**Student Personal Learning Goals – AZ Grade 2-3 English Language Proficiency**

**RECEPTIVE COMMUNICATION**

**Listening and Reading**

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| **Standard 1:** I am learning to construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. | | | |
|  | **Pre-emerging/ Emerging (1)** | **Developing (2)** | **Distinguished (3)** |
|  | With **substantial support,** apply an emerging set of strategies to: | With **moderate support,** apply a developing set of strategies to: | With **light support,** apply a wide variety of strategies to: |
| **PE/E-1** | I can respond to simple literal questions. | I can ask and answer questions by using evidence from a text | I can ask and answer questions about key details that support the main idea by using evidence from a text. |
| **PE/E-2** | I can identify the main topic. | I can determine the central topic or message. | I can explain the central idea, lesson, and moral using key details. |
| **PE/E-3** | I can identify details. | I can identify key details that support the main idea or message. | I can explain how key details support the main idea or message. |
| **PE/E-4** | I can retell a familiar text using key words and phrases. | I can retell a variety of texts using key details. | I can recount a variety of texts using key details. |
| **PE/E-5** | I can identify similarities and differences within a text. | I can identify and describe similarities and differences between two texts | I can identify and describe similarities and differences between two texts |

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| **Standard 2:** I am learning to determine the meaning of words and phrases in oral presentations and literary and informational text. | | | |
|  | **Pre-emerging/ Emerging (1)** | **Developing (2)** | **Distinguished (3)** |
|  | With **substantial support,** apply an emerging set of strategies to: | With **moderate support,** apply a developing set of strategies to: | With **light support,** apply a wide variety of strategies to: |
| **PE/E-1** | I can recognize the meaning of frequently occurring words, phrases, and expressions. | I can determine the meaning of frequently occurring academic and content-specific words and phrases. | I can determine the meaning of less-frequently occurring words and phrases and content specific words. |
| **PE/E-2** | I can recognize the meanings of common  idiomatic expressions. | I can determine the meanings of some idiomatic expressions  and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics,  experiences, or events. | I can determine the meaning of idiomatic expressions and  figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. |
| **PE/E-3** | I can apply information from visual aids, reference  materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words | I can apply context clues, information from visual aids, reference materials, and a  developing knowledge of grade- appropriate English  morphology to determine meaning of unknown words | I can apply context clues, information from visual aids, reference materials, and knowledge of grade appropriate English morphology to determine meaning of unknown words. |

**PRODUCTIVE COMMUNICATION**

**Speaking and Writing**

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| **Standard 3:** I am learning to speak and write about grade appropriate complex literary and  informational texts and topics. | | | |
|  | **Pre-emerging/ Emerging (1)** | **Developing (2)** | **Distinguished (3)** |
|  | With **substantial support,** apply an emerging set of strategies to: | With **moderate support,** apply a developing set of strategies to: | With **light support,** apply a wide variety of strategies to: |
| **PE/E-1** | I can deliver short oral presentations that include a few details. | I can deliver short oral presentations that include some details to develop a topic. | I can deliver oral presentations that include details and examples to develop a topic. |
| **PE/E-2** | I can compose written narratives using appropriate  conventions about familiar topics and experiences that  include details. | I can compose written narratives using appropriate conventions that include details to develop a topic. | I can compose written narratives using appropriate conventions that include details and examples to develop a topic. |
| **I PE/E-3** | I can compose informational texts using familiar texts, and topics that include details while using appropriate conventions. | I can compose informational texts that include details to develop a topic while using appropriate  conventions. | I can compose informational texts that include details and examples to develop a topic while using appropriate conventions. |
| **PE/E-4** | I can produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames. | I can produce writing with appropriate organization on a  variety of topics, experiences, or events using sentence frames. | I can produce writing with appropriate organization on a  variety of topics, experiences, or  events. |

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| **Standard 4:** I am learning to construct grade appropriate oral and written claims and support them with reasoning and evidence. | | | |
|  | **Pre-emerging/ Emerging (1)** | **Developing (2)** | **Distinguished (3)** |
|  | With **substantial support,** apply an emerging set of strategies to: | With **moderate support,** apply a developing set of strategies to: | With **light support,** apply a wide variety of strategies to: |
| **PE/E-1** | I can express an opinion on a provided topic or text. | I can express an opinion on a topic or text. | I can express an opinion about a given topic or text. |
| **PE/E-2** | I can supply an opinion that supports the opinion. | I can supply a reason that supports the opinion and is based on some textual evidence. | I can supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. |
| **PE/E-3** | I can use simple words that signal actions and emotions. | I can use grade- appropriate words and phrases, including frequently occurring adjectives  and adverbs. | I can use grade- appropriate general academic and  domain-specific words and phrases, including adjectives,  adverbs, and appropriate transition words. |
| **I PE/E-4** | I can provide a sense of closure to an opinion. | I can provide a concluding statement to an opinion. | I can provide a conclusion that summarizes the opinion presented. |

