

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
Scope and Sequence 2021-2022

3 Year Olds

Priority Standards		1st Quarter				2nd Quarter					3rd Quarter					4th Quarter					
		8/23-9/3	9/7-9/17	9/20-10/1	10/4-10/15	10/18-10/28	11/1-11/12	11/15-11/23	11/29-12/10	12/13-1/7	1/10-1/21	1/24-2/4	2/7-2/18	2/22-3/4	3/7-3/25	3/28-4/8	4/11-4/22	4/25-5/6	5/9-5/20	5/23-5/27	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
MELS3.L1.A4	Uses complete sentences to communicate	pre-test				CFA				CFA					CFA					post-test	
MELS3.L2.A3	Follows simple directions	pre-test				CFA				CFA					CFA					post-test	
MELS3.L3.A2	Written expression (pre-writing strokes)													pre-test						CFA	post-test
MELS3.L4.A2	Exhibit book handling skills													pre-test						CFA	post-test
MELS3.L4.A3	Recognizes first name in print	pre-test				CFA				CFA					CFA						post-test
MELS3.L4.A6	Identify alphabet letters	pre-test				CFA				CFA					CFA						post-test
MELS3.SE1.B1	Follows rules and routines	pre-test				CFA				CFA					CFA						post-test
MELS3.SE1.E1	Sustains attention to task	pre-test				CFA				CFA					CFA						post-test
MELS3.SE1.A3	Knows personal information					pre-test				CFA					CFA						post-test
MELS3.M1.A1	Rote counting	pre-test				CFA				CFA					CFA						post-test
MELS3.M1.B1	Identifies numbers													pre-test						CFA	post-test
MELS3.M1.B3	One to one counting													pre-test						CFA	post-test
MELS3.M2.A3	Position words													pre-test						CFA	post-test
MELS3.M2.B2	Identify some shapes	pre-test				CFA				CFA					CFA						post-test
MELS3.M3.A3	Identifies colors													pre-test						CFA	post-test
MELS3.M4.A3	Measurement					pre-test				CFA					CFA						post-test

MELS3.L1.A4 Spoken/Expressive Language

Grade: PK3 Subject: ELA Month(s): August-May Pre August Post: May

Standards

Report Card Topic	MELS3.L1.A4	Uses Complete Sentences to Communicate	Expectation Unwrapped
Priority Standard	MELS3.L1.A4	Uses Complete Sentences to Communicate	•
Supporting Standards			

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

Instructional Ideas/Notes

		Lesson(s)	Instructional Ideas/Prerequisite Knowledge
Priority Standard	MELS3.L1.A4	ELLC Circle, PA groups, Center Time, etc.	
Supporting Standards			This is where we would link supplemental lessons.

Tasks/Learning Progression

Key Vocabulary

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Common Assessments Go to the Scope and Sequence

MELS3.L1.A4 Spoken/Expressive Language

Proficiency Scale

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

<p>Score 4.0</p>	<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"> The student consistently combines two and three words in a series. They initiate conversation and respond to adults and peers 90% of the time. They speak clearly part of the time. 	<ul style="list-style-type: none"> This standard is assessed through observation in the environment. Observations can be made in any setting to include, but is not limited to, recess, center time, circle time, meals/snacks, etc.
<p>3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>		
<p>Score 3.0</p>	<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"> The student consistently combines two and three words in a series. They initiate conversation and respond to adults and peers 80% of the time. They speak clearly part of the time. 	<ul style="list-style-type: none"> This standard is assessed through observation in the environment. Observations can be made in any setting to include, but is not limited to, recess, center time, circle time, meals/snacks, etc.
<p>2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.</p>		
<p>Score 2.0</p>	<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"> The student begins to combine two and three words in a series. They occasionally initiate conversation and respond to adults and peers 70% of the time. They speak clearly only some of the time. 	<ul style="list-style-type: none"> This standard is assessed through observation in the environment. Observations can be made in any setting to include, but is not limited to, recess, center time, circle time, meals/snacks, etc.
<p>1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.</p>		
<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"> The student begins to combine one to two words in a series. They occasionally initiate conversation and respond to adults and peers 60% of the time or less. 	<ul style="list-style-type: none"> This standard is assessed through observation in the environment. Observations can be made in any setting to include, but is not limited to, recess, center time, circle time, meals/snacks, etc.

