

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.M1.A1 Shows Interest and Understanding in Counting

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

**Standards**

<b>Report Card Topic</b>	MELS3.M1.A1	Rote Counting	<b>Expectation Unwrapped</b>
<b>Priority Standard</b>	MELS3.M1.A1	Shows Interest and Understanding in Counting	
<b>Supporting Standards</b>			

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

**Instructional Ideas/Notes**

		Lesson(s)	Instructional Ideas/Prerequisite Knowledge
<b>Priority Standard</b>	MELS3.M1.A1	Circle time, ELLC Circle, Shared Reading, Math and Science Center	
<b>Supporting Standards</b>			This is where we would link supplemental lessons.

**Tasks/Learning Progression**

**Key Vocabulary**

Count	Numbers	How many		
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**Common Assessments Go to the Scope and Sequence**

MELS3.M1.A1 Shows Interest and Understanding in Counting

**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><b>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</b></p> <ul style="list-style-type: none"> <li>• Student will rote count to 20.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will verbally (or with sign) count to 20 by ones starting at one.</li> </ul>
3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	<p><b>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</b>  <b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student will rote count to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will verbally, with sign, or with number cards, count to 10 by ones starting at one.</li> </ul>
2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
Score 2.0	<p><b>The student exhibits no major errors or gaps in the simpler details and processes.</b>  <b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student will rote count to 5 with no more than one prompt.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will verbally, with sign, or with number cards, count to 5 by ones starting at one.</li> </ul>
1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
Score 1.0	<p><b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b></p> <ul style="list-style-type: none"> <li>• Student will rote count from 0-5 with prompts and assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will verbally, with sign, or with number cards, count 1-5 by ones starting at one.</li> </ul>

MELS3.M1.B1 Identifies Numbers

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

**Standards**

<b>Report Card Topic</b>	MELS3.M1.B1	Identifies Numbers	<b>Expectation Unwrapped</b>
<b>Priority Standard</b>	MELS3.M1.B1	Identifies Numbers	•
<b>Supporting Standards</b>			

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

**Instructional Ideas/Notes**

		<b>Lesson(s)</b>	<b>Instructional Ideas/Prerequisite Knowledge</b>
<b>Priority Standard</b>	MELS3.M1.B1	Math and Science Center, ELLC Circle, Opening Circle	
<b>Supporting Standards</b>			<b>This is where we would link supplemental lessons.</b>

**Tasks/Learning Progression**

**Key Vocabulary**

Number				
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**Common Assessments Go to the Scope and Sequence**

MELS3.M1.B1 Identifies Numbers

**Proficiency Scale**

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

Score	Learning Goal	Sample Tasks
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</b></p> <ul style="list-style-type: none"> <li>Student will expressively identify numbers 0-10.</li> </ul>	<ul style="list-style-type: none"> <li>Students will expressively identify numbers 0-10 verbally, with sign, or with number cards.</li> </ul>
<b>3.5</b> In addition to 3.0 performance, in-depth inferences and applications with partial success.		
<b>Score 3.0</b>	<p><b>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</b> <b>The student will:</b></p> <ul style="list-style-type: none"> <li>Student will receptively identify <b>five</b> numbers out of 0-10.</li> </ul>	<ul style="list-style-type: none"> <li>Students will receptively identify eight numbers out of 0-10 by pointing to the number when asked. If a child expressively identifies the number during assessment, that counts as a number identified.</li> </ul>
<b>2.5</b> No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
<b>Score 2.0</b>	<p><b>The student exhibits no major errors or gaps in the simpler details and processes.</b> <b>The student will:</b></p> <ul style="list-style-type: none"> <li>Student will receptively identify <b>three</b> numbers out of 0-10 with a prompt.</li> </ul>	<ul style="list-style-type: none"> <li>Students will receptively identify <b>five</b> numbers out of 0-10 by pointing to the number when asked. If a child expressively identifies the number during assessment, that counts as a number identified.</li> </ul>
<b>1.5</b> Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
<b>Score 1.0</b>	<p><b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b></p> <ul style="list-style-type: none"> <li>Student will receptively identify <b>two or fewer</b> numbers out of 0-10 with prompts and assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Students will receptively identify five or fewer numbers 0-10 by pointing to the number when asked. If a child expressively identifies the number during assessment, that counts as a number identified.</li> </ul>

MELS3.M1.B3 Develop Numerical Representation

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

**Standards**

<b>Report Card Topic</b>	MELS.M1.B3	One-to-One Counting	<b>Expectation Unwrapped</b>
<b>Priority Standard</b>	MELS.M1.B3	Develop Numerical Representation	•
<b>Supporting Standards</b>			

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

**Instructional Ideas/Notes**

		Lesson(s)	Instructional Ideas/Prerequisite Knowledge
<b>Priority Standard</b>	MELS.M1.B3		
<b>Supporting Standards</b>			This is where we would link supplemental lessons.

