ESSENTIAL STANDARDS

SJE 2022-2023 1st Grade Math Essential Standards	Numerical Representations and Reasoning			Computations & Algebraic Relationships			Geometry and Measurement						Data Analysis & Personal Financial Literacy	
	1.2B	1.2C	1.2G	1.3F	1.5D	1.5G	1.6A	1.6D	1.6E	1.6G	1.7D	1.7E	1.4C	1.8C
	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones	use objects, pictures, and expanded and standard forms to represent numbers up to 120	represent the comparison of two numbers to 100 using the symbols >, <, or =	generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences	apply properties of operations to add and subtract two or three numbers	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language	identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language	partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words	describe a length to the nearest whole unit using a number and a unit	tell time to the hour and half hour using analog and digital clocks	use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes	draw conclusions and generate and answer questions using information from picture and bar-type graphs
	Unit 1	Unit 1	Unit 1											
Scott Johnson Elementary	**78%**	**77%**	**76%**											
Economic Disadvantage	76%	76%	73%											
Asian	100%	100%	75%											
Black/African American	83%	77%	76%											
Hispanic	73%	71%	73%											
Two or More Races	75%	75%	88%											
White	82%	84%	78%											
Currently Emergent Bilingual	70%	71%	69%											
Special Ed Indicator	80%	68%	71%											
Bielamowicz, Christee	**87%**	**82%**	**87%**											
Economic Disadvantage	88%	85%	88%											
Black/African American	85%	65%	80%											
Hispanic	89%	89%	93%											
White	85%	90%	85%											
Special Ed Indicator	88%	75%	94%											
Dobbs, Callie	**81%**	**68%**	**65%**											
Economic Disadvantage	78%	67%	56%											
Black/African American	75%	63%	38%											
Hispanic	85%	70%	70%											
Two or More Races	75%	75%	75%											
White	80%	68%	68%											
Mejia, Ana	**70%**	**71%**	**70%**											
Economic Disadvantage	71%	70%	68%											
Hispanic	70%	71%	70%											
Currently Emergent Bilingual	70%	71%	70%											
Special Ed Indicator	71%	63%	75%											
Paschal, Suzie	**79%**	**82%**	**79%**											
Economic Disadvantage	75%	79%	73%											
Asian	100%	100%	75%											
Black/African American	90%	70%	85%											
Hispanic	63%	63%	56%											
White	78%	97%	88%											
Special Ed Indicator	100%	50%	75%											
Sievert, Rebecca	**85%**	**81%**	**76%**											
Economic Disadvantage	79%	77%	71%											
Black/African American	90%	90%	85%											
Hispanic	75%	63%	69%											
White	86%	83%	75%											
Currently Emergent Bilingual	75%	75%	50%											
Special Ed Indicator	83%	75%	33%											
Stroud, Sheridan	**71%**	**79%**	**79%**											
Economic Disadvantage	69%	78%	80%											
Black/African American	71%	88%	71%											
Hispanic	63%	63%	79%											
Two or More Races	75%	75%	100%											
White	79%	88%	83%											

