

Writing Continuum 2024	By the end of year, <b>Kindergarten</b> writers will...	By the end of year, <b>Grade 1</b> writers will...	By the end of year, <b>Grade 2</b> writers will...
<i>Learning Outcomes</i>	<i>Children experiment with written expression of ideas and information.</i>	<i>Students create messages through the application of the writing process.</i>	<i>Students create and enhance ideas and information by applying a variety of writing processes.</i>
<b>Essential Skills</b>  <b>Writing processes and craft</b>	<b>Plan</b> <ul style="list-style-type: none"> <li>drawing or talking to generate ideas</li> </ul> <b>Draft</b> <ul style="list-style-type: none"> <li>ideas and information can be expressed orally</li> </ul> <b>Share</b> <ul style="list-style-type: none"> <li>share message with peers and encouragement retelling at home</li> </ul>	<b>Plan</b> <ul style="list-style-type: none"> <li>generate ideas involves thinking or talking about purpose, audience, form of message and ideas</li> </ul> <b>Draft</b> <ul style="list-style-type: none"> <li>messages can be written in sentences that contain complete thoughts</li> </ul> <b>Edit</b> <ul style="list-style-type: none"> <li>correcting errors in spelling, grammar, and punctuation</li> </ul> <b>Share</b> <ul style="list-style-type: none"> <li>share messages with others</li> </ul>	<b>Plan</b> <ul style="list-style-type: none"> <li>generate ideas by sketching, brainstorming, considering the audience etc. to generate ideas for writing</li> </ul> <b>Draft</b> <ul style="list-style-type: none"> <li>organize sentences in a logical sequence</li> </ul> <b>Edit</b> <ul style="list-style-type: none"> <li>notice and correct writing for spelling, punctuation, and grammar</li> </ul> <b>Share</b> <ul style="list-style-type: none"> <li>share written messages with others</li> </ul>
<b>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</b>	<i>Children experiment with written expression of ideas and information.</i>	<i>Students create messages through the application of the writing process.</i>	<i>Students create and enhance ideas and information by applying a variety of writing processes.</i>
<b>Creative Expression</b>	<b>Audience</b> <ul style="list-style-type: none"> <li>ideas and information can be expressed creatively to learn and have fun</li> </ul> <b>Detail</b> <ul style="list-style-type: none"> <li>Identify capitals in: <ul style="list-style-type: none"> <li>Names</li> <li>Beginnings of sentences</li> </ul> </li> <li>Identify periods at the end of sentences</li> </ul>	<b>Audience:</b> <ul style="list-style-type: none"> <li>word choice paints a picture in the reader’s mind</li> </ul> <b>Detail:</b> <ul style="list-style-type: none"> <li>differentiate between nouns and verbs</li> <li>identify effective use of sensory language in stories, songs and print texts</li> <li>apply capital letters when writing</li> <li>grasp writing tools correctly</li> </ul>	<b>Audience:</b> <ul style="list-style-type: none"> <li>use personal experiences and sensory language to engage the audience</li> </ul> <b>Detail:</b> <ul style="list-style-type: none"> <li>create written text that includes adjectives and adverbs to add interest and detail to writing</li> <li>Include sensory language to enhance ideas in creative writing</li> <li>Use punctuation to enhance written messages</li> </ul>
<b>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</b>	<i>Children experiment with written expression of ideas and information.</i>	<i>Students create messages through the application of writing processes.</i>	<i>Students create and enhance ideas &amp; information by applying a variety of writing processes.</i>
<b>Research Processes and Organization</b>	<ul style="list-style-type: none"> <li>create a variety of digital and non-digital messages</li> <li>gather factual information from a variety of people, places or thing</li> </ul>	<ul style="list-style-type: none"> <li>gather factual information from a variety of digital and non-digital sources</li> <li>use a variety of organizational tools like graphic organizers to record factual information</li> <li>record factual information in various ways</li> </ul>	<ul style="list-style-type: none"> <li>gather factual information on topics from digital or non-digital sources</li> <li>use organizational tools like graphic organizers to record or categorize information</li> <li>record factual information through messages that include images, words, and sentences</li> </ul>

