

Student Personal Learning Goals - AZ Grade 6-8 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 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.

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

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	I can use precise language and domain-specific vocabulary to

		vocabulary within informative texts.	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.
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.

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

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.

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

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.

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	I can use an increasing range of verbs in the simple present and simple past, including	I can use grade-appropriate verbs in the simple present and simple past, including

	irregular past forms for frequently used verbs (e.g., had, was, went).	familiar irregular past forms (e.g., ate, ran, sang).	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 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.