**Student Personal Learning Goals – ELA Edition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Charting My Progress Grade 3 page 1 of 9** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **3.RL.1** | I answer simple questions to demonstrate my understanding of texts. | I answer questions to demonstrate my understanding of texts, referring to texts as the basis for my answers. | I ask and answer questions to demonstrate my understanding of texts, referring explicitly to texts as the basis for my answers. | I ask and answer complex questions to demonstrate my understanding of texts, referring explicitly to texts as the basis for my answers. |
| **3.RL.2** | I recount stories by identifying details and identifying explicitly stated central messages, lessons, or morals. | I recount stories by identifying key details and determining simple central messages, lessons, or morals. | I recount stories by identifying key details in sequential order and determining central messages, lessons, or morals and explain how they are conveyed through key details. | I recount stories by explaining key details in sequential order and determines implicitly stated central messages, lessons, or morals and I explain how they are conveyed through key details. |
| **3.RL.3** | I identify fundamental components of characters in stories and I explain how these features contribute to stories. | I describe fundamental components of characters in stories and explain how these components contribute to stories. | I describe characters in stories and explain how their actions contribute to sequence of events in stories. | I describe intricate components of complex characters in stories and I explain how their actions contribute to complex sequences of events in stories. |
| **3.RL.4** | I use easily found, explicitly stated evidence to determine the meanings of simple words and phrases. | I use explicitly stated evidence to determine the meanings of words and phrases as they are used in texts, identifying literal and nonliteral language. | I determine the meanings of words and phrases as they are used in texts, distinguishing literal from nonliteral language. | I determine the meanings of sophisticated words and phrases as they are used in texts, distinguishing literal from complex nonliteral language. |
| **3.RL.5** | I refer to basic elements of stories, dramas, and poems when writing about texts, using terms such as chapter, scene, and stanza.  I identify how one part of a story builds on an earlier section. | I refer to parts of stories, dramas, and poems when writing about texts, using terms such as chapter, scene, and stanza.  I describe how one part of a story builds on an earlier section. | I refer to parts of stories, dramas, and poems when writing about texts, using terms such as chapter, scene, and stanza.  I describe how each successive part of a story builds on earlier sections. | I refer to detailed parts of stories, dramas, and poems when writing about texts, using terms such as chapter, scene, and stanza.  I describe how each successive part of a story builds on earlier sections. |
| **3.RL.6** | I identify clearly stated points of view of narrators or characters. | I distinguish readers’ points of view from clearly stated points of view of narrators or characters. | I distinguish readers’ points of view from points of view of narrators or characters.  I explain what makes a point of view distinct or similar. | I distinguish a readers’ points of view from implied points of view of narrators or characters.  I explain what makes a point of view distinct or similar. |
| **3.RL.7** | I identify how specific aspects of texts’ simple illustrations show elements of stories. | I infer how specific aspects of texts’ simple illustrations show elements of stories. | I explain how specific aspects of texts’ illustrations contribute to what is conveyed by words in stories (e.g., create mood, emphasize aspects of characters or settings). | I explain how specific aspects of texts’ detailed illustrations contribute to what is conveyed by words in stories (e.g., create mood, emphasize aspects of characters or settings). |
| **3.RL.8** | N/A | N/A | N/A | N/A |
| **3.RL.9** | I identify simple and directly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | I describe directly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | I compare and contrast themes, settings, and plots written by the same author about the same or similar characters (e.g., in books from a series). | I compare and contrast very complex, implicit themes, settings, and plots written by the same author about the same or similar characters (e.g., in books from a series). |
| **Charting My Progress Grade 3 page 3 of 9** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **3.RI.1** | I answer simple questions to demonstrate understanding of texts. | I answer questions to demonstrate understanding, referring to texts as the basis for answers | I ask and answer questions to demonstrate understanding of texts, referring explicitly to texts as the basis for answers. | I ask and answer complex questions to demonstrate understanding of texts, referring explicitly to texts as the basis for answers. |
| **3.RI.2** | I identify explicitly stated main ideas of texts.  I identify details that support main ideas. | I determine simple main ideas of texts.  I identify key details that support main ideas. | I determine main ideas of texts.  I recount key details and explain how they support main ideas. | I determine implicitly stated main ideas of texts.  I recount key details and explain how they support main ideas. |
| **3.RI.3** | I identify historical events, scientific ideas, or some steps in technical procedures in texts, using language that attempts to address time or sequence. | I identify simple relationships between historical events, scientific ideas, or steps in technical procedures in texts, using limited language that pertains to time, sequence, and/or cause/effect. | I describe relationships between series of historical events, scientific ideas, or steps in technical procedures in texts, using language that pertains to time, sequence, and cause/effect. | I describe and analyze complicated relationships between series of historical events, scientific ideas, or steps in technical procedures in texts, using specific and academic language that pertains to time, sequence, and cause/effect. |
| **3.RI.4** | I use easily found, explicitly stated evidence to determine the meanings of simple academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas. | I use explicitly stated evidence to determine the meanings of simple academic and domain- specific words and phrases as used in texts relevant to grade 3 topics or subject areas. | I determine the meanings of general academic and domain- specific words and phrases as used in texts relevant to grade 3 topics or subject areas. | I determine the meanings of sophisticated academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas. |
