**Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences**

**ELA Outcomes Grades 6 – 9**

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| **6** | **7** | **8** | **9** |
| **OUTCOME: Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy** | | | |
| ***CC6.1***   * Create a variety of texts: * personal narratives * responses or reactions to reports * articles * instructions * explanations * letters * illustrations * diagrams * leaflets * stories * poems * storyboards * cartoons * skits * short video scripts | ***CC7.1***   * Create a variety of texts: * personal narratives * responses or reactions to texts * stories * reports * articles * instructions * explanations * opinions * letters * illustrations * diagrams * leaflets * poems * storyboards * cartoons * skits or short view scripts | ***CC8.1***   * Create a variety of texts that represent experiences, ideas, and information: * oral presentations * written and other compositions | ***CC9.1***   * Create and deliver a variety of personal, literary, and informational communications: * poems * stories * personal essays * oral, written, and multimedia presentations:   + written explanations   + summaries   + arguments   + letters   + biographies |
| * Create representations, speeches, and written compositions that feature the following qualities:   message content or ideas (meaning)  organization and coherence (form)  language conventions (style and language choice) | | | |

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| **OUTCOME: Using inquiry related to a topic, theme, or issue studied in English language arts** | | | |
| ***CC6.9***   * Prepare a teacher guided inquiry report | ***CC7.2***   * Create and present a teacher guided inquiry project | ***CC8.2***   * Create and present a group inquiry project | ***CC9.2a/b***   * Create and present an individual researched inquiry project |

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| **OUTCOME: Use pragmatic, textual, syntactic, semantic/lexical/morphological, and other cues to construct and to communicate meaning.** | | | |
| ***CC6.3***   * Use language conventions to deliberately convey meaning when engaged in speaking, writing, and other representing activities. * Use and apply language cues and conventions to communicate meaning:   ***Pragmatic:***   * identify and explain function and purpose of text including persuading, narrating, and describing   ***Textual:***   * understand and use a range of standard forms for texts including paragraphs and multi-paragraph compositions   ***Syntactical:***   * use complete sentences with subordination and modification   ***Semantic/Lexical/Morphological:***   * use words figuratively (e.g. personification, similes, and metaphors) and for imagery   ***Graphophonic:***   * utilize spelling uses and strategies to correctly spell appropriate words   ***Other Cues:***   * use appropriate volume and intonation | ***CC7.4***   * Use the conventions of language and communication to deliberately convey meaning when engaging in speaking, writing, and other representing activities. * Consistently apply the conventions of oral and written language and the conventions of visual and multimedia texts. * Use and apply language cues and conventions to communicate meaning: * use language that demonstrates respect for others * use appropriate point of view (including third person) for purpose * ensure agreement of subjects, verbs, and pronouns * avoid overused and misused words (e.g. could of) * Enunciate clearly and carefully * use appropriate gestures, physical movements, facial expressions, sounds, visuals, and multimedia aids to enhance presentation | ***CC8.4***   * Apply consistently the conventions or oral and written language and the conventions of visual and multimedia texts. * Use and apply language cues and conventions to communicate meaning: * use appropriate language register (i.e. for audience and purpose) * use artistic devices (e.g. personification, figurative language including similes, and metaphors, exaggeration, symbolism) * use subordination to show more precisely the relationship between ideas ( e.g. because, although, when) * use words that capture a particular aspect of intended meaning   + correctly pronounce words with proper emphasis * arrange and balance words and visuals as well as fonts (typefaces/print) in order to send a coherent message to a specific audience | ***CC9.4a/b***   * + Understand and apply the conventions of oral and written language and the conventions of visual and multimedia texts.   + Use and apply language cues and conventions to communicate meaning: * use inclusive language that supports an demonstrates respect for people across cultures, genders, ages, and abilities * craft strong leads, coherent body, and effective conclusions      * recognize that effective co-ordination, subordination, and apposition of ideas make sentences clear and varied * consider denotative and connotative meanings of words: avoid wordiness, mixed metaphors, or “fancy” words * use knowledge of a range of spelling patterns, including sound-symbol relationships and rules, the help identify, analyze, and correct spelling errors * combine print and visuals to enhance presentations |