MELS3.L2.A3 Follows Simple Directions

Grade: PK3 Subject: ELA Month(s): August-May Pre: August Post: May

Standards

Report Card Topic	MELS3.L2.A3	Follows Simple Directions	Expectation Unwrapped
Priority Standard	MELS3.L2.A3	Follows Simple Directions	•
Supporting Standards			

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

Instructional Ideas/Notes

		Lesson(s)	Instructional Ideas/Prerequisite Knowledge
Priority Standard	MELS3.L2.A3		
Supporting Standards			This is where we would link supplemental lessons.

Tasks/Learning Progression

Key Vocabulary

First	Next	Then	Listen	
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Common Assessments Go to the Scope and Sequence

MELS3.L2.A3 Follows Simple Directions

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"> • Student follows a direction with two or more steps without prompts. 	<ul style="list-style-type: none"> • Rote directions and routines are acceptable. This assessment is an observation assessment.
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"> • Student follows a two-step direction with no more than 1 prompt. 	<ul style="list-style-type: none"> • Rote directions and routines are acceptable. This assessment is an observation assessment.
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"> • Student follows a one step direction with no more than one prompt. 	<ul style="list-style-type: none"> • Rote directions and routines are acceptable. This assessment is an observation assessment.
1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
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"> • Student follows a one step direction with multiple prompts and assistance. 	<ul style="list-style-type: none"> • Rote directions and routines are acceptable. This assessment is an observation assessment.

MELS3.L3.A2 Written Expression (Pre-writing strokes)

Grade: PK-3 Subject: ELA Month(s): January-May Pre January Post: May

Standards

Report Card Topic	MELS3.L3.A2	Pre-Writing Strokes	Expectation Unwrapped
Priority Standard	MELS3.L3.A2	Uses scribbles, shapes, pictures, letter-like forms and letters to write	•
Supporting Standards	MELS3.L3.A1	Experiment with writing tools and materials	

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

Instructional Ideas/Notes

		Lesson(s)	Instructional Ideas/Prerequisite Knowledge
Priority Standard	MELS3.L3.A2	All units-writing centers	Experiment with writing tools and materials.
Supporting Standards			This is where we would link supplemental lessons.

Tasks/Learning Progression

Key Vocabulary

lowercase	uppercase	same	different	
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Common Assessments Go to the Scope and Sequence

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"> Student begins to write their name. Some letters are present, formed in such a way that you can read it. 	<ul style="list-style-type: none"> Letters do not have to be formed perfectly. If the stick on the “a” is not perfectly aligned, but you can still tell that it is an “a”, that is ok.
<p>3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>		
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"> Student draws a horizontal, vertical and circle stroke (with a stop and start point, may cross over or not stop exactly). 	<ul style="list-style-type: none"> Circle strokes that go around and around don’t count. Horizontal and vertical lines don’t need to be perfectly straight.
<p>2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.</p>		
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"> Student draws $\frac{2}{3}$ strokes (horizontal line, vertical line, OR circle stroke). 	<ul style="list-style-type: none"> Circle strokes that go around and around don’t count. Horizontal and vertical lines don’t need to be perfectly straight.
<p>1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.</p>		
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"> Student draws scribbles. 	<ul style="list-style-type: none"> Circle strokes that go around and around don’t count. Horizontal and vertical lines don’t need to be perfectly straight.

MELS3.L4.A2 Exhibit Book Handling Skills

Grade: PK3 Subject: ELA Month(s): January-May Pre January Post: May

Standards

Report Card Topic	MELS3.L4.A2	Exhibits Book Handling Skills	Expectation Unwrapped
Priority Standard	MELS3.L4.A2	Exhibits Book Handling Skills	•
Supporting Standards			

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

Instructional Ideas/Notes

		Lesson(s)	Instructional Ideas/Prerequisite Knowledge
Priority Standard	MELS3.L4.A2	Shared Reading	
Supporting Standards			This is where we would link supplemental lessons.