| **3.RI.5** | I use simple text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information directly stated in texts. | I use simple text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic. | I use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic effectively. | I use complex text features and search tools (e.g., key words, sidebars, hyperlinks) to analyze information relevant to a given topic effectively. |
| **3.RI.6** | I identify directly stated points of view of authors of texts. | I distinguish readers’ points of view from clearly stated points of view of authors of texts | I distinguish readers’ points of view from points of view of authors of texts.  I explain what makes these points of view distinct or similar. | I distinguish readers’ points of view from indirectly stated points of view of authors of texts.  I explain what makes these points of view distinct or similar. |
| **3.RI.7** | I use information gained from simple illustrations and direct statements within texts to demonstrate my understanding of texts. | I use information gained from simple illustrations and basic inferences within texts to demonstrate my understanding of texts. | I use information gained from simple illustrations (e.g., maps, photographs) and the words in texts to demonstrate my understanding of texts (e.g., where, when, why, how key events occur). | I use information gained from elaborate illustrations (e.g., maps, photographs) and advanced inferences to demonstrate my understanding of texts. |
| **3.RI.8** | I identify basic connections between particular sentences (e.g., comparison, cause/effect, first/second/third). | I identify logical connections between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third). | I describe logical connections between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third). | I describe intricate connections between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third) using textual evidence. |
| **3.RI.9** | I identify the most important points and key details presented in one text. | I describe the most important points and key details presented in two texts on the same topic. | I compare and contrast the most important points and key details presented in two texts on the same topic. | I compare and contrast the most important points and key details presented in two texts on the same topic.  I provide evidence from texts to support the comparisons. |
| **Charting My Progress Grade 3 page 5 of 9** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **3.W.1** | I write opinion pieces that show little or no organization, lack introductions or conclusions.  I provide few or irrelevant reasons to support stated opinions. | I write opinion pieces that show loose organization.  I include simple introductions and conclusions.  I provide both relevant and irrelevant reasons to support stated opinions. | I write opinion pieces that show clear organization.  I include introductions, provide relevant reasons that support stated opinions.  I use linking words and phrases.  I include concluding statements. | I write engaging multi- paragraph opinion pieces that show clear organization.  I include effective introductions.  I provide relevant reasons that effectively support stated opinions.  I use linking words and phrases.  I include effective concluding statements. |
| **3.W.2** | I write informative/explanatory pieces that show little or no organization, lack introductions or conclusions.  I provide few or irrelevant details to support topics. | I write informative/explanatory pieces that show loose organization.  I include simple introductions or conclusions.  I provide both relevant and irrelevant details to support topics. | I write informative/explanatory pieces that show clear organization.  I include introductions, provide relevant details to support topics.  I use linking words and phrases.  I include concluding statements. | I write engaging multi- paragraph informative/explanatory pieces that show clear organization.  I include effective introductions.  I provide relevant details that effectively support topics.  I use linking words and phrases.  I include effective concluding statements. |
| **3.W.3** | I write narrative pieces that show little or no organization.  I show little or no establishment of situations, narrators, and/or characters.  I provide little sense of closure.  I include few techniques to develop experiences/events. | I write narrative pieces that show loose organization.  I show simple establishment of situations, narrators, and/or characters.  I provide some sense of closure.  I include some techniques to develop experiences/events. | I write narrative pieces that show clear organization.  I show establishment of situations, narrators, and/or characters.  I provide a sense of closure.  I include appropriate techniques to develop experiences/events. | I write engaging narrative pieces that show clear organization.  I show effective establishment of situations, narrators, and/or characters.  I provide a strong sense of closure.  I include appropriate and effective techniques to develop experiences/events. |
| **3.W.4** | I produce writing with guidance and support from adults in which development and organization are inadequate for tasks and purposes. | I produce writing with guidance and support from adults in which development and organization are incomplete for tasks and purposes. | With guidance and support from adults, I produce writing in which development and organization are appropriate for tasks and purposes. | With guidance and support from adults, I produce effective writing in which development and organization are effective and appropriate for tasks and purposes. |
| **3.W.5** | With guidance and support from adults, I strengthen my writing as needed by planning, revising, and editing. | With guidance and support from adults, I develop and strengthen my writing as needed by planning, revising, and editing. | With guidance and support from peers and adults, I develop and strengthen my writing as needed by planning, revising, and editing. | With guidance and support from peers and adults, I develop and strengthen my writing to an advanced level by planning, revising, and editing. |
| **3.W.6** | With guidance and support from adults, I use technology to produce my writing projects. | With guidance and support from adults, I use technology to produce and publish my writing as well as to interact with others. | With guidance and support from adults, I use technology to produce and publish my writing as well as to interact and collaborate with others. | With guidance and support from adults, I use technology to produce and publish my complex writing at an advanced level as well as to interact and collaborate with others. |
| **3.W.7** | I conduct simple, short research projects. | I conduct simple, short research projects that build limited knowledge about topics. | I conduct short research projects that build knowledge about topics. | I conduct complex, short research projects that build extensive knowledge about topics. |
