



ADW KINDERGARTEN LANGUAGE ARTS SEQUENCING MAP: Reading Foundations

2017

This document presents the recommended sequencing of ADW Language Arts Standards, updated 2017, for standards-based instruction. Standards are listed by Scaled Score, which represents the cognitive rank order of the assessment items aligned to the same Scaled Score ranges on the Scantron Performance Series © assessment. Within each Scaled Score range are assessment items from 4 units. In order of presentation, the units are: **Phonological Awareness, Phonics, Text Comprehension and Vocabulary**. Where an ADW standard is listed more than once within a Scaled Score range, assessment items that align to each version of that standard will have different assessment boundaries. It is highly recommended you consult the [Scantron Curriculum Alignment Guide](#) to see what the assessment boundaries are for each standard in each Scaled Score range.

LA.K.WRFV.11 Listen to one-syllable words and tell the beginning or ending sounds.

This standard is assessed in multiple scaled score ranges and/or multiple unit areas with a different assessment boundary presented in each range/unit area. For example:

- **1570 OR SMALLER**
 - **Phonological Awareness:** Identify the initial phoneme in a spoken, three-phoneme (CVC) word.
- **1571-1720**
 - **Phonological Awareness:** Identify the final phoneme in a spoken, three-phoneme (CVC) word.



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When determining sequencing of the curriculum, using student assessment data will help inform your instructional decisions for the year. Knowing that archdiocesan students *on average* achieve 125 Scaled Score points of growth each year on the Scantron Performance Series ©, the following will help you map out your instruction for the year:

1. Find your students' Baseline Test Scaled Scores on the sequencing map to mark the starting point for your students for the school year, and where you should begin your math instruction.
2. Add 60 points (about half a year of growth, on average) to the students' Baseline Test Scaled Score to mark the location 'mid-year milestone' on the sequencing map.

You are encouraged ultimately to use actual student data and not the rough averages.

3. To determine if your students are on track at mid-year, and if the pace of your instruction is supporting your students' attainment of the appropriate standards, use the Mid-Year Test Scaled Scores to

verify the position of your students on the sequencing map in relation to the 'mid-year milestone' marker.

If students have achieved Scaled Scores that place them at the mid-year mark, your students are solidly on track for achieving their End-of-Year growth target.

If students have achieved Scaled Scores that fall below or exceed the mid-year mark, it is recommended that you re-evaluate and possibly adjust your instructional plans for the second semester to support students in meeting their End-of-Year growth target.



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Recognizing that not all students grow at the same rate, it is important therefore, to map out a curriculum not only for the class as a whole, but for individual students as well. Not all ADW Language Arts standards are assessed on the Scantron Reading Foundations Performance Series©; however, keep in mind that some standards represent **foundational concepts and skills** that students need to learn *before* they can begin learning higher-level standards that are included on Scantron Performance Series © and other standardized tests. Some requisite skills may be represented by standards at a lower grade level, and as foundational skills, they need to be taught as part of a complete curriculum, and measured regularly using formative assessments.

ADW Kindergarten Language Arts Standards not assessed on Scantron Reading Foundations Performance Series©

| WORD RECOGNITION, FLUENCY AND VOCABULARY | READING COMPREHENSION | LITERACY RESPONSE AND ANALYSIS | WRITTEN ENGLISH LANGUAGE CONVENTIONS | LISTENING AND SPEAKING |
|--|---|---|--|---|
| <ul style="list-style-type: none">• LA.K.WRFV.2• LA.K.WRFV.4• LA.K.WRFV.7• LA.K.WRFV.10• LA.K.WRFV.17• LA.K.WRFV.22 | <ul style="list-style-type: none">• LA.K.RC.3 | <ul style="list-style-type: none">• LA.K.LRA.1• LA.K.LRA.4 | <ul style="list-style-type: none">• LA.K.ELC.1 | <ul style="list-style-type: none">• LA.K.LS.2• LA.K.LS.4• LA.K.LS.5 |



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| SCALED SCORE | PHONOLOGICAL AWARENESS | PHONICS | TEXT COMPREHENSION | VOCABULARY |
|--------------|---------------------------|---------|-----------------------|------------|
| 1570/SMALLER | WRFV11 | WRFV6 | RC2 | WRFV20 |
| | WRFV9 | WRFV6 | WRFV5 | WRFV15 |
| | | WRFV14 | ELC2 | |
| | | WRFV18 | LS1 | |
| | | | LRA5 | |



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|--------------|---------------------------|---------|-----------------------|------------|
| 1571-1720 | WRFV8 | WRFV6 | RC2 | |
| | WRFV11 | | WRFV21 | |
| | WRFV8 | | WRFV1 | |
| | | | RC4 | |
| | | | LRA3 | |
| | | | LRA3 | |



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|--------------|---------------------------|---------|-----------------------|------------|
| 1721-1870 | WRFV12 | | LRA5 | LS3 |
| | | | LRA3 | |
| | | | LRA3 | |
| | | | WRFV3 | |
| | | | LRA5 | |
| | | | LRA3 | |
| | | | RC5 | |



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| SCALED SCORE | PHONOLOGICAL AWARENESS | PHONICS | TEXT COMPREHENSION | VOCABULARY |
|--------------|---------------------------|---------|-----------------------|------------|
| 1871-2020 | WRFV13 | | RC1 | |
| | | | RC5 | |
| | | | WRFV19 | |
| 2021-2170 | | | LRA2 | |
| | | | | |
| 2171/LARGER | | | | |
| | | | | |
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