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| **Standard 5:** I am learning to adapt language choices to purpose, task, and audience when speaking and writing. | | | |
|  | **Pre-emerging/ Emerging (1)** | **Developing (2)** | **Distinguished (3)** |
|  | With **substantial support,** apply an emerging set of strategies to: | With **moderate support,** apply a developing set of strategies to: | With **light support,** apply a wide variety of strategies to: |
| **PE/E-1** | I can demonstrate a developing awareness of the difference between  appropriate language for the playground and language for the classroom. | I can demonstrate awareness of differences between informal “playground speech” and language appropriate to the classroom. | I can shift appropriately  between informal “playground speech” and  language appropriate to the  classroom. |
| **PE/E-2** | I can use words and phrases that signal actions and emotions. | I can use grade-appropriate words and phrases, including frequently occurring adjectives  and adverbs. | I can use grade-appropriate general academic and  domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. |

**INTERACTIVE COMMUNICATION**

**Listening, Speaking, Reading, and Writing**

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| **Standard 6:** I am learning to adapt language choices to purpose, task, and audience when speaking and writing. | | | |
|  | **Pre-emerging/ Emerging (1)** | **Developing (2)** | **Distinguished (3)** |
|  | With **substantial support,** apply an emerging set of strategies to: | With **moderate support,** apply a developing set of strategies to: | With **light support,** apply a wide variety of strategies to: |
| **PE/E-1** | I can participate in short  conversations and discussions about familiar topics. | I can participate in discussions about familiar topics and texts. | I can participate in extended  conversations and discussions about a variety of topics and  texts. |
| **PE/E-2** | I can participate in short written exchanges about  familiar topics. | I can participate in written exchanges about familiar topics and texts. | I can participate in extended written exchanges about a  variety of topics and texts. |
| **PE/E-3** | I can follow basic rules for discussion. | I can follow rules for discussion. | I can express own ideas using the rules for discussion. |
| **PE/E-4** | I can respond to simple yes-no and wh- questions. | I can ask questions to gain information or clarify understanding. | I can pose and respond to relevant questions about a  variety of topics and texts. |
| **PE/E-5** | I can contribute own comments. | I can respond to comments of  others. | I can build on the ideas of others. |

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| **Standard 7:** I am learning to conduct research and evaluate and communicate findings to answer questions or solve problems. | | | |
|  | **Pre-emerging/ Emerging (1)** | **Developing (2)** | **Distinguished (3)** |
|  | With **substantial support,** apply an emerging set of strategies to: | With **moderate support,** apply a developing set of strategies to: | With **light support,** apply a wide variety of strategies to: |
| **PE/E-1** | I can gather information from provided resources to answer questions. | I can gather information from  multiple provided resources to  answer questions | I can gather information from  print and digital provided resources to answer questions. |
| **PE/E-2** | I can respond to a question or problem based on information from provided resources. | I can respond to a question or  problem based on gathered  information from multiple sources including personal experience. | I can respond to a question or  problem based on gathered  information from multiple (personal experience, digital,  and print) sources. |

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| **Standard 8:** I am learning to analyze and critique the arguments of others orally and in writing. | | | |
|  | **Pre-emerging/ Emerging (1)** | **Developing (2)** | **Distinguished (3)** |
|  | With **substantial support,** apply an emerging set of strategies to: | With **moderate support,** apply a developing set of strategies to: | With **light support,** apply a wide variety of strategies to: |
| **PE/E-1** | I can identify a reason an author or speaker gives to  support a main point. | I can tell how one or two reasons support the specific points an author or a speaker  makes. | I can explain how an author or speaker uses reasons and  evidence to support or fail to support specific points. |
| **PE/E-2** | I can respond to yes-no, either-or, and wh- questions about what an author or speaker says. | I can ask and answer yes-no, either-or, and wh- questions in  order to gather more information about what an author or speaker says. | I can ask and answer yes-no, either-or, and wh- questions in  order to clarify what an author or speaker says. |
| **PE/E-3** | I can use describing words. | I can follow use general academic and domain-specific words and phrases. | I can use general academic and domain-specific words and phrases that signal spatial  and temporal relationships. |

