (e.g., subordination to show more precisely the relationships between ideas), semantic/lexical/morphological (e.g., both the denotative and connotative meaning of words), graphophonic (e.g., knowledge of spelling patterns and rules to identify, analyze, and correct spelling errors), and other cues (e.g., combine print and visuals to	I use <b>language that is inappropriate</b> for purpose and audience.	I <b>sometimes use inclusive language</b> but may not always show respect for all.	I use <b>inclusive language</b> that shows respect for people across cultures, genders, ages and abilities.	I <b>deliberately and consistently use inclusive language</b> that shows respect for people across cultures, genders, ages and abilities.
	I <b>inadequately</b> use transitions to communicate. My lead, body and conclusion are <b>weak</b> .	I <b>inconsistently</b> use transitions to communicate. My lead, body <b>and/or</b> conclusion are <b>weak</b> .	I use transitions to communicate using a <b>strong</b> lead, <b>coherent</b> body and <b>effective</b> conclusion.	I <b>effectively</b> use transitions to communicate using a <b>compelling</b> lead, <b>effective</b> body and <b>thought-provoking</b> conclusion.
	My use of sentence combinations is <b>limited</b> and sometimes <b>incorrect</b> .	I use some <b>basic</b> co-ordination and subordination to make sentences <b>clear</b> .	I use co-ordination, subordination <b>AND</b> apposition to make sentences <b>varied and effective</b> .	I purposefully <b>vary</b> co-ordination, subordination and apposition to show <b>precisely</b> the relationship between ideas.
	I show <b>little understanding</b> of denotative and connotative meaning of words.	I show <b>some evidence</b> of understanding denotative and connotative meaning of words.	I choose <b>appropriate</b> words considering the denotative and connotative meaning.	I <b>effectively and purposefully</b> use the denotative and connotative meaning of words to capture my intended meaning.

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enhance presentations) to construct and to communicate meaning.	I have <b>limited</b> knowledge of spelling patterns and rules to identify spelling errors.	I have <b>some</b> knowledge of spelling patterns and rules to identify spelling errors.	I <b>use</b> knowledge of spelling patterns and rules to identify, analyze and correct spelling errors.	I can <b>consistently and effectively</b> use knowledge of a range of spelling patterns and rules to identify analyze and correct spelling errors.
	I <b>attempt</b> to use print or visual techniques in my presentation.	I <b>use</b> print <b>OR</b> visual techniques to enhance presentations.	I <b>combine</b> print <b>AND</b> visuals to enhance presentations.	I <b>purposefully and effectively</b> combine a <b>variety of presentation techniques, including print and visual</b> , to enhance presentations.
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<p><b>CC 9.5a</b> Create and present a variety of visual and multimedia presentations to best represent message for an intended audience and purpose.</p> <p><b>CC 9.5b</b> Create and present a variety of visual and multimedia presentations including addressing various audiences for one proposal.</p>	I create visual or <b>multimedia</b> presentations, <b>respecting a few of the co-constructed criteria.</b>	I create visual and <b>multimedia</b> presentations for an <b>intended purpose, respecting most of the co-constructed criteria.</b>	I create visual and multimedia presentations for an intended <b>audience AND purpose, respecting all the co-constructed criteria.</b>	I <b>effectively and purposefully create</b> visual and multimedia presentations to represent a message for an <b>intended audience AND purpose, respecting all of the co-constructed criteria.</b>
	I <b>present</b> visual or <b>multimedia</b> presentations <b>without considering my purpose or audience.</b>	I <b>present</b> visual and <b>multimedia</b> presentations for an <b>intended purpose, respecting most of the co-constructed criteria.</b>	I <b>present</b> visual and multimedia presentations for an intended <b>audience AND purpose, respecting the co-constructed criteria.</b>	I <b>effectively and purposefully present</b> visual and multimedia presentations to best represent a message for an <b>intended audience AND purpose, respecting all of the co-constructed criteria.</b>
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<p><b>CC 9.6</b> Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one, small group, and large group discussions (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><b>CC 9.7</b> Use oral language intentionally to express a range of information and ideas in formal and informal situations including dramatic readings of poems, monologues, scenes from plays, and stories and presenting reasoned arguments of opposing viewpoints.</p>	I <b>seldom</b> use oral language to exchange ideas appropriately.	I use oral language that is <b>sometimes appropriate to the situation</b> .	I use oral language <b>confidently and appropriately in a variety of situations for a variety of purposes</b> .	I effectively use oral language confidently and appropriately in a variety of situations for a variety of purposes <b>with awareness of audience and purpose, while holding the audience’s attention</b> .
