

Once a pretest has been given teachers can utilize classroom activities and CFA's (in addition to DFA's and the Post-test) to evaluate a student's current level of proficiency. Yellow indicates that there should be a score for that standard on the corresponding quarter's report card.

Waynesville R-VI
ELA Scope and Sequence 2021-2022

Kindergarten

Priority Standards	1st Quarter								2nd Quarter								3rd Quarter								4th Quarter															
	8/30-9/3	9/7-9/10	9/13-9/17	9/20-9/24	9/27-10/1	10/4-10/8	10/11-10/15	10/18-10/22	10/25-10/28	11/1-11/5	11/8-11/10	11/15-11/23	11/29-12/3	12/6-12/10	12/13-12/17	1/3-1/7	1/10-1/14	1/18-1/21	1/24-1/28	1/31-2/4	2/7-2/11	2/14-2/18	2/22-2/25	2/28-3/4	3/7-3/11	3/21-3/25	3/28-4/1	4/4-4/8	4/11-4/14	4/18-4/22	4/25-4/29	5/2-5/6	5/9-5/13	5/16-5/27						
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	Extra Week	2.4	3.1	3.2	3.3	3.4	4.1	4.2	Extra Week	4.3	4.4	5.1	5.2	5.3	5.4	6.1	6.2	6.3	Extra Week	6.4	7.1	7.2	7.3	7.4	8.1	8.2	Extra Weeks						
K.RF.1.A.a	Identify all upper and lowercase letters								Pre								DFA								DFA								Post							
K.RF.3.A.a	Produces letter sounds								Pre								DFA								DFA								Post							
K.RF.2.A. b-c	Rhyming								Pre								DFA								DFA								Post							
K.W.2.A	Opinion Writing																DFA Rubric																Post Rubric							
K.RF.3.A.c	Blending letter sounds to decode simple words																Pre								DFA								Post							
K.RF.3.A.b	Reading High Frequency Words								Pre								DFA								DFA								Post							
K.W.2.C	Narrative Writing																								DFA Rubric								Post Rubric							
K.L.1.B.h	Write Uppercase and Lowercase Letters for consonant and vowel sounds								Pre																DFA								Post							
K.RF.2.A.e-h	Phonemic Awareness																Pre								DFA								Post							
K.R.2	Fiction Comprehension Skills																Pre																Post							
K.R.3	Nonfiction Comprehension Skills																Pre																Post							
K.W.2.B	Informative/Explanatory/ Research Writing																								DFA Rubric								Post Rubric							
Writing Prompt	1st Qtr Writing Prompt Documents								2nd Qtr Writing Prompt Documents								3rd Qtr Writing Prompt Documents								4th Qtr Writing Prompt Documents															
Rubric									Instructions Text Response Sheet Report Data Google Form Scores Due 12:00 pm on #####								Instructions Text and Response Sheet Report Data Google Form Scores Due 12:00 pm on #####								Instructions Text Response Sheet Report Data Google Form Scores Due 12:00 pm on ###															

[Standards Guide](#)

DFA-District Formative Assessment

ELA Curriculum Feedback Form

Curriculum Updates for 2021-2022

K ELA Item Specifications (All)

[Into Reading Leveled Library and Reading Correlation Chart](#)

K.RF.1.A.a Identify all Upper and Lowercase Letters

Grade: K Subject: ELA Pre: Module 1.1 Post: Qtr. 3 Extra Week

Standards

Report Card Topic	K.RF.1.A.a	Identify all Upper and Lowercase Letters	Expectation Unwrapped
Priority Standard	K.RF.1.A.a	Identifying all upper- and lowercase letters	<ul style="list-style-type: none"> The student will develop print awareness by identifying upper- and lowercase letters.

*Click on standard code above to see Item Specifications from DESE and Released Items

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge
Priority Standard	K.RF.1.A.a	<p>DURING ASSESSMENT</p> <ul style="list-style-type: none"> Teachers should only ask- What is this letter? Do not provide any prompting. <p>Give the pre assessment anytime during Module 1.1. Give the post assessment anytime during the quarter 3 extra week. Quarter 4: Reassess students who were not proficient on the post assessment.</p>

Key Vocabulary

alphabet	letter symbol	name	phoneme	
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Common Assessments-Go to the Scope and Sequence

Find the assessment in ESGI named “21-22 Letter ID.” Can be given anytime within the listed week.

Quick Glance

- 3 - Identify all uppercase and lowercase letters.
- 2.5 - Identifies 41-51 uppercase and lowercase letters.
- 2 - Identifies 31-40 uppercase and lowercase letters.
- 1.5 - Identifies 21-30 uppercase and lowercase letters.

K.RF.1.A.a Identify all Upper and Lowercase Letters

1 - Identifies 20 or less uppercase and lowercase letters.

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
	No 4.0 for this standard	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Identify all uppercase and lowercase letters of the alphabet <p>The student exhibits no major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Letter Identification Assessment (Random order of letters) Teacher observation of academic vocabulary Conferring notes
2.5 Student identifies 41-51 upper and lowercase letters		
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Identifies 31 – 40 uppercase and lowercase letters of the alphabet Recognizes or recalls academic vocabulary, such as: <i>alphabet, letter, uppercase, lowercase, capital</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Letter Identification Assessment (Random order of letters) Teacher observation of academic vocabulary Conferring notes
1.5 Student identifies 21 – 30 uppercase and lowercase letters and has partial understanding of the 2.0 content		
Score 1.0	<p>With help, a partial understanding of the 2.0 content</p>	<ul style="list-style-type: none"> Letter Identification Assessment (Random order of letters) Teacher observation of academic vocabulary Conferring notes

K.RF.3.A.a Produce Letter Sounds

Grade: K Subject: ELA Pre: Module 1.1 Post: Qrt. 3 Extra Week

Standards

Report Card Topic	K.RF.3.A.a	Produces Letter Sounds	Expectation Unwrapped
Priority Standard	K.RF.3.A.a	Produce and write letter(s) for most short vowel and consonant sounds	<ul style="list-style-type: none"> The student will develop phonics in the reading process by producing and writing letters with the correct short vowel and consonant sounds.

*Click on standard code above to see Item Specifications from DESE and Released Items

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge
Priority Standard	K.RF.3.A.a	<p>DURING ASSESSMENT</p> <ul style="list-style-type: none"> Teachers should only ask- What sound does this letter make? Do not provide ANY prompting. <p>Give the pre assessment anytime during Module 1.1. Give the post assessment anytime during the quarter 3 extra week. Quarter 4: Reassess students who were not proficient on the post assessment.</p>

Key Vocabulary

alphabet	letter symbol	name	phoneme	sound
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Common Assessments-Go to the Scope and Sequence

Find the assessment in ESGI named “21-22 Letter Sounds.” Can be given anytime within the listed week.

Quick Glance

- 4 - Produce 26 most frequent letter sounds: (**AND BOTH** long vowel sounds/all digraphs ch,sh,th,wh).
- 3.5 - Produce 26 most frequent letter sounds: (**AND** long vowels **OR** all digraphs ch,sh,th,wh).
- 3 - Produce 26 most frequent letter sounds: (short vowels).
- 2.5 - Produce 21-25 letter sounds.
- 2 - Produce 16-20 letter sounds.
- 1.5 - Produce 11-15 letter sounds.

K.RF.3.A.a Produce Letter Sounds

1 - Produce 10 or less letter sounds.

