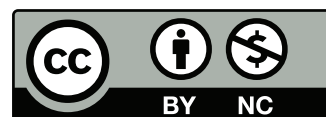
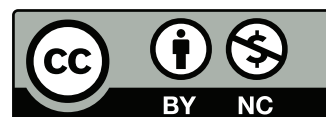


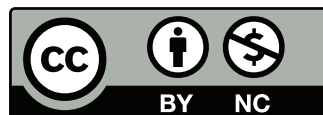
ELA 30A/B – Writing Rubric Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Context CC A30.1 Create written texts that explore: identity, social responsibility, and social action.</p>	<p>Create insightful, original, and thought-provoking written texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • an insightful, logical thesis or main idea • thoughtful, appropriate, and convincing details that logically and effectively support the thesis or main idea • a compelling style, voice, format and organizational pattern to audience and purpose • unity, coherence, and emphasis • convincing and insightful conclusions 	<p>Create clear, original, and well-developed written texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • a clear thesis or main idea • details that logically and effectively support the thesis or main idea • style, voice, format and organizational pattern appropriate to audience and purpose • unity, coherence, and emphasis • a plausible and effective conclusion 	<p>Create adequate, predictable, written texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • a general thesis or main idea • adequate details that logically and effectively support the thesis or main idea • style, voice, format and organizational pattern appropriate to audience and purpose • unity, coherence, and emphasis • general conclusions 	<p>Create limited and/or unfocused written texts to explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • a vague thesis or main idea • limited details that logically and effectively support the thesis or main idea • style, voice, format and organizational pattern inconsistent or appropriate to audience and purpose • limited coherence, and unclear ideas • vague conclusions
<p>CC B30.1 Create written texts that explore: identity, social responsibility, and social action.</p>	<p>Skillfully develop and insightfully articulate defensible positions on individual, community, national, and world issues.</p> <p>Insightfully critique the effectiveness of a piece of satire as a commentary on current events.</p>	<p>Develop and articulate defensible positions on individual, community, national, and world issues.</p> <p>Critique the effectiveness of a piece of satire as a commentary on current events.</p>	<p>Develop and simplistically articulate defensible positions on individual, community, national, and world issues.</p> <p>Simplistically critique the effectiveness of a piece of satire as a commentary on current events.</p>	<p>Attempt to develop and vaguely articulate defensible positions on individual, community, national, or world issues.</p> <p>Ineffectively critique the effectiveness of a piece of satire as a commentary on current events.</p>
<p>Message Content and Ideas CC A30.4 Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining.</p>	<p>Insightfully create a variety of written communications using various elements of discourse, in narrative, expository, persuasive, informative, and/or descriptive texts:</p> <ul style="list-style-type: none"> • choose focus to address audience needs, stated purpose, and context • develop a thesis statement • create an organizing structure appropriate to purpose, audience, and context • include relevant information and exclude extraneous information • provide facts and details, describe or analyze subject, explain benefits or limitations, compare or contrast, or provide graphics or illustrations • clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning • use a variety of rhetorical devices to support assertions • anticipate potential misunderstandings, problems, or mistakes that might arise for audience • use appropriate format and structure drafts using standard forms and predictable structures such as headings, white space, and graphics • provide a coherent conclusion. 	<p>Create a variety of written communications using various elements of discourse, in narrative, expository, persuasive, informative, and/or descriptive texts:</p> <ul style="list-style-type: none"> • choose focus to address audience needs, stated purpose, and context • develop a thesis statement • create an organizing structure appropriate to purpose, audience, and context • include relevant information and exclude extraneous information • provide facts and details, describe or analyze subject, explain benefits or limitations, compare or contrast, or provide graphics or illustrations • clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning • use a variety of rhetorical devices to support assertions • anticipate potential misunderstandings, problems, or mistakes that might arise for audience • use appropriate format and structure drafts using standard forms and predictable structures such as headings, white space, and graphics • provide a coherent conclusion. 	<p>Simplistically create a variety of written communications using various elements of discourse, in narrative, expository, persuasive, informative, and/or descriptive texts:</p> <ul style="list-style-type: none"> • choose focus to address audience needs, stated purpose, and context • develop a thesis statement • create an organizing structure appropriate to purpose, audience, and context • include relevant information and exclude extraneous information • provide facts and details, describe or analyze subject, explain benefits or limitations, compare or contrast, or provide graphics or illustrations • clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning • use a variety of rhetorical devices to support assertions • anticipate potential misunderstandings, problems, or mistakes that might arise for audience • use appropriate format and structure drafts using standard forms and predictable structures such as headings, white space, and graphics • provide a coherent conclusion. 	<p>Ineffectively create a variety of written communications using various elements of discourse, in narrative, expository, persuasive, informative, and/or descriptive texts:</p> <ul style="list-style-type: none"> • choose focus to address audience needs, stated purpose, and context • develop a thesis statement • create an organizing structure appropriate to purpose, audience, and context • include relevant information and exclude extraneous information • provide facts and details, describe or analyze subject, explain benefits or limitations, compare or contrast, or provide graphics or illustrations • clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning • use a variety of rhetorical devices to support assertions • anticipate potential misunderstandings, problems, or mistakes that might arise for audience • use appropriate format and structure drafts using standard forms and predictable structures such as headings, white space, and graphics • provide a coherent conclusion.



