

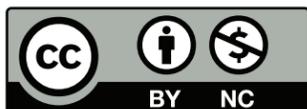
ELA 20 – Writing Rubric Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p><b>Context</b>  <b>CC 20.1</b>            Create a range of written texts to explore identity, social responsibility and social action.</p>	<p>Create <b>insightful, original, and thought-provoking</b> written texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>an <b>insightful</b> thesis and <b>logical</b> points to support messages and arguments</li> <li><b>thoughtful, appropriate, and convincing</b> details to support thesis</li> <li>a <b>compelling</b> style, voice, and format appropriate to audience and purpose</li> <li><b>unity, coherence, and emphasis</b> in a <b>logical</b> progression and with <b>insightful</b> support for ideas/thesis</li> <li><b>strategic, effective, and clear</b> organization patterns</li> <li><b>convincing</b> and <b>insightful</b> conclusions</li> </ul>	<p>Create <b>clear, original, and well-developed</b> written texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>a <b>clear</b> thesis and <b>logical</b> points to support messages and arguments</li> <li><b>accurate, appropriate, and convincing</b> details to support thesis</li> <li>a style, voice, and format <b>appropriate</b> to audience and purpose</li> <li><b>unity, coherence, and emphasis</b> in a <b>logical</b> progression and with <b>logical</b> support for ideas/thesis</li> <li><b>effective and clear</b> organization patterns</li> <li><b>valid</b> and <b>justifiable</b> conclusions</li> </ul>	<p>Create <b>adequate, predictable,</b> written texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>a <b>general</b> thesis and points to support messages and arguments</li> <li><b>adequate</b> details to support thesis</li> <li>a style, voice, and format <b>connected</b> to audience and purpose</li> <li><b>basic</b> coherence, progression and support for ideas/thesis</li> <li><b>inconsistent</b> organization patterns</li> <li><b>general</b> conclusions</li> </ul>	<p>Create <b>limited and/or unfocused</b> written texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>a <b>vague</b> thesis and <b>limited</b> points to support messages and arguments</li> <li><b>limited</b> details <b>generally</b> related to thesis</li> <li>a style, voice, and format <b>inconsistent or appropriate</b> to audience and purpose</li> <li><b>limited</b> coherence, and <b>unclear</b> ideas</li> <li><b>limited</b> organization</li> <li><b>vague</b> conclusions</li> </ul>
<p><b>Message Content and Ideas</b>  <b>CC 20.4</b>            Create a variety of written informational (including an essay of explanation of a process, an application letter and résumé, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications.</p> <p>(d) Write an essay of explanation (e.g., a process, instructions).</p> <p>(e) Write a letter of application and accompanying résumé.