**Tasks/Learning Progression**

**Key Vocabulary**

Number	Count	How Many		
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**Common Assessments Go to the Scope and Sequence**

MELS3.M1.B3 Develop Numerical Representation

**Proficiency Scale**

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

Score	Learning Goal	Sample Tasks
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</b></p> <ul style="list-style-type: none"> <li>• Student will expressively count 10 items.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be presented 10 items lined up in a row and they need to correctly count all 10 items. Expressively means verbally, with sign, showing a number card or using a communication device.</li> </ul>
<b>3.5</b> In addition to 3.0 performance, in-depth inferences and applications with partial success.		
<b>Score 3.0</b>	<p><b>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student will expressively count 1-5 objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will be presented five objects lined up in a row and they need to correctly count all 5 items. Expressively means verbally, with sign, showing a number card or using a communication device.</li> </ul>
<b>2.5</b> No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
<b>Score 2.0</b>	<p><b>The student exhibits no major errors or gaps in the simpler details and processes.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student will expressively count 1-3 objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will be presented five objects lined up in a row and they need to correctly count all 3 or fewer items. Expressively means verbally, with sign, showing a number card or using a communication device.</li> </ul>
<b>1.5</b> Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
<b>Score 1.0</b>	<p><b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b></p> <ul style="list-style-type: none"> <li>• Student will expressively count two or fewer objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will be presented five objects lined up in a row and they need to correctly count all 2 or fewer items. Expressively means verbally, with sign, showing a number card or using a communication device.</li> </ul>

MELS3.M2.A3 Use Actions and Words to Indicate Orientation

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

**Standards**

<b>Report Card Topic</b>	MELS3.M2.A3	Position Words	<b>Expectation Unwrapped</b>
<b>Priority Standard</b>	MELS3.M2.A3	Use Actions and Words to Indicate Orientation	•
<b>Supporting Standards</b>			

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

**Instructional Ideas/Notes**

		Lesson(s)	Instructional Ideas/Prerequisite Knowledge
<b>Priority Standard</b>	MELS3.M2.A3		
<b>Supporting Standards</b>			This is where we would link supplemental lessons.

**Tasks/Learning Progression**

**Key Vocabulary**

under	over	in/out	beside/next to	behind/in front of
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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.

<b>Score</b>	<b>Learning Goal</b>	<b>Sample Tasks</b>
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</b></p> <ul style="list-style-type: none"> <li>• Student will receptively use action words to indicate position and location. The student can identify in, out, on, under, beside (or next to), behind, in front.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is presented a small plastic bear and a plastic cup. Ask the child to put the bear “in” the cup, “behind” the cup, etc.</li> </ul>
<b>3.5</b> In addition to 3.0 performance, in-depth inferences and applications with partial success.		
<b>Score 3.0</b>	<p><b>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</b> <b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student will receptively use action words to indicate position and location. The student will identify four of the following options: in, out, on under, beside (next to), behind, in front of.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is presented a small plastic bear and a plastic cup. Ask the child to put the bear “in” the cup, “behind” the cup, etc.</li> </ul>
<b>2.5</b> No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
<b>Score 2.0</b>	<p><b>The student exhibits no major errors or gaps in the simpler details and processes.</b> <b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student will receptively identify two out of the following options: in, out, on, under, beside (next to), behind, in front of.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is presented a small plastic bear and a plastic cup. Ask the child to put the bear “in” the cup, “behind” the cup, etc.</li> </ul>
<b>1.5</b> Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
<b>Score 1.0</b>	<p><b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b></p> <ul style="list-style-type: none"> <li>• Student will receptively identify one of fewer out of the following options: in, out, on, under, beside (next to), behind, in front of.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is presented a small plastic bear and a plastic cup. Ask the child to put the bear “in” the cup, “behind” the cup, etc.</li> </ul>

MELS3.M2.B2 Identify Some Shapes

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

**Standards**

<b>Report Card Topic</b>	MELS3.M2.B2	Identify Some Shapes	<b>Expectation Unwrapped</b>
<b>Priority Standard</b>	MELS3.M2.B2	Identify Some Shapes	•
<b>Supporting Standards</b>			

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

**Instructional Ideas/Notes**

		<b>Lesson(s)</b>	<b>Instructional Ideas/Prerequisite Knowledge</b>
<b>Priority Standard</b>	MELS.M2.B2	Opening Circle, Shapes and Grocery Store Unit	
<b>Supporting Standards</b>			This is where we would link supplemental lessons.

