																ES	SENTIA	AL STA	NDAR	DS															
		Numer	ical Repre	entations and Reaso		soning					Compu	utations &	Algebrai	c Relation	ships								Geometry	and Meas	urement					D	ata Analys	is & Persc	nal Finan	cial Literac	гy
		1.2B		1.2C			1.2G		1	.3F			1.5D			1.5G		1.6	A	1.6	6D	1.0	6E	1.6	iG	1.7D		1.7E			1.4C		·	1.8C	
SJE 2022-2023 1st Grade Math Essential	use concrete compose an up to 120 in so many hu and	and pictorial models to d decompose numbers more than one way as ndreds, so many tens, iso many ones	use objects and stand nu	, pictures, an dard forms to imbers up to	id expanded represent 120	represent numbers to	the comparis 100 using th >, <, or =	on of two e symbols	generate and situations whe sentence invo subtraction of	i solve probl i given a nu lving additio iumbers with	alem umber on or thin 20	represent w addition an numbers up and pictoria	ord problem d subtraction p to 20 using al models an sentences	is involving n of whole g concrete id number	apply prop add and	perties of ope subtract two numbers	rations to or three	classify a regular and two-dime shapes ba attributes informal ge langu	nd sort lirregular nsional ased on Lusing cometric age	identify dimensiona including triangles, rr and squares rectangles, r and hexag describe the using formal langu	y two- al shapes, g circles, ectangles, s, as special rhombuses, gons, and eir attributes Il geometric uage	identify dimension including cones, c rectangula (including c triangular p describe the using forma lang	y three- nal solids, spheres, ylinders, lar prisms cubes), and orisms, and eir attributes al geometric uage	partitio dimensional two and four or equal p describe t using v	n two- figures into fair shares arts and he parts words	describe a length to t nearest whole unit using a number and unit	tell time a using a	to the hour a inalog and d	nd half hour igital clocks	use relation fives, and value of a nicl	nships to cour i tens to deter a collection of kels, and/or di	it by twos, mine the pennies, mes	draw conclu answer que from pictur	sions and ger stions using ir e and bar-typ	nerate and nformation pe graphs
Standards	Unit 1		Unit 1	_		Unit 1				_																		_					<u> </u>	_	
Scott Johnson Elementary	78%		77%			76%																							4						
Economic Disadvantage	76%		76%			73%																					-		_			/	, I		
Asian Black/African American	100%		100%			75%																					-					/		-	
Black/African American	72%		71%			70%																										/			
Two or More Baces	75%		75%			88%																										/			
White	82%		84%			78%																										/			
Currently Emergent Bilingual	70%		71%	1		69%																								-					
Special Ed Indicator	80%		68%	1		71%																							-						
Bielamowicz. Christee	87%		82%			87%																													
Fronomic Disadvantage	88%		85%			88%																							-				-		
Black/African American	85%		65%			80%																							-	-			1		
Hispanic	89%		89%			93%																											1		
White	85%		90%	1		85%																											1		
Special Ed Indicator	88%		75%			94%																											1		
Dobbs, Callie	81%		68%	1		65%																													
Economic Disadvantage	78%		67%			56%																													
Black/African American	75%		63%			38%																											1		
Hispanic	85%		70%			70%																											1		
Two or More Races	75%		75%			75%																											1		
White	80%		68%			68%																											1		
Mejia, Ana	70%		71%			70%																													
Economic Disadvantage	71%		70%			68%																							1	1			$\square$		
Hispanic	70%		71%			70%																											1		
Currently Emergent Bilingual	70%		71%			70%																											1		
Special Ed Indicator	71%		63%			75%																											1		
Paschal, Suzie	79%		82%			79%																													
Economic Disadvantage	75%		79%			73%																							1				$\square$		
Asian	100%		100%			75%																											1		
Black/African American	90%		70%			85%																											1		
Hispanic	63%		63%			56%																											1		
White	78%		97%			88%																										. /	1		
Special Ed Indicator	100%		50%			75%																											( )		
Sievert, Rebecca	85%		81%			76%																													
Economic Disadvantage	79%		77%			71%																													
Black/African American	90%		90%			85%																										. /	1		
Hispanic	75%		63%			69%																										. /	1		
White	86%		83%			75%																										. /	1		
Currently Emergent Bilingual	75%		75%			50%																										/			
Special Ed Indicator	83%		75%			33%																													
Stroud, Sheridan	71%		79%			79%																													
Economic Disadvantage	69%		78%			80%																										7	, – – –		
Black/African American	71%		88%			71%																										/	, I		
Hispanic	63%		63%			79%																										/	, I		
Two or More Races	75%		75%			100%																										/	, I		
White	79%		88%	1	I	83%		I															I	I			1	1	1	1	1 /	. /	, ,	.	