</p>	<p>Write an essay of explanation (e.g., a process, instructions) that:</p> <ul style="list-style-type: none"> <li>is informative and <b>insightful</b> with a clear focus and specific details</li> <li>demonstrates <b>thoughtful</b> understanding of the process of written work and presents the work in <b>precise</b> manageable steps (time order, numbered steps, and so on) and the correct order</li> <li>begins with a <b>thoughtful</b> introduction that <b>intrigues</b> the reader</li> <li>includes <b>pertinent</b>, thorough, detailed, clear information needed for the reader to understand; examples and explanations directly and <b>creatively</b> support focus</li> <li>concludes logically and <b>comprehensively</b></li> <li>uses terms associated with the process <b>precisely</b>.</li> </ul> <p>Letter:</p> <ul style="list-style-type: none"> <li><b>Purposefully</b> tailor letter to position or job and advertisement</li> </ul>	<p>Write an essay of explanation (e.g., a process, instructions) that:</p> <ul style="list-style-type: none"> <li>is informative with a clear focus and specific details</li> <li>demonstrates thorough understanding of the process of written work and presents the work in manageable steps (time order, numbered steps, and so on) and the correct order</li> <li>begins with an introduction that interests the reader</li> <li>includes thorough, detailed, clear information needed for the reader to understand; examples and explanations directly support focus</li> <li>concludes logically</li> <li>uses terms associated with the process accurately.</li> </ul> <p>Letter:</p> <ul style="list-style-type: none"> <li>tailors letter to position or job and advertisement</li> </ul>	<p>Write an essay of explanation (e.g., a process, instructions) that:</p> <ul style="list-style-type: none"> <li>is informative with a focus and <b>basic</b> details</li> <li>demonstrates <b>basic</b> understanding of the process of written work and presents the work in manageable steps (time order, numbered steps, and so on) and the correct order</li> <li>begins with a <b>basic</b> introduction</li> <li>includes <b>relevant</b> information needed for the reader to understand; examples and explanations <b>basically</b> support focus</li> <li>concludes <b>simplistically</b></li> <li>uses terms associated with the process which are <b>partially correct</b>.</li> </ul> <p>Letter:</p> <ul style="list-style-type: none"> <li><b>attempts to</b> tailors letter to position or job and advertisement</li> </ul>	<p>Write an essay of explanation (e.g., a process, instructions) that:</p> <ul style="list-style-type: none"> <li>is informative with a focus <b>and/or simplistic</b> details</li> <li>demonstrates <b>limited</b> understanding of the process of written work and presents the work in <b>undeveloped</b> steps (time order, numbered steps, and so on) <b>and/or the incorrect</b> order</li> <li>begins with a <b>vague</b> introduction</li> <li>includes <b>limited</b> information needed for the reader to understand; examples and explanations <b>vaguely</b> support focus</li> <li>concludes <b>incompletely</b></li> <li>uses terms associated with the process <b>incorrectly</b>.</li> </ul> <p>Letter:</p> <ul style="list-style-type: none"> <li><b>Letter is irrelevant to</b> position or job and advertisement</li> </ul>



