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| **Grade Nine Newspaper Project**  **Outcomes** (Indicators) | **5 – Mastery** | **4 - Proficient** | **3 - Approaching** | **2 - Beginning** | **1- Not Yet** |
| **Comprehension**  **CR9.1 (a/b) Read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy**  **CR9.6 (a/b) Read and demonstrate comprehension and interpretation of grade-level appropriate texts to develop an insightful interpretation and response.**  **CR9.7 (a/b) Read independently and demonstrate comprehension of a variety of information texts** | Read a variety of grade-level appropriate texts and show comprehension by **skillfully and consistently**:   * Summarizing content * Making logical interpretations and inferences * Interpreting themes or messages * Making thoughtful and critical personal responses * Making explicit and deliberate connections and justifying reactions * Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples * Organizing responses and forming interpretations around several clear ideas * Questioning, reflecting and using information to develop responses, interpretations and inquiry questions * Identifying, investigating, comparing and analyzing: ideas, information, themes, and purposes. * Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text. * Evaluating the overall effect/impact of different visual and multimedia techniques | Read a variety of grade-level appropriate texts and show comprehension by:   * Summarizing content * Making logical interpretations and inferences * Interpreting obvious themes or messages * Making thoughtful and critical personal responses * Making explicit and deliberate connections and justifying reactions * Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples * Organizing responses and forming interpretations around several clear ideas * Questioning, reflecting and using information to develop responses, interpretations and inquiry questions * Identifying, investigating, comparing and analyzing: values, ideas, information, themes, and purposes. * Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text. * Evaluating the overall effect/impact of different visual and multimedia techniques | Read a variety of grade-level appropriate texts and show comprehension by **simplistically**:   * Summarizing content * Making logical interpretations and inferences * Interpreting obvious themes or messages * Making thoughtful and critical personal responses * Making explicit and deliberate connections and justifying reactions * Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples * Organizing responses and forming interpretations around several clear ideas * Questioning, reflecting and using information to develop responses, interpretations and inquiry questions * Identifying, investigating, comparing and analyzing: ideas, information, themes, and purposes. * Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text. * Evaluating the overall effect/impact of different visual and multimedia techniques | Read a variety of grade-level appropriate texts and show comprehension by **partially or inaccurately**:   * Summarizing content * Making logical interpretations and inferences * Interpreting obvious themes or messages * Making thoughtful and critical personal responses * Making explicit and deliberate connections and justifying reactions * Providing organized, supported opinions, judgments and conclusions based on text details, evidence and examples * Organizing responses and forming interpretations around several clear ideas * Questioning, reflecting and using information to develop responses, interpretations and inquiry questions * Identifying, investigating, comparing and analyzing: ideas, information, themes, and purposes. * Identifying and investigating points of view, perspectives, sources of bias, and portrayals of people and explaining the effect on a text. * Evaluating the overall effect/impact of different visual and multimedia techniques | Did not read a variety of grade-level appropriate texts and/or show comprehension. |
| **Context**  **CC9.1 a/b Create various written texts that explore identity, social responsibility, and efficacy.** | Creates **original, insightful**, and **thought-provoking** written texts that explore identity, social responsibility, and efficacy. These texts include:   * A **purposeful** **, insightful** message with Ideas and information which are **comprehensively** developed (Meaning) * A **skillfu**l organization of ideas (Form) * **Efficient** and **confident** control of language cues and conventions (Style and Language Choices) | Creates **clear, original,** and **straightforward** written texts that explore identity, social responsibility, and efficacy. These texts include:   * A **specific, relevant** message with ideas and information which are **clear** and **complete** (Meaning) * A **coherent, logical** organization of ideas (Form) * **Appropriate** and **deliberate** use of language cues and conventions (Style and Language Choices) | Creates **predictable** written texts that explore identity, social responsibility, and efficacy. These texts include:   * A **general** message with **simplistic** but generally **accurate** ideas and information (Meaning) * A **methodical** organization of ideas (Form) * **Partial** control over and a **basic** use of language and conventions (Style and Language Choices) | Creates **limited and/or unfocused** written texts that explore identity, social responsibility and efficacy. These texts include:   * A **vague, incomplete** and/or **Ineffective** message with  **limited**, **unclear** and/or **disconnected** ideas and information (Meaning) * **Ineffective** organization of ideas (Form) * **Uncertain and/or inappropriate** use of language cues and conventions. (Style and Language Choices) | Did not create written texts that explore identity, social responsibility and/or efficacy. |
