



CW Middle School

English 6 C

1. Grammar (25.00%)

Learning Targets

1.1 I can effectively use the correct pronoun in my writing.

Learning Target	Descriptor	Definition
4	Proficient	I can effectively use the correct pronoun in my writing.
3	Developing	I can substitute the appropriate pronoun in a sentence.
2	Basic	I can select a pronoun and the pronoun's antecedent in a sentence.
1	Minimal	I can identify the meaning of a pronoun and an antecedent.
0	No Evidence	No evidence shown.

1.2 I can use apostrophes appropriately in my writing.

Learning Target	Descriptor	Definition
4	Proficient	I can use apostrophes appropriately in my writing.
3	Developing	I can identify missing apostrophes and fix them in a text.
2	Basic	I can differentiate between a plural noun and a noun that shows ownership.
1	Minimal	I can identify the purpose of an apostrophe in a noun.
0	No Evidence	No evidence shown.

1.3 I can identify and make corrections to fragments and run-ons in a given text.

Learning Target	Descriptor	Definition
4	Proficient	I can identify and make corrections to fragments and run-ons in a given text.
3	Developing	I can identify fragments and run-ons in a text and can make some corrections to them.
2	Basic	I can categorize fragments, run-ons, and complete sentences. I can identify a fragment or run-on, but I am unable to fix either effectively.
1	Minimal	I can identify the meaning of a run-on and a fragment.
0	No Evidence	No evidence shown.



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2. Literature Circles (25.00%)

Learning Targets

2.1 I can consistently write a variety of 3 thoughtful "think marks" and support my think marks with sufficient evidence from the text.

Learning Target	Descriptor	Definition
4	Proficient	I can consistently write a variety of 3 thoughtful "think marks" and support my think marks with sufficient evidence from the text.
3	Developing	I can write 2 thoughtful "think marks" and support my think marks with sufficient evidence from the text, but I tend to write the same type of "think marks."
2	Basic	I can write 2 "think marks" stating what is happening directly in the text, and attempted to support them with evidence from the text.
1	Minimal	I can write 1-2 "think marks" by stating what is happening directly in the text.
0	No Evidence	No evidence shown.

2.2 I can consistently share my "think marks" and add on thoughtful information to other's "think marks" using text talk.

Learning Target	Descriptor	Definition
4	Proficient	I can consistently share my "think marks" and add on thoughtful information to other's "think marks" using text talk.
3	Developing	I can share my "think marks" and add on information to other's using some text talk.
2	Basic	I can share my "think marks" and make an attempt to add on to other's using text talk, but my add ons mostly repeat the information given.
1	Minimal	I can share my "think marks" in my literacy group.
0	No Evidence	No evidence shown.

3. Writing Workshop (25.00%)

Learning Targets

3.1 I can write an effective introduction that has an engaging hook, summarizes the event or topic, and offers a definitive claim.

Learning Target	Descriptor	Definition
4	Proficient	I can write an effective introduction that has an engaging hook, summarizes the event or topic, and offers a definitive claim.
3	Developing	I can write an introduction that has a hook, summarizes the event or topic, and includes a claim, but I need to work on one of these items some more to have more clarity.
2	Basic	I can write an introduction with a claim and loosely summarize the event or topic.



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Learning Target	Descriptor	Definition
1	Minimal	I can write a claim about the event or topic.
0	No Evidence	No evidence shown.

3.2 I can write 3 body paragraphs that provide solid evidence, justify my evidence, and include a counter-argument with rebuttal.

Learning Target	Descriptor	Definition
4	Proficient	I can write 3 body paragraphs that provide solid evidence, justify my evidence, and include a counter-argument with rebuttal.
3	Developing	I can write 3 body paragraphs that provide some evidence, justify my evidence, and attempt a counter-argument and rebuttal. I can introduce my evidence, but I need to elaborate more on it.
2	Basic	I can provide several pieces of evidence and attempt to justify my evidence.
1	Minimal	I can provide some evidence to support my theory, but it isn't the strongest I could use.
0	No Evidence	No evidence shown.

3.3 I can write an effective conclusion that restates my claim, summarizes my three reasons, and ends with a mic drop.

Learning Target	Descriptor	Definition
4	Proficient	I can write an effective conclusion that restates my claim, summarizes my three reasons, and ends with a mic drop.
3	Developing	I can restate my claim, summarize my 3 reasons, and attempt a mic drop.
2	Basic	I can state my claim and loosely state some of my reasons in the closing.
1	Minimal	I can state my claim in the closing.
0	No Evidence	No evidence shown.


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4. Reading Workshop (25.00%)

Learning Targets

4.1 I can analyze a text, support it with solid evidence and include my own thinking in response to an essential question.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze a text, support it with solid evidence and include my own thinking in response to an essential question.
3	Developing	I can analyze a text, support it with solid evidence, but I have not included my own thinking.
2	Basic	I can analyze a text, but I have not supported my claim with sufficient evidence.
1	Minimal	I can attempt to analyze the text, but my response to the essential question is missing sufficient evidence and my own thinking.
0	No Evidence	No evidence shown.

Submitted on 2/2/2022 by