

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

4 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
MELS4.L1.A4	Uses complete sentences to communicate	pre-test				CFA				CFA					CFA					post-test
MELS4.L2.A3	Follows simple directions	pre-test				CFA				CFA					CFA					post-test
MELS4.L3.A2	Written Expression(writes name)										pre-test				CFA					post-test
MELS4.L3.A3	Tells others about their drawing.										pre-test				CFA					post-test
MELS4.L4.A2	Exhibits book handling skills										pre-test				CFA					post-test
MELS4.L4.A6	Identify alphabet letters	pre-test				CFA				CFA					CFA					post-test
MELS4.L5.A3	Produces letter sounds										pre-test				CFA					post-test
MELS4.SE1.A3	Knows personal information					pre-test				CFA					CFA					post-test
MELS4.SE1.B1	Follows rules and routines	pre-test				CFA				CFA					CFA					post-test
MELS4.SE1.E1	Sustains attention to task	pre-test				CFA				CFA					CFA					post-test
MELS4.M1.A1	Rote counting	pre-test				CFA				CFA					CFA					post-test
MELS4.M1.B1	Identify numerals										pre-test				CFA					post-test
MELS4.M1.B3	Numerical representation										pre-test				CFA					post-test
MELS4.M1.B3	Position words										pre-test				CFA					post-test
MELS4.M2.B2	Identify shapes	pre-test				CFA				CFA					CFA					post-test
MELS4.M3.A3	Develop and awareness of patterns										pre-test				CFA					post-test
MELS4.M4.A3	Measurement					pre-test				CFA					CFA					post-test

MELS.4.L4.A2-Exhibits Book Handling Skills

Grade: PK 4 Subject: ELA Month(s): January-May Pre January Post: May

Standards

Report Card Topic	MELS.4.L4.A2	Exhibits Book Handling Skills	Expectation Unwrapped
Priority Standard	MELS.4.L4.A2	Exhibits Book Handling Skills	•
Supporting Standards	MELS4.L2.A4	Listens responsively to books and stories	

*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	MELS.4.L4.A2	Shared Storytime, Literacy Center	
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 points to the title, tracks top to bottom, left to right, left page before right page. Additionally, the students are able to fill in the last word of a cloze sentence and the student is able to tell at least two components of the story such as the character, setting, beginning, and ending. 	<ul style="list-style-type: none"> • Present the book incorrectly to observe the student orient the book correctly. • Ask questions such as Where do I start reading, Where do I go next?, Where do I go after that? • 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 will turn the pages one by one, front to back. Differentiates between pictures and words. Student is able to fill in the last word of a cloze sentence. 	<ul style="list-style-type: none"> • Ask the child to point to the words and point to the pictures. • Present the book incorrectly to observe the student orient the book correctly. • Teachers may observe the children fill in the last words of a cloze sentence during shared reading time. See above book list.
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 holds the book correctly, takes care of the book, doesn't tear the pages or draw in the book. 	<ul style="list-style-type: none"> • Present a book to the child. Observe how the child interacts with the book. Student may also be observed 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"> • See 2.0 sample task.

MELS.4.L4.A2-Exhibits Book Handling Skills

MELS4.L1.A4 Spoken Language/Expressive Language

Grade: PK4 Subject: ELA Month(s): August-May Pre: August Post: May

Standards

Report Card Topic	MELS4.L1.A4	Uses complete sentences to communicate	Expectation Unwrapped
Priority Standard	MELS4.L1.A4	Uses complete sentences to communicate	•
Supporting Standards	MELS4.L1.A2	Initiate and respond appropriately in conversation and discussions.	

*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	MELS4.L1.A4	Circle time, PA groups, ELLC Circle time, Centers	
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

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"> The student is able to communicate their personal needs, preferences, and feelings. They are able to initiate and participate in conversations with adults and peers. They use complete sentences when speaking, each sentence having three or four words 90% 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.
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"> The student is able to communicate their personal needs, preferences, and feelings. They are able to initiate and participate in conversations with adults and peers. They use complete sentences when speaking, each sentence having three or four words 80% 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.
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"> The student is able to communicate their personal needs, preferences, and feelings. They are able to initiate and participate in conversations with adults and peers. They use complete sentences when speaking, each sentence having three or four words 70% 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.
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"> The student is able to communicate their personal needs, preferences, and feelings. They are able to initiate and participate in conversations with adults and peers. They use complete sentences when speaking, each sentence having three or four words 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.

MELS4.L1.A4 Spoken Language/Expressive Language

MELS4.L2.A3 Follows Simple Directions

Grade: PreK-4 Subject: ELA Month(s): August-May Pre August Post: May

Standards

Report Card Topic	MELS4.L2.A3	Follows Simple Directions	Expectation Unwrapped
Priority Standard	MELS4.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	MELS4.L2.A3	Circle time, daily routines, centers	
Supporting Standards			This is where we would link supplemental lessons.

Tasks/Learning Progression

Key Vocabulary

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

MELS4.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 three or more steps with no prompts or assistance. 	<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).</p> <p>The student will:</p> <ul style="list-style-type: none"> • Student follows a two-step direction with no prompts 80% of the time. 	<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.</p> <p>The student will:</p> <ul style="list-style-type: none"> • Student follows a one-step direction without prompts or a two step direction with prompts. 	<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 prompts and assistance. 	<ul style="list-style-type: none"> • Rote directions and routines are acceptable. This assessment is an observation assessment.