<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>		<i>Students create messages through the application of writing processes.</i>	<i>Students create and enhance ideas &amp; information by applying a variety of writing processes.</i>
<b>Methods and tools for writing</b>		<ul style="list-style-type: none"> <li>print letters and words appropriate size and spacing</li> <li>locate letter keys on keyboard</li> </ul>	<ul style="list-style-type: none"> <li>print with appropriate size, formation and spacing</li> <li>locate a variety of keys on a keyboard</li> </ul>
<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Children develop appropriate grammar in oral language &amp; experiment with spelling and punctuation in written messages.</i>	<i>Students examine &amp; apply use of grammar, spelling &amp; punctuation in oral &amp; written expression.</i>	<i>Students examine &amp; use grammar, spelling &amp; punctuation in a variety of contexts to develop effective communication.</i>
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>identify capital letter in names</li> <li>identify capitals at the beginning of sentences</li> </ul>	<ul style="list-style-type: none"> <li>capitalize first and last names</li> <li>capitalize the first word in a sentence</li> <li>capitalize names of places</li> <li>capitalize days of the week and months</li> </ul>	<ul style="list-style-type: none"> <li>capitalize the first word of a sentence</li> <li>capitalize names of people and places</li> <li>capitalize days of the week and month</li> <li>capitalize titles</li> </ul>
<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Children develop appropriate grammar in oral language &amp; experiment with spelling and punctuation in written messages.</i>	<i>Students examine &amp; apply use of grammar, spelling &amp; punctuation in oral &amp; written expression.</i>	<i>Students examine &amp; use grammar, spelling &amp; punctuation in a variety of contexts to develop effective communication.</i>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>identify periods at the end of sentences</li> </ul>	<ul style="list-style-type: none"> <li>include punctuation in sentences</li> </ul>	<ul style="list-style-type: none"> <li>include punctuation at the end of sentences</li> <li>insert apostrophes in place of letters in contractions</li> </ul>
<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Children develop appropriate grammar in oral language &amp; experiment with spelling and punctuation in written messages.</i>	<i>Students examine &amp; apply use of grammar, spelling &amp; punctuation in oral &amp; written expression.</i>	<i>Students examine &amp; use grammar, spelling &amp; punctuation in a variety of contexts to develop effective communication.</i>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>recognize sentences in oral language that include a complete idea or thought</li> <li>differentiate between telling and asking sentences</li> </ul>	Differentiate between <ul style="list-style-type: none"> <li>telling and asking sentences</li> <li>nouns and verbs</li> </ul> <ul style="list-style-type: none"> <li>Recognize sentences in oral and written language with a complete thought</li> </ul>	Practice developing sentences that: <ul style="list-style-type: none"> <li>use pronouns to replace nouns</li> <li>use adjectives to describe nouns</li> <li>use adverbs to describe verbs</li> <li>use prepositions in sentences to show time and place</li> </ul>
<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Children develop appropriate grammar in oral language &amp; experiment with spelling and punctuation in written messages.</i>	<i>Students examine &amp; apply use of grammar, spelling &amp; punctuation in oral &amp; written expression.</i>	<i>Students examine &amp; use grammar, spelling &amp; punctuation in a variety of contexts to develop effective communication.</i>

<b>Spelling</b>	<ul style="list-style-type: none"> <li>attempt to spell unknown words</li> <li>spell 5-10 high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>apply spelling patterns to spell unfamiliar words</li> <li>spell 125 high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>apply spelling patterns to spell unfamiliar words</li> <li>spell 300 high-frequency words</li> </ul>

<b>RVS Writing Continuum DRAFT 2023</b>	<b>By the end of year, Grade 3 writers will...</b>	<b>By the end of year, Grade 4 writers will...</b>	<b>By the end of year, Grade 5 writers will...</b>
<b>Change to Learning Outcome</b>	<i>Students investigate writing processes that support written expression.</i>	<i>Students construct and organize text to share perspectives and develop creative written expression.</i>	<i>Students enhance the accuracy and artistry of written expression through creative and critical thinking processes.</i>
<b>Essential Skills</b>			
<b>Writing processes and craft</b>	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>creates a plan utilizing the tool most appropriate, such as graphic organizers, sketching, brainstorming, considering the audience etc. to generate ideas for writing</li> </ul> <p><b>Draft</b></p> <ul style="list-style-type: none"> <li>organizes content in a logical sequence that focuses the number of ideas and limits repetition.</li> </ul> <p><b>Revise</b></p> <ul style="list-style-type: none"> <li>adds or removes content to enhance writing clarity, accuracy, or appeal</li> </ul> <p><b>Edit</b></p> <ul style="list-style-type: none"> <li>corrects writing for spelling, punctuation, and grammar</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>share work with others and considers feedback to make further improvements</li> </ul>	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>creates a plan utilizing tools that support planning including lists and visualizing for a variety of audiences and purposes</li> </ul> <p><b>Draft</b></p> <ul style="list-style-type: none"> <li>organizes content through a range of sentence beginnings, lengths, and types, in a logical order by grouping ideas into paragraphs with topic and concluding sentences</li> </ul> <p><b>Revise</b></p> <ul style="list-style-type: none"> <li>adding or removing words or sentences to enhance writing clarity or fluency</li> </ul> <p><b>Edit</b></p> <ul style="list-style-type: none"> <li>corrects writing for spelling, punctuation, and grammar</li> <li>publishing can involve consideration and selection of a variety of text features such as images, charts, graphs, or other text features to support a purpose or connect with an audience, enhance, and finalize written work</li> </ul>	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>creates a plan for writing that includes consideration of audience, purpose and form, idea generation and narrowing a topic</li> </ul> <p><b>Draft</b></p> <ul style="list-style-type: none"> <li>organize content through the use of organizational processes, methods, and tools that include multiple-paragraph works that include topic introductions, supporting evidence, and conclusions.</li> <li>arrange and express ideas logically</li> </ul> <p><b>Revise</b></p> <ul style="list-style-type: none"> <li>improve fluency, coherence, sequence, and logical support of ideas</li> <li>add or remove words, phrases or sentences to ensure writing is clear and focused from beginning to end</li> </ul> <p><b>Edit</b></p> <ul style="list-style-type: none"> <li>correct writing for spelling, punctuation and grammar</li> <li>publish selected pieces incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience</li> </ul>
<b>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</b>	<i>Write a paragraph with 3-5 complete sentences with varying sentence beginnings.</i>	<i>Write paragraphs with topic and concluding sentences.</i>	<i>Write paragraphs with topic and concluding sentences that provide structure and link ideas and information.</i>
	<p>Audience:</p> <ul style="list-style-type: none"> <li>use personal connections, voice, and style to engage the audience</li> </ul> <p>Detail:</p>	<ul style="list-style-type: none"> <li>Develop creative expression through a range of sentence beginnings, lengths, and types</li> </ul> <p>Audience:</p>	<p>Creative Expression</p> <ul style="list-style-type: none"> <li>create interest by varying sentence length and structure</li> </ul>