| **3.W.8** | I gather information from sources.  I provide evidence that is irrelevant or sorted incorrectly into provided categories. | I gather information from sources.  I provide some evidence that is sorted incompletely into provided categories. | I gather information from print and digital sources.  I take brief notes on sources.  I sort relevant evidence into provided categories. | I gather the most relevant information from print and digital sources.  I effectively take notes on sources.  I efficiently sort relevant evidence into provided categories. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Charting My Progress Grade 3 page 8 of 9** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **3.L.1** | I use conventions of Standard English grammar and usage in simple sentences. | I use conventions of Standard English grammar and usage in simple and compound sentences, including the use of common nouns, pronouns, adjectives, adverbs, and conjunctions. | I demonstrate command of simple, compound, and complex sentences, including the use of regular and irregular plural nouns, abstract nouns, simple, regular, and irregular verbs, coordinating and subordinating conjunctions, comparative and superlative adverbs, and subject-verb and pronoun- antecedent agreement. | I demonstrate strong, sophisticated command of grammar in simple, compound, and complex sentences, including the use of regular and irregular plural nouns, abstract nouns, simple, regular, and irregular verbs, coordinating and subordinating conjunctions, comparative and superlative adverbs, and subject-verb and pronoun- antecedent agreement. |
| **3.L.2** | I capitalize some simpler words in titles.  I use some commas in addresses.  I spell some high-frequency words correctly. | I use conventions of Standard English capitalization in titles and commas in addresses.  I spell high-frequency words correctly.  I use common spelling patterns when writing unknown words. | I demonstrate a command of Standard English capitalization in titles, commas in addresses, commas and quotation marks in dialogue, and the use of possessives.  I spell high- frequency words correctly.  I use spelling patterns in writing unknown words.  I apply spelling generalizations when adding suffixes. | I demonstrate a strong, sophisticated command of Standard English capitalization conventions in titles, commas in addresses, commas and quotation marks in dialogue, and the use of possessives.  I spell most words correctly.  I use spelling patterns when writing unknown words and when adding suffixes, including the use of intricate spelling patterns and irregularly spelled words. |
| **3.L.3** | I choose words and/or phrases when writing without apparent care regarding effect. | I choose words and/or phrases for effect when writing.  I identify the differences between spoken and written English. | I choose words and phrases for effect when writing.  I apply the differences between spoken and written English. | I choose precise words and phrases for effect to enhance the message of my writing.  I apply the differences between spoken and written English. |
| **3.L.4** | I determine the meaning of unknown words using nearby context clues. | I determine the meanings of simple multiple-meaning words using sentence-level context clues.  I determine the meaning of unknown words using morphemic analysis and/or reference materials. | I determine the meanings of unknown and multiple-meaning words using sentence-level context clues, morphemic analysis, and/or reference materials. | I determine the meanings of sophisticated unknown and multiple-meaning words using sentence-level and paragraph- level context clues, morphemic analysis, and/or reference materials. |
| **3.L.5** | page8image3788184512I interpret simple word relationships and nuances in word meanings.  I identify real-life connections between words and their uses. | I interpret simple word relationships and nuances in word meanings.  I identify the literal meanings of words and phrases in context.  I identify real-life connections between words and their uses. | I interpret word relationships and nuances in word meanings.  I distinguish literal and nonliteral meanings of words and phrases in context.  I identify real-world connections between words and their uses.  I distinguish shades of meaning among related words that describe states of mind or degrees of certainty. | I interpret sophisticated word relationships and subtle nuances in word meanings.  I distinguish literal and nonliteral meanings of complex words and phrases in context.  I identify complex real-world connections between words and their uses.  I distinguish subtle shades of meaning among related words that describe states of mind or degrees of certainty. |
| **3.L.6** | I use some simple grade- appropriate general academic words and phrases. | I use simple grade-appropriate academic and domain-specific words and phrases, including those that signal simple spatial and temporal relationships. | I use grade-appropriate academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. | I use sophisticated grade- appropriate academic and domain-specific words and phrases, including those that signal subtle spatial and temporal relationships. |

**Student Personal Learning Goals – ELA Edition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Charting My Progress Grade 4 page 1 of 11** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **4.RL.1** | I identify what the text says explicitly. | I refer to details and examples in a text when explaining what the text says explicitly.  I draw simple inferences from the text. | I refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text. | I refer to multiple details and examples when explaining what the text says explicitly and when drawing complex inferences from the text. |
| **4.RL.2** | I identify a simple theme in a story, drama, or poem. | I determine a theme in a story, drama, or poem, using details from the text. | I determine a theme in a story, drama, or poem, using details from the text.  I summarize the text. | I determine an implied theme in a story, drama, or poem, using details from the text.  I summarize a text using key details from the text. |
| **4.RL.3** | I identify a character trait, a setting, or an event in a story or drama, drawing on details in the text. | I describe a character trait, a setting, or an event in a story or drama, drawing on details in the text. | I describe in depth a character, a setting, or an event in a story or drama, drawing on specific details in the text. | I describe in depth a character, a setting, or an event in a story or drama, drawing on implied details in the text. |
| **4.RL.4** | I use easily located, explicitly stated details to determine the meanings of familiar words and phrases as they are used in a text. | I use explicitly stated details to determine the meanings of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. | I determine the meanings of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. | I determine the meanings of unfamiliar words and phrases as they are used in a text, including those that allude to significant characters found in mythology. |