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| **PLEASE NOTE:**  **The suggested activities in this document are examples of activities/strategies/teachings that could be done. Refer to the expanded indicators in the curriculum documents for more details.** |

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| **OUTCOME: Create and present a variety of representations** | | | |
| ***CC6.4***   * Communicate ideas and information to inform, persuade, and entertain an audience * illustrations * diagrams * posters * displays * cartoons * tableaux * physical movements * graphic organizers * charts * graphs * tables * mime * graphics * pictures/photographs * models * artifacts * sound * collages * Experiment with representing in a variety of forms | ***CC7.5***   * Visual and multimedia to enhance communication * displays * illustrations * videos * graphic organizers * graphs * timelines * maps * sound effects * models * news items * cartoon sequences * contextual dramas * posters * advertisements * create and edit sound files * create and edit video files * skit * short video script * charts * graphics * Present to a specific audience an oral, written, or multimedia project using appropriate presentation software | ***CC8.5***   * Visual and multimedia presentations with adequate detail, clarity, and organization to explain, persuade, and entertain * Illustrated reports * Role play with tableaux * Dramatizations * Presentation software * Newscasts * Mini debates * Humorous incidences * storyboarding * e-mailing * preparing a concept map * design graphic organizers * data displays * integrate music, audio tape, graphic organizer, diagram into representation * presentation software * Use more than one type of media in a presentation | ***CC9.5a/b***   * Visual and multimedia presentations to best represent messages for intended audiences and purposes/include addressing various audiences for one proposal * storyboarding * scripting * concept mapping * charts * graphs * drawings * use overhead projectors, computers, recorders, and other presentation software * sound effects * physical movement * short video clips * charts * maps * graphs * video documentary on social issue * comic strip * create, edit, and use sound files * create, edit, and use video files * design a book jacket * Experiment with the use of technology in communicating for a range of purpose with a variety of audiences |

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| **OUTCOME: Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.** | | | | |
| ***Before:***  ***Before*:**  **(continued)** | ***CC6.2***  ***Consider Prompt or Find Topic/Activate Prior Knowledge:***   * look for ideas in personal experiences * choose a topic that is significant   ***Consider Purpose and Audience:***   * understand audience not just teacher * identify and define stance/role/voice   ***Consider and Generate Specific Ideas and Information that Might Be Included:***   * generate and expand ideas through talk with peers and teacher   ***Consider and Choose/Adapt a Possible Form:***   * review and adapt models * organize ideas to fit purpose of the composition * inform, describe, explain, persuade   ***Collect and Focus Ideas and Information:***   * select details that will support the topic   ***Plan and Organize Ideas for Drafting (Mapping & Authoring)***   * establish a logical sequence for ideas   ***Consider Qualities of Effective Communication and the Language to Use:***   * use dialogue to draw readers in * consider technology to emphasize ideas | ***CC7.3***   * look for ideas and topics in personal experiences * form questions about topic      * plan and organize information for the intended viewer, listener, reader * get ideas from books and others      * select a form that will serve purpose * consider the underlying structures – temporal sequence, time sequence, compare and contrast, problem and solution to present different kinds of information * select details that will support the topic * create a list, graphic organizer, character map timeline or sketch * create an outline, flow chart, map or other organizer to plan * consider strong verbs to use and how to match stance, role/voice to audience purpose | ***CC8.3***   * consider the variables in a prompt or assignment – purpose, role, audience, topic and focus * ask questions to analyze purpose and audience * formulate pertinent questions to explore and develop the topic * consider the best pattern to present ideas including cause and effect, problem/solution, opinion/reason, fact/proof, sharing experience pattern * collect details about the topic and plan how to use them * identify gaps in the ideas and information * create a pre-writing map as a guide * consider alternative ways to organize and present ideas * consider the best register and point of view to use | ***CC9.3a/b***   * consider the key components of communications including purpose, role, audience, format, and topic * consider timelines and deadlines * consider if the communication is to entertain, explain, surprise, persuade, describe, or narrate * consider how to engage intended audience and what response is wanted from them * consider and value own observations, experiences, ideas, and opinions as sources for ideas * use free writing, clustering, or another selecting activity to explore and find a focus * consider the frame or form that could be used to best present ideas and that would be appropriate to audience and purpose * consider how much is already known about the subject, what additional information is available, and where it may be found * state focus for communication and them map or outline a plan that might develop that focus      * consider what to emphasize in the communication and what tone or voice could be used |