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	<p>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> Be able to <u>produce multiple letter sounds which include both of the following:</u> <ul style="list-style-type: none"> Long/short vowel sounds Digraphs: ch, th, sh, wh 	<ul style="list-style-type: none"> Teacher observation Produce letter sounds when provided a list of random lowercase letters.
3.5 In addition to 3.0 performance, students must produce digraphs or long/short vowel sounds		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Produce <u>all 26</u> of the most primary or most frequent sound for each consonant and short vowels. 	<ul style="list-style-type: none"> Produce letter sounds when provided a list of random lowercase letters.
2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> Produce <u>16-20</u> of the most primary or most frequent sound for each consonant and short vowels. 	<ul style="list-style-type: none"> Produce letter sounds when provided a list of random lowercase letters.
1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
Score 1.0	<p>The student will:</p> <ul style="list-style-type: none"> Produce <u>10 or less</u> of the most primary or most frequent sound for each consonant and short vowels. 	<ul style="list-style-type: none"> Produce letter sounds when provided a list of random lowercase letters

K.RF.2.A.b-c Rhyming

Grade: K Subject: ELA Pre: Module 2.1 Post: Module 8.1

Standards

Report Card Topic	K.RF.2.A.b-c	Rhyming	Expectation Unwrapped
Priority Standard	K.RF.2.A.b	Producing rhymes in response to spoken words	<ul style="list-style-type: none"> The student will have a clear understanding of phonemic awareness of sounds, blends, and two connecting letters. The student will develop phonemic awareness in the reading process by understanding sound patterns and syllables. The student will develop phonemic awareness in the reading process by calling and responding to rhyming words.
	K.RF.2.A.c	Distinguishing orally presented rhyming pairs of words from non-rhyming pairs	<ul style="list-style-type: none"> The student will have a clear understanding of phonemic awareness of sounds, blends, and connecting two letters. The student will develop phonemic awareness in the reading process by understanding sound patterns and syllables. The student will develop phonemic awareness in the reading process by calling and responding to rhyme words.
Supporting Standards	K.RF.2.A.a	Identify sounds in spoken words (syllables)	Listed on the item specification linked to the standard's code

**Click on standard code above to see Item Specifications from DESE and Released Items*

Instructional Ideas/Notes

Instructional Ideas/Prerequisite Knowledge		
Priority Standard	K.RF.2.A.b	Give the pre assessment anytime during Module 2.1. Give the post assessment anytime during 8.1.
	K.RF.2.A.c	

Key Vocabulary

rhyme	word families	onset-rime	word	syllable/part
beginning sounds	middle sounds	ending sounds	same	different
segment	medial sounds	final sounds	initial sounds	

Common Assessments-Go to the Scope and Sequence

Find the assessment in ESGI named “21-22 Rhyming Pre.” Can be given anytime within the listed week.

Find the assessment in ESGI named “21-22 Rhyming DFA 1.” Can be given anytime within the listed week.

Find the assessment in ESGI named “21-22 Rhyming DFA 2.” Can be given anytime within the listed week.

Find the assessment in ESGI named “21-22 Rhyming Post.” Can be given anytime within the listed week.

Quick Glance

4- Student is able to produce at least 2 additional REAL rhyming words when presented with a pair.

3 - Student is able to provide 10 correct answers.

2.5 - Student is able to provide 6-9 correct answers.

2 - Student is able to provide 5 correct answers.

1.5 - Student is able to provide 1-4 correct answers.

1 - Student is unable to rhyme independently (0).

K.RF.2.A.b-c Rhyming

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	<p>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> Be able to produce at least 2 additional REAL rhyming words when presented with a pair of rhyming words. 	<ul style="list-style-type: none"> Read pairs of rhyming words and ask for 2 additional REAL words that rhyme.
3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Be able to produce a rhyming (real or nonsense) word when presented with a pair of rhyming words. They must get all 10 correct. 	<ul style="list-style-type: none"> Read pairs of rhyming words and ask for an additional word that rhymes (real or nonsense).
2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content. They get 6 - 9 correct (out of 10).		
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> Identify all of the word pairs presented as rhyming or not. They get 5 correct (out of 10). 	<ul style="list-style-type: none"> Read pairs of words and ask if they rhyme or not.
1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content. They get 1 - 4 correct (out of 10)		
Score 1.0	<p>The student will:</p> <ul style="list-style-type: none"> Cannot rhyme 	<ul style="list-style-type: none"> Read pairs of words and ask if they rhyme or not

K.W.2.A Opinion Writing

Grade: K Subject: ELA DFA: Module 4.2 Post: Module 8.2

Standards

Report Card Topic	K.W.2.A	Opinion Writing	Expectation Unwrapped
Priority Standard	K.W.2.A.a	With assistance, draw/write opinion texts that: use a combination of drawing and/or writing to tell an opinion about a topic or text being studied	<ul style="list-style-type: none"> The student will form an opinion about a topic. The student will use drawing and/or writing to express an opinion about a topic or text.
	K.W.2.A.b	With assistance, draw/write opinion texts that: give logical reasons for suggesting that others follow a particular course of action or line of thinking	<ul style="list-style-type: none"> The student will form logical opinions about a specific topic or text and draw/write that opinion, with assistance if needed. The student will recite logical reasons as to why his/her opinions are valid and draw/write those opinions, with assistance if needed.
	K.W.2.A.c	With assistance, draw/write opinion texts that: use words that are related to the topic	<ul style="list-style-type: none"> The student will recite and write words on a topic.
Supporting Standards	K.W.1.A.a	Follow a writing process, with assistance, to generate a writing plan through: using pictures, oral language or written letters, and/or words	Listed on the item specification linked to the standard's code
	K.W.1.B.a	Appropriate to genre type, develop a draft from prewriting by: sequencing the actions or details through letters, words, and pictures	Listed on the item specification linked to the standard's code
	K.W.1.C.a	Reread, revise, and edit drafts, with assistance from adults/peers, to: respond to questions and suggestions, adding details to strengthen writing	Listed on the item specification linked to the standard's code
	K.W.1.C.b	Reread, revise, and edit drafts, with assistance from adults/peers, to: edit by leaving spaces between words in a sentence	Listed on the item specification linked to the standard's code
	K.W.1.D.a	With assistance from adults/peers: explore a variety of conventional/digital tools to produce and publish writing	Listed on the item specification linked to the standard's code
	K.L.1.A.a	In speech and written form, apply standard English grammar to: identify naming words (nouns) and action words (verbs)	Listed on the item specification linked to the standard's code
	K.L.1.A.b	In speech and written form, apply standard English grammar to: use plural words when speaking	Listed on the item specification linked to the standard's code
	K.L.1.A.d	In speech and written form, apply standard English grammar to: demonstrate the use of complete sentences in shared language activities	Listed on the item specification linked to the standard's code
	K.L.1.A.e	In speech and written form, apply standard English grammar to: use question words in sentences	Listed on the item specification linked to the standard's code
	K.L.1.B.a	In speech and written form, apply standard English grammar to: print in upper and lower case letters	Listed on the item specification linked to the standard's code

K.W.2.A Opinion Writing

K.L.1.B.b	In speech and written form, apply standard English grammar to: recognize that a sentence ends with punctuation marks	Listed on the item specification linked to the standard's code
K.L.1.B.c	In speech and written form, apply standard English grammar to: capitalize own first and last name	Listed on the item specification linked to the standard's code
K.L.1.B.d	In speech and written form, apply standard English grammar to: capitalize first word in a sentence	Listed on the item specification linked to the standard's code
K.L.1.B.e	In speech and written form, apply standard English grammar to: capitalize the pronoun I	Listed on the item specification linked to the standard's code
K.L.1.B.f	In speech and written form, apply standard English grammar to: write and name the printed letters that match the sound	Listed on the item specification linked to the standard's code
K.L.1.B.g	In speech and written form, apply standard English grammar to: use inventive spelling with beginning, final, and medial sounds	Listed on the item specification linked to the standard's code
K.L.1.B.i	In speech and written form, apply standard English grammar to: use correct spelling of own first and last names	Listed on the item specification linked to the standard's code