SJE 2022-2023 Kinder Math Essential Standards	ESSENTIAL STANDARDS											
	Numerical Representations and Reasoning						Computations & Algebraic Relationships	Geometry and Measurement		Data Analysis and Personal Financial Literacy		
	K.2B		K.2D	K.2H	K.2I		K.3B	K.6E	K.7B	K.4A	K.8B	K.8C
	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures		recognize instantly the quality of a small group of objects in organized and random arrangments	use comparative language to describe two numbers up to 20 presented as written numerals	compose and decompose numbers up to 10 with objects and pictures		solve word problems using objects and drawings to find sums up to 10 and differences within 10	classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference	identify U.S. coins by name, including pennies, nickels, dimes, and quarters	use data to create real-object and picture graphs	draw conclusions from real-object and picture graphs
	Unit 1	Unit 2			Unit 1	Unit 2				Unit 2		
Scott Johnson Elementary	**90%**	87%			**84%**	85%				75%		
Economic Disadvantage	94%	85%			86%	82%				73%		
American Indian/Alaskan Native	94%	60%			100%	50%				75%		
Asian	100%	100%			100%	100%				88%		
Black/African American	93%	84%			86%	79%				76%		
Hispanic	92%	94%			84%	86%				81%		
Two or More Races	80%	74%			69%	81%				63%		
White	88%	86%			85%	88%				71%		
Currently Emergent Bilingual	---	90%			---	81%				81%		
Special Ed Indicator	81%	73%			55%	65%				60%		
Cervenka, Shelby	**93%**	89%			**71%**	86%				84%		
Economic Disadvantage	92%	84%			68%	80%				82%		
Black/African American	92%	73%			75%	63%				75%		
Hispanic	99%	100%			70%	100%				100%		
Two or More Races	85%	78%			67%	83%				67%		
White	94%	100%			70%	94%				88%		
Special Ed Indicator	94%	77%			50%	63%				75%		
Hall, Harley	**83%**	87%			**89%**	78%				87%		
Economic Disadvantage	98%	90%			97%	83%				90%		
Black/African American	91%	100%			92%	88%				100%		
Hispanic	76%	89%			92%	75%				83%		
Two or More Races	100%	100%			100%	100%				100%		
White	78%	76%			84%	71%				79%		
Jenkins, Shauna	**87%**	90%			**75%**	87%				80%		
Economic Disadvantage	92%	88%			82%	82%				73%		
Black/African American	94%	100%			75%	100%				83%		
Hispanic	94%	100%			75%	100%				100%		
Two or More Races	6%	0%			0%	0%				0%		
White	89%	91%			88%	83%				75%		
Currently Emergent Bilingual	100%	100%			100%	100%				100%		
Special Ed Indicator	67%	73%			63%	50%				50%		
Machinsky, Kimberly	**92%**	80%			**87%**	79%				54%		
Economic Disadvantage	94%	74%			86%	75%				52%		
American Indian/Alaskan Native	94%	60%			100%	50%				75%		
Asian	100%	100%			100%	100%				88%		
Black/African American	93%	60%			100%	56%				50%		
Hispanic	91%	91%			87%	75%				55%		
Two or More Races	89%	80%			75%	100%				50%		
White	94%	81%			75%	90%				40%		
Currently Emergent Bilingual	90%	67%			84%	75%				25%		
Special Ed Indicator	83%	67%			50%	100%				67%		
McEuen, Megan	**92%**	90%			**97%**	98%				70%		
Economic Disadvantage	95%	89%			97%	98%				63%		
Black/African American	94%	93%			92%	100%				75%		
Hispanic	98%	98%			100%	92%				50%		
Two or More Races	100%	100%			100%	100%				100%		
White	88%	85%			97%	100%				72%		
Saucedo, Kimberly	**---**	91%			**---**	80%				85%		
Economic Disadvantage	---	90%			---	78%				83%		
Hispanic	---	91%			---	80%				85%		
Currently Emergent Bilingual	---	91%			---	80%				85%		

ESSENTIAL STANDARDS

SJE 2022-2023 2nd Grade Math Essential Standards	Numerical Representations and Reasoning				Computations and Algebraic Relationships					Geometry and Measurement				Data Analysis & Personal Financial Literacy
	2.2A	2.2B	2.2D	2.3B	2.4C	2.4D	2.5A	2.6A	2.6B	2.8B	2.8C	2.9E	2.9G	2.10C
	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones	use standard, word, and expanded forms to represent numbers up to 1,200	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)	explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part	solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms	generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000	determine the value of a collection of coins up to one dollar	model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined	model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets	classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language	classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices	determine a solution to a problem involving length, including estimating lengths	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one
	Unit 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	87%	80%	69%		38%	49%	62%							
Two or More Races	100%	70%	75%		33%	50%	50%							
White	86%	80%	72%		41%	47%	69%							
Currently Emergent Bilingual	88%	82%	72%		39%	54%	58%							
Special Ed Indicator	83%	70%	60%		32%	41%	59%							
Garcia, Laura	88%	78%	70%		39%	54%	58%							
Economic Disadvantage	86%	77%	65%		39%	54%	56%							
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%	47%							
Skains, Carly	91%	84%	76%		47%	49%	72%							
Economic Disadvantage	89%	81%	73%		44%	45%	64%							
American Indian/Alaskan Native	88%	80%	58%		33%	67%	0%							
Black/African American	83%	78%	67%		47%	42%	64%							
Hispanic	96%	82%	85%		44%	41%	74%							
White	93%	89%	79%		50%	56%	85%							
Special Ed Indicator	93%	86%	74%		33%	38%	71%							