<p><b>Creative Expression</b></p>	<ul style="list-style-type: none"> <li>writers create written text that includes interesting word choice, creative beginnings and conclusions, experiment with sensory details and figurative language to keep the audience engaged</li> <li>Include dialogue to add variety to texts</li> <li>Use punctuation to generate effects in creative expression</li> </ul>	<ul style="list-style-type: none"> <li>writers catch the audience's attention and keep them engaged</li> </ul> <p>Detail:</p> <ul style="list-style-type: none"> <li>writers create written text that includes interesting word choice, creative beginnings and conclusions, experiment with sensory details and figurative language to keep the audience engaged</li> <li>dialogue can be used to add variety to written texts, advance the plot, reveal a character's thoughts or feelings or author's personal voice</li> <li>generate effects in creative expression through punctuation.</li> </ul>	<p>Audience</p> <ul style="list-style-type: none"> <li>writers catch the audience's attention and keeps them engaged</li> <li>create texts that show, rather than tell, story events</li> </ul> <p>Detail</p> <ul style="list-style-type: none"> <li>writers create texts that uses plot, characterization, dialogue, and figurative language to entertain an audience</li> <li>word choice reflects the author's voice or artistry through detail, clarity, variety, humour, and dialogue</li> <li>generate expressive descriptions by selecting vocabulary to convey mood or sensory images</li> <li>establish a plot, point of view, setting and problem through creative writing</li> </ul>
<p><b>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</b></p>	<p><i>Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.</i></p>	<p><i>Understanding: Research processes involve investigating materials or information to uncover facts and support problem solving.</i></p>	<p><i>Understanding: Research processes can involve examining materials or information and reaching new conclusions.</i></p>
<p><b>Research Processes and Organization</b></p>	<ul style="list-style-type: none"> <li>use a variety of sources to create written text.</li> <li>cite sources of information</li> <li>organize and present information in a logical sequence</li> </ul>	<ul style="list-style-type: none"> <li>choose and cite appropriate sources of information to inform research</li> <li>methods and tools can be used to organize information, including note taking, graphic organizers and lists</li> <li>research findings can be shared in a variety of digital or non-digital forms, including reports, presentations, visual representations</li> <li>ethical use of information includes asking permission, acknowledging the ownership of information used to inform writing (citing) and fair and accurate representation of individuals or information</li> </ul>	<ul style="list-style-type: none"> <li>access and use information ethically</li> <li>methods and tools can be used to gather and organize information, including note taking</li> <li>select a variety of relevant sources to inform writing; sources of information can be digital or non-digital and include people such as Knowledge Keepers, Elders, and spiritual leaders</li> <li>research findings can be shared in a variety of digital or non-digital forms, including visual images</li> <li>ethical use of information includes asking permission to use, share, or store information that is about, was created by or belongs to someone else, citing basic information used to inform writing, fair and accurate representation of individuals or information</li> </ul>
<p><b>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</b></p>	<p><i>Students investigate writing processes that support written expression.</i></p>	<p><i>Digital or non-digital methods or tools can enhance written works and the artistry of a message.</i></p>	<p><i>The method or tool used to present written works can influence how content is perceived.</i></p>
<p><b>Methods and tools for writing</b></p>	<ul style="list-style-type: none"> <li>practice using print, cursive, and keyboard skills.</li> </ul>	<ul style="list-style-type: none"> <li>use and apply print, cursive, and keyboarding skills to enhance written works and the artistry of a message</li> </ul>	<ul style="list-style-type: none"> <li>use and apply print, cursive handwriting and keyboarding skills to experiment with methods or tools that enhance communication or create effects</li> </ul>
<p><b>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</b></p>	<p><i>Students investigate and demonstrate how conventions support written communication.</i></p>	<p><i>Capitalization and punctuation can be used to support writing fluency.</i></p>	<p><i>Capitalization and punctuation can support effective written communication.</i></p>
<p><b>Capitalization</b></p>	<ul style="list-style-type: none"> <li>capitalize words appropriately in different contexts, including headings.</li> </ul>	<ul style="list-style-type: none"> <li>capitalize words appropriately in different contexts, including abbreviations.</li> </ul>	<ul style="list-style-type: none"> <li>apply capitalization to support effective written communication, including to indicate the importance of certain words in texts</li> </ul>