**Click on standard code above to see Item Specifications from DESE and Released Items*

K.W.2.A Opinion Writing

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge
Priority Standard	K.W.2.A.a	<p>Give the first DFA, “What is your favorite way to get exercise, and why” anytime during Module 4.2. Give the post assessment, “Choose a fruit or vegetable you like and tell why you like it” anytime during Module 8.2. To score, teachers combine the writing total points and the convention total points to receive a grand total for scoring. Teachers can help students stretch letter sounds, but do not give letter names. Teachers can remind students to double check their work (ex. Punctuation, capital letters, spaces). Teachers can remind students to tell “why” in their writing. Teachers can remind students to count the words in their sentences. Teachers should <u>NOT</u> tell the students what their sentence should say or how it should be written.</p> <p>Scoring Suggestions:</p> <ul style="list-style-type: none"> ● If a child does not write anything do not look at the rubric at all; the student should get a 1. ● If a child writes gibberish or random words, the student should get a 1.5. (The teacher probably does not need to look at the rubric.) <p>Note: Each type of writing in Kindergarten states “With assistance” so be mindful of this when scoring using the rubric.</p>
	K.W.2.A.b	
	K.W.2.A.c	

Key Vocabulary

prewrite	graphic organizers	edit	opinion	topic
details	reason	why		

Common Assessments- Go to the Scope and Sequence

Quick Glance

- 4 - Students score 24 points on the writing rubric.
- 3.5 - Students score 19-23 points on the writing rubric.
- 3 - Students score 16-18 points on the writing rubric.
- 2.5 - Students score 13-15 points on the writing rubric.
- 2 - Students score 10-12 points on the writing rubric.
- 1.5 - Students score 7-9 points on the writing rubric.
- 1 - Students score 0-6 points on the writing rubric.

K.W.2.A Opinion Writing

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	<p>In addition to Score 3.0, in depth inferences or applications that go beyond what was taught. For example, the student will:</p> <ul style="list-style-type: none"> Score a 24 on the writing rubric 	<ul style="list-style-type: none"> Writing always matches the prompt, has details in the picture and in the sentence(s), words match the writing, and gives a reason to defend opinion.
<p>3.5 In addition to Score 3.0, in depth inferences or applications that go beyond what was taught. For example, the student will:</p> <ul style="list-style-type: none"> Score a 19-23 on the writing rubric 		
Score 3.0	<p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes). The student will:</p> <ul style="list-style-type: none"> Score a 16-18 on the writing rubric 	<ul style="list-style-type: none"> Writing almost always matches the prompt, has details in the picture and in the sentence(s), words match the writing, and gives a reason to defend opinion.
<p>2.5 No major error or gaps in 2.0 content and partial knowledge of 3.0 content. For example the student will:</p> <ul style="list-style-type: none"> Score a 13-15 on the writing rubric 		
Score 2.0	<p>The student exhibits no major errors or gaps in the simpler details and processes. The student will:</p> <ul style="list-style-type: none"> Score a 10-12 on the writing rubric 	<ul style="list-style-type: none"> Writing sometimes matches the prompt, has details in the picture and in the sentence(s), words match the writing, and gives a reason to defend opinion.
<p>1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content. The student will:</p> <ul style="list-style-type: none"> Score a 7-9 on the writing rubric 		
Score 1.0	<p>With help, a partial understanding of the 2.0 content and some of the 3.0 content. The student will:</p> <ul style="list-style-type: none"> Score a 6 or below on the writing rubric 	<ul style="list-style-type: none"> Writing does not match the prompt, has details in the picture and in the sentence(s), words match the writing, and gives a reason to defend opinion.

K.RF.3.A.c Blending Letter Sounds to Decode Simple Words

Grade: K Subject: ELA Pre: Module 3.3 Post: Module 7.4

Standards

Report Card Topic	K.RF.3.A.c	Blending letter sounds to decode simple Words	Expectation Unwrapped
Priority Standard	K.RF.3.A.c	Develop phonics in the reading process by blending letter sounds to decode simple words	<ul style="list-style-type: none"> The student will develop phonics in the reading process by blending letters and sounds to decode simple words.

*Click on standard code above to see Item Specifications from DESE and Released Items

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge
Priority Standard	K.RF.3.A.c	DURING ASSESSMENT <ul style="list-style-type: none"> Accept consonant blends as one sound or separate sounds for level 3.5.

Key Vocabulary

blend	beginning	middle	end	letter sound
medial sounds	final sounds	initial sounds	digraphs	chunks
consonant blends	segmenting			

Common Assessments-Go to the Scope and Sequence

Find the assessment in ESGI named “21-22 Blending Pre.” Can be given anytime within the listed week.

Find the assessment in ESGI named “21-22 Blending DFA.” Can be given anytime within the listed week.

Find the assessment in ESGI named “21-22 Blending Post.” Can be given anytime within the listed week.

K.RF.3.A.c Blending Letter Sounds to Decode Simple Words

Quick Glance

- 4 - Student correctly reads digraphs and long vowel words.
- 3.5 - Student correctly blends CCVC words (blends).
- 3 - Student blends all 5 CVC words correctly.
- 2.5 - Student blends at least 3 CVC words correctly.
- 2 - Student can correctly produce the beginning and ending sounds, or blend the rhyme OR student can correctly say all the sounds but does not blend them into the correct word OR blends less than 3 words.
- 1.5 - Student can correctly produce one sound from the word.
- 1 - Student cannot correctly produce at least sounds from the word.

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	<p>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> ● Be able to blend words with digraphs. This includes: <ul style="list-style-type: none"> ○ long vowel sounds/vowel pairs ○ Digraphs:ch,th,sh,wh 	<ul style="list-style-type: none"> ● Blend words with digraphs.
3.5 In addition to 3.0 performance, blend words with consonant blends.		
Score 3.0	<p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Blending letter sounds to decode simple words (student must produce the word) 	<ul style="list-style-type: none"> ● Read all 5 CVC words on district assessment
2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
<ul style="list-style-type: none"> ● Blend at least 3 CVC words correctly 		
Score 2.0	<p>The student exhibits no major errors or gaps in the simpler details and processes.</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Correctly says all sounds but does not blend them into a word. 	<ul style="list-style-type: none"> ● Student can correctly produce the beginning and ending sounds, or blend the rhyme OR student can correctly say all

K.RF.3.A.c Blending Letter Sounds to Decode Simple Words

		sounds but does not blend them into the correct word OR blends less than 3 words
<p>1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.</p> <ul style="list-style-type: none"> • Student can correctly produce one sound from the word. 		
<p>Score 1.0</p>	<p>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</p> <ul style="list-style-type: none"> • Student cannot correctly produce at least one sound from each word. 	<ul style="list-style-type: none"> • Cannot produce at least one sound from each word.

K.RF.3.A.b High Frequency Words

Grade: K Subject: ELA Pre: Module 2.3 Post: Module 7.3

Standards

Report Card Topic	K.RF.3.A.b	Reading High Frequency Words	Expectation Unwrapped
Priority Standard	K.RF.3.A.b	Reading high-frequency words	<ul style="list-style-type: none"> The student will develop phonics in the reading process by recognizing and reading high-frequency words.