MELS4.L3.A2-Written Expression (Writes Name)

Grade: PreK-4 Subject: ELA Month(s): January-May Pre January Post: May

Standards

Report Card Topic	MELS4.L3.A2	Writes Name	Expectation Unwrapped
Priority Standard	MELS4.L3.A2	Uses writing as a means of expression/communication-uses scribbles, shapes, pictures, letter-like formations and letters to write	•
Supporting Standards	MELS4.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	MELS4.L3.A2 All units Writing Center	Students will have an opportunity to practice writing everyday. The classroom centers will provide opportunities for students to 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

MELS4.L3.A2-Written Expression (Writes 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 writes their name on a line. Sizing matters, reversals are not ok. 	<ul style="list-style-type: none"> • Tall letters stand tall, some letters fall. Letters must be formed correctly with no reversals.
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).</p> <p>The student will:</p> <ul style="list-style-type: none"> • Student writes their name. The name doesn't need to be on a line, reversals are ok, sizing doesn't matter. Letters should be formed in such a way that you can understand what the letter is. 	<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. First letter is capitalized, the rest are lowercase.
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.</p> <p>The student will:</p> <ul style="list-style-type: none"> • Student writes their name and some letters are present. Reversals are ok, sizing doesn't matter. 	<ul style="list-style-type: none"> • Teacher is looking for only some letters to be present in their name.
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 makes marks or scribbles to represent their name. 	<ul style="list-style-type: none"> • Teacher asks the student to write their name and any attempt at writing counts as a 1.0.

MELS4.L3.A3-Tells others about marks and intended meaning of drawing or writing

Grade: PK 4 Subject: ELA Month(s): January-May Pre January Post: May

Standards

Report Card Topic	MELS4.L3.A3	Tells others about their drawing	Expectation Unwrapped
Priority Standard	MELS4.L3.A3	Tells others about marks and intended meaning of drawing or writing	•
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	MELS4.L3.A3		
Supporting Standards			This is where we would link supplemental lessons.

Tasks/Learning Progression

Key Vocabulary

Draw	Write	Tell me about		
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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 is able to tell others about the intended meaning of their drawing or writing AND uses inventive spelling to attempt to label their drawing. 	<ul style="list-style-type: none"> • Student is presented with writing/drawing utensils and asked to draw a picture. It can be related to a theme or something of their own choosing.
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 is able to tell others about the intended meaning of their drawing or writing. 	<ul style="list-style-type: none"> • Student is presented with writing/drawing utensils and asked to draw a picture. It can be related to a theme or something of their own choosing.
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 is able to complete a drawing but is unable to explain the drawing to the teacher. 	<ul style="list-style-type: none"> • Student is presented with writing/drawing utensils and asked to draw a picture. It can be related to a theme or something of their own choosing.
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 makes marks on the paper or colors the whole page with scribbles. 	<ul style="list-style-type: none"> • Student is presented with writing/drawing utensils and asked to draw a picture. It can be related to a theme or something of their own choosing.

MELS4.L4.A6-Identify Alphabet Letters

Grade: PK4 Subject: ELA Month(s): August-May Pre: August Post: May

Standards

Report Card Topic	MELS4.L4.A6	Identify Alphabet Letters	Expectation Unwrapped
Priority Standard	MELS4.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	MELS4.L4.A6	All units. Visual Phonics every day.	
Supporting Standards			This is where we would link supplemental lessons.

Tasks/Learning Progression

Key Vocabulary

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

MELS4.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 all alphabet letters (52). 	<ul style="list-style-type: none"> Alphabet cards should have capital and lowercase letters displayed separately. Ask the child, "What letter is this?"
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"> Expressively or receptively identifies 26 alphabet letters. If assessing receptively, 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?"
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"> Expressively or receptively identifies at least 18 alphabet letters. If assessing 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?"
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"> Expressively or receptively identifies 10 or fewer alphabet letters. If assessing 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?"

MELS4.L5.A3 Produces Letter Sounds

Grade: PK4 Subject: ELA Month(s): January-May Pre: January Post: May

Standards

Report Card Topic	MELS4.L5.A3	Produces Letter Sounds	Expectation Unwrapped
Priority Standard	MELS4.L5.A3	Produces Letter Sounds	•
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	MELS4.L5.A3	Visual Phonics everyday. Supporting music and movement activities.	
Supporting Standards			This is where we would link supplemental lessons.

Tasks/Learning Progression

Key Vocabulary

Letter	Sound			
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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 produces 26 letter sounds. 	<ul style="list-style-type: none"> Teacher will say, “What does “Aa” say” or “What sound does “Aa” make?” Flash cards are used for the assessment with no visual phonic prompt. Flash cards can have the capital letter, the lower case letter or both. The student may use their hands in a visual phonics prompt, but the teacher may not.
<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 will produce 15 letter sounds. 	<ul style="list-style-type: none"> Teacher will say, “What does “Aa” say” or “What sound does “Aa” make? If they say both long and short sounds, that counts as two sounds. Flash cards are used for the assessment with no visual phonic prompt. Flash cards can have the capital letter, the lower case letter or both. The student may use their hands in a visual phonics sign, but the teacher may not.
<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 will produce 10-14 letter sounds with a prompt. 	<ul style="list-style-type: none"> Teacher will say, “What does “Aa” say” or “What sound does “Aa” make?” Flash cards are used for the assessment. Teacher may prompt with a visual phonics sign.
<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 will produce 9 or fewer letter sounds. 	<ul style="list-style-type: none"> Teacher will say, “What does “Aa” say” or “What sound does “Aa” make?” Flash cards are used for the assessment with no visual phonic prompt. Flash cards can have the capital letter, the lower case letter or both. Teacher may prompt with a visual phonics sign.