

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 |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |

MELS4.M1.A1 Shows an Interest and Understanding in Counting

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

Standards

| | | | |
|-----------------------------|-------------|---|------------------------------|
| Report Card Topic | MELS4.M1.A1 | Rote Counting | Expectation Unwrapped |
| Priority Standard | MELS4.M1.A1 | Shows an Interest and Understanding in Counting | • |
| 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.M1.A1 | | |
| Supporting Standards | | | This is where we would link supplemental lessons. |

Tasks/Learning Progression

Key Vocabulary

| | | | | |
|-------|--------|----------|--|--|
| Count | Number | How Many | | |
|-------|--------|----------|--|--|

Common Assessments Go to the Scope and Sequence

MELS4.M1.A1 Shows an 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>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 will rote count to 30. | <ul style="list-style-type: none"> • Student will count to 30 verbally or with sign by ones, starting at one. |
| 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 rote count to 20. | <ul style="list-style-type: none"> • Student will count to 20 verbally, with sign, or with number cards by ones, starting at one. |
| 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 will rote count to 10 with no more than one prompt. | <ul style="list-style-type: none"> • Student will count to 10 verbally, with sign, or with number cards by ones, starting at one. |
| 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 will rote count 0-9 with prompts and assistance. | <ul style="list-style-type: none"> • Student will count to 0-9 verbally, with sign, or with number cards by ones, starting at one. |

MELS4.M1.B1 Identify Numerals

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

Standards

| | | | |
|-----------------------------|--------------|---------------------|------------------------------|
| Report Card Topic | MELS4.M1.B1 | Identifies Numbers | Expectation Unwrapped |
| Priority Standard | MELS.4.M1.B1 | Identifies Numerals | • |
| 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 | MELS.4.M1.B1 | Math and Science Center, ELLC Circle, Opening Circle | |
| Supporting Standards | | | This is where we would link supplemental lessons. |

Tasks/Learning Progression

Key Vocabulary

| | | | | |
|--------|--|--|--|--|
| Number | | | | |
|--------|--|--|--|--|

Common Assessments Go to the Scope and Sequence

MELS4.M1.B1 Identify Numerals

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 will expressively identify numbers 0-15. | <ul style="list-style-type: none"> • Student will expressively identify numbers 0-15 either verbally or with sign. |
| <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 expressively identify eight numbers out of 0-10. | <ul style="list-style-type: none"> • Student will expressively identify eight numbers out of 0-10 either verbally or with sign. |
| <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 expressively or receptively identify five numbers out of 0-10. | <ul style="list-style-type: none"> • Student may identify the number verbally, with sign, or by presenting a number card. |
| <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 expressively or receptively identify five or fewer numbers out of 0-10. | <ul style="list-style-type: none"> • Student may identify the number verbally, with sign, or by presenting a number card. |

MELS4.M1.B3 Develop Numerical Representation

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

Standards

| | | | |
|-----------------------------|-------------|----------------------------------|------------------------------|
| Report Card Topic | MELS4.M1.B3 | Numerical Representation | Expectation Unwrapped |
| Priority Standard | MELS4.M1.B3 | Develop Numerical Representation | • |
| 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.M1.B3. | ELLC Circle, Math and Science Center | |
| Supporting Standards | | | This is where we would link supplemental lessons. |

Tasks/Learning Progression

Key Vocabulary

| | | | | |
|--------|----------|-------|--|--|
| Number | How Many | Count | | |
|--------|----------|-------|--|--|

Common Assessments Go to the Scope and Sequence

MELS4.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 |
|---|---|---|
| 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 will write numbers 0-10 to tell how many in all. | <ul style="list-style-type: none"> • Student will be presented pictures of different items in sets of 0-10 and student will write numbers 0-10 to show how many. Numbers need to be able to be read by an unfamiliar person, reversals are allowed. |
| 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 write five numerals out of 0-10 to tell how many in all. | <ul style="list-style-type: none"> • Student will be presented pictures of different items in sets of 0-10 and student will write the correct number to show how many. Numbers need to be able to be read by an unfamiliar person, reversals are allowed. Items to be counted will be on a 10-frame. |
| 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 will write at least three numerals out of 0-10 to tell how many in all. | <ul style="list-style-type: none"> • Student will be presented pictures of different items in sets of 0-10 and student will write the correct number to show how many. Numbers need to be able to be read by an unfamiliar person, reversals are allowed. Items to be counted will be on a 10-frame. |
| 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 will write two or fewer numerals out of 0-10 to tell how many in all. | <ul style="list-style-type: none"> • Student will be presented pictures of different items in sets of 0-10 and student will write the correct number to show how many. Numbers need to be able to be read by an unfamiliar person, reversals are allowed. |

MELS4.M2.A3 Uses Actions and Words to Indicate Movement and Orientation

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

Standards

| | | | |
|-----------------------------|-------------|--|------------------------------|
| Report Card Topic | MELS4.M2.A3 | Position Words | Expectation Unwrapped |
| Priority Standard | MELS4.M2.A3 | Uses action and words to indicate movement and orientation | • |
| 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.M2 | | |
| Supporting Standards | | | This is where we would link supplemental lessons. |

Tasks/Learning Progression

Key Vocabulary

| | | | | |
|--------|--------------------|----------|------------------|--|
| in/out | behind/in front of | on/under | Beside (next to) | |
|--------|--------------------|----------|------------------|--|