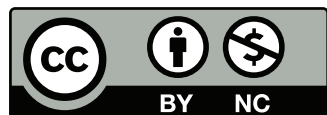
(e) Write an editorial.	<p>Write a compelling editorial:</p> <ul style="list-style-type: none"> • Focus on a current issue or topic • Identify the purpose • Develop a thesis statement that clearly defines the issue and attends to the purpose • Conduct research to collect evidence and to provide examples • Craft an introduction that states the writer’s view and captures the audience’s attention • Use evidence and ethical, logical arguments to support the thesis statement and purpose, and to persuade the audience • Construct an effective conclusion related to the purpose and thesis statement 	<p>Write an editorial:</p> <ul style="list-style-type: none"> • Focus on a current issue or topic • Identify the purpose Develop a thesis statement that clearly defines the issue and attends to the purpose • Conduct research to collect evidence and to provide examples • Craft an introduction that states the writer’s view and captures the audience’s attention • Use evidence and ethical, logical arguments to support the thesis statement and purpose, and to persuade the audience • Construct an effective conclusion related to the purpose and thesis statement 	<p>Write a simplistic editorial:</p> <ul style="list-style-type: none"> • Focus on a current issue or topic • Identify the purpose • Develop a thesis statement that defines the issue and attends to the purpose • Conduct research to collect evidence and to provide examples • Craft an introduction that states the writer’s view and may capture the audience’s attention • Use evidence and logical arguments to support the thesis statement and purpose, and to persuade the audience • Construct a conclusion related to the purpose and/or thesis statement 	<p>Write an ineffective editorial that may:</p> <ul style="list-style-type: none"> • Focus on a current issue or topic • Identify the purpose • Develop a thesis statement • Conduct research to collect evidence or to provide examples • Write an introduction that states the writer’s view • Use evidence and arguments to support the thesis statement and purpose, and may persuade the audience • Construct a conclusion loosely related to the purpose and/or thesis statement
(f) Write a real or invented narrative.	<p>Write a compelling real or invented narrative:</p> <ul style="list-style-type: none"> • Introduce the character(s), the setting, and the conflict in the beginning • Build suspense through the rising action to a high or turning point • Resolve the conflict and create a satisfactory or reasonable conclusion in the ending • Focus on what character(s) does • Show character through dialogue, thoughts, and action • Use external and internal dialogue • Use action verbs 	<p>Write a real or invented narrative:</p> <ul style="list-style-type: none"> • Introduce the character(s), the setting, and the conflict in the beginning • Build suspense through the rising action to a high or turning point • Resolve the conflict and create a satisfactory or reasonable conclusion in the ending • Focus on what character(s) does • Show character through dialogue, thoughts, and action • Use external and internal dialogue • Use action verbs 	<p>Write a simplistic real or invented narrative:</p> <ul style="list-style-type: none"> • Introduce the character(s), the setting, and the conflict in the beginning • Build suspense • Resolve the conflict and create a predictable conclusion in the ending • Focus on what character(s) does • Show character through dialogue, thoughts, and/or action • Use external or internal dialogue • Use action verbs 	<p>Write an ineffective real or invented narrative:</p> <ul style="list-style-type: none"> • Introduce the character(s), the setting, and the conflict • Partially resolve the conflict and create a an ending • State what character(s) does • Show character through action • Use dialogue • Use action verbs
(g) Write a literary analysis essay or critical evaluations essay (literary criticism essay).	<p>Insightfully and critically respond to key questions using the text as evidence.</p>	<p>Respond to key questions using the text as evidence.</p>	<p>Simplistically respond to key questions using the text as evidence.</p>	<p>Ineffectively respond to key questions using the text as evidence.</p>
<p>CC B30.4 Compose and create narrative, descriptive, expository, and persuasive writings that include a position paper, a comparative essay, a letter of inquiry, a critique of an author’s style, and a short story or essay that uses parody, satire, and/or irony.</p>	<p>Insightfully create a variety of written communications using various elements of in narrative, expository, persuasive, informative, and/or descriptive texts:</p> <ul style="list-style-type: none"> • address audience needs, stated purpose, and context • develop a thesis statement • create an organizing structure appropriate to purpose, audience, and context • include relevant information and exclude extraneous information • provide facts and details, describe or analyze subject, explain benefits or limitations, compare or contrast, or provide graphics or illustrations • clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning • use a variety of rhetorical devices to support assertions Anticipate potential misunderstanding, problems, or mistakes that 	<p>Create a variety of written communications using various elements of in narrative, expository, persuasive, informative, and/or descriptive texts:</p> <ul style="list-style-type: none"> • address audience needs, stated purpose, and context • develop a thesis statement • create an organizing structure appropriate to purpose, audience, and context • include relevant information and exclude extraneous information • provide facts and details, describe or analyze subject, explain benefits or limitations, compare or contrast, or provide graphics or illustrations • clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning • use a variety of rhetorical devices to support assertions Anticipate potential misunderstanding, problems, or mistakes that 	<p>Simplistically create a variety of written communications using various elements of in narrative, expository, persuasive, informative, and/or descriptive texts:</p> <ul style="list-style-type: none"> • Address audience needs, stated purpose, and context • Develop a thesis statement • Create an organizing structure appropriate to purpose, audience, and context • Include relevant information and exclude extraneous information • Provide facts and details, describe or analyze subject, explain benefits or limitations, compare or contrast, or provide graphics or illustrations • Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning • Use a variety of rhetorical devices to support assertions Anticipate potential 	<p>Ineffectively create a variety of written communications using various elements of in narrative, expository, persuasive, informative, and/or descriptive texts:</p> <ul style="list-style-type: none"> • Address audience needs, stated purpose, and context • Develop a thesis statement • Create an organizing structure appropriate to purpose, audience, and context • Include relevant information and exclude extraneous information • Provide facts and details, describe or analyze subject, explain benefits or limitations, compare or contrast, or provide graphics or illustrations • Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning • Use a variety of rhetorical devices to support assertions Anticipate potential misunderstanding, problems, or mistakes that