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| ***During***:  ***During:***  **(continued)** | **CC6.2**  ***Create Drafts and Experiment with Possible Product(s):***   * create “discovery” draft and then revise it * develop clear main idea   ***Confer with Others*:**   * change writing in response to peer/teacher feedback   ***Use Language and Conventions to Construct Message:***   * experiment with language that is particular to a setting * use formal and informal voice   ***Reflect, Clarify, Self-Monitor, Self-Correct, and Use a Variety of “Fix-Up” Strategies:***   * use a sticky note to add content   ***Acknowledge Sources:***   * record sources of ideas for citation   ***Experiment with Communication Features and Techniques***:   * try using a new word | **CC7.3**   * arouse interest with strong lead * develop clear main idea support by significant and sufficient detail * create coherent sequence * draft multiple leads and endings and consult with peers to seek most effective * write a variety of complex sentences using conventions of word order and punctuation * vary the structure and length for reasons of craft * make corrections based on feedback from others * compare with others/talk about differences * cite and credit material downloaded * experiment with different points of view | **CC8.3**     * develop main idea with sufficient supporting detail   change any ideas that are not clear or complete   * use a peer response sheet * attend to the tone and sincerity * communicate in a way that sounds informative and confident * use clear transitions to increase flow and fluency * cite sources * consider elements of style including tone, humour, imagery, and dialogue | **CC9.3a/b**   * develop a final draft that introduces topic and give focus statement, covers each part of topic, uses detail, and ends with a final thought * shape and reshape draft with audience and purpose in mind * articulate hopes for compositions and solicit feedback and suggestions from peers and others * use the right level of language for purpose and audience * check for active, forward-moving sentences * cut, clarify, and condense * acknowledge and cite sources accurately * try creating a different style for a different audience |