| **4.RL.5** | I explain obvious differences between poems, dramas, and prose, referring to simple structural elements. | I explain differences between poems, dramas, and prose, referring to simple structural elements. | I explain significant differences between poems, dramas, and prose, referring to specific structural elements. | I explain how significant differences between poems, dramas, and prose affect meaning, referring to complex structural elements. |
| **4.RL.6** | I compare and contrast explicitly stated points of view from which different stories are narrated.  I identify first- person narrations. | I compare and contrast explicitly stated points of view from which different stories are narrated, including the difference between first- and third-person narrations. | I compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations. | I Compares and contrasts implicitly stated points of view from which different stories are narrated, including the difference between third- person limited and third- person omniscient narrations. |
| **4.RL.7** | I identify connections within the text of the story or drama and visual or oral presentation of the text. | I make simple connections between the text of a story and the visual or oral presentation of the text. | I make connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | I make complex connections between inferred information within the text of a story or drama and the visual or oral presentation of the text, providing textual evidence where each version reflects specific descriptions and directions in the text. |
| **4.RL.8** | N/A | N/A | N/A | N/A |
| **4.RL.9** | I identify similar explicitly stated themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures. | I describe the treatment of similar explicitly stated themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures. | I compare and contrast the treatment of similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures. | I compare and contrast the treatment of implicitly stated themes, topics, and patterns of events in complex stories, myths, and traditional literature from different cultures.  I make higher level inferences to identify support used by authors. |
| **Charting My Progress Grade 4 page 3 of 11** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **4.RI.1** | I identify what the text says explicitly. | I refer to details and examples in the text when explaining what the text says explicitly.  I draw simple inferences from the text. | I refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text. | I refer to multiple details and examples when explaining what the text says explicitly and when drawing complex inferences from the text. |
| **4.RI.2** | I identify an explicitly stated main idea and key details of the text. | I determine an explicit main idea of the text.  I identify key details.  I provide a simple summary of the text. | I determine the main idea of the text.  I explain how the main idea is supported by key details.  I summarize the text. | I determine and explain an implied main idea of a text using textual evidence.  I summarize the text. |
| **4.RI.3** | I identify events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | I describe events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | I explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | I Analyzes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation. |
| **4.RI.4** | I use easily located, explicitly stated details to determine the meaning of familiar academic and domain-specific words or phrases in a text relative to a grade 4 topic/subject area. | I use explicitly stated details to determine the meaning of common academic and domain- specific words or phrases in a text relative to a grade 4 topic/subject area. | I determine the meaning of common academic and domain- specific words or phrases in a text relative to a grade 4 topic/subject area. | I determine the meaning of sophisticated academic and domain-specific words or phrases in a text relative to a grade 4 topic/subject area. |
| **4.RI.5** | I identify the structure of events, ideas, concepts, or information in part of a text. | I identify the overall structure of events, ideas, concepts, or information in a text or part of a text. | I describe the overall structure of events, ideas, concepts, or information in a text or part of a text. | I analyze how the overall structure of events, ideas, concepts, or information in a text contributes to its meaning. |
| **4.RI.6** | I identify a firsthand and secondhand account of the same event or topic. | I identify information that is similar in a firsthand and secondhand account of the same event or topic. | I compare and contrast a firsthand and secondhand account of the same event or topic.  I describe the differences in focus and the information provided. | I analyze a firsthand and secondhand account of the same event or topic.  I use evidence from the text to describe the differences in focus and the information provided. |
| **4.RI.7** | I identify information presented visually, orally, or quantitatively that supports the text. | I identify information presented visually, orally, or quantitatively.  I describe how the information contributes to an understanding of the text. | I interpret information presented visually, orally, or quantitatively.  I explain how the information contributes to the understanding of the text in which it appears. | I analyze information presented visually, orally, or quantitatively.  I explain how the information contributes to and expands the overall understanding of the text in which it appears. |
| **4.RI.8** | I identify reasons and evidence to support particular points in a text. | I identify how an author uses reasons and evidence to support particular points in a text. | I explain how an author uses reasons and evidence to support particular points in a text. | I analyze how an author uses reasons and evidence to support particular points in a text. |
| **4.RI.9** | I use information from one text to write or speak about the subject knowledgeably. | I identify explicitly stated information from two texts on the same topic that could be used to write or speak about the subject knowledgeably. | I integrate information from two texts on the same topic to write or speak about the subject knowledgeably. | I analyze information from two texts on the same topic to write or speak about the subject knowledgeably.  I use complex inferences supported by textual evidence as support. |
| **Charting My Progress Grade 4 page 5 of 11** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **4.W.1** | I write an opinion piece that shows little or no organization.  My introduction and conclusion are either missing or lack clarity.  My reasons are irrelevant to my opinion.  Connections between my opinion and reasons are ineffective or are missing. | I write an opinion piece that is loosely organized.  My topic is introduced in the introduction and a concluding statement is provided.  Relevant and irrelevant reasons are provided to support my opinion.  Connections between my opinion and reasons lack clarity. | I write an opinion piece that shows clear organization: introduces the topic.  I provide relevant reasons for my opinion that are supported by facts and details.  I clearly link opinions and reasons.  I provide a relevant concluding statement. | I write an engaging multi- paragraph opinion piece that shows clear organization.  I effectively introduce the topic.  I provide relevant reasons for my opinion that are effectively supported by facts and details.  I clearly link my opinions with appropriate words.  I provide an effective concluding statement. |
