**Student Personal Learning Goals – AZ High School ELA Reading aligned with ACT Math assessment**

**Key Ideas and Details**

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| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
|  | **All skills in Emerging level of understanding** | **All skills in Developing level of understanding** | **All skills in Developing level of understanding and Proficient level of understanding** |
| I can locate explicitly stated details | I can identify key details from a passage | I can identify key details in a dense passage or in a complex section of the passage. | I can identify or paraphrase a key detail in a particularly complex section of a passage or in a dense scientific passage |
| I can draw conclusions that is strongly supported by details in the surrounding passage text | I can draw a logical conclusion that is supported by many details throughout a passage. | I can make logical inferences based on a challenging portion of the passage or on details throughout the whole passage. | I can use evidence from a passage to make a detailed inference about an abstract concept in the passage |
| I can understand a simple sequence of events or a clear cause-and-effect relationship | I can understand a sequence of events in a linear passage or an important cause-and effect relationship. | I can draw inferences about a sequence of events or a complex cause-and-effect relationship. | I can determine the sequence of events in a nonlinear narrative or infer the order of a complex sequence in an informational  passage |
| I can identify the main idea or point of a largely straightforward literary narrative | I can understand interactions between two characters or interpret a character’s attitude in a literary narrative | I can use details from a passage to draw meaningful comparisons between important people or concepts. | I can identify, interpret, and synthesize information in order to analyze a complex relationship or idea |
|  | I can determine the theme of a literary narrative or the main idea of a straightforward paragraph or passage | I can analyze how a character develops over the course of a passage | I can evaluate how a character develops over the course of a passage |
|  |  | I can summarize or restate an important paragraph or determine the main idea of a paragraph when not explicitly stated. | I can determine the implied main idea of an information-dense paragraph or passage |

**Craft and Structure**

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| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
|  | **All skills in Emerging level of understanding** | **All skills in Developing level of understanding** | **All skills in Developing level of understanding and Proficient level of understanding** |
| I can provide a synonym for a keyword or phrase when the meaning is clear from the surrounding passage text. | I can use context to determine the meaning of  words and phrases, including interpreting basic figurative language. | I can use context to determine the meaning of words and phrases, including determining technical, connotative, and figurative meanings, especially when a less common meaning is intended | I can interpret how an author’s rhetoric or diction helps shape the meaning of a passage |
| I can interpret basic figurative language | I can identify the main purpose of a paragraph or passage when the function is straightforward | I can infer the meaning of a keyword or phrase when the reference requires careful  interpretation of context | I can recognize shifts in passage focus or structure in a complex literary narrative or dense informational passage |
| I can determine the purpose of a paragraph when the function is straightforward  (e.g., a scene-setting paragraph in a  literary narrative). | I can analyze how one or more sentences in a passage relate to the whole, including  determining the author’s purpose for including certain details | I can analyze the overall structure or focus of a passage | I can determine the primary purpose of a particularly complex passage |
|  | I can Identify basic narrative point of view | I can determine the purpose of a complex informational passage or paragraph when purpose is subtle or not explicit | I can determine how a sentence or paragraph contributes to the overall purpose of a text or contributes to an argument in a complex informational passage |
|  | I can understand how cultural experiences are reflected in a passage | I can analyze the function of a key rhetorical element (e.g., a description or example), including how this element might contribute  to a larger idea in the passage or the passage’s larger purpose | I can distinguish between multiple subtle perspectives within a passage or determine a point of view associated with a specific thought or statement. |
|  |  | I can understand point of view and determine perspective in a passage presenting thoughts or feelings of multiple characters or people | I can evaluate how points of view and cultural experiences are reflected in a passage |
|  |  | I can analyze how points of view and cultural experiences are reflected in a passage |  |

**Integration of Knowledge & Ideas**

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| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| Students performing at the *Minimally Proficient* level are developing skills for understandingclaims and integrating knowledge and ideas from across texts and multiple texts. They are working toward being able to demonstrate theskills identified at the *Partially Proficient* level | **All skills in Emerging level of understanding** | **All skills in Developing level of understanding** | **All skills in Developing level of understanding and Proficient level of understanding** |
|  | I can compare two passages, identifying an important idea supported by both passages | I can draw a meaningful comparison between key people or events in two passages. | I can use information from two passages to make a reasonable inference or generalization |
|  | I can draw a basic comparison between characters in two passages | I can compare how two passages present information and analyze differences | I can analyze how two passages explore the same topic in different ways. |
|  | I can identify a claim when it is clearly stated in a passage | I can analyze similarities or differences in purpose  or authorial perspective in two passages. | I can determine if and how the purpose of two passages differs when the passages are exploring similar topics or themes. |
|  | I can identify support for a claim made in a passage when support is clear or near the claim being made | I can determine a passage’s central claim, especially when the claim is complex or not explicitly stated. | I can infer a central claim in a complex or dense informational passage, using details from the whole passage. |
|  |  | I can determine which claim a piece of textual evidence supports. | I can identify specific details or evidence to support an author’s claim or conclusion. |
|  |  | I can analyze how an author draws on source material of historical and literary significance, including how the author addresses related themes and concepts. | I can separate a reasoned judgment from fact or opinion in a complex or dense informational passage. |