**LANGUAGE**

**Standards 9 and 10 are to be used across Standards 1-8**

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| **Standard 9:** I am learning to create clear and coherent grade-appropriate speech and text. | | | |
|  | **Pre-emerging/ Emerging (1)** | **Developing (2)** | **Distinguished (3)** |
|  | With **substantial support,** apply an emerging set of strategies to: | With **moderate support,** apply a developing set of strategies to: | With **light support,** apply a wide variety of strategies to: |
| **PE/E-1** | I can apply understanding of how text types are  organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative  text is organized by topic and details versus how an opinion text is organized by  opinion and supporting  reasons). | I can apply understanding of how text types are organized when writing and speaking in  increasingly complex texts (e.g., how a story is organized  sequentially versus how an informative text is organized by  topic and details versus how an opinion text is organized by  opinion and supporting reasons). | I can apply understanding of how text types are organized when writing and speaking in  complex texts (e.g., how a story is organized sequentially  versus how an informative text is organized by topic and  details versus how an opinion text is organized by opinion  and supporting reasons). |
| **PE/E-2** | I can apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently  occurring linking words when writing and speaking. | I can apply understanding of how ideas, events, or reasons are linked throughout a text by  using frequently occurring linking words and temporal words when writing and speaking. | I can apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking. |

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| **Standard 10:** I am learning to make accurate use of standard English to communicate in grade appropriate speech and writing | | | |
|  | **Pre-emerging/ Emerging (1)** | **Developing (2)** | **Distinguished (3)** |
|  | With **substantial support,** apply an emerging set of strategies to: | With **moderate support,** apply a developing set of strategies to: | With **light support,** apply a wide variety of strategies to: |
| **PE/E-1** | I can use some familiar singular and plural nouns. | I can use an increasing range of singular and plural nouns | I can use grade-appropriate singular and plural nouns. |
| **PE/E-2** | I can use some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives). | I can use an increasing range of common and proper nouns with appropriate determiners (e.g., articles and  demonstratives). | I can using grade- appropriate common and proper nouns with appropriate determiners  (e.g., articles and demonstratives). |
| **PE/E-3** | I can recognize possessive nouns (e.g., That is Mary’s backpack.). | I can use possessive with some familiar nouns (e.g., That is Mary’s backpack.). | I can use possessives with grade-appropriate nouns. (e.g., That is Mary’s backpack.). |
| **PE/E-4** | I can begin to use  personal subject and object pronouns. | I can use personal subject and object pronouns. | I can use personal (subject and object), possessive, and  indefinite pronouns. |
| **PE/E-5** | I can use familiar verbs in the present progressive. | I can use verbs distinguishing present progressive and simple  present. | I can use verbs in the past progressive. |
| **PE/E-6** | I can use some familiar verbs in the simple present and simple past, including  irregular past forms for  frequently used verbs (e.g., had, was, went). | I can use an increasing range of singular and plural nouns | I can use grade- appropriate singular and plural nouns. |
| **PE/E-7** | I can use some  familiar verbs in the  future with “going to”. | I can use an increasing range of common and proper nouns with appropriate determiners (e.g., articles and  demonstratives). | I can use grade- appropriate common and proper nouns with appropriate determiners  (e.g., articles and demonstratives). |
| **PE/E-8** | I can apply subject-  verb agreement using  familiar nouns and verbs. | I can apply subject-  verb agreement using  and increasing range of  nouns and verbs. | I can apply subject-verb  agreement using grade-  appropriate nouns and  verbs. |
| **PE/E-9** | I can recognize and  use some frequently  occurring adjectives (i.e.,  descriptive, possessive,  demonstrative). | I can use an increasing  number of frequently  occurring adjectives (i.e.,  descriptive, possessive, demonstrative). | I can use a variety of  frequently occurring  adjectives (i.e., descriptive, possessive, demonstrative). |
| **PE/E-10** | I can begin to use some frequently occurring prepositional phrases (e.g., on the table) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process. | I can use a wider range of prepositional phrases (e.g., after lunch) to provide detail  (e.g., time, manner, place, cause) about a familiar or new activity or process | I can use a variety of  prepositional phrases (e.g. ,toward the playground) to provide detail (e.g., time, manner, place, cause). |
| **PE/E-11** | I can use some simple, frequently occurring conjunctions (e.g., and, but). | I can use a wider range of frequently occurring conjunctions (e.g., and, but, because). | I can use frequently occurring conjunctions (e.g., and, but, or, so, because). |
| **PE/E-12** | I can begin to use appropriate word order (subject-verb- object) in basic declarative and  imperative sentences. | I can increasingly use  appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. | I can use appropriate word order (subject-verb- object) in declarative, imperative, and  interrogative sentences. |