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S IE 2022 2022 Kindor				Nume	erical Re	epresent	ations a	nd Reaso	oning				Con / Re	nputation Algebraio lationshi	ns& c ips		Geom	etry and	Measur	ement			Da	ata Analy	ysis and	Persona	I Financi	al Litera	су	
Math Essential		K.2B			K.2D		[	K.2H			K.2I			K.3B			K.6E		[]	K.7B			K.4A		I I	K.8B			K.8C	
Standards	read, w whole nu least 20 obje	rite, and re Imbers from With and ects or pict	epresent m 0 to at without tures	recognize of a small organi a	instantly to group of o zed and ra mrangment	he quality objects in andom ts	use comp describe 20 pre	parative lan two numb sented as numerals	iguage to ers up to written	compos numbers u a	e and deco p to 10 wi nd picture	ompose th objects s	solve wo objects a sum differ	ord problen ind drawing s up to 10 rences with	ns using gs to find and in 10	classify a regular ar three-d regardle	and sort a v nd irregular limensional ess of orien size	variety of two- and l figures tation or	compare common to see wh of/less of descri	two object measurable ich object of the attrib be the diffe	ts with a e attribute has more ute and erence	identify L including dime	J.S. coins I g pennies, es, and qua	by name, nickels, arters	use data and	to create re I picture gr	eal-object aphs	draw cor object a	nclusions fr and picture	om real- graphs
	Unit 1	Unit 2								Unit 1	Unit 2											Unit 2								
Scott Johnson Elementary	90%	87%								84%	85%											75%								<u> </u>
Economic Disadvantage	94%	85%								86%	82%											73%								1
American Indian/Alaskan Native	94%	100%								100%	100%											75%								1
Black/African American	93%	84%								86%	79%											76%								1
Hispanic	92%	94%								84%	86%											81%								1
Two or More Races	80%	74%								69%	81%											63%								1
White	88%	86%								85%	88%											71%								1
Currently Emergent Bilingual		90%									81%											81%								1
Special Ed Indicator	81%	73%								55%	65%											60%								<u> </u>
Cervenka, Shelby	93%	89%								71%	86%											84%								
Economic Disadvantage	92%	84%								68%	80%											82%								I
Black/African American	92%	73%								75%	63%											75%								1
Hispanic	99%	100%								70%	100%											100%								1
I Wo or More Races	85%	100%								5/%	83%											6/% 000/								1
Special Ed Indicator	94%	77%								50%	63%											75%								1
Hall, Harley	83%	87%								89%	78%											87%								
Economic Disadvantage	98%	90%								97%	83%											90%								
Black/African American	91%	100%								92%	88%											100%								1
Hispanic	76%	89%								92%	75%											83%								1
Two or More Races	100%	100%								100%	100%											100%								1
White	78%	76%								84%	71%											79%								<u> </u>
Jenkins, Shauna	87%	90%								75%	87%											80%								<u> </u>
Economic Disadvantage	92%	88%								82%	82%											73%								1
Black/African American	94%	100%								75%	100%											83%								I
Hispanic	94%	100%								75%	100%											100%								1
I Wo or More Races	6% 90%	01%								0%	0%											75%								1
Currently Emergent Rilingual	100%	100%								100%	100%											100%								1
Special Ed Indicator	67%	73%								63%	50%											50%								1
Machinsky, Kimberly	92%	80%								87%	79%											54%								
Economic Disadvantage	94%	74%						1		86%	75%											52%								(
American Indian/Alaskan Native	94%	60%								100%	50%											75%								1
Asian	100%	100%								100%	100%											88%								1
Black/African American	93%	60%								100%	56%											50%								1
Hispanic	91%	91%								87%	75%											55%								I
Two or More Races	89%	80%								75%	100%											50%								1
White Currently Emergent Bilingual	94%	81%								75%	90%											40%	-							1
Special Ed Indicator	90%	67%								5.0%	100%											23%								1
McEuen Megan	92%	90%								97%	98%											70%								
Economic Disadvantage	95%	89%								97%	98%					-						63%								
Black/African American	94%	93%	1					1		92%	100%											75%			1					I
Hispanic	98%	98%	1					1		100%	92%											50%		1	1					1
Two or More Races	100%	100%	I					1		100%	100%	I	I				I	I	1			100%	1		1					1
White	88%	85%								97%	100%											72%								1
Saucedo, Kimberly		91%									80%											85%								
Economic Disadvantage		90%									78%											83%								
Hispanic		91%									80%											85%								1
Currently Emergent Bilingual		91%									80%											85%								1

															E	SSENT	'IAL S'	TANDA	RDS																			
				Nume	ical Represer	tations and Rea	asoning							Comput	ations and	Algebraic R	Relations	hips										Geom	etry and	Measurem	ent					Data Ana Finar	lysis & Pe icial Litera	rsonal acy
		2.2A		2.	:B	2	2.2D	2.38			2.4C		2.4D			2.5A			2.6A			2.6B			2.8B			2.8C			2.9E			2.9G			2.10C	
