



English Language Arts Grade 9

Compose and Create

OUTCOMES		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CC9.3 I can use strategies of the creating process to communicate meaning. <i>The strategies listed explicitly in the shaded column are to be emphasized in Grade 9 and used in conjunction with other strategies outlined in the curriculum.</i>	Before, esp. valuing my own observations, ideas, and opinions as sources for ideas.	<ul style="list-style-type: none"> I need help generating ideas. I use some “before” strategies with help to communicate meaning. 	<ul style="list-style-type: none"> I may need prompting to generate ideas based on my own observations, ideas and opinions. I use some “before” strategies to communicate meaning. 	<ul style="list-style-type: none"> I consider my own observations, thinking, and opinions to generate ideas. I use a variety of “before” strategies to communicate meaning. 	<ul style="list-style-type: none"> I use my own observations, ideas, and opinions as primary sources for ideas with confidence. I choose “before” strategies according to my purpose and audience from a variety of strategies to communicate meaning.
	During, esp. shaping and reshaping drafts with audience and purpose in mind.	<ul style="list-style-type: none"> I need guidance to make revisions. I use a few “during” strategies to communicate meaning (such as writing a first draft), with help. 	<ul style="list-style-type: none"> With reminders, I revise with audience and purpose in mind. I use some “during” strategies to communicate meaning process (such as creating drafts or conferring). 	<ul style="list-style-type: none"> I revise and reshape drafts with audience and purpose in mind when I am expected to. I use a variety of “during” strategies (such as drafting, acknowledging sources, or conferring) to communicate meaning. 	<ul style="list-style-type: none"> I thoughtfully revise and reshape drafts on my own with the audience and purpose in mind. I choose “during” strategies according to my purpose and audience from a variety of strategies to communicate meaning.



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	After, esp. making sure that all parts support the main idea.	<ul style="list-style-type: none"> The main idea may not be obvious. I use a few “after” strategies (such as revision for appearance or spelling) to communicate meaning, with help. 	<ul style="list-style-type: none"> I may have a main idea, but not all parts support it. I use some “after” strategies (such as proofreading and conferring) to communicate meaning. 	<ul style="list-style-type: none"> I ensure that all parts of my text support the main idea or thesis. I use a variety of “after” strategies (such as revising, proofreading, conferring, polishing or sharing final product) to communicate meaning. 	<ul style="list-style-type: none"> All parts of my final product support a main idea or thesis and ensure unity and coherence from beginning to end. I choose “after” strategies according to my purpose and audience from a variety of strategies to communicate meaning successfully.
Comments					
CC9.4 I can use cues to construct and communicate meaning. <i>The cues listed explicitly in the shaded column are to be</i>	I can use inclusive language.	<ul style="list-style-type: none"> I am beginning to understand what inclusive language is. 	<ul style="list-style-type: none"> I use some inclusive language when prompted. 	<ul style="list-style-type: none"> I use inclusive language that shows respect for people across cultures, genders, ages and abilities. 	<ul style="list-style-type: none"> I deliberately and consistently use inclusive language that shows respect for all groups in a variety of situations.
	I use effective co-ordination, subordination, and apposition of ideas.	<ul style="list-style-type: none"> I can use co-ordination and some subordination. 	<ul style="list-style-type: none"> I can use co-ordination and apposition, and basic subordination to make sentences clear. 	<ul style="list-style-type: none"> I use co-ordination, subordination and apposition to make sentences varied and effective. 	<ul style="list-style-type: none"> I purposefully use co-ordination, subordination and apposition to make sentences varied and effective and to create a powerful text.



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<i>emphasized in Grade and used in conjunction with other cues outlined in the curriculum.</i>	I consider the denotative and connotative meanings of words ; avoid wordiness, mixed metaphors, or “fancy” words.	<ul style="list-style-type: none"> With support, I recognize that words may have multiple meanings. I use “fancy” words incorrectly or frequently mix metaphors. 	<ul style="list-style-type: none"> I understand the denotative and connotative meaning of words and I am beginning to use them to communicate meaning. My writing is wordy, I include too many “fancy” words; I am beginning to use metaphors correctly. 	<ul style="list-style-type: none"> I choose words considering the denotative and connotative meaning. I communicate clearly by being precise, using metaphors or choosing words that are clear rather than “fancy”. 	<ul style="list-style-type: none"> I effectively and purposefully use the denotative and connotative meaning of words to capture my intended meaning. I communicate a powerful message by being precise, using metaphors effectively and deliberately choosing words that enhance communication.
	I can identify, analyze, and correct spelling errors.	<ul style="list-style-type: none"> With guidance, I can identify some spelling errors that follow basic spelling rules or patterns. 	<ul style="list-style-type: none"> I may use some spelling rules or patterns to identify spelling errors. I may be able to correct some errors. 	<ul style="list-style-type: none"> I can use knowledge of a range of spelling patterns, letter sounds and spelling rules to effectively identify analyze and correct spelling errors. 	<ul style="list-style-type: none"> I can consistently and deliberately use knowledge of a range of spelling patterns, letter sounds and spelling rules to effectively identify analyze and correct spelling errors.



