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| **Charting My Progress Grade 5 page 10 of 13** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **5.L.1** | I attempt to demonstrate a basic understanding of the conventions of Standard English grammar and usage when writing or speaking.  I form and use the perfect verb tenses.  I use correlative conjunctions (e.g., either/or, neither/nor). | I demonstrate an understanding of the conventions of Standard English grammar and usage when writing or speaking.  I understand the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  I form and use the perfect verb tenses.  I use verb tenses to convey various times, sequences, states, and conditions.  I recognize inappropriate shifts in verb tenses.  I use correlative conjunctions (e.g., either/or, neither/nor). | I demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  I explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  I form and use the perfect verb tenses.  I use verb tenses to convey various times, sequences, states, and conditions.  I recognize and correct inappropriate shifts in verb tenses.  I use correlative conjunctions (e.g., either/or, neither/nor). | I Demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking: explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses; uses verb tenses to convey particular times, sequences, states, and conditions; recognizes and corrects inappropriate shifts in verb tenses; and uses correlative conjunctions (e.g., either/or, neither/nor). |
| **5.L.2** | I page8image1530617952attempt to demonstrate a basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing.  I use punctuation to separate items in a series and spells words correctly, consulting provided references as needed. | I demonstrate understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing.  I use punctuation to separate items in a series.  I use a comma to separate an introductory element from the rest of the sentence.  I use commas to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.  I spell words correctly, consulting provided references as needed. | I demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  I use punctuation to separate items in a series.  I use a comma to separate an introductory element from the rest of the sentence.  I use commas to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.  I use underlining, quotation marks, or italics to indicate titles of works.  I spell words correctly, consulting provided references as needed. | I demonstrate strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  I use punctuation to separate items in a series.  I use a comma to separate an introductory element from the rest of the sentence.  I use commas to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.  I use underlining, quotation marks, or italics to indicate titles of works.  I spell words correctly, consulting provided references as needed. |
| **5.L.3** | I use basic knowledge of language and its conventions when writing, speaking, reading, or listening.  I expand and reduce sentences for meaning.  I compare the language used in stories, dramas, or poems. | I use knowledge of language and its conventions when writing, speaking, reading, or listening.  I expand, combine, and reduce sentences for meaning.  I compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | I use knowledge of language and its conventions when writing, speaking, reading, or listening.  I expand, combine, and reduce sentences for meaning, reader/ listener interest, and style.  I compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | I consistently uses strong knowledge of language and its conventions when writing, speaking, reading, or listening.  I efficiently expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  I constructively compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| **5.L.4** | I clarify the meaning of unknown words and phrases, choosing from a limited range of strategies.  I use immediate context as a clue to the meaning of a word or phrase.  I consult provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine the meaning of words and phrases. | I determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  I use immediate context as a clue to the meaning of a word or phrase.  I recognize grade- appropriate Greek and Latin affixes and roots.  I consult provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of key words and phrases. | I determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  I use context as a clue to the meaning of a word or phrase.  I use common grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word.  I consult provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases | I consistently determine or clarify the meaning of unknown and multiple- meaning words and phrases, choosing strategically from a range of strategies.  I use sentence- and paragraph-level context as a clue to the meaning of a word or phrase.  I use Greek and Latin affixes and roots as clues to the meaning of a word.  I consult provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases |
| **5.L.5** | page8image3788184512I recognize simple figurative language, simple word relationships, and simple nuances in word meanings.  I recognize simple similes and metaphors.  I recognize simple idioms, adages, and proverbs.  I understand that words have direct opposites (antonyms) and some words have similar but not identical meanings (synonyms). | I demonstrate my understanding of familiar figurative language, familiar word relationships, and familiar nuances in word meanings.  I interpret simple figurative language, including similes and metaphors, in context.  I recognize common idioms, adages, and proverbs.  I use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | I demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  I interpret figurative language, including similes and metaphors, in context.  I recognize and explain the meaning of common idioms, adages, and proverbs.  I use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | I demonstrate understanding of figurative language, sophisticated word relationships, and slight nuances in word meaning.  I interpret advanced figurative language, including similes and metaphors, in context.  I recognize and describe the meaning of idioms, adages, and proverbs.  I use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| **5.L.6** | I use grade-appropriate general academic words and phrases that signal a contrast. | I use grade-appropriate general and domain-specific words and phrases that signal a contrast or addition. | I acquire and use accurate grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. | I acquire and use complex academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |

**Student Personal Learning Goals – ELA Edition**

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| **Charting My Progress Grade 6 page 1 of 13** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **6.RL.1** | I refer to the texts to support analyses of what texts say explicitly. | I identify textual evidence to support my analyses of what texts say explicitly. | I cite textual evidence to support my analyses of what texts say explicitly.  I cite textual evidence to support my inferences drawn from the texts. | I cite strong and thorough textual evidence to support my in- depth analyses of what texts say explicitly.  I cite strong and thorough textual evidence to support my elaboration on my inferences drawn from the texts. |
| **6.RL.2** | I identify themes or central ideas of texts.  I provide simple summaries of texts. | I describe themes or central ideas of texts.  I provide basic summaries of texts distinct from my personal opinions or judgments. | I determine themes and/or central ideas of texts and how they are conveyed through particular details.  I provide summaries of texts distinct from my personal opinions or judgments. | I analyze themes or central ideas and how they are conveyed through particular details.  I provide comprehensive summaries of texts distinct from my personal opinions or judgments. |
| **6.RL.3** | I identify basic plots of particular stories or dramas.  I refer to characters. | I explain how plots of particular stories or dramas.  I explain how main characters change | I describe how plots of particular stories or dramas unfold in a series of episodes.  I describe how characters respond or change as plots move toward resolutions. | I analyze how the responses and changes of complex characters contribute to the plots of stories and dramas as they move toward resolutions. |
| **6.RL.4** | I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings of words and phrases as they are used in texts. | I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings, including basic figurative and connotative meanings, of words and phrases as they are used in texts.  I identify the impact of word choices on meaning and tone. | I determine meanings, including figurative and connotative meanings, of words and phrases as they are used in texts.  I analyze the impact of specific word choices on meaning and tone. | I determine meanings, including figurative and connotative meanings, of words and phrases as they are used in texts.  I analyze and critique the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone). |
| **6.RL.5** | I identify particular sentences, chapters, scenes, or stanzas that contribute to the overall structure of texts. | I describe how particular sentences, chapters, scenes, or stanzas contribute to the overall structure of texts. | I analyze how particular sentences, chapters, scenes, or stanzas fit into the overall structure of texts and contribute to the development of themes, settings, or plots. | I analyze how sophisticated sentences, chapters, scenes, or stanzas affect the overall structure of texts and contribute to the development of themes, settings, or plots. |
| **6.RL.6** | I page4image1565716672identify the narrators’ or speakers’ points of view in texts. | I describe the narrators’ or speakers’ points of view in texts. | I explain how authors develop the narrators’ or speakers’ points of view in texts. | I analyze how an author develops the narrators’ or speakers’ points of view in texts.  I cite evidence from the texts to support my analyses. |
| **6.RL.7** | I compare the experience of reading stories, dramas, or poems to listening to or viewing audio, video, or live versions of the texts. | I compare and contrast the experience of reading stories, dramas, or poems to listening to or viewing audio, video, or live versions of the texts. | I compare and contrast the experience of reading stories, dramas, or poems to listening to or viewing audio, video, or live versions of the texts,  I contrast what I “see” and “hear” when reading texts to what is perceived when I listen or watch. | I compare and contrast the experience of reading stories, dramas, or poems to listening to or viewing audio, video, or live versions of the texts.  I analyze what I “see” and “hear” when reading the text compared to what I perceive when listening or watching.  I provide evidence from the different versions of the texts to support my perceptions. |
| **6.RL.8** | N/A | N/A | N/A | N/A |
| **6.RL.9** | I identify overtly differing textual elements in different forms or genres with similar themes or topics. | I identify differing textual elements in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) with similar themes or topics. | I compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | I compare, contrast, and analyze texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| **Charting My Progress Grade 6 page 3 of 13** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **6.RI.1** | I generally refer to the texts to support my analyses of what texts say explicitly. | I identify textual evidence to support my analyses of what texts say explicitly. | I cite textual evidence to support my analyses of what texts say explicitly.  I cite textual evidence to support my inferences drawn from the texts. | I cite strong and thorough textual evidence to support my in- depth analyses of what texts say explicitly.  I cite textual evidence to elaborate on my inferences drawn from the texts. |
| **6.RI.2** | I identify central ideas of texts.  I provide simple summaries of texts. | I describe central ideas of texts.  I provide basic summaries of texts distinct from personal opinions or judgments. | I determine central ideas of texts and how they are conveyed through particular details.  I provide summaries of texts distinct from personal opinions or judgments. | I analyze central ideas of the texts and how they are conveyed through particular details.  I provide objective summaries of texts. |
| **6.RI.3** | I identify how key individuals, events, or ideas are introduced and illustrated in texts. | I explain how key individuals, events, or ideas are introduced, illustrated, and elaborated in texts. | I analyze in detail how key individuals, events, or ideas are introduced, illustrated, and elaborated in texts (e.g., through examples or anecdotes). | I analyze in detail how key individuals, events, or ideas are introduced, illustrated, and elaborated in texts (e.g., through examples or anecdotes).  I use evidence from texts to evaluate relationships among key individuals, events, or ideas. |
| **6.RI.4** | I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings of words and phrases as they are used in texts. | I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings, including basic figurative, connotative, and technical meanings, of words and phrases as they are used in texts. | I use apparent and inferential textual evidence to determine meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in texts. | I use apparent and inferential textual evidence to determine meanings, including figurative, connotative, and technical meanings, of nuanced words and phrases as they are used in texts. |
| **6.RI.5** | I identify particular sentences, paragraphs, chapters, or sections that contribute to the development of key ideas in texts. | I describe how particular sentences, paragraphs, chapters, or sections contribute to the structure of texts and the development of ideas. | I analyze how particular sentences, paragraphs, chapters, or sections fit into the overall structure of texts and contribute to the development of ideas. | I evaluate why authors use particular sentences, paragraphs, chapters, or sections in the overall structure of texts.  I explain how particular sentences, paragraphs, chapters, or sections contribute to the development of ideas, citing evidence from texts as support. |
| **6.RI.6** | I identify authors’ explicitly stated purposes in texts. | I identify authors’ points of view or purposes in texts.  I give examples of how authors’ points of views are conveyed. | I determine authors’ points of view or purposes in texts.  I explain how the authors’ points of view are conveyed in the texts. | I analyze authors’ points of view and purposes in texts.  I provide strong textual evidence to show how the authors’ purposes are conveyed in texts. |
| **6.RI.7** | I identify information presented in different media or formats (e.g., visually, quantitatively) as well as in words. | I integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a general understanding of the topics or issues. | I integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop coherent understandings of topics or issues. | I synthesize information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop comprehensive understandings of topics or issues. |
