**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. |

# 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. |

# 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 |

# 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. |

# 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. |

# 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. |

# 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. |

# 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. |

# 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. |

# 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. |

# 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. |

# 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. |

# 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. |

# 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. |

# 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. |