

**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 - READING**

<b>PSST: RI.3.1/RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Each quarter utilize a different genre/text)	<b>SUBJECT:</b> <b>ELA/READING</b>	<b>QUARTER:</b> <b>RL.3.1: 1<sup>st</sup> – 3<sup>rd</sup></b> <b>RI.3.1: 1<sup>st</sup> – 4<sup>th</sup></b>	<b>GRADE: 3</b>
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Score	Content	Activities	Evidence (A&E)																		
<b>4.0</b>	The student will:  Create questions related to the text to make inferences and predictions based on the information from the text	<ul style="list-style-type: none"> <li>• Create questions related to the text to make inferences and predictions based on the information from the text (interview questions for characters or historical figures)</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>																		
<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>	The student will:  RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>• Rephrase, retell, summarize, explain, or describe the story/text.</li> <li>• Utilizing 5 W's to create questions.</li> <li>• Referring to details by citing information in the text.</li> </ul> <p><b>Developing Questions</b> <input type="text" value="Topic:"/></p> <table border="1" data-bbox="940 841 1486 1214"> <thead> <tr> <th>Who?</th> <th>What?</th> <th>Where?</th> <th>When?</th> <th>Why?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="font-size: small; margin-left: 40px;">Record the answers to your questions.</p> <p style="font-size: x-small; margin-left: 40px;">Generate questions specific questions.</p>	Who?	What?	Where?	When?	Why?	How?													<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>
Who?	What?	Where?	When?	Why?	How?																
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.																				

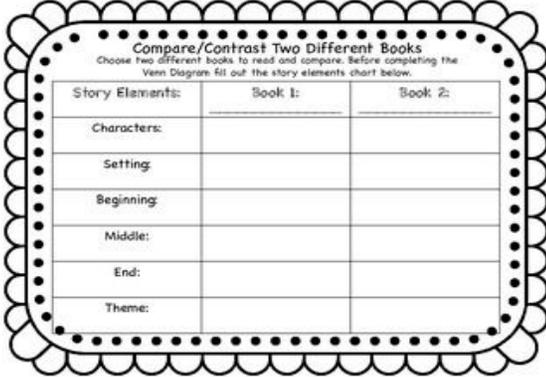
<b>2.0</b>	Prerequisites:		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Word</th> <th style="width: 20%;">Definition</th> <th style="width: 60%;">What does it look or sound like?</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Ask</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Question</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Answer</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Illustrate</td> <td></td> <td></td> </tr> </tbody> </table>	Word	Definition	What does it look or sound like?	Ask			Question			Answer			Illustrate			<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>
	Word	Definition		What does it look or sound like?															
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<b>0.0</b>	Even with help, no understanding or skill demonstrated.																		

PSST: <i>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</i>		SUBJECT: <b>ELA/READING</b>	QUARTER: <b>1st</b>	GRADE: <b>3</b>
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Create your own fractured fairy tale	<ul style="list-style-type: none"> <li>• Create your own fractured fairy tale (Three Little Pigs, Cinderella, etc.)</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	The student will:  RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none"> <li>• Summarize the story</li> <li>• Create a graphic organizer</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	Prerequisites:  <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ fable, folktale, myth, central message, moral</li> </ul> </li> <li>• performs basic processes, such as: <ul style="list-style-type: none"> <li>○ story elements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the graphic organizer with assistance</li> <li>• Able to find central message after given details</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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.			

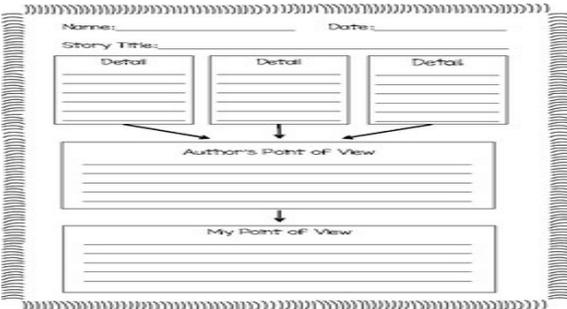
PSST: <i>RI.3.2</i> <i>Determine the main idea of a text; recount the key details and explain how they support the main idea.</i>		SUBJECT: <b>ELA/READING</b>	QUARTER: 1 <sup>st</sup>	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Create complex questions and provide evidence based on the text	<ul style="list-style-type: none"> <li>• Create complex questions and provide evidence based on the text</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	The student will:  RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> <li>• Summarize the text</li> <li>• Create a graphic organizer</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	Prerequisites: <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ main idea, details</li> </ul> </li> <li>• performs basic processes, such as: <ul style="list-style-type: none"> <li>○ story elements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the graphic organizer with assistance</li> <li>• Able to find main idea after given details</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
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<b>0.0</b>	Even with help, no understanding or skill demonstrated.			