| **4.W.2** | I write an informative/explanatory piece in which there is little or no organization.  My introduction and conclusion are either missing or lack clarity.  My topic is developed using irrelevant or ineffective information.  My use of vocabulary to explain the topic lacks domain-specific vocabulary. | I write an informative/ explanatory piece that is loosely organized.  I introduce my topic.  I develop the topic with some facts, definitions, and details that may or may not be related to the topic.  I link ideas within categories of information using words and phrases that may or may not be related to the topic.  I use domain-specific vocabulary in an attempt to explain my topic.  I provide a concluding statement. | I write an informative/explanatory piece that shows clear organization.  I introduce my topic.  I develop the topic with facts, definitions, details, quotations, or other information.  I link ideas within categories of information.  I use precise and domain-specific vocabulary to explain the topic.  I provide a concluding statement related to the information presented. | I write an engaging multi- paragraph informative/ explanatory piece that shows clear organization.  I clearly and effectively introduce the topic.  I develop the topic with concrete facts, definitions, details, quotations, or other information related to the topic.  I link ideas within categories of information using appropriate words.  I use precise domain-specific vocabulary efficiently.  I provide an effective concluding statement related to the information presented. |
| **4.W.3** | I write a narrative piece that shows little or no organization.  My writing shows little or no establishment of situations, narrators, and/or characters  My writing lacks transition words used to manage the sequence of events  My writing lacks concrete words, phrases, and sensory details to convey experiences and events precisely.  I provide little sense of closure. | I write a narrative piece that shows loose organization.  My writing shows simple establishments of situations, narrators, and/or characters.  My writing provides some transition words to create the sequence of events.  I use a few concrete words, phrases, and sensory details to convey experiences and events precisely.  I provide some sense of closure. | I write a narrative piece that shows clear organization.  My writing shows establishment of situations, narrators, and/or characters; uses transition words to manage the sequence of events.  My writing uses dialogue to develop the experiences and events or to show the responses of characters to different situation.  I use concrete words, phrases, and sensory details to convey experiences and events precisely.  I provide a conclusion that follows from the narrated experiences of events. | I write an engaging narrative piece that shows clear organization.  My writing shows effective establishment of situations, narrators, and/or characters.  I use transitional words effectively to manage the sequence of events.  I use appropriate dialogue to develop the experiences and events or to show the responses of characters to different situations.  I use effective concrete words, phrases, and sensory details to convey experience and events precisely.  I provide a strong sense of closure. |
| **4.W.4** | I produce writing in which development and organization are inadequate for tasks, purposes, and audiences. | I produce writing in which development and organization are incomplete or inadequate for tasks, purposes, and audiences. | I produce clear and coherent writing in which the development and organization are appropriate for tasks, purposes, and audiences. | I produce effective writing in which development and organization are complete and appropriate for tasks, purposes, and audiences. |
| **4.W.5** | With guidance and support from adults, I develop my writing as needed by revising and editing. | With guidance and support from adults, I develop my writing as needed by planning, revising, and editing. | With guidance and support from peers and adults, I develop and strengthen my writing as needed by planning, revising, and editing. | With guidance and support from peers and adults, I develop and strengthen my writing to an advanced level by using strategic planning, concise revising, and accurate editing. |
| **4.W.6** | With guidance and support from adults, I use technology to produce and publish my writing. | With guidance and support from adults, I use technology, including the Internet, to produce and publish my writing as well as to interact with others. | With guidance and support, I use technology, including the Internet, to produce and publish my writing as well as to interact and collaborate with others.  I demonstrate sufficient command of keyboarding skills. | With minimal guidance and support, I use technology, including the Internet, to produce and publish various types of writing as well as to interact and collaborate with others.  I demonstrate strong keyboarding skills. |
| **4.W.7-9** | I conduct some research.  I recall some information from experiences and sources.  I provide irrelevant evidence from literary or informational texts.  I categorize evidence incorrectly in an attempt to support research. | I conduct some research.  I recall some information from experiences and sources.  I provide some evidence from literary or informational texts.  I categorize some of the information incorrectly in an attempt to support research. | I conduct short research.  I recall information from experiences and sources.  I categorize relevant evidence into provided categories.  I draw information from literary or informational texts to support analysis, reflection, and research. | I conduct short research.  I analyze information from relevant experiences and sources.  I categorize relevant evidence into proper categories.  I draw information from literary or informational texts as strong support for analysis, reflection, and research. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Charting My Progress Grade 4 page 8 of 11** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **4.L.1** | I attempt to demonstrate the conventions of Standard English grammar and usage when writing or speaking: form.  I use simple prepositional phrases. | I demonstrate an understanding of the conventions of Standard English grammar and usage when writing or speaking.  I use relative pronouns and relative adverbs.  I form and use the progressive verb tense.  I order adjectives within sentences according to conventional patterns.  I form and use simple prepositional phrases.  I produce complete sentences.  