SJE 2022-2023 3rd Grade Math Essential Standards	Numerical Representations and Reasoning				Computations and Algebraic Relationships					Geometry and Measurement			Data Analysis & Personal Financial Literacy
	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
	compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate	compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models	solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts	represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations	represent real-world relationships using number pairs in a table and verbal descriptions	classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language	determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row	determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals
	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 Bilingual	77%	74%			58%		67%		54%			70%	
First Year of Monitoring	92%	75%			70%		70%		50%			63%	
Special Ed Indicator	56%	46%			47%		55%		27%			52%	
Clayton, Hope	72%	70%			67%		64%		50%			72%	
Economic Disadvantage	75%	75%			67%		63%		49%			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%			69%	
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%	
First Year of Monitoring	100%	50%			40%		40%		40%			50%	
Special Ed Indicator	78%	67%			40%		75%		25%			50%	
Merchant, Kimberly	75%	67%			64%		63%		58%			68%	
Economic Disadvantage	70%	62%			56%		58%		51%			62%	
Black/African American	81%	56%			60%		49%		40%			54%	
Hispanic	63%	68%			58%		71%		58%			67%	
White	80%	71%			69%		62%		64%			74%	
First Year of Monitoring	83%	100%			100%		100%		60%			75%	
Special Ed Indicator	58%	33%			35%		30%		10%			44%	

ESSENTIAL STANDARDS

SJE 2022-2023 4th Grade Math Essential Standards

Standard	Category	Description	Unit
4.2B	Numerical Representations and Reasoning	Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	Unit 1
4.2G	Numerical Representations and Reasoning	Relate decimals to fractions that name tenths and hundredths	Unit 1
4.3D	Numerical Representations and Reasoning	Compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <	
4.3E	Computations and Algebraic Relationships	Represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations	Unit 2
4.4A	Computations and Algebraic Relationships	Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm	
4.4H	Computations and Algebraic Relationships	Solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	
4.5A	Computations and Algebraic Relationships	Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity	Unit 2
4.5B	Computations and Algebraic Relationships	Represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence	Unit 2
4.5D	Geometry and Measurement	Solve problems related to perimeter and area of rectangles where dimensions are whole numbers	Unit 2
4.6D	Geometry and Measurement	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size	
4.7C	Geometry and Measurement	Determine the approximate measures of angles in degrees to the nearest whole number using a protractor.	
4.8C	Geometry and Measurement	Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate	
4.9A	Data Analysis and Personal Financial Literacy	Represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions.	