<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Students investigate and demonstrate how conventions support written communication.</i>	<i>Capitalization and punctuation can be used to support writing fluency.</i>	<i>Capitalization and punctuation can support effective written communication.</i>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• use commas, quotation marks, apostrophes in contractions and possessives</li> <li>• Include a variety of punctuation at the end of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• use commas (including following transition words), quotations (including bringing attention to words used in a special way) and apostrophes</li> <li>• include a variety of punctuation at the end of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• apply punctuation to support effective written communication</li> <li>• use parentheses to indicate additional, separate, or less important words or numbers</li> </ul>
<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Students investigate and demonstrate how conventions support written communication.</i>	<i>Grammatical structures can support consistent communication.</i>	<i>Communication can be supported by conventions of grammar.</i>
<b>Grammar</b>	Practice developing sentences that: <ul style="list-style-type: none"> <li>• use adjectives to describe nouns</li> <li>• use adverbs to describe verbs</li> <li>• use prepositions in sentences to show time and place</li> </ul>	<ul style="list-style-type: none"> <li>• understands if text is in the present, past, or future tense</li> <li>• use adjectives to indicate comparison of two or more things (&lt;er&gt; or &lt;est&gt;)</li> <li>• use conjunctions to connect phrases in sentences</li> <li>• apply consistent subject-verb agreement in a variety of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• apply and maintain appropriate tense throughout communications</li> <li>• use noun-pronoun agreements in communications</li> <li>• vary the position of adverbs in sentences</li> <li>• integrate conjunctions to connect phrases in sentences</li> </ul>
<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Students investigate and demonstrate how conventions support written communication.</i>	<i>Spelling accuracy can be supported by transferring understandings of word patterns and structures.</i>	<i>Spelling accuracy can be supported by recognizing relationships between word patterns and structures.</i>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• apply knowledge of known words, word parts, and word patterns to spell unfamiliar words</li> <li>• spell in daily writing: plural nouns, abbreviations, contractions, inflectional endings, compound words, possessives, complex plural words</li> <li>• use spelling strategies and tools: articulating, visualizing, prior knowledge, trial and error, resources - digital/non-digital</li> </ul>	<ul style="list-style-type: none"> <li>• apply knowledge of known words, word parts, and word patterns to spell unfamiliar words</li> <li>• spell a variety of prefixes and suffixes accurately in words</li> <li>• apply a variety of spelling strategies to increase writing fluency</li> <li>• spell a range of compound words, contractions, possessives, and complex plurals</li> <li>• Recognize and spell common suffixes</li> <li>• use a variety of tools to spell or confirm the spelling of words</li> </ul>	<ul style="list-style-type: none"> <li>• apply knowledge of spelling patterns to spell unfamiliar words</li> <li>• apply knowledge of prefixes and suffixes to spell words</li> </ul>

<b>RVS Writing Continuum DRAFT 2023</b>	<b>By the end of year, Grade 6 writers will...</b>	<b>By the end of year, Grade 7 writers will...</b>	<b>By the end of year, Grade 8 writers will...</b>
<b><i>Learning Outcomes</i></b>	<i>Students create texts that reflect personal voice and the style through creative and critical thinking processes.</i>	<i>General Outcome: 2.4, 3.1, 3.2, 4.1, 3.3</i>	<i>General Outcomes: 2.4, 3.1, 3.2, 3.3, 4.1, 4.2</i>

<p><b>Essential Skills</b></p> <p><b>Writing processes and craft</b></p>	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>creates a plan for writing to organize thoughts and prioritize information that includes consideration of audience, purpose and form, idea generation and narrowing a topic</li> </ul> <p><b>Draft</b></p> <ul style="list-style-type: none"> <li>organizes content through the use of structures that express personal ideas or clear positions through multiple paragraphs</li> <li>arrange and organize paragraphs logically to engage or inform an audience</li> </ul> <p><b>Revise</b></p> <ul style="list-style-type: none"> <li>improve clarity and focus for audience</li> <li>add or remove portions of text, moving pieces of text around or restructuring sentences to ensure writing is clear, focused, informative, and engaging</li> </ul> <p><b>Edit</b></p> <ul style="list-style-type: none"> <li>correct writing for spelling, punctuation, and grammar</li> <li>publish selected writing, incorporating graphics, captions, charts, or other text features to express individuality</li> </ul>	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>choose appropriate strategies for generating ideas, organizing information, and selecting/ developing categories that consider audience and purpose</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>drafts with well-developed/well-linked ideas and sections through the use of notes, headings and graphic organizers, and the incorporation of effective features from other texts</li> </ul> <p><b>Revise</b></p> <ul style="list-style-type: none"> <li>eliminate unnecessary repetition and add coherence and clarify meaning</li> </ul>	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>oral, print and other media texts related to issues encountered in texts and in own life</li> <li>choose forms of genres of oral, print or other media texts for the particular affects they will have audience and purpose</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>organize ideas and information to establish an overall impression or point of view in oral, print, and other media in text</li> <li>make notes in point form, summarizing major ideas and supporting details, reference sources</li> </ul> <p><b>Revise</b></p> <ul style="list-style-type: none"> <li>revise to enhance sentence variety, word choice and appropriate tone</li> </ul>
<p><b>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure OR specific learning outcomes</b></p>	<p><i>Develop creative expression through the use of writing processes.</i></p>	<p><i>1.2, 3.4, 2.3, 4.1</i></p>	<p><i>4.1, 4.2</i></p>
<p><b>Creative Expression</b></p>	<p><b>Creative Expression</b></p> <ul style="list-style-type: none"> <li>Variety in sentence length and structure enhances written fluency and reader engagement</li> </ul> <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>writers catch the audience’s attention and keeps them engaged</li> <li>enhance personal style and voice through careful selection of words to create emphasis or effects</li> </ul> <p><b>Detail</b></p> <ul style="list-style-type: none"> <li>writers create texts that use imagery, rhyme, dialogue, emphasis, or effect</li> <li>word choice reflects effect or emphasis, including simplicity, clarity, colourfulness, precision, or appeal</li> <li>reflect the author’s voice or style as required by the purpose</li> <li>create narratives that develop setting, plot, and character using suspense, figurative language, and dialogue</li> </ul>	<p><b>Writers will:</b></p> <ul style="list-style-type: none"> <li>choose an appropriate form of expression to effectively communicate and explore ideas, and effectively inform and engage an audience</li> <li>experiment with language, and form to provide emphasis, express emotion, and clarify ideas, information, and experiences</li> </ul>	<p><b>Writers will:</b></p> <ul style="list-style-type: none"> <li>explore and explain ways that new words, phrases, and manners of expression enter the language as a result of factors such as popular culture, technology and other languages</li> <li>experiment with figurative language, voice, sentence patterns and music to create expression and mood</li> </ul>

