



English Language Arts Grade 9

Comprehend and Respond

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.
CR9.2 I can choose and use appropriate strategies to make meaning. <i>The strategies listed explicitly in the shaded column are to be emphasized in Grade 9 in conjunction with other strategies outlined in the curriculum.</i>	Before, esp. formulating focus questions.	<ul style="list-style-type: none"> I can create questions for viewing, listening and reading with help. I use a few “before” reading strategies with help to make meaning. 	<ul style="list-style-type: none"> I can create questions to focus my viewing, listening and reading with support in the form of prompts. I use a few “before” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can create questions to focus my viewing, listening and reading. I use a variety of “before” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can create questions to focus my viewing, listening and reading and to extend my understanding. I use a wide variety of “before” reading strategies according to my purpose for reading to make meaning.
	During esp. adjusting reading rate.	<ul style="list-style-type: none"> I can adjust my rate or strategy with help. I use a few “during” reading strategies with help to make meaning. 	<ul style="list-style-type: none"> I can adjust my rate or strategy when I notice meaning breakdown. I use a few “during” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can adjust my rate or strategy to suit the purpose of viewing, listening and reading. I use a variety of “during” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can adjust my rate or strategy and evaluate the effectiveness of the adjustment. I use a wide variety of “during” reading strategies according to my purpose for reading to make meaning.
	After esp. analyzing and evaluating.	<ul style="list-style-type: none"> I can analyze main ideas with guidance. 	<ul style="list-style-type: none"> I can analyze and evaluate main ideas. I can explain the purpose or message of the text. 	<ul style="list-style-type: none"> I can analyze and explain the purpose, message, values, and perspective presented in the text. I can evaluate the effectiveness of the text. 	<ul style="list-style-type: none"> I can analyze and explain the purpose, message, values, techniques and perspective presented in the text. I can evaluate the effectiveness of the text and the author’s choices.



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		<ul style="list-style-type: none"> I use a few “after” reading strategies with help to make meaning. 	<ul style="list-style-type: none"> I use a few “after” reading strategies to make meaning. 	<ul style="list-style-type: none"> I use a variety of “after” reading strategies to make meaning. 	<ul style="list-style-type: none"> I use a wide variety of “after” reading strategies according to my purpose for reading and responding to make meaning.
Comments					
CR9.3 I can use cues to make meaning and confirm it. <i>The cues listed explicitly in the shaded column are to be emphasized in Grade 9 in conjunction with other cues</i>	Language purpose, audience and register	<ul style="list-style-type: none"> With help, I can recognize changes in language according to audience and purpose. 	<ul style="list-style-type: none"> I can recognize when language in a text has changed according to audience. 	<ul style="list-style-type: none"> I can recognize when language in a text has changed according to audience and purpose. 	<ul style="list-style-type: none"> I can compare authors’ changes in language to suit purpose and audience in different texts.
	Text structures and features to create a dominant impression	<ul style="list-style-type: none"> I can connect a few standard text features to a dominant impression and mood, with help. 	<ul style="list-style-type: none"> I can connect a few standard text features to a dominant impression and mood. 	<ul style="list-style-type: none"> I can connect standard text features to dominant impression, mood, and style. 	<ul style="list-style-type: none"> I can connect standard text features to dominant impression, mood, style and tone, and use those observations to evaluate the text.
	Sentence Patterns (parallel & balanced sentences)	<ul style="list-style-type: none"> I can recognize parallel structure, with help. 	<ul style="list-style-type: none"> I can recognize parallel structure. 	<ul style="list-style-type: none"> I can recognize parallel structure and balanced sentences and explain the difference. 	<ul style="list-style-type: none"> I explain the effect of parallel structure or balanced sentences in a text.



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<i>outlined in the curriculum.</i>	Word Patterns and Meanings (denotative & connotative meaning)	<ul style="list-style-type: none"> I understand that the same word might have several different meanings, with help. 	<ul style="list-style-type: none"> With prompting, I can differentiate the denotative & connotative meaning of words. 	<ul style="list-style-type: none"> I can interpret the denotative and connotative meanings of words. 	<ul style="list-style-type: none"> I can connect an author's use of the denotative and connotative meanings of words to the purpose, audience or context.
	Spelling Patterns	<ul style="list-style-type: none"> With help, I understand common spelling patterns and rules. 	<ul style="list-style-type: none"> I can recognize common spellings and some variants. 	<ul style="list-style-type: none"> I can recognize common spellings and variants used for dialect. 	<ul style="list-style-type: none"> I can recognize common spellings and variants used for dialect and effect.
	Using sound, fonts, colours and technology to enhance a representation.	<ul style="list-style-type: none"> With help, I can identify sound, fonts, colours or technology in a representation. 	<ul style="list-style-type: none"> I can identify sound, fonts, colours or technology in a representation, and explain the effects of a few. 	<ul style="list-style-type: none"> I can identify sound, fonts, colours or technology in a representation, and explain the effects of each in a representation. 	<ul style="list-style-type: none"> I can compare the impact of sound, fonts, colours and technology in several representations.
Comments					



