

**PSST:** Please input the summarized Priority Standard, Skill, or Topic, as the more detailed PSST will be part of score 3.

**Content:** Please indicate the learning progressions for the PSST as related to each score.

**Activities:** Please provide examples of activities that will supplement/enrich the learning experiences, encourage new interests, and help students relate the learning to real world experiences. These activities should be considered a method of instruction and should be designed to help students accomplish specific learning outcomes.

**Evidence (A&E):** Assessments (obtrusive, unobtrusive, student-generated), which are activities that provide feedback, and give a clear picture of student progress on learning goals.

PSST #1 L.2.2. A Conventions of standard English (Capitalization, punctuation, and spelling)		SUBJECT: Language	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p>In addition to Score 3.0 performance, in-depth inferences and application that go beyond what was taught.</p> <p>Apply concepts to create a paragraph using correct capitalization, punctuation, and spelling when writing.</p> <p>I can create a passage/paragraph using correct capitalization, punctuation, and spelling.</p>	<p>Get the Goof and Prove your answer</p> <p>Make a Story</p> <p>Make a game</p>	CFA Student Story
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
<b>3.0</b>	<p>The student will:  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:</b>  <b>Capitalize holidays, product names, and geographic names.</b></p> <p>I can construct sentences using correct capitalization, punctuation, and spelling when writing and speaking.</p>	<p>Journal Writing</p> <p>Graphic Organizer</p> <p>Paragraph</p> <p>Get the Goof</p> <p>Daily sentence editing</p> <p>Distinguish between common and proper nouns</p> <p>Unit 9 English book</p>	CFA Writing Sample Graphic Organizer
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
<b>2.0</b>	<p>Prerequisites:</p> <ul style="list-style-type: none"> <li>Recognize or recall terminology such as: capitalization, punctuation, holiday, product names, geographic names, proper/common nouns</li> <li>Perform basic processes, such as: <ul style="list-style-type: none"> <li>Identify upper and lowercase letters</li> <li>Identify punctuation marks; period, question mark, exclamation point,</li> <li>Name holidays, items, and places with prompting</li> </ul> </li> </ul> <p>I can:</p> <ul style="list-style-type: none"> <li>I can write upper and lowercase letters.</li> <li>I can identify punctuation marks.</li> <li>I can classify holidays, items, and places.</li> </ul>	<p>Sorting/Matching</p> <p>T-chart</p> <p>Songs/Poems</p> <p>Total Physical Response (TPR)</p>	CFA Graphic Organizers Rubrics
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
<b>0.0</b>	Even with help, no understanding or skill demonstrated.		

PSST #2 L.2.1.B Irregular Plural Nouns		SUBJECT: Language	GRADE:2nd
Score	Content	Activities	Evidence (A&E)

<b>4.0</b>	<p>In addition to Score 3.0 performance, in-depth inferences and application that go beyond what was taught.</p> <p>Apply concepts to create a paragraph using frequently occurring irregular plural nouns</p> <p>I can create a passage/ paragraph using irregular plural nouns.</p>	<p>Get the Goof and Prove your answer</p> <p>Make a Story</p> <p>Make a Game</p>	CFA Student Story
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
<b>3.0</b>	<p>The student will:</p> <p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</b></p> <p><b>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</b></p> <p>I can form and use irregular plural nouns when writing and speaking.</p>	<p>Journal Writing</p> <p>Graphic Organizer</p> <p>Paragraph</p> <p>Get the Goof</p> <p>Daily sentence editing</p> <p>Distinguish between plural nouns and irregular plural nouns</p>	CFA Writing Sample Graphic Organizer
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
<b>2.0</b>	<p>Prerequisites:</p> <ul style="list-style-type: none"> <li>Recognize or recall terminology such as: noun, plural, irregular plural nouns</li> <li>Perform basic processes, such as: <ul style="list-style-type: none"> <li>Find/ use nouns with one or more than one</li> </ul> </li> </ul> <p>I can identify plural nouns.</p> <p>I can classify irregular plural nouns.</p>	<p>Sorting/Matching</p> <p>T-chart</p> <p>Total Physical Response (TPR)</p>	CFA Graphic Organizers Rubrics
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
<b>0.0</b>	Even with help, no understanding or skill demonstrated.		

PSST #3 L.2.1.Past Tense of Irregular Verbs		SUBJECT: Language	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)

<b>4.0</b>	<p>In addition to Score 3.0, in-depth inferences and application that go beyond what was taught.</p> <p>Apply concepts to create a paragraph using irregular verbs when writing a story.</p> <p>I can create a passage/ paragraph using irregular verbs.</p>	<p>Get the Goof and Prove your answer</p> <p>Make a Story</p> <p>Make a Game</p>	CFA Student Story
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
<b>3.0</b>	<p>The student will:</p> <p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</b></p> <p><b>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</b></p> <p>I can use the past tense of irregular verbs when writing and speaking.</p> <p>.</p>	<p>Journal Writing</p> <p>Graphic Organizer</p> <p>Paragraph</p> <p>Get the Goof</p> <p>Daily sentence editing</p> <p>Distinguish between regular verbs and irregular verbs</p> <p>Unit 5 English Book</p>	CFA Journal Writing Graphic Organizer Paragraph
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
<b>2.0</b>	<p>Prerequisites:</p> <ul style="list-style-type: none"> <li>- Recognize or recall specific terminology, such as: verb, irregular verb, past tense</li> <li>- Perform basic processes, such as: <ul style="list-style-type: none"> <li>- identify verbs</li> <li>- understand past tense</li> </ul> </li> </ul> <p>I can identify verbs.</p> <p>I can show verbs using past tense.</p>	<p>Matching/ Sorting</p> <p>T-chart</p> <p>Total Physical Response (TPR)</p>	CFA Graphic Organizer
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
<b>0.0</b>	Even with help, no understanding or skill demonstrated.		