| **6.RI.8** | I page6image28083712identify the argument and specific claims that are supported in texts. | I trace arguments and specific claims in texts.  I use reasoning and/or evidence from texts as support. | I trace and evaluate arguments and specific claims in texts.  I distinguish claims that are supported by reasons and evidence from claims that are not. | I trace and evaluate arguments and specific claims in texts.  I explain why the reasoning and/or evidence supports or does not support the claims. |
| **6.RI.9** | I identify explicit similarities and differences between one author’s presentation of events with that of another author. | I compare and contrast one author’s presentation of important events with that of another author. | I compare and contrast one author’s presentation of events with that of another (e.g., a memoir by one person and a biography of the same person). | I compare and contrast one author’s presentation of events with that of another (e.g., a memoir by one person and a biography of that person).  I provide strong evidence from the texts to illustrate the impact of the different presentations. |
| **Charting My Progress Grade 6 page 6 of 13** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **6.W.1** | I write argumentative pieces to support my claims with clear reasons and relevant evidence.  My introduction and conclusion are either missing or lack clarity;.  I demonstrate a basic understanding of the topic or text by supporting my claims with some reasons and effective evidence.  I use words, phrases, and clauses to clarify some relationships between claims and reasons.  I attempt to establish a formal style. | I write argumentative pieces to support my claims with clear reasons and relevant evidence.  My claims are introduced, and a concluding statement or section is included.  I create an organization that generally establishes relationships among claims, reasons, and evidence.  I identify reasons and evidence that support my claims.  I use words, phrases, and clauses to link sections of texts and to clarify relationships between claims and reasons.  I establish a formal style. | I write argumentative pieces to support my claims with clear reasons and relevant evidence.  I introduce my claims and organizes the reasons and evidence clearly.  I support my claims with clear reasons and relevant evidence.  I use credible sources.  I demonstrate an understanding of the topics or texts.  I use words, phrases, and clauses to clarify the relationships among my claims and reasons.  I establishe and maintain a formal style.  I provide concluding statements or sections that follow from the arguments presented. | I write effective, compelling argumentative pieces to support my claims with clear and effective reasons and highly relevant evidence.  I introduce strong and precise claims.  I create an effective organization that strategically establishes clear, strong relationships among my claims and reasons.  I supply the most relevant and complete evidence for each claim from highly credible sources.  I effectively establish and maintain a sophisticated formal style.  I use highly effective words, phrases, and clauses to clarify the relationships among my claims and reasons.  I provide strong concluding statements or sections that follow from my arguments presented. |
| **6.W.2** | I write informative/explanatory pieces to examine topic and convey ideas, concepts, and information through the selection, organization, and analysis of content.  My introduction and/or conclusion are either missing or lack clarity.  My organization of ideas and concepts are unclear at times.  I include little formatting to aid comprehension of the topic (e.g., headings, graphics).  I attempt to develop topics by selecting some relevant facts, definitions, concrete details, quotations, or other information and examples.  I use some transitions to clarify some relationships among ideas and concepts.  I use some language and domain-specific vocabulary to describe topics.  I attempt to establish a formal style. | I write informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of content.  I state topics.  I generally organize my ideas, concepts, and information to make broad connections and distinctions.  I include some formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia in an attempt to aid comprehension.  I attempt to develop topics with relevant facts, definitions, concrete details, quotations, or other information and examples.  I use appropriate transitions to clarify relationships among ideas and concept.  I attempt to use language and domain-specific vocabulary to manage topics.  I establish a formal style.  I provide concluding statements or sections that support the information or explanations presented. | I write informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  I introduce my topic.  I organize my ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.  I include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  I develop my topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  I use appropriate transitions to clarify the relationships among my ideas and concepts.  I use precise language and domain-specific vocabulary to inform about or explain my topic.  I establish and maintain a formal style.  I provide concluding statements or sections that follow from the information or explanations presented. | I write highly effective, compelling informative/ explanatory pieces to examine a topic, convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of highly relevant content.  I clearly introduce topics.  I strategically organize complex ideas, concepts, and information, using highly effective strategies such as definition, classification, comparison/contrast, and cause/effect.  I include significant formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  I develop topics strategically with highly relevant and effective facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of topics.  I effectively use appropriate and varied transitions to link the major sections of texts to create cohesion and clarify relationships among complex ideas and concepts.  I effectively use the most appropriate and precise language and domain- specific vocabulary to manage the complexity of topics.  I establish and consistently maintain a formal style.  I provide insightful, effective concluding statements or sections that follow from and support the information or explanations presented. |
| **6.W.3** | I write narrative pieces to develop real or imagined experiences or events using few effective techniques, relevant details, and well-structured event sequences.  I introduce characters and some events.  I use simple narrative techniques, such as dialogue, to develop the events and/or characters.  I use some transitions to signal shifts in time frames.  I use words and phrases to convey pictures of the experiences and/or events.  I provide simple conclusions. | I write narrative pieces to develop real or imagined experiences or events using some effective techniques, some details, and event sequences.  I engage the reader by introducing characters and providing a sequence of events.  I use some dialogue, pacing, and description to develop experiences, events, and/or characters.  I use basic techniques to show that one event builds on another while creating the sequence of events.  I use appropriate words and phrases and telling details to convey experiences and/or events.  I provide conclusions that follow from what is experienced over the course of the text. | I write narrative pieces to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well- structured event sequences.  I engage and orient the reader by establishing a context and introducing a narrator and/or character.  I organize an event sequence that unfolds naturally and logically.  I use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  I use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  I use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  I provide a conclusion that follows from the narrated experiences or events. | I write narrative pieces to develop real or imagined experiences or events using highly effective techniques, descriptive details, and clear, well-structured event sequences.  I engage and orient the reader by establishing a context and introducing a strong narrator and/or character.  I create effective and smooth progressions of events.  I use narrative techniques, such as dialogue, pacing, and description, to effectively develop experiences, events, and/or characters.  I use a variety of effective transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.  I use precise words and phrases, relevant and descriptive details, and sensory language to convey vivid pictures of the experiences and events.  I provide engaging conclusions that follow from and reflect on what is experienced, observed, or resolved over the course of the text. |
| **6.W.4** | I produce writing in which the development, organization, and style are inadequate to tasks, purposes, and audiences. | I produce writing in which the development, organization, and style are inadequate or incomplete to tasks, purposes, and audiences. | I produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes, and audiences. | I produce effective writing in which the development, organization, and style are complete and appropriate to tasks, purposes, and audiences. |
| **6.W.5** | With guidance and support from peers and adults, I develop and strengthen my writing as needed by planning, revising, editing, and rewriting | With guidance and support from peers and adults, I develop and strengthen my writing as needed by planning, revising, editing, rewriting, or trying new approaches. | With minimal guidance and support from peers and adults, I develop and strengthen my writing as needed by planning, revising, editing, rewriting, and trying new approaches. | With support from peers and adults, I develop and strengthen my writing as needed by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches. |
| **6.W.6** | I attempt to use technology to produce writings.  I use basic keyboarding skills to type writings that may take longer than one sitting. | I use technology to produce and publish basic writings.  I use technology to interact with others.  I use sufficient keyboarding skills to type three pages. | I use technology, including the Internet, to produce and publish writings.  I use technology, including the Internet, to interact and collaborate with others.  I demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | With minimal guidance and support, I use technology, including the Internet, to produce and publish highly effective types of writings.  I use technology, including the Internet, to interact and collaborate with others.  I demonstrate strong keyboarding skills. |
| **6.W.7** | I conduct basic research projects to answer simple questions.  I use individual pieces of information from sources on topic. | I conduct short research projects to answer simple questions.  I draw on several sources. | I conduct short research projects to answer questions.  I draw on several sources.  I refocus my inquiry when appropriate. | I conduct short research projects to answer complex questions.  I draw on several high quality sources.  I refocus my inquiry when appropriate. |
| **6.W.8** | I gather basic information from print and digital sources.  I quote or paraphrase data and conclusions from a credible source.  I avoid plagiarism.  I note any source used to obtain information. | I gather relevant information from multiple print and digital sources.  I assess the credibility of sources.  I provide some quotes or paraphrases to support the data and conclusions of others.  I avoid plagiarism.  I provide a list of sources used. | I gather relevant information from multiple print and digital sources.  I assess the credibility of each source.  I quote or paraphrase the data and conclusions of others while avoiding plagiarism.  I provide basic bibliographic information for sources. | I gather relevant information from multiple authoritative print and digital sources efficiently.  I assess the credibility of all sources.  I integrate highly effective quotes.  I paraphrase strong data and conclusions of others while avoiding plagiarism.  I provide standard bibliographic information for sources. |

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| **Charting My Progress Grade 6 page 10 of 13** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **6.L.1** | I demonstrate limited understanding of the conventions of standard English grammar and usage when writing or speaking.  I inconsistently use pronouns in the proper case.  I inconsistently recognize inappropriate shifts in pronoun number and person.  I recognize variations from standard English.  I use simple strategies to improve expression in conventional language | I demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking.  I ensure that pronouns are in the proper case.  I use intensive pronouns.  I recognize inappropriate shifts in pronoun number and person.  I recognize vague pronouns.  I recognize variations from standard English.  I use strategies to improve expression in conventional language. | I demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  I ensure that pronouns are in the proper case.  I use intensive pronouns.  I recognize and correct inappropriate shifts in pronoun number and person.  I recognize and correct vague pronouns.  I recognize variations from standard English in my own and others’ writing and speaking.  I identify and use strategies to improve expression in conventional language. | I demonstrate thorough command of the conventions of standard English grammar and usage when writing or speaking.  I ensure that pronouns are in the proper case.  I use intensive pronouns.  I recognize and correct inappropriate shifts in pronoun number and person.  I recognize and correct vague pronouns.  I recognize variations from standard English.  I identify and use strategies to improve expression in conventional language. |
| **6.L.2** | I page8image1530617952 demonstrate limited understanding of the conventions of standard English capitalization, punctuation, and spelling when writing.  I inconsistently use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.  I spell simple grade-appropriate words correctly. | I demonstrate understanding of the conventions of standard English capitalization, punctuation, and spelling when writing.  I usually use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  I spell grade- appropriate words correctly. | I demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  I use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  I spell correctly. | I demonstrate sophisticated command of the conventions of standard English capitalization, punctuation, and spelling when writing.  I use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  I spell correctly. |
| **6.L.3** | I attempt to use knowledge of language and its conventions when writing, speaking, reading, or listening.  I use simple variations in sentence patterns for meaning, reader/listener interest, and style.  I attempt to maintain consistency in style and tone. | I apply knowledge of language and its conventions when writing, speaking, reading, or listening.  At times, I use varying sentence patterns for meaning, reader/listener interest, and style.  I display some evidence of maintaining consistency in style and tone. | I use knowledge of language and its conventions when writing, speaking, reading, or listening.  I vary sentence patterns for meaning, reader/listener interest, and style.  I maintain consistency in style and tone. | I use highly effective knowledge of language and its conventions when writing, speaking, reading, or listening.  I use complex and varying sentence patterns for meaning, reader/listener interest, and style.  I maintain a highly effective consistency in style and tone. |
