

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 W.2.1 Write an Opinion		SUBJECT: Language	GRADE:2nd
Score	Content	Activities	Evidence (A&E)
4.0	<p>In addition to Score 3.0 performance, in-depth inferences and application that go beyond what was taught</p> <p>Analyze an opinion piece to critique if the supporting reasons, linking words, and its concluding statements are used correctly, and prove my answer.</p> <p>I can analyze if the parts of an opinion piece are used correctly, and prove my answer.</p>	<p>Journal Writing</p> <p>Get the Goof</p>	<p>CFA</p> <p>Journal Writing Rubric</p>
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>I can write opinion pieces to introduce a topic. I can write an opinion piece with reasons that support my opinion. I can write an opinion piece with linking words. I can write an opinion piece with a concluding statement or section.</p>	<p>Writing Process</p> <p>Journal Writing</p> <p>Student Writing</p> <p>Author's Chair (Story Presentation)</p>	<p>CFA</p> <p>Journal Writing Rubric</p> <p>Student Writing</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>Prerequisites: Students will</p> <ul style="list-style-type: none"> Recognize or recall terminology such as: topic, opinion, reason, concluding statement, linking words Perform basic processes, such as: <ul style="list-style-type: none"> Identify an opinion statement Make observations to support your opinion Summarize a statement to identify the conclusion/ main idea Identify linking words (e.g. because, and, also) <p>I can identify an opinion statement. I can make observations to support my opinion. I can summarize a statement to identify the conclusion or main idea. I can identify linking words.</p>	<p>Graphic Organizer</p> <p>Student Writing</p> <p>Thumbs up Thumbs down</p>	<p>CFA</p> <p>Rubric</p> <p>Graphic Organizer</p> <p>Student Writing</p> <p>Quick Checks</p>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		

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

PSST: #2 W.2.2 Write Informative/Explanatory Text		SUBJECT: Language	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
4.0	<p>In addition to Score 3.0 performance, in-depth inferences and application that go beyond what was taught</p> <p>Present their informative/explanatory text and explain their reason for choosing that topic. or Analyze an informative/explanatory piece to critique if the introduction, facts, definitions, and concluding statement are appropriate. Defend your answer.</p> <p>I can create a presentation for my informative/explanatory text, and explain my reasons for choosing this topic. I can analyze if the parts of an opinion piece are used correctly, and prove my answer.</p>	Student Writing Author's Chair.	CFA Rubric Student Writing
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will: W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>I can write informative/explanatory texts to introduce a topic. I can use facts and definitions to make a point. I can provide a concluding statement or section in an informative/ explanatory text.</p>	Writing Process Journal Writing Student Writing Author's Chair (Story Presentation)	CFA Journal Writing Rubric Student Writing
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>Prerequisites: Students will</p> <ul style="list-style-type: none"> Recognize or recall terminology such as: topic, informative, explanatory, text, facts, definition, concluding statement Perform basic processes, such as: <ul style="list-style-type: none"> Identify an informative/explanatory statement Identify facts and definitions Summarize a statement to identify the concluding statement. <p>I can identify an informative/explanatory statement. I can identify facts and definitions. I can summarize a statement to identify the concluding statement.</p>	Graphic Organizer Student Writing Thumbs up Thumbs down	CFA Rubric Graphic Organizer Student Writing Quick Checks
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		

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

PSST: #3 W.2.5 Revising and Editing		SUBJECT: Language	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
4.0	<p>In addition to Score 3.0 performance, in-depth inferences and application that go beyond what was taught</p> <p>Independently analyze a topic to strengthen writing by revising and editing as needed.</p> <p>I can analyze a topic to strengthen writing by revising and editing.</p>	<p>Get the Goof</p> <p>Make a story</p> <p>Revising Detective</p>	CFA Rubric
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>When someone helps me:</p> <ul style="list-style-type: none"> I can use proofreading marks to edit my writing. I can revise my writing to make sure I stay on topic. 	<p>Get the Goof</p> <p>Journal Writing</p> <p>Student Writing</p> <p>Partner Editing</p>	CFA Journal writing Student Writing Rubric
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>Prerequisites: Students will</p> <ul style="list-style-type: none"> Recognize or recall terminology such as: topic, revise, edit, Perform basic processes, such as: <ul style="list-style-type: none"> identify proofreading marks (e.g, capitalization, make lowercase, spelling, add, delete a word, begin a new paragraph) Write a simple sentence using correct capital and punctuation. <p>I can identify proofreading marks.</p> <p>I can show a simple sentence using correct capital and punctuation.</p>	<p>Get the Goof</p> <p>Student Writing</p>	CFA Student Writing Rubric
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		

0.0	Even with help, no understanding or skill demonstrated.		
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PSST #4 W3		SUBJECT: Writing	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will: Use their narrative to make inferences (eg. if one event happen in place of another or from a different character's perspective)</p> <p>I can:</p> <ul style="list-style-type: none"> Use their narrative to make inferences (eg. if one event happen in place of another or from a different character's perspective) 	<ul style="list-style-type: none"> Write narrative and inferences 	<ul style="list-style-type: none"> Observations Quick checks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>I can:</p> <ul style="list-style-type: none"> Write narratives using details, temporal words, and a sense of closure. 	<ul style="list-style-type: none"> Graphic organizer Model and practice Sentence stems 	<ul style="list-style-type: none"> Observation Quick checks
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>Vocabulary: details, temporal words, sequencing, closure, narrative</p> <p>The student will: Write narratives using minimal details, temporal words or a sense of closure.</p> <p>I can: Write narratives using minimal details, temporal words or a sense of closure.</p>	<ul style="list-style-type: none"> Graphic organizer Model and practice Sentence stems 	<ul style="list-style-type: none"> Observations Quick checks
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		