

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

RECEPTIVE COMMUNICATION Listening and Reading

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

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

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.

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.
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.

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

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.

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.

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

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.

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 using some familiar singular and plural nouns.	I can using 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,	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).

	place, cause) about a familiar activity or process.		
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.