<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Research processes can support systematic and objective management and sharing of information.</i>	2.2, 2.4, 3.2, 4.1	2.2, 2.4, 3.2, 4.1
<b>Research Processes and Organization</b>	<ul style="list-style-type: none"> <li>access and use information ethically</li> <li>information can be gathered and organized using a variety of methods and tools</li> <li>access information from multiple digital and non-digital sources</li> <li>analyze the validity and reliability of information and sources</li> <li>ethical use of information includes asking permission to use, share, or store information that is about, was created by, or belongs to someone else, citing basic information used to inform writing, fair and accurate representation of individuals or information</li> </ul>	<p>Writers can organize:</p> <ul style="list-style-type: none"> <li>paragraphs in narrative and expository texts</li> <li>ideas that are supported with evidence from texts</li> <li>ideas and information from several sources</li> <li>texts that are unified by point of view, plot, and endings consistent with previous events</li> </ul>	<p>Writers can organize:</p> <ul style="list-style-type: none"> <li>ideas and information to establish an overall impression or point of view</li> <li>ideas and information creatively and logically to develop comparison or chronology or cause-effect relationships</li> <li>paragraph structures to demonstrate unity and coherence</li> </ul>
<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Written communication involves making choices to effectively convey messages.</i>	4.1	4.1
<b>Methods and tools for writing</b>	<ul style="list-style-type: none"> <li>select a method or tool (print, cursive handwriting, and keyboarding) to present written worlds that support clarity or voice</li> </ul>	<ul style="list-style-type: none"> <li>Choose and use printing, cursive writing or word processing, depending on the task, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Choose an effective format for documents, depending on the content, audience, and purpose</li> </ul>
<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Correct use of capitalization and punctuation can strengthen and enhance written communication.</i>	<i>Carried over from previous grade</i>	<i>Carried over from previous grade</i>
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>apply capitalization appropriately in written communication, including to indicate the importance of certain words in texts and to create effects</li> </ul>	<ul style="list-style-type: none"> <li>apply capitalization appropriately in written communication, including to indicate the importance of certain words in texts and to create effects</li> </ul>	<ul style="list-style-type: none"> <li>apply capitalization appropriately in written communication, including to indicate the importance of certain words in texts and to create effects</li> </ul>
<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Correct use of capitalization and punctuation can strengthen and enhance written communication.</i>	4.2	4.2
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>apply punctuation appropriately in written communication</li> <li>use colons to introduce a list, give an explanation, or give an example</li> </ul>	<ul style="list-style-type: none"> <li>use commas to separate phrases and clauses</li> <li>use periods, commas, and quotation marks to appropriately indicate direct speech and identify information from secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>use hyphens to break words at the end of lines, and makes a new word from two related words</li> <li>use parentheses appropriately in their own writing</li> <li>use capitalization and punctuation for referencing</li> </ul>

<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Communication is enhanced when correct conventions of grammar are maintained.</i>	4.2	4.2
<b>Grammar</b>	<ul style="list-style-type: none"> <li>maintain consistent use of tense throughout communications</li> <li>use subject-verb agreement in communications</li> <li>use independent and dependent clauses in sentences</li> </ul>	<p>Create sentences that:</p> <ul style="list-style-type: none"> <li>use a variety of subordinate clauses</li> <li>use subject-verb agreement in sentences with compound subjects</li> <li>Use common subjective and objective pronouns</li> </ul> <p>Distinguish between and use formal and informal conventions depending on context/audience</p>	<p>Create sentences that:</p> <ul style="list-style-type: none"> <li>use a variety of simple, compound and complex sentence structures to communicate effectively and to make writing interesting</li> <li>use correct pronoun-antecedent agreement in own writing</li> <li>use verb tenses consistently throughout a piece of writing</li> </ul>
<b><i>Selected Important KUSP Knowledge, Understanding, Skills &amp; Procedure</i></b>	<i>Spelling accuracy can be enhanced by recognizing patterns and by making spelling-meaning connections.</i>	4.2	4.2
<b>Spelling</b>	<ul style="list-style-type: none"> <li>apply spelling patterns within and across known and unfamiliar words</li> <li>apply knowledge of bases and affixes to spell words</li> </ul>	<ul style="list-style-type: none"> <li>apply specific and effective strategies for learning and remembering the correct spelling of words in own writing</li> <li>extend spelling vocabulary to include words frequently used in literature, but infrequently used in oral and other media texts.</li> <li>use reference materials to confirm spellings and to solve spelling problems when editing and proofreading</li> </ul>	<ul style="list-style-type: none"> <li>identify the use of spelling variants in print and other media texts</li> <li>use knowledge of spelling generalizations and how words are formed to spell technical terms and unfamiliar words in own writing</li> <li>develop a systematic and effective approach to studying and remembering the correct spelling of key words</li> </ul>

<b>RVS Writing Continuum DRAFT 2023</b>	<b>By the end of year, Grade 9 writers will...</b>	<b>By the end of year, Grade 10 writers will...</b>	<b>By the end of year, Grade 11 writers will...</b>
<b><i>Learning Outcomes</i></b>	<i>General Outcomes: 1.1, 1.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2</i>	<i>General Outcomes: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1</i>	<i>General Outcomes: 1.1, 2.1, 2.3, 3.2, 4.1, 4.2</i>



