**Student Personal Learning Goals – AZ Grade 6-8 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 identify the  main topic and a few  key details. | I can determine the central idea or theme and explain how they are supported by  using some text evidence. | I can analyze the central ideas and themes and justify how they are supported by using  text evidence. |
| **PE/E-2** | I can retell a familiar text including specific details and information. | I can recount specific details and information in a variety of texts. | I can summarize a text including specific details and  information. |
| **PE/E-3** | I can identify similarities and differences within a  text. | I can identify and describe similarities and differences  between multiple texts. | I can compare and contrast details from multiple texts. |
| **PE/E-4** | I can identify text  structures and text types. | I can determine which text structures and text types impact the central idea or theme. | I can explain how structure, text type, and other elements  impacts the central idea or theme. |

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| **Standard 2:** I am learning to | | | |
|  | **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 phrases that identify relationships among  ideas and concepts using transition words (e.g. another, for example, also, because). | I can produce sentences to clarify relationships among ideas and concepts using appropriate transitions. | I can produce sentences to clarify relationships among ideas and concepts using appropriate transitions. |
| **PE/E-5** | N/A | I can use examples of precise language and domain-specific vocabulary within informative texts. | I can use precise language and domain-specific vocabulary to  inform about or explain the topic. |

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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. | I can construct a claim about a topic or text. | I can construct a claim about a topic or text. |
| **PE/E-2** | I can supply a reason 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 grade appropriate words. | I can use grade-appropriate words and phrases. | I can use grade-appropriate general academic and domain-specific words and phrases. |
| **I PE/E-4** | I can provide a sense of closure to an argument. | I can provide a concluding  statement to an argument. | I can provide a conclusion that summarizes the argument 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 need to adapt language choices to different social and academic contexts. | I can demonstrate awareness of the need to adapt language choices according to purpose, task, and audience. | I can adapt language choices and style (includes register) according to purpose, task, and audience. |
| **PE/E-2** | I can use frequently occurring general academic and content-specific words and phrases  to express ideas. | I can use general academic and content-specific words and phrases to express ideas. | I can use a wide variety of general academic and  content-specific words to precisely express ideas. |

**INTERACTIVE COMMUNICATION**

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

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| **Standard 6:** I am learning to participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | |
|  | **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 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 questions. | I can ask questions to gain information or clarify my understanding. | I can pose and respond to relevant questions about a  variety of topics and texts. |
| **PE/E-5** | I can contribute own comments to collaborative oral and written discussions  about familiar topics. | I can contribute relevant  information and evidence to  collaborative oral and written discussions. | I can paraphrase key ideas expressed in collaborative oral and written discussions. |
| **PE/E-6** | I can refer to previously read information on familiar topic during  collaborative oral and  written discussions. | I can refer to previously read or researched information during  collaborative oral and written discussions. | I can refer to previously read or researched information during collaborative oral and  written discussions. |

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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 a question. | I can gather information from  multiple provided resources to answer a question. | I can gather information from  print and digital provided resources to answer a question. |
| **PE/E-2** | I can record some information/observations in  simple notes. | I can paraphrase observations/ information notes  with labeled illustrations, diagrams, or other graphics, as  appropriate. | I can summarize key ideas and  information in detailed and orderly notes, with charts,  diagrams, or other graphics, as  appropriate. |
| **PE/E-3** | I can identify sources used in research. | I can cite sources used in research. | I can identify credible sources used in research and use a  standard format for citations. |
| **PE/E-4** | N/A | I can restate the main idea using evidence from text or  presentations. | I can make inferences and draw conclusions using  evidence from text or presentations. |

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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 claim an author or a speaker makes. | I can explain how an author or speaker uses reasons and  evidence to support or fail to  support a claim |
| **PE/E-2** | I can identify claims supported by reasons and  evidence and those that are not. | I can distinguish between claims that are supported by reasons and evidence from  those that are not. | I can determine and evaluate whether the evidence is  sufficient to support the claims. |
| **PE/E-3** | I can use words and phrases to express ideas and opinions. | I can use academic words and phrases to make a claim. | I can use academic and domain-specific words and  phrases to make a claim. |

**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 communicate simple  information about a topic when writing and speaking. | I can introduce and present facts about an informational topic and provide a conclusion when writing and speaking. | I can introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking. |
| **PE/E-2** | I can present a sequence of events in order using  frequently occurring linking words (e.g., and, then) when writing and speaking. | I can introduce and develop a sequence of events, using an  increasing range of temporal and other linking words to connect, compare, and contrast ideas, and information (e.g., before, because, also) when writing and speaking. | I can introduce and develop a more detailed sequence of  events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect, compare, and  contrast ideas, information, or events 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 use 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 verbs in the simple present and simple past, including familiar irregular past forms (e.g., ate, ran, sang). | I can use grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote). |
| **PE/E-7** | I can use some familiar verbs in the future with “going to”. | I can use an increasing range of verbs in the future with “going to” and “will”. | I can use grade-appropriate verbs in the future with “going to” and “will”. |
| **PE/E-8** | I can apply subject- verb agreement using  familiar nouns and verbs. | I can apply subject-  agreement using 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 use some simple, frequently occurring imperative sentences (e.g., Come in., Sit down.).  . | I can use a wider range of frequently occurring imperative  sentences (e.g., Share your opinion with a classmate., Provide support using textual  evidence.). | I can use frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual  evidence.). |
| **PE/E-13** | I can use some simple, frequently occurring modals (e.g., can, could, may, might). | I can use a wider range of frequently occurring modals (e.g., shall, should, will, would). | I can use irregularly occurring modals (e.g., ought, had, better). |
| **PE/E-14** | I can beginning 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. |