

GRADE 10 Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Context CC A/B10.1 Compose and create a range of written texts that explore identity, social responsibility and social action.</p>	<p>Creates insightful, original and thought-provoking written texts that explore identity, social responsibility, and social action. These texts will include:</p> <ul style="list-style-type: none"> • an insightful thesis and logical points to support messages and arguments • thoughtful and appropriate details to support thesis • a compelling style and voice appropriate to audience and purpose • coherence, logical progression, and insightful support for ideas • clear and strategic patterns of organization • logical, convincing, and insightful conclusions 	<p>Creates clear, original, and well-developed written texts that explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • a clear thesis and logical points to support messages and arguments • appropriate details to support thesis • a style and voice appropriate to audience and purpose • coherence, logical progression, and support for ideas • clear patterns of organization • convincing and justifiable conclusions 	<p>Creates adequate, predictable written texts that explore identity, social responsibility and social action. These texts will include:</p> <ul style="list-style-type: none"> • a general thesis and points to support messages and arguments • adequate details to support thesis • a style and voice connected to audience and purpose • basic coherence, progression, and support for ideas • inconsistent patterns of organization • general conclusions 	<p>Creates limited and/or unfocused written texts that explore identity, social responsibility and social action. These texts will include:</p> <ul style="list-style-type: none"> • a vague thesis and limited points to support messages and arguments • limited details related to thesis • style and voice inconsistent or inappropriate for audience and purpose • limited coherence, and unclear ideas • limited organization • vague conclusions
<p>Message Content and Ideas CC A10.4 Compose and create a variety of written literary (including a historical persona essay and a review) and informational (including an observation [eye-witness] report and researched or technical report) texts attending to various elements of discourse (e.g., purpose, speaker, audience, form).</p> <p>(d) Retell a narrative or recount an experience or event (e.g., a memory, an essay of experience)</p> <p>(e) Write an observation report/eyewitness account (e.g. an incident report, an event report)</p>	<p>Narrative of an experience or event:</p> <ul style="list-style-type: none"> • strategically introduces the action and draws in the reader. • skillfully identifies and develops the story’s main character and establishes the setting. • skillfully uses engaging dialogue to establish characters and create the drama. • provides an effective and thorough ending that logically “winds up” the events. • skillfully introduces, develops and resolves a conflict, quest or question. <p>Observation report/eyewitness account:</p> <ul style="list-style-type: none"> • skillfully tells when and where the event happened. • accounts the details of an event in a strategic and logical order. • thoughtfully uses descriptive sensory details that show the reader what happened. • skillfully uses order of location (top to bottom, front to back, left to right, head to toe) or time order (first, next, then, and so on) to organize details. • uses specific and vivid verbs • strategically answers 5W and H questions. • includes insightful thoughts and comments that bring experience to life • uses a compelling voice that illustrates interest and knowledge. 	<p>Narrative of an experience or event:</p> <ul style="list-style-type: none"> • clearly introduces the action and draws in the reader. • effectively identifies and develops the story’s main character and establishes the setting. • uses dialogue appropriately to establish characters and create the drama. • provides an effective ending that logically “winds up” the events. • effectively introduces, develops and resolves a conflict, quest or question. <p>Observation report/eyewitness account:</p> <ul style="list-style-type: none"> • clearly tells when and where the event happened. • accounts the details of an event in a logical order. • uses descriptive sensory details that show the reader what happened. • clear use of order of location (top to bottom, front to back, left to right, head to toe) or time order (first, next, then, and so on) to organize details. • uses specific verbs • clearly answers 5W and H questions. • includes thoughts and comments that bring experience to life • uses an engaging voice that sounds interested and knowledgeable. 	<p>Narrative of an experience or event:</p> <ul style="list-style-type: none"> • partially introduces the action. • inconsistently identifies and develops the story’s main character and setting. • uses basic dialogue. • provides a basic ending generally connected to the events. • includes a basic conflict, quest or question. <p>Observation report/eyewitness account:</p> <ul style="list-style-type: none"> • generally tells when and where the event happened. • accounts the details of an event in a basic order. • adequately uses descriptive sensory details that show the reader what happened. • predictable use of order of location (top to bottom, front to back, left to right, head to toe) or time order (first, next, then, and so on) to organize details. • uses basic verbs • adequately answers 5W and H questions. • includes predictable thoughts and comments. • uses a predictable voice that sounds generally interested and knowledgeable. 	<p>Narrative of an experience or event:</p> <ul style="list-style-type: none"> • ineffective introduction • undeveloped or vague main character and setting. • minimal use of dialogue. • vague or unrelated ending. • undeveloped conflict, quest or question. <p>Observation report/eyewitness account:</p> <ul style="list-style-type: none"> • vaguely tells when and where the event happened. • accounts the details of an event in a illogical order. • limited use of descriptive sensory details that show the reader what happened. • unfocused use of order of location (top to bottom, front to back, left to right, head to toe) or time order (first, next, then, and so on) to organize details. • uses vague verbs • partially answers 5W and H questions. • includes vague thoughts and comments that rarely bring experience to life. • uses a disengaged voice.

