

Grade Nine Outcomes (Indicators)	4 – Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p><b>Context</b>  <b>CC9.1 a/b Create various oral texts that explore identity, social responsibility, and efficacy.</b></p>	<p>Creates <b>insightful</b> and <b>thought-provoking</b> oral 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> and <b>effective</b> organization of ideas (Form)</li> <li>• <b>Efficient</b> and <b>confident</b> control of language which directly and <b>effectively</b> addresses the audience (Style and Language Choices)</li> </ul>	<p>Creates oral texts that explore identity, social responsibility, and efficacy. These texts include:</p> <ul style="list-style-type: none"> <li>• A specific, relevant message with ideas and information which are accurate, complete and original (Meaning)</li> <li>• A coherent, logical organization of ideas (Form)</li> <li>• Uses clear purpose and language and shows a good sense of audience (Style and Language)</li> </ul>	<p>Creates <b>appropriate</b> and <b>predictable</b> oral 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 <b>generally</b> accurate 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 when addressing specific audiences (Style and Language Choices)</li> </ul>	<p>Creates <b>limited and/or unfocused</b> oral 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 when addressing specific audiences (Style and Language Choices)</li> </ul>
<p><b>Message</b>  <b>CC9.6a/b Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in</b></p> <ul style="list-style-type: none"> <li>• <b>one-to-one discussions</b></li> <li>• <b>small group discussions</b></li> <li>• <b>large group discussions</b></li> </ul> <p><b>(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).</b></p> <p><b>CC9.7a/b Use oral language intentionally to express a range of information and ideas in formal and informal situations including</b></p> <ul style="list-style-type: none"> <li>• <b>dramatic readings of poems</b></li> <li>• <b>monologues</b></li> <li>• <b>scenes from plays and stories</b></li> <li>• <b>presenting reasoned arguments of opposing viewpoints</b></li> </ul>	<p><b>Skillful</b> use of oral language to interact purposefully, confidently, and appropriately including:</p> <ul style="list-style-type: none"> <li>• Respectful interactions</li> <li>• Co-operative behaviours</li> <li>• To explore own and others’ ideas, to express understanding, build consensus, and speak to solve problems</li> </ul> <p>Creates <b>insightful</b> oral texts that:</p> <ul style="list-style-type: none"> <li>• Establish an <b>insightful</b> thesis that conveys a clear and distinctive perspective on the subject.</li> <li>• Support a <b>thoughtful</b> position acknowledging opposing views.</li> <li>• <b>Strategically</b> organize ideas in appropriate format and sequence ideas and information <b>purposefully, clearly</b> and <b>logically</b></li> <li>• <b>Skillfully</b> hold audience’s attention.</li> <li>• <b>Confidently</b> present ideas and opinion in response to a topic or presentation.</li> <li>• <b>Insightfully</b> generalize from several comments and points made.</li> </ul>	<p>Clear use of oral language to interact purposefully, confidently and appropriately including:</p> <ul style="list-style-type: none"> <li>• Respectful interactions</li> <li>• Co-operative behaviours</li> <li>• To explore own and others’ ideas, to express understanding, build consensus, and speak to solve problems</li> </ul> <p>Creates clear, straightforward oral texts that:</p> <ul style="list-style-type: none"> <li>• Establish a coherent thesis that conveys a clear and distinctive perspective on the subject.</li> <li>• Support a position acknowledging opposing views.</li> <li>• Logically organize ideas in appropriate format and sequence ideas and information clearly and logically</li> <li>• Hold audience’s attention.</li> <li>• Present ideas and opinion in response to a topic or presentation.</li> <li>• Generalize from several comments and points made.</li> </ul>	<p><b>Basic</b> use of oral language to interact appropriately including:</p> <ul style="list-style-type: none"> <li>• Respectful interactions</li> <li>• Co-operative behaviours</li> <li>• To explore own and others’ ideas, to express understanding, build consensus, and speak to solve problems</li> </ul> <p>Creates <b>basic</b> oral texts that:</p> <ul style="list-style-type: none"> <li>• Establish a <b>simple</b> thesis that conveys a perspective on the subject.</li> <li>• <b>Inconsistently support</b> a position acknowledging opposing views</li> <li>• <b>Simplistically</b> organize ideas in appropriate format and sequence ideas and information <b>simplistically</b></li> <li>• <b>Partially</b> hold audience’s attention.</li> <li>• <b>Adequately</b> present ideas and opinion in response to a topic or presentation.</li> <li>• <b>Simplistically</b> generalize from comments and points made.