



Mattawan Consolidated Schools English/Writing 12 Essential Standards Chart

Standard Description	Common Core Standard	Example of Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
<p>What is the essential standard to be learned? Describe in student friendly vocabulary.</p>		<p>What does proficient look like? Provide an example and/or description.</p>	<p>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</p>	<p>What assessments will be used to measure student mastery?</p>	<p>When will this standard be taught?</p>	<p>What will we do when students have learned the essential standard(s)?</p>
<p>Develop a narrow but overarching and implied thesis and topic sentences.</p>	<p>W.1.A</p>	<p>This thesis will establish the main claim in an argumentative fashion by addressing the overall what and how without giving away the main topics of the body paragraphs.</p> <p>Topic Sentences will establish supportive claims in an argumentative fashion by addressing the specific what and how of that body paragraph.</p> <p>Thesis and Topic Sentence Examples</p>	<p>Construct an argument using a divided thesis.</p> <p>So what? How?</p>	<p>Discussion Boards</p> <p>Orbital Essay/Outlines</p> <p>Self-Defeating Behavior Analytical Essay</p> <p>Gender Equality Analytical Essay</p>	<p>Lit Circle Unit</p> <p>Poetry Unit</p> <p><i>Staircase</i> Unit</p> <p>1st Semester Review and Exam</p> <p>Gender Equality Unit</p>	

Choose and include relevant and informative quotes.	W.1.B	<p>Quotes will not only relate to the context but also include information that directly supports the claims of the thesis and topic sentences.</p> <p>Quote Example</p>	Ability to paraphrase and analyze a quote to demonstrate how it connects to the claim of a piece.	<p>Discussion Boards</p> <p>Orbital Essay/Outlines</p> <p>Self-Defeating Behavior Analytical Essay</p> <p>Gender Equality Analytical Essay</p>	<p>Lit Circle Unit</p> <p>Poetry Unit</p> <p><i>Staircase</i> Unit</p> <p>1st Semester Review and Exam</p> <p>Gender Equality Unit</p>	
Establish a formal style including an objective tone and lack of bias.	W.1.D L.3	<p>Writing will demonstrate sophistication, maturity, and mastery of language.</p> <p>It will remove pronouns that are not included in formal writing (I, me, you).</p> <p>It will also not include the student's opinions.</p> <p>Formal Writing Rules Source #1</p> <p>Formal Writing Rules Source #2</p>	Revision and group editing. Be comfortable allowing others to critique their work. Encourage students to re-read out loud.	<p>Discussion Boards</p> <p>Orbital Essay/Outlines</p> <p>Self-Defeating Behavior Analytical Essay</p> <p>Gender Equality Analytical Essay</p>	<p>Lit Circle Unit</p> <p>Poetry Unit</p> <p><i>Staircase</i> Unit</p> <p>1st Semester Review and Exam</p> <p>Gender Equality Unit</p>	
Implement effective narrative elements into all or part of an essay or speech:		Writing will clearly transition between past, present, and future events to	Organization and use of transition words	Self-Defeating Behavior Timed Writing	1st Semester Review and Exam	

<p>Establish a smooth progression between the various events in a narrative.</p> <p>Use sensory language and techniques to convey vivid, memorable pictures.</p>	<p>W.3.A</p> <p>W.3.D</p> <p>L.5</p>	<p>effectively develop the evolution of a person's identity.</p> <p>Place the reader into an event using the five senses.</p> <p>Valedictory Speech Rubric</p>	<p>Relevant and supportive details</p> <p>Practice revising pieces, focusing on creating distinct images in the reader's mind and provoking distinct feelings.</p>	<p>Valedictory Speech Script</p>	<p>Farewell Unit</p>	
<p>Produce senior level analyses that demonstrate college-ready knowledge of writing:</p> <p>Produce clear, coherent, and organized writing.</p> <p>Gather relevant information and implement effectively without plagiarizing.</p> <p>Compare how texts from the same period treat a similar theme and/or topic.</p>	<p>W.4</p> <p>L.2</p> <p>W.8</p> <p>W.9.A</p>	<p>Organize examples allowing for their claim to be supported effectively and with clear, correct language.</p> <p>Include strong, appropriate evidence that is clearly introduced and attributed while being cited correctly.</p> <p>Implement ideas from various texts and research, discussing how similar themes/topics are addressed and relate to each other.</p> <p>Gender Essay Rubric</p>	<p>Intro-Body-Conclusion</p> <p>Context-Quote-Analysis</p> <p>Grammar/Conventions</p> <p>Paraphrase sources</p> <p>Identify themes</p> <p>Conduct research and identify reliable sources.</p> <p>Use and be aware of the current MLA citation guidelines.</p>	<p>Poetry Analysis</p> <p>Orbital Essay</p> <p>Motif Speech</p> <p>Self-Defeating Behaviors Essay</p> <p>Gender Equality Essay</p> <p>Final Portfolio Reflections</p>	<p>Poetry Unit</p> <p>Lit Circle Unit</p> <p><i>Staircase</i> Unit</p> <p>1st Semester Exam and Review</p> <p>Gender Equality Unit</p> <p>Final Exam</p>	