**Student Personal Learning Goals – AZ Grade 4-5 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 central topic and key details. | I can determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details. | I can determine central ideas (in informational texts) and themes (in literary texts) and  explain how they are supported by key details. |
| **PE/E-2** | I can retell a familiar text including specific details and information. | I can recount a text including specific details and information. | 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  within a text. | I can compare and contrast details from multiple texts. |
| **PE/E-4** | I can establish connections  between visual supports and text. | I can utilize visual information to understand the text. | I can explain how the visual information supports the text. |

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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 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  link ideas and information  using transition words (e.g.,  also, because). | I can produce sentences that link ideas and information using  transition words and phrases (e.g., another, for example, also, because). | I can produce sentences that link ideas using transition words and phrases (e.g., another, for  example, in contrast). |
| **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 topic or text. | I can express an opinion on a topic or text. | I can express an opinion on a topic or text. |
| **PE/E-2** | I can supply a reason that supports my opinion. | I can supply a reason that supports my opinion and is based on some textual evidence. | I can supply a reason that supports my 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 those that signal precise actions, emotions, or states of being (e.g., quizzed, whined,  stammered) and that are basic to a particular topic (e.g.,  wildlife, conservation, and  endangered when discussing animal preservation). | I can use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) |
| **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 need to adapt language choices into 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 general academic words and  phrases learned through  conversations reading, and  being read to. | I can use grade-appropriate words and phrases, including frequently occurring adjectives  and adverbs. | I can use a variety of general  academic and content-specific words and phrases. |

**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  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 my 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 to collaborative oral and written discussions  about familiar topics. | I can contribute information and evidence to collaborative oral and written discussions. | I can paraphrase the key  ideas expressed in 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 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 record some information/observations in  simple notes. | I can sort evidence into categories. | I can summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as  appropriate. |

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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 determine and explain the author’s purpose. | I can identify the author’s purpose for their piece of writing (e.g., to entertain, to  inform, to persuade). | I can determine and explain the author’s purpose for their  piece of writing (e.g., to entertain, to inform, to persuade). |
| **PE/E-3** | I can identify vocabulary used to influence a reader's perspective (e.g.,  emotional words, etc.). | I can distinguish between facts an opinion in a text. | I can distinguish fact from opinion in persuasive text (e.g.,  advertisements, product labels, written communications, etc.). |
| **PE/E-4** | I can express an opinion. | I can write about an opinion and use provided resources to  include one or more supporting reasons. | I can write about an opinion and use provided resources to  include supporting reasons. |
| **PE/E-5** | I can use words and phrases to express ideas and opinions | I can use academic words and phrases to express ideas and  phrases. | I can use academic and  domain-specific words and phrases to express ideas and  phrases. |

**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 and temporal words when writing and speaking. | I can apply 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. | 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 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 beginning to use  personal subject and  object pronouns. | I can use personal subject and object pronouns. | I can use personal subject and object 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-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. |