



Knowledge and Strategies

Stage III Writing

These are some things that may need to be learned as an individual moves through Stage III Writing.

Grammatical Knowledge

Ability to:

- Use complex grammar and syntax structures (such as past conditionals, past or future perfect passive, perfect or past infinitives and subordinate adverbial clauses) to convey meaning effectively and precisely
- Use a wide range of vocabulary, including synonyms and abstract, technical and literary language (such as metaphors, similes)
- Control grammatical and syntactical accuracy, punctuation, paragraphing, etc.

Textual Knowledge

Ability to:

- Use a wide range of cohesion links in the production of complex, multi-clause sentences, as well as links between sentences and paragraphs
- Use clear organizational structure when writing paragraphs and essays, such as using topic sentences, supporting details and conclusions for sentences and paragraphs
- Synthesize and integrate multiple pieces of information into a coherent text
- Use rhetorical features in organizing information in academic and professional texts

Functional Knowledge

Ability to:

- Use a variety of genres and their formats (such as business letters, memos, problem-solution papers, literature review reports and proposals)
- Use appropriate discourse patterns for particular functions, such as classifications, descriptions, exemplifications, comparisons, contrasts, analogies, sequences, purposes, means and results, and cause and effect
- Reproduce and reduce information when taking extended messages, lecture notes and minutes for meetings and when writing summaries, abstracts, etc.

Sociolinguistic Knowledge

Ability to:

- Use culturally based idiomatic language and metaphors
- Create a variety of types of texts, such as rhymes, stories, journals, letters and emails for socializing and enjoyment
- Adapt writing style to particular audiences
- Use register (i.e., formality) in particular socio-cultural contexts
- Use Canadian writing conventions relating to directness or formality in an expanded repertoire of genres, including academic texts, workplace reports, etc.

Understanding of:

- Formality requirements for conveying a message in electronic and print forms (such as workplace memoranda, messages of request, work records, formal business and job search correspondence, social messages) for a wide variety of purposes

Strategic Competence

Ability to:

- Follow the writing process, including pre-writing (such as generating ideas through concept-mapping), writing an outline, writing various drafts and rewriting after editing
- Select and organize relevant data to see relationships between facts and to develop logical lines of argumentation in support of conclusions
- Use word-processing skills for composing, revising, editing, formatting and printing texts