Tasks/Learning Progression

Key Vocabulary

front	back	words	pictures	
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Common Assessments Go to the Scope and Sequence

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"> Student turns pages one by one, front to back and differentiates between pictures and words. Additionally, the student fills in the last words of a cloze sentence. 	<ul style="list-style-type: none"> Present the book to the child incorrectly. Look to see that the child orients the book correctly. When asked, the student points to the words and/or pictures. Teachers may observe the children fill in the last words of a cloze sentence during shared reading times. Some books that may be used are We're Different, We're the Same, The Little Old Lady Who Was Not Afraid of Anything, Grandfather and I, The Gingerbread Man, The Jacket I Wear in the Snow, The Three Little Pigs, Goldilocks and the Three Bears, My Truck is Stuck, Who Took the Farmer's Hat?, Going to the Zoo, The Very Busy Spider, The Little Red Hen.
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"> Student holds the book correctly. They know how to open the book to start reading. 	<ul style="list-style-type: none"> Present the book to the child correctly. Observe them handle the book. You may also observe the child in the literacy center.
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"> Student takes care of the book by not tearing the pages, drawing on the pages, or chewing on the book. 	<ul style="list-style-type: none"> Present the book to the child correctly. Observe them handle the book. You may also observe the child in the literacy center.
1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
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"> Student shows an interest in books. 	<ul style="list-style-type: none"> Present the book to the child correctly. Observe them handle the book. You may also observe the child in the literacy center.

MELS3.L4.A3-Recognizes First Name

Grade: PK3 Subject: ELA Month(s): August-May Pre August Post: May

Standards

Report Card Topic	MELS3.L4.A3	Recognizes First Name	Expectation Unwrapped
Priority Standard	MELS3.L4.A3	Recognizes First Name	•
Supporting Standards			

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

Instructional Ideas/Notes

		Lesson(s)	Instructional Ideas/Prerequisite Knowledge
Priority Standard	MELS3.L4.A3	Recognizes First Name	
Supporting Standards			This is where we would link supplemental lessons.

Tasks/Learning Progression

Key Vocabulary

Name	First	Letter		
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Common Assessments Go to the Scope and Sequence

MELS3.L4.A3-Recognizes First Name

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"> • Student recognizes their first name out of three similar names on a list. 	<ul style="list-style-type: none"> • Names should be similar such as Lilly, Lilianna, Liam etc. Put three similar names out and the child should independently choose their name 100% of the time.
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"> • Student recognizes their first name out of three names. 	<ul style="list-style-type: none"> • Names are not similar such as Lilly, Sam, and Joe. Student independently chooses their name 100% of the time.
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"> • Student recognizes their first name out of two names. 	<ul style="list-style-type: none"> • Names are not similar. Student chooses their name 80% of the time with no more than one prompt.
1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
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"> • Student recognizes their first name out of two names with help and assistance. 	<ul style="list-style-type: none"> • Names are not similar. Student chooses their name 80% of the time with a prompt and assistance, if necessary.

MELS3.L4.A6-Identify Alphabet Letters

Grade: PK3 Subject: ELA Month(s): August-May Pre: August Post: May

Standards

Report Card Topic	MELS3.L4.A6	Identify Alphabet Letters	Expectation Unwrapped
Priority Standard	MELS3.L4.A6	Identify Alphabet Letters	•
Supporting Standards			

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

Instructional Ideas/Notes

	Lesson(s)	Instructional Ideas/Prerequisite Knowledge
Priority Standard	MELS3.L4.A6 All units. Visual Phonics every day.	
Supporting Standards		This is where we would link supplemental lessons.

Tasks/Learning Progression

Key Vocabulary

Lowercase letters	Uppercase letters			
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Common Assessments Go to the Scope and Sequence

MELS3.L4.A6-Identify Alphabet Letters

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"> Expressively identifies 26 letters. 	<ul style="list-style-type: none"> Alphabet cards should have capital and lowercase letters displayed separately. Ask the child, "What letter is this?"
<p>3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>		
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"> Expressively or receptively identifies some alphabet letters (13 letters, e.g., What letter is this? If you assess receptively, you need to put 6 letters out for the child to point to the letter you are asking the child to identify. 	<ul style="list-style-type: none"> Alphabet cards should have capital and lowercase letters displayed separately. Ask the child, "What letter is this?"
<p>2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.</p>		
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"> Expressively or receptively identifies some alphabet letters (6 letters, e.g., What letter is this? If you assess receptively, you need to put 6 letters out for the child to point to the letter you are asking the child to identify. 	<ul style="list-style-type: none"> Alphabet cards should have capital and lowercase letters displayed separately. Ask the child, "What letter is this?"
<p>1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.</p>		
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"> Expressively or receptively identifies some alphabet letters (5 letters or fewer, e.g., What letter is this? If you assess receptively, you need to put 6 letters out for the child to point to the letter you are asking the child to identify. 	<ul style="list-style-type: none"> Alphabet cards should have capital and lowercase letters displayed separately. Ask the child, "What letter is this?"