PSST: <i>CCSS.ELA-LITERACY.RI.3.8</i> <i>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</i>		SUBJECT: ELA/READING	QUARTER: 2 <sup>nd</sup>	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Create a paragraph to include sequencing, cause and effect, or comparison	<ul style="list-style-type: none"> <li>• Create a paragraph to include sequencing, cause and effect, or comparison</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	The student will:  <u>CCSS.ELA-LITERACY.RI.3.8</u> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<ul style="list-style-type: none"> <li>• On a given text, <ul style="list-style-type: none"> <li>○ Determine sequence</li> <li>○ Identify cause and effect</li> <li>○ Compare and contrast</li> </ul> </li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	Prerequisites: <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ compare, contrast, cause, effect, sequence</li> </ul> </li> <li>• performs basic processes, such as: <ul style="list-style-type: none"> <li>○ find explicit details in a text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the graphic organizer with assistance</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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: <i>CCSS.ELA-LITERACY.RL.3.3</i> <i>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</i>		SUBJECT: ELA - READING	QUARTER: 2 <sup>nd</sup>	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Role-play the character	<ul style="list-style-type: none"> <li>Role-play the character</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	The student will:  <u>CCSS.ELA-LITERACY.RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	<ul style="list-style-type: none"> <li>Use a graphic organizer (e.g. Brace map) to describe a character in a story and explain how their actions contribute to the sequence of events</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	Prerequisites:  <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>character, traits, sequence</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>find explicit details in a text</li> <li>story elements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Match characters with their traits, motivations, or feelings</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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: <i>CCSS.ELA-LITERACY.RL.3.9</i> <i>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) – <b>Dependent upon availability of resources</b></i>		SUBJECT: ELA/READING	QUARTER: 3 <sup>rd</sup>	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Generate a product (skit) utilizing all story elements and localizing the theme.  Make a judgment on which version you like best. Explain why.	<ul style="list-style-type: none"> <li>• Generate a product (skit) utilizing all story elements and localizing the theme.</li> <li>• Make a judgment on which version you like best. Explain why.</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	The student will:  CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) – <b>Dependent upon availability of resources</b>	<ul style="list-style-type: none"> <li>• Compare and contrast text to text</li> </ul> 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	Prerequisites:		Word	Definition	What does it look or sound like?	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>
	<ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ compare, contrast, similarities, differences, problem, solution, setting, theme, plot, characters, author, series, fiction, and non-fiction</li> </ul> </li> <li>• performs basic processes, such as: <ul style="list-style-type: none"> <li>○ identify story structures and elements</li> </ul> </li> </ul>		Compare			
			Contrast			
			Similarities			
			Differences			
			*Skills should have been taught in previous quarters, students will recall/retrieve notes.			
<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: <i>RI.3.6 Distinguish their own point of view from that of the author of a text.</i>		SUBJECT: ELA/READING	QUARTER: 3 <sup>rd</sup>	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Defend and/or justify their point of view.	<ul style="list-style-type: none"> <li>Defend and/or justify their point of view.</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	The student will:  RI.3.6: Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> <li>Identify the author's point of view and construct a point view.</li> <li>Provide evidence to support their point of view.</li> </ul> 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	Prerequisites:		<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
	<ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as:           <ul style="list-style-type: none"> <li>○ point of view, author, central message, opinion, non-fiction</li> </ul> </li> <li>• performs basic processes, such as:           <ul style="list-style-type: none"> <li>○ identify point of view, central message, between opinion and facts</li> </ul> </li> </ul>			
	Word	Definition		Illustration (What does it look or sound like?)
	Point of view			
	Author			
Central Message				
Opinion				
<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: <i>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</i>		SUBJECT: ELA/READING	QUARTER: 4 <sup>th</sup>	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Create and present a timeline of yourself	<ul style="list-style-type: none"> <li>• Create and present a timeline of yourself</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	The student will:  RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<ul style="list-style-type: none"> <li>• Create and interpret a timeline based on historical events and/or people</li> <li>• Create a class timeline of events within the current school year</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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>	Prerequisites:  <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ timeline, past, present, future, cause, effect, time, sequence</li> </ul> </li> <li>• performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Sequencing events</li> <li>○ Chronological order</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions that pertain to a given timeline</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<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.			
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