<p>(f) Write an inquiry report (e.g., research report, an I-Search, a technical report).</p>	<p>Inquiry report:</p> <ul style="list-style-type: none"> • presents an insightful introduction relevant to inquiry questions. • puts central ideas into a well-defined focus or thesis statement relevant to inquiry questions. • Strategically includes information related to focus or thesis, is current, and drawn from reliable, relevant sources that are cited. • includes a body that strategically develops the details of the subject. • Skillfully provides a compelling conclusion and final statement that fully address inquiry questions. 	<p>Inquiry report:</p> <ul style="list-style-type: none"> • presents an interesting introduction relevant to inquiry questions. • puts central ideas into a focus or thesis statement relevant to inquiry questions. • includes information related to focus or thesis, is current, and drawn from reliable, relevant sources that are cited. • includes a body that logically develops the details of the subject. • provides a clear conclusion with a final statement that answers inquiry questions. 	<p>Inquiry report:</p> <ul style="list-style-type: none"> • presents a basic introduction to inquiry questions. • puts central ideas into a general focus or thesis statement that adequately addresses inquiry questions. • inconsistently includes information related to focus or thesis, is current, and drawn from reliable, relevant sources that are cited. • includes a body that adequately develops the details of the subject. • provides a basic conclusion with a final statement that generally addresses inquiry questions . 	<p>Inquiry report:</p> <ul style="list-style-type: none"> • presents a limited introduction to inquiry questions. • puts ideas into a vague focus or thesis statement. • rarely includes information related to focus or thesis, is current, and drawn from reliable, relevant sources that are cited. • includes a body that illogically develops the details of the subject. • Provides a vague conclusion with a final statement that vaguely addresses inquiry questions.
<p>(g) Write a historical persona essay (e.g., biographical narrative, response to a historical photo)</p>	<p>Historical persona essay:</p> <ul style="list-style-type: none"> • includes a historic person. • strategically defines important moments in the historic person’s life so essay is insightful. • demonstrates perceptive understanding of the person, the events, and gathered details about the place and time. • includes insightful reflections and observations about person’s life and experiences. • creates, insightful, accurate and comprehensive depictions of the probable contemporaries of the historic person. • skillfully uses dialogue to bring characters to life. • employs a skillfull organization. 	<p>Historical persona essay:</p> <ul style="list-style-type: none"> • includes a historic person. • clearly defines important moments in the historic person’s life so essay is well-focused. • shows clear understanding of the person, the events, and gathered details about the place and time. • includes reflections and observations about person’s life and experiences. • creates accurate depictions of the probable contemporaries of the historic person. • uses appropriate dialogue to bring characters to life. • employs an easy-to-follow organization. 	<p>Historical persona essay:</p> <ul style="list-style-type: none"> • includes a historic person. • includes basic information from the historic person’s life. • shows basic understanding of the person, the events, and the place and time. • includes basic observations about person’s life and experiences. • creates basic depictions of the probable contemporaries of the historic person. • uses basic dialogue. • inconsistent organization. 	<p>Historical persona essay:</p> <ul style="list-style-type: none"> • includes a historic person. • inaccurate or inadequate information of the historic person’s life. • shows limited or inaccurate understanding of the person, the events, and place and time. • includes vague or unrelated observations about person’s life and experiences. • lists probable contemporaries of the historic person. • minimal use of dialogue. • limited organization.