**Tasks/Learning Progression**

**Key Vocabulary**

square	triangle	circle	rectangle	
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**Common Assessments Go to the Scope and Sequence**

MELS3.M2.B2 Identify Some Shapes

**Proficiency Scale**

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

Score	Learning Goal	Sample Tasks
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</b></p> <ul style="list-style-type: none"> <li>• Student will expressively identify circle, square, triangle, rectangle.</li> </ul>	<ul style="list-style-type: none"> <li>• When presented with the four basic shapes, the student will expressively (voice or sign) the four basic shapes.</li> </ul>
<b>3.5</b> In addition to 3.0 performance, in-depth inferences and applications with partial success.		
<b>Score 3.0</b>	<p><b>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student will receptively identify four basic shapes; circle, square, triangle, and rectangle.</li> </ul>	<ul style="list-style-type: none"> <li>• When presented with the four basic shapes, the student will point to the four basic shapes when asked.</li> </ul>
<b>2.5</b> No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
<b>Score 2.0</b>	<p><b>The student exhibits no major errors or gaps in the simpler details and processes.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student will receptively identify two of the four basic shapes; circle, square, triangle, rectangle.</li> </ul>	<ul style="list-style-type: none"> <li>• When presented with the four basic shapes, the student will point to two of the four basic shapes when asked.</li> </ul>
<b>1.5</b> Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
<b>Score 1.0</b>	<p><b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b></p> <ul style="list-style-type: none"> <li>• Student is able to match the four basic shapes, circle, square, triangle, and rectangle.</li> </ul>	<ul style="list-style-type: none"> <li>• When presented with the four basic shapes, the student will match the four basic shapes when asked.</li> </ul>

MELS3.M3.A3 Develop an Awareness of Patterns (Identify Colors)

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

**Standards**

<b>Report Card Topic</b>	MELS3.M3.A3	Identifies Colors	<b>Expectation Unwrapped</b>
<b>Priority Standard</b>	MELS.M3.A3	Develop an Awareness of Patterns	•
<b>Supporting Standards</b>			

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

**Instructional Ideas/Notes**

		Lesson(s)	Instructional Ideas/Prerequisite Knowledge
<b>Priority Standard</b>	MELS.M3.A3		
<b>Supporting Standards</b>			This is where we would link supplemental lessons.

**Tasks/Learning Progression**

**Key Vocabulary**

Color				
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**Common Assessments Go to the Scope and Sequence**

MELS3.M3.A3 Develop an Awareness of Patterns (Identify Colors)

**Proficiency Scale**

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

Score	Learning Goal	Sample Tasks
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</b></p> <ul style="list-style-type: none"> <li>• Student expressively identifies nine colors.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will be presented with a color card and be asked, “What color?”</li> </ul>
<b>3.5</b> In addition to 3.0 performance, in-depth inferences and applications with partial success.		
<b>Score 3.0</b>	<p><b>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</b> <b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student will receptively or expressively identify five colors.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will be presented with a color card and be asked, “What color?”</li> </ul>
<b>2.5</b> No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
<b>Score 2.0</b>	<p><b>The student exhibits no major errors or gaps in the simpler details and processes.</b> <b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student will receptively or expressively identify three colors.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will be presented with a color card and be asked, “What color?”</li> </ul>
<b>1.5</b> Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
<b>Score 1.0</b>	<p><b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b></p> <ul style="list-style-type: none"> <li>• Student will receptively or expressively identify two or fewer colors.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will be presented with a color card and be asked, “What color?”</li> </ul>

MELS3.M3.A3 Measurement

Grade: PK3 Subject: Math Month(s): November -May Pre November Post: May

**Standards**

<b>Report Card Topic</b>	MELS3.M3.A3	Identifies Small/Medium/Large	<b>Expectation Unwrapped</b>
<b>Priority Standard</b>	MELS3.M3.A3	Compare objects using measurable features	•
<b>Supporting Standards</b>			

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

**Instructional Ideas/Notes**

		Lesson(s)	Instructional Ideas/Prerequisite Knowledge
<b>Priority Standard</b>	MELS3.M3.A3		
<b>Supporting Standards</b>			This is where we would link supplemental lessons.

**Tasks/Learning Progression**

**Key Vocabulary**

Small	Medium	Large	Big	Little
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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
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</b></p> <ul style="list-style-type: none"> <li>• Student will expressively identify small (or little), medium, and large (or big).</li> </ul>	<ul style="list-style-type: none"> <li>• Student will be presented three objects of varying sizes and the students will order them from small (or little), medium, and large (or big).</li> </ul>
<b>3.5</b> In addition to 3.0 performance, in-depth inferences and applications with partial success.		
<b>Score 3.0</b>	<p><b>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</b>  <b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student receptively identifies small (or little), medium, and large (or big).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will order three objects of varying sizes and the students will point to the small (or little), medium, and large (or big) items when asked.</li> </ul>
<b>2.5</b> No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
<b>Score 2.0</b>	<p><b>The student exhibits no major errors or gaps in the simpler details and processes.</b>  <b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student receptively identifies big (or large) and little (or small).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will place a large and small item in front of the child. The child will be asked to point to the large (or big) item and then the small (or little) item.</li> </ul>
<b>1.5</b> Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
<b>Score 1.0</b>	<p><b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b></p> <ul style="list-style-type: none"> <li>• Student receptively identifies big (or large) OR little (or small) with assistance and prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will place a large and small item in front of the child. The child will be asked to point to the large (or big) item OR the small (or little) item. Prompts and assistance are allowed.</li> </ul>