| **6.L.4** | I attempt to clarify the meaning of unknown and multiple- meaning words using simple strategies.  I use explicit context and/or Greek and Latin affixes and roots as clues to the meaning of words.  I consult provided reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word and/or its part of speech when needed. | I usually determine or clarify the meaning of unknown and multiple-meaning words and phrases.  I choose from a range of strategies.  I use context clues and/or common Greek and Latin affixes and roots as clues to the meaning of words.  I consult provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciations, meanings, or parts of speech of various words.  I verify the preliminary determination of the meaning of a word or phrase. | I determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  I use context as a clue to the meaning of words or phrases.  I use common Greek and Latin affixes and roots as clues to the meaning of words.  I consult provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of words or determine or clarify their meaning and part of speech.  I verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | I authoritatively determine or clarifies the meaning of unknown and multiple- meaning words and phrases.  I choose from a range of strategies.  I use context as a clue to the meaning of a word or phrase.  I use common Greek and Latin affixes and roots as clues to the meaning of a word.  I consult provided reference materials as needed.  I verify the preliminary determination of the meaning of a word or phrase. |
| **6.L.5** | page8image3788184512I attempt to show an understanding of figurative language and word relationships in word meanings.  I recognize figures of speech.  I use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  At times, I distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty). | I demonstrate a basic understanding of figurative language, word relationships, and nuances in word meanings.  I identify figures of speech in context.  I use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  I distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty). | I demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  I interpret figures of speech in context.  I use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  I distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty). | I demonstrate command of figurative language, sophisticated word relationships, and slight nuances in word meanings.  I interpret advanced figures of speech in context.  I evaluate the sophisticated relationship between particular words to better understand each of the words.  I distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty) while applying these types of words in speaking and writing. |
| **6.L.6** | I use simple general, academic, and domain-specific words and phrases. | I use general, academic, and domain-specific words and phrases accurately when writing. | I acquire and use grade- appropriate general, academic, and domain-specific words and phrases accurately.  I gather my vocabulary knowledge when considering the importance of words or phrases to comprehension and expression. | I acquire and use sophisticated general, academic, and domain-specific words and phrases accurately and skillfully.  I expand my vocabulary knowledge when considering the importance of sophisticated words or phrases to comprehension or expression. |

**Student Personal Learning Goals – ELA Edition**

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| **Charting My Progress Grade 7 page 1 of 13** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **7.RL.1** | I identify basic text to support a simple analysis of what the text says explicitly. | I identify textual evidence to support my analysis of what the text says explicitly. | I cite several pieces of textual evidence to support my analysis of what the text says explicitly.  I cite several pieces of textual evidence to support inferences drawn from the text. | I cite extensive and significant textual evidence to support an elaborate inference.  I cite several pieces of textual evidence to support my thorough analysis of a text. |
| **7.RL.2** | I identify a theme or central idea of a text.  I provide a simple sequence of events in a text. | I identify a theme or central idea of a text.  I provide a basic, objective summary of a text. | I determine a theme or central idea of a text.  I analyze ithe development of a theme or central idea throughout a text.  I provide a detailed, objective summary of the text. | I evaluate and summarize complex themes or central ideas and their development over the course of a text.  I provide a thorough, objective summary of the text. |
| **7.RL.3** | I identify the basic elements of a story or drama (e.g., setting, characters). | I explain how specific elements of a story or drama interact (e.g., how setting shapes the characters or plot). | I analyze how specific elements of a story or drama interact (e.g., how setting shapes the characters or plot). | I evaluate the impact of relationships between specific elements of a story or drama (e.g., how setting shapes the characters or plot). |
| **7.RL.4** | I determine the literal meanings of words and phrases as they are used in a text through the use of textual support (e.g. context clues, embedded definition).  I identify the impact of a specific word choice on meaning. | I determine the meanings, including figurative and connotative meanings, of words and phrases as they are used in a text through the use of textual support (e.g., context clues, embedded definitions).  I describe the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of poem or section of story. | I determine the meanings, including figurative and connotative meanings, of words and phrases as they are used in a tex.t  I analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | I determine the meanings, including figurative and connotative meanings, and analyzes the impact of words and phrases as they are used in a text.  I determine their effectiveness.  I analyze and evaluate the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. |
| **7.RL.5** | I describe the form or structure of a simple drama or poem (e.g., soliloquy, sonnet). | I describe and identify how the form or structure of a drama or poem (e.g., soliloquy, sonnet) contributes to its meaning. | I analyze how the form or structure of a drama or poem (e.g., soliloquy, sonnet) contributes to its meaning. | I analyze and evaluate how the form or structure of a drama or poem (e.g., soliloquy, sonnet) contributes to its meaning and effectiveness. |
| **7.RL.6** | I page4image1565716672describe the points of view of different characters or narrators in a text. | I explain the points of view of different characters or narrators in a text. | I analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | I analyze the techniques the author uses to develop and contrast the points of view of different characters or narrators in a text.  I evaluate the effectiveness of the points of view. |
| **7.RL.7** | I make a basic comparison of a written story, drama, or poem to its audio, filmed, staged, or multimedia version. | I compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.  I identify some techniques that are unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film). | I compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.  I analyze the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film). | I compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.  I evaluate the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film). |
| **7.RL.8** | N/A | N/A | N/A | N/A |
| **7.RL.9** | I make a basic comparison between a fictional portrayal of a time, place, or character and a historical account of the same period. | I compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.  I recognize how the author uses or alters history. | I compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | I cite textual evidence.  I compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to support an analysis and evaluation of how authors of fiction use or alter history. |
| **Charting My Progress Grade 7 page 3 of 13** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **7.RI.1** | I provide references to the text to support my analysis of what the text says explicitly. | I cite textual evidence to support my analysis of what the text says explicitly. | I cite several pieces of textual evidence to support my analysis of what the text says explicitly.  I cite several pieces of textual evidence to support my inferences drawn from the text. | I cite significant and relevant textual evidence to support a complete analysis of what the text says explicitly.  I cite significant and relevant textual evidence to support my complex inferences drawn from the text. |
| **7.RI.2** | I identify a central idea of the text.  I provide a basic sequence of events.  I provide a summary of ideas in the text. | I determine a central idea of the text.  I provide a simple summary of the text. | I determine two or more central ideas in a text.  I analyze their development over the course of the text.  I provide an objective summary of the text. | I analyze and evaluate two or more central ideas and their development over the course of the text.  I provide an in- depth, objective summary of the text. |
| **7.RI.3** | I identify the basic interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events). | I identify the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events). | I analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events). | I analyze and evaluate the interactions and relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events). |
| **7.RI.4** | I determine the literal meanings of words and phrases as they are used in a text through the use of textual support (e.g., context clues, embedded definition).  I identify the impact of a specific word choice on the meaning of a text. | Through the use of textual support, I determine the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text.  I describe the impact of a specific word choice on the meaning and tone of a text. | I determine the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text.  I analyze the impact of a specific word choice on the meaning and tone of a text. | I analyze the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text.  I assess the rhetorical effect of a specific word choice on meaning and tone. |
| **7.RI.5** | I describe the structure an author uses to organize a text.  I recognize the major sections of the text. | I identify and explain the structure an author uses to organize a text.  I identify and describe how the major sections contribute to the whole and to the development of the ideas in the text. | I analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas in the text. | I analyze and evaluate the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas in the text.  I communicate how a different text structure might impact the meaning of the text. |
| **7.RI.6** | I identify an author’s basic purpose in a text and what distinguishes his or her position from that of others. | I identify an author’s point of view or purpose in a text.  I state how the author distinguishes his or her position from that of others. | I determine an author’s point of view or purpose in a text.  I analyze how the author distinguishes his or her position from that of others. | I identify and analyze an author’s point of view and purpose in a text.  I evaluate how effectively the author distinguishes his or her position from that of others. |
| **7.RI.7** | I compare and contrast a text to an audio, a video, or a multimedia version of the text. | I compare and contrast a text to an audio, a video, or a multimedia version of the text.  I describe each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | I compare and contrast a text to an audio, a video, or a multimedia version of the text.  I analyze each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | I compare and contrast a text to an audio, a filmed, a staged, or a multimedia version.  I assess each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).  I provide specific evidence to support my evaluation. |
| **7.RI.8** | I identify the argument, basic claim, and counterclaim in a text. | I trace the argument and claims in a text.  I explain the reasoning and evidence used to support the claims. | I trace and evaluate the argument and specific claims in a text.  I assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | I analyze and evaluate the argument and specific claims in a complex text.  I cite specific information from the text in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| **7.RI.9** | I give an explanation of how two or more authors writing about the same topic shape their presentations of key information. | I explain how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence. | I analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | I cite textual evidence in an evaluation of the different methods used by two or more authors writing about the same topic to shape their presentations of key information by explicitly emphasizing different evidence or advancing different interpretations of facts. |
| **Charting My Progress Grade 6 page 6 of 13** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **7.W.1** | I write arguments that include a claim and basic reasons to support the claim:  a. I introduce my claim and organizes the reasons.  b. I support my claim with reasoning, demonstrating a basic understanding of the topic or text.  c. I use basic transitional words to link the claim, reasons, and evidence.  d. I attempt to establish a formal style.  e. I provide a concluding statement or section. | I write arguments to support a claim with evidence to support the claim:  a. I introduce my claim and organize the reasons and evidence with some logic.  b. I support my claim with reasoning and evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. I use words, phrases, and clauses to link my claim, reasons, and evidence.  d. I establishe a formal style.  e. I provide a concluding statement or section that follows from the argument presented. | I write arguments to support my claim with clear reasons and relevant evidence:  a. I introduce my claim, acknowledge alternate or opposing claims, and organize my reasons and evidence logically.  b. I support my claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. I use words, phrases, and clauses to create cohesion and clarify the relationships among my claim, reasons, and evidence.  d. I establish and maintains a formal style.  e. I provide a concluding statement or section that follows from and supports my argument presented. | I write arguments to support my claim with thoughtful, clear reasons and relevant evidence:  a. I introduce a solid claim, acknowledge and evaluate alternate or opposing claims, and organize my reasons and evidence in a logical sequence.  b. I support my claim with logical reasoning and specific evidence, using accurate, credible sources and demonstrating an astute understanding of the topic or text.  c. I use precise words, phrases, and clauses to create cohesive links between major sections of the essay and to clearly show the relationships among the claim, reasons, and evidence.  d. I establish and maintain a formal style and an objective tone.  e. I provide a meaningful concluding statement or section that includes analysis of the evidence and follows and supports my argument presented. |