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| ***After:***  ***After:***  **(continued)** | **CC6.2**  ***Revise for Content and Meaning (Adding, Deleting, Substituting, and Rethinking):***   * check for conciseness   ***Revise for Organization:***   * reorganize paragraphs or sections for better sequence or logical progression   ***Revise for Sentence Structure and Flow:***   * write a variety of complex sentences using conventions of word order and punctuation * eliminate run-on sentences   ***Revise for Word Choice, Spelling, and Usage:***   * use transitional words for flow * use correct terminology to establish authority   ***Proofread for Mechanics and Appearance:***   * write fluently and legibly in cursive handwriting with appropriate spacing   ***Confer with Peers, Teacher, or Others***   * provide editing and proofreading help to peers   ***Polish, Practice, and Decide How Work Will Be Shared and Published:***   * enhance for clarity * create illustrations and graphics for presentation * use charts for effective presentation   ***Share Final Product, Reflect, Consider Feedback, and Celebrate Learning:***   * present and seek feedback | **CC7.3**   * identify and select important information from total available * ensure there is an effective introduction, clear middle, and effective conclusion * move information go increase suspense or move the action * make choppy communications fluent * vary sentence structure and length for effect * consult a variety of resources to find appropriate and precise words to reflect what student wants to say * use white space, font, bold to communicate meaning * polish to enhance legibility * provide editing help to peers * seek feedback from peers and teacher * enhance for clarity and correctness * use expression, tone, and pitch for emphasis * state what was learned from each presentation * use inclusive language and a range of vocal effects to communicate meaning * consider impact of presentation | **CC8.3**     * consider the assumptions and values presented * check that the text patterns and features are appropriate to the form of representation * review for consistent point of view * include an attractive beginning, a middle that supports the focus, and a closing the connects everything * use a variety of sentences that flow smoothly and clearly from one idea to the next * review and revise writing conventions for intended audience * use vivid verbs, specific subjects, and well-chose qualifiers * check for the rules of punctuation, capitalization, spelling, and usage * use predetermined and/or student-developed criteria for revision * revise with peers’ and others’ responses in mind * enhance for clarity, correctness, variety, and legibility * use blue or black ink and write neatly * check margins * use easy-to-read fonts * use a reflection sheet to think about the product, delivery, and planning for future communications | **CC9.3a/b**   * cut information that does not support focus * add information if additional points need to be made * refine so ideas are interesting, colorful, and understood * consider what parts are working together well * review method of development * consider if opening and closing are appropriate * consider if written composition reads smoothly and clearly * test and revise sentences for variety, verb choice, and length * consider clarity and quality of words * check for spelling, usage, and mechanics * provide meaningful feedback based on specific observations * keep comments positive and constructive * review purpose and consider if the communication succeeds * prepare a portfolio * submit a manuscript |

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| **Each outcome at each grade level is supported by indicators which provide the breadth and depth of the expectations for the outcomes. The outcomes and their indicators are listed starting on page 33 of each grade level document. Teachers are encouraged to build upon outcomes in the previous grades and provide scaffolding to support student achievement of the outcomes at each grade level.** |

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| **OUTCOME: Use oral language to interact with others in pairs, and small and large group situations** | | | |
| ***CC6.5***   * Interact appropriately * ask questions to explore other’s ideas and viewpoints * discuss/compare/exchange ideas/concepts/opinions with teacher, peers, and adults * develop a class plan of action * complete tasks * contribute to group success * follow guidelines for interacting | ***CC7.6***   * Interact purposefully and appropriately * share ideas/knowledge clearly and logically * add to others’ ideas * repeat point for clarification * relate points already made * sustained dialogue * participate responsibly n discussions and team projects * facilitate small group activities and short whole class sessions to share information * express support for other’s viewpoints * discuss and analyze ideas * complete a variety of tasks * contribute to group consensus building * assume different roles in group * recognize group conflict and be able to return to work | ***CC8.6***   * + Interact purposefully, confidently, and respectfully * initiate conversations and respond appropriately * engage in dialogue to understand feelings and viewpoints of others * contribute to group harmony * Express feelings * Express viewpoints * contribute ideas and pose questions to gain understanding | ***CC9.6a/b***   * + Interact purposefully, confidently, and appropriately * prompt and support others * demonstrate respect for the needs, rights, and feelings of others * acknowledge opposing views * problem solve * resolve conflict * build consensus * articulate and explain personal view point * discuss preferences * apply rules for debate and discussion on controversial issues * extend current understanding by speaking * celebrate special events and accomplishments |