	<p>might arise for audience</p> <ul style="list-style-type: none"> • structure drafts using standard forms and predictable structures and customary formats • provide a coherent conclusion. 	<p>might arise for audience</p> <ul style="list-style-type: none"> • structure drafts using standard forms and predictable structures and customary formats • provide a coherent conclusion. 	<p>misunderstanding, problems, or mistakes that might arise for audience</p> <ul style="list-style-type: none"> • Structure drafts using standard forms and predictable structures and customary formats • Provide a coherent conclusion. 	<p>might arise for audience</p> <ul style="list-style-type: none"> • Structure drafts using standard forms and predictable structures and customary formats • Provide a coherent conclusion.
(d) Write a position paper (convincing argument).	<p>Write a compelling position paper:</p> <ul style="list-style-type: none"> • Address an issue the writer feels strongly about • Introduce topic and state position in beginning • Support writer’s position with the most important facts, details, and logical reasons arranged in a coherent and convincing order • Defend position against an important objection • End with a strong restatement of the writer’s position • Defend position well and compel reader to act • Create confidence in position through a clear and strong voice • Use inclusive and respectful language • Use “fair” words and qualifiers • Ensure all parts work together to build a thoughtful convincing position 	<p>Write a position paper:</p> <ul style="list-style-type: none"> • Address an issue the writer feels strongly about • Introduce topic and state position in beginning • Support writer’s position with the most important facts, details, and logical reasons arranged in a coherent and convincing order • Defend position against an important objection • End with a strong restatement of the writer’s position • Defend position well and compel reader to act • Create confidence in position through a clear and strong voice • Use inclusive and respectful language • Use “fair” words and qualifiers • Ensure all parts work together to build a thoughtful convincing position 	<p>Write a predictable position paper:</p> <ul style="list-style-type: none"> • Address an issue the writer feels strongly about • Introduce topic and state position in beginning • Support writer’s position with important facts, details, and reasons arranged in a coherent order • Defend position against an objection • End with a restatement of the writer’s position • Defend position and compel reader to act • Use inclusive and respectful language • Use “fair” words and qualifiers • Ensure all parts work together to build a convincing position 	<p>Write an ineffective position paper:</p> <ul style="list-style-type: none"> • Address an issue • Introduce topic and state position • Includes facts, details, and/or reasons • End with a restatement of the writer’s position • Defend position • Use inclusive and respectful language • Use “fair” words and qualifiers
(e) Write a comparative essay.	<p>Write an insightful comparative essay:</p> <ul style="list-style-type: none"> • Reveal new insights about topic because of the comparison • Capture reader’s attention and provide details that lead up to thesis or focus statement in a well-developed introduction • Discuss each topic point by point in the body • Sum up, reflect on, or comment on the comparison in a coherent, convincing conclusion 	<p>Write a comparative essay:</p> <ul style="list-style-type: none"> • Reveal new insights about topic because of the comparison • Capture reader’s attention and provide details that lead up to thesis or focus statement in a well-developed introduction • Discuss each topic point by point in the body • Sum up, reflect on, or comment on the comparison in a coherent, convincing conclusion 	<p>Write a predictable comparative essay:</p> <ul style="list-style-type: none"> • Reveal insights about topic because of the comparison • Capture reader’s attention and provide thesis or focus statement in an introduction • Discuss topics point by point in the body • Sum up, reflect on, or comment on the comparison in a conclusion 	<p>Write an ineffective comparative essay:</p> <ul style="list-style-type: none"> • Attempt to capture reader’s attention and provide a focus statement in a introduction • Discuss each topics in the body • Sum up, reflect on, or comment on the comparison in a conclusion