Group	4.2B	4.2G	4.3D	4.3E	4.4A	4.4H	4.5A	4.5B	4.5D	4.6D	4.7C	4.8C	4.9A
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%				
Two or More Races	60%	50%		10%			70%	83%	60%				
White	68%	65%		46%			65%	83%	56%				
Currently Emergent Bilingual	67%	63%		36%			59%	76%	53%				
Special Ed Indicator	45%	45%		18%			49%	56%	34%				
Bailer, Donald	61%	58%		42%			54%	78%	56%				
Economic Disadvantage	58%	57%		41%			54%	77%	56%				
Black/African American	49%	58%		33%			68%	77%	53%				
Hispanic	60%	51%		37%			45%	74%	57%				
Two or More Races	80%	64%		20%			40%	83%	60%				
White	67%	64%		50%			56%	81%	57%				
Currently Emergent Bilingual	76%	64%		36%			56%	80%	72%				
Special Ed Indicator	52%	68%		24%			52%	67%	28%				
Barton, Ashley	65%	56%		33%			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%				
McDonald, Jessica	61%	66%		44%			71%	85%	57%				
Economic Disadvantage	55%	63%		35%			68%	83%	52%				
Asian	100%	100%		100%			100%	100%	80%				
Black/African American	52%	56%		24%			67%	85%	47%				
Hispanic	60%	66%		42%			67%	77%	60%				
White	65%	71%		53%			75%	89%	60%				
Currently Emergent Bilingual	60%	60%		30%			65%	75%	60%				
Special Ed Indicator	32%	36%		23%			43%	61%	43%				

ESSENTIAL STANDARDS

SJE 2022-2023 Kindergarten RLA Essential Standards	K.2Ai (Unit 1)	K.2Avii (Unit 1)	K.2Bi (Unit 1)	K.2Dv (Unit 1)	K.6B (Unit 1)	K.7B (Bc) (Unit 1)
Scott Johnson Elementary	78%	92%	69%	94%	94%	92%
Economic Disadvantage	72%	91%	40%	94%	93%	90%
American Indian/Alaskan Native	0%	100%	0%	100%	100%	100%
Asian	100%	100%	50%	100%	100%	100%
Black/African American	72%	89%	50%	93%	94%	89%
Hispanic	87%	97%	48%	97%	94%	90%
Two or More Races	63%	88%	38%	90%	88%	88%
White	77%	90%	53%	93%	97%	97%
Currently Emergent Bilingual	83%	100%	33%	95%	92%	83%
Special Ed Indicator	40%	93%	20%	98%	80%	80%
Cervenka, Shelby	56%	96%	69%	98%	100%	100%
Economic Disadvantage	36%	94%	55%	90%	100%	100%
Black/African American	25%	100%	50%	100%	100%	100%
Hispanic	80%	100%	100%	100%	100%	100%
Two or More Races	67%	100%	67%	93%	100%	100%
White	50%	83%	50%	95%	100%	100%
Special Ed Indicator	50%	83%	0%	90%	100%	100%
Hall, Harley	80%	80%	60%	89%	100%	100%
Economic Disadvantage	85%	85%	62%	92%	100%	100%
Black/African American	100%	92%	75%	92%	100%	100%
Hispanic	67%	78%	33%	87%	100%	100%
Two or More Races	100%	100%	0%	100%	100%	100%
White	71%	71%	71%	83%	100%	100%
Jenkins, Shauna	87%	89%	47%	96%	67%	67%
Economic Disadvantage	82%	85%	36%	95%	55%	55%
Black/African American	100%	89%	67%	100%	67%	67%
Hispanic	100%	93%	40%	100%	60%	60%
Two or More Races	0%	0%	0%	40%	0%	0%
White	83%	100%	50%	100%	83%	83%
Currently Emergent Bilingual	100%	100%	0%	100%	0%	0%
Special Ed Indicator	50%	100%	50%	83%	50%	50%
Machinsky, Kimberly	94%	93%	42%	94%	100%	95%
Economic Disadvantage	79%	90%	21%	91%	100%	93%
American Indian/Alaskan Native	0%	0%	0%	100%	100%	100%
Asian	100%	100%	50%	100%	100%	100%
Black/African American	75%	100%	25%	70%	100%	75%
Hispanic	100%	100%	60%	100%	100%	100%
Two or More Races	50%	100%	50%	100%	100%	100%
White	100%	100%	40%	100%	100%	100%
Currently Emergent Bilingual	100%	100%	0%	100%	100%	100%
Special Ed Indicator	0%	100%	0%	100%	100%	100%
McEuen, Megan	80%	98%	33%	100%	100%	100%
Economic Disadvantage	70%	97%	30%	94%	100%	100%
Black/African American	67%	100%	33%	100%	100%	100%
Hispanic	100%	100%	0%	100%	100%	100%
Two or More Races	100%	100%	0%	100%	100%	100%
White	75%	96%	50%	93%	100%	100%
Saucedo, Kimberly	80%	100%	40%	94%	100%	90%
Economic Disadvantage	78%	100%	33%	93%	100%	89%
Hispanic	80%	100%	40%	94%	100%	90%
Currently Emergent Bilingual	80%	100%	40%	94%	100%	90%