<p>(h) Write a review (e.g., evaluating a literary work)</p>	<p>Review:</p> <ul style="list-style-type: none"> • includes well-developed, insightful explanations and comprehensive references to the text itself. • thoughtfully expresses opinions about the value or worth of the subject in order to help audience decide. • skillfully explores strengths and weaknesses of work and includes significant passages from text as examples. • thoughtfully justifies opinion. • insightfully addresses what makes the text interesting, exciting, engaging, believable, unforgettable, and significant. • skillfully recognizes theme of the text and the relevance of literary techniques. 	<p>Review:</p> <ul style="list-style-type: none"> • includes thoughtful explanations and specific references to the text itself. • clearly expresses opinions about the value or worth of the subject in order to help audience decide. • clearly explores strengths and weaknesses of work and includes passages from text as examples. • justifies opinion. • clearly addresses what makes the text interesting, exciting, engaging, believable, unforgettable, and significant. • recognizes theme of the text and the relevance of literary techniques. 	<p>Review:</p> <ul style="list-style-type: none"> • includes adequate explanations and references to the text itself. • adequately expresses opinions about the value or worth of the subject in order to help audience decide. • adequately explores strengths and weaknesses of work and includes passages from text as examples. • generally justifies opinion. • adequately addresses what makes the text interesting, exciting, engaging, believable, unforgettable, and significant. • adequately recognizes theme of the text and the relevance of literary techniques. 	<p>Review:</p> <ul style="list-style-type: none"> • includes limited explanations and vague references to the text itself. • expresses vague opinions about the value or worth of the subject in order to help audience decide. • partially explores strengths and weaknesses of work and includes limited passages from text as examples. • partially justifies opinion. • partially addresses what makes the text interesting, exciting, engaging, believable, unforgettable, and significant. • partially recognizes theme of the text and the relevance of literary techniques.
<p>CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications.</p> <p>(d) Write an explanation and defence of personal point of view</p>	<p>Explanation and defence:</p> <ul style="list-style-type: none"> • explains with precise and expansive details writer’s beliefs about an important subject • skillfully identifies focus in opening paragraph • organizes ideas in a skillfull, original sequence • includes effective transitions • provides complex and convincing conclusions. 	<p>Explanation and defence:</p> <ul style="list-style-type: none"> • explains with appropriate details writer’s beliefs about an important subject • clearly identifies focus of essay in opening paragraph • organizes ideas in a logical and appropriate sequence • includes smooth transitions • provides logical and convincing conclusions. 	<p>Explanation and defence:</p> <ul style="list-style-type: none"> • explains with general details writer’s beliefs about an important subject • generally identifies focus of essay in opening paragraph • organizes ideas in a sequence • includes some transitions • provides basic conclusions 	<p>Explanation and defence:</p> <ul style="list-style-type: none"> • explains with insufficient details writer’s beliefs about a subject • partially identifies focus of essay in opening paragraph • organizes ideas in an illogical and inappropriate sequence • includes ineffective transitions

<p>(e) Write a biographical profile</p>	<p>Biographical profile:</p> <ul style="list-style-type: none"> • includes comprehensive ideas learned about the person • begins by sharing important, signficiant background information • thoughtfully describes the subject and explains what he or she accomplished • creative ending leaves the readers with something to think about and consider. 	<p>Biographical profile:</p> <ul style="list-style-type: none"> • includes key ideas learned about the person • begins by clearly sharing important background information • clearly describes the subject and explains what he or she accomplished • ends by leaving the readers with something to think about and consider. 	<p>Biographical profile:</p> <ul style="list-style-type: none"> • includes some key ideas learned about the person • begins by sharing basic background information • adequately describes the subject and explains some of what he or she accomplished • some evidence of leaving the readers with something to think about and consider. 	<ul style="list-style-type: none"> • provides insufficient conclusions. <p>Biographical profile:</p> <ul style="list-style-type: none"> • includes limited ideas learned about the person • begins by sharing limited background information • vaguely describes the subject and partially explains what he or she accomplished • does not leave the readers with something to think about and consider.
<p>(f) Write a problem-solution essay (e.g. an essay in which you analyze a problem and present one or more solutions</p>	<p>Problem-solution essay:</p> <ul style="list-style-type: none"> • focuses on a significant problem that is important to self • identifies the problem in an insightful statement • comprehensively analyzes all aspects of the problem, explaining its parts, history, and causes • critically weighs a wide variety of possible solutions • skillfully explains why situation exists and how it can be fixed • includes compelling facts and reasons • ends with a skillful explanation of what the writer would like to see done. 	<p>Problem-solution essay:</p> <ul style="list-style-type: none"> • focuses on a problem that is important to self • identifies the problem in a clear statement • thoroughly analyzes the problem, explaining its parts, history, and causes • accurately weighs possible solutions • clearly explains why situation exists and how it can be fixed • includes all the important facts and reasons • ends effectively explaining what the writer would like to see done. 	<p>Problem-solution essay:</p> <ul style="list-style-type: none"> • adequately focuses on a problem that is important to self • identifies the problem in a basic statement • provides some analysis of the problem, explaining some parts, history, and causes • adequately weighs possible solutions • offers some explanation of why the situation exists and how it can be fixed • includes some facts and reasons • ends with a simple explanation of what the writer would like to see done. 	<p>Problem-solution essay:</p> <ul style="list-style-type: none"> • lacks focus on a problem of importance • identifies the problem in a vague statement • limited analysis of the problem • limited discussion of solutions • vague explanation of why situation exists and how it can be fixed • limited facts and reasons • ends with a limited explanation of what the writer would like to see done.