SJE 2022-2023 2nd Grade Math Essential	use concrei compose a up to 1,200 a sum o hundr	ete and pictori and decompo 0 in more than of so many the reds, tens, an	al models to se numbers one way as ousands, d ones	use standard, wo forms to represe 1,2	d, and expanded It numbers up to 00	use place valu order whole nu using compa numbers, and s	e to compare and mbers up to 1,200 rative language, symbols (>, <, or =)	explain that the more used to make a who the part, and the few parts, the large	e fractional parts ole, the smaller er the fractional er the part	solve one-st problems i subtractior variety of stra value, in	tep and multi-step word involving addition and a within 1,000 using a ategies based on place including algorithms	generate situations fo number sen and subtrac	e and solve pro r a given math tence involving tion of whole i within 1,000	oblem nematical g addition numbers	etermine the v coins up	alue of a collec to one dollar	ction of co	model, cre ontextual mul which equiva objer	ate, and des Itiplication sit ilent sets of o cts are joined	scribe tuations in o concrete a d	model, c contextual div a set of concr into	create, and de vision situation rete objects is equivalent se	scribe ns in which separated its	classify and so solids, includ cylinders, n (including rectangular pr prisms, based formal get	t three-dim ig spheres, ctangular pr ubes as spo ims), and tri on attribute metric langu	nsional cones, class sms few cial incl angular using s age	ify and sor r sides ao iding ident ides and n	polygons v ording to a lying the nu imber of ve	with 12 or ttributes, umber of ertices	determine a involving leng	solution to a th, including e lengths	problem estimating	read and wri one-minute ir and digital d betwee	te time to the norement usin locks and dis en a.m. and p	nearest ig analog tinguish .m.	write and s problems i subtraction u within pictog with i	olve one-ste nvolving add sing data rep raphs and be ntervals of o	p word ition or presented ar graphs ne
Standards	Uint 1			Unit 1		Unit 1				Unit 1		Unit 2			Unit 2																							
Scott Johnson Elementary	86%			80%		69%				40%		48%			64%																							
Economic Disadvantage	85%			78%		65%				38%		46%			59%																							
American Indian/Alaskan Native	92%			87%		56%				22%		56%			11%																							
Asian	100%			80%		67%				100%		67%			100%													_										
Black/African American	83%			77%		67%				42%		45%			65%													-										
Hispanic	8/%			80%		69%				38%		49%			62%																							
INCOL MOTE RACES	100%			70%		7376				33%		50%		-	50%																							
Currently Emergent Billion and	99%			80%		72%				9176		4/76			69% 59%													-										
Special Ed Indicator	92%			70%		60%				27%		A196			CON																							
Garcia Laura	99%			78%		70%				20%		54%			59%														_									
Economic Diraduantana	96%			77%		65%				20%		5.4%		_	S G M		_	_	_	_			_	_	_			_	_	_	_	_	_	_	_	_	_	_
Hispanic	88%			78%		70%				39%		54%			58%																							
Currently Emergent Bilingual	88%			80%		71%				39%		54%			58%																							
Special Ed Indicator	81%			70%		53%				28%		50%			56%																							
Oshel, Olivia	80%			74%		59%				28%		37%			59%																							
Economic Disadvantage	77%			73%		54%				29%		40%			55%																							
Black/African American	81%			65%		54%				17%		50%			83%																							
Hispanic	91%			85%		50%				17%		17%			58%																							
Two or More Races	100%			40%		50%				0%		33%			0%																							
White	74%			76%		65%				36%		42%			61%																							
Special Ed Indicator	75%			67%		56%				44%		33%			56%																							
Shotwell, Laura	84%			79%		67%				38%		48%			61%																							
Economic Disadvantage	82%			76%		62%				33%		46%			57%																							
American Indian/Alaskan Native	100%			100%		50%				0%		33%			33%																							
Asian	100%			80%		67%				100%		67%			100%																							
Black/African American	83%			80%		73%				39%		50%			61%																							
Hispanic	75%			82%		59%				38%		62%			62%																							
Two or More Races	100%			100%		100%				67%		67%			100%													_										
White	87%			74%		68%				33%		38%			56%																							
Currently Emergent Bilingual	94%			100%		83%																						-										
Special Ed Indicator	78%	-		48%	_	50%				27%		40%		_	4/%				_					_						_	_	_						
Skains, Cany	91%			84%		76%				4/%		49%			12%																							
Economic Disadvantage	89%			81%		7.5%				44%		45%			64%																							
Minerican molany Alaskan Native	06%			20%		3676				33%		07%			079													-										
biack/Aurican American	0.5%			92%		95%				47%		42%			7.4%																							
White	93%			89%		79%				50%		56%			85%													-										
Special Ed Indicator	93%			86%		74%				33%		38%			71%																							