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CR9.4 I can view and interpret a variety of visual and multimedia texts to: a. Get ideas suitable for an identified audience and purpose b. Synthesize and summarize ideas	I understand and evaluate what I view and can gather ideas.	<ul style="list-style-type: none"> I can identify the topic of the text with help. I can gather a few ideas, with help. 	<ul style="list-style-type: none"> I can identify the topic and the details of what I view. I can gather ideas, but they may not be appropriate for the audience or purpose. 	<ul style="list-style-type: none"> I understand and evaluate what I view, and provide some support. I can gather ideas suitable for an identified audience and purpose. 	<ul style="list-style-type: none"> I can do a comparative evaluation of various multimedia texts and support my conclusions with specific examples. I can compare the merits of various multimedia texts to weigh the impact of ideas for my own projects.
	I can synthesize and summarize ideas.	<ul style="list-style-type: none"> I can identify ideas with help. 	<ul style="list-style-type: none"> I can summarize ideas. 	<ul style="list-style-type: none"> I can synthesize (make new meaning from) and summarize ideas. 	<ul style="list-style-type: none"> I synthesize ideas from several texts.
Comments					
CR9.5 I can listen to understand, analyze, and evaluate oral information	Understanding, analyzing and evaluating information and ideas from an oral text.	<ul style="list-style-type: none"> I try to listen, but may need help to set a purpose and maintain focus. 	<ul style="list-style-type: none"> I listen, but may not have a clear purpose. 	<ul style="list-style-type: none"> I can demonstrate most of the behaviours of an effective active listener, including listening with a purpose, making notes, recognizing ideas and organization, or asking for clarification. 	<ul style="list-style-type: none"> I can actively listen with a clearly defined purpose and employ a variety of active listening behaviours.



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and ideas.		<ul style="list-style-type: none"> With help, I understand part of what I heard. 	<ul style="list-style-type: none"> I understand most of what I heard. 	<ul style="list-style-type: none"> I understand what was heard and can examine others' ideas. 	<ul style="list-style-type: none"> I understand almost all of what was heard and can examine others' ideas in discussion or by asking probing questions to extend understanding.
	I can analyze and evaluate train of thought and main points.	<ul style="list-style-type: none"> With help, I can recall a few of the main points. 	<ul style="list-style-type: none"> I can summarize and analyze some of the main points. 	<ul style="list-style-type: none"> I can summarize, analyze and evaluate most of the main points. 	<ul style="list-style-type: none"> I can effectively summarize, analyze and evaluate almost all of the main points.
	I can analyze and evaluate presentation techniques (propaganda, biases, stereotyping and verbal/non-verbal language).	<ul style="list-style-type: none"> With help, I can recognize a few presentation techniques. 	<ul style="list-style-type: none"> I can identify and analyze some of the presentation techniques. 	<ul style="list-style-type: none"> I can recognize, analyze and evaluate most presentation techniques. 	<ul style="list-style-type: none"> I can analyze and evaluate almost all presentation techniques.
Comments					
CR9.6 I read, understand, and interpret a variety of grade level appropriate fictional texts, including First Nations and Metis texts, to develop an		<ul style="list-style-type: none"> With help, I select a few strategies of an effective, active reader to understand some of what I read. 	<ul style="list-style-type: none"> I use a few strategies of an effective, active reader to understand some of what I read. 	<ul style="list-style-type: none"> I use many of strategies of an effective, active reader to understand most of what I read. 	<ul style="list-style-type: none"> I deliberately select from a variety of strategies according to my purpose in response, to understand all of what I read.



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insightful interpretation and response.	<ul style="list-style-type: none"> I can respond to text ideas. I can locate and analyze some of the elements of setting, characterization and plot. 	<ul style="list-style-type: none"> I can respond critically to text ideas. I can locate and analyze the elements of setting, characterization and plot. 	<ul style="list-style-type: none"> I can respond critically to text ideas using textual evidence to support interpretations. I can demonstrate how characters influence the progression and resolution of plot by using setting, characterization, and plot. 	<ul style="list-style-type: none"> I can respond critically and insightfully to text ideas using effective textual evidence to support interpretations I can compare how characters influence the progression and resolution of plot in several texts.
CR9.7 I read independently and understand a variety of information texts.	<ul style="list-style-type: none"> With help, I can select texts and read somewhat independently. 	<ul style="list-style-type: none"> I can usually select a text, read independently, and understand some of what I read. 	<ul style="list-style-type: none"> I can select appropriate texts, read independently with a purpose and understand most of what I read. 	<ul style="list-style-type: none"> I can select appropriate texts according to my own specific criteria, read independently with a purpose, and understand what I read.
CR9.8 I can read Grade 9 texts at an appropriate rate orally and silently.	<ul style="list-style-type: none"> I need help to read Grade 9 appropriate texts fluently and with expression. 	<ul style="list-style-type: none"> I can read Grade 9 appropriate texts with some fluency and expression. 	<ul style="list-style-type: none"> I can read Grade 9 appropriate texts with fluency and expression. 	<ul style="list-style-type: none"> I can read Grade 9 appropriate texts with exceptional fluency and expression.
Comments				