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| **OUTCOME: Use oral language to express a range of information and ideas in formal and informal situations** | | | |
| ***CC6.6***   * + Express appropriately * include beginning, middle, end * adjust voice, tone, language choice * speak clearly and expressively * respond to audience * awareness of audience * presenting oral reports based on research * demonstration * short dramatization * role plays * dramatizations * read aloud with expression and fluency * speak clearly, encourage others, disagree courteously, answer politely, and give reasons for answer | ***CC7.7***   * + Express effectively ideas and information of some complexity     - support key points     - summarize personal viewpoint     - summarize ideas discussed     - present group conclusions and findings to class     - respond to questions     - speak to share and entertain (read aloud, recite poem, improv)     - procedural descriptions bases on personal experience     - a demonstration     - a persuasive speech     - dramatization | ***CC8.7***   * Express effectively ideas and information of complexity * use gestures, facial expressions, and visual aids * give reasons for opinions and points of view * summarize main ideas discussed and conclusions drawn * create deliver oral responses to text * oral presentations introduction, transitions, logical body, effective conclusion * debate a point * participate in a meeting * give a dramatic reading * recite poems, parts of speeches, dramatic soliloquies | ***CC9.7a/b***   * + Express intentionally * organize/sequence ideas in appropriate format * smooth and logical movement from one point to the next * adjust language, tone, volume, pitch, and pace appropriately * use gestures, facial expressions, visual aids, and other non-verbal cues effectively to enhance meaning * experiment with speaking in formal settings – debates, meetings, presentations to unfamiliar audience * dramatic readings of poems, monologues, scenes from plays and stories * present reasoned arguments of opposing view points * analyze oral statements of self and others * generalize from comments and points made |

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| **OUTCOME: Write to describe, to narrate, to explain and inform, and to persuade** | | | |
| ***CC6.7***   * create multi-paragraph narrative (min 3–5 paragraphs), expository, persuasive, and descriptive texts of at least 400–600 words * essays – formal introduction, supporting evidence, conclusion * **describe** a place * **narrate** an incident from personal experience * create **expository, informational, and procedural**:   + - texts     - multi-step directions     - problem/solution presentations   + create **persuasive** texts on a stand or viewpoint | ***CC7.8***   * create multi-paragraph compositions (min 5 paragraphs in an essay) of at least 500-700 words * plan and organize ideas to fit format and purpose * sustain focus in a piece of writing for several pages * **describe** a person * **narrate** an imaginary incident or story; recount an event * create **expository, informational, and procedural:**   + - texts     - present info or explain process     - news story     - business letter * create **persuasive** texts:   + - persuasive letter     - an interpretation | ***CC8.8***   * write effective, coherent multi-paragraph (min of 5 paragraphs) narrative, descriptive, expository, and persuasive essays of at leas 500-800 words using appropriate BDA strategies * **describe** a landscape scene * **narrate**:   + - story     - anecdote     - historical narrative * create **expository, informational, and procedural**:   + - texts     - presentation of findings     - biographies     - documented research reports     - resumes and covering letter * create **persuasive** texts:   + - review     - mini debate | ***CC9.8a/b***   * write clear and focused narrative, descriptive, expository, and persuasive essays (at least 1,500 words) * **descriptive** texts:   + - profile a character     - description of a scene * **narrate**:   + - narrative essay     - personal essay     - short story * create **expository, informational, and procedural**:   + - texts     - research report     - consumer letter     - multi-paragraph letter * create **persuasive** texts:   + - persuasive essay     - letter to the editor     - review * design and publish documents by using publishing software and graphics programs |

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| **OUTCOME: Experiment with a variety of text forms and techniques** | | | |
| ***CC6.8***   * peer interview * presentation at an assembly * poem * letter to parents * friendly letter * short review * short report * poster * tableau * graphic organizers * surprise endings * experiment with different points of view – first person, third person * share writing-in-progress – author’s circle, peer response * support a view point or stand | ***CC7.9***   * meeting * presentation to adults * descriptive poem * opinion piece * a review * front page of a newspaper * short script * dialogue * figurative language * experiment with/make choices about format and language suited to audience and purpose * use appropriate point of view (including third person) | ***CC8.9***   * lyrical and narrative poems * letters * scripts * humorous instructions * reader’s Theatre * electronic presentation * dramatization * mini debate * imagery * dialogue * figurative language * music * graphics * statistics | ***CC9.9a/b***   * debates * meetings * presentation to unfamiliar audience * précis * poetry * letters * short script * advise column * video documentary * comic strip * tone * persona * point of view * imagery * dialogue * figurative language * memorable language |