

English Language Arts Grade 9 Comprehend and Respond				
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.
CR 9.1 View, listen to, read, comprehend and respond to a variety of texts that address a.) Identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing). b.) Identity (e.g., Exploring Loyalty, Love, and Relationships), social responsibility (e.g., Equal Opportunity), and efficacy (e.g., Surviving and Conquering).	I rarely make connections between a text I read, view, or listen to and the theme of identity, community, or social responsibility.	I make a few connections between a text I read, view, or listen to and the theme of identity, community, or social responsibility.	I explain with examples how a text I read, view, or listen to relates to the theme of identity, community, or social responsibility.	I compare with examples how texts I read, view, or listen to relate to the theme of identity, community, or social responsibility.
	I retell ideas and information presented in the text.	I explain the ideas and information presented in the text.	I develop a response to texts that contains personal experience AND evidence from the texts.	I develop a response to texts that contains personal experience, evidence from the texts, AND research.
	I identify the text structure OR text features of a few of the texts I read, listen to, or view.	I identify the text structure AND text features of many of the texts I read, listen to, or view.	I explain the text structure AND text features of most of the texts I read, listen to, or view.	I compare the text structures AND text features of several texts I read, listen to, or view.
Comments				

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CR 9.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.	I sometimes create simple questions that focus my viewing, listening and reading.	With some prompting , I create more complex questions that focus my viewing, listening and reading.	I create complex questions that focus my viewing, listening and reading.	Independently, I create complex and insightful questions that extend my understanding .
	I rarely use “before” reading strategies to make meaning.	I use a few “before” reading strategies to make meaning.	I select AND use a variety of “before” reading strategies to make meaning.	I select AND explain a wide variety of “before” reading strategies according to my purpose for reading to make meaning.
	I rarely adjust my reading rate or choice of reading strategy.	I adjust my reading rate or reading strategy when I notice meaning breakdown .	I adjust my reading rate or reading strategy to suit the purpose of viewing, listening and reading .	I adjust my reading rate or reading strategy and evaluate the effectiveness of the adjustment .
	I rarely use “during” reading strategies to make meaning.	I use a few “during” reading strategies to make meaning.	I select AND use a variety of “during” reading strategies to make meaning.	I select AND explain a wide variety of “during” reading strategies according to my purpose for reading to make meaning and explain my choice .

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CR 9.2 Continued...	I rarely identify any of the following: the purpose, the message, the values, the techniques, OR the perspective in the text.	I identify OR discuss several of the following: the purpose, the message, the values, the techniques, or the perspective in the text.	I identify AND discuss almost all of the following: the purpose, the message, the values, the techniques, OR the perspective in the text.	I identify AND discuss all of the following: the purpose, the message, the values, the techniques, AND the perspective in the text.
	I rarely give an opinion about the following: the purpose, the message, the values, the techniques, OR the perspective in the text.	I give an opinion about the following: the purpose, the message, the values, the techniques, OR the perspective in the text, with some evidence from the text.	Using supporting evidence from the text , I give an opinion about the effectiveness of the following: the purpose, the message, the values, the techniques, AND the perspective in the text.	Using supporting evidence and other research or connections , I give an opinion about the effectiveness of the following: the purpose, the message, the values, the techniques, OR the perspective in the text.
	I rarely use “after” reading strategies to make meaning.	I use a few “after” reading strategies to make meaning.	I select AND use a variety of “after” reading strategies to make meaning.	I select AND explain a wide variety of “after” reading strategies according to my purpose for reading and responding to make meaning.
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CR 9.3 Use pragmatic (e.g., language suitable for intended audience), textual (e.g., author’s thesis or argument, how author organized text to achieve unity, coherence, and effect), syntactic (e.g., parallel structures), semantic/lexical/morphological (e.g., connotation and denotation), graphophonic (e.g., common spellings and variants for effect or	I identify the intended audience and purpose.	I propose some connections between language used and the intended audience OR the purpose.	I propose some connection between language used and the intended audience AND the purpose.	I explain in detail the connections between language used and intended audience and purpose, AND make comparisons between texts.
	I identify form/genre, artistic devices, elements, organizational patterns, OR text features.	I identify how a few of the following create a specific mood, tone and style: form/genre, artistic devices, elements, organizational patterns, or text features.	I identify AND explain how several of the following create a specific mood, tone and style: form/genre, artistic devices, elements, organizational patterns, OR text features.	I explain in detail AND evaluate the effectiveness of how almost all of the following create a specific mood, tone and style: form/genre, artistic devices, elements, organizational patterns, OR text features.
	I rarely identify parallel structure.	I identify parallel structure.	I identify parallel structure AND balanced sentences AND explain the difference.	I explain the effect of parallel structure or balanced sentences in a text.

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dialect), and other cues (e.g., fonts, colour) to construct and to confirm meaning. CR 9.3 Continued...	I rarely understand that the same word might have different meanings.	I sometimes differentiate the denotative and connotative meaning of words	I interpret the denotative and connotative meanings of words.	I connect an author’s use of the denotative and connotative meanings of words to the purpose, audience or context.
	I rarely identify common spelling rules and patterns.	I identify common spellings and some variants.	I identify common spellings and variants used for dialect.	I identify common spellings and variants used for dialect and explain their effect.
	I rarely identify sound, fonts, colours AND technology in a representation.	I identify sound, fonts, colours AND technology in a representation and explain the effects of a few.	I identify sound, fonts, colours AND technology in a representation AND explain the effects of each.	I compare the impact of sound, fonts, colours AND technology in several representations.
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CR 9.4a View and demonstrate comprehension and evaluation of visual and multimedia tests to glean ideas suitable for identified audiences and purpose, including: <ul style="list-style-type: none"> • Illustrations • Maps • Charts • Graphs • Pamphlets • Art Works • Video Clips • Dramatizations 	I identify the topic of the text, and some of the details.	I draw conclusions from the text, and provide evidence for those conclusions.	I draw conclusions and evaluate what I view, and provide specific evidence from the text.	I do a comparative evaluation of various multimedia texts and provide evidence for my conclusions with specific examples.
	I sometimes gather a few ideas.	I gather ideas from visual and multimedia texts.	I gather ideas from visual and multimedia texts that are suitable for an identified audience and purpose.	I compare the merits of various visual and multimedia texts to weigh the impact of ideas for my own projects.