*Click on standard code above to see Item Specifications from DESE and Released Items

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge
Priority Standard	K.RF.3.A.b	DURING ASSESSMENT <ul style="list-style-type: none"> Teachers do not send a copy of the assessment home with students after the pre test. Students should not practice the assessment in between the Pre/DFA/Post assessments. Please refer to the directions on the assessment for correct administration.

Key Vocabulary

high frequency words	word wall words	sight words	words to know	
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Common Assessments-Go to the Scope and Sequence

This is **not** an ESGI assessment. Directions included in assessment.

Quick Glance

Scoring (Student reads correctly IN THE SENTENCES, not independently on the list)

- 1: Student read 0-10 words correctly (no doubles)
- 1.5: Student read 11-20 words correctly (no doubles)
- 2: Student read 20-29 words correctly (no doubles)
- 2.5: Student read 30-39 words correctly (no doubles)
- 3; Student can read 40 words correctly (no doubles)
- 3.5: Student can read 41-49 correctly (no doubles)
- 4: Student can read 50+ correctly (no doubles)

K.RF.3.A.b High Frequency Words

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	The student will: <ul style="list-style-type: none"> Read any 50+ High Frequency words from the assessment checklist 	<ul style="list-style-type: none"> High Frequency Word Checklist/Assessment
3.5 The student will: <ul style="list-style-type: none"> Read any 41-49 High Frequency words from the assessment checklist 		
Score 3.0	The student will: <ul style="list-style-type: none"> Read any 40 High Frequency words from the assessment checklist 	<ul style="list-style-type: none"> High Frequency Word Checklist/Assessment
2.5 The student will: <ul style="list-style-type: none"> Read any 30-39 High Frequency words from the assessment checklist. 		
Score 2.0	The student will: <ul style="list-style-type: none"> Read any 21-29 High Frequency words from the assessment checklist 	<ul style="list-style-type: none"> High Frequency Word Checklist/Assessment
1.5 The students will: <ul style="list-style-type: none"> Read 11-20 High Frequency words from the assessment checklist 		
Score 1.0	The students will: <ul style="list-style-type: none"> Read 10 or less high frequency words 	<ul style="list-style-type: none"> High Frequency Word Checklist/Assessment

K.W.2.C Narrative

Grade: K Subject: ELA DFA: Module 5.4 Post: Module 7.4

Standards

Report Card Topic	K.W.2.C	Narrative Writing	Expectation Unwrapped
Priority Standard	K.W.2.C.a	With assistance, draw and/or write fiction or non-fiction narratives and poems that: use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined	<ul style="list-style-type: none"> The student will demonstrate understanding of using imagination to retell a thought. The student will use a combination of drawing and/or writing to narrate a story or imagined experience in order to write fiction or nonfiction narratives. The student will use a combination of drawing and/or writing to narrate a story or imagined experience in order to write fiction or nonfiction poems.
	K.W.2.C.b	With assistance, draw and/or write fiction or non-fiction narratives and poems that: tell the reader about a character or personal event	<ul style="list-style-type: none"> The student will retell a story about a character or personal event and then draw and/or write about it in fiction or nonfiction narratives. The student will retell a story about a character or personal event and then draw and/or write about it in fiction or nonfiction poems.
	K.W.2.C.c	With assistance, draw and/or write fiction or non-fiction narratives and poems that: place events in the order they occurred	<ul style="list-style-type: none"> The student will draw and/or write fiction or nonfiction narratives and/or poems in sequential order.
	K.W.2.C.d	With assistance, draw and/or write fiction or non-fiction narratives and poems that: use words that are related to the topic	<ul style="list-style-type: none"> The student will use topic-related words to draw and/or write fiction and nonfiction narratives and/or poems.
	K.W.2.C.e	With assistance, draw and/or write fiction or non-fiction narratives and poems that: provide a reaction to what happened in the events	<ul style="list-style-type: none"> The student will draw and/or write a reaction to an event that happened in a story, topic, and/or text in fiction or nonfiction narratives and/or poems.
Supporting Standards	K.W.1.A.a	Follow a writing process, with assistance, to generate a writing plan through: using pictures, oral language or written letters, and/or words	Listed on the item specification linked to the standard's code
	K.W.1.B.a	Appropriate to genre type, develop a draft from prewriting by: sequencing the actions or details through letters, words, and pictures	Listed on the item specification linked to the standard's code
	K.W.1.C.a	Reread, revise, and edit drafts, with assistance from adults/peers, to: respond to questions and suggestions, adding details to strengthen writing	Listed on the item specification linked to the standard's code
	K.W.1.C.b	Reread, revise, and edit drafts, with assistance from adults/peers, to: edit by leaving spaces between words in a sentence	Listed on the item specification linked to the standard's code
	K.W.1.D.a	With assistance from adults/peers: explore a variety of conventional/digital tools to produce and publish writing	Listed on the item specification linked to the standard's code
	K.L.1.A.a	In speech and written form, apply standard English grammar to: identify naming words (nouns) and action words (verbs)	Listed on the item specification linked to the standard's code

K.W.2.C Narrative

K.L.1.A.b	In speech and written form, apply standard English grammar to: use plural words when speaking	Listed on the item specification linked to the standard's code
K.L.1.A.c	In speech and written form, apply standard English grammar to: express time and space	Listed on the item specification linked to the standard's code
K.L.1.A.d	In speech and written form, apply standard English grammar to: demonstrate the use of complete sentences in shared language activities	Listed on the item specification linked to the standard's code
K.L.1.B.a	In speech and written form, apply standard English grammar to: print in upper and lower case letters	Listed on the item specification linked to the standard's code
K.L.1.B.b	In speech and written form, apply standard English grammar to: recognize that a sentence ends with punctuation marks	Listed on the item specification linked to the standard's code
K.L.1.B.c	In speech and written form, apply standard English grammar to: capitalize own first and last name	Listed on the item specification linked to the standard's code
K.L.1.B.d	In speech and written form, apply standard English grammar to: capitalize first word in a sentence	Listed on the item specification linked to the standard's code
K.L.1.B.e	In speech and written form, apply standard English grammar to: capitalize the pronoun I	Listed on the item specification linked to the standard's code
K.L.1.B.f	In speech and written form, apply standard English grammar to: write and name the printed letters that match the sound	Listed on the item specification linked to the standard's code
K.L.1.B.g	In speech and written form, apply standard English grammar to: use inventive spelling with beginning, final, and medial sounds	Listed on the item specification linked to the standard's code
K.L.1.B.i	In speech and written form, apply standard English grammar to: use correct spelling of own first and last names	Listed on the item specification linked to the standard's code

**Click on standard code above to see Item Specifications from DESE and Released Items*

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge
Priority Standard	K.W.2.C.a	<p>Give DFA anytime during Module 5.4.Prompt: What is something new you have tried? Give Post anytime during Module 7.4.Prompt: Pretend you are a bug. What would you do to be safe?</p> <p>To score, teachers combine the writing total points and the convention total points to receive a grand total for scoring. Teachers can help students stretch letter sounds, but do not give letter names. Teachers can remind students to double check their work (ex. Punctuation, capital letters, spaces). Teachers can remind students to count the words in their sentences. Teachers should <u>NOT</u> tell the students what their sentence should say or how it should be written.</p> <p>Scoring Suggestions:</p> <ul style="list-style-type: none"> ● If a child does not write anything do not look at the rubric at all; the student should get a 1. ● If a child writes gibberish or random words, the student should get a 1.5. (The teacher probably does not need to look at the rubric.) <p>Note: Each type of writing in Kindergarten states “With assistance” so be mindful of this when scoring using the rubric.</p>
	K.W.2.C.b	
	K.W.2.C.c	
	K.W.2.C.d	
	K.W.2.C.e	

Key Vocabulary

prewrite	graphic organizers	edit	opinion	topic
details	narrative			

Common Assessments- Go to the Scope and Sequence

Quick Glance

- 4 - Students score 24 points on the writing rubric.
- 3.5 - Students score 19-23 points on the writing rubric.
- 3 - Students score 16-18 points on the writing rubric.
- 2.5 - Students score 13-15 points on the writing rubric.
- 2 - Students score 10-12 points on the writing rubric.
- 1.5 - Students score 7-9 points on the writing rubric.
- 1 - Students score 0-6 points on the writing rubric.

