Student Personal Learning Goals – ELA (Grade 5) Edition

Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
5.RL.1 (EbSR, HT, MC, MS,InC)	I can explain what the text says explicitly. I can draw simple inferences.	I can paraphrase parts of the text to explain what the text says explicitly. I can paraphrase parts of the text to explain what the text is when drawing inferences from the text.	I can quote accurately from a text when explaining what the text says explicitly. I can quote accurately from a text when drawing inferences from the text.	I can accurately quote strong textual evidence when explaining what the text says explicitly. I can accurately quote strong textual evidence when drawing complex inferences from the text.
5.RL.2 (EbSR, HT, MC, MS,InC, GM-GMT)	I can identify an explicitly stated theme of a story, drama, or poem. I can provide a basic list of events in a text.	I can identify a theme of a story, drama, or poem. I can identify the key events or details in a text.	I can determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. I can summarize the text.	I can determine implicitly stated themes of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. I can comprehensively summarize the text.
5.RL.3 (EbSR, HT, MC, MS,InC, GM-GMT, SCR)	I can identify differences or similarities between two characters, settings, or events in a story or drama, drawing on simple, explicit details in the text.	I can determine differences or similarities between two or more characters, settings, or events in a story or drama, using explicit details in the text.	I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	I can analyze the similarities and differences between two or more characters, settings, or events in a story or drama, drawing on implicitly stated details in the text (e.g., how characters interact).
5.RL.4 (EbSR, HT, MC, MS)	I can identify the literal meaning of familiar words and phrases as they are used in a text	I can distinguish between literal and figurative meanings of words and phrases as they are used in a text, including recognizing figurative language such as metaphors and similes.	I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	I can analyze the meaning of unfamiliar words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5.RL.5 (EbSR, MC, MS,InC)	I can identify a particular chapter, scene, or stanza that provides structure to a particular story, drama, or poem.	I can explain how a series of chapters, scenes, or stanzas affects the basic structure of a particular story, drama, or poem.	I can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	I can analyze how a series of chapters, scenes, or stanzas fits together and interacts to provide the overall structure of a particular story, drama, or poem.
5.RL.6 (EbSR, HT, MC, MS,InC, GM-GMT)	I can identify a narrator's or speaker's point of view.	I can describe how a narrator or speaker describes events in a text.	I can describe how a narrator's or speaker's point of view influences how events are described.	I can analyze how a narrator's or speaker's point of view influences how complex events are developed.
5.RL.7 (EbSR, HT, MC, MS, GM-GMT)	I can identify how visual and multimedia elements support the meaning of a portion of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	I can describe how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	I can analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	I can analyze, then evaluate, how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
5.RL.9 (EbSR, MC, MS, GM-GMT, InC, M-GMT, MTG, SCR)	I can identify various genre-specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), but with little or no connection to the themes and topics.	I can determine various genre-specific characteristics of stories in the same genre (e.g., mysteries and adventure stories) with similar themes and topics.	I can compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	I can compare, contrast, and analyze/evaluate stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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5.RI.1 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG)	I can explain what the text says explicitly. I can draw simple inferences.	I can paraphrase parts of the text to explain what the text says explicitly. I can paraphrase parts of the text when drawing inferences from the text.	I can quote accurately from a text when explaining what the text says explicitly. I can quote accurately from a text when drawing inferences from the text.	I can accurately quote strong textual evidence when explaining what the text says explicitly. I can accurately quote strong textual evidence when drawing complex inferences from the text.
5.RI.2 (EbSR, HT, MC, MS, InC, GM-GMT, HT)	I can identify two or more explicitly stated main ideas of a text. I can identify relevant details from the text. I can provide a basic list of events or facts from the text.	I can determine two or more explicitly stated main ideas of a text. I can explain how two or more explicitly stated main ideas of a text are related to relevant details. I can provide a simple summary of the text.	I can determine two or more main ideas of a text. I can explain how the two or more main ideas of a text are supported by key details. I can summarize the text.	I analyze the relationship between two or more main ideas of a text. I can explain how the two or more main ideas of a text are supported by key details. I can provide a comprehensive summary of the text.
5.RI.3 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)	I can identify straightforward relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	I can describe the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, relying on my general understanding of the text.	I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	I can analyze complex relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.
5.RI.4 (EbSR, HT, MC, MS)	I can identify the basic meaning of frequently used academic and domain-specific words and phrases in a text.	I can determine the approximate meaning of academic and domain-specific words and phrases in a text.	I can determine the meaning of general academic and domain-specific words and phrases in a text.	I can determine and analyze the meaning and effect of advanced academic and domain-specific words and phrases in a text.