<p>(g) Write a business letter (e.g., letter of complaint, email request)</p>	<p>Business letter:</p> <ul style="list-style-type: none"> • accurately uses a consistent style (semi-block or full block) • presents information strategically and in the correct order • includes all the parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature • skillfully states purpose • provides comprehensive and compelling details • skillfully states intent 	<p>Business letter:</p> <ul style="list-style-type: none"> • uses a consistent style (semi-block or full block) • presents information completely and in the correct order • includes all the parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature • clearly, immediately states purpose • provides accurate and complete details • clearly states intent 	<p>Business letter:</p> <ul style="list-style-type: none"> • uses an inconsistent style (semi-block or full block) • presents basic information and in the correct order • includes some parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature • states basic purpose • provides basic and adequate details • states intent 	<p>Business letter:</p> <ul style="list-style-type: none"> • uses an inconsistent style (semi-block or full block) • presents insufficient information and/or an illogical order. • includes some parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature • inadequately states purpose • provides insufficient and/or inaccurate details • ineffectively states intent
<p>(h) Write fictionalized journal entries (e.gl, of a literary character or a historical figure)</p>	<p>Fictionalized journal entry:</p> <ul style="list-style-type: none"> • insightful focus on a character • insightful focus on an ongoing event or experience • contain insightful impressions, reflections, and observations about life, people, and experiences • skillfully provides insight into the personality and values of the character. 	<p>Fictionalized journal entry:</p> <ul style="list-style-type: none"> • clear focus on a character • clear focus on an ongoing event or experience • contain impressions, reflections, and observations about life, people, and experiences • provides relevant insight into the personality and values of the character. 	<p>Fictionalized journal entry:</p> <ul style="list-style-type: none"> • inconsistent focus on character • inconsistent focus on an ongoing event or experience • contain adequate impressions, reflections, and observations about life, people, and experiences • provides basic description of the personality and values of the character. 	<p>Fictionalized journal entry:</p> <ul style="list-style-type: none"> • unfocused attention on character • unfocused attention on an ongoing event or experience • contain limited impressions, reflections, and observations about life, people, and experiences • provides limited description of the personality and values of the character.
<p>(i) Write a short script (e.g., a short play or a script for an advertisement)</p>	<p>Short Script:</p> <ul style="list-style-type: none"> • comprehensive stage directions: time, place, characters and actions, entrances, and exits. • gives comprehensive details of setting that lead into the beginning of the script • employs sophisticated dialogue that moves the action along • skillfully builds around a creative conflict or problem • skillfully includes (if multimedia) graphics, music, Blend In, Cut To, Fade In, Fade Out, Insert, and other elements. 	<p>Short Script:</p> <ul style="list-style-type: none"> • clear stage directions: time, place, characters, action, entrances and exits. • gives clear details of setting that lead into the beginning of the script • employs dialogue that moves the action along • builds around a believable conflict or problem that makes sense in the lives of the main characters • includes (if multimedia) graphics, music, Blend In, Cut To, Fade In, Fade Out, Insert, and other elements. 	<p>Short Script:</p> <ul style="list-style-type: none"> • includes basic stage directions: some information on time, characters, actions, entrances and/or exits. • gives basic details of setting that lead into the beginning of the script • employs basic dialogue • builds around a simple conflict or problem • includes basic (if multimedia) graphics, music, Blend In, Cut To, Fade In, Fade Out, Insert, and other elements. 	<p>Short Script:</p> <ul style="list-style-type: none"> • includes limited stage directions: time, place, characters, actions, entrances and/or exits. • gives limited or no details of setting that lead into the beginning of the script • employs ineffective dialogue. • Conflict or problem is not believable or doesn't makes sense in the lives of the main characters • includes limited (if multimedia) graphics, music, Blend In, Cut To, Fade In, Fade Out, Insert, and other elements.