<p><b>Audience</b></p> <p><b>Word choice/Expressive language</b></p>	<ul style="list-style-type: none"> <li>develops content appropriate to purpose, audience, situation and selects content (visual, print, and/or other media to accomplish purpose and persuade appeal</li> <li>experiments with language</li> </ul>	<ul style="list-style-type: none"> <li>assess the beginning of a text in progress, and revise it as needed to establish purpose</li> <li>detect and correct logical fallacies</li> <li>assess relationships among controlling idea, supporting ideas, and supporting details; and strengthen relationships as needed to enhance the unity of texts</li> </ul> <p><b>Choice</b></p> <ul style="list-style-type: none"> <li>develop content appropriate to purpose</li> <li>develop content appropriate to audience and situation</li> <li>describe and address audience factors that affect text creation</li> <li>reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices</li> <li>describe the effects of own use of stylistic techniques and rhetorical devices</li> <li>recognize personal voice in texts created; and continue to develop personal craft through practice, using various methods</li> <li>recognize personal voice as a text creator and practise various methods to develop craft</li> </ul> <p><b>Experimentation</b></p> <ul style="list-style-type: none"> <li>experiment with language, image, and structure to create different effects in particular situations and for particular purposes and audiences</li> <li>experiment with a variety of strategies, activities, and resources to explore ideas, observations, opinions, experiences, and emotions</li> <li>use features found within a text as information to describe the communication situation within which the text was created</li> </ul>	<ul style="list-style-type: none"> <li>Assess the closing of a text in progress; and revise it as needed to ensure that it is related to purpose, that it establishes a sense of developed understanding and that it will have an appropriate effect on audience</li> <li>Assess the beginning of a text in progress, and revise it as needed to establish purpose and engage audience [for example, the thesis statement of an essay, the initial monologue of a script, or the statement of purpose of a proposal]</li> <li>Assess reasoning for logic and evidence for consistency, completeness, and relevance; and strengthen reasoning as needed by adding to, modifying, or deleting details to provide significant evidence and make effective and convincing arguments</li> <li>assess relationships among controlling idea, supporting ideas, and supporting details; and strengthen relationships as needed to enhance the unity of texts</li> </ul> <p><b>Choice</b></p> <ul style="list-style-type: none"> <li>Develop content to support a controlling idea or to produce a unifying effect [for example, condense information, summarize content, and define a thesis statement]</li> <li>Develop content appropriate to form and context</li> <li>Address audience factors that affect text creation</li> <li>reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices</li> <li>Apply understanding of stylistic techniques and rhetorical devices when creating print and nonprint texts [for example, use imagery to create pathos, use parallel structure to create emphasis, and use sound in multimedia texts to create humour]</li> <li>recognize personal voice in texts created; and continue to develop personal craft through practice, using various methods.</li> <li>recognize personal voice as a text creator and practise various methods to develop craft</li> </ul> <p><b>Experimentation</b></p> <ul style="list-style-type: none"> <li>experiment with language, image, and structure to create different effects in particular situations and for particular purposes and audiences</li> <li>experiment with a variety of strategies, activities, and resources to explore ideas, observations, opinions, experiences, and emotions.</li> <li>Describe how societal forces can influence the production of texts [for example, current issues and trends]</li> </ul>
<p><b>Learning Outcome</b></p>	<p>3.4, 2.4, 3.1, 3.3</p>	<p>4.1.1, 4.1.3</p>	<p>4.1.1, 4.1.3</p>
<p><b>Creative Expression</b></p>	<p><b>Writers will:</b></p> <ul style="list-style-type: none"> <li>experiment with the language and components of particular forms to communicate themes or represent the perspectives of a variety of people or characters</li> </ul>	<ul style="list-style-type: none"> <li>take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging</li> <li>respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs, and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging</li> <li>respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs, and perspectives</li> </ul>

	<ul style="list-style-type: none"> <li>explore the derivation and use of words, phrases and jargon, including variation in language, accent and dialect in Canadian communities and regions</li> </ul>	<ul style="list-style-type: none"> <li>identify purpose and target audience for text creation and select strategies to accomplish purpose and engage audience</li> <li>incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>identify purpose and target audience for text creation and select strategies to accomplish purpose and engage audience</li> <li>incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate</li> </ul>
<i>Learning Outcome</i>	3.3	3.1.2, 3.2.1, 4.2.2, 4.2.4	3.1.2, 3.2.1, 4.2.2, 4.2.4
<b>Research Processes and Organization</b>	<p><b>Writers will:</b></p> <ul style="list-style-type: none"> <li>use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources</li> <li>develop coherence by relating all key ideas to the overall purpose of the oral, print and other media text</li> <li>select and record ideas and information that will: <ul style="list-style-type: none"> <li>support an opinion or point of view</li> <li>appeal to the audience</li> <li>suit the tone and length of the chosen form of oral, print or media text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>assess relationships among controlling idea, supporting ideas, and supporting details; and strengthen relationships as needed to enhance the unity of texts</li> <li>establish a focus for text creation and communicate scope by framing an effective controlling idea or describing a strong unifying effect</li> <li>record information accurately and completely; and document and reference sources, as appropriate</li> <li>identify and select potential strategies and technologies for gathering, generating, and recording information</li> <li>use handbooks and other tools, including electronic tools, as resources to assist with text creation prepare a detailed record of references</li> <li>organize information logically</li> </ul>	<ul style="list-style-type: none"> <li>assess relationships among controlling idea, supporting ideas, and supporting details; and strengthen relationships as needed to enhance the unity of texts</li> <li>establish a focus for text creation and communicate scope by framing an effective controlling idea or describing a strong unifying effect</li> <li>record information accurately and completely; and document and reference sources, as appropriate</li> <li>use handbooks and other tools, including electronic tools, as resources to assist with text creation and prepare a detailed record of references</li> <li>organize information logically</li> </ul>
<i>Learning Outcome</i>	3.3	2.1.4	2.1.4
<b>Methods and tools for writing</b>	<ul style="list-style-type: none"> <li>develop personal handwriting styles appropriate for variety of purposes</li> <li>identify and experiment with some principles of design that enhance the presentation of texts</li> </ul>	<ul style="list-style-type: none"> <li>use reference strategies and reference technologies</li> </ul>	<ul style="list-style-type: none"> <li>use reference strategies and reference technologies</li> </ul>
<i>Learning Outcome</i>	4.2	4.2 carried over from previous grade	4.2 carried over from previous grade
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>Apply capitalization appropriately in written communication, including to indicate the importance of certain words in texts</li> </ul>	<ul style="list-style-type: none"> <li>Apply capitalization appropriately in written communication, including to indicate the importance of certain words in texts</li> </ul>	
<i>Learning Outcome</i>	4.2	4.2.4	4.2.4