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CR9.4b View and demonstrate comprehension of visual and multimedia <u>texts to synthesize and summarize ideas</u> from multiple visual and multimedia sources	I rarely identify ideas	I summarize ideas.	I synthesize (make new meaning from) and summarize ideas.	I synthesize ideas from several texts.
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CR 9.5 Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts a. including conversations, discussions, interviews, and speeches b. including directions and speeches, recognizing train of thought, main	I rarely demonstrate the strategies of an effective active listener , such as: <ul style="list-style-type: none"> • listening with a purpose • making notes • recognizing ideas and organization • asking for clarification. 	I demonstrate several of the strategies of an effective active listener , such as: <ul style="list-style-type: none"> • listening with a purpose • making notes • recognizing ideas and organization • asking for clarification. 	I demonstrate almost all of the strategies of an effective active listener , such as: <ul style="list-style-type: none"> • listening with a purpose • making notes • recognizing ideas and organization • asking for clarification. 	I demonstrate all of the strategies of an effective active listener , such as: <ul style="list-style-type: none"> • listening with a purpose • making notes • recognizing ideas and organization • asking for clarification.
	I sometimes understand part of what I hear.	I understand most of what I hear and can discuss some ideas with others.	I understand what I hear and can discuss ideas with others to extend my own understanding.	I understand what I hear and can examine others’ ideas in discussion or by asking probing questions to extend understanding in myself and others.

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points, and presentation techniques	I rarely recall the main points	I summarize and find meaning in some of the main points.	I summarize, analyze and evaluate most of the main ideas, events, issues or themes.	I effectively summarize, analyze and evaluate almost all of the main ideas, events, issues, or themes and discuss their impact(s) or reflection(s) on the reader or society.
	I rarely recognize techniques used in presentations.	I identify some techniques used in a presentation, with specific examples.	I identify several techniques used in a presentation, with specific examples.	I compare the effectiveness of several techniques used in presentations, with specific examples.
	I rarely identify the presence of biases, stereotyping, OR propaganda in an oral or multimedia presentation, with examples.	I identify the presence of biases, stereotyping, OR propaganda in an oral or multimedia presentation, with examples.	I identify the presence of biases, stereotyping, AND propaganda in an oral or multimedia presentation, with examples.	I comment on the effect of biases, stereotyping, AND propaganda in an oral or multimedia presentation, with examples.
CR 9.5 Continued...				
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CR 9.6 Read and demonstrate comprehension and interpretation of grade-level appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to develop an	I respond to text ideas.	I respond critically to text ideas, with some evidence.	I respond critically to text ideas using textual evidence to support interpretations.	I respond critically and insightfully to text ideas using effective textual evidence including quotations to support interpretations.
	I locate some of the elements of setting, characterization and plot.	I locate elements of setting, characterization and plot.	I locate elements of setting, characterization and plot in a fiction text and demonstrate how characters influence the progression and resolution of the plot.	I compare how characters influence the progression and resolution of plot in several fiction texts.

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insightful interpretation and response.	I rarely identify techniques and elements of texts.	I identify some techniques and elements of texts (e.g. figurative language, rhetoric OR stylistic features).	I identify AND critique techniques and elements of texts (e.g. figurative language, rhetoric AND stylistic features).	I compare the effectiveness of techniques and elements in several texts (e.g. figurative language, rhetoric AND stylistic features), with reference to those texts.
Comments				
CR 9.7 Read and independently demonstrate comprehension of a variety of information texts including expository essays, historical accounts, news articles, and scientific writing.	I rarely identify the purpose, structure and elements of a few of the following non- fiction texts: <ul style="list-style-type: none"> • expository essays • historical accounts • news articles • scientific writing 	I identify some of the purpose, structure OR elements of several of the following non- fiction texts: <ul style="list-style-type: none"> • expository essays • historical accounts • news articles • scientific writing 	I identify and apply knowledge of the purpose, structure AND elements of the following non- fiction texts: <ul style="list-style-type: none"> • expository essays • historical accounts • news articles • scientific writing 	I compare the purpose, structure and elements of the following non- fiction texts: <ul style="list-style-type: none"> • expository essays • historical accounts • news articles • scientific writing

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	I rarely select texts AND read independently.	I usually select a text, read independently, and understand some of what I read.	I select appropriate texts, read independently with a purpose and understand most of what I read.	I select appropriate texts according to my own specific criteria , read independently with a purpose, and understand what I read .
Comments				
CR 9.8 Read Grade 9 appropriate texts to increase fluency and expression (150+ wcpm orally; 215-260 silently).	I rarely read grade appropriate texts fluently OR with expression.	I read grade appropriate texts with fluency OR expression.	read grade appropriate texts with fluency AND expression.	I read grade appropriate texts with exceptional fluency and expression.

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