																		E	SSENTI	IAL STAN	DARD	S																	
				1	Numerical R	tepresentatio	ons and Rea	soning										Com	putations a	and Algebraic	Relations	hips									Geomet	ry and Meas	surement				Data A Fir	nalysis & P ancial Liter	ersonal
		3.2A			3.2D			3.3F			3.3H			3.4A			3.4K			3.5A			3.5B			3.5E			3.6A			3.6C			3.7B			3.8A	
SJE 2022-2023 3rd Grade Math Essential	compose and 100,000 a thousands, se hundreds, s ones using o numbers, ind	d decompose n as a sum of so o many thousa so many tens, a bjects, pictorial suding expande appropriate	umbers up to many ten nds, so many nd so many models, and id notation as	compare and o 100,000 and rep the s	rder whole num present compari ymbols >, <, or	nbers up to risons using =	represent equ enominators of variety of object includin	ivalent fract 2, 3, 4, 6, ar s and pictor g number lir	tions with and 8 using a rial models, ines	compare two numerator or reasoning ab the conclusi objects	fractions having denominator in p out their sizes an on using symbol , and pictorial mi	g the same problems by nd justifying Is, words, odels	solve with fluer problems subtraction wi based on pl operations, an additi	ncy one-step a involving addit thin 1,000 usin ace value, pro d the relations on and subtrac	nd two-step ion and g strategies perfies of hip between tion	solve one-st involving mult 100 using st pictorial mod models, and operat	ep and two-ste iplication and d rategies based lets, including a equal groups; p ions; or recall o	ap problems division within on objects; arrays, area properties of of facts	represent on involving a whole numb models, nu	ne - and two-step addition and subtra bers to 1,000 usin umber lines, and o	problems action of g pictorial equations	represent an multiplication a 100 using a	id solve one- a and division pr irrays, strip dia equations	ind two-step oblems within grams, and	represent re number p	al-world relations airs in a table and descriptions	hips using I verbal rea	classify and imensional fi cylinders, sp tangular pris attributes us	I sort two- an gures, includi heres, triang ms, and cube sing formal ge language	d three- ng cones, ular and s, based on cometric	determine whole numb using multipl of rows time	the area of red er side lengths ication related s the number o in each row	tangles with s in problems to the number of unit squares	determine the missing length remaining :	perimeter of a when given pr ide lengths in	polygon or a erimeter and problems	summariz categories u plot, pictogra	e a data set wi zsing a frequer ph, or bar grap intervals	th multiple roy table, dot ph with scaled
hdards	Unit 1			Unit 1									Unit 2						Unit 2						Unit 2									Unit 2					_
Scott Johnson Elementary	76%			70%									63%						64%						54%									70%					
Economic Disadvantage	76%			70%									60%						62%						51%									68%					
Black/African American	79%			67%									63%						62%						46%									62%					
Hispanic	74%			70%									60%						66%						53%									67%					
Two or More Races	100%			83%									60%						80%						0%									100%					
White	77%			71%									67%						62%						60%									78%					-
Currently Emergent Bringual	77%			74%									58%						6/%						54%									70%					
Special Ed Indicator	56%			75%									426						70% 55M						27%									6376					
Clayton Hone	72%			70%									67%						54%						50%									72%					
Fronomic Disartvantage	75%			75%	_			-				_	67%						63%						496									72%					
Black/African American	78%			80%									66%						72%						48%									65%					
Hispanic	72%			68%									65%						62%						47%									69%					-
White	65%			61%									70%						60%						54%									80%					
Currently Emergent Bilingual	67%			100%									80%						50%						50%									75%					
Special Ed Indicator	40%			43%									65%						60%						45%									63%					
Herring, Brittany	81%			73%									58%						65%						54%									71%					
Economic Disadvantage	81%			70%									57%						65%						53%									71%					
Black/African American	75%			63%									60%						60%						50%									69%					
Hispanic	80%			71%									58%						66%						53%									66%					
Two or More Races	100%			83%									60%						80%						0%									100%					
White	85%			83%									58%						64%						62%									83%					
Currently Emergent Bilingual	77%			73%									56%						69%						54%									70%					
Hirst Year of Monitoring	100%			50%									40%						40%						40%									50%					-
Special Ed Indicator	75%			67%									40%						/5% 62%						25%									50%		_			-
Fronomic Dirachanthan	208			67%	-		_						CON CON						5.0%						50%			_						62%					
Risck/African American	91%			5.0K									60%						40%						406									5.4M					
Hispanic	63%			68%									58%						71%						58%									67%					
White	80%	1		71%									69%						62%	1 1					64%								1	74%					