Column headers (full standards list): K.2Ai — demonstrate phonological awareness by: (i) identifying and producing rhyming words; K.2Aiii — demonstrate phonological awareness by: identifying the individual words in a spoken sentence; K.2Aiv — demonstrate phonological awareness by identifying syllables in spoken words; K.2Av — blending syllables to form multisyllabic words; K.2Avi — segmenting multisyllabic words into syllables; K.2Avii — demonstrate phonological awareness by: (viii) blending spoken phonemes to form one-syllable words; K.2Bi — demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent; K.2Bii — demonstrate and apply phonetic knowledge by: (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; K.2Ci — spell words with VC, CVC and CCVC; K.2Dv — identifying all uppercase and lowercase letters; K.6B — provide an oral, pictorial, or written response to a text; K.7B (Bc) — identify and describe the main character(s); K.7D — describe the setting; K.8Dii — recognize characteristics and structures of informational text, including titles & simple graphics to gain information

ESSENTIAL STANDARDS

SJE 2022-2023 1st Grade RLA Essential Standards	1.2Ai	1.2Aiv	1.2Av	1.2Avii	1.2Biii	1.2Ci	1.3B	1.7B	1.7C	1.8B	1.8C	1.9Diii	1.10A
	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1				Unit 1	Unit 1		Unit 1
Scott Johnson Elementary	74%		82%		85%	92%	89%			87%	70%		75%
Economic Disadvantage	73%		80%		84%	91%	87%			86%	69%		75%
Asian	100%		100%		100%	100%	100%			100%	75%		100%
Black/African American	82%		73%		85%	91%	86%			91%	68%		73%
Hispanic	67%		78%		82%	89%	89%			85%	75%		76%
Two or More Races	83%		67%		72%	83%	25%			50%	63%		100%
White	79%		92%		90%	97%	92%			89%	66%		74%
Currently Emergent Bilingual	63%		81%		86%	88%	90%			83%	77%		73%
Special Ed Indicator	64%		62%		68%	69%	75%			69%	61%		64%
Bielamowicz, Christee	85%		80%		83%	91%	78%			80%	68%		78%
Economic Disadvantage	84%		80%		90%	76%				80%	68%		76%
Black/African American	80%		73%		80%	87%	70%			80%	65%		40%
Hispanic	90%		76%		81%	86%	79%			76%	64%		80%
White	83%		89%		89%	100%	83%			83%	75%		100%
Special Ed Indicator	92%		75%		94%	75%	75%			58%	56%		75%
Contreras, Marta	50%		97%		94%	94%	88%			82%	85%		75%
Economic Disadvantage	61%		100%		97%	94%	86%			82%	85%		73%
Hispanic	56%		97%		94%	94%	88%			83%	90%		75%
Currently Emergent Bilingual	56%		97%		94%	94%	88%			83%	90%		75%
Special Ed Indicator	33%		83%		83%	100%	75%			67%	63%		50%
Dobbs, Callie	67%		86%		86%	96%	79%			84%	68%		88%
Economic Disadvantage	67%		83%		83%	95%	75%			81%	64%		88%
Black/African American	83%		67%		61%	100%	100%			100%	88%		100%
Hispanic	83%		83%		86%	100%	75%			100%	94%		100%
Two or More Races	57%		67%		67%	67%	0%			0%	55%		80%
White	57%		93%		92%	97%	85%			83%	55%		80%
Mejia, Ana	69%		67%		81%	86%	92%			81%	71%		83%
Economic Disadvantage	69%		67%		81%	86%	92%			83%	71%		83%
Hispanic	69%		67%		81%	86%	92%			83%	71%		83%
Currently Emergent Bilingual	69%		67%		81%	86%	92%			83%	71%		83%
Special Ed Indicator	58%		42%		58%	58%	75%			67%	56%		75%
Paschal, Suzie	90%		80%		96%	96%	94%			100%	82%		53%
Economic Disadvantage	89%		75%		94%	94%	92%			100%	79%		50%
Asian	100%		100%		100%	100%	100%			100%	75%		100%
Black/African American	93%		73%		90%	87%	80%			100%	80%		80%
Hispanic	75%		58%		89%	100%	100%			100%	81%		25%
White	95%		95%		100%	100%	100%			100%	86%		43%
Special Ed Indicator	67%		67%		78%	67%	50%			100%	50%		100%
Sievert, Rebecca	84%		77%		78%	91%	92%			80%	64%		63%
Economic Disadvantage	83%		76%		77%	91%	92%			85%	65%		67%
Black/African American	100%		73%		96%	100%	90%			93%	70%		60%
Hispanic	67%		60%		53%	80%	90%			73%	50%		60%
White	85%		89%		81%	93%	94%			89%	69%		67%
Currently Emergent Bilingual	33%		33%		22%	33%	100%			67%	50%		0%
Special Ed Indicator	56%		56%		37%	56%	83%			78%	75%		33%
Stroud, Sherinda													
Economic Disadvantage	53%		82%		79%	89%	97%			89%	57%		87%
Black/African American	53%		73%		78%	87%	100%			87%	50%		100%
Hispanic	39%		89%		78%	83%	100%			89%	67%		83%
Two or More Races	100%		67%		78%	100%	50%			100%	75%		100%
White	83%		94%		87%	100%	100%			89%	50%		83%
Currently Emergent Bilingual	100%		100%		100%	100%	100%			100%	25%		0%