</li> </ul>	<p><b>Limited</b> use of oral language including:</p> <ul style="list-style-type: none"> <li>• Respectful interactions</li> <li>• Co-operative behaviours</li> <li>• To explore own and others’ ideas, to express understanding, build consensus, and speak to solve problems</li> </ul> <p>Creates <b>limited</b> oral texts that:</p> <ul style="list-style-type: none"> <li>• Establish a <b>vague</b> thesis that may or may not convey a perspective on the subject</li> <li>• <b>Inadequately</b> support a position acknowledging opposing views.</li> <li>• <b>Inadequately</b> organize ideas and <b>ineffectively</b> sequence ideas and information</li> <li>• <b>Limited</b> hold on audience attention.</li> <li>• Present <b>limited</b> or <b>unrelated</b> ideas in response to a topic or presentation.</li> <li>• <b>Inaccurately</b> generalize from comments</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 speaking.</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>Skillfully</b> plans and organizes ideas for drafting</li> <li>• <b>Skillfully</b> considers qualities of effective communication and language to use</li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• Activates prior knowledge and experience</li> <li>• Considers purpose and audience</li> <li>• Considers and generates ideas and information that covers the breadth of topic</li> <li>• Plans and organizes ideas for drafting</li> <li>• Considers qualities of effective communication and the language to use</li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Partial</b> use of prior knowledge and experience</li> <li>• <b>Usually</b> considers purpose and audience</li> <li>• Considers and generates <b>basic</b> ideas and information that <b>partially</b> covers the topic</li> <li>• <b>Rudimentary</b> plan and organization of ideas for drafting</li> <li>• <b>Some</b> evidence of the consideration of qualities of effective communication and the</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>• <b>Minimal and/or inadequate</b> plan and organization of ideas for drafting</li> <li>• <b>Inadequate</b> consideration of qualities of effective</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>Purposeful</b> conferencing with others to solicit feedback</li> <li>• <b>Careful and precise</b> use of language to construct message</li> <li>• <b>Carefully</b>, reflects and clarifies message for greater effect</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>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Skillful</b> revision for content, meaning, organization, sentence structure and flow</li> <li>• <b>Independently</b> self-assesses and completes edits</li> <li>• <b>Purposefully</b> uses feedback to make meaningful revisions</li> </ul>	<p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft demonstrates attention to topic detail</li> <li>• Confers with others to solicit meaningful feedback</li> <li>• Clear use of language to construct message</li> <li>• Reflects and clarifies message where necessary</li> <li>• Acknowledges and cites sources</li> <li>• Experiments with communication features and techniques to suit different audience</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Revises to support content, meaning, organization, sentence structure and flow</li> <li>• Self-assesses and completes edits</li> <li>• <b>Demonstrates</b> use of feedback to make meaningful revisions</li> </ul>	<p>language to use</p> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft contains <b>some</b> attention to topic details</li> <li>• <b>Some</b> evidence of conferencing with others to solicit feedback</li> <li>• <b>Adequate</b> use of language to construct message</li> <li>• <b>Some</b> evidence of reflecting and clarifying message where necessary</li> <li>• <b>Some</b> acknowledgement and citation of sources</li> <li>• <b>Some</b> experimentation with communication features and techniques to suit audience</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Some revision</b> for content, meaning, organization, sentence structure and flow</li> <li>• <b>Some</b> self-assessment and completion of edits</li> <li>• <b>Some</b> evidence of use of feedback to make meaningful revisions</li> </ul>	<p>communication and the language to use</p> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft contains <b>minimal attention</b> to topic detail</li> <li>• <b>Little use</b> conferencing with others to solicit feedback</li> <li>• <b>Inadequate or inappropriate</b> use of language to construct message</li> <li>• <b>Little or no</b> evidence of reflecting and clarifying message</li> <li>• <b>Little or 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>Minimal and/or insufficient</b> revision for content, meaning, organization, sentence structure and flow <b>with teacher support</b></li> <li>• <b>Minimal</b> completion of edits <b>with support</b> 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>• <b>Purposeful</b> use of appropriate register