PSST: #4 L.2.2.C Apostrophe to form contractions and possessives		SUBJECT: Language	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)

<b>4.0</b>	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>Apply concepts of contractions and possessive nouns to create a story.</p> <p>I can create a passage/ paragraph using contractions and possessive nouns.</p>	<p>Get the Goof and Prove your answer</p> <p>Make a Story/ Poem</p> <p>Make a Game</p>	CFA Rubrics (Student Story)
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
<b>3.0</b>	<p>The student will:</p> <p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:</b></p> <p><b>Use an apostrophe to form contractions and frequently occurring possessives.</b></p> <p>I can construct sentences using contractions and possessive nouns writing and speaking.</p>	<p>Journal Writing</p> <p>Graphic Organizer</p> <p>Paragraph</p> <p>Get the Goof</p> <p>Daily sentence editing</p> <p>Distinguish between regular verbs and irregular verbs</p> <p>TPR</p>	CFA Journal Writing Graphic Organizer Paragraph
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
<b>2.0</b>	<p>Prerequisites:</p> <ul style="list-style-type: none"> <li>- Recognize or recall specific terminology, such as: apostrophe, contraction, possessive, noun</li> <li>- Perform basic processes, such as: <ul style="list-style-type: none"> <li>- Identify apostrophes</li> <li>- Compose and decompose words (e.g. is not <math>\longleftrightarrow</math> isn't)</li> <li>- Identify ownership</li> <li>- Identify nouns</li> </ul> </li> </ul> <p>I can identify an apostrophe.</p> <p>I can identify who owns something.</p> <p>I can compose and decompose words.</p> <p>I can identify a noun.</p>	<p>Matching/ Sorting</p> <p>T-chart</p> <p>Total Physical Response (TPR)</p>	CFA Graphic Organizer
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
<b>0.0</b>	Even with help, no understanding or skill demonstrated.		



PSST: #5 L.2.1.E Adjectives and Adverbs		SUBJECT: Language	GRADE:2nd
Score	Content	Activities	Evidence (A&E)

<b>4.0</b>	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>Apply concepts of adjectives and adverbs to create a story.</p> <p>I can create a passage/ paragraph using adjectives and adverbs.</p>		<p>Get the Goof and Prove your answer</p> <p>Make a Story</p> <p>Make a Game</p>	CFA Rubrics (Student Story)
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
<b>3.0</b>	<p>The student will:</p> <p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</b></p> <p><b>Use adjectives and adverbs, and choose between them depending on what is to be modified.</b></p> <p>I can use adjectives and adverbs when writing and/or speaking.</p>		<p>Journal Writing</p> <p>Graphic Organizer</p> <p>Paragraph</p> <p>Get the Goof</p> <p>Daily sentence editing</p> <p>Distinguish between regular verbs and irregular verbs</p> <p>TPR</p> <p>Unit 8 English Book</p>	CFA Journal Writing Graphic Organizer Paragraph
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
<b>2.0</b>	<p>Prerequisites:</p> <ul style="list-style-type: none"> <li>- Recognize or recall specific terminology, such as: adjectives, adverbs</li> <li>- Perform basic processes, such as: <ul style="list-style-type: none"> <li>- Describes a noun (size, color, shape, how many, taste, smell sound, texture, how something looks, how something behaves)</li> <li>- Describe an action (how, when, how often, where)</li> </ul> </li> </ul> <p>I can distinguish between adjectives and adverbs.</p>		<p>Matching/ Sorting</p> <p>T-chart</p> <p>Total Physical Response (TPR)</p>	CFA Graphic Organizer
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
<b>0.0</b>	Even with help, no understanding or skill demonstrated.			

PSST: #6 L.2.4.A Clarify the Meaning of Unknown and Multiple-meaning Words and Phrases		SUBJECT: Language	GRADE:2nd
Score	Content	Activities	Evidence (A&E)

<b>4.0</b>	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>Analyze strategies, and explain why one may be better over another strategy, when determining the meaning of a word. or Create and explain the definition of an unknown word correctly.</p> <p>I can analyze strategies and explain why one strategy may be better over another strategy, when determining the meaning of a word. OR I can create and explain my definition for the meaning of an unknown word.</p>	<p>Get the Goof and Prove your answer Make a Story Make a Game Make a Riddle</p>	CFA Rubrics (Student Story)
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
<b>3.0</b>	<p>The student will:</p> <p><b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <p>I can determine or clarify the meaning of unknown and multiple-meaning words and phrases using reading strategies.</p>	<p>Draw it out Get the Goof Reading Strategies (e.g., Mind Movies, Reading on, Reread, Sound it out, Big Picture, etc)</p>	CFA Graphic Organizer Drawing/Definition
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
<b>2.0</b>	<p>Prerequisites:</p> <ul style="list-style-type: none"> <li>- Recognize or recall specific terminology, such as:clarify, context clue, meaning, strategy, multiple</li> <li>- Perform basic processes, such as: <ul style="list-style-type: none"> <li>- Make observations using a strategy provided by the teacher</li> <li>- Define a word when prompted by the teacher with a strategy</li> </ul> </li> </ul> <p>I can define a word when given help by the teacher.</p>	<p>Matching/ Sorting T-chart Total Physical Response (TPR) Define It! Flash Cards</p>	CFA Graphic Organizer
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		

	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
<b>0.0</b>		Even with help, no understanding or skill demonstrated.		