

## Student Personal Learning Goals – ELA (Grade 4) Edition

Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
<b>4.RL.1</b> (EbSR, HT, MC, MS, InC)	I can identify details and examples from the text and draw simple inferences.	I can explain what the text says explicitly and draws simple inferences.  I can identify key details and examples in the text.	I can refer to details and examples in a text when explaining what the text says explicitly.  I can refer to details and examples in a text when drawing inferences from the text.	I can quote accurately from a text and refer to key details and examples when explaining what the text says explicitly.  I can quote accurately from a text and refer to key details and examples when drawing complex inferences from the text.
<b>4.RL.2</b> (EbSR, HT, MC, MS, InC, GM/GMT)	I can identify an explicitly stated theme in a story, drama, or poem.  I can identify some details from the text	I can recognize a stated theme of a story, drama, or poem.  I can determine the key details in the text.	I can determine the theme of a story, drama, or poem.  I can summarize the text.	I can determine an implicitly stated theme, or multiple themes, of a story, drama, or poem.  I can comprehensively summarize the text.
<b>4.RL.3</b> (EbSR, HT, MC, MS, InC, GM/GMT)	I can identify aspects of a character, setting, or event in a story or drama, drawing on explicitly stated details in the text.	I can describe a character, setting, or event in a story or drama, using explicit details in the text.	I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	I can describe in depth and analyze a complex character, setting, or event in a story or drama, drawing on implicit, specific details in the text.
<b>4.RL.4</b> (EbSR, HT, MC, OR)	I can identify the meaning of familiar words, phrases, and figurative language as they are used in a text.	I can use details from the text to understand the general meaning of words, phrases, and figurative language as they are used in a text.  I can recognize those that allude to significant characters.	I can determine the meaning of words, phrases, and figurative language as they are used in a text.  I can include those that allude to significant characters.	I can analyze the meaning of unfamiliar words, phrases, and figurative language as they are used in a text.  I can include those that allude to significant characters.

<b>4.RL.5</b> (EbSR, MC, MS, InC)	I can identify basic differences between poems, drama, and prose.  I can identify common structural elements.	I can describe differences between poems, drama, and prose.  I can recognize the structural elements.	I can explain major differences between poems, drama, and prose.  I can refer to the structural elements.	I can analyze how major differences between poems, drama, and prose affect meaning.  I can refer to complex structural elements.
<b>4.RL.6</b> (EbSR, HT, MC, MS, InC, M-TG)	I can identify the narrator's point of view in a story.  I can identify first- and third- person narrations.	I can determine the point of view from which different stories are narrated.  I can distinguish between first- and third-person narrations.	I can compare and contrast the point of view from which different stories are narrated.  I can include the difference between first- and third-person narrations.	I can compare and contrast, then analyze, the point of view from which different stories are narrated.  I can include the difference between first- and third-person narrations.
<b>4.RL.7</b> (EbSR, HT, MC, MS, GM/GMT)	I can identify obvious similarities between the text of a story or drama and the visual or oral presentation of the text.	I can make simple connections between the text of a story or drama and the visual or oral presentation of the text.	I can make connections between the text of a story or drama and the visual or oral presentation of the text.  I can identify where each version reflects specific descriptions and directions in the text.	I can analyze complex connections between the text of a story or drama and the visual or oral presentation of the text.  I can determine where each version reflects specific descriptions and directions in the text.
<b>4.RL.9</b> (EbSR, HT, MC, MS, InC, GM/GMT, SCR)	I can identify similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	I can describe the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	I can compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	I can analyze the different treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

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<b>4.RI.1</b> (EbSR, HT, MC, MS, InC, GM/GMT)	I can identify details and examples from the text.  I can draw simple inferences.	I can identify key details and examples in the text.  I can explain what the text says explicitly and draw simple inferences.	I can refer to details and examples in a text when explaining what the text says explicitly.  I can refer to details and examples in a text when drawing inferences from the text.	I can quote accurately from a text and refer to key details and examples when explaining what the text says explicitly.  I can quote accurately from a text and refer to key details and examples when drawing complex inferences from the text.
<b>4.RI.2</b> (EbSR, HT, MC, MS, InC, GM/GMT)	I can identify an explicitly stated main idea and key details of a text.	I can recognize a stated main idea of a text and determine key details.  I can provide a simple summary of the text.	I can determine the main idea of a text.  I can explain how it is supported by key details; summarizes the text.	I can determine an implicitly stated main idea of a text.  I can explain, using textual evidence, how it is supported by key details.  I can comprehensively summarize the text.
<b>4.RI.3</b> (EbSR, HT, MC, MS, InC, GM/GMT, SCR)	I can identify events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	I can 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 can 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 can analyze events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify my explanation.
<b>4.RI.4</b> (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 or phrases in a text.	I can determine the meaning of general academic and domain-specific words or phrases in a text.	I can determine and analyze the meaning of academic and domain-specific words or phrases in a text.