| **7.W.2** | I write basic informative/explanatory texts to examine a topic:  a. I introduce a topic clearly; organize ideas and information, use strategies such as definition, classification, comparison/contrast, and cause/effect; and attempts to include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  b. I develop the topic with relevant facts or other information and examples.  c. I use appropriate transitions.  d. I use appropriate language and domain-specific vocabulary to explain the topic.  e. I attempt to establish a formal style.  f. I provide a concluding statement. | I write general informative/explanatory texts to examine a topic.  I convey ideas and information through the selection and organization of the content:  a. I introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; and includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  b. I develop the topic with relevant facts, concrete details, or other information and examples.  c. I use appropriate transitions to create cohesion between ideas and concepts.  d. I use appropriate language and domain-specific vocabulary to inform about or explain the topic.  e. I establish a formal style.  f. I provide a concluding statement or section that follows from the information presented. | I write informative/explanatory texts to examine a topic.  I convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:  a. I introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, use strategies such as definition, classification, comparison/contrast, and cause/effect; and includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  b. I develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. I use appropriate transitions to create cohesion and to clarify the relationships between ideas and concepts. d. Uses precise language and domain-specific vocabulary to inform about or explain the topic.  e. I establish and maintain a formal style.  f. I provide a concluding statement or section that follows from and supports the information or explanation presented. | I write precise informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, analysis, and evaluation of relevant content:  a. I introduce a topic concisely, explicitly previewing what is to follow; expertly organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; and includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  b. I clearly develop the topic with only relevant facts, definitions, concrete details, quotations, or other information and examples.  c. I use appropriate transitions to create cohesion and to clarify the relationships between ideas and concepts.  d. I use precise language and domain-specific vocabulary to explicitly inform about or explain the topic.  e. I clearly establishe and maintain a formal style.  f. I provide a compelling concluding statement or section that follows from, supports, and evaluates the information or explanation presented. |
| **7.W.3** | I write narratives to recount real or imagined experiences or events:  a. I engage the reader by establishing a point of view and introducing a narrator and/or characters and organizes an event sequence.  b. I use narrative techniques, such as dialogue and description.  c. I use a variety of transition words.  d. I use appropriate words and details to explain events.  e. I provide a conclusion. | I write narratives to recount real or imagined experiences or events using relevant descriptive details and event sequences:  a. I engage the reader by establishing a point of view and introducing a narrator and/or characters and organizes an event sequence that unfolds naturally.  b. I use narrative techniques, such as dialogue, pacing, and description, to develop events. c. Uses a variety of transition words and phrases to convey sequence.  d. I use appropriate words, phrases, and descriptive details to capture the action and convey experiences and events.  e. I provide a conclusion that follows from the narrated experiences or events. | I write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences:  a. I engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters and organizes an event sequence that unfolds naturally and logically.  b. I use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. I use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.  d. I use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. I provide a conclusion that follows from and reflects on the narrated experiences or events. | I write narratives to elaborate real or imagined experiences or events using a variety of effective techniques, relevant descriptive details, and well- structured event sequences:  a. I engage, entertain, and orient the reader by establishing a context and point of view and introducing a narrator and/or characters and organizes a thoughtful event sequence that unfolds naturally and logically.  b. I use narrative techniques, such as dialogue, pacing, and description, to elaborate on experiences, events, and/or characters.  c. I use a wide variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.  d. I use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences, feelings, and events.  e. I provide an elaborate conclusion that follows from and reflects on the narrated experiences or events. |
| **7.W.4** | I produce writing in which the development, organization, and style are inadequate for tasks, purposes, and audiences. | I produce writing in which the development, organization, and style are incomplete or inadequate for tasks, purposes, and audiences. | I produce clear and coherent writing in which development, organization, and style are appropriate for tasks, purposes, and audiences. | I produce effective writing in which the development, organization, and style are complete and appropriate for tasks, purposes, and audiences. |
| **7.W.5** | With guidance and support from peers and adults, I strengthen my writing as needed by planning, revising, and editing. | With guidance and support from peers and adults, I develop and strengthen my writing by planning, revising, editing, and rewriting, taking into consideration how well purpose and audience have been addressed. | With minimal guidance and support from peers and adults, I develop and strengthen my writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | With support from peers and adults, I develop, elaborate on, and strengthen my writing as needed by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches, focusing on how well purpose and audience have been addressed. |
| **7.W.6** | I use technology, including the Internet, to produce my writing. | I use technology, including the Internet, to produce my writing and to link to and cite sources as well as to interact with others. | I use technology, including the Internet, to produce and publish my writing and to link to and cite sources as well as to interact and collaborate with others. | I use technology, including the Internet, to produce and publish effective or creative writing and to link to and cite sources as well as to effectively interact and collaborate with others. |
| **7.W.7** | I conduct short research projects to answer a question.  I draw on a source. | I conduct short research projects to answer a question.  I draw on a few sources.  I attempt to generate additional related questions. | I conduct short research projects to answer a question.  I draw on several sources.  I generate additional related, focused questions for further research and investigation. | I conduct short research projects to answer a question.  I draw on several reliable sources.  I generate additional related, focused, higher-level questions for further research and investigation. |
| **7.W.8** | I gather information from print and/or digital sources.  I attempt to use search terms.  I assess the accuracy of each source while avoiding plagiarism. | I gather information from multiple print and digital sources.  I use search terms.  I assess the accuracy of each source.  I paraphrase the conclusions of others while avoiding plagiarism.  I attempt to follow a standard format for citations. | I gather relevant information from multiple print and digital sources.  I use search terms effectively.  I assess the credibility and accuracy of each source.  I quote or paraphrase the data and conclusions of others while avoiding plagiarism.  I follow a standard format for citations. | I gather relevant and important information from multiple print and digital sources.  I use search terms effectively.  I evaluate and analyze the credibility and accuracy of each source.  I quote or precisely paraphrase the data and conclusions of others while avoiding plagiarism.  I always follow a standard format for citations. |

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| **Charting My Progress Grade 7 page 10 of 13** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **7.L.1** | I demonstrate some understanding of the basic conventions of standard English grammar and usage when writing or speaking in the following areas:  a. I explain the functions of phrases and clauses in general.  b. I choose from simple and compound sentences to signal differing relationships among ideas.  c. I place phrases and clauses within a sentence. | I demonstrate some understanding of the conventions of standard English grammar and usage when writing or speaking in the following areas:  a. I explain the functions of phrases and clauses in general and their functions in specific sentences.  b. I choose from simple, compound, and complex sentences to signal differing relationships among ideas.  c. I place phrases and clauses within a sentence, sometimes recognizing and correcting misplaced and dangling modifiers. | I demonstrate command of the conventions of standard English grammar and usage when writing or speaking:  a. I explain the functions of phrases and clauses in general and their functions in specific sentences.  b. I choose from simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  c. I place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | I demonstrate a thorough command of the conventions of standard English grammar and usage when writing or speaking:  a. I consistently explain the functions of phrases and clauses in general and evaluate their functions in specific sentences.  b. I consistently chooses from simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  c. I consistently place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **7.L.2** | I page8image1530617952demonstrate an understanding of the basic conventions of standard English capitalization, punctuation, and spelling when writing. | I demonstrate an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. I use a comma.  b. I attempt to spell correctly. | I demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. I use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old [,] green shirt”).  b. I spell correctly | I demonstrate a thorough command of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. I use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old[,] green shirt”).  b. I consistently spell correctly. |
| **7.L.3** | I attempt to use the basic conventions of language when writing, speaking, reading, or listening.  I inconsistently choose appropriate language that expresses ideas without wordiness and redundancy. | I generally use knowledge of language and its conventions when writing, speaking, reading, or listening.  I attempt to choose language that expresses ideas, recognizing and eliminating wordiness and redundancy. | I use knowledge of language and its conventions when writing, speaking, reading, or listening.  I choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | I use substantial knowledge of language and its conventions when writing, speaking, reading, or listening.  I make calculated choices of language that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| **7.L.4** | I tentatively determine or clarify the meaning of basic unknown and multiple-meaning words and phrases.  I use textual support and choose flexibly from a range of strategies:  a. I use explicit context (e.g., the overall meaning of a sentence or paragraph) as a clue to the meaning of a word or phrase.  b. I use some common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word or its part of speech.  c. I attempt to consult general reference materials (e.g., dictionaries, glossaries), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.  d. I attempt to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking in a dictionary or checking the inferred meaning in context). | I attempt to determine or clarify the meaning of some unknown and multiple-meaning words and phrases.  I choose flexibly from a range of strategies:  a. I use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. I use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., rebel).  c. I attempt to consult general and specialized reference materials (e.g., dictionaries, glossaries), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.  d. I attempt to verify the preliminary determination of the meanings of some words or phrases (e.g., by checking in a dictionary or checking the inferred meaning in context). | I determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:  a. I use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. I use less common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  c. I consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.  d. I verify the preliminary determination of the meaning of a word or phrase (e.g., by checking in a dictionary or checking the inferred meaning in context). | I consistently determine or clarify the meaning of unknown meaning words and phrases, choosing flexibly from a range of strategies:  a. I accurately use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. I easily use less common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  c. I efficiently consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.  d. I easily verify the preliminary determination of the meaning of a word or phrase (e.g., by checking in a dictionary or checking the inferred meaning in context). |
| **7.L.5** | page8image3788184512I demonstrate an understanding of basic figurative language, word relationships, and nuances in word meanings:  a. I identify some familiar figures of speech (e.g., literary, biblical, mythological allusions) in context.  b. I use the relationship between particular basic words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. I attempt to distinguish from among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | I demonstrate an understanding of some figurative language, word relationships, and nuances in word meanings:  a. I identify common figures of speech (e.g., literary, biblical, mythological allusions) in context.  b. I use the relationship between words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. I distinguish from among the connotations (associations) of some words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | I demonstrate an understanding of figurative language, word relationships, and nuances in word meanings:  a. I interpret figures of speech (e.g., literary, biblical, mythological allusions) in context.  b. I use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. I distinguish from among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) | I demonstrate a solid understanding of figurative language, word relationships, and nuances in word meanings:  a. I easily interpret figures of speech (e.g., literary, biblical, mythological allusions) in context  b. I use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words and evaluate their uses.  c. I expertly distinguish and evaluate the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |
| **7.L.6** | I attempt to accurately use basic, grade-appropriate general, academic, and domain- specific words and phrases.  I attempt to gather basic vocabulary knowledge when considering a word or phrase. | I accurately use some grade- appropriate general, academic, and domain-specific words and phrases.  I attempt to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | I acquire and accurately use grade-appropriate general, academic, and domain-specific words and phrases.  I gather vocabulary knowledge when considering a word or phrase important to comprehension or expression | I acquire, evaluate, and accurately use grade- appropriate general, academic, and domain-specific words and phrases.  I easily gather vocabulary knowledge when considering a word or phrase important to comprehension or expression and uses it appropriately in different situations. |

**Student Personal Learning Goals – ELA Edition**

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| **Charting My Progress Grade 8 page 1 of 16** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **8.RL.1** | I cite textual evidence that supports what the text says explicitly. | I cite examples of textual evidence that support an analysis of what the text says explicitly.  I cite examples of textual evidence that support basic inferences drawn from the text. | I cite the textual evidence that most strongly supports an analysis of what the text says explicitly.  I cite the textual evidence that most strongly supports inferences drawn from the text. | I cite the textual evidence that most strongly supports an in- depth analysis of the text.  I cite examples of textual evidence that most strongly supports complex inferences drawn from the text. |
| **8.RL.2** | I identify a theme or central idea of a text.  I identify characters, setting, and plot.  I provide a summary of the text. | I identify a theme or central idea of a text.  I analyze characters, setting, and plot.  I provide an objective summary of the text. | I determine a theme or central idea of a text.  I analyze its development over the course of a text, including its relationship to the characters, setting, and plot.  I provide an objective summary of the text. | I determine a complex theme or central idea.  I analyze its development over the course of a text.  I assess its relationship to the narrative elements.  I provide a thorough, objective summary of the text. |
| **8.RL.3** | I identify lines of dialogue or incidents in a story or drama that propel the action and reveal basic aspects of the character. | I explain how specific lines of dialogue or incidents in a story or drama propel the action and reveal some aspects of the character. | I analyze how specific lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision. | I analyze and evaluate the effectiveness of an author's use of dialogue or incidents in a story or drama to propel the action, reveal complex aspects of the character, or provoke a decision. |
| **8.RL.4** | I determine the denotative meaning of some words and phrases with explicit textual support (e.g., context clues, embedded definitions). | I determine the meanings, including figurative and connotative meanings, of words and phrases with textual support (e.g., context clues, embedded definitions).  I analyze the impact of some specific word choices on meaning and tone, including analogies or allusions to other texts. | I determine the meanings, including figurative and connotative meanings, of words and phrases.  I analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | I evaluate the effect of words and phrases, including figurative and connotative meanings.  I analyze and evaluate the effect of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| **8.RL.5** | I page4image1565716672make comparisons between the content of two texts. | I compare and contrast the structure of two texts, describing the connection to their meaning and style. | I compare and contrast the structure of two or more texts.  I analyze how the differing structure of each text contributes to its meaning and style. | I thoroughly compare and contrast the structure of two or more texts.  I analyze how the differing structure of each text contributes to its meaning and style and assessing their effectiveness. |
| **8.RL.6** | I page4image1565716672explain how differences in the points of view of the characters or the reader affect the text. | I analyze how differences in the points of view of the main characters or the reader affect the text.  I identify suspense or humor in the text. | I analyze how differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in the text. | I analyze how differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  I evaluate their effect on the text. |
| **8.RL.7** | I indicate the section of a film of a story or drama that stays faithful to or departs from the text or script. | I explain the extent to which a film of a story or drama stays faithful to or departs from the text or script.  I identify how differences made by the director or actors affect meaning. | I analyze the extent to which a film of a story or drama stays faithful to or departs from the text or script.  I evaluate the choices made by the director or actors. | I analyze the extent to which a film of a story or drama stays faithful to or departs from the text or script.  I evaluate the choices made by the director or actors and proposing alternate ideas. |
| **8.RL.8** | N/A | N/A | N/A | N/A |
| **8.RL.9** | I establish how a modern work of fiction draws on explicit patterns of events or character types from myths, traditional stories, or religious works. | I establish how a modern work of fiction draws on explicit themes, events, or character types from myths, traditional stories, or religious works, including how the material is rendered new. | I analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new. | I cite specific textual evidence to support an analysis and evaluation of how a modern work of fiction.  I draw on inferential themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new. |
| **Charting My Progress Grade 8 page 4 of 16** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **8.RI.1** | I identify textual evidence to support an analysis of what the text says explicitly. | I identify examples of textual evidence to support an analysis of what the text says explicitly.  I identify examples of textual evidence to support inferences drawn from the text. | I identify and cite the textual evidence that most strongly supports an analysis of what the text says explicitly.  I identify and cite the textual evidence that most strongly supports inferences drawn from the text. | I identify and cite the textual evidence that most strongly supports an extensive analysis of the text.  I identify and cite the textual evidence that most strongly supports complex inferences drawn from the text. |
| **8.RI.2** | I identify a central idea of a text.  I provide a retelling of the text. | I identify a central idea of a text.  I attempt to follow its development over the course of a text.  I provide a simple, objective summary of the text. | I determine a central idea of a text.  I analyze its development over the course of a text, including its relationship to supporting ideas.  I provide an objective summary of the text. | I determine a central idea of a text.  I analyze its development over the course of a text, including its relationship to supporting ideas.  I assesse the strength of each supporting idea.  I provide a thorough, objective summary of the text. |
| **8.RI.3** | I explain how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons). | I interpret how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through categories). | I analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through analogies). | I evaluate how a text makes connections among and distinctions between individuals, ideas, or events and their impact on the text. |
| **8.RI.4** | I determine the literal meaning of words and phrases as they are used in a text, with textual support (e.g., context clues, embedded definitions).  I identify the effect of basic specific word choices on meaning and tone. | I determine the meanings, including common figurative, connotative, and technical meanings, of words and phrases as they are used in a text with textual support (e.g., context clues, embedded definitions).  I explain the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | I determine the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text.  I analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | I interpret the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text.  I evaluate the rhetorical effect of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| **8.RI.5** | I explain the basic structure of a specific paragraph in a text.  I describe the role of particular sentences in creating that structure. | I determine the general structure of a specific paragraph in a text.  I describe the role of particular sentences in developing a key concept. | I analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | I classify the rhetorical effect of the structure of a specific paragraph in a text and its role in the text as a whole, including the role of particular sentences in developing, refining, and communicating a key concept. |
| **8.RI.6** | I identify an author's point of view or purpose in a text.  I provide basic examples where the author acknowledges or responds to conflicting evidence or viewpoints. | I determine an author's point of view or purpose in a text.  I explain how the author acknowledges and responds to conflicting evidence or viewpoints. | I identify an author's point of view or purpose in a text.  I analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | I analyze and evaluate an author's point of view or purpose in a text.  I evaluate the rhetorical effect of how the author acknowledges.  I respond to conflicting evidence or viewpoints. |
| **8.RI.7** | I identify an explicit topic or idea presented in two different media (e.g., print or digital text, video, multimedia). | I compare and contrast the use of different media (e.g., print or digital text, video, multimedia) in presenting a particular topic or idea. | I evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | I assess the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  I provide specific details and evidence to support the evaluation. |
| **8.RI.8** | I determine the basic argument and claims in a text.  I describe the evidence used to support the claims. | I delineate and evaluate the argument and specific claims in a text.  I assess whether the evidence is relevant. | I delineate and evaluate the argument and specific claims in a text.  I assess whether the reasoning is sound and the evidence is relevant and sufficient.  I recognize when irrelevant evidence is introduced. | I classify and evaluate the argument and specific claims in a text.  I cite specific language in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient.  I recognize when irrelevant evidence is introduced.  I justify my reasoning. |
| **8.RI.9** | I identify a case in which two texts provide conflicting information on the same topic.  I attempt to identify where the texts disagree. | I identify a case in which two texts provide conflicting information on the same topic.  I identify where the texts disagree on matters of fact. | I analyze a case in which two or more texts provide conflicting information on the same topic.  I identify where the texts disagree on matters of fact or interpretation. | I analyze a case in which two or more texts provide conflicting information on the same topic.  I identify where the texts disagree on matters of fact or interpretation.  I assess the strength or reliability of each. |
| **Charting My Progress Grade 8 page 7 of 16** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **8.W.1** | I attempt to write basic arguments to support my claim with reasons:  a. I introduce my claim and organize reasons and evidence.  b. I support my claim with evidence and demonstrates a basic understanding of the topic or text.  c. I attempt to use transitions to link my claim with reasons.  d. I attempt to establish a formal style.  e. I provide a concluding statement. | I write general arguments to support my claim with reasons and evidence:  a. I introduce my claim and organize the reasons and evidence logically with minor errors.  b. I support my claim with uneven reasoning and evidence, using few sources and demonstrate an understanding of the topic or text.  c. I use words, phrases, and clauses to clarify the relationships among the claim, reasons, and evidence.  d. I establish a formal style with minor errors.  e. I provide a concluding statement or section that supports the argument presented. | I write arguments to support my claim with clear reasons and relevant evidence:  a. I introduce my claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically.  b. I support my claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrate an understanding of the topic or text.  c. I use words, phrases, and clauses to create cohesion and clarify the relationships among the claim, counterclaims, reasons, and evidence.  d. I establish and maintain a formal style.  e. I provide a concluding statement or section that follows from and supports the argument presented. | I write conclusive arguments to support my claim with clear reasons and analysis of relevant evidence:  a. I introduce my claim, acknowledge and distinguish the claim from alternate or opposing claims, evaluate their validity, and organize the reasons and evidence logically.  b. I support my claim with a clear position based on logical reasoning and relevant evidence using accurate, credible sources and demonstrate a profound understanding of the topic or text.  c. I precisely use a variety of words, phrases, and clauses to create cohesion and clarify the relationships among my claim, counterclaims, reasons, and evidence.  d. I establish and maintain a formal style throughout the entire piece of writing.  e. I provide a compelling concluding statement or section that follows from and supports the argument presented. |
| **8.W.2** | I attempt to write informative/explanatory texts to examine a topic and convey information through the selection and organization of information.  a. I introduce a topic, organize ideas into categories, and attempt to include formatting (e.g., headings) and graphics (e.g., charts, tables).  b. I develop the topic with relevant facts or other information and examples.  c. I attempt to use appropriate transitions.  d. I use appropriate language to inform about or explain the topic.  e. I attempt to establish a formal style.  f. I provide a concluding statement. | I write general informative/explanatory texts to examine a topic and convey ideas and information through the selection and organization of relevant content.  a. I introduce a topic, organize ideas and information into broader categories, and include some formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia.  b. I develop the topic with relevant facts, definitions, or other information and examples.  c. I use appropriate transitions to clarify the relationships among ideas and concepts.  d. I use clear language to inform about or explain the topic.  e. I establish a formal style.  f. I provide a concluding statement or section that follows from and supports the information presented. | I write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. I introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. I develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  c. I use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  d. I use precise language and domain-specific vocabulary to inform about or explain the topic.  e. I establish and maintain a formal style.  f. I provide a concluding statement or section that follows from and supports the information or explanation presented. | I write precise informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. I clearly and concisely introduce a topic, previewing what is to follow; seamlessly organize ideas, concepts, and information into broader categories; and include various formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. I develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from reliable sources.  c. I use a variety of appropriate transitions to create cohesion and clarify the relationships among ideas and concepts and allow the information to flow.  d. I use precise language and domain-specific vocabulary to eloquently inform about or explain the topic.  e. I establish and maintain a formal style throughout the piece of writing.  f. I provide a compelling concluding statement or section that follows from and supports the information or explanation presented. |