I recognize and correct fragments and run-ons. | I demonstrate command of the conventions of Standard English grammar and usage when writing.  I use relative pronouns and relative adverbs.  I form and use the progressive verb tenses.  I use helping/linking verbs to convey various conditions.  I order adjectives within sentences according to conventional patterns.  I form and use prepositional phrases.  I produce complete sentences.  I recognize and correct inappropriate fragments and run-ons.  I correctly uses frequently confused words (e.g., to, too, two; there, their). | I demonstrate a strong command of the conventions of Standard English grammar and usage when writing.  I use relative pronouns and relative adverbs.  I form and use the progressive verb tenses.  I use helping/linking verbs to convey various conditions.  I order adjectives within sentences according to conventional patterns.  I form and use complex prepositional phrases.  I produce complete sentences with varying complexity, recognizing and correcting inappropriate fragments and run-ons.  I correctly uses frequently confused words (e.g., to, too, two; there, their). |
| **4.L.2** | I page8image1530617952attempt to meet the conventions of Standard English capitalization, punctuation, and spelling when writing.  I use commas and/or quotation marks to mark direct speech and quotations from a text.  I spell most grade-appropriate words correctly.  I consult provided references as needed. | I demonstrate an understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing.  I use commas and/or quotation marks to mark direct speech and quotations from a text.  I use a comma before a coordinating conjunction in a compound sentence.  I spell most grade-appropriate words correctly.  I consult provided references as needed. | I demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  I use correct capitalization.  I use commas and quotation marks to mark direct speech and quotations from a text.  I use a comma before a coordinating conjunction in a compound sentence.  I spell grade- appropriate words correctly.  I consult provided references as needed. | I demonstrate a strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  I use correct capitalization.  I use commas and quotation marks to mark direct speech and quotations from a text.  I use a comma before a coordinating conjunction in a compound sentence.  I spell low- frequency and above grade- level words correctly.  I consult provided references as needed. |
| **4.L.3** | I use knowledge of language and its conventions when writing, speaking, reading, or listening.  I choose words and phrases to form sentences.  I use some punctuation. | I use some knowledge of language and its conventions when writing, speaking, reading, or listening.  I choose words and phrases to convey ideas.  I choose appropriate punctuation.  I use a formal or an informal tone. | I use knowledge of language and its conventions when writing, speaking, reading, or listening.  I choose words and phrases to convey ideas precisely.  I choose punctuation for effect.  I differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | I consistently use knowledge of language and its conventions when writing, speaking, reading, or listening.  I choose elaborate words and phrases to convey ideas precisely.  I choose punctuation effectively.  I differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| **4.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 exact meaning of key words and phrases |
| **4.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 demonstrate an understanding that words have direct opposites (antonyms) and some words have similar but not identical meanings (synonyms). | I demonstrate understanding of simple figurative language, simple word relationships, and simple nuances in word meanings.  I explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  I recognize and explain the meaning of simple idioms, adages, and proverbs.  I demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | I demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  I explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  I recognize and explain the meaning of common idioms, adages, and proverbs.  I demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | I demonstrate understanding of figurative language, sophisticated word relationships, and subtle nuances in word meanings.  I explain the meaning of similes and metaphors in context.  I recognize and explain the meaning of idioms, adages, and proverbs.  I demonstrate a complex understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| **4.L.6** | I Use grade-appropriate general academic words and phrases that are basic to a particular topic. | I Use grade-appropriate general and domain-specific words and phrases that are basic to a particular topic. | I Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. | I Acquire and accurately use academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. |

**Student Personal Learning Goals – ELA Edition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Charting My Progress Grade 5 page 1 of 13** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **5.RL.1** | I explain what texts say explicitly. | I quote from texts when explaining what texts say explicitly and when drawing basic inferences. | I quote accurately from texts when explaining what texts say explicitly and when drawing inferences from texts. | I quote accurately from texts when explaining what texts say explicitly and when drawing elaborate inferences from texts. |
| **5.RL.2** | I identify clearly expressed themes of stories, dramas, or poems. | I determine clearly expressed themes of stories, dramas, or poems from details in texts. | I determine themes of stories, dramas, or poems from details in texts.  I determine how characters in stories or dramas respond to challenges.  I determine how speakers in poems reflect upon topics.  I summarize texts. | I determine subtle themes of stories, dramas, or poems from details in texts.  I determine how characters in stories or dramas respond to challenges or how speakers in poems reflect upon topics.  I thoroughly summarize texts, including the most important details. |
| **5.RL.3** | I describe two or more characters, settings, or events in stories or dramas.  I draw on basic and clearly stated details in texts. | I compare or contrast two or more characters, settings, or events in stories or dramas.  I draw on clearly expressed details in texts. | I compare and contrast, at an in-depth level, two or more characters, settings, or events in stories or dramas.  I draw on specific and subtle details in texts (e.g., how characters interact). | I describe in depth a character, a setting, or an event in a story or drama.  I draw on implied details in the text. |
| **5.RL.4** | I use clearly stated details to determine the meanings of simple words and phrases as they are used in texts. | I use clearly stated details to determine the meanings of words and phrases as they are used in texts, including figurative language such as metaphors and similes. | I determine the meanings of words and phrases as they are used in texts, including figurative language such as metaphors and similes. | I determine the meanings of sophisticated words and phrases as they are used in texts, including complex figurative language such as elaborate metaphors and similes. |
