

ASOL WRITING SCOPE AND SEQUENCE MATRIX: HIGH SCHOOL

ASOL WRITING – SUMMARY MATRIX		
Based on the 2010 <i>English</i> Standards of Learning		
Reporting Category	Grade 8	High School
Research, plan, compose, and revise for a variety of purposes	8E-WP 1	HSE-WP 1
	8E-WP 2	HSE-WP 2
	8E-WP 3	HSE-WP 3
	8E-WP 4	HSE-WP 4
	8E-WP 5	HSE-WP 5
	8E-WP 6	HSE-WP 6
Edit for correct use of language, capitalization, punctuation, and spelling	8E-WE 1	HSE-WE 1
	8E-WE 2	HSE-WE 2
	8E-WE 3	HSE-WE 3
		HSE-WE 4

REPORTING CATEGORIES	HIGH SCHOOL ASOL BLUEPRINT	UNDERSTANDING THE STANDARD
Research, plan, compose, and revise for a variety of purposes	HSE-WP 1 (SOL 9.6)	Students will plan, compose, revise, and edit writing in a variety of forms and for a variety of audiences and purposes. Writing will encompass narrative, expository, persuasive, and analytical forms. Students develop as writers by participating in a process for writing — prewriting, organizing, composing, revising, editing, and publishing. Students should have practice writing for shorter time frames as well as extended time frames.
	HSE-WP 2 (SOL 9.8)	Students will acquire skills in evaluating both print and electronic resources. Students will become adept at embedding information accessed electronically in a research document. Students will differentiate their original thoughts and ideas from the thoughts and ideas of others. Students will distinguish common knowledge from information that is unique to a source or author. Students will use a standard style method, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to cite sources.
	HSE-WP 3 (SOL 10.6)	Students will know how to move through the stages of a writing process, from planning to drafting, revising, editing, and proofreading. Students will understand that expository writing is prose that explains ideas through the use of a clear general statement of the writer’s point (thesis) and through the development of ideas, using specific evidence and illustrations for support. Analytical writing uses precise language and often divides the subject into parts and provides evidence on each part. Students should have practice writing for shorter time frames as well as extended time frames.
	HSE-WP 4 (SOL 10.8)	Students will utilize a variety of sources to access ideas, evaluate the information for accuracy and relevance, and organize the facts into an oral presentation, a written report, or a visual product. Students will provide documentation to support their research product. Students will understand that plagiarism is the theft of intellectual property. Students will understand that there are consequences of plagiarism according to the guidelines established by local school divisions and the law.
	HSE-WP 5 (SOL 11.6)	Students will use a process for writing to communicate clearly and persuasively. Students will support a position by selecting valid information and amplifying their text logically. Students will understand that active constructions are preferred. Students will avoid false premises in writing including, but not limited to, those listed as persuasive techniques under SOL 11.5. Students will write clear and accurate personal, professional, and informational correspondence. They will use a writing process to develop real-world, practical products. Students should have practice writing for shorter time frames as well as extended time frames.
	HSE-WP 6 (SOL 11.8)	Students will compose a documented research product that is based on valid resources and procedures. Students will collect, organize, and evaluate the quality and accuracy of information to ensure that it is current, factual, and reliable. Students will recognize consequences of plagiarism according to the guidelines established by school divisions.
Edit for correct use of language, capitalization, punctuation, and spelling	HSE-WE 1 (SOL 9.7)	Students will focus on editing and the application of grammatical conventions in writing. Students will understand that parallel structure means using the same grammatical form to express equal or parallel ideas. Students will understand that a main clause is an independent clause that expresses a complete thought and can stand alone as a sentence. Students will understand that a subordinate clause is a dependent clause and does not express a complete thought. Students will understand rules for commas and semicolons when dividing main and subordinate clauses. Students will differentiate between active and passive voice, knowing when it is appropriate to use each in their writing. Students will use verbs in the conditional and subjunctive form to achieve particular effects.
	HSE-WE 2 (SOL 10.7)	Students will continue to build knowledge of grammar through the application of rules for parts of a sentence and text. Students will use a style manual, such as MLA or APA, to punctuate and format sentences and text. Students will analyze writings critically, using knowledge of composition, written expression, sentence formation, and usage/mechanics. They will

		also suggest ways that writings can be improved. Students will describe how writers accomplish their intended purpose.
	HSE-WE 3 (SOL 11.7)	Students will use a style manual, such as MLA or APA, in producing research projects. Students will understand and apply rules for the use of verbals and verbal phrases. Students will understand active voice is preferable to passive voice.
	HSE-WE 4 (SOL 11.8)	Students will compose a documented research product that is based on valid resources and procedures. Students will collect, organize, and evaluate the quality and accuracy of information to ensure that it is current, factual, and reliable. Students will recognize consequences of plagiarism according to the guidelines established by school divisions.