First Year of Monitoring	83%			100%									100%						100%						60%									75%					
Special Ed Indicator	58%			33%									35%						30%						10%								1	44%					

																	E	SSENTI	AL STA	NDARD	S																
		Numerical Representations and Reasoning 4.28 4.26 4.30												Comp	utations a	nd Algebrai	ic Relations	hips										Geometry an	nd Measure	ment					Data An Fir	alysis and F nancial Liter	Personal racy
		4.2B		1	4.2G		4.3D			4.3E	- 1		4.4A			4.4H			4.5A			4.5B			4.5D	-	4.6D		1	4.7C		1	4.8C		<u> </u>	4.9A	
SJE 2022-2023 4th Grade Math Essential Standards	Represent t numbers t decimals expande	the value of the through 1,000,0 s to the hundred ed notation and	4.00         4.30           0.005.00 are 000.000 are 01 months         Relate documents for defined to months and regression for defined to months and regression for a set of defined to months         Despecte on the defined to months and regression for a set of defined to months           UNIT 1         0.000         0.000           0.000         0.000         0.000					with different denominators rison using the or <	Represe subtracti denominato models that pro	int and solve addition of fractions with rs using objects and build to the number perfies of operation	ion and h equal nd pictorial er line and rs	Add and su decimals to t the	btract whole numbe he hundredths plac standard algorithm	ers and be using	Solve with t problems in division, inclu	fluency one- ar tvolving multipl iding interpretir	nd two-step lication and ng remainders	Represent mu the four opera using strip diag letter standing	uls-step proble ations with who grams and equi g for the unkni	ms involving ple numbers uations with a own quantity	Represent pro table and i generate a ni given rule rep the values in their po	oblems using a numerical expr umber pattern to resenting the r the resulting so soliton in the se	in input-output ressions to that follows a relationship of requence and equence	Solve problems area of rectangi wf	related to perimete es where dimension ole numbers	and Classify the pre- perpenables	vo-dimensional ence or absenc licular lines or ti e of angles of a	fgures based o e of parallel or te presence or specified size	n Determine angles in nu	e the approxin i degrees to th imber using a	nate measures of te nearest whole protractor.	Solve measuremer liquid volum addition, s div	problems that of its of length, int res, mass, and ubtraction, mult rision as approp	feal with tervals of time, money using tiplication, or priate	Represent da plot, or sten whole	ata on a frequer n-and-leaf plot r numbers and fr	incy table, dot imarked with tractions.
	Unit 1			Unit 1								Unit 2						Unit 2			Unit 2			Unit 2							_						
Scott Johnson Elementary	63%			60%								39%						62%			78%			53%													
Economic Disadvantage	59%			57%								36%						60%			78%			51%											-		
Asian	100%			100%					_			100%						100%			100%			80%											'		-
Black/African American	50%			51%					_			28%						62%			79%			53%											'		-
Hispanic	63%			60%							-	38%						57%			74%			50%			_								-		-
Iwo or More Races	60%	-		50%							-	10%						70%			83%			60%			-							-	- ·		-
White Consents Consent Officerul	68%			65%					-			46%						65%			83%			56%					-						- · · ·	+ · ·	-
Currently emergent bringda	45%	-		03%					-			1996						39%			76%			3376											- · · ·	+ · ·	-
Special Ed Indicator	6196			5.0%			-			+ +	_	42%						43%			79%			54%			-										<u> </u>
Economic Dicaduantara	COM	-		50%		_		-	-			4196			_			CAM.			77%			56%	-	-	-	-	-	-		-			_		
Black/African American	49%			58%								33%						68%			77%			53%											1	- ·	-
Hispanic	60%			51%								37%						45%			74%			57%											1	- ·	-
Two or More Races	80%			60%								20%						40%			83%			60%													
White	67%			64%								50%						56%			81%			57%												1	
Currently Emergent Bilingual	76%			64%								36%						56%			80%			72%													
Special Ed Indicator	52%			68%								24%						52%			67%			28%													
Barton, Ashley	65%			56%						1 1		33%					1	60%			73%			48%													
Economic Disadvantage	63%			52%								32%						58%			76%			46%													
Black/African American	45%			25%								25%						40%			67%			70%													
Hispanic	66%			61%								36%						59%			73%			44%													
Two or More Races	40%			40%								0%						100%			83%			60%													
White	75%			58%								29%						69%			76%			49%													
Currently Emergent Bilingual	67%			64%								37%						59%			75%			47%												· · · · ·	_
Special Ed Indicator	50%			33%								9%						51%			45%			31%			_								<u> </u>		
McDonald, Jessica	61%			66%								44%						71%			85%			57%													
Economic Disadvantage	55%			63%						1		35%						68%			83%			52%											'		
Asian	100%			100%						1		100%						100%			100%			80%											·		
Black/African American	52%			56%								24%						67%			85%			47%			-										