<p>(f) Write an essay of argument/persuasion (or an editorial).</p>	<ul style="list-style-type: none"> <li>• <b>Compellingly</b> analyzes what he/she has to offer</li> <li>• selects a standard letter format of one page</li> <li>• uses the name and title of the person doing the hiring in the inside address and salutation</li> <li>• <b>efficiently</b> explains the purpose for writing and the position applied for in the first paragraph and lists two or three qualifications for this position</li> <li>• <b>insightfully</b> elaborates on the qualifications listed in the opening paragraphs and adds <b>precise</b> evidence to support the claims of being qualified in the second paragraph</li> <li>• describes <b>pertinent</b> additional qualifications <b>and</b> experiences to distinguish him/her from other possible candidates in the third paragraph</li> <li>• closes by mentioning the enclosed résumé and expresses interest in an interview and availability</li> <li>• signs letter</li> <li>• does not repeat content of résumé</li> <li>• <b>has</b> a confident, formal, but respectful tone.</li> </ul> <p>Résumé:</p> <ul style="list-style-type: none"> <li>• <b>Engages</b> recipient to read because of a <b>skillfully formatted</b> and visually appealing appearance</li> <li>• <b>Purposely</b> uses a format for the position or job</li> <li>• includes specific and necessary information (e.g., dates, names, organizations, schools, special achievements, or merits) and categories (e.g., name, address, and telephone number; a summary of work experience, with the most recent first; a summary of education in reverse chronological order; other skills, training, awards, and interests; and at least three references)</li> <li>• <b>Has in-depth</b> knowledge of the organization and company, and targets the résumé to the specific position</li> <li>• <b>Compellingly</b> presents most relevant accomplishments, qualifications, and strengths that ensure he/she stands out from other candidates.</li> </ul> <p>Write an essay of argument/persuasion (or an editorial) that:</p> <ul style="list-style-type: none"> <li>• <b>Passionately upholds</b> a position about the</li> </ul>	<ul style="list-style-type: none"> <li>• analyzes what he/she has to offer</li> <li>• selects a standard letter format of one page</li> <li>• uses the name and title of the person doing the hiring in the inside address and salutation</li> <li>• explains the purpose for writing and the position applied for in the first paragraph and lists two or three qualifications for this position</li> <li>• elaborates on the qualifications listed in the opening paragraphs and adds evidence to support the claims of being qualified in the second paragraph</li> <li>• describes additional qualifications or experiences to distinguish him/her from other possible candidates in the third paragraph</li> <li>• closes by mentioning the enclosed résumé and expresses interest in an interview and availability</li> <li>• signs letter</li> <li>• does not repeat content of résumé</li> <li>• reflects a confident, formal, but respectful tone.</li> </ul> <p>Résumé:</p> <ul style="list-style-type: none"> <li>• invites the recipient to read because of a clean, visually appealing appearance</li> <li>• uses a format appropriate for the position or job</li> <li>• includes specific and necessary information (e.g., dates, names, organizations, schools, special achievements, or merits) and categories (e.g., name, address, and telephone number; a summary of work experience, with the most recent first; a summary of education in reverse chronological order; other skills, training, awards, and interests; and at least three references)</li> <li>• demonstrates knowledge of the organization and company, and targets the résumé to the specific position</li> <li>• presents most relevant accomplishments, qualifications, and strengths that help ensure he/she stands out from other candidates.</li> </ul> <p>Write an essay of argument/persuasion (or an editorial) that:</p> <ul style="list-style-type: none"> <li>• states clearly a position about the current</li> </ul>	<ul style="list-style-type: none"> <li>• <b>vaguely</b> analyzes what he/she has to offer</li> <li>• <b>attempts to use</b> a standard letter format of one page</li> <li>• <b>Missing one or two of the following:</b> the name and title of the person doing the hiring in the inside address and salutation</li> <li>• <b>Simplistically</b> explains the purpose for writing and the position applied for in the first paragraph and lists <b>one or two</b> qualifications for this position</li> <li>• <b>Partially explains</b> the qualifications listed in the opening paragraphs and adds <b>rudimentary</b> evidence to support the claims of being qualified in the second paragraph</li> <li>• <b>lists</b> additional qualifications or experiences to distinguish him/her from other possible candidates in the third paragraph</li> <li>• closes by mentioning the enclosed résumé</li> <li>• signs letter</li> <li>• <b>Some points repeated</b> in content of résumé</li> <li>• <b>Attempts to</b> reflect a confident, formal, but respectful tone.