

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 - WRITING

PSST: W.3.2 (A-D) Write <u>informative/explanatory/</u> texts to examine a topic and convey ideas and information clearly A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (INFORMATIVE) B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a concluding statement or section.		SUBJECT: ELA - WRITING	QUARTER: 1 st	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Write a report explaining why something happened with explicit details.	<ul style="list-style-type: none"> Write a report explaining why something happened with explicit details. 	<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: W.3.2 (A-D) Write <u>informative/explanatory/</u> texts to examine a topic and convey ideas and information clearly A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (INFORMATIVE) B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a concluding statement or section.	<ul style="list-style-type: none"> Write an informative piece that introduces the topic, supply 3 facts with supporting details, use linking words, and provide a concluding statement or section. 	<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"> informative, details, fact, topic, conclusion performs basic processes, such as: <ul style="list-style-type: none"> write complete simple sentences use correct punctuation; correct capitalization and end marks 	<ul style="list-style-type: none"> Writing simple sentences using linking words. 	<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: W.3.1 (A-D) Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a concluding statement or section.		SUBJECT: ELA - WRITING	QUARTER: 2 nd	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Write an opinion piece explaining your opinion about a certain topic with explicit details.	<ul style="list-style-type: none"> Write an opinion piece explaining your opinion about a certain topic with explicit details. 	<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: W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (A-D) A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a concluding statement or section.	<ul style="list-style-type: none"> Write an opinion piece explaining your opinion about a certain topic. 	<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"> details, fact, opinion, topic, conclusion performs basic processes, such as: <ul style="list-style-type: none"> write complete simple sentences use correct punctuation; correct capitalization and end marks 	<ul style="list-style-type: none"> Writing simple sentences using linking words to explain your opinion. Identify the difference between fact and opinion. 	<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: W.3.3 (A-D) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (A-D) A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.		SUBJECT: ELA - WRITING	QUARTER: 3 rd	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Have students review peer stories and provide feedback and identify the elements and components anonymously (characters, setting, plot, sequence of events, conflict, and resolution).	<ul style="list-style-type: none"> Have students review peer stories and provide feedback and identify the elements and components anonymously (characters, setting, plot, sequence of events, conflict, and resolution). 	<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: W.3.3 (A-D) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (A-D) A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.	<ul style="list-style-type: none"> Given a theme/topic, have them write a story and identify the story elements (characters, setting, plot, sequence of events, conflict, and resolution). Create a mini-book 	<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"> narrative, sequences, events, details, topic, main idea, supporting details, conclusion performs basic processes, such as: <ul style="list-style-type: none"> write complete simple sentences use correct punctuation; correct capitalization and end marks 	<ul style="list-style-type: none"> Given a story starter, students will write 1 paragraph with at least 5 complete sentences. 	<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: W.3.2 (A-D) Write informative <u>/explanatory/</u> texts to examine a topic and convey ideas and information clearly A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (Explanatory) B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a concluding statement or section.		SUBJECT: ELA - WRITING	QUARTER: 4 th	GRADE: 3
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Write a report explaining how something happened with explicit details.	<ul style="list-style-type: none"> Write a report explaining how something happened with explicit details. 	<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: W.3.2 (A-D) Write informative <u>/explanatory/</u> texts to examine a topic and convey ideas and information clearly A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (Explanatory) B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a concluding statement or section.	<ul style="list-style-type: none"> Write an explanatory piece that introduces the topic, supply 3 facts with supporting details, use linking words, and provide a concluding statement or section. Write a report explaining how something happened. 	<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"> explanatory, details, fact, fiction, opinion, topic, conclusion performs basic processes, such as: <ul style="list-style-type: none"> write complete simple sentences use correct punctuation; correct capitalization and end marks 	<ul style="list-style-type: none"> Identify type of nonfiction (i.e. auto-biography, current events in a newspaper article). Writing simple sentences using linking words to explain why something happened. 	<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.			