<b>4.RI.5</b> (EbSR, HT, MC, MS, InC, GM/GMT, M-TG)	I can identify the structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text.	I can determine the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	I can describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	I can analyze the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text, including how it contributes to the meaning of the text.
<b>4.RI.6</b> (EbSR, HT, MC, MS, InC, GM/GMT, M-TG)	I can identify whether texts written on the same event or topic are a firsthand or secondhand account.  I can determine the focus of the account.	I can determine the differences between a firsthand and secondhand account of the same event or topic.  I can recognize the difference in focus and the information provided.	I can compare and contrast a firsthand and secondhand account of the same event or topic.  I can describe the difference in focus and the information provided.	I can compare and contrast, then analyze, a firsthand and secondhand account of the same event or topic, including the difference in focus and the information provided.
<b>4.RI.7</b> (InC, EbSR, MC, MS)	I can identify or describe information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages).	I can identify or describe information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages).  I can recognize how the information contributes to my understanding of the text in which it appears.	I can interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages).  I can explain how the information contributes to my understanding of the text in which it appears.	I can analyze information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages).  I can explain how the information contributes to my overall understanding of the text in which it appears.
<b>4.RI.8</b> (EbSR, HT, MC, MS, InC, GM/GMT, M-TG)	I can identify reasons and evidence an author includes in a text.	I can describe how an author uses reasons and evidence to support the overall point in a text.	I can explain how an author uses reasons and evidence to support particular points in a text.	I can analyze how an author uses reasons and evidence to support particular points in a text.

<p><b>4.RI.9</b> (EbSR, HT, MC, MS, InC, GM/GMT, M-TG, SCR)</p>	<p>I can identify information from two texts on the same topic in order to answer questions, orally or in writing, about the subject.</p>	<p>I can utilize information from two texts on the same topic to write or speak about the subject knowledgeably.</p>	<p>I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>I can synthesize complex information and textual evidence from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
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## Student Personal Learning Goals - ELA (Grade 4) Edition

Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
<b>4.W.1</b> (WP)	I can write opinion pieces that lack organization and a clear point of view: a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas. b. provides facts and details that are not relevant to the topic. c. opinion and reasons are not linked with transitions. d. includes an ineffective concluding statement.	I can write moderately organized opinion pieces on topics or texts: a. introduces a topic or text by stating an opinion, and generally groups ideas together in a way that supports the writer's purpose. b. provides both relevant and irrelevant facts and details. c. links opinion and reasons using basic transitional words. d. provides a concluding statement.	I can write opinion pieces on topics or texts, supporting a point of view with reasons and information: a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose. b. provides reasons that are supported by facts and details. c. links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. provides a concluding statement or section related to the opinion presented.	I can write well-organized opinion pieces on topics or texts, fully supporting a point of view with reasons and information: a. effectively introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are logically grouped to support the writer's purpose. b. provides logically ordered reasons that are supported by facts and details. c. smoothly links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. provides a relevant and effective concluding statement or section related to the opinion presented.
<b>4.W.2</b> (WP)	I can write informative/explanatory texts to discuss a topic: a. states the topic and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia.	I can write moderately organized informative/explanatory texts to discuss a topic and convey ideas and information: a. introduces the topic and groups related information logically; includes formatting (e.g., headings), illustrations, and multimedia.	I can write informative/explanatory texts to examine a topic and convey ideas and information clearly: a. introduces a topic clearly and groups related information in paragraphs and sections; includes formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. b. develops the topic with facts, definitions, concrete details,	I can write informative/explanatory texts to thoroughly examine a topic and convey ideas and information clearly and completely: a. clearly and effectively introduces the topic and groups related information logically in paragraphs and sections; includes effective formatting (e.g., headings), illustrations, and

	<p>b. provides irrelevant or unreliable facts, definitions, details, quotations, or other information and examples.</p> <p>c. ideas are not clearly or effectively linked.</p> <p>d. uses simple vocabulary when explaining the topic.</p> <p>e. provides an incomplete concluding statement.</p>	<p>b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. links ideas within categories of information using simple transitional words or phrases.</p> <p>d. uses domain-specific vocabulary in an attempt to explain the topic.</p> <p>e. provides a concluding statement.</p>	<p>quotations, or other information and examples related to the topic.</p> <p>c. links ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. provides a concluding statement or section related to the information or explanation presented.</p>	<p>multimedia that enhance comprehension.</p> <p>b. fully develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. smoothly links ideas within categories of information using purposeful transitional words and phrases.</p> <p>d. uses precise language and domain-specific vocabulary efficiently and effectively to inform or explain about the topic.</p> <p>e. provides a relevant and effective concluding statement related to the information or explanation presented.</p>
Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
<p><b>4.SL.2</b> (EbSR, MC, MS)</p>	<p>I can identify key detail from a text read aloud or information presented in a single media format, including visually, quantitatively, and orally</p>	<p>I can describe key details from a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>I can paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>I can clearly, coherently, and efficiently paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