<p>Use of Strategies CC A/B10.4 b. Select, use, and evaluate purposefully a variety of before, during, and after strategies to construct and communicate meaning when writing.</p>	<p>BEFORE</p> <ul style="list-style-type: none"> • Skillfully generates prompts or a topic and activates prior knowledge. • Thoughtfully considers purpose and audience. • Generates and identifies comprehensive ideas and information. • Strategically chooses/adapts a possible form. • Skillfully collects and focuses relevant and compelling ideas and information. • Strategically plans and organizes ideas for drafting. <p>DURING</p> <ul style="list-style-type: none"> • Creates draft(s) and confidently experiments with possible product(s) • Skillfully uses language and its cues and conventions to compose and create a message. • Strategically confers with others to create quality text. • Skillfully reflects, clarifies, self-monitors, self-corrects, and uses a variety of “fix-up” strategies. • Confidently experiments with communication features and techniques (content, organization, purpose, audience, context). <p>AFTER</p> <ul style="list-style-type: none"> • Consistently revises for content, meaning and organization by adding, deleting, substituting, and rethinking. • Skilfully revises for sentence structure, word choice, spelling, and mechanics. • Strategically confers with peers, teacher, or others to create quality text. 	<p>BEFORE</p> <ul style="list-style-type: none"> • Considers prompts or finds a topic and activates prior knowledge. • Considers purpose and audience. • Considers and generates specific ideas and information. • Considers and purposefully chooses/adapts a possible form. • Collects and focuses ideas and information. • Plans and organizes ideas for drafting. <p>DURING</p> <ul style="list-style-type: none"> • Creates draft(s) and experiments with possible product(s). • Competently uses language and its cues and conventions to compose and create a message. • Purposefully confers with others to create quality text. • Clearly reflects, clarifies, self-monitors, self-corrects, and uses a variety of “fix-up” strategies. • Competently experiments with communication features and technique. <p>AFTER</p> <ul style="list-style-type: none"> • Revises for content, meaning and organization by adding, deleting, substituting, and rethinking. • Accurately revises for sentence structure, word choice, spelling, and mechanics. • Purposefully confers with peers, teacher, or others to create quality text. 	<p>BEFORE</p> <ul style="list-style-type: none"> • Generally considers or finds a topic and activates prior knowledge. • Generally considers purpose and audience. • Generally considers and generates ideas and information. • Generally considers or chooses a possible form. • Collects general ideas and information. • Some planning and organizing of ideas for drafting. <p>DURING</p> <ul style="list-style-type: none"> • Creates some draft(s) and may experiment with possible product(s) • Inconsistent use of language and its cues and conventions to compose and create a message • Inconsistently confers with others to improve text. • Inconsistent use of “fix-up” strategies • Basic use of communication features and techniques. <p>AFTER</p> <ul style="list-style-type: none"> • Inconsistent revision of content, meaning and organization. • Inconsistent revision of sentence structure, word choice, spelling, and mechanics. • Inconsistently confers with peers, teacher, or others to improve text. 	<p>BEFORE</p> <ul style="list-style-type: none"> • Rarely considers prompts or finds a topic and activates prior knowledge. • Rarely considers purpose and audience. • Rarely considers ideas and information. • Rarely considers form. • Rarely collects ideas and information. • Little evidence of planning and organizing ideas for drafting. <p>DURING</p> <ul style="list-style-type: none"> • Partially creates draft(s) and ineffectively experiments with possible product(s) • Uses language and its cues and conventions inaccurately or ineffectively to compose and create a message. • Limited evidence of conferring with others. • Limited or inaccurate use of “fix-up” strategies. • Limited or inaccurate use of communication features and techniques. <p>AFTER</p> <ul style="list-style-type: none"> • Limited revision of content, meaning and organization. • Limited or incorrect revision of sentence structure, word choice, spelling, and mechanics. • Rarely confers with peers, teacher, or others to improve text.
