Class: English 1 and 2
Essential Standard: I can write a well-grounded argumentative piece for a range of purposes and audiences.

4.0 – In-depth Applications	I know I can because:
I have an in-depth understanding of the expected knowledge and skills and can show my expertise by using it to problem solve and think critically, such as: ☐ Use effective writing strategies and processes when I am writing or revising; and ☐ Produce compelling, well-supported argumentative writing by using precise and vivid language, relevant and persuasive evidence, and good grammar.	
3.0 – Expected Knowledge and Skills	

I can…
☐ Write argumentative essays that develop a specific argument and fit my specific purpose and audience by:
    ☐ Finding, picking, and integrating the best supporting evidence from a variety of sources;
    ☐ Developing a thesis and a counterargument which will resonate with my audience;
    ☐ Using transitions to keep my essay organized and flowing;
    ☐ Using a conclusion to wrap up my essay; and
    ☐ Using my best vocabulary to create a formal tone and flow;
☐ Use things like graphics, tables, charts, and formatting styles when appropriate to engage the audience or serve a purpose;
☐ Use varied sentence structure, rhetorical devices, and vocabulary (including literary terms and figurative language) to fit my purpose and audience when I revise and write essays; and
☐ Use correct standard English grammar usage and mechanics in my essays, which includes editing and proofreading my essays.	

2.0 – Foundational Knowledge and Skills	
I can… ☐ Write argumentative texts that address a counterargument; ☐ Explain how things like graphics, tables, charts, and formatting affect a piece of writing; ☐ Explain how audience and purpose should impact a piece of writing; ☐ Explain how word choice, rhetorical devices, and/or sentence structure impact a piece of writing; ☐ Show some understanding of standard English grammar usage and mechanics; ☐ Revise my argumentative texts; and ☐ Use MLA format, which includes having a works cited page.	