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CW Middle School
English 6 B

1. **Grammar (25.00%)**

Learning Targets

1.1 **I can effectively write a simple sentence with a single and compound subject or predicate.**

Learning Target	Descriptor	Definition
4	Proficient	I can effectively write a simple sentence with a single and compound subject or predicate.
3	Developing	I can fix a sentence that is incomplete.
2	Basic	I can differentiate between a complete sentence and a sentence that is not complete.
1	Minimal	I can identify the two parts of a simple sentence.
0	No Evidence	No evidence shown.

1.2 **I can effectively write a compound sentence.**

Learning Target	Descriptor	Definition
4	Proficient	I can effectively write a compound sentence.
3	Developing	I can select or fix an appropriate coordinating conjunction in a sentence.
2	Basic	I can differentiate between simple and compound sentences.
1	Minimal	I can identify the meaning of the different components of a compound sentence (independent clause and coordinating conjunction).
0	No Evidence	No evidence shown.

1.3 **I can effectively write a complex sentence.**

Learning Target	Descriptor	Definition
4	Proficient	I can effectively write a complex sentence.
3	Developing	I can modify a sentence to create a complex sentence.
2	Basic	I can differentiate between simple, compound, and complex sentences.
1	Minimal	I can select the meaning of the different components of a complex sentence (independent clause, dependent clause, and subordinating conjunction).
0	No Evidence	No evidence shown.

1.4 **I can effectively use commas where appropriate in my writing.**

Learning Target	Descriptor	Definition

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Learning Target	Descriptor	Definition
4	Proficient	I can effectively use commas where appropriate in my writing.
3	Developing	I can fix comma errors and select the reason for the error.
2	Basic	I can select comma errors in an address, series, dialogue, direct address, compound sentence, or compound sentence.
1	Minimal	I can identify the function of a comma in a sentence.
0	No Evidence	No evidence shown.

1.5 I can use adjectives effectively in my own writing to create mood and imagery.

Learning Target	Descriptor	Definition
4	Proficient	I can use adjectives effectively in my own writing to create mood and imagery.
3	Developing	I can modify sentences that may be missing adjectives to create mood and imagery.
2	Basic	I can select various adjectives in sentences that add mood and imagery.
1	Minimal	I can identify the meaning of different kinds of adjectives.
0	No Evidence	No evidence shown.

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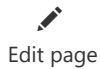
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2. **Reading Workshop (25.00%)**

   Learning Targets

   2.1 **I can analyze a given literary element, support it with solid evidence from the text, and effectively justify my answer.**

Learning Target	Descriptor	Definition
4	Proficient	I can analyze a given literary element, support it with solid evidence from the text, and effectively justify my answer.
3	Developing	I can analyze a given literary element and support it with solid evidence, but I need to work on my justification.
2	Basic	I can analyze a given literary element and attempt to support it with solid evidence.
1	Minimal	I can attempt to analyze a given literary element, but my evidence doesn't support it.
0	No Evidence	No evidence shown.

   2.2 **I can summarize information from a text that includes the central idea and key events in my own words.**

Learning Target	Descriptor	Definition
4	Proficient	I can summarize information from a text that includes the central idea and key events in my own words.
3	Developing	I can summarize information, but I may have left out key events or added in too many details.
2	Basic	I can summarize information, but I use many words and phrases from the text instead of my own or I have left out many key ideas.
1	Minimal	I can attempt to summarize the central idea and key events.
0	No Evidence	No evidence shown.

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3. **Writing Workshop (25.00%)**

Learning Targets

3.1 **I can effectively develop an imaginative narrative using imagery, character development, meaningful dialogue, and a revising checklist.**

Learning Target	Descriptor	Definition
4	Proficient	I can effectively develop an imaginative narrative using imagery, character development, meaningful dialogue, and a revising checklist.
3	Developing	I can develop my narrative with action verbs, sensory language, and dialogue. I have made some changes, but my events need to be developed more.
2	Basic	I can develop my narrative with some action verbs, sensory language, and/or dialogue. I wrote a rough draft, but I made no major changes.
1	Minimal	I can loosely develop my narrative, but I am missing major events.
0	No Evidence	No evidence shown.

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4. **Word Work (25.00%)**

Learning Targets

4.1 **I can show that I understand the meaning of an unknown word by using it in my own writing.**

Learning Target	Descriptor	Definition
4	Proficient	I can show that I understand the meaning of an unknown word by using it in my own writing.
3	Developing	I can make a prediction of an unknown word using a strategy (part of a word, context clues, or background knowledge). I can make adjustments to my thinking.
2	Basic	I can make a prediction of an unknown word using background knowledge.
1	Minimal	I can attempt to make a prediction of an unknown word, but I am not able to use context clues or background knowledge.
0	No Evidence	No evidence shown.

4.2 **I can apply a spelling strategy to new words and/or use the correct homophone in the context of my own sentence.**

Learning Target	Descriptor	Definition
4	Proficient	I can apply a spelling strategy to new words and/or use the correct homophone in the context of my own sentence.
3	Developing	I can spell the correct word given in a sentence verbally.
2	Basic	I can select the correct spelling of a word in the context of a written sentence.
1	Minimal	I can select the meaning of an affix and/or select the strategy for a word sort.
0	No Evidence	No evidence shown.

Submitted on 11/27/2021 by