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 will expressively identify where the bear is in relation to the cup. Student should be able to expressively identify in, on, out, under, beside (next to), behind, in front of. | <ul style="list-style-type: none"> • Student is shown a plastic bear and a plastic cup. After placing the bear in the cup, the student is asked “Where is the bear”. The child should respond by saying, “In the cup”. |
| 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 will receptively identify positional words by moving the object to indicate in, on, out, under, beside (next to), behind, in front of. | <ul style="list-style-type: none"> • Student is presented a plastic cup and a plastic bear. The teacher asks, “Put the bear in the cup.” The student should respond by putting the bear in the cup. |
| 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 will receptively identify three positional words by moving the object to indicate in, on, out, under, beside (next to), behind, in front of. | <ul style="list-style-type: none"> • Student is presented a plastic cup and a plastic bear. The teacher asks, “Put the bear in the cup.” The student should respond by putting the bear in the cup. |
| 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 will receptively identify two or fewer positional words by moving the object to indicate in, on, out, under, beside (next to), behind, in front of. | <ul style="list-style-type: none"> • Student is presented a plastic cup and a plastic bear. The teacher asks, “Put the bear in the cup.” The student should respond by putting the bear in the cup. |

MELS4.M2.B2 Identify and Name Some Shapes

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

Standards

| | | | |
|-----------------------------|-------------|-------------------------------|-----------------------|
| Report Card Topic | MELS4.M2.B2 | Identify Shapes | Expectation Unwrapped |
| Priority Standard | MELS4.M2.B2 | Identify and Name Some Shapes | • |
| 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.M2.B2 | Circle Time, Shapes and Grocery Story Unit | |
| Supporting Standards | | | This is where we would link supplemental lessons. |

Tasks/Learning Progression

Key Vocabulary

| | | | | |
|--------|--------|----------|-----------|--|
| square | circle | triangle | rectangle | |
|--------|--------|----------|-----------|--|

Common Assessments Go to the Scope and Sequence

MELS4.M2.B2 Identify and Name Some Shapes

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 expressively identify circle, square, triangle, and rectangle. Additionally, the student is able to create the four basic shapes using popsicle sticks, and/or pipe cleaners (chenille stems) | <ul style="list-style-type: none"> After confirming the student can expressively identify the four basic shapes, lay out the materials and ask the child to make each shape. |
| 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 expressively identify four basic shapes. | <ul style="list-style-type: none"> Student can expressively (voice or sign) the four basic shapes. |
| 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 identify two of the four basic shapes (circle, square, triangle, rectangle). | <ul style="list-style-type: none"> Student can expressively (voice or sign) the two of the four basic shapes. |
| 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 is able to identify one or fewer of the basic shapes (circle, square, triangle, rectangle). | <ul style="list-style-type: none"> Student can expressively (voice or sign) one or fewer basic shapes. |

MELS4.M3.A3 Develop an Awareness of Patterns

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

Standards

| | | | |
|-----------------------------|--------------|----------------------------------|-----------------------|
| Report Card Topic | MELS4.M3.A3 | Patterns | Expectation Unwrapped |
| Priority Standard | MELS.4.M3.A3 | Develop an Awareness of Patterns | • |
| 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.M3.A3 ELLCC Circle time, Opening Circle Time | |
| Supporting Standards | | This is where we would link supplemental lessons. |

Tasks/Learning Progression

Key Vocabulary

| | | | | |
|-------|------|-------|-------|--|
| first | next | color | shape | |
|-------|------|-------|-------|--|

Common Assessments Go to the Scope and Sequence

MELS4.M3.A3 Develop an Awareness of Patterns

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 create complex patterns (ABC) according to 2 of the following three: size, color, and/or shape. | <ul style="list-style-type: none"> Teacher will present the students with materials they can sort by size, color, and/or shape. The teacher will not set out units. The student must start and complete the ABC pattern with at least two completed units. |
| 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 repeat an ABC pattern according to color. | <ul style="list-style-type: none"> Teacher will start a pattern by laying out two units and the student will repeat the ABC pattern with two more units. Example: Red, Yellow, Orange, Red, Yellow, Orange. Student completes the pattern two more times. |
| 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 will repeat an AB pattern according to color without prompts. | <ul style="list-style-type: none"> Teacher will start a pattern by laying out two units and the student will repeat the AB pattern, Red, Yellow, Red, Yellow two more times. |
| 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 will repeat an AB pattern according to color, with assistance and prompting. | <ul style="list-style-type: none"> Teacher will start a pattern by laying out two units and the student will repeat the AB pattern with assistance and prompting. |

MELS4.M4.A3 Measurement

Grade: PK4 Subject: Math Month(s): November-May Pre November Post: May

Standards

| | | | |
|-----------------------------|-------------|---|------------------------------|
| Report Card Topic | MELS4.M4.A3 | Measurement | Expectation Unwrapped |
| Priority Standard | MELS4.M4.A3 | Compare objects using measurement features. | • |
| 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.M4.A3 | | |
| Supporting Standards | | | This is where we would link supplemental lessons. |

Tasks/Learning Progression

Key Vocabulary

| | | | | |
|-------|--------|-------|-----|--------|
| Small | Medium | Large | Big | Little |
|-------|--------|-------|-----|--------|

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 will order five objects according to length of size. | <ul style="list-style-type: none"> • Students will be presented with five paper strips of varying lengths. The students will order them from smallest to largest or largest to smallest. |
| <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 order three objects according to length of size. | <ul style="list-style-type: none"> • Students will be presented with three paper strips of varying lengths. The students will order them from smallest to largest or largest to smallest. |
| <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 receptively identify small or little, medium, and large or big. | <ul style="list-style-type: none"> • Students will be presented with three paper strips of varying lengths. The student will point to the small or little strip, the medium strip, and the large or big strip. |
| <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 receptively identify big or large and little or small. | <ul style="list-style-type: none"> • 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. |