<b>4.SL.3</b> (EbSR, MC, MS)	I can identify the points a speaker makes.	I can identify the points a speaker makes and key details about the topic.	I can identify the reasons and evidence a speaker provides to support particular points.	I can evaluate the reasons and evidence a speaker provides to support particular points.
<b>4.L.1</b> (MC, EbSR)	<p>I can demonstrate a basic understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. inconsistently uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. inconsistently forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. inconsistently uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. inconsistently orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. inconsistently forms and uses simple prepositional phrases.</p> <p>f. inconsistently produces complete sentences, recognizing inappropriate fragments and run-ons.</p>	<p>I can demonstrate an understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. occasionally uses straight forward relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. occasionally forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. occasionally uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. generally orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. generally forms and uses simple prepositional phrases.</p> <p>f. generally produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>I can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. forms and uses prepositional phrases.</p> <p>f. produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. correctly uses frequently confused words (e.g., to, too, two; there, their).</p> <p>h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p>	<p>I can demonstrate strong command of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. forms and uses prepositional phrases.</p> <p>f. produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. correctly uses frequently confused words (e.g., to, too, two; there, their).</p> <p>h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details,</p>



	<p>g. inconsistently uses frequently confused words correctly (e.g., to, too, two; there, their).</p> <p>h. inconsistently writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p>	<p>g. generally uses frequently confused words correctly (e.g., to, too, two; there, their).</p> <p>h. generally writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p>		and a conclusion that is appropriate to the writing task.
<b>4.L.2</b> (EMC, EbSR)	<p>I can demonstrate a basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. inconsistently uses correct capitalization.</p> <p>b. inconsistently uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. inconsistently uses a comma before a coordinating conjunction in a compound sentence.</p> <p>d. inconsistently spells grade-appropriate words correctly, consulting references as needed.</p>	<p>I can demonstrate understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. generally uses correct capitalization.</p> <p>b. occasionally uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. occasionally uses a comma before a coordinating conjunction in a compound sentence.</p> <p>d. generally spells grade-appropriate words correctly, consulting references as needed.</p>	<p>I can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses correct capitalization.</p> <p>b. uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. uses a comma before a coordinating conjunction in a compound sentence.</p> <p>d. spells grade-appropriate words correctly, consulting references as needed.</p>	<p>I can demonstrate strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses correct capitalization.</p> <p>b. uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. uses a comma before a coordinating conjunction in a compound sentence.</p> <p>d. spells above-grade-appropriate words correctly, consulting references as needed.</p>
<b>4.L.3</b>	I can use a basic knowledge of language and its conventions when writing,	I can use a basic knowledge of language and its conventions when writing,	I can use knowledge of language and its conventions when writing, speaking, reading, or listening:	I can use deep knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and

	<p>speaking, reading, or listening:</p> <p>a. inconsistently chooses words and phrases to convey ideas.</p> <p>b. inconsistently chooses punctuation for effect.</p> <p>c. inconsistently recognizes the differences between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>speaking, reading, or listening:</p> <p>a. occasionally chooses words and phrases to convey ideas precisely.</p> <p>b. occasionally chooses punctuation for effect.</p> <p>c. occasionally recognizes the differences between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>a. chooses words and phrases to convey ideas precisely.</p> <p>b. chooses punctuation for effect.</p> <p>c. differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>phrases to convey ideas precisely:</p> <p>a. chooses words and phrases to convey ideas precisely.</p> <p>b. chooses punctuation for effect.</p> <p>c. differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
<p><b>4.L.4</b> (EbSR, HT, MC, MS)</p>	<p>I can clarify the meaning of unknown words and phrases, choosing from at least one strategy:</p> <p>a. uses common, below-grade level Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. uses explicit context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a straightforward word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the</p>	<p>I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from one or more strategies:</p> <p>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. uses immediate context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the</p>	<p>I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>I can determine or clarify and apply the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies:</p> <p>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

	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.		
<b>4.L.5</b> (MC, MS)	<p>I can recognize simple figurative language, simple word relationships, and nuances in word meanings:</p> <p>a. inconsistently recognizes simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. inconsistently recognizes simple idioms, adages, and proverbs.</p> <p>c. inconsistently demonstrates understanding of words by relating them to their synonyms and antonyms.</p>	<p>I can demonstrate understanding of simple figurative language, simple word relationships, and nuances in word meanings:</p> <p>a. generally explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. generally recognizes and explains the meaning of simple idioms, adages, and proverbs.</p> <p>c. generally demonstrates understanding of words by relating them to their synonyms and antonyms.</p>	<p>I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</p> <p>c. demonstrates understanding of words by relating them to their synonyms and antonyms.</p>	<p>I can demonstrate understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings:</p> <p>a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</p> <p>c. demonstrates understanding of words by relating them to their synonyms and antonyms.</p>