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	I can combine print and visuals to enhance presentations.	<ul style="list-style-type: none"> With help, I may attempt to use print or visual techniques in my presentation. 	<ul style="list-style-type: none"> I use print or visual techniques to enhance presentations. 	<ul style="list-style-type: none"> I can combine print and visuals to enhance presentations according to a specific purpose. 	<ul style="list-style-type: none"> I purposefully and effectively combine a variety of presentation techniques, including print and visual, to enhance presentations.
Comments					
CC9.5 I can create and present a variety of visual and multimedia presentations for an intended audience and purpose.		<ul style="list-style-type: none"> With help I can create and present a multimedia presentation. 	<ul style="list-style-type: none"> I can create and present a multimedia presentation for an intended purpose. I am still developing awareness of my audience in the preparation or delivery of the presentation. 	<ul style="list-style-type: none"> I can create and present a visual or multimedia presentation for an intended audience and purpose. 	<ul style="list-style-type: none"> I effectively and purposefully create a variety of visual and multimedia presentations to best represent a message for an intended audience and purpose.
Comments					
CC9.6, CC9.7 I can use oral language to <ul style="list-style-type: none"> interact confidently and appropriately in small or 	I can use oral language confidently and appropriately.	<ul style="list-style-type: none"> I use oral language in some situations, with prompting. 	<ul style="list-style-type: none"> I can use oral language appropriately in some situations. 	<ul style="list-style-type: none"> I can use oral language confidently and appropriately in a variety of situations for a variety of purposes. 	<ul style="list-style-type: none"> I can effectively use oral language confidently and appropriately in a variety of situations for a variety of purposes with awareness of audience and purpose, while holding audience's attention.



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<ul style="list-style-type: none"> large groups express information and ideas including dramatic readings and reasoned arguments of opposing viewpoints. 	I express information and ideas in dramatic situations.	<ul style="list-style-type: none"> With help, I attempt to use oral language in dramatic situations to express an idea. 	<ul style="list-style-type: none"> I attempt to use oral language to share information/ideas in dramatic situations. 	<ul style="list-style-type: none"> I intentionally use oral language to express information and ideas in dramatic situations. 	<ul style="list-style-type: none"> I can effectively use oral language confidently and appropriately in a dramatic situations, while holding audience's attention.
	I can present a reasoned argument of opposing viewpoints.	<ul style="list-style-type: none"> With help, I can share my own viewpoint with some support. 	<ul style="list-style-type: none"> I can present an argument of my own viewpoint with support. I can recognize that there are other viewpoints. 	<ul style="list-style-type: none"> I can present a reasoned argument of opposing viewpoints with sufficient support. 	<ul style="list-style-type: none"> I can effectively and respectfully present a reasoned argument of opposing viewpoints with extensive support.
Comments					
CC9.8, CC9.9 I can write to: <ul style="list-style-type: none"> Describe a character or a scene Narrate in a personal essay Explain and inform (in a researched report) 	Ideas and Content	<ul style="list-style-type: none"> I am still searching for a topic. I give equal importance given to everything. My text is too short or a simple restatement of the prompt. I use few details and/or inaccurate details. 	<ul style="list-style-type: none"> My topic is identifiable but broad. My topic is somewhat narrow. I give only a glimpse at what matters. I use general, imprecise details. 	<ul style="list-style-type: none"> My topic is clear. I have a focused, manageable topic. My topic is supported by credible evidence. I use many accurate, precise details. 	<ul style="list-style-type: none"> My topic is unique and original. I have a laser-sharp focus on the topic. My topic is supported by credible, reliable details. I use "just-right" details that create an insider's perspective.



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<ul style="list-style-type: none"> To persuade in a review and a letter to the editor. 	Organization	<ul style="list-style-type: none"> I can write a few sequenced paragraphs, but I do not meet the minimum requirement (at least 1 500 words). I have no real lead. My thoughts are random, with no connections. My text has no sense of order or logic. I have no real conclusion. 	<ul style="list-style-type: none"> I can write several sequenced paragraphs, but may not fulfill the minimum requirement (at least 1 500 words). I have an effective OR appropriate lead. I use common sequence and transitional words. I use a canned structure. I create a forced or unsatisfying ending. 	<ul style="list-style-type: none"> I can organize paragraphs logically to form a cohesive text that fulfills the basic requirement (at least 1 500 words). I have an effective AND appropriate lead. I use original sequence and transition words. I use well-placed details. I create a satisfying ending. 	<ul style="list-style-type: none"> I can make informed and deliberate choices about organizing paragraphs according to audience and purpose and meet or exceed the minimum requirement. I have an enticing, strong lead. I use sequence and transition words and techniques artfully. I use a highly effective structure. I have a powerful ending.
	Voice	<ul style="list-style-type: none"> I use a lifeless, mechanical tone. My purpose is unclear. 	<ul style="list-style-type: none"> I use an identifiable but generic tone. My purpose is somewhat clear. 	<ul style="list-style-type: none"> I use an expressive, compelling tone at times. My purpose is clear. 	<ul style="list-style-type: none"> I have an expressive, compelling tone throughout. My purpose drives voice.