<b>Punctuation</b>	<ul style="list-style-type: none"> <li>know that rules for punctuation vary, and adjust use for effect in own writing</li> <li>use quotation marks to distinguish words being discussed in own writing</li> <li>use dashes to show sentence breaks or interrupted speech, where appropriate in own writing</li> </ul>	<ul style="list-style-type: none"> <li>know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics</li> </ul>	<ul style="list-style-type: none"> <li>know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics</li> </ul>
<i>Learning Outcome</i>	4.2	4.2.4	4.2.4
<b>Grammar</b>	<ul style="list-style-type: none"> <li>use parallel structure (parallelism) in writing</li> <li>identify and use coordination, subordination, and apposition to enhance communication</li> <li>use a variety of strategies to make effective transitions between sentences and paragraphs in own writing</li> </ul>	<ul style="list-style-type: none"> <li>identify and be able to use parts of speech correctly, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, definite and indefinite articles, and coordinating and subordinating conjunctions</li> <li>know and be able to use common sentence structures correctly—simple, compound, complex and compound-complex</li> <li>pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices</li> <li>use words and expressions appropriately</li> <li>use a variety of sentence patterns and structures appropriately and effectively</li> <li>understand the concept of convention; and apply it to print, visual and multimedia text forms when appropriate</li> <li>reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices</li> </ul>	<ul style="list-style-type: none"> <li>Know and be able to identify parts of speech in own and others' texts, including prepositions, definite and indefinite articles, and coordinating and subordinating conjunctions</li> <li>review and revise texts in progress to ensure correct use of parts of speech, including correctness of pronoun reference and pronoun-antecedent agreement</li> <li>understand the importance of grammatical agreement; and assess and revise texts in progress to ensure correctness of grammatical agreement, including correct pronoun reference and pronoun-antecedent agreement, and correct use of modifiers and other parts of speech</li> <li>Assess and revise texts in progress to ensure the correct use of clauses and phrases, including verbal phrases (participle, gerund and infinitive), and to ensure the correct use of structural features [such as appositives and parallel structures]</li> <li>Develop the use of common sentence structures – simple, compound, complex and compound-complex</li> <li>pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices</li> <li>Assess the appropriateness and effectiveness of diction, and revise word choice as needed to create intended effects</li> <li>Assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects</li> <li>understand the concept of convention; and apply it to print, visual and multimedia text forms when appropriate</li> </ul>
<i>Learning Outcome</i>	4.1	4.2.4	4.2.4
<b>Spelling</b>	<ul style="list-style-type: none"> <li>demonstrate deliberate, conscientious, and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing</li> <li>identify situations in which careful attention to correct spelling is especially important</li> <li>identify and use variant spellings for particular effects depending on audience, purpose, content, and context</li> </ul>	<ul style="list-style-type: none"> <li>know and be able to apply spelling conventions consistently and independently</li> <li>use handbooks and other tools, including electronic tools, as resources to assist with text creation</li> </ul>	<ul style="list-style-type: none"> <li>know and be able to apply spelling conventions consistently and independently or with the use of a handbook or other tools, such as a list of spelling strategies or rules</li> </ul>
<b>RVS Writing Continuum</b>	<b>By the end of year, Grade 12 writers will...</b>		

<b>DRAFT 2023</b>			
<b>Learning Outcomes</b>	<i>General Outcomes: 1.1, 2.1, 2.3, 2.1, 3.2, 4.1, 4.2</i>		
<b>Essential Skills</b>	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>• select a text form appropriate to the purpose, audience, and context for text creation and consistent with the content to be presented in the text</li> <li>• Form generalizations and synthesize new ideas by integrating new information with prior knowledge</li> </ul> <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>• Select from a repertoire of effective strategies to develop appropriate inquiry or research plans that will address the topic and satisfy contextual and presentation requirements [for example, questions within questions, inquiry charts, preliminary interviews, and consultations with the teacher and/or librarian]</li> <li>• develop and draw from a repertoire of effective strategies and technologies for gathering, generating, and recording information</li> </ul> <p><b>Draft</b></p> <ul style="list-style-type: none"> <li>• Use a variety of complex structures consistent with form, content and purpose when creating texts; and purpose when creating texts; and explain reasons for choices [for example, use frames in a storyboard, including dialogue as appropriate to review organization, and explain why these complex structures are an effective way to create a video text]</li> <li>• meet particular production, publication, and display requirements for print texts [for example, adhere to a particular manuscript style when creating a research paper]; and explain requirements in light of purpose, audience, and situation</li> <li>• draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the identified topic, purpose, and situation</li> <li>• Support generalizations and conclusions sufficiently with relevant and consistent detail</li> </ul> <p><b>Revise</b></p> <ul style="list-style-type: none"> <li>• Use unconventional punctuation, spelling, and sentence structure for effect, when appropriate [for example, use nonstandard spelling to indicate dialect, and use sentence fragments for emphasis, when appropriate]</li> <li>• Review the accuracy, specificity, precision, vividness and relevance of details, events, images, facts, or other data intended to support a controlling idea or to develop a unifying effect; and add to, modify, or delete details, events, images, facts or other data as needed to provide complete and effective support or development</li> <li>• seek feedback from others and use own reflections to evaluate the entire inquiry or research process, strive for craftsmanship and accuracy, and take pride in efforts and accomplishments</li> </ul>		
<b>Writing processes and craft</b>			