	I <b>use oral language matter-of-factly</b> to express an idea.	I <b>use oral language to share information/ideas</b> in dramatic readings.	I <b>intentionally use oral language</b> to express information and ideas in dramatic readings.	I <b>intentionally and effectively use oral language confidently and appropriately</b> in dramatic readings, while holding audience’s attention.
	I <b>share</b> my own viewpoint with <b>some evidence</b> .	I <b>present</b> an argument of my own viewpoint <b>with evidence</b> , respecting <b>most</b> of the co-constructed criteria.	I present a <b>reasoned argument of opposing viewpoints</b> with <b>sufficient evidence</b> , respecting the co-constructed criteria.	I <b>effectively and respectfully present a reasoned argument of opposing viewpoints</b> with <b>extensive evidence</b> , respecting all of the co-constructed criteria.
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<p><b>CC 9.8</b> Write to describe, to narrate, to explain and inform, and to persuade</p> <p><b>CC 9.8a</b></p> <ul style="list-style-type: none"> <li>• profile of a character</li> <li>• narrative essay</li> <li>• researched report</li> <li>• review</li> </ul> <p><b>CC 9.8b</b></p> <ul style="list-style-type: none"> <li>• description of a scene</li> <li>• personal essay</li> <li>• multi-paragraph letter</li> <li>• letter to the editor</li> </ul>	<p>My personal narrative has <b>little or no sensory detail</b>. The <b>minimal</b> use of narrative and descriptive devices results in an <b>inadequately developed</b> text.</p>	<p>I create personal narrative texts with <b>simplistic sensory details</b>. I use <b>some</b> narrative and descriptive devices to develop the narrative in a <b>basic</b> way.</p>	<p>I create <b>clear, straightforward</b> personal narrative texts. I use <b>concrete sensory detail</b> and relevant narrative and descriptive devices in a <b>systematic</b> way.</p>	<p>I create <b>insightful, compelling</b> personal narrative texts. I use <b>vivid sensory detail</b> and efficiently employ narrative and descriptive devices in a <b>creative</b> way.</p>
	<p>My expository, informational, and procedural texts are <b>incomplete</b>. The <b>ineffective</b> use of questions, details and facts make my text <b>vague</b>.</p>	<p>I create expository, informational, and procedural texts in a <b>partially sequenced</b> way. I pose <b>predictable</b> questions and use <b>simplistic</b> facts and details from <b>limited sources</b>.</p>	<p>I create <b>clear</b> expository, informational, and procedural texts organized in a <b>logically sequenced</b> way. I pose <b>relevant</b> questions and use <b>important</b> facts and details from <b>multiple sources</b>.</p>	<p>I create <b>thoughtful</b> expository, informational, and procedural texts in a <b>comprehensive, logically sequenced</b> way. I pose <b>specific</b> questions and use <b>precise</b> facts and details from <b>multiple sources</b>.</p>
	<p>My descriptive texts are <b>vague</b>. The few details I use paint an <b>incomplete picture</b>.</p>	<p>I create <b>basic</b> descriptive texts in a <b>partially sequenced</b> order. I use <b>simplistic details</b> to paint a <b>limited picture</b>.</p>	<p>I create <b>clear</b> descriptive texts in a <b>logical</b> order. I use <b>sensory details</b> to paint a <b>colourful</b> picture.</p>	<p>I compose <b>creative</b> descriptive texts in an <b>effective</b> order. I use <b>exceptional sensory details</b> to paint a <b>vivid</b> picture.</p>

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<b>CC 9.9 (a &amp; b)</b> <b>Experiment with a variety of text forms (e.g., debates, meetings, presentations to unfamiliar audiences, poetry, précis, short script, advice column, video documentary, comic strip) and techniques (e.g., tone, persona, point of view, imagery, dialogue, figurative language).</b>	My persuasive texts are <b>ineffective</b> . I have a <b>vague</b> thesis supported by little or <b>no evidence</b> .	I create persuasive texts using a <b>basic structure</b> . I have a <b>general thesis partially supported by evidence</b> .	I create <b>convincing</b> persuasive texts in a <b>logical structure</b> . I have a well-defined thesis supported by detailed evidence.	I create <b>insightful</b> persuasive texts in an <b>effective structure</b> . I have an <b>original thesis supported by comprehensive evidence</b> .
	I <b>ineffectively use</b> text forms and techniques. I am <b>unaware</b> of my purpose and audience.	I use <b>some</b> text forms and techniques to suit my purpose and audience.	I <b>experiment with a variety</b> of text forms AND techniques to suit my purpose and audience.	I <b>effectively experiment with a variety</b> of text forms AND techniques to suit my purpose and audience.
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