| **5.RL.5** | I identify how a limited series of chapters, scenes, or stanzas fits into the basic structure of particular stories, dramas, or poems. | I explain how a limited series of chapters, scenes, or stanzas fits into the basic structure of particular stories, dramas, or poems. | I explain how a series of chapters, scenes, or stanzas fits into the overall structure of particular stories, dramas, or poems. | I explain in-depth how a series of chapters, scenes, or stanzas fits into the overall structure of particular stories, dramas, or poems.  I describe the effect of structures on meanings of texts. |
| **5.RL.6** | I page4image1565716672identify how narrators' or speakers' points of view influence events. | I describe how narrators' or speakers' points of view influence events. | I describe how narrators' or speakers' points of view influence how events are described. | I describe how narrators' or speakers' points of view influence how elaborate events are described. |
| **5.RL.7** | I identify how visual and multimedia elements contribute to meaning of texts. | I describe how visual and multimedia elements contribute to meaning of texts. | I analyze how visual and multimedia elements contribute to meaning, tone, or beauty of texts (e.g., graphic novels, multimedia presentations of fiction, folktales, myths, poems). | I analyze and critique how visual and multimedia elements contribute to meaning, tone, or beauty of texts (e.g., graphic novels, multimedia presentations of fiction, folktales, myths, poems). |
| **5.RL.8** | N/A | N/A | N/A | N/A |
| **5.RL.9** | I compare and contrast stories in the same genre. | I compare and contrast stories in the same genre on their approaches to similar, clearly stated topics. | I compare and contrast stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar themes and topics. | I compare and contrast stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar complex themes and topics. |
| **Charting My Progress Grade 5 page 3 of 13** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **5.RI.1** | I explain what the texts say explicitly. | I quote from texts when explaining what texts say explicitly.  I quote from texts when drawing basic inferences. | I quote accurately from texts when explaining what texts say explicitly.  I quote accurately from texts when drawing inferences from texts. | I quote accurately from texts when explaining what texts say explicitly.  I quote accurately from texts when drawing elaborate inferences from texts. |
| **5.RI.2** | I identify explicitly stated main ideas in texts.  I determine key details of texts. | I determine explicitly stated main ideas in texts.  I explain how the main ideas are supported by key details.  I provide simple summaries of texts. | I determine two or more main ideas of texts.  I explain how two or more main ideas are supported by key details.  I summarize the texts. | I determine the relationship between two or more main ideas of texts.  I explain how two or more main ideas are supported by key details.  I summarize the texts extensively. |
| **5.RI.3** | I identify the relationships or interactions between two individuals, events, ideas, or concepts in historical, scientific, or technical texts. | I describe the relationships or interactions between two individuals, events, ideas, or concepts in historical, scientific, or technical texts. | I explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical texts based on specific information in the texts. | I analyze the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical texts, using evidence from these texts to support the analysis. |
| **5.RI.4** | I use easily located, explicitly stated details to determine the meaning of familiar academic and domain-specific words or phrases in texts. | I use explicitly stated details to determine the meaning of general academic and domain- specific words or phrases in texts. | I determine the meaning of general academic and domain- specific words or phrases in texts. | I determine the meaning of complicated academic and domain-specific words or phrases in texts. |
| **5.RI.5** | I identify the overall structure of events, ideas, concepts, or information in texts. | I explain the overall structure of events, ideas, concepts, or information in two or more texts. | I compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | I compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.  I describe how the overall structure of events, ideas, concepts, or information in two or more texts contributes to the overall meaning of the texts. |
| **5.RI.6** | I identify the point of view in multiple accounts of the same event or topic. | I determine how multiple accounts of the same event or topic have similar points of view. | I analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. | I analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.  I use evidence from the texts to support these similarities and differences. |
| **5.RI.7** | I identify explicit information within print or digital sources in order to locate answers. | I Identifies how an author uses reasons and evidence to support particular points in texts.  . | I Analyzes the strength of the reasons and evidence an author uses to support particular points in texts. | I draw on information from multiple print or digital sources.  I make elaborate inferences.  I demonstrate the ability to locate evidence from within the texts to answer a critical-thinking question or to solve a problem efficiently. |
| **5.RI.8** | I identify which reasons or evidence support points in texts. | I identify how an author uses reasons and evidence to support particular points in a text. | I explain how an author uses reasons and evidence to support particular points in a text. | I analyze how an author uses reasons and evidence to support particular points in a text. |
| **5.RI.9** | I identify information from two texts on the same topic in order to write or speak about the subject knowledgeably. | I integrate explicitly stated similarities from two texts on the same topic in order to write or speak about the subject knowledgeably. | I integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | I analyze information from several texts on the same topic in order to write or speak knowledgeably.  I use complex inferences supported by textual evidence. |