K.W.2.C Narrative

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	<p>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> Score a 24 on the writing rubric 	<ul style="list-style-type: none"> Writing always matches the prompt, has details in the picture and in the sentence(s), words match the writing, and writing retells a personal event.
<p>3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.</p> <ul style="list-style-type: none"> Students will score a 19-23 on the writing rubric 		
Score 3.0	<p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</p> <p>The student will:</p> <ul style="list-style-type: none"> Score a 16-18 on the writing rubric 	<ul style="list-style-type: none"> Writing almost always matches the prompt, has details in the picture and in the sentence(s), words match the writing, and writing retells a personal event.
<p>2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.</p> <ul style="list-style-type: none"> Students will score a 13-15 on the writing rubric 		
Score 2.0	<p>The student exhibits no major errors or gaps in the simpler details and processes.</p> <p>The student will:</p> <ul style="list-style-type: none"> Score a 10-12 on the writing rubric 	<ul style="list-style-type: none"> Writing sometimes matches the prompt, has details in the picture and in the sentence(s), words match the writing, and writing retells a personal event.
<p>1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.</p> <ul style="list-style-type: none"> Students will score a 7-9 on the writing rubric 		
Score 1.0	<p>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</p> <ul style="list-style-type: none"> Score a 6 or below on the writing rubric 	<ul style="list-style-type: none"> Writing does not match the prompt, has details in the picture and in the sentence(s), words match the writing, and writing retells a personal event.

K.L.1.B.h-Write Upper and Lower Case Letters

Grade: K Subject: ELA Pre: Module 2.4 Post: Module 7.2

Standards

Report Card Topic	K.L.1.B.h	Writing Letters for sounds	Expectation Unwrapped
Priority Standard	K.L.1.B.h	Write and name letters for consonant and vowel sounds	<ul style="list-style-type: none"> The student will, in written text, write the correct letters for consonant and vowel sounds.

**Click on standard code above to see Item Specifications from DESE and Released Items*

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge
Priority Standard	K.L.1.B.h	<p>DURING ASSESSMENT:</p> <ul style="list-style-type: none"> Teacher says: "Write the upper and lowercase letter that makes the sound." <p>Give the pre assessment anytime during Module 2.4. Give DFA anytime during 5.3. Give the post assessment anytime during 7.2.</p>

Key Vocabulary

lower case	uppercase	vowel	capital	sound
same	different	consonant		

Common Assessments- Go to the Scope and Sequence

K.L.1.B.h-Write Upper and Lower Case Letters

Quick Glance

4 - Student writes all 52 letters correctly (looks perfect).

3 - Student writes all 52 letters (reversals are okay, appropriate sizing for Cc, Oo, Ss, etc.).

2.5 - Student writes 43-51 letters for sounds given.

2 - Student writes 35-42 letters for sounds given.

1.5 - Student writes 25-34 letters for sounds given.

1 - Student writes 24 or less letters for sounds given.

K.L.1.B.h-Write Upper and Lower Case Letters

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	The student will: <ul style="list-style-type: none"> ● Print the correct letter for the sound given. ● Write all 52 letters correctly, no reversals. Letters are on lines with correct spacing and height. Basically perfect. Tall letters are tall, small letters are small, and falling letters fall. 	<ul style="list-style-type: none"> ● Uppercase and lowercase letter writing assessment.
3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	The student will: <ul style="list-style-type: none"> ● Print the correct letter for the sound given. ● All 52 letters are written. Reversals are okay. Appropriate sizing required for Cc,Oo,Ss, etc. 	<ul style="list-style-type: none"> ● Uppercase and lowercase letter writing assessment.
2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content. <ul style="list-style-type: none"> ● Print the correct letter for the sound given. ● Write 43-51 letters for sounds given. 		
Score 2.0	The student will <ul style="list-style-type: none"> ● Print the correct letter for the sound given. ● Write 35-42 letters for sounds given. 	<ul style="list-style-type: none"> ● Uppercase and lowercase letter writing assessment.
1.5 The student will: <ul style="list-style-type: none"> ● Print the correct letter for the sound given ● Write 25-34 letters for sounds given 		
Score 1.0	The student will: <ul style="list-style-type: none"> ● Print the correct letter for the sound given. ● Write 24 or less letters for sounds given. 	<ul style="list-style-type: none"> ● Uppercase and lowercase letter writing assessment.

K.RF.2.A.f-h Phonemic Awareness

Grade: K Subject: ELA Pre: Module 3.2 Post: Module 6.4

Standards

Report Card Topic	K.RF.2.A.f-h	Phonemic Awareness	Expectation Unwrapped
Priority Standard	K.RF.2.A.f	Develop phonemic awareness in the reading process by: blending spoken phonemes to form one syllable words	<ul style="list-style-type: none"> The student will develop phonemic awareness in the reading process by demonstrating understanding of blending phonemes to form and recite one-syllable words.
	K.RF.2.A.g	Develop phonemic awareness in the reading process by: isolating the initial, medial and final sounds in spoken words	<ul style="list-style-type: none"> The student will develop phonemic awareness in the reading process by isolating initial, medial, and final sounds in spoken words.
	K.RF.2.A.h	Develop phonemic awareness in the reading process by: segmenting spoken words into 2 or 3 phonemes	<ul style="list-style-type: none"> The student will develop phonemic awareness in the reading process by segmenting words into two or three phonemes.
Supporting Standards	K.RF.2.A.a	Develop phonemic awareness in the reading process by: identifying sounds in spoken words	Listed on the item specification linked to the standard's code
	K.RF.2.A.d	Develop phonemic awareness in the reading process by: recognizing spoken alliteration or groups of words that begin with the same onset or initial sound	Listed on the item specification linked to the standard's code
	K.RF.2.A.e	Develop phonemic awareness in the reading process by: blending spoken onsets and rimes to form simple words.	Listed on the item specification linked to the standard's code
	K.RF.3.A.d	Develop phonics in the reading process by: recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words	Listed on the item specification linked to the standard's code

**Click on standard code above to see Item Specifications from DESE and Released Items*

K.RF.2.A.f-h Phonemic Awareness

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge
Priority Standard	K.RF.2.A.f	Give the pre assessment anytime during Module 3.2. Give the post assessment anytime during Module 5.2. Give the post assessment anytime during Module 6.4
	K.RF.2.A.g	
	K.RF.2.A.h	

Key Vocabulary

word	word families	onset-rime	beginning sounds	middle sounds
ending sounds	same	different	segment	syllable/part
initial sound	medial sound	final sound		

Common Assessments-Go to the Scope and Sequence

Find the assessment in ESGI named “21-22 Phonemic Awareness Pre.” Can be given anytime within the listed week.
 Find the assessment in ESGI named “21-22 Phonemic Awareness DFA.” Can be given anytime within the listed week.
 Find the assessment in ESGI named “21-22 Phonemic Awareness Post.” Can be given anytime within the listed week.