</li> </ul> <p>Résumé:</p> <ul style="list-style-type: none"> <li>• <b>Has a basic</b> clean, visually <b>organized</b> appearance</li> <li>• <b>Uses an acceptable format (may not pertain to a certain position or job)</b></li> <li>• Includes some specific and necessary information (e.g., dates, names, organizations, schools, special achievements, or merits) and categories (e.g., name, address, and telephone number; a summary of work experience, with the most recent first; a summary of education in reverse chronological order; other skills, training, awards, and interests; and at least three references)</li> <li>• <b>Has basic</b> knowledge of the organization and company, and <b>attempts to</b> targets the résumé to the specific position</li> <li>• presents some accomplishments, and qualifications</li> </ul> <p>Write an essay of argument/persuasion (or an editorial) that:</p> <ul style="list-style-type: none"> <li>• <b>states a position</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lists</b> what he/she has to offer</li> <li>• <b>No formal letter format</b></li> <li>• <b>Missing three or all of the following:</b> uses the name and title of the person doing the hiring in the inside address and salutation</li> <li>• <b>Weakly states</b> the purpose for writing and the position applied for in the first paragraph and lists <b>one or two unrelated</b> qualifications for this position</li> <li>• <b>lists</b> qualifications in the opening paragraphs with <b>no supporting evidence</b> for the claims of being qualified in the second paragraph</li> <li>• <b>No</b> additional qualifications or experiences <b>provided</b> to distinguish him/her from other possible candidates in the third paragraph</li> <li>• <b>NO closing</b></li> <li>• signs letter</li> <li>• <b>repeated</b> content of résumé</li> <li>• <b>informal tone.</b></li> </ul> <p>Résumé:</p> <ul style="list-style-type: none"> <li>• <b>disorganized</b> appearance</li> <li>• <b>No format used</b></li> <li>• <b>Missing necessary information</b> (e.g., dates, names, organizations, schools, special achievements, or merits) <b>and not categorized</b> (e.g., name, address, and telephone number; a summary of work experience, with the most recent first; a summary of education in reverse chronological order; other skills, training, awards, and interests; and at least three references)</li> <li>• <b>Resume does not reflect organization or specific position</b></li> <li>• Lists some unrelated accomplishments, qualifications</li> </ul> <p>Write an essay of argument/persuasion (or an editorial) that:</p> <ul style="list-style-type: none"> <li>• <b>Ineffectively attempts to state a position</b></li> </ul>
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<p>(g) Write an essay of reflection (personal essay)/personal commentary.</p>	<p>current issue or problem</p> <ul style="list-style-type: none"> <li>Support <b>and enhances</b> the position with <b>compelling</b> reasons, is effectively <b>persuasive</b>, and offers an <b>original</b> solution</li> <li><b>Purposefully</b> provides support and <b>perceptively squelch</b> any objection</li> <li>closes by <b>insightfully</b> restating the position, <b>compelling the reader to get involved and take action</b></li> <li><b>all facts used are relevant, accurate and correct</b></li> <li>uses a persuasive voice that <b>skillfully</b> balances facts and feelings</li> <li><b>Purposely uses</b> inclusive and respectful language and qualifiers to strengthen position.</li> </ul> <p>Write an essay of reflection (personal essay)/personal commentary that:</p> <ul style="list-style-type: none"> <li><b>Insightfully</b> expresses a unique view of a <b>precise</b> aspect of life that is important to the student</li> <li><b>Intriguingly</b> introduces the topic and provides an astute personal view</li> <li><b>Provides rich and detailed</b> support of the writer's viewpoint</li> <li><b>Comprehensive summary</b> up the writer's viewpoint in an <b>intuitive</b> way (e.g., the lesson that it teaches about life).</li> </ul>	<p>issue or problem</p> <ul style="list-style-type: none"> <li>supports the position with reasons, is persuasive, and offers realistic solution</li> <li>provides support and answers/addresses any objection</li> <li>closes by restating the position, calling for action, or asking reader to get involved</li> <li>ensures that facts are correct</li> <li>uses a persuasive voice that balances facts and feelings</li> <li>chooses inclusive and respectful language and qualifiers to strengthen position.</li> </ul> <p>Write an essay of reflection (personal essay)/personal commentary that:</p> <ul style="list-style-type: none"> <li>expresses a unique view of some aspect of life that is important to the student</li> <li>introduces the topic and gives a personal view</li> <li>supports the writer's viewpoint</li> <li>sums up the writer's viewpoint in a thoughtful way (e.g., the lesson that it teaches about life).