5.RI.5 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG)	I can identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	I can explain the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	I can 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 can compare and contrast, then analyze, the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts, including how that structure contributes to the overall meaning.
5.RI.6 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)	I can identify the point of view in multiple accounts of the same event or topic.	I can determine similarities and differences in the points of view in multiple accounts of the same event or topic.	I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	I can analyze multiple accounts of the same event or topic, explains important similarities and differences in the point of view they represent. I can evaluate the effectiveness of the accounts.
5.RI.7 (EbSR, InC, MC, MS)	I can identify explicit information within print or digital sources in order to locate an answer to a basic question. I can identify explicit information within print or digital sources in order to solve a basic problem.	I can draw on information from multiple print or digital sources, demonstrating the ability to locate a simple answer to an explicit question. I can draw on information from multiple print or digital sources, demonstrating the ability to solve an explicit problem.	I can draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly. I can draw on information from multiple print or digital sources, demonstrating the ability to solve a problem efficiently.	I can draw on relevant information from reliable multiple print or digital sources, demonstrating the ability to fully answer complex questions. I can draw on relevant information from reliable multiple print or digital sources, demonstrating the ability to solve a complex problem efficiently.
5.RI.8 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG)	I can identify which reasons or evidence support a particular point in a text.	I can describe how an author uses reasons and evidence to support particular points in a text, identifying relevant supporting details.	I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	I can evaluate the strength of the reasons and evidence an author uses to support particular points in a text, explaining how the reasons and evidence support the point(s).

5.RI.9 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)	I can identify information from one or two texts. I can provide an incomplete response when writing or speaking about the subject.	I can find relevant information from several texts on the same topic in order to write or speak about the subject.	I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	I can integrate complex or inferred information from several texts on the same topic in order to write or speak about the subject knowledgeably. I can use textual evidence as support.

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Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
5.W.1 (WP)	I can write opinion pieces that lack organization and a clear point of view: a. state an opinion but use an ineffective or inappropriate organizational structure to present ideas. b. provide facts and details that are not relevant to the topic. c. opinion and reason are not linked with transitions. d. include an ineffective concluding statement.	I can write moderately organized opinion pieces on topics or texts, providing a clear point of view: a. introduce a topic or text by stating an opinion and organize ideas in a generally effective organizational structure. b. provide both relevant and irrelevant reasons that are logically ordered. c. link opinions and reasons using basic transitional words. d. provide a concluding statement.	I can write opinion pieces on topics or texts, supporting a point of view with reasons and information: a. introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. provide logically ordered reasons that are supported by facts and details. c. link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. provide a concluding statement or section related to the opinion presented.	I can write well-organized, multi-paragraph opinion pieces, supporting a point of view with effective reasons and relevant information: a. effectively introduce a topic or text clearly, state an opinion, and create an effective organizational structure in which ideas are logically and effectively grouped, emphasizing the writer's purpose. b. provide effective, relevant reasons that are logically and purposefully ordered and supported by facts and details. c. smoothly link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. provide a relevant and effective concluding statement or section related to the opinion presented.
5.W.2 (WP)	I can write informative/explanatory texts to discuss a topic: a. state the topic, write with little focus, and group information in an illogical or unrelated manner; include irrelevant or distracting formatting,	I can write informative/explanatory texts to discuss a topic and convey ideas and information: a. introduce the topic, provide a general observation with a loose focus, and group related	I can write informative/explanatory texts to examine a topic and convey ideas and information clearly: a. introduce a topic clearly, provide a general observation and focus, and group related information logically; includes formatting (e.g., headings), illustrations, and	I can write informative/explanatory texts to thoroughly examine a topic and convey complex ideas and information clearly: a. clearly and effectively introduce the topic, provide a specific observation and clear focus, and group related

	illustrations, and multimedia. b. provide irrelevant or unreliable facts, definitions, details, quotations, or other information and examples. c. ideas are not clearly or effectively linked. d. use simple vocabulary when explaining the topic. e. provide an incomplete concluding statement.	information logically; includes formatting (e.g., headings), illustrations, and multimedia. b. support the topic with facts, definitions, concrete details, quotations, or other information and examples. c. link ideas within categories of information using simple transitional words or phrases. d. use domain-specific vocabulary in an attempt to explain the topic. e. provide a concluding statement.	multimedia when useful to aiding comprehension. b. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. use precise language and domain-specific vocabulary to inform about or explain the topic. e. provide a concluding statement or section related to the information or explanation presented.	information logically; include effective and purposeful formatting (e.g., headings), illustrations, and multimedia to enhance comprehension. b. fully develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. smoothly link supported ideas within and across categories of information using purposeful transitional phrases and clauses. d. use precise language and domain-specific vocabulary efficiently and effectively to inform or explain about the topic. e. provide a relevant and effective concluding statement related to the information or explanation presented.