(f) Write a letter of inquiry (or request).	<p>Write a purposeful letter of inquiry (request):</p> <ul style="list-style-type: none"> • Explain adequately what the inquiry is about and what the reader is to do in response 	<p>Write a letter of inquiry (request):</p> <ul style="list-style-type: none"> • Explain adequately what the inquiry is about and what the reader is to do in response 	<p>Write a simplistic letter of inquiry (request):</p> <ul style="list-style-type: none"> • Explain adequately what the inquiry is about and what the reader is to do in response 	<p>Write an irrelevant letter of inquiry (request):</p> <ul style="list-style-type: none"> • Explain adequately what the inquiry is about and what the reader is to do in response
(g) Write a story or essay using parody, satire, and/or irony.	<p>Write an intriguing story or essay using parody, satire, or irony:</p> <ul style="list-style-type: none"> • Use a tone that seems straightforward but leads the reader to know that the real intention is to criticize or ridicule and, in the end, illuminate a problem • Use exaggeration and/or understatement 	<p>Write a story or essay using parody, satire, or irony:</p> <ul style="list-style-type: none"> • Use a tone that seems straightforward but leads the reader to know that the real intention is to criticize or ridicule and, in the end, illuminate a problem • Use exaggeration and/or understatement 	<p>Write a predictable story or essay using parody, satire, or irony:</p> <ul style="list-style-type: none"> • Use a tone that seems straightforward but leads the reader to know that the real intention is to criticize or ridicule and, in the end, illuminate a problem • Use exaggeration and/or understatement 	<p>Write a undeveloped story or essay using parody, satire, or irony:</p> <ul style="list-style-type: none"> • Use a tone that seems straightforward but leads the reader to know that the real intention is to criticize or ridicule and, in the end, illuminate a problem • Use exaggeration and/or understatement
(h) Write a critique of an author’s style.	<p>Write an insightful critique of author’s style:</p> <ul style="list-style-type: none"> • Consider purpose and intended audience • Address author’s treatment of subject • Analyze form chosen to express ideas: tone, point of view, arrangement and organization of ideas, sentence structure, diction, images and symbols, use of rhetorical devices, other distinctive mannerisms • Identify the writer’s overall, distinctive approach or “style” 	<p>Write a critique of author’s style:</p> <ul style="list-style-type: none"> • Consider purpose and intended audience • Address author’s treatment of subject • Analyze form chosen to express ideas: tone, point of view, arrangement and organization of ideas, sentence structure, diction, images and symbols, use of rhetorical devices, other distinctive mannerisms • Identify the writer’s overall, distinctive approach or “style” 	<p>Write a simplistic critique of author’s style:</p> <ul style="list-style-type: none"> • Consider purpose and intended audience • Address author’s treatment of subject • Analyze form chosen to express ideas: tone, point of view, arrangement and organization of ideas, sentence structure, diction, images and symbols, use of rhetorical devices, other distinctive mannerisms • Identify the writer’s overall, distinctive approach or “style” 	<p>Write an ineffective critique of author’s style:</p> <ul style="list-style-type: none"> • Consider purpose or intended audience • Address author’s treatment of subject • Attempt to analyze form chosen to express ideas: tone, point of view, arrangement and organization of ideas, sentence structure, diction, images and symbols, use of rhetorical devices, other distinctive mannerisms