| **8.W.3** | I attempt to write narratives to develop real or imagined experiences or events using details and event sequences.  a. I engage the reader by establishing a point of view and introduce a narrator and/or characters and organize a basic event sequence.  b. I use dialogue and description to develop experiences, events, and/or characters.  c. I attempt to use transition words to convey sequence and show the relationships among experiences and events.  d. I use words, phrases, and relevant descriptive details to explain the action and convey experiences and events.  e. I provide a conclusion. | I write general narratives to develop real or imagined experiences or events using relevant descriptive details and event sequences.  a. I engage the reader by establishing a context and point of view and introduce a narrator and/or characters and organize an event sequence that unfolds naturally.  b. I use narrative techniques, such as dialogue, description, and reflection, to develop experiences, events, and/or characters.  c. I use transition words and phrases to convey sequence and show the relationships among experiences and events.  d. I use specific words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. I provide a conclusion that follows from the narrated experiences or events. | I write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. I engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters and organizes an event sequence that unfolds naturally and logically.  b. I use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  c. I use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another, and show the relationships among experiences and events.  d. I use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. I provide a conclusion that follows from and reflects on the narrated experiences or events. | I write descriptive narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.  a. I engage and orient the reader by establishing a context and clear point of view and introduce a narrator and/or characters and organize a complex event sequence that unfolds naturally and logically.  b. I expertly use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  c. I use a wide variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another, and show the relationships among experiences and events.  d. I use precise words and phrases, relevant descriptive details, and sensory language to clearly capture the action and convey experiences and events.  e. I provide a compelling conclusion that follows from and reflects on the narrated experiences or events. |
| **8.W.4** | I produce writing in which the development, organization, and style are inadequate to tasks, purposes, and audiences. | I produce writing in which the development, organization, and style are incomplete or inadequate to tasks, purposes, and audiences. | I produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes, and audiences. | I produce effective writing in which the development, organization, and style are complete and appropriate to tasks, purposes, and audiences. |
| **8.W.5** | With guidance and support from peers and adults, I strengthen my writing as needed by planning, revising, and editing. | With guidance and support from peers and adults, I develop and strengthen my writing by planning, revising, editing, and rewriting.  I take into consideration how well purpose and audience have been addressed. | With minimal guidance and support from peers and adults, I develop and strengthen my writing as needed by planning, revising, editing, rewriting, or trying a new approach.  I focus on how well purpose and audience have been addressed. | With support from peers and adults, I develop, elaborate on, and strengthen my writing as needed by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches.  I focus on how well purpose and audience have been addressed. |
| **8.W.6** | I use technology, including the Internet, to produce and publish writing and to interact with others. | I use technology, including the Internet, to produce and publish writing, which may present the relationship between information and ideas incompletely.  I use technology, including the Internet, to interact with others. | I use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas completely.  I use technology, including the Internet, to interact and collaborate with others. | I use technology, including the Internet, to produce and publish effective or creative writing and present the relationships between information and ideas effectively.  I use technology, including the Internet, to effectively interact and collaborate with others. |
| **8.W.7** | I conduct short research projects to answer a question, drawing on a source. | I conduct short research projects to answer a question, drawing on a few sources.  I attempt to generate additional related questions. | I conduct short research projects to answer a question, drawing on several sources.  I generate additional related, focused questions for further research and investigation. | I conduct short research projects to answer a question, drawing on several sources.  I generate additional related, focused questions for further research and investigation. |
| **8.W.8** | I gather information from print and/or digital sources.  I attempt to use search terms.  I assess the accuracy of each source while avoiding plagiarism. | I gather information from multiple print and digital sources, using search terms.  I assess the accuracy of each source.  I paraphrase the conclusions of others while avoiding plagiarism.  I attempt to follow a standard format for citation. | I gather relevant information from multiple print and digital sources, using search terms effectively.  I assess the credibility and accuracy of each source.  I quote or paraphrase the data and conclusions of others while avoiding plagiarism.  I follow a standard format for citation. | I gather relevant and important information from multiple print and digital sources, using search terms effectively.  I evaluate and analyze the credibility and accuracy of each source.  I quote or precisely paraphrase the data and conclusions of others while avoiding plagiarism.  I always following a standard format for citation. |

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| **Charting My Progress Grade 8 page 12 of 16** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **8.L.1** | I demonstrate understanding of the basic conventions of standard English grammar and usage when writing or speaking.  a. I identify the function of verbals (gerunds, participles, infinitives) in general.  b. I form and use verbs in the active and passive voice.  c. With assistance, I form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  d. I attempt to recognize and correct some basic inappropriate shifts in verb voice and mood. | I demonstrate a general understanding of the conventions of standard English grammar and usage when writing or speaking:  a. I describe the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  b. I form and use verbs in the active and passive voice.  c. With minimal assistance, I form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  d. I recognize and correct some general inappropriate shifts in verb voice and mood. | I demonstrate command of the conventions of standard English grammar and usage when writing or speaking:  a. I explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  b. I form and use verbs in the active and passive voice.  c. I form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  d. I recognize and correct inappropriate shifts in verb voice and mood. | I demonstrate a consistent, strong command of the conventions of standard English grammar and usage when writing or speaking:  a. With accuracy, I explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  b. I consistently form and use verbs in the active and passive voice.  c. I consistently form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  d. I consistently recognize and correct inappropriate shifts in verb voice and mood. |
| **8.L.2** | I page8image1530617952demonstrate some awareness of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. I attempt to use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. I inconsistently use an ellipsis to indicate an omission.  c. I attempt to spell correctly. | I demonstrate understanding of the basic conventions of standard English capitalization, punctuation, and spelling when writing:  a. I usually use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. Sometimes I use an ellipsis to indicate an omission.  c. Generally I spell correctly. | I demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. I use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. I use an ellipsis to indicate an omission.  c. I spell correctly. | I demonstrate a consistent, strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. I expertly use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. I consistently use an ellipsis to indicate an omission.  c. I consistently spell correctly. |
| **8.L.3** | I attempt to apply the basic conventions of language when writing, speaking, reading, or listening.  I attempt to use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action expressing uncertainty or describing a state contrary to fact). | I demonstrate basic knowledge of language and its conventions when writing, speaking, reading, or listening.  I sometimes use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | I use knowledge of language and its conventions when writing, speaking, reading, or listening.  I use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | I use extensive knowledge of language and its conventions when writing, speaking, reading, or listening.  I consistently use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |
| **8.L.4** | I attempt to determine or clarify the meaning of multiple- meaning words or phrases, with textual support (e.g., context clues, embedded definitions).  I choose flexibly from a range of strategies.  a. I attempt to use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. I attempt to use common, basic Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede).  c. I consult provided general reference materials (e.g., dictionaries, glossaries), both print and digital, to find the pronunciation of a basic word or determine or clarify its precise meaning or its part of speech. | I determine or clarify the meaning of general unknown and multiple-meaning words or phrases.  I choose flexibly from a range of strategies.  a. I use basic context (e.g., the overall meaning of a sentence or paragraph a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. I use common, basic Greek or Latin affixes and roots as clues to the meaning of a word (e.g., recede).  c. I consult provided general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | I determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies.  a. I use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. I use less common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., secede).  c. I consult provided general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | I expertly determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies.  a. I consistently use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. I consistently use less common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.  c. I expertly consult provided general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| **8.L.5** | page8image3788184512I demonstrate an understanding of basic, familiar figurative language, word relationships, and nuances in word meanings.  a. I identify common figures of speech (e.g., verbal irony, puns) in context.  b. I attempt to use the relationship between particular basic words to better understand each of the words.  c. I attempt to distinguish among the connotations (associations) of some simple words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | I demonstrate an understanding of familiar figurative language, word relationships, and nuances in word meanings.  a. I interpret some common figures of speech (e.g., verbal irony, puns) in context.  b. I use the relationship between some words to better understand each of the words.  c. I distinguish among the connotations (associations) of some words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | I demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. I interpret more abstract figures of speech (e.g., verbal irony, puns) in context.  b. I use the relationship between particular words to better understand each of the words.  c. I distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | I demonstrate a solid understanding of figurative language, word relationships, and nuances in word meanings.  a. I interpret more abstract figures of speech (e.g., verbal irony, puns) in context.  b. I use the relationship between particular words to develop a more thorough and better understanding of each of the words.  c. I distinguish and assess the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |
| **8.L.6** | I use general, academic, and domain-specific words and phrases.  I gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | I acquire and use some grade- appropriate general, academic, and domain-specific words and phrases.  I gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | I acquire and accurately use grade-appropriate general, academic, and domain-specific words and phrases.  I gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | I acquire and accurately use above-grade general, academic, and domain-specific words and phrases.  I gather and use vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Student Personal Learning Goals – ELA Edition**

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| **Charting My Progress Ninth Grade Literature & Composition page 1 of 9** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **9.RL.1** | I cite limited evidence to support my analyses of what texts say explicitly as well as basic inferences drawn from texts. | I cite adequate textual evidence to support my analyses of what texts say explicitly as well as basic inferences drawn from texts. | I cite strong and thorough textual evidence to support my analyses of what texts say explicitly as well as inferences drawn from texts. | I cite strong and thorough textual evidence to support my in- depth analyses of what texts say explicitly as well as elaborate inferences drawn from texts. |