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5.SL.2 (EbSR, HT, MC, MS, OR)	I can identify details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I can determine the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I can summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	I can clearly and coherently summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3 (EbSR, HT, MC, MS, OR)	I can identify the points a speaker makes.	I can determine the points a speaker makes. I can identify key details that support the points.	I can summarize the points a speaker makes. I can explain how each claim is supported by reasons and evidence.	I can provide a comprehensive summary of the points a speaker makes. I can evaluate how each claim is supported by reasons and evidence.
5.L.1 (MC, EbSR)	I can demonstrate a basic understanding of the conventions of standard English grammar and usage when writing or speaking: a. recognize the function of conjunctions, prepositions, and interjections in general and their function in simple sentences. b. inconsistently form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. inconsistently use verb tense to convey various	I can demonstrate an understanding of the conventions of standard English grammar and usage when writing or speaking: a. identify the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. generally form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. generally use verb tense to convey various times,	I can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking: a. explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. use verb tense to convey various times, sequences, states, and conditions. d. recognize and correct inappropriate shifts in verb tense.	I can demonstrate strong command of the conventions of standard English grammar and usage when writing or speaking: a. explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. use verb tense to convey various times, sequences, states, and conditions. d. recognize and correct inappropriate shifts in verb tense.

	times, sequences, states, and conditions. d. inconsistently recognize inappropriate shifts in verb tense. e. e. inconsistently use correlative conjunctions (e.g., either/or, neither/nor). f. inconsistently write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	sequences, states, and conditions. d. generally identify inappropriate shifts in verb tense. e. generally use correlative conjunctions (e.g., either/or, neither/nor). f. generally write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	e. use correlative conjunctions (e.g., either/or, neither/nor). f. write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	e. use correlative conjunctions (e.g., either/or, neither/nor). f. write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.
5.L.2 (MC, EbSR)	I can demonstrate limited understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: a. inconsistently use punctuation to separate items in a series. b. inconsistently use a comma to separate an introductory element from the rest of the sentence. c. inconsistently use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from	I can demonstrate an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: a. generally use punctuation to separate items in a series. b. generally use a comma to separate an introductory element from the rest of the sentence. c. generally use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the	I can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. use punctuation to separate items in a series. b. uses a comma to separate an introductory element from the rest of the sentence. b. use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	I can demonstrate strong command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. use punctuation to separate items in a series. b. use a comma to separate an introductory element from the rest of the sentence. c. use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

	the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. inconsistently use underlining, quotation marks, or italics to indicate titles of works. e. inconsistently spell grade-appropriate words correctly, consulting references as needed.	rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. generally use underlining, quotation marks, or italics to indicate titles of works. e. generally spell grade-appropriate words correctly, consulting references as needed.	c. use underlining, quotation marks, or italics to indicate titles of works. d. spell grade-appropriate words correctly, consulting references as needed.	d. use underlining, quotation marks, or italics to indicate titles of works. e. spell grade-appropriate words correctly, consulting references as needed.
5.L.4 (EbSR, HT, MC, MS)	I can clarify the meaning of unknown words and phrases, choosing from a limited range of strategies: a. use common, below-grade Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). b. use explicit context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. c. consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a straightforward word (e.g., photograph, photosynthesis). b. use immediate context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. c. consult reference materials (e.g.,	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). b. use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. c. consult 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 can determine or clarify and apply the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies: a. use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). b. use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. c. consult 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.

	pronunciation and determine or clarify the precise meaning of key words and phrases.	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 (MC, MS)	I can recognize figurative language, basic word relationships, and nuances in word meanings: a. recognize figurative language, including similes and metaphors, in context. b. recognize common idioms, adages, and proverbs. c. understand the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	I can demonstrate understanding of basic figurative language, basic word relationships, and nuances in word meanings: a. interpret figurative language, including similes and metaphors, in context. b. recognize the meaning of common idioms, adages, and proverbs. c. recognize the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a. interpret figurative language, including similes and metaphors, in context. b. recognize and explain the meaning of common idioms, adages, and proverbs. c. use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	I can demonstrate a strong understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings: a. interpret figurative language, including similes and metaphors, in context. b. recognize and explain the meaning of common idioms, adages, and proverbs. c. use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.