SJE 2022-2023 2nd Grade RLA Essential Standards

Standards	Foundational Skills 2.2Bii (Unit 1)	Foundational Skills 2.2Ci (Unit 1)	Foundational Skills 2.3B (Unit 1)	Comprehension/Response 2.8B (Unit 1)	2.8C (Unit 1)	Author's Craft 2.10A (Unit 1)	2.11Di (Unit 1)
Scott Johnson Elementary	81%	60%	84%	76%	62%	45%	71%
Economic Disadvantage	77%	61%	82%	76%	61%	39%	67%
American Indian/Alaskan Native	89%	50%	89%	87%	83%	33%	92%
Asian	100%	100%	100%	100%	100%	100%	100%
Black/African American	79%	52%	78%	67%	57%	30%	60%
Hispanic	72%	62%	82%	72%	63%	36%	72%
Two or More Races	100%	75%	100%	90%	50%	100%	70%
White	89%	74%	89%	93%	62%	50%	73%
Currently Emergent Bilingual	60%	62%	75%	69%	50%	35%	73%
First Year Monitoring	100%	100%	100%	100%	100%	0%	75%
Special Ed Indicator	68%	61%	80%	67%	49%	45%	64%
Biddinger, Leah	90%	91%	87%	83%	71%	68%	74%
Economic Disadvantage	87%	88%	83%	79%	75%	66%	70%
American Indian/Alaskan Native	100%	100%	100%	100%	100%	100%	100%
Asian	100%	100%	100%	100%	100%	100%	100%
Black/African American	87%	80%	73%	72%	65%	40%	60%
Hispanic	77%	85%	87%	78%	80%	30%	70%
Two or More Races	100%	100%	100%	100%	100%	100%	100%
White	98%	100%	92%	88%	65%	53%	79%
Currently Emergent Bilingual	67%	100%	100%	100%	100%	100%	100%
First Year Monitoring	100%	100%	100%	100%	100%	0%	75%
Special Ed Indicator	94%	92%	94%	90%	58%	83%	75%
Garcia, Laura	60%	61%	74%	67%	67%	32%	71%
Economic Disadvantage	59%	61%	74%	67%	67%	33%	72%
Hispanic	60%	61%	78%	67%	67%	32%	71%
Currently Emergent Bilingual	60%	61%	78%	67%	67%	32%	71%
Special Ed Indicator	54%	67%	67%	50%	33%	17%	63%
Oshel, Olivia	89%	91%	86%	73%	53%	12%	79%
Economic Disadvantage	90%	93%	87%	73%	68%	40%	68%
Black/African American	89%	100%	89%	80%	67%	33%	67%
Hispanic	83%	88%	92%	70%	50%	0%	63%
Two or More Races	100%	50%	100%	80%	0%	100%	50%
White	82%	100%	92%	76%	55%	36%	82%
Special Ed Indicator	54%	100%	78%	53%	50%	67%	58%
Samuels, Kendra	80%	19%	85%	78%	64%	34%	65%
Economic Disadvantage	78%	19%	82%	73%	64%	34%	63%
American Indian/Alaskan Native	83%	25%	83%	80%	75%	0%	88%
Black/African American	71%	21%	79%	61%	50%	21%	59%
Hispanic	89%	28%	89%	78%	80%	67%	81%
White	83%	21%	90%	83%	64%	57%	59%
Special Ed Indicator	62%	14%	81%	69%	63%	29%	57%