Quick Guide:

- 4 - Student is able to provide 15 correct answers.
- 3.5 - Student is able to provide 13-14 correct answers.
- 3 - Student is able to provide 12 correct answers.
- 2.5 - Student is able to provide 10-11 correct answers.
- 2 - Student is able to provide 9 correct answers.
- 1.5 - Student is able to provide 7-8 correct answers.
- 1 - Student is able to provide 6 or less correct answers.

K.RF.2.A.f-h Phonemic Awareness

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	<p>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> • 15 correct answers (successfully mastered skills) • Blending spoken phonemes to form one syllable words • Isolating the initial, medial and final sounds in spoken words • Segmenting spoken words into 2 or 3 phonemes 	<ul style="list-style-type: none"> • Listen to letters and tell me the word they make • Tell me the beginning, middle, and ending sounds of the word • Say the sounds you hear from the word I say.
<p>3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.</p> <ul style="list-style-type: none"> • 13-14 correct answers 		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • 12 correct answers <p>The student exhibits no major errors or omissions regarding the more complex ideas and processes.</p> <ul style="list-style-type: none"> • Blending spoken phonemes to form one syllable words • Isolating the initial, medial and final sounds in spoken words • Segmenting spoken words into 2 or 3 phonemes 	<ul style="list-style-type: none"> • Listen to letters and tell me the word they make • Tell me the beginning, middle, and ending sounds of the word • Say the sounds you hear from the word I say.
<p>2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.</p> <ul style="list-style-type: none"> • 10-11 correct answers 		
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> • 9 correct answers (successfully mastered skills) • <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <ul style="list-style-type: none"> • Blending spoken phonemes to form one syllable words • Isolating the initial, medial and final sounds in spoken words • Segmenting spoken words into 2 or 3 phonemes 	<ul style="list-style-type: none"> • Listen to letters and tell me the word they make • Tell me the beginning, middle, and ending sounds of the word • Say the sounds you hear from the word I say.
<p>1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.</p> <ul style="list-style-type: none"> • 7-8 correct answers 		
Score 1.0	<p><u>With help</u>, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> • 6 or less correct answers 	<ul style="list-style-type: none"> • Phonemic Awareness Assessment • Teacher observation

K.R.2 Fiction Comprehension Skills

Grade: K Subject: ELA Pre: Module 3.1 Post: Module 6.2

Standards

Report Card Topic	K.R.2	Fiction Comprehension Skills	Expectation Unwrapped
Priority Standard	K.R.2.A.a	With assistance, read, infer and draw conclusions to: identify elements of a story, including setting, character, and key events	<ul style="list-style-type: none"> The student will demonstrate understanding of inferring and drawing conclusions. The student will make inferences and draw conclusions based on texts during read-aloud. The student will read, infer, and draw conclusions to identify the setting and characters of a story. The student will read, infer, and draw conclusions to identify major events that happen in a story. The student will apply strategies in text from different cultures and times.
	K.R.2.A.b	With assistance, read, infer and draw conclusions to: retell a main event from a story read aloud and familiar stories	<ul style="list-style-type: none"> The student will demonstrate understanding of inferring and drawing conclusions. The student will make inferences and draw conclusions based on texts during read-aloud. The student will read, infer, and draw conclusions to retell a main event of a familiar story and/or a read aloud when prompted. The student will apply strategies in text from different cultures and times
Supporting Standards	K.R.2.A.c	With assistance, read, infer and draw conclusions to: recognize sensory details and recurring phrases	Listed on the item specification linked to the standard's code
	K.R.2.A.d	With assistance, read, infer and draw conclusions to: recognize different types of texts	Listed on the item specification linked to the standard's code
	K.R.2.A.e	With assistance, read, infer and draw conclusions to: name author and illustrator of a story and describe how each is telling the story	Listed on the item specification linked to the standard's code
	K.R.2.A.f	With assistance, read, infer and draw conclusions to: compare and contrast adventures of characters in familiar stories	Listed on the item specification linked to the standard's code
	K.R.2.A.g	With assistance, read, infer and draw conclusions to: ask and answer questions about unknown words in text	Listed on the item specification linked to the standard's code
	K.R.2.B.a	With assistance, read, infer and draw conclusions to: respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds	Listed on the item specification linked to the standard's code
	K.R.2.C.a	With assistance, read, infer and draw conclusions to: identify characters in a puppet play or performance by actors	Listed on the item specification linked to the standard's code

K.R.2 Fiction Comprehension Skills

K.RF.1.A.b	Develop print awareness in the reading process by: sequencing the letters of the alphabet	Listed on the item specification linked to the standard's code
K.RF.1.A.c	Develop print awareness in the reading process by: demonstrating that books are read left to right, top to bottom	Listed on the item specification linked to the standard's code
K.RF.1.A.d	Develop print awareness in the reading process by: demonstrating that written words are made up of different letters	Listed on the item specification linked to the standard's code
K.RF.1.A.e	Develop print awareness in the reading process by: knowing that a sentence is comprised of a group of words separated by spaces	Listed on the item specification linked to the standard's code
K.RF.1.A.f	Develop print awareness in the reading process by: demonstrating one-to-one correspondence between spoken words and written words	Listed on the item specification linked to the standard's code
K.R.1.A.a	With assistance, develop and demonstrate reading skills in response to read alouds by: predicting what might happen next in a text based on the cover, title, and illustrations	Listed on the item specification linked to the standard's code
K.R.1.A.b	With assistance, develop and demonstrate reading skills in response to read alouds by: asking and responding to questions about texts read aloud	Listed on the item specification linked to the standard's code
K.R.1.A.c	With assistance, develop and demonstrate reading skills in response to read alouds by: retelling main ideas or important facts from a read aloud or familiar story	Listed on the item specification linked to the standard's code
K.R.1.A.d	With assistance, develop and demonstrate reading skills in response to read alouds by: connecting the information and events of a text to experiences	Listed on the item specification linked to the standard's code
K.R.1.A.e	With assistance, develop and demonstrate reading skills in response to read alouds by: recognizing beginning, middle, and end	Listed on the item specification linked to the standard's code
K.RF.4.A	Read with support, appropriate texts with purpose and understanding	Listed on the item specification linked to the standard's code

**Click on standard code above to see Item Specifications from DESE and Released Items*

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge
Priority Standard	K.R.2.A.a	Assessments need to be given before the story is discussed with the whole class. While students are assessing if they need help reading you can assist just know that when you add assistance to reading the story it affects the scoring.
	K.R.2.A.b	

K.R.2 Fiction Comprehension Skills

Key Vocabulary

predict	realism	fantasy	fiction	Non-fiction
text	sequence	summarize	retell	beginning
middle	ending	character	plot	setting
title	table of contents	vocabulary	glossary	connections
reflection	creative			

Common Assessments- Go to the Scope and Sequence

Quick Glance

- 4 - Student read the story independently **AND** answered ALL questions with **NO** prompting.
- 3.5 - Student read with some assistance and some independently AND answered all Level 2 and 3 questions with **NO** prompting.
- 3 - Student answered all Level 2 and 3 questions with or without prompting.
- 2.5 - Student answered all Level 2 questions but not all of the Level 3 questions with or without prompting.
- 2 - Student answered all Level 2 questions with or without prompting.
- 1.5 - Student answered one Level 2 question with or without prompting.
- 1 - Student was unable to answer any questions, even with assistance.

