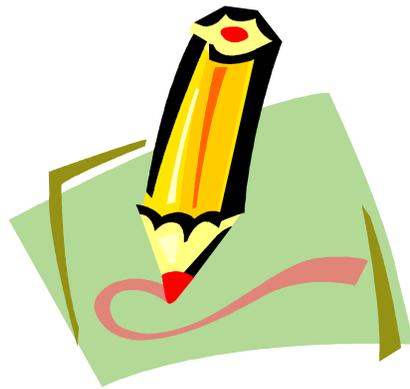# ENGLISH: WRITING
ALIGNED STANDARDS OF LEARNING CURRICULUM FRAMEWORK
High School

HSE-WP1 The student will
   a) **write about a personal opinion and give more than one reason supporting and rejecting the claim;**
   b) **write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed;**
   c) **write about an event or personal experience by introducing the event or experience, at least one character, ad describing multiple events in sequence;**
   d) **produce writing that is appropriate for a particular task, purpose, and audience;**
   e) **develop writing by planning and revising own writing by adding more information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• 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.	**All students should** • understand that writing is a process. • understand the importance of audience, purpose and point of view when writing. • recognize the importance of maintaining a formal style and objective tone in academic writing. • understand that the function of a thesis statement is to focus on the purpose of writing.	**To be successful with this standard, students are expected to** • use prewriting strategies and organize writing. • plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose. • demonstrate the purpose of writing as narrative, persuasive, expository, or analytical. • apply narrative techniques, such as dialogue, description, and pacing to develop experiences or characters. • write using a clear, focused thesis that addresses the purpose for writing. • provide an engaging introduction and a clear thesis statement that introduces the information presented. • write clear, varied sentences, and increase the use of embedded clauses. • use specific vocabulary and information. • use precise language to convey a vivid picture. • develop the topic with appropriate information, details, and examples. • arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas.

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   d) **produce writing that is appropriate for a particular task, purpose, and audience;**
   e) **develop writing by planning and revising own writing by adding more information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• revise writing for clarity, content, depth of information, and intended audience and purpose. • use computer technology to assist in the writing process.

HSE-WP2 The student will
   a) **write a short research report to answer questions using multiple sources of information;**
   b) **use knowledge of language to achieve desired meaning when writing;**
   c) **write and revise work so that it communicates clearly to the intended audience.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• 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.	**All students should** • understand the format for citing sources of information. • understand that using a standard form of documentation legally protects the intellectual property of writers.	**To be successful with this standard, students are expected to** • use Internet resources, electronic databases, and other technology to access, organize, and present information. • focus the topic by : 　° identifying audience; 　° identifying purpose; 　° identifying useful search terms; and 　° combining search terms effectively. • scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research. • differentiate between reliable and unreliable resources. • question the validity and accuracy of information: 　° Who is the author or sponsor of the page? 　° Are there obvious reasons for bias? 　° Is contact information provided? 　° Is there a copyright symbol on the page? 　° What is the purpose of the page? 　° Is the information on the page *primary* or *secondary*? 　° Is the information current? 　° Can the information on the Web page be verified? • avoid plagiarism by: 　° understanding that *plagiarism* is the act of presenting someone else's ideas as one's own; 　° recognizing that one must correctly cite sources to give credit to the author of an original work; 　° recognizing that sources of information must be cited even when the information has been paraphrased; and

HSE-WP2 The student will
   a) **write a short research report to answer questions using multiple sources of information;**
   b) **use knowledge of language to achieve desired meaning when writing;**
   c) **write and revise work so that it communicates clearly to the intended audience.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		° using quotation marks when someone else's exact words are quoted. • distinguish one's own ideas from information created or discovered by others. • use a style sheet, such as MLA or APA, to cite sources.

HSE-WP3 The student will

    a) **write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• 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.
	All students should
	
	• understand that writing is a process.
	
	• understand expository and analytical texts and develop products that reflect that understanding.
	
	• understand effective organizational patterns.
		To be successful with this standard, students are expected to
		
		• write expository texts that:
		  ° explain a process;
		  ° compare and contrast ideas;
		  ° show cause and effect;
		  ° enumerate details; or
		  ° define ideas and concepts.
		
		• develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics.
		
		• write persuasively and analytically on a variety of literary and nonliterary subjects.
		
		• develop writing that analyzes complex issues.
		
		• plan and organize their ideas for writing.
		
		• state a thesis and support it.
		
		• elaborate ideas in order to provide support for the thesis.
		
		• use visual and sensory language as needed for effect.
		
		• vary sentence structures for effect.
		