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Special Ed Indicator	32%			36%								23%						43%			61%			43%											1	1	

																				ESSENTI	AL STAN	NDARDS															
															Foundati	onal Skills															Response Sk	dlis			Multiple C	ienres	
			K.2Ai		K	2AII	K.2	2Aiv	K.2Av		K.2Avi		ĸ	2Aviii			ĸ	2Bi			K.2Bii			K.	2Ci			K.2Dv			K.6B			K.7B (8c)		K.7D	K.8Dii
SJE 2022-2023 Kindergarten RLA	demonstrate pi	honological awaren	ess by: () identifying a	ind producing rhyming words	demonstration awarenees by individual wo	e phonological y: identifying the ids in a spoken Mence	demonstrate ; awareness by ide in spoke	i phonological entifying syllables en words	blending syllables t mutteylabic wit	a farm Hds	segmenting multisyllabic words syllabies	into demonstrate př	ionological awarene to form on	ss.by: (viii)blending - cylable words	spoken phonemes	demonstrate and in The	apply phonetic kno re common sounds	swiedge by: identifying and i that letters represent	quisting	demonstrate and apply phrelationships to decode, in	onetic knowledge b ickuling VC, CVC, o	y: (i) using letter-eou DCVC, and CVOC with	nd da	spell words with V	C, CVC and COVC		dentifying all up	percase and lowercase	ieđen.	provid	de an oral, pictorial, or written	neeponee to a text	identify and	describe the main character(s)	8	arite the setting	recognize characteristics and etructures of informational text, including titles & simple-graphics to gain information
Essential Standards					Unit 1	1							1			Unit 1				Unit 1						Unit 1				Unit 1			Unit 1				
Scott Johnson Elementary					78%											92N				49%						945				945			92N				
Economic Disadvantage					72%											92%				40%						94%				93%			90%				
American Indian/Alaskan Native					0%											100%				0%						300%				100%			100%				
Asian					100%											100%				50%						300%				100%			100%				
Black/African American					725	_						_				89%				50%						93%				94%			89%				
параліс					8/5							_				975			-	485						97%				945			90%		-		
two or more kaces					275											335				535						90%				975			27%				
Currently Emergent Billion of					135											100%				115						956				97%			825				
Special Ed Indicator					40%											325				20%						95%				80%			82%				
Cervenka, Shelby					50%											96N				69%						98%				100%			100%				
Economic Disadvantage					36%											94N				55%						95%				100%			100%				
Black/African American					25%											100%				50%						300%				100%			100%				
Hispanic					80%											100%				100%						300%				100%			100%				
Two or More Races					67%	_						_				100%			-	67%						93%				100%			100%				
White					50%											IN				50%	_					95%				100%			100%				
Mall Maden					200					_		-				837				0.0		_	_	-		100		_	_	100%		_	100%		_	_	
France Frankry					80.0	-				_		-	-			800			-	60%	_	-	-	-		0.35		_		100%		-	100%		_		
Black/African American					100%											82%				755						100%				100%			100%				
Mapanic					67%	-										78%				335						87%				100%			100%				
Two or More Races					100%											100%				0%						200%				100%			100%				
White					715							_				71%				715	_					82%				100%			100%				
Jenkins, Shauna					87%											89%				47%						96%				67%			67%				
Economic Disadvantage					82%											85N				36%						95%				55%			55N				
Black/African American					100%	-										89%				67%						100%				67%			67%				
Tapane Tap or More Bares					100%											975				4605						40%				005			00%				
White					135											100%				50%						100%				135			12N				
Currently Emergent Billingual					100%											100%				0%						100%				0%			0%				
Special Ed Indicator					50%											100%				50%						300%				50%			50%				
Machinsky, Kimberly					84%											93%				42%						94%				100%			95N				
Economic Disadvantage					79%											90%				21%						91%				100%			93%				
American Indian/Alaskan Native					0%	_										100%				0%						300%				100%			100%				
Asian					100%	-										100%				50%						200%				100%			100%				
alack/Attican American					1000											0/%				255						70%				100%			75%				
Two or More Races					50%											100%				505						200%				100%			100%				
White					100%											100%				40%						300%				100%			100%				
Currently Emergent Bilingual					100%											100%				0%						300%				100%			100%				
Special Ed Indicator					0%		_					_	_			100%				0%						300%			_	100%			100%				
McEuen, Megan					80%											98N				33%						96%				100%			100%				
Economic Disadvantage					70%	-										97%				30%						94%				100%			100%				
Black/African American					67%											100%				33%						500%				100%			100%				
Tan or More Bares					100%											100%				0%				1		100%				100%	1		100%				
White					755											200.4				50%						915				100%			100%				
Saucedo, Kimberly					80%											100%			-	40%						94%				100%			90%				