</li> </ul>	<ul style="list-style-type: none"> <li><b>supports the position with obvious reasons, is somewhat persuasive, and offers solution</b></li> <li>Provides <b>some</b> support and <b>attempts</b> to address any objection</li> <li><b>closes by either restating the position or calling for action</b></li> <li>ensures that <b>most</b> facts are correct</li> <li><b>attempts</b> to use a persuasive voice; <b>unable</b> to balance facts and feelings</li> <li><b>uses appropriate language</b></li> </ul> <p>Write an essay of reflection (personal essay)/personal commentary that:</p> <ul style="list-style-type: none"> <li>expresses a <b>general view</b> of some aspect of life that is important to the student</li> <li><b>Basic introduction of topic with unsubstantiated personal view</b></li> <li><b>Inconsistently</b> supports the writer's viewpoint</li> <li><b>sums up the writer's viewpoint in a predictable way</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Attempts to support the position with irrelevant reasons and/or may offer a solution</b></li> <li>Provides <b>unrelated</b> support and <b>ineffectively</b> addresses any objection</li> <li><b>Ineffectively</b> closes</li> <li><b>Facts are inaccurate</b></li> <li><b>Undeveloped voice that confuses facts and feelings</b></li> <li><b>Uses inappropriate and inaccurate language.</b></li> </ul> <p>Write an essay of reflection (personal essay)/personal commentary that:</p> <ul style="list-style-type: none"> <li><b>States a vague view of some aspect of life.</b></li> <li><b>inadequately</b> introduces the topic</li> <li><b>Ineffectively</b> supports the writer's viewpoint</li> <li>Unfocused and inconclusive summary of the writer's viewpoint</li> </ul>
<p>(h) Write an analysis of a literary text (e.g., analyze a theme, characters, and plot development).</p>	<p>Write an analysis of a literary text that:</p> <ul style="list-style-type: none"> <li>identifies the text, author, and <b>precise</b> focus of the analysis in a <b>strategic manner</b></li> <li><b>Insightfully</b> introduces (in the beginning of the text) and focuses on the elements (e.g., plot, character, theme) being analyzed <b>in a logical order</b></li> <li>uses developing paragraphs to <b>comprehensively and insightfully</b> explain the elements using <b>pertinent</b> examples from the text</li> <li><b>Purposely includes insightful details to enhance the point being made for the readers</b></li> <li>concludes by <b>skillfully</b> revisiting the focus of the analysis and <b>effectively</b> summarizing it</li> <li>shows an <b>extensive</b> and <b>intuitive</b> analysis of the elements</li> <li>all the parts <b>strategically</b> work together to create an insightful essay.</li> </ul>	<p>Write an analysis of a literary text that:</p> <ul style="list-style-type: none"> <li>identifies the text, author, and focus of the analysis</li> <li>introduces (in the beginning of the text) and focuses on the elements (e.g., plot, character, theme) being analyzed</li> <li>uses developing paragraphs to explain the elements using examples from the text</li> <li>includes enough details to help readers understand the point being made</li> <li>concludes by revisiting the focus of the analysis and summarizing it</li> <li>shows a complete and careful analysis of the elements</li> <li>Ensures that all the parts work together to create an insightful essay.</li> </ul>	<p>Write an analysis of a literary text that:</p> <ul style="list-style-type: none"> <li>identifies the text, author, and <b>simplistic</b> focus of the analysis</li> <li><b>Partially</b> introduces (in the beginning of the text) and <b>attempts to</b> focuses on the elements (e.g., plot, character, theme) being analyzed</li> <li>uses developing paragraphs to <b>generally</b> explain the elements using <b>some</b> examples from the text</li> <li>includes <b>basic</b> details to <b>attempt</b> to help readers understand the point being made</li> <li><b>concludes with a basic summary the analysis</b></li> <li>shows an <b>adequate</b> analysis of the elements</li> <li><b>Attempts</b> to put all the parts together to create a <b>basic</b> essay.</li> </ul>	<p>Write an analysis of a literary text that:</p> <ul style="list-style-type: none"> <li>identifies the text, author, and <b>disorganized</b> focus of the analysis</li> <li><b>Undeveloped</b> introductions (in the beginning of the text) and <b>vaguely</b> focuses on the elements (e.g., plot, character, theme) being analyzed</li> <li><b>Attempts to use developing paragraphs to ineffectively explain the elements.</b></li> <li><b>Lacks sufficient</b> details to help readers understand the point being made</li> <li><b>Ineffectively</b> concludes by <b>attempting to</b> revisit the focus of the analysis and/or <b>vaguely</b> summarizing it</li> <li>shows a <b>limited</b> analysis of the elements</li> <li><b>Disorganized parts create an unfocused essay.</b></li> </ul>