		• identify and apply features of the writing domains, including
		  ° effective organization;
		  ° clear structure;
		  ° sentence variety;
		  ° unity and coherence;
		  ° tone and voice;
		  ° effective word choice;
		  ° clear purpose;
		  ° appropriate mechanics and usage; and
		  ° accurate and valuable information.

HSE-WP3 The student will

   a) **write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		- develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques, such as: - comparison/contrast; - chronological order; - spatial layout; - cause and effect; - definition; - order of importance; - explanation; - generalization; - classification; - enumeration; and - problem/solution. - evaluate analytical writing by examining and understanding how individual parts of the text relate to the whole, including the writing's purpose and structure. - revise writing for clarity of content and presentation. - use peer-and self-evaluation to review and revise writing. - use computer technology to assist in the writing process.

HSE-WP4 The student will
  a) **select information from multiple sources and use the information to write answers to questions.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
- 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.	**All students should** - understand the steps involved in organizing information gathered from research. - verify the accuracy and usefulness of information. - understand the appropriate format for citing sources of information. - understand that using standard methods of documentation is one way to protect the intellectual property of writers.	**To be successful with this standard, students are expected to** - use technology, along with other resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis. - organize information and maintain coherence throughout the writing based on the topic, purpose, and audience. - use organizational patterns/techniques, such as: - comparison/contrast; - chronological order; - spatial layout; - cause and effect; - definition; - order of importance; - explanation; - enumeration; and - problem/solution. - evaluate sources for their credibility, reliability, strengths, and limitations. - demonstrate ability to distinguish between reliable and unreliable sources. - distinguish one's own ideas from information created or discovered by others. - cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages. - avoid plagiarism by: - understanding that *plagiarism* is an act of presenting someone else's ideas as one's own; - citing correctly sources to give credit to the author of an original work; - recognizing that sources of information must be cited even when the information has been paraphrased; and - using quotation marks when someone else's exact words are quoted.

HSE-WP5   The student will
   a) **write to express opinion with supporting information about a topic or text and a concluding statement;**
   b) **develop and strengthen writing as needed by planning, revising, editing, and rewriting.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• 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.	**All students should** • understand that writing is a process. • locate and select appropriate information that clearly supports a definite purpose and position. • understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation. • understand revision strategies.	**To be successful with this standard, students are expected to** • apply a variety of planning strategies to generate and organize ideas. • present a thesis that focuses on the problem or argument to be solved. • anticipate and address the counterevidence, counterclaims, and counterarguments. • use effective rhetorical appeals, to establish credibility and persuade intended audience. • refine the thesis by considering whether the claim is relevant, interesting, logical, and meaningful. • understand a variety of organizational patterns. • use appropriate and varied transitions to link sentences and paragraphs. • elaborate ideas clearly and accurately. • show how evidence supports each main point of the argument and justify why the evidence credibly supports the claims. • introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims. • organize the reasons and evidence logically. • use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. • select an appropriate audience by analyzing assumptions, values, and background knowledge. • develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose. • use MLA (Modern Language Association) or APA (American Psychological Association) style for formatting rules and documentation.

HSE-WP6 The student will
   a) **use technology, including the Internet, to produce, publish and update an individual writing project;**
   b) **write a short research report to answer questions posed by self and others using multiple sources of information;**
   c) **cite evidence from literary or informational texts.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• 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.	**All students should** • understand how to evaluate sources of information to determine reliability. • understand how to develop a plan and collect information. • understand how to use technology to access, organize, and develop writing. • understand plagiarism has meaningful consequences.	**To be successful with this standard, students are expected to** • utilize technology to conduct research, organize information, and develop writing. • identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine. • develop a plan to locate and collect relevant information about the chosen topic. • identify a variety of primary and secondary sources of information. • generate notes while following a logical note-taking system. • preview resource materials to aid in selection of a suitable topic. • identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts. • synthesize information in a logical sequence. • document print and electronic sources using MLA or APA style, including in-text citation and corresponding works cited list. • incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately. • revise writing for effect, clarity, accuracy, and depth of information. • follow style manual conventions to edit materials for correct grammar, spelling, punctuation, and capitalization.

HSE-WP6 The student will
   a) **use technology, including the Internet, to produce, publish and update an individual writing project;**
   b) **write a short research report to answer questions posed by self and others using multiple sources of information;**
   c) **cite evidence from literary or informational texts.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

		• avoid plagiarism by:
		  ° understanding that *plagiarism* is the act of presenting someone else's ideas as one's own;
		  ° recognizing that one must correctly cite sources to give credit to the author of an original work;
		  ° recognizing that sources of information must be cited even when the information has been paraphrased; and
		  ° using quotation marks when someone else's exact words are quoted.