Economic Disadvantage					785											100%				335						93%				100%			89%				
Mapanic					80%											100%				40%						94%				100%			90%				
Currently Emergent Bilingual					80%											100%				40%						94%				100%			90%				

										E	SSENTIAL	L STANDARDS															
						Foundational	Skills											Re	ponse Skills					Acr	oss Genre		
	1.2Ai	1.2Aiv		1.2Av	1.2Avii			1.2Bili			1.2Ci			1.	.38			1.7B		1.70		1.88	1.8C		1.9Dii	1.10A	
SJE 2022-2023 1st	demonstrate phonological awareness by (i) producing a series of myrning words	demonstrate phonological awarenee apoken phonemes to form one-ey	ss by blending fabre words,	demonstrate phonological awareness by: (v) blending spoken phonemes to form o systatile words, including indica and/or final consonant blends	demonstrate phonological awareness by (rei) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final constraint blands.	demonstrate and apply	y phanetic knowledge by V	r (ii) decoding words with 'Ce syllables;	n dissed syllables; open syllables;	demonstrate and apply closed syllables, open s	spelling knowledge: spel glables, VC# sylables, w	ding words with closed syllables with ower teams, and r-controlled syllables.	use illustration	and texts the student is able	to read or hear to learn	or clarify word meaning	write brief comme	nts on liberary or informat Seats	use text evide	ence to support an ap	opropriate response <sup>das</sup>	cribe the main character(s) and the reason(s) for their actions	Describe plot elements, the main events, the pr and the resolution, for to	including recogni roblems, aucs read (i) feature	24 characteridics and structures of informational text, including: and simple graphics to locate or gain	discuss the author's purpose f	for writing text
Standards	Unit 1	reading into and into	unus	Unit 1		Unit 1				Unit 1	-		Unit 1									Unit 1	Unit 1		Franker,	Unit 1	
Scott Johnson Elementary	74%			82%		85%				92%			89%									47%	70%			75%	
Economic Disadvantage	73%			80%		84%				91%			87%									86N	69%			75%	
Asian	100%			100%		100%				100%			100%									100%	75%			100%	
Black/African American	82%			73%		85%				91%			BGN									91%	68N			73%	
Hispanic	67%			785		82%				89%			89%									85N	75%			76%	
Two or More Races	835			67N		72%				83%			25%									50%	63%			100N	
White	795			92%		\$0%				97%			92%									89%	66%			74%	
Currently Emergent Bilingual	63%			IIS CON		EGN CEN				IBS CON			50%									IDS (D)	77%			73%	
Richampering Christian	UN UN			800		8.36	_			015	_		7.5.5						_	-		697A	114			784	
Ferrario Disebusies	EAN CONTRACT			100 M		83.4	_			000			78.4									80/4	48.4			787	
Black/African American	105			715		80%				17%			70%									80%	655			40%	1 1
Hispanic	90%			765		815				BON			79%									755	645			BON .	
White	835			895		89%				100%			83%									835	75%			100%	
Special Ed Indicator	92%			75N		94%				75%			75%									58%	56%			75%	
Controras, Maria	56%			97%		94%				94%			BBN .									83N	90%			75%	
Economic Disadvantage	61%			100%		97%				94%			BGN									#2%	89%			73%	
Hispanic	56%			97%		94%				94%			BBN .									83%	90%			75%	
Currently Emergent Billingual	56%			97N		94%				94%			83%									83N	90%			75N	_
Special Ed Indicator	115			835		835	_	_		100%			75%							_		67%	63%			50%	
Dobbs, Callie	67%			16N		IGN				96%			79%							_		MS	685			BIN	4
Economic Disadvantage	6.7%			ins.		83%		_		95%			75%									115	64%			84N	_
Block/Amoun American	ENS .			6/S		51%				100%			2005								1 1	100%	105			100%	+ +
Tan or More Pares	67%			675		67%				67%			0%									0%	50%			100%	
White	\$7%			925		92%				97%			155									435	555			825	
Mojia, Ana	69%			67%		81%				BSN			92%									43N	715			82N	
Economic Disadvantage	69%			67%		81%				BSN			92%									83N	715			82N	
Hispanic	65%			67%		81%				86%			92%									83%	71%			82%	
Currently Emergent Billingual	69%			67%		81%				BGN			92%									83%	71%			83N	
Special Ed Indicator	585			425		56%				58%			75%									67%	56%			75%	
Paschal, Suzio	\$0%			80%		96%				95%			9455									100%	82%			57N	
Economic Disadvantage	89%			75%		\$4%				94%			92%									100%	79%			50%	I
Asian	100%			1005		100%				100%			100%									100%	/30	1	1	100%	-
Hananic	75%			585		895				100%			100%									102%	115	- 1		25%	
White	855			255		100%				100%			100%									102%	165	1		425	
Special Ed Indicator	67%			67%		78%				67%			50%									100%	50%			100%	
Slevert, Robecca	54N			77%		78%				91%			92%									MN .	64%			67%	
Economic Disadvantage	EIN			76%		77%				91%			92%									85N	65%			67%	
Black/African American	100%			735		96%				100%			\$0%									93%	70%			60%	
Hispanic	67%			60%		53%				80%			90%									73%	50%			60%	
White	ISN			89%		81%				93%			94%								1 1	89%	6.9%	- 1		67%	
Currently Emergent Billingual	335			335		22%		_		33%			100%									67%	50%	- 1	1	0%	
Smuel Sharolden	615			85		EIN C	_			01%	_		97%					_	_	-		825	57%			80%	