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		<ul style="list-style-type: none"> My connection to reader nonexistent. I have an unoriginal, uninspiring voice. 	<ul style="list-style-type: none"> My connection to reader fades in and out. I have only a few moments of real voice. 	<ul style="list-style-type: none"> My connection to the reader is strong. I have a pleasing, safe voice. 	<ul style="list-style-type: none"> My voice comes from my connection to the reader. My voice meets my audience and purpose.
	Word Choice	<ul style="list-style-type: none"> I use everyday verbs only. I have not yet attempted artistic devices (e.g. personification, figurative language including similes and metaphors, exaggeration, symbolism). I use repetitive, vague, or inappropriate words. I use imprecise, distracting language. 	<ul style="list-style-type: none"> I use verbs with very little punch. I have a few successful attempts at artistic devices (e.g. personification, figurative language including similes and metaphors, exaggeration, symbolism). I occasionally use carefully selected words. I use correct but uninspired language. 	<ul style="list-style-type: none"> I use many strong verbs. I use some successful use of artistic devices (e.g. personification, figurative language including similes and metaphors, exaggeration, symbolism). I use many carefully selected words. I use exceptional language here and there. 	<ul style="list-style-type: none"> I use strong verbs throughout. I have good use of artistic devices (e.g. personification, figurative language including similes and metaphors, exaggeration, symbolism). I choose every word carefully. I use language that elevates piece's meaning.



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	Sentence Fluency	<ul style="list-style-type: none"> I can use simple sentences. My sentences are all the same. My work has a disconnected, discordant flow. My sentences are random, out of control. 	<ul style="list-style-type: none"> I can use basic sentence structures which often repeat. I have some sentence variety. My work is more mechanical than fluid, and a challenge to read aloud. My sentences are usually grammatically correct, but dull. 	<ul style="list-style-type: none"> I can use a variety of simple, compound, and complex sentences. I use a solid assortment of effective sentences. My work is fluid-easy to read aloud. If I break rules, it is usually for apparent stylistic reasons. 	<ul style="list-style-type: none"> My writing is a powerful blend of well-crafted sentences. Sentence variety enhances fluency and meaning. My work shows smooth, rhythmic flow throughout. I break rules for clear stylistic reasons.
	Conventions	<ul style="list-style-type: none"> My piece is unreadable because of poor spelling. My work shows no attention to punctuation. My work pays little attention to paragraph structure. 	<ul style="list-style-type: none"> My work shows that most simple words are spelled correctly. My work shows that basic punctuation is handled well. My work shows basic paragraph structure. 	<ul style="list-style-type: none"> I spell simple words and most challenging words correctly. My work shows a range of punctuation skills. My paragraph structure is solid. 	<ul style="list-style-type: none"> My spelling is completely under control. I only break punctuation rules for stylistic reasons. My paragraph structure is sophisticated.



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		<ul style="list-style-type: none"> My work shows no adherence to capitalization rules. My piece is unreadable because of grammar and usage issues. 	<ul style="list-style-type: none"> My work shows adherence to simple capitalization rules. My work shows errors that impair the piece's readability. 	<ul style="list-style-type: none"> I follow simple and advanced capitalization rules. My work shows that grammar and usage rules are followed consistently and correctly. 	<ul style="list-style-type: none"> My work shows a deep understanding of capitalization. My work shows a clear mastery of the rules of standard English.
Comments					
CC9.2 I can create and present an individual inquiry project.		<ul style="list-style-type: none"> I can formulate inquiry questions with help. I select a few appropriate resources, with help. I can use quotations in my project, with help. 	<ul style="list-style-type: none"> I formulate general inquiry questions. I select a few appropriate resources. I try to use quotations, but often they are too long and inappropriate. 	<ul style="list-style-type: none"> I use clear inquiry questions. I select appropriate and necessary resources. I use a few relevant quotations of appropriate length in my project. 	<ul style="list-style-type: none"> I use clear inquiry questions to guide research. I select a wide variety of appropriate resources. I use quotations independently and appropriately to provide effective support in my project.



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	<ul style="list-style-type: none">I document some sources of information, with guidance.	<ul style="list-style-type: none">I document sources of information without using standard format.	<ul style="list-style-type: none">I document sources of information using standard format according to assigned criteria.	<ul style="list-style-type: none">I document sources of information professionally, respecting all elements of standard format.
Comments				