K.R.2 Fiction Comprehension Skills

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	<p>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> ● Independently, read, infer and draw conclusions to: identify elements of a story, including setting, character, and key events ● Independently, read, infer and draw conclusions to: retell a main event from a story read aloud and familiar stories 	<ul style="list-style-type: none"> ● Level 3 tasks independently
3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	<p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes). The student will:</p> <ul style="list-style-type: none"> ● With assistance, read, infer and draw conclusions to: identify elements of a story, including setting, character, and key events ● With assistance, read, infer and draw conclusions to: retell a main event from a story read aloud and familiar stories 	<ul style="list-style-type: none"> ● What is the main idea of the story?
2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
Score 2.0	<p>The student exhibits no major errors or gaps in the simpler details and processes. The student will:</p> <ul style="list-style-type: none"> ● With assistance, develop and demonstrate reading skills in response to read alouds by: asking and responding to questions about texts read aloud ● With assistance, develop and demonstrate reading skills in response to read alouds by: retelling main ideas or important facts from a read aloud or familiar story ● With assistance, develop and demonstrate reading skills in response to read alouds by: recognizing beginning, middle, and end ● Read with support, appropriate texts with purpose and understanding 	<ul style="list-style-type: none"> ● In the beginning of the story what does Tab do?
1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
Score 1.0	<p><u>With help</u>, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Student was unable to answer the questions.

K.R.3 Nonfiction Comprehension Skills

Grade: K Subject: ELA Pre: Module 3.1 Post: Module 7.3

Standards

Report Card Topic	K.R.3	Nonfiction comprehension skills	Expectation Unwrapped
Priority Standard	K.R.3.A.a	With assistance, read, infer and draw conclusions to: identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations	<ul style="list-style-type: none"> The student will demonstrate understanding of inferring and drawing conclusions. The student will make inferences and draw conclusions based on texts during read-aloud. The student will read, infer, and draw conclusions to understand what a topic is. The student will read, infer, and draw conclusions to understand what an expository text is. The student will read, infer, and draw conclusions to use words and/or illustrations of a text to help determine key details of a topic. The student will apply strategies in text from different cultures and times.
	K.R.3.C.c	With assistance, read, infer and draw conclusions to: name the main topic and recall key details of the text	<ul style="list-style-type: none"> The student will demonstrate understanding of inferring and drawing conclusions. The student will make inferences and draw conclusions based on texts during read-aloud. The student will read, infer, and draw conclusions to recall the main topic from a text. The student will read, infer, and draw conclusions to recall important facts from a text. The student will apply strategies in text from different cultures and times.
Supporting Standards	K.R.3.A.b	With assistance, read, infer and draw conclusions to: use titles and illustrations to make predictions about text	Listed on the item specification linked to the standard's code
	K.R.3.A.c	With assistance, read, infer and draw conclusions to: identify text features	Listed on the item specification linked to the standard's code
	K.R.3.A.d	With assistance, read, infer and draw conclusions to: identify the meaning of environmental print	Listed on the item specification linked to the standard's code
	K.R.3.B.a	With assistance, read, infer and draw conclusions to: respond to examples of sensory details	Listed on the item specification linked to the standard's code
	K.R.3.C.a	With assistance, read, infer and draw conclusions to: ask and answer questions to clarify meaning	Listed on the item specification linked to the standard's code
	K.R.3.C.b	With assistance, read, infer and draw conclusions to: identify basic similarities and differences between two texts on the same topic	Listed on the item specification linked to the standard's code

K.R.3 Nonfiction Comprehension Skills

K.R.3.C.d	With assistance, read, infer and draw conclusions to: ask and answer questions about unknown words in a text	Listed on the item specification linked to the standard's code
K.RF.1.A.b	Develop print awareness in the reading process by: sequencing the letters of the alphabet	Listed on the item specification linked to the standard's code
K.RF.1.A.c	Develop print awareness in the reading process by: demonstrating that books are read left to right, top to bottom	Listed on the item specification linked to the standard's code
K.RF.1.A.d	Develop print awareness in the reading process by: demonstrating that written words are made up of different letters	Listed on the item specification linked to the standard's code
K.RF.1.A.e	Develop print awareness in the reading process by: knowing that a sentence is comprised of a group of words separated by spaces	Listed on the item specification linked to the standard's code
K.RF.1.A.f	Develop print awareness in the reading process by: demonstrating one-to-one correspondence between spoken words and written words	Listed on the item specification linked to the standard's code
K.R.1.A.a	With assistance, develop and demonstrate reading skills in response to read alouds by: predicting what might happen next in a text based on the cover, title, and illustrations	Listed on the item specification linked to the standard's code
K.R.1.A.b	With assistance, develop and demonstrate reading skills in response to read alouds by: asking and responding to questions about texts read aloud	Listed on the item specification linked to the standard's code
K.R.1.A.c	With assistance, develop and demonstrate reading skills in response to read alouds by: retelling main ideas or important facts from a read aloud or familiar story	Listed on the item specification linked to the standard's code
K.R.1.A.d	With assistance, develop and demonstrate reading skills in response to read alouds by: connecting the information and events of a text to experiences	Listed on the item specification linked to the standard's code
K.R.1.A.e	With assistance, develop and demonstrate reading skills in response to read alouds by: recognizing beginning, middle, and end	Listed on the item specification linked to the standard's code
K.RF.4.A	Read with support, appropriate texts with purpose and understanding	Listed on the item specification linked to the standard's code

**Click on standard code above to see Item Specifications from DESE and Released Items*

K.R.3 Nonfiction Comprehension Skills

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge
Priority Standard	K.R.3.A.a	Assessments need to be given before the story is discussed with the whole class. While students are assessing if they need help reading you can assist just know that when you add assistance to reading the story it affects the scoring.
	K.R.3.C.c	

Key Vocabulary

predict	realism	fantasy	fiction	non-fiction
text	sequence	summarize	retell	beginning
middle	ending	character	setting	Plot
title	table of contents	vocabulary	glossary	connections
reflection	creative			

Common Assessments-Go to the Scope and Sequence

Quick Glance

- 4 - Student read the story independently **AND** answered ALL questions with **NO** prompting.
- 3.5 - Student read with some assistance and some independently AND answered all Level 2 and 3 questions with **NO** prompting.
- 3 - Student answered all Level 2 and 3 questions with or without prompting.
- 2.5 - Student answered all Level 2 questions but not all of the Level 3 questions with or without prompting.
- 2 - Student answered all Level 2 questions with or without prompting.
- 1.5 - Student answered one Level 2 question with or without prompting.
- 1 - Student was unable to answer any questions, even with assistance.