Formation Disadvantage	134			10K		700				ROX.			175									204	175			175	
Black/African American	515			715		785				17%			100%								1	175	50%	1		100%	
Mispanic	39%			85		78%				ans.			100%									895	67%	1		E2N	
Two or More Races	100N			67%		78%				100%			50%								1 1	100%	75%			100%	
White	835			94N		87%				100%			100%									89%	50%			82%	
Currently Emergent Billingual	100%			100%		100%				100%			100%									100%	25%			0%	

				,	oundational S	Skills					Comprehenation	n Skilla		Rei	sponse Skill	1						Multiple	Genres							Autho	r's Craft				
		2.2011			2.201			2.30		2.6F		2.6G		2.78		2.70		2	10			2.80			2.901			2.90(8	2.901	2.901	2.10A	2.10C		2.11DI	
	án.	unainader annä apply phoned	is knowledge by	denarak	ute and apply spelling	koodinige ky									_								_				receptor characteristics	and situations of international lev							
9 IE 2022 2022 2nd	(ii) decoding mut substance want team	implaint words with slow	d splatting, open splatters, VCe	Department of all and a second	is and multiplain and yourd inama. Installed	with with viscand syllables; spen	Use content within and law	and a series ar loader	mine the meaning of understate	make information and use makes understanding	as is appel	shade details read to determ	nine here beinen	neerin an Distary or Johannal	use test	evidence to support an appropriate					Describe and understand the samflet, and the	plat elements, including the main ma- resolution. for brain must aloud and					(ii) recention commission	industry of pathway such as chromological	lating shall be author is bying	in receptor characteristic of	shows the author's purpose is	discuss the author's use of pri-			
Crede DLA Casarial		splattes (and load stable	sylation)	r aarina	ded sylables, (and ins	of sinile splatters (		wards		-			texts that deep	minute an understanding of it	for lead	response,	Describe the	e main sharacter's jobs	seasies) idental and external is	india.		independently	Receptor	sharedetalist and site	dures of informational lead, i	including: Instants and	and server a	d effect sided exploitly		disimpulsions lasts from opening	willing bed	specific purposes	with the local states	using standard English surveys	iana, industry
Chandrada		_			_			_		1 1				<u> </u>	_	1 1		_		_			_	-		-			-				and a second		
ocandards	Unit 1	_		Unit 1	_		URE 1										UNIT 1	_		_	UNIT 1		_	_		_					Une 1		Unit 1		
Scott Johnson Elementary	815			66N			84%										26%				626										41%		71%		
Economic Disadvantage	77%			61%			82%										765				62%										332		67%		
American Indian/Alaskan Native	89%			50%			89%										82%				82%										33%		92%		
Asian	100%			300%			500%										100%				100%										100%		300%		
Black/Mirican American	79%			\$2%			78%										67%				\$2%									1 1	30%		60%		
Hispanic	72%			62%			82%										72%				626										36%		72%		
Two or More Races	100%			75%			500%										90%				50%										100%		75N		
White	895			24%			895										825				62%										50%		72%		
Currently Emergent Billion val	6/16			61%			255										69%				6/96										25%		22%		
East May Monitorian	1005			1006			500%										100%				100%										115		25%		
Sourial Editedination	69%			61%			90%										67%				496										45%		64%		
Riddleaser Lash	90%	_		91%	-		97%	-				_			-		62%	-		-	195		-				_				485		24%		
Constantia Mante manage	036	_			-		414								-		2011				10x				_		_				400				
ernorer recoverings	8/16																79%				78%									1 1			70%		
Arsences inder/Adricen Native	100%			100%			500%	_									100%				100%										100%		100%		
Agas	100%			100%			500%										100%			-	100%									1 1	100%		100%		
Black, Mrican American	87%	_		80%			72%	_									72%				65%		_								42%		60%		
Hispanic	77%			85%			87%										78%				82%										32%		70%		
Two or More Races	100%			300%			500%										100%				100%										100%		300%		
White	98%			300%			92%										88%				65%										\$2%		79%		
Currently Emergent Bilingual	67%			100%			500%										100%				100%									1 1	100%		100%		
First War Monitoring	100%			300%			500%										100%				100%										0%		75%		
Special Ed Indicator	94%			92%			94%										90%				SRG										82%		75N		
Garcia, Laura	60%			61%			74%										67%				47%										32%		72%		
Economic Dicadvantage	59%			61%			NN										62%				42%										325		72%		
Managir.	6/16			6116			24%										676				476										22%		21%		
Currently Emergent Billion val	6/16			61%			24%										67%				476										22%		215		
Countral California Country	100			(74)			(W)										600				200										100		(1W)		
Cubul Office	94%			95%	-		96%										76%				COK.				_						226		24%		
Constant of March 1999				000			4764					_					224	-					_								4744		(14)		
Aller Aller Annual and	80%			100			8/16	_									2316				- Cit.										30%				
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