<p>Use of Strategies CC A/B30.4 (b) Select, use, and evaluate deliberately a wide variety of before (page 31), during (page 32), and after (page 33) strategies to communicate meaning when writing.</p>	<p>Skillfully and insightfully select, use, and evaluate deliberately a variety of before, during, and after strategies to construct and communicate meaning when writing.</p> <p>Such as:</p> <p>Before</p> <ul style="list-style-type: none"> consider prompts or find a topic and activate prior knowledge consider audience and purpose consider and generate specific ideas and information consider and choose/adapt possible form collect and focus ideas and information plan and organize ideas for drafting consider qualities of effective communication and the language to use <p>During</p> <ul style="list-style-type: none"> create draft(s) and experiment with possible product(s) use language and its cues and conventions to create a message confer with others reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies experiment with communication features and techniques <p>After</p> <ul style="list-style-type: none"> revise for content and meaning revise for organization revise for sentence structure and flow revise for word choice, spelling, and usage proofread and review for mechanics and appearance confer with peers, teacher, or other polish, practice, and decide how the work will be shared and/or published share final product, reflect and consider feedback, and celebrate learning 	<p>Select, use, and evaluate deliberately a variety of before, during, and after strategies to construct and communicate meaning when writing.</p> <p>Such as:</p> <p>Before</p> <ul style="list-style-type: none"> consider prompts or find a topic and activate prior knowledge consider audience and purpose consider and generate specific ideas and information consider and choose/adapt possible form collect and focus ideas and information plan and organize ideas for drafting consider qualities of effective communication and the language to use <p>During</p> <ul style="list-style-type: none"> create draft(s) and experiment with possible product(s) use language and its cues and conventions to create a message confer with others reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies experiment with communication features and techniques <p>After</p> <ul style="list-style-type: none"> revise for content and meaning revise for organization revise for sentence structure and flow revise for word choice, spelling, and usage proofread and review for mechanics and appearance confer with peers, teacher, or other polish, practice, and decide how the work will be shared and/or published share final product, reflect and consider feedback, and celebrate learning 	<p>Simplistically select, use, and evaluate deliberately a variety of before, during, and after strategies to construct and communicate meaning when writing.</p> <p>Such as:</p> <p>Before</p> <ul style="list-style-type: none"> consider prompts or find a topic and activate prior knowledge consider audience and purpose consider and generate specific ideas and information consider and choose/adapt possible form collect and focus ideas and information plan and organize ideas for drafting consider qualities of effective communication and the language to use <p>During</p> <ul style="list-style-type: none"> create draft(s) and experiment with possible product(s) use language and its cues and conventions to create a message confer with others reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies experiment with communication features and techniques <p>After</p> <ul style="list-style-type: none"> revise for content and meaning revise for organization revise for sentence structure and flow revise for word choice, spelling, and usage proofread and review for mechanics and appearance confer with peers, teacher, or other polish, practice, and decide how the work will be shared and/or published share final product, reflect and consider feedback, and celebrate learning 	<p>Ineffectively select, use, and evaluate deliberately a variety of before, during, and after strategies to construct and communicate meaning when writing.</p> <p>Such as:</p> <p>Before</p> <ul style="list-style-type: none"> consider prompts or find a topic and activate prior knowledge consider audience and purpose consider and generate specific ideas and information consider and choose/adapt possible form collect and focus ideas and information plan and organize ideas for drafting consider qualities of effective communication and the language to use <p>During</p> <ul style="list-style-type: none"> create draft(s) and experiment with possible product(s) use language and its cues and conventions to create a message confer with others reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies experiment with communication features and techniques <p>After</p> <ul style="list-style-type: none"> revise for content and meaning revise for organization revise for sentence structure and flow revise for word choice, spelling, and usage proofread and review for mechanics and appearance confer with peers, teacher, or other polish, practice, and decide how the work will be shared and/or published share final product, reflect and consider feedback, and celebrate learning
<p>Cues and Conventions CC A30.4 (c) Apply accurately and effectively the language cues and conventions (page 24) to construct and communicate meaning when writing.</p> <p>CC B30.4 (c) Apply accurately and effectively the language cues and conventions (page 25) to construct and communicate meaning when writing.</p>	<p>Apply skillfully, insightfully, accurately, and effectively the language cues and conventions to construct and communicate meaning.</p>	<p>Apply accurately and effectively the language cues and conventions to construct and communicate meaning when writing.</p>	<p>Simplistically apply accurately and effectively the language cues and conventions to construct and communicate meaning when writing.</p>	<p>Ineffectively apply the language cues and conventions to construct and communicate meaning when writing.</p>



