

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.

ELA - LANGUAGE

PSST: <i>CCSS.ELA-LITERACY.L.3.1.A, B, C “NOUNS”</i> <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</i>		SUBJECT: ELA- LANGUAGE	QUARTER: 1 st	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Student will create a paragraph showing their understanding about nouns, pronouns, abstract nouns, and forming plural nouns.	<ul style="list-style-type: none"> Write a paragraph using nouns, pronouns, plural nouns, and abstract nouns. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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	The student will: ELA-LITERACY.L.3.1.A, B, C “NOUNS” Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: A. Explain the function of <u>nouns, pronouns</u> , verbs, adjectives, and adverbs in general and their functions in particular sentences. (NOUNS AND PRONOUNS ONLY) B. <u>Form and use regular and irregular plural nouns.</u> C. <u>Use abstract nouns (e.g., childhood).</u>	<ul style="list-style-type: none"> A. Explain the function of nouns and pronouns and how it is used in a sentence. B. Form and use regular and irregular plural nouns. C. Use an abstract noun in the sentence. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> performs basic processes, such as: <ul style="list-style-type: none"> Identify nouns and pronouns. Identify singular and plural nouns. Identify an abstract noun 	<ul style="list-style-type: none"> A. Identify: What is a noun? What is a pronoun? B. Identify and sort plural nouns (using –s, -es, -ies) C. Given a word, student will identify if it is an abstract noun 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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: CCSS L.3.1. A, D, E, F, H “VERBS, SUBJECT-VERB AGREEMENT, CONJUNCTIONS” <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</i>		SUBJECT: ELA- LANGUAGE	QUARTER: 2 nd	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Student will create a paragraph showing their understanding about verbs, verb tenses, conjunctions, and showing subject-verb agreement.	<ul style="list-style-type: none"> • Create sentences/ a paragraph correctly using verbs, verb tenses, conjunctions, and showing subject-verb agreement. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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	The student will: ELA-LITERACY.L.3.1. A, D, E, F, H “VERBS, SUBJECT-VERB AGREEMENT, CONJUNCTIONS” Demonstrate command of the conventions of standard English grammar and usage when writing or speaking A. Explain the function of <u>verbs</u> , <u>adjectives</u> , and <u>adverbs</u> in general and their functions in particular sentences. (VERBS) D. Form and use <u>regular and irregular verbs</u> . E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. H. Use coordinating and subordinating conjunctions.	<ul style="list-style-type: none"> • A. Explain the function of verbs and how it is used in a sentence. • D. Form and use regular and irregular verbs. • E. Form and use the simple verb tenses. • F. Use subject-verb agreement in a sentence. • H. Use conjunctions in a sentence. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> • performs basic processes, such as: <ul style="list-style-type: none"> ○ Identify verbs ○ Identify regular and irregular verbs. ○ Identify verb tenses. ○ Identify subject-verb agreement ○ Identify conjunctions. 	<ul style="list-style-type: none"> • A. Identify: What is a verb? • D. Explain the difference between regular vs. irregular verbs. • E. Identify and sort verb tenses • F. Identify the subject and the verb in the sentence. • H. Identify conjunctions in a sentence. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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: CCSS L.3.1. A, G “ADJECTIVES AND ADVERBS” <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</i>		SUBJECT: ELA- LANGUAGE	QUARTER: 3 rd	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Student will create a paragraph showing their understanding about adjectives and adverbs.	<ul style="list-style-type: none"> Create sentences/ a paragraph correctly using adjectives (comparative and superlatives) and adverbs. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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	The student will: ELA-LITERACY.L.3.1. A, G Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: A. Explain the function of nouns, pronouns, verbs, <u>adjectives, and adverbs</u> in general and their functions in particular sentences. (ADJECTIVES AND ADVERBS). G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> A. Explain the function of adjectives and adverbs, and how it is used in a sentence. G. Form and use comparative and superlative adjectives and adverbs. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> Adjective, adverb performs basic processes, such as: <ul style="list-style-type: none"> Identify adjectives and adverbs. Sort comparative and superlative adjectives. 	<ul style="list-style-type: none"> A. Identify: What is an adjective? What is an adverb? G. Sort comparative and superlative adjectives. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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: (NONE- WRITING ONLY)		SUBJECT: ELA-LANGUAGE	QUARTER: 4 th	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will:			
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	The student will:			
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites:			
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.			