| **9.RL.2** | I determine themes or central ideas of texts and identify their development and provide basic summaries of texts. | I determine themes or central ideas of texts and describe their development over the course of texts and provide summaries of texts. | I determine themes or central ideas of texts and analyze in detail their development over the course of texts, including how they emerge and are shaped and refined by specific details, and provide objective summaries of texts. | I determine and critique themes or central ideas of texts and analyze in detail their development over the course of texts, including how they emerge and are shaped and refined by specific details, and provide thorough, objective summaries of texts. |
| **9.RL.3** | I identify how characters develop, interact with other characters, and advance the plots. | I describe how characters develop over the course of texts, interact with other characters, and advance the plots or themes. | I analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of texts, interact with other characters, and advance the plots or themes. | I analyze and critique how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of texts, interact with other characters, and advance the plots or themes. |
| **9.RL.4** | I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings of words and phrases as they are used in texts and identify the impact of specific choices on meaning. | I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings, including basic figurative and connotative meanings, of words and phrases as they are used in texts and analyze the impact of specific choices on meaning and tone (e.g., how language evokes a sense of time and place; how it sets a formal or informal tone). | I determine meanings, including figurative and connotative meanings, of words and phrases as they are used in texts and analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | I determine meanings, including figurative and connotative meanings, of sophisticated words and phrases as they are used in texts and analyze and critique the cumulative impact of specific sophisticated word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| **9.RL.5** | I identify authors’ choices concerning how to structure texts, order events within them (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks). | I describe authors’ choices concerning how to structure texts, order events within them (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks). | I analyze how authors’ choices concerning how to structure texts, order events within them (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | I analyze how authors’ choices concerning how to structure texts, order events within them (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise and critiques their effects on texts. |
| **9.RL.6** | I identify particular points of view or cultural experiences reflected in works of literature from outside the United States. | I describe particular points of view or cultural experiences reflected in works of literature from outside the United States, drawing on general knowledge of world literature. | I analyze particular points of view or cultural experiences reflected in works of literature from outside the United States, drawing on wide reading of world literature. | I analyze particular points of view or cultural experiences at an in-depth level that are reflected in works of literature from outside the United States, drawing on wide and in-depth |
| **9.RL.7** | I identify similarities or differences in depictions of subjects or scenes in two different artistic mediums (e.g., Auden’s “Musée des Beaux Arts” and Brueghel’s *Landscape with the Fall of Icarus*). | I describe similarities and differences in depictions of subjects or key scenes in two different artistic mediums (e.g., Auden’s “Musée des Beaux Arts” and Brueghel’s *Landscape with the Fall of Icarus*). | I analyze the representations of subjects or key scenes in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Brueghel’s *Landscape with the Fall of Icarus*). | I analyze the representations of subjects or key scenes in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Brueghel’s *Landscape with the Fall of Icarus*), and assesses the effects on readers’ or viewers’ interpretations. |
| **9.RL.8** | N/A | N/A | N/A | N/A |
| **9.RL.9** | I identify how an author draws on source material in specific works (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible; how a later author draws on a play by Shakespeare). | I describe how an author draws on source material in specific works (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible; how a later author draws on a play by Shakespeare). | I analyze how an author draws on source material in specific works (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible; how a later author draws on a play by Shakespeare). | I analyze how an author draws on source material in specific works (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible; how a later author draws on a play by Shakespeare). |
| **Charting My Progress Ninth Grade Literature & Composition page 4 of 9** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **9.RI.1** | I cite evidence to support analyses of what texts say explicitly as well as basic inferences drawn from texts. | I cite adequate textual evidence to support analyses of what texts say explicitly as well as basic inferences drawn from texts. | I cite strong and thorough textual evidence to support analyses of what texts say explicitly as well as inferences drawn from texts. | I cite strong and thorough textual evidence to support in-depth analyses of what texts say explicitly as well as elaborate inferences drawn from texts. |
| **9.RI.2** | I determine central ideas of texts and identify their development and provide basic summaries of texts. | I determine central ideas of texts and describe their development over the course of texts and provide summaries of texts. | I determine central ideas of texts and analyze in detail their development over the course of texts, including how they emerge and are shaped and refined by specific details, and provide objective summaries of texts. | I determine and critique themes or central ideas of texts and analyze in detail their development over the course of texts, including how they emerge and are shaped and refined by specific details, and provide thorough, objective summaries of texts. |
| **9.RI.3** | I identify how authors unfold analyses or series of ideas or events, including the order in which the points are made. | I describe how authors unfold analyses or series of ideas or events, including the order in which the points are made and how they are introduced and developed. | I analyze how authors unfold analyses or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | I critique the effects of how authors unfold analyses or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| **9.RI.4** | I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings of words and phrases as they are used in texts and identify the impact of specific choices on meaning. | I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings, including basic figurative, connotative, and technical meanings, of words and phrases as they are used in texts and analyze the impact of specific choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | I determine meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in texts and analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | I determine meanings, including figurative, connotative, and technical meanings, of sophisticated words and phrases as they are used in texts and analyze and critique the cumulative impact of specific sophisticated word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| **9.RI.5** | I identify how authors’ ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of texts (e.g., a section of a chapter). | I describe how authors’ ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of texts (e.g., a section of a chapter). | I analyze in detail how authors’ ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of texts (e.g., a section of a chapter). | I critique the effect of how authors’ ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of texts (e.g., a section of a chapter). |
| **9.RI.6** | I identify authors’ points of view or purposes in texts. | I identify authors’ points of view or purposes in texts and describes how authors use rhetoric to advance those points of view or purposes. | I determine authors’ points of view and purposes in texts and analyze how authors use rhetoric to advance those points of view or purposes. | I determine authors’ points of view and purposes in texts and critique the effectiveness of how authors use rhetoric to advance those points of view or purposes. |
| **9.RI.7** | I describe accounts of subjects told in different media (e.g., a person’s life story in both print and multimedia). | I describe various accounts of subjects told in different media (e.g., a person’s life story in both print and multimedia), identifying which details are emphasized in each account. | I analyze various accounts of subjects told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. | I analyze and critique various accounts of subjects told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account and the effect of the medium upon the reader or viewer. |
| **9.RI.8** | I delineate the arguments and specific claims in texts, identifying reasoning and evidence. | I delineate and evaluate the arguments and specific claims in texts, assessing whether reasoning is valid, and evidence is relevant. | I delineate and evaluate the arguments and specific claims in texts, assessing whether reasoning is valid and evidence is relevant and sufficient, and identify false statements and fallacious reasoning. | I expound and evaluate the arguments and specific claims in texts, using specific textual evidence in assessing whether reasoning is valid and evidence is relevant and sufficient, and identify nuanced false statements and fallacious reasoning. |
| **9.RI.9** | I identify specific features of seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms Speech, King’s “Letter from Birmingham Jail”). | I describe specific features of seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms Speech, King’s “Letter from Birmingham Jail”). | I analyze specific features of seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms Speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. | I analyze and critique specific features of seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms Speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |
| **Charting My Progress Ninth Grade Literature & Composition page 5 of 9** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **9-10.W.1** | I write argumentative pieces to support claims in analyses of topics or texts, using reasoning and evidence:  a. I state claims and create a loose organization that establishes relationships among claims, reasons, and evidence. b. I develop claims, supplying evidence for some. c. I use words, phrases, and clauses to link some sections of texts and to clarify some relationships between claims and reasons and between reasons and evidence. d. I attempt to establish a formal style while demonstrating awareness of the norms and conventions of the  discipline in which I am writing. e. I provide concluding statements or sections. | I write argumentative pieces to support claims in analyses of topics or texts, using reasoning and relevant evidence:  a. I state claims, distinguish claims from alternate or opposing claims, and create an organization that generally establishes relationships among claims, counterclaims, reasons, and evidence. b. I develop claims and counterclaims, supplying evidence for each while pointing out strengths or limitations of both. c. I use words, phrases, and clauses to link sections of texts and to clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. I establish a formal style while generally attending to the norms and conventions of the discipline in which I write. e. I provide concluding statements or sections that generally support arguments presented. | I write argumentative pieces to support claims in analyses of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: a. I introduce precise claims, distinguish claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. b. I develop claims and counterclaims fairly, supplying evidence for each while pointing out strengths and limitations of both in a manner that anticipates audiences’ knowledge levels and concerns. c. I use words, phrases, and clauses to link major sections of texts, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. I establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which I am writing. e. I provide concluding statements or sections that follow from and support arguments presented. | I write highly effective, compelling argumentative pieces to support claims in analyses of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: a. I introduce strong and precise claims, effectively distinguish claims from alternate or opposing claims, and create an effective organization that strategically establishes clear, strong relationships among claims, counterclaims, reasons, and evidence. b. I develop strong claims and counterclaims fairly and thoroughly, supplying the most relevant, complete evidence for each while pointing out strengths and limitations of both in a manner that effectively anticipates audiences’ knowledge levels and concerns. c. I use precise words, phrases, and clauses to link major sections of texts, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. I establishe and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which I write. e. I provide insightful concluding statements or sections that follow from and effectively support arguments presented. |
| **9-10.W.2** | I write informative/explanatory pieces to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content:  a. I state topics and loosely organizes ideas, concepts, and information. b. I develop topics by selecting some relevant facts, extended definitions, concrete details, quotations, or other information and examples. c. I use transitions to link sections of texts and clarify some relationships among ideas and concepts. d. I use some language and domain-specific vocabulary to describe topics. e. I attempt to establish a formal style while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing. f. I provide concluding statements or sections. | I write informative/explanatory pieces to examine and convey ideas, concepts, and information accurately through the selection, organization, and analysis of content:  a. I state topics; generally organizes ideas, concepts, and information to make broad connections and distinctions; and includes some formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia in an attempt to aid comprehension. b. I develop topics with relevant facts, extended definitions, concrete details, quotations, or other information and examples. c. I use appropriate transitions to link sections of texts and clarify relationships among ideas and concepts. d. I use language and domain-specific vocabulary to manage topics. e. I establish a formal style while generally attending to the norms and conventions of the discipline in which I write. f. I provide concluding statements or sections that support the information or explanations presented. | I write informative/explanatory pieces to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content: a. I introduce topics; organize complex ideas, concepts, and information to make important connections and distinctions; and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. I develop topics with well-chosen, relevant, and sufficient facts, extend definitions, concrete details, quotations, or other information and examples appropriate to my audience’s knowledge of topics. c. I use appropriate and varied transitions to link the major sections of texts, create cohesion, and clarify relationships among complex ideas and concepts. d. I use precise language and domain-specific vocabulary to manage the complexity of topics. e. I establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which I write. f. I provide concluding statements or sections that follow from and support the information or explanations presented (e.g., articulating implications or the significance of topics). | I  Writes highly effective, compelling informative/explanatory pieces to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content: a. Clearly introduces topics; strategically organizes complex ideas, concepts, and information to make important  connections and distinctions; and includes significant formatting (e.g., subheadings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develops topics strategically with the most well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of topics. c. Effectively uses appropriate and varied transitions to link the major sections of texts, create cohesion, and clarify relationships among complex ideas and concepts. d. Effectively uses the most appropriate and precise language and domain-specific vocabulary to manage the complexity of topics. e. Establishes and consistently maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.  f. Provides insightful, effective concluding statements or sections that follow from and support the information or explanations presented (e.g., articulating implications or the significance of topics). |