HSE-WE1 The student will
   a) **use standard English rules by using correct punctuation when writing;**
   b) **spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	All students should	**To be successful with this standard, students are expected to**

• 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.
	• understand that grammatical and syntactical choices convey a writer's message.
	
	 • recognize that active voice means that the subject of a verb *performs* the action and passive voice means that the subject of a verb *receives* the action.
	
	 • write using various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	
	 • demonstrate an understanding of dependent clauses, independent clauses, and a variety of phrases to show sentence variety.
		• apply rules for sentence development, including:
		 ° subject/verb;
		 ° direct object;
		 ° indirect object;
		 ° predicate nominative; and
		 ° predicate adjective.
		
		 • identify and appropriately use coordinating conjunctions: *for, and, nor, but, or, yet,* and *so* (FANBOYS).
		
		 • use parallel structure when:
		 ° linking coordinate ideas;
		 ° comparing or contrasting ideas; and
		 ° linking ideas with correlative conjunctions:
		   - *both…and*
		   - *either…or*
		   - *neither…nor*
		   - *not only…but also.*
		
		 • use appositives.
		
		 • distinguish and divide main and subordinate clauses, using commas and semicolons.
		
		 • use a semicolon, or a conjunctive adverb to link two or more closely related independent clauses.
		
		 differentiate between active and passive voice to create a desired effect.
		
		 • proofread and edit writing.

HSE-WE2   The student will
  a) **Peer edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• 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.
	All students should
	
	 • understand that active voice means that the subject of a verb *performs* the action and passive voice means that the subject of a verb *receives* the action.
	
	 • use colons according to rules governing their use.
	
	 • understand how writers use organization and details to communicate their purposes.
		To be successful with this standard, students are expected to
		
		 • distinguish between active voice and passive voice to convey a desired effect.
		
		 • know and apply the rules for the use of a colon:
		   ° before a list of items;
		   ° before a long, formal statement or quotation; and
		   ° after the salutation of a business letter.
		
		 • use direct quotations in their writing, applying MLA or APA style for punctuation and formatting.
		
		 • use peer- and self-evaluation to edit writing.
		
		 • proofread and prepare final product for intended audience and purpose.
		
		 • correct grammatical or usage errors.

HSE-WE3   The student will
   a) **apply conventions of English grammar rules to convey desire meaning in writing and;**
   b) **use knowledge of language to achieve desired meaning when writing by varying sentence structure using a variety of simple and compound sentence structure.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• 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.	**All students should** • understand and apply the rules of the MLA, APA, or other style manual in producing research projects. • understand verbals and verbal phrases and use them appropriately in writing. • use grammatical conventions to vary syntax and paragraph structures for a variety of purposes and audiences.	**To be successful with this standard, students are expected to** • apply MLA or APA style for punctuation conventions and formatting direct quotations. • use correctly the following verbal phrases in writing: 　° gerund phrase; 　° infinitive phrase; 　° participial phrase; and 　° absolute phrase. • place main subjects of sentences in front of strong, active verbs and avoid forms of the verb "to be". [The baseball was thrown by the pitcher (passive construction); better: The pitcher threw the baseball (active construction).] • use in-text citations including parenthetical references and a corresponding list of works cited at the end of the paper. • use clauses and phrases for sentence variety. • revise and edit writing for appropriate style and language in informal and formal contexts.

HSE-WE4   The student will
   a) **edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• 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.	**All students should** • understand how to evaluate sources of information to determine reliability. • understand how to develop a plan and collect information. • understand how to use technology to access, organize, and develop writing. • understand plagiarism has meaningful consequences.	**To be successful with this standard, students are expected to** • utilize technology to conduct research, organize information, and develop writing. • identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine. • develop a plan to locate and collect relevant information about the chosen topic. • identify a variety of primary and secondary sources of information. • generate notes while following a logical note-taking system. • preview resource materials to aid in selection of a suitable topic. • identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts. • synthesize information in a logical sequence. • document print and electronic sources using MLA or APA style, including in-text citation and corresponding works cited list. • incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately. • revise writing for effect, clarity, accuracy, and depth of information. • follow style manual conventions to edit materials for correct grammar, spelling, punctuation, and capitalization.

HSE-WE4 **The student will**
   a) **edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

		• avoid plagiarism by:
		  ° understanding that *plagiarism* is the act of presenting someone else's ideas as one's own;
		  ° recognizing that one must correctly cite sources to give credit to the author of an original work;
		  ° recognizing that sources of information must be cited even when the information has been paraphrased; and
		  ° using quotation marks when someone else's exact words are quoted.