K.R.3 Nonfiction Comprehension Skills

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	<p>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> ● Independently, read, infer and draw conclusions to: identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations ● Independently, read, infer and draw conclusions to: name the main topic and recall key details of the text 	<ul style="list-style-type: none"> ● Level 3 tasks independently
3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	<p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes). The student will:</p> <ul style="list-style-type: none"> ● With assistance, read, infer and draw conclusions to: identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations ● With assistance, read, infer and draw conclusions to: name the main topic and recall key details of the text 	<ul style="list-style-type: none"> ● What is the main idea of the story?
2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
Score 2.0	<p>The student exhibits no major errors or gaps in the simpler details and processes. The student will:</p> <ul style="list-style-type: none"> ● With assistance, develop and demonstrate reading skills in response to read alouds by: connecting the information and events of a text to experiences ● With assistance, develop and demonstrate reading skills in response to read alouds by: recognizing beginning, middle, and end ● Read with support, appropriate texts with purpose and understanding 	<ul style="list-style-type: none"> ● What is the first firefighter gear the student tries on?
1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
Score 1.0	<p><u>With help</u>, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Student was unable to answer the questions

K.W.2.B Informative/Explanatory/Research

Grade: K Subject: ELA Pre: Module 4.4 Post: Module 6.4

Standards

Report Card Topic	K.W.2.B	Informative/Explanatory/Research Writing	Expectation Unwrapped
Priority Standard	K.W.2.B.a	With assistance, draw or write informative/ explanatory texts that: use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school	<ul style="list-style-type: none"> The student will use a combination of drawing and/or writing to name and inform or explain about a topic or text being studied.
	K.W.2.B.b	With assistance, draw or write informative/ explanatory texts that: use words that are related to the topic	<ul style="list-style-type: none"> The student will recognize and use words that are related to a topic in writing, with assistance if needed.
Supporting Standards	K.W.1.A.a	Follow a writing process, with assistance, to generate a writing plan through: using pictures, oral language or written letters, and/or words	Listed on the item specification linked to the standard's code
	K.W.1.B.a	Appropriate to genre type, develop a draft from prewriting by: sequencing the actions or details through letters, words, and pictures	Listed on the item specification linked to the standard's code
	K.W.1.C.a	Reread, revise, and edit drafts, with assistance from adults/peers, to: respond to questions and suggestions, adding details to strengthen writing	Listed on the item specification linked to the standard's code
	K.W.1.C.b	Reread, revise, and edit drafts, with assistance from adults/peers, to: edit by leaving spaces between words in a sentence	Listed on the item specification linked to the standard's code
	K.W.1.D.a	With assistance from adults/peers: explore a variety of conventional/digital tools to produce and publish writing	Listed on the item specification linked to the standard's code
	K.W.3.A.a	With assistance, apply research process to: generate a list of open-ended questions about topics of class interest	Listed on the item specification linked to the standard's code
	K.W.3.A.b	With assistance, apply research process to: decide what sources or people in the classroom, school, library, or home can answer their questions	Listed on the item specification linked to the standard's code
	K.W.3.A.c	With assistance, apply research process to: gather evidence from sources	Listed on the item specification linked to the standard's code
	K.W.3.A.d	With assistance, apply research process to: use pictures in conjunction with writing when documenting research	Listed on the item specification linked to the standard's code
	K.L.1.A.a	In speech and written form, apply standard English grammar to: identify naming words (nouns) and action words (verbs)	Listed on the item specification linked to the standard's code
	K.L.1.A.b	In speech and written form, apply standard English grammar to: use plural words when speaking	Listed on the item specification linked to the standard's code
K.L.1.A.d	In speech and written form, apply standard English grammar to: demonstrate the use of complete sentences in shared	Listed on the item specification linked to the standard's code	

K.W.2.B Informative/Explanatory/Research

	language activities	
K.L.1.B.a	In speech and written form, apply standard English grammar to: print in upper and lower case letters	Listed on the item specification linked to the standard's code
K.L.1.B.b	In speech and written form, apply standard English grammar to: recognize that a sentence ends with punctuation marks	Listed on the item specification linked to the standard's code
K.L.1.B.c	In speech and written form, apply standard English grammar to: capitalize own first and last name	Listed on the item specification linked to the standard's code
K.L.1.B.d	In speech and written form, apply standard English grammar to: capitalize first word in a sentence	Listed on the item specification linked to the standard's code
K.L.1.B.e	In speech and written form, apply standard English grammar to: capitalize the pronoun I	Listed on the item specification linked to the standard's code
K.L.1.B.f	In speech and written form, apply standard English grammar to: write and name the printed letters that match the sound	Listed on the item specification linked to the standard's code
K.L.1.B.g	In speech and written form, apply standard English grammar to: use inventive spelling with beginning, final, and medial sounds	Listed on the item specification linked to the standard's code
K.L.1.B.i	In speech and written form, apply standard English grammar to: use correct spelling of own first and last names	Listed on the item specification linked to the standard's code

**Click on standard code above to see Item Specifications from DESE and Released Items*

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge
Priority Standard	K.W.2.B.a	<p>Give the first DFA anytime during Module 4.4. Prompt: Using the book “Getting Rest” from Module 4.4, write 2 ways sleep helps your body.</p> <p>Give the post assessment anytime during Module 6.4. Prompt: Write about a holiday you celebrate and tell at least 2 things you do for that holiday. If a student does not celebrate holidays, they will write about a special day or event and provide 2 details about that day or event.</p> <p>To score, teachers combine the writing total points and the convention total points to receive a grand total for scoring. Teachers can help students stretch letter sounds, but do not give letter names. Teachers can remind students to double check their work (ex. Punctuation, capital letters, spaces). Teachers can remind students to tell 2 things about the holiday or special day in their writing. Teachers can remind students to count the words in their sentences. Teachers should <u>NOT</u> tell the students what their sentence should say or how it should be written.</p> <p>Scoring Suggestions:</p> <ul style="list-style-type: none"> ● If a child does not write anything do not look at the rubric at all; the student should get a 1. ● If a child writes gibberish or random words, the student should get a 1.5. (The teacher probably does not need to look at the rubric.) <p>Note: Each type of writing in Kindergarten states “With assistance” so be mindful of this when scoring using the rubric.</p>
	K.W.2.B.b	

Key Vocabulary

prewrite	graphic organizers	edit	informative	explanatory
topic	details			

Common Assessments Go to the Scope and Sequence

Quick Glance

- 4 - Students score 24 points on the writing rubric.
- 3.5 - Students score 19-23 points on the writing rubric.
- 3 - Students score 16-18 points on the writing rubric.
- 2.5 - Students score 13-15 points on the writing rubric.
- 2 - Students score 10-12 points on the writing rubric.
- 1.5 - Students score 7-9 points on the writing rubric.
- 1 - Students score 0-6 points on the writing rubric.

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	<p>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> Score a 24 on the writing rubric 	<ul style="list-style-type: none"> Writing always matches the prompt, has details in the picture and in the sentence(s), words match the writing, and gives at least 2 facts about the topic.
<p>3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.</p> <ul style="list-style-type: none"> Student will score a 19-23 on the writing rubric 		
Score 3.0	<p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes). The student will:</p> <ul style="list-style-type: none"> Score a 16-18 on the writing rubric 	<ul style="list-style-type: none"> Writing almost always matches the prompt, has details in the picture and in the sentence(s), words match the writing, and gives at least 2 facts about the topic.
<p>2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.</p> <ul style="list-style-type: none"> Student will score a 13-15 on the writing rubric 		
Score 2.0	<p>The student exhibits no major errors or gaps in the simpler details and processes. The student will:</p> <ul style="list-style-type: none"> Score a 10-12 on the writing rubric 	<ul style="list-style-type: none"> Writing sometimes matches the prompt, has details in the picture and in the sentence(s), words match the writing, and gives at least 2 facts about the topic.
<p>1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.</p> <ul style="list-style-type: none"> Student will score a 7-9 on the writing rubric 		
Score 1.0	<p>With help, a partial understanding of the 2.0 content and some of the 3.0 content. The student will:</p> <ul style="list-style-type: none"> Score a 6 or below on the writing rubric 	<ul style="list-style-type: none"> Writing does not match the prompt, has details in the picture and in the sentence(s), words match the writing, and gives at least 2 facts about the topic.