| **Charting My Progress Grade 5 page 6 of 13** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **5.W.1** | I write opinion pieces that show little or no organization.  My introduction and conclusion are either missing or lack clarity.  My reasons are irrelevant to the opinion or are not supported by facts and details.  The connections between my opinion and reasons are ineffective or are missing. | I write opinion pieces that are loosely organized.  My topic is introduced in the introduction and a concluding statement is provided.  Relevant and irrelevant reasons are provided to support my opinion.  Connections between my opinion and reasons lack clarity. | I write opinion pieces that show clear organization.  I introduce my topic.  I clearly state my opinion.  I create organizational structure in which ideas are logically grouped to support my purpose.  I provide logically ordered reasons that are supported by facts and details.  I link my opinion and reasons using words, phrases, and clauses.  I provide a concluding statement or section related to the opinion presented. | I write engaging multiparagraph opinion pieces that show clear organization.  I effectively introduce my topic.  I provide reasons for my opinion that are effectively supported by facts and details.  I link my opinions with appropriate words.  I provide an effective concluding statement. |
| **5.W.2** | I write informative/ explanatory pieces that show little or no organization.  My introduction and conclusion are either missing or lack clarity.  I provide irrelevant or ineffective information to develop the topic.  I lack domain-specific vocabulary to explain the topic. | I write informative/ explanatory pieces that are loosely organized.  I introduce my topic.  I develop my topic with some facts, definitions, and details that may or may not be related to the topic.  I link ideas within categories of information using words and phrases that may or may not be related to the topic.  I use domain-specific vocabulary in an attempt to explain the topic.  I provide a concluding statement. | I write informative/explanatory pieces that show clear organization.  I introduce my topic.  I develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.  I link ideas within and across categories of information.  I use precise and domain-specific vocabulary to explain my topic.  I provide a concluding statement related to the information presented. | I write engaging multiparagraph informative/explanatory pieces that show clear organization.  I clearly and effectively introduce my topic.  I develop my topic with concrete facts, definitions, details, quotations, or other information and examples related to the topic.  I link my ideas within and across categories of information using appropriate words.  I use precise and domain-specific vocabulary efficiently.  I provide an effective concluding statement related to the information presented. |
| **5.W.3** | I write narrative pieces that show little or no organization.  I show little or no establishment of situations, narrators, and/or characters.  I lack transition words used to manage the sequence of events.  I lack concrete words, phrases, and sensory details to convey experiences and events precisely.  I provide little sense of closure. | I write narrative pieces that show loose organization.  I show simple establishment of situations, narrators, and/or characters.  I provide some transition words to create the sequence of events.  I use few concrete words, phrases, and sensory details to convey experiences and events precisely.  I provide some sense of closure. | I write narrative pieces that show clear organization.  I orient the reader by establishing a situation and introducing a narrator and/or character.  I organize the events in a sequence that unfold naturally.  I use dialogue, description, and pacing to develop experiences and events or to show the responses of characters to situations.  I use a variety of transitional words, phrases, and clauses to manage the sequence of events.  I use concrete words, phrases, and sensory details to convey experiences and events precisely.  I provide a conclusion. | I write engaging narrative pieces that show clear organization.  I show effective establishment of situations, narrators and/or characters.  I organize events in a sequence that unfolds naturally.  I use transitional words effectively to manage the sequence of events.  I use appropriate dialogue, descriptions, and pacing to develop the experiences and events or to show the responses of characters to different situations.  I use effective concrete words, phrases, and sensory details to convey experiences and events precisely.  I provide a strong sense of closure. |
| **5.W.4** | I produce writing in which development and organization are inadequate to tasks, purposes, and audiences. | I produce writing in which development and organization are incomplete or inadequate to tasks, purposes, and audiences. | I produce clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences. | I produce effective writing in which development and organization are complete and appropriate to tasks, purposes, and audiences. |
| **5.W.5** | With guidance and support from adults, I develop my writing as needed by planning, revising, and editing. | With guidance and support from adults, I develop 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, rewriting, editing, or trying new approaches. | With guidance and support from peers and adults, I develop and strengthen my writing to an advanced level by using strategic planning, concise revising, accurate editing and rewriting, and new approaches. |
| **5.W.6** | With guidance and support from adults, I use technology to produce and publish my writing. | With guidance and support from adults, I use technology, including the Internet, to produce and publish my writing as well as to interact with others. | With guidance and support, I use technology, including the Internet, to produce and publish my writing as well as to interact and collaborate with others.  I demonstrate sufficient command of keyboarding skills. | With minimal guidance and support, I use technology, including the Internet, to produce and publish various types of writing as well as to interact and collaborate with others.  I demonstrate strong keyboarding skills. |
| **5.W.7** | I conduct some research using two sources to investigate a topic. | I conduct some research using several sources to investigate a topic. | I conduct short research projects using several sources to build knowledge through investigation of different aspects of a topic. | I conduct research projects using several sources to analyze information.  I provide textual evidence that supports different aspects of a topic. |
| **5.W.8-9** | I recall simple information from experiences and sources that may be irrelevant to the topic being researched. | I gather some relevant information from sources in an attempt to support my research.  I summarize some relevant information in notes. | I recall relevant information from experiences or gathers relevant information from print and digital sources.  I summarize or paraphrase information in notes and finished work.  I provide a list of sources.  I draw information from literary or informational texts to support analysis, reflection, and research. | I make inferences from print and digital sources that support my research.  I summarize my inferences using textual evidence.  I provide a list of sources.  I draw information from literary or informational texts as strong support for analysis, reflection, and research. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |