

## ASOL WRITING SCOPE AND SEQUENCE MATRIX: GRADE 8

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<b>ASOL WRITING – SUMMARY MATRIX</b>		
<b>Based on the 2010 <i>English Standards of Learning</i></b>		
<b>Reporting Category</b>	<b>Grade 8</b>	<b>High School</b>
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	GRADE 8 ASOL BLUEPRINT	UNDERSTANDING THE STANDARD
Research, plan, compose, and revise for a variety of purposes	8E-WP 1 (SOL 6.7)	The intent of this standard is that students will demonstrate an awareness of audience and use a process for writing as they produce narrative, descriptive, expository, and persuasive pieces. Teachers will focus direct instruction on all three domains of writing: <b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers; <b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers; and <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse. Students will apply a process for writing, including planning, drafting, revising, proofreading, editing, and publishing. Good writing includes elaboration, i.e., use of descriptive details and examples, within sentences to give detail and depth to an idea and across paragraphs to continue the flow of an idea throughout a piece. <b>Voice</b> shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. <b>Tone</b> is used to express an author’s attitude toward the topic. The writing process is nonlinear: returning to prewriting strategies or drafting at any point in the process may help the writer clarify and elaborate a drafted piece. Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
	8E-WP 2 (SOL 6.9)	Students must realize in order to avoid plagiarism, credit must be given when using: another person’s idea, opinion, or theory; facts, statistics, graphs, drawings, etc., quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words. Teachers should assist students in determining the authenticity and validity of sources. Teachers should make students aware of possible consequences of plagiarism. Students will have the opportunity to practice writing over shorter time frames as well as for extended ones.
	8E-WP 3 (SOL 7.7)	The intent of this standard is that students will become independent and proficient in composing a variety of types of writing. Teachers will focus direct instruction on all three domains of writing: <b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers; <b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers; and <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse. Students will gradually assume responsibility for revising, proofreading, and editing their own writing. <b>Elaboration</b> can occur by using descriptive details and examples within a sentence to give detail and depth to an idea, or from paragraph to paragraph. <b>Voice</b> shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. <b>Voice</b> is the imprint of the writer — the capacity to elicit a response from the reader. <b>Tone</b> expresses an author’s attitude toward the subject. A writing process is nonlinear: returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
	8E-WP 4 (SOL 7.9)	The intent of this standard is that students will use both print and electronic sources to find, read, and organize information for presentations and papers. Students will synthesize information from a variety of sources and will document sources, using a standard format. Students will realize in order to avoid plagiarism, credit must be given when using: another person’s idea, opinion, or theory; facts, statistics, graphs, drawings, etc., quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words. Teachers should assist students in determining the authenticity and validity of sources. Teachers should make students aware of possible consequences of plagiarism. Teachers will collaborate with library media specialists to assist students as the students learn to become independent with research. Students will have the opportunity to practice writing over shorter time frames as well as for extended ones.
	8E-WP 5 (SOL 8.7)	The intent of this standard is that students will become independent and proficient in composing a variety of types of writing. Teachers will focus direct instruction on all three domains of writing: <b>composing</b> – the structuring and elaborating a writer

		does to construct an effective message for readers; <b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers; and <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse. <b>Elaboration</b> can occur by using descriptive details and examples within a sentence to give detail and depth to an idea, or from paragraph to paragraph chronologically. <b>Voice</b> shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing and allows the reader to know the writer’s ideas. Voice is the imprint of the writer — the capacity to elicit a response from the reader. <b>Tone</b> expresses an author’s attitude toward the subject. <b>Coherence</b> means that each part of the writing appears to be 'connected' and heading towards a single conclusion or theme in the text. The writing process is nonlinear; returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. Students will begin to assume responsibility for revising, proofreading, and editing their own writing. Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
	8E-WP 6 (SOL 8.9)	The intent of this standard is that students will collect resources, evaluate their usefulness, conduct research, and appropriately cite reliable sources of information. Students will evaluate the accuracy and authenticity of multiple sources. Students will evaluate the intent of the author, which may include misinformation, bias, and unsupported assertions.
Edit for correct use of language, capitalization, punctuation, and spelling	8E-WE 1 (SOL 6.8)	The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level. Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader. <b>Indefinite pronouns</b> refer to a person(s) or thing(s) not specifically named and include <i>all, any, anyone, both, each, either, everybody, many, none, nothing</i> . A diagram of a sentence is a tool used to increase the understanding of the structure of a sentence.
	8E-WE 2 (SOL 7.8)	The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level with increasing independence. Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. Students will understand that the conventions of correct language are an integral part of the writing process. A diagram of a sentence is a tool to increase understanding of its structure.
	8E-WE 3 (SOL 8.8)	The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary and middle school levels. Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. The conventions of correct language are an integral part of the writing process. Diagramming sentences is a strategy to increase understanding of their structure. Teachers will explain the function of verbals (gerunds, participles, and infinitives) and how they are used to provide sentence variety in writing.