<p>Cues and Conventions CC A/B10.4 c. Understand and apply the pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic and other language cues and conventions to construct and communicate meaning when writing.</p>	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Strategically selects and uses language register appropriate for the subject, context, audience, and purpose. • Consistently uses conventional “standard” English when required. <p>TEXTUAL</p>	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Purposefully selects and uses language register appropriate for the subject, context, audience, and purpose. • Uses conventional “standard” English when required. <p>TEXTUAL</p>	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Inconsistent use of language connected to subject, context, audience, and purpose. • Inconsistent use of conventional “standard” English when required. <p>TEXTUAL</p>	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Limited or incorrect use of language register for the subject, context, audience, and purpose. • Limited use of conventional “standard” English when required. <p>TEXTUAL</p>

	<ul style="list-style-type: none"> • Strategically selects and uses modes of discourse (descriptive, narrative, expository, or persuasive) and text forms appropriate for subject, purpose, and audience. • Skillfully creates texts that are unified and compelling. <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Skillfully selects and uses formal written sentences that are compelling, meaningful, correctly punctuated, and devoid of ambiguous expressions. • Skillfully uses sentences that are varied in form (including subordination and parallelism). • Skillfully demonstrates control over such elements as subject-verb agreement, pronoun-antecedent agreement, pronoun reference, pronoun agreement, verb forms, verb tense, correct use of that/which, who/whom. <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Uses vivid words precisely, skillfully (including prepositions, homonyms, plurals and possessives, and meaning) and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion) <p>GRAPHOPHONIC</p> <ul style="list-style-type: none"> • Competently and consistently recognizes and uses Canadian spelling conventions. <p>OTHER CUES AND CONVENTIONS</p> <ul style="list-style-type: none"> • Skillfully uses communication elements such as neatness, underlining, indentations, spacing, and margins to enhance the clarity and the legibility of communication. • Skillfull use of written elements (font size, type face, formatting) to enhance meaning. 	<ul style="list-style-type: none"> • Purposefully selects and uses modes of discourse (descriptive, narrative, expository, or persuasive) and text forms appropriate for subject, purpose, and audience. • Competently creates texts that are unified and coherent. <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Competently selects and uses formal written sentences that are meaningful, clear, correctly punctuated, and devoid of ambiguous expressions. • Consistently uses sentences that are varied in form (including subordination and parallelism). • Consistently demonstrates control over such elements as subject-verb agreement, pronoun-antecedent agreement, pronoun reference, pronoun agreement, verb forms, verb tense, correct use of that/which, who/whom. <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Uses words precisely, accurately (including prepositions, homonyms, plurals and possessives, and meanings) and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion) <p>GRAPHOPHONIC</p> <ul style="list-style-type: none"> • Accurately recognizes and uses Canadian spelling conventions. <p>OTHER CUES AND CONVENTIONS</p> <ul style="list-style-type: none"> • Consistently uses communication elements such as neatness, underlining, indentations, spacing, and margins to enhance the clarity and the legibility of communication. • Uses appropriate written elements (font size, type face, formatting). 	<ul style="list-style-type: none"> • Inconsistent use of modes of discourse (descriptive, narrative, expository, or persuasive) and text forms for subject, purpose, and audience. • Creates basic texts with adequate evidence of coherence. <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Inconsistently selects and uses formal written sentences that are meaningful, clear, and correctly punctuated. • Uses basic sentence forms. • Inconsistent use and application of such elements as subject-verb agreement, pronoun-antecedent agreement, pronoun reference, pronoun agreement, verb forms, verb tense, correct use of that/which, who/whom. <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Some use of accurate, precise words (including prepositions, homonyms, plurals and possessives, and meaning) or for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion) <p>GRAPHOPHONIC</p> <ul style="list-style-type: none"> • Inconsistent use of Canadian spelling conventions. <p>OTHER CUES AND CONVENTIONS</p> <ul style="list-style-type: none"> • Inconsistent use of communication elements such as neatness, underlining, indentations, spacing, and margins. • Inconsistent use of written elements (font size, type face, formatting). 	<ul style="list-style-type: none"> • Limited or incorrect use of modes of discourse (descriptive, narrative, expository, or persuasive) and text forms. • Creates texts that lack unity and coherence. <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Limited or incorrect use of formal written sentences. • Limited use of sentence forms. • Limited or incorrect use of elements of language. <p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Uses words incorrectly or inaccurately (including prepositions, homonyms, plurals and possessives, and meaning) <p>GRAPHOPHONIC</p> <ul style="list-style-type: none"> • Limited use of Canadian spelling conventions. <p>OTHER CUES AND CONVENTIONS</p> <ul style="list-style-type: none"> • Limited use of communication elements such as neatness, underlining, indentations, spacing, and margins. • Limited use of written elements (font size, type face, formatting).
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