| **Message**  **CC9.8a Write to describe (a profile of a character), to narrate (a narrative essay), to explain and inform (a researched report), and to persuade (a review).** **CC9.8b Write to describe (a description of a scene, to narrate (a personal essay), to explain and inform (a multi-paragraph letter) and to persuade (a letter to the editor)**(j) Create narrative texts (a. narrative essay, b. personal essay) (k) Create expository, information and procedural texts (a. researched report, b.multi-paragraph letter)  (l) Create descriptive texts (a. profile of a character, b. a description of a scene)  (m) Create persuasive texts (a. review, b. a letter to the editor) | Creates **insightful** personal narrative texts that:   * Depict scenes and incidents with **specificity** * Describe with **vivid** sensory details * **Correctly** and **efficiently** employ narrative and descriptive devices * Develop narrative **creatively** leading to **a thought provoking** climax or conclusion * Reveal with **clarity** the significance of and the subject’s attitude about the incident, event, and situation   Creates **insightful** expository, informational, and procedural texts that:   * Poses **specific** questions to limit scope of text * **Effectively** introduces the purpose and define thesis * Develops the topic with **specific, precise** facts, details, examples, and explanations from **multiple sources** * Paragraphs are **comprehensive, logically** sequenced, and **rich** in detail * **Effectively** use transitions * **Effectively** and **precisely** anticipates and addresses reader’s potential misunderstandings, biases, and expectations * Conclusion is **astute and intriguing**   Creates **insightful** descriptive texts:   * **Insightful, original,** **colourful** picture of the person or scene * **Perceptively** interpret and **vividly** describe the details * **Exceptional** sensory details and **colourfu**l words * **Appropriate** and **lively** use of dialogue * **Creative, original or insightful** order is evident   Creates **insightful** persuasive texts that:   * Include an **original** thesis that makes **critical, insightful** judgement * State an **original** or **insightful** position * Provide **comprehensive** support by fact, reasons, examples, explanations, and evidence to support position * Structure ideas and arguments in an **original**, **insightfu**l fashion * **Explicitly** address reader’s concerns, biases, expectations, and counterclaims * **Effectively** maintain a rational tone | Creates **clear, straightforward** personal narrative texts that:   * Locate scenes and incidents in specific places * Describe with **concrete** sensory detail * Employ **relevant** narrative and descriptive devices * Develop narrative **systematically** leading to a climax or conclusion * Reveal the significance of and the subject’s attitude about the incident, event, or situation.   Creates **clear** expository, informational, and procedural texts that:   * Poses **relevant** questions to limit scope of presentation * Introduces the purpose and define a thesis * Develops topic with **important** facts, details, examples, and explanations from **multiple sources** * Paragraphs **organized** in **logical** sequences with detail * Use transitions * **Anticipate** and **address** reader’s potential misunderstandings, biases, and expectations * Offers conclusion(s)   Creates **clear** descriptive texts:   * **Clear** and **colourful** picture of the person or scene * **Clearly** interpret and describe details * Include sensory details and vivid words * **Appropriate** use of dialogue * **Logical** order   Creates **clear** persuasive texts that:   * Include a **well-defined** thesis that makes a **clear** and **knowledgeable** judgement * State a position **clearly** and **convincingly** * Provide support by **detailed** facts, reasons, examples, explanations, and evidence to support position * Structure ideas and arguments in a **sustained and logical** fashion * **Address** viewer’s, listener’s, or reader’s concerns, biases, expectations, and counterclaims * **Maintain** a rational tone | Creates **satisfactory** personal narrative texts that:   * Depict scenes and incidents with **general accuracy** * Describe with **simplistic** sensory details * Employ **some** narrative and descriptive devices * Develop **basic** narrative leading to a climax or conclusion * Reveal **partially and/or simplistically** the subject’s attitude about the incident, event, and situation   Creates **satisfactory** **e**xpository, informational, and procedural texts that:   * Poses **predictable** questions to limit the scope of text * **Superficially** introduces the purpose and defines the thesis * Develops the topic with **simplistic** details, examples, and explanations from **limited sources** * Paragraphs are **simple** in composition and detail * **Some** use of transitions * **Partially** anticipates and addresses the reader’s potential misunderstandings, biases and expectations * Conclusions **simplistic**   Creates **satisfactory** descriptive texts:   * **Basic** picture of the person or scene * **Partially** interpret and **simplistically** describe the details * Incorporate **limited** details and common words * Use **basic** dialogue * **Some** order is evident   Creates **satisfactory** persuasive text that:   * Include a **general** thesis that makes a **basic** judgement * **Some** evidence of a position * Provide **partial** support by facts, reasons, examples, explanations, and evidence to support position * **Some** structure to ideas and argument * **Partially** address reader’s concerns, biases, expectations, and counterclaims * **Partially** maintain a rational tone | Creates personal narrative texts that:   * Depict scenes and incidents **incompletely** * Describe with **little or no** sensory detail * **Minimally** employ narrative and descriptive devices * **Inadequately** develop the narrative leading to the climax or conclusion that may be ineffective * **Inefficiently** reveal the significance of and the subject’s attitude about the incidence, event, and situation   Creates expository, informational, and procedural texts that:   * Poses **incomplete** questions to limit scope of text * **Vaguely** introduces the purpose and presents an **unclear** thesis * **Inadequately** develops the topic with facts, details, examples, and explanations from **one or** **two sources** * Paragraphs are **incomplete** and **lacking** in detail * **Ineffective** or **infrequent** use of transitions * **Incorrectly and/or partially** anticipates and addresses the reader’s potential misunderstandings, biases, and expectations * Conclusions **inadequate or missing**   Creates descriptive texts:   * **Vague and/or uninteresting** picture of the person or scene * **Partially and/or inaccurately** describe the details * **Few and/or limited** sensory details and descriptive words * **Minimal or no use** of dialogue * **Ineffective** or **absence** of order   Creates persuasive texts that:   * Include a **vague** thesis * **Little or no** evidence of a position * Provide **little support** by facts, reasons, examples, explanations, and evidence to support position * Structure **not evident or ineffective** * **Inadequately** and **ineffectually** address reader’s concerns, biases, expectations, and counterclaims * **Does not** maintain a rational tone | Did not create personal narrative texts.  Did not create expository, informational, and/or procedural texts.  Did not create descriptive texts.  Did not create persuasive texts. |