**English: Writing**

**Aligned Standards of Learning**

**Curriculum Framework**

**High School**

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# StaNDARD hse-wp1 REPORTING CATEGORY: compose content: writing

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.

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| 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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# Standard hsE-wp1 REPORTING CATEGORY: compose Content: writing

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.

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| 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.
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# Standard hse-wp2 REPORTING CATEGORY: Compose CoNtent: writing

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.

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| 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
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# Standard hsE-wp2 REPORTING CATEGORY: compose Content: writing

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.

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| 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.
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# Standard hse-wp3 REPORTING CATEGORY: compose Content: writing

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.

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| 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.
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# Standard hse-wp3 REPORTING CATEGORY: compose Content: writing

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.

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| 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.
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# Standard hse-wp4 REPORTING CATEGORY: compose Content: writing

HSE-WP4 The student will

a) select information from multiple sources and use the information to write answers to questions.

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| 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.
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# Standard hse-wp5 REPORTING CATEGORY: compose Content: writing

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.

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| 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.
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# Standard hse-wp6 REPORTING CATEGORY: compose Content: writing

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.

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| 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.
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# Standard hse-wp6 REPORTING CATEGORY: compose Content: writing

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.

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| 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.
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# Standard hse-we 1 REPORTING CATEGORY: edit Content: writing

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.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * 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.
 | All students should* 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.
 | To be successful with this standard, students are expected to* 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.
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# Standard hse-we2 REPORTING CATEGORY: edit Content: writing

HSE-WE2 The student will

a) Peer edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

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| 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.
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# Standard hse-we3 REPORTING CATEGORY: Edit Content: writing

HSE-WE3 The student will

1. apply conventions of English grammar rules to convey desire meaning in writing and;
2. use knowledge of language to achieve desired meaning when writing by varying sentence structure using a variety of simple and compound sentence structure.

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| 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.
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# Standard hse-we4 REPORTING CATEGORY: Edit Content: writing

HSE-WE4 The student will

1. edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

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| 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.
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# Standard hswe4 REPORTING CATEGORY: edit Content: writing

HSE-WE4 The student will

1. edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph

structure.

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| 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.
 |