| **9-10.W.3** | I write narrative pieces to develop real or imagined experiences or events using techniques, details, and event sequences: a. I set out problems, situations, or observations; establishes singular points of view; introduce narrators and/or characters; and create progressions of experiences or events. b. I use dialogue and description to develop experiences, events, and/or characters. c. I use techniques to sequence events so that they build on one another. d. I use words and phrases to convey pictures of the experiences, events, settings, and/or characters. e. I provide conclusions. | I write narrative pieces to develop real or imagined experiences or events using some effective techniques, some details, and event sequences: a. I engage the reader by setting out problems, situations, or observations; establishes singular points of view; introduces narrators and/or characters; and attempts to create smooth progressions of experiences or events. b. I use dialogue, description, and pacing to develop experiences, events, and/or characters. c. I use appropriate techniques to sequence events so that they build on one another to create a whole. d. I use appropriate words and phrases and telling details to convey pictures of the experiences, events, settings, and/or characters. e. I provide conclusions that follow from what is experienced, observed, or resolved over the course of narratives. | I write narrative pieces to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences: a. I engage and orient the reader by setting out problems, situations, or observations and their significance; establish one or multiple points of view; introduce narrators and/or characters; and create smooth progressions of experiences or events. b. I use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. I use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. I use precise words and phrases, telling details, and sensory language to convey vivid pictures of the experiences, events, settings, and/or characters. e. I provide conclusions that follow from and reflect on what is experienced, observed, or resolved over | I write narrative pieces to develop real or imagined experiences or events using highly effective techniques, strategically well-chosen details, and clear, well-structured event sequences: a. I engage and orient the reader by setting out problems, situations, or observations and their significance in a highly compelling way; establishe one or multiple points of view; introduce narrators and/or characters; and create effective and smooth progressions of experiences or events. b. I use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to effectively develop experiences, events, and/or characters. c. I use a variety of effective techniques to sequence events so that they build on one another to create a coherent whole. d. I use precise words and phrases, telling details, and sensory language to convey vivid pictures of the experiences, events, settings, and/or characters that achieve an intentional effect. e. I provide engaging conclusions that follow from and reflect on what is experienced, observed, or resolved over the course of narratives. |
| **9-10.W.4** | I produce writing in which the development, organization, and style are appropriate to tasks and purposes. | I produce coherent writing in which the development, organization, and style are appropriate to tasks, purposes, and audiences. | I produce clear, coherent writing in which the development, organization, and style are appropriate to tasks, purposes, and audiences. | I produce clear, coherent writing in which the development, organization, and style are appropriate and effective for tasks, purposes, and audiences. |
| **9-10.W.5** | I strengthen my writing as needed by planning, revising, editing, and rewriting. | I strengthen my writing as needed by planning, revising, editing, and rewriting, taking into consideration what is significant for some purposes or audiences. | I develop and strengthen my writing as needed by planning, revising, editing, rewriting, or trying new approaches, focusing on addressing what is most significant for specific purposes and audiences. | I develop and strengthen my writing at an advanced level by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches, focusing on addressing what is most significant for specific purposes and audiences. |
| **9-10.W.6** | I use technology to produce and publish writing products. | I use technology, including the Internet, to produce, publish, and share writing products, taking advantage of technology’s capacity to link to other information. | I use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and display information flexibly and dynamically. | I use technology, including the Internet, to efficiently and effectively produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and display information flexibly and dynamically. |
| **9-10.W.7** | I conduct short research projects to answer given simple questions or solve problems and use individual pieces of information from sources on subjects, demonstrating an emerging command of subjects under investigation. | I conduct short as well as more sustained research projects to answer simple questions (including self-generated questions) or to solve problems; may narrow or broaden inquiry; and synthesize sources on subjects, demonstrating understanding of subjects under investigation. | I conduct short as well as more sustained research projects to answer questions (including self-generated questions) or to solve problems; narrow or broaden inquiry when appropriate; and synthesize multiple sources on subjects, demonstrating understanding of subjects under investigation. | I conduct short as well as more sustained research projects to answer complex questions (including self-generated questions) or to solve complex problems; narrows or broadens inquiry when appropriate; and synthesizes multiple, highly credible sources on subjects, demonstrating a thorough understanding of subjects under investigation. |
| **9-10.W.8** | I gather information from print and digital sources and integrate information into texts, avoiding plagiarism and generally following a standard format for citation. | I gather relevant information from multiple print and digital sources, using searches effectively; assess the usefulness of all sources in answering research questions; and integrate information into texts to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | I gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of all sources in answering research questions; and integrate information into texts selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | I gather highly relevant information from multiple authoritative print and digital sources efficiently, using advanced searches effectively; assess the usefulness of all sources in answering research questions; and integrate information into texts selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

**Student Personal Learning Goals – ELA Edition**

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| **Charting My Progress Ninth Grade Literature & Composition page 1 of 9** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **9-10.L.1** | I demonstrate an emerging command of grade-appropriate conventions of standard English grammar and usage when writing: using various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey meaning to my writing. | I demonstrate a basic command of grade-appropriate conventions of standard English grammar and usage when writing:  a. I use parallel structure. b. I use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey meaning to my writing. | I demonstrate a command of grade-appropriate conventions of standard English grammar and usage when writing:  a. I use parallel structure. b. I use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to my writing. | I demonstrate a sophisticated command of grade-appropriate conventions of standard English grammar and usage when writing:  a. I use parallel structure. b. I use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add certain style, variety, and interest to my writing. |
| **9-10.L.2** | I demonstrate an emerging command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing. | I demonstrate a basic command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing:  a. I attempt to use semicolons to link two or more closely related independent clauses. b. I attempt to use colons to introduce lists or quotations. c. I spell correctly. | I demonstrate a command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing:  a. I use semicolons to link two or more closely related independent clauses. b. I use colons to introduce lists or quotations. c. I spell correctly. | I demonstrate a sophisticated command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing to achieve particular stylistic effects:  a. I use semicolons to link two or more closely related independent clauses. b. I use colons to introduce lists or quotations. c. I spell correctly. |
| **9-10.L.3** | I attempt to use knowledge of language to comprehend when reading. | I apply knowledge of language to make choices for meaning or style and to comprehend when reading: attempt to write and edit work so it conforms to guidelines in a style manual. | I apply knowledge of language to make effective choices for meaning or style and to comprehend more fully when reading: write and edit work so it conforms to guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type. | I apply knowledge of language to make highly effective choices for meaning or style and to comprehend more fully when reading: write and edit work so it conforms to guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type. |
| **9-10.L.4** | I determine the meanings of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content:  a. I use nearby context as clues to meanings of words and phrases. b. I identify patterns of word changes that indicate different meanings. c. I consult provided general reference materials to find pronunciations of words or to determine meanings or usages. d. I verify the preliminary determination of meanings of words or phrases. | I determine the meanings of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content:  a. I use sentence-level context as clues to meanings of words and phrases.  b. I identify patterns of word changes that indicate different meanings or parts of speech.  c. I consult provided general and specialized reference materials, both print and digital, to find pronunciations of words or to determine meanings, parts of speech, or etymologies. d. I verify the preliminary determination of meanings of words or phrases. | I determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content:  a. I use context (e.g., the overall meaning of sentences, paragraphs, or texts; words’ positions or functions in sentences) as clues to meanings of words and phrases. b. I identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. I consult provided general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find pronunciations of words or to determine or clarify precise meanings, parts of speech, or etymologies.  d. I verify the preliminary determination of meanings of words or phrases (e.g., by checking in dictionaries or by checking the inferred meaning in context). | I determine or clarify the meaning of unknown and multiple-meaning words and phrases based on above grades 9–10 reading and content: a. I skillfully use context (e.g., the overall meaning of sentences, paragraphs, or texts; words’ positions or functions in sentences) as clues to meanings of words and phrases. b. I identify and skillfully use patterns of word changes that indicate different meanings or parts of speech. c. I efficiently consult provided general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find pronunciations of words or to determine or clarify precise meanings, parts of speech, or etymologies. d. I verify the preliminary determination of meanings of words or phrases (e.g., by checking in dictionaries or by  checking the inferred meaning in context). |
| **9-10.L.5** | I identify figurative language, word relationships, and nuances in word meanings:  a. I identify figures of speech in context. b. I identify nuances in meanings of words with similar denotations. | I demonstrate understanding of simple figurative language, basic word relationships, and nuances in word meanings: a. I interpret simple figures of speech in context. b. I identify nuances in meanings of words with similar denotations. | I demonstrate understanding of figurative language, word relationships, and nuances in word meanings:  a. I interpret figures of speech in context and analyze their roles in texts.  b. Analyze nuances in meanings of words with similar denotations. | I demonstrate sophisticated understanding of elaborate figurative language, complex word relationships, and nuances in word meanings: a. I interpret elaborate figures of speech in context and analyzes their roles in texts.  b. I analyze nuances in meanings of words with similar denotations. |
| **9-10.L.6** | I use simple general academic and domain-specific words and phrases for reading and writing. | I accurately use general academic and domain-specific words and phrases for reading and writing. | I accurately use general academic and domain-specific words and phrases sufficient for reading and writing at the college- and career-readiness level and demonstrate independence in gathering vocabulary knowledge when considering words or phrases important to comprehension or expression. | I accurately and skillfully use sophisticated general academic and domain-specific words and phrases sufficient for reading and writing at the college- and career-readiness level and demonstrate a high level of independence in gathering vocabulary knowledge when considering words or phrases important to comprehension or expression. |