	<ul style="list-style-type: none"> <li>• Assess the plausibility and appropriateness of literary interpretations and the precision, completeness and relevance of evidence when reviewing and revising critical/analytical responses to literature</li> <li>• Assess the organizational components of a text in process, and revise them as needed to strengthen their effectiveness as units of thought or experience or to strengthen their contribution to other intended effects [such as emphasis or transition]</li> <li>• Assess the closing of a text in progress; and revise it as needed to ensure that it is related to purpose, that it establishes a sense of developed understanding and that it will have an appropriate effect on audience</li> <li>• Make revisions as needed to ensure that the beginning of a text in progress establishes purpose and engages audience [for example, the rhetorical question or anecdote used to begin a speech, or the establishing shot of a video]</li> <li>• Assess reasoning for logic and evidence for consistency, completeness, and relevance; and strengthen reasoning as needed by adding to, modifying or deleting details to provide significant evidence and make effective and convincing arguments</li> <li>• Apply the concepts of unity and coherence to ensure the effective organization of oral, print, visual and multimedia text</li> </ul> <p><b>Choice</b></p> <ul style="list-style-type: none"> <li>• Develop appropriate, relevant, and sufficient content to support a controlling idea or unifying effect [for example, relate supporting details, examples and illustrations to a controlling idea when creating a critical/analytical response to literature]</li> <li>• Develop content consistent with form and appropriate to context</li> <li>• Analyze audience factors that affect text creation, and explain how consideration of audience factors has affected choices made while creating a text</li> <li>• reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices</li> <li>• Explain how stylistic techniques and rhetorical devices are used to create intended effects</li> <li>• Develop a repertoire of stylistic choices that contribute to personal voice</li> <li>• Develop a repertoire of stylistic choices that contribute to personal voice</li> </ul> <p><b>Experimentation</b></p> <ul style="list-style-type: none"> <li>• Explain how experiments with language, image and structure improve personal craft and increase effectiveness as a text creator</li> <li>• experiment with a variety of strategies, activities, and resources to explore ideas, observations, opinions, experiences, and emotions.</li> <li>• Analyze elements or causes present in the communication situation surrounding a text that contribute to the creation of the text</li> </ul>		
<p><i>Specific Learning Outcomes</i></p>	<p>4.1.1, 4.1.3</p>		
<p><b>Creative Expression</b></p>			

	<p><b>Creative Expression</b></p> <ul style="list-style-type: none"> <li>• take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging</li> <li>• Form positions on issues that arise from text study; and assess arguments, emotions, experiences, values and beliefs expressed in works of literature and other texts in light of issues that are personally meaningful and culturally significant</li> <li>• Assess the results of text creation in terms of the intended purpose and whether or not the target audience was engaged</li> <li>• incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate</li> </ul>		
<i>Specific Learning Outcomes</i>	3.1.2, 3.2.1, 4.2.2, 4.2.4		
<b>Research Processes and Organization</b>	<ul style="list-style-type: none"> <li>• Apply the concepts of unity and coherence to ensure the effective organization of oral, print, visual and multimedia texts</li> <li>• establish a focus for text creation and communicate scope by framing an effective controlling idea or describing a strong unifying effect</li> <li>• record information accurately and completely; and document and reference sources, as appropriate</li> <li>• use handbooks and other tools, including electronic tools, as resources to assist with text creation and prepare a detailed record of references</li> <li>• organize information logically</li> </ul>		
<i>Learning Outcome</i>	2.1.4		
<b>Methods and tools for writing</b>	<ul style="list-style-type: none"> <li>• use reference strategies and reference technologies</li> </ul>		
<i>Learning Outcome</i>	4.2 carried over from previous grade		
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>• Apply capitalization appropriately in written communication, including to indicate the importance of certain words in texts</li> </ul>		
<i>Learning Outcome</i>	4.2.4		
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics</li> </ul>		

<i>Learning Outcome</i>	4.1.2, 4.2.4		
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Assess and revise texts in progress to ensure the correct use of clauses and phrases, including verbal phrases (participle, gerund and infinitive), and to ensure the correct use of structural features [such as appositives and parallel structures]</li> <li>• pay particular attention to punctuation, spelling, grammar, usage, and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices</li> <li>• Assess the appropriateness and effectiveness of diction, and revise word choice as needed to create intended effects</li> <li>• Assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects</li> <li>• understand the concept of convention; and apply it to print, visual and multimedia text forms when appropriate</li> <li>• Review and revise texts in progress to ensure that parallel structure, prepositional phrases, and dependent and independent clauses are used correctly and appropriately</li> </ul>		
<i>Learning Outcome</i>	4.2.4		
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• know and be able to apply spelling conventions consistently and independently or with the use of a handbook or other tools, such as a list of spelling strategies or rules</li> </ul>		