<p><b>Use of Strategies</b> <b>CC20.4 (b)</b> Select, use, and evaluate critically a variety of before (page 23), during (page 24), and after (page 25) strategies to construct and communicate meaning when writing.</p>	<p><b>Skillfully and insightfully</b> select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when writing.</p> <p>Such as:</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>consider prompts or find a topic and activate prior knowledge</li> <li>consider audience and purpose</li> <li>consider and generate specific ideas and information</li> <li>consider and choose/adapt possible form</li> <li>collect and focus ideas and information</li> <li>plan and organize ideas for drafting</li> <li>consider qualities of effective communication and the language to use</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>create draft(s) and experiment with possible product(s)</li> <li>confer with others</li> <li>reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies</li> <li>experiment with communication features and techniques</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>revise for content and meaning</li> <li>revise for organization</li> <li>revise for sentence structure and flow</li> <li>revise for word choice, spelling, and usage</li> <li>proofread and review for mechanics and appearance</li> <li>confer with peers, teacher, or other</li> <li>polish, practice, and decide how the work will be shared</li> <li>share final product, reflect, and consider feedback</li> </ul>	<p>Select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when writing.</p> <p>Such as:</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>consider prompts or find a topic and activate prior knowledge</li> <li>consider audience and purpose</li> <li>consider and generate specific ideas and information</li> <li>consider and choose/adapt possible form</li> <li>collect and focus ideas and information</li> <li>plan and organize ideas for drafting</li> <li>consider qualities of effective communication and the language to use</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>create draft(s) and experiment with possible product(s)</li> <li>confer with others</li> <li>reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies</li> <li>experiment with communication features and techniques</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>revise for content and meaning</li> <li>revise for organization</li> <li>revise for sentence structure and flow</li> <li>revise for word choice, spelling, and usage</li> <li>proofread and review for mechanics and appearance</li> <li>confer with peers, teacher, or other</li> <li>polish, practice, and decide how the work will be shared</li> <li>share final product, reflect, and consider feedback</li> </ul>	<p><b>Simplistically</b> select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when writing.</p> <p>Such as:</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>consider prompts or find a topic and activate prior knowledge</li> <li>consider audience and purpose</li> <li>consider and generate specific ideas and information</li> <li>consider and choose/adapt possible form</li> <li>collect and focus ideas and information</li> <li>plan and organize ideas for drafting</li> <li>consider qualities of effective communication and the language to use</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>create draft(s) and experiment with possible product(s)</li> <li>confer with others</li> <li>reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies</li> <li>experiment with communication features and techniques</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>revise for content and meaning</li> <li>revise for organization</li> <li>revise for sentence structure and flow</li> <li>revise for word choice, spelling, and usage</li> <li>proofread and review for mechanics and appearance</li> <li>confer with peers, teacher, or other</li> <li>polish, practice, and decide how the work will be shared</li> <li>share final product, reflect, and consider feedback</li> </ul>	<p><b>Ineffectively</b> select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when writing.</p> <p>Such as:</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>consider prompts or find a topic and activate prior knowledge</li> <li>consider audience and purpose</li> <li>consider and generate specific ideas and information</li> <li>consider and choose/adapt possible form</li> <li>collect and focus ideas and information</li> <li>plan and organize ideas for drafting</li> <li>consider qualities of effective communication and the language to use</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>create draft(s) and experiment with possible product(s)</li> <li>confer with others</li> <li>reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies</li> <li>experiment with communication features and techniques</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>revise for content and meaning</li> <li>revise for organization</li> <li>revise for sentence structure and flow</li> <li>revise for word choice, spelling, and usage</li> <li>proofread and review for mechanics and appearance</li> <li>confer with peers, teacher, or other</li> <li>polish, practice, and decide how the work will be shared</li> <li>share final product, reflect, and consider feedback</li> </ul>
<p><b>Cues and Conventions</b> <b>CC20.4 (c)</b> Understand and apply the language cues and conventions (page 17) to construct and communicate meaning when writing.</p>	<p><b>Skillfully and insightfully</b> understand and apply the language cues and conventions to construct and communicate meaning when writing.</p>	<p>Understand and apply the language cues and conventions to construct and communicate meaning when writing.</p>	<p><b>Simplistically</b> understand and apply the language cues and conventions to construct and communicate meaning when writing.</p>	<p><b>Ineffectively</b> understand and apply the language cues and conventions to construct and communicate meaning when writing.</p>
<p>Such As:</p> <p><b>Pragmatics</b></p> <ul style="list-style-type: none"> <li>select and use language and language registers to build and maintain collaborative relationships</li> <li>select and use the conventional and formal registers when required</li> <li>avoid colloquialisms, slang, euphemisms, clichés, and abuses unless used to enhance text</li> </ul> <p><b>Textual</b></p> <ul style="list-style-type: none"> <li>create texts with clear and coherent organization including effective beginning, supporting middles, and smooth and logical endings</li> </ul>				



**Syntactical**

- create and use clear and varied sentences that link ideas logically
- use active voice and appropriate punctuation
- recognize and avoid using sentence fragments, run-ons, misplaced qualifiers, excessive co-ordination, and faulty subordination in formal communication

**Semantic/Lexical/Morphological**

- select and use words that are clear, fresh, economical, and alive

**Graphophonic**

- know and apply Canadian spelling patterns and conventions for familiar and new vocabulary

**Other Cues and Conventions**

- make oral, written, and other texts clear and visually appealing by choosing the appropriate font, borders, line spaces, colour, space, white space, and visuals that enhance the message.