Such As:

Pragmatics

- use language, language register, style, and tone appropriate to the subject, audience, purpose, and situation (A)
- use appropriate language register, including formal (B)
- recognize and avoid abuses (ex, nowhere, anyways, this here) (B)
- establish a distinctive voice, skillfully modifying language and tone to suit the form, audience, and purpose for communicating (B)

Textual

- use the features and conventions of different text types to ensure that oral, written, and other texts are unified, coherent, and emphatic (A)
- structure texts so that the progression of ideas is logical and effective (A)
- organize written text in a coherent and unified whole that is appropriate to topic, audience, and purpose (B)

Syntactical

- use clear, concise, varied, and forceful sentences and appropriate punctuation in visual, oral, written, and multimedia communication (A)
- apply appropriate punctuation to clarify message of print communications (A)
- use purposeful and satisfying sentence patterns and punctuation for a variety of purposes including emphasis or other rhetorical effects (B)
- recognize and avoid sentence fragments, run-on sentences, misplaced qualifiers, misused pronouns, unnecessary verb tense or point of view shifts, subject-verb disagreement, double negatives, and non-parallelism in formal communication (B)

Semantic/Lexical/Morphological

- use appropriate words to achieve particular purpose and effect in visual, oral, multimedia, and written communication (A)
- avoid euphemisms, inappropriate and overtaxed metaphors, jargon, wordiness, redundancy, triteness, clichés, and overused words (A)
- recognize that Canadian English is marked by certain word choices (A)
- choose and use correctly “proper words in proper places” to achieve the intended tone and style for both subject matter and audience (B)

Graphophonic

- use Canadian English and spelling (A)
- apply Canadian spelling conventions for familiar and new vocabulary (A)
- enunciate clearly (A)
- pronounce, carefully and correctly, words with proper emphasis (A)
- apply capitalization to clarify intended meaning (A)
- respect and use the spelling preferences of different audiences and organizations (B)
- recognize that letters are usually the reason for errors – through inversion, omission, doubling, addition, or substitution – of frequently misspelled words (B)

Other Cues and Conventions

- use graphics, visuals, dramatizations, sound, models, multimedia, and digital technology to enhance the impact of presentations (A)
- use the appropriate form, language, and presentation techniques to communicate a message for a specific purpose and audience (B)