of language for audience and purpose</li> <li>• <b>Consistent</b> 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 speaking flow</li> <li>• <b>Compelling</b> leads, <b>effective</b> bodies, and <b>insightful or original</b> conclusions for a variety of oral 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>purposeful</b> sentence combinations for variety, interest, and <b>strong</b> effect</li> <li>• <b>Skillful</b> use of co-ordination, subordination, and apposition of ideas sentences to <b>precisely</b> show relationship between ideas</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Effective</b> and <b>confident</b> use of words that are appropriate for audience, purpose, and context</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• Use of inclusive language for audience and purpose that demonstrates respect for all</li> <li>• Uses appropriate register of language for audience and purpose</li> <li>• Appropriate use of Canadian English</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• Use of transitions to make speaking flow</li> <li>• Use of strong leads, coherent bodies, and effective conclusions for a variety of oral texts</li> <li>• Use of literary devices</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• Uses sentence combinations for variety, interest, and effect</li> <li>• <b>Effective</b> use of co-ordination, subordination, and apposition of ideas sentences to show relationship between ideas</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of words that are appropriate for audience, purpose, and context</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• <b>Some</b> use of inclusive language for audience and purpose that <b>may</b> demonstrate respect for all</li> <li>• Communication</li> <li>• <b>Some</b> use of appropriate register of language for audience and purpose</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 may be impeded</b></li> <li>• Leads <b>may</b> be weak, bodies <b>may not</b> be coherent, and conclusions <b>may</b> be weak for a variety of oral 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 for variety, interest, and effect</li> <li>• <b>Basic</b> use of co-ordination, subordination, and apposition of ideas to show relationship between ideas</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Inconsistent</b> use of words that are appropriate for audience, purpose, and context</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• <b>Limited or no</b> use of inclusive language for audience and purpose to demonstrate respect for all</li> <li>• <b>Little or no</b> use of appropriate register of language for audience and purpose</li> <li>• <b>Limited</b> use of Canadian English</li> </ul> <p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• <b>No or improper</b> use of transitions which blocks flow of ideas</li> <li>• <b>Inadequate</b> use of leads, <b>incomplete</b> bodies, and <b>weak or unsupported</b> conclusions for a variety of oral 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> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Unsatisfactory use of</b> words that are appropriate for audience, purpose, and</li> </ul>

	<ul style="list-style-type: none"> <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>GRAPHOPHONIC AND OTHER CUES</b></p> <ul style="list-style-type: none"> <li>• <b>Consistently</b> enunciates clearly and carefully, and pronounces words with proper emphasis</li> <li>• <b>Strategically</b> uses gestures, facial expressions, visual aids, and other non-verbal cues effectively to enhance meaning of talk.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appropriate</b> use of connotative and denotative word meanings/usage</li> <li>• Demonstrates an appropriate vocabulary</li> </ul> <p><b>GRAPHOPHONIC AND OTHER CUES</b></p> <ul style="list-style-type: none"> <li>• Enunciates clearly and carefully, and pronounces words with proper emphasis</li> <li>• Appropriate use of gestures, facial expressions, visual aids, and other non-verbal cues effectively to enhance meaning of talk.</li> </ul>	<ul style="list-style-type: none"> <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>GRAPHOPHONIC AND OTHER CUES</b></p> <ul style="list-style-type: none"> <li>• Enunciates clearly and carefully, and pronounces words with proper emphasis <b>most of the time</b></li> <li>• <b>Some</b> use of gestures, facial expressions, visual aids, and other non-verbal cues effectively to enhance meaning of talk.</li> </ul>	<p>context</p> <ul style="list-style-type: none"> <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> <p><b>GRAPHOPHONIC AND OTHER CUES</b></p> <ul style="list-style-type: none"> <li>• <b>May have difficulty</b> enunciating clearly and carefully, and pronouncing words with proper emphasis</li> <li>• <b>Limited</b> use of gestures, facial expressions, visual aids, and other non-verbal cues.</li> </ul>
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