	Foundational Skills				Comprehension Skills				Response Skills						Multiple Genres						Author's Craft				Writing	
SJE 2022-2023 3rd Grade RLA Essential Standards	3.2B		3.4C	3.4D	3.4F	3.4G	3.4H	3.7B	3.7C	3.8B		3.6C		3.9Di	3.9Dii	3.9Diii	3.10A		3.11C		3.11D				

SJE 2022-2023 4th Grade RLA Essential Standards

	Foundational Skills	Comprehension Skills				Response Skills		Multiple Genre	Author's Craft	Writing
	4.3B	4.6C	4.6F					4.8B	4.10C	3.11Di
	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	make and correct or confirm predictions using text features, characteristics of genre and structures	make inferences and use evidence to support understanding					Explain the interactions of the characters and the changes they undergo	Explain the author's use of print and graphic features to achieve specific purposes.	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.
	Unit 1	Unit 1	Unit 1					Unit 1	Unit 1	Unit 1
Scott Johnson Elementary	67%	47%	72%					58%	41%	46%
Economic Disadvantage	45%	43%	68%					56%	39%	42%
Asian	67%	100%	100%					50%	100%	80%
Black/African American	50%	32%	61%					45%	23%	42%
Hispanic	46%	38%	73%					57%	38%	40%
Two or More Races	0%	50%	75%					50%	0%	20%
White	49%	63%	76%					65%	54%	56%
LEP	52%	42%	70%					55%	36%	37%
Special Ed Indicator	39%	28%	61%					42%	56%	34%
Griffin, Erin	48%	58%	73%					56%	40%	52%
Economic Disadvantage	44%	47%	67%					50%	37%	45%
Asian	67%	100%	100%					50%	100%	80%
Black/African American	60%	30%	55%					45%	20%	40%
Hispanic	31%	54%	73%					58%	38%	46%
White	52%	75%	81%					63%	50%	63%
LEP	32%	50%	75%					65%	50%	45%
Special Ed Indicator	33%	33%	50%					25%	33%	37%
Perez, Rosario	49%	36%	68%					58%	23%	36%
Economic Disadvantage	48%	38%	64%					60%	35%	34%
Black/African American	25%	25%	63%					38%	0%	43%
Hispanic	50%	39%	70%					54%	36%	33%
Two or More Races	0%	0%	50%					100%	0%	40%
White	58%	33%	67%					71%	42%	38%
LEP	54%	42%	67%					54%	33%	32%
Special Ed Indicator	52%	14%	79%					50%	57%	30%
Smith, Hannah	45%	49%	77%					60%	51%	52%
Economic Disadvantage	42%	47%	75%					55%	47%	48%
Black/African American	50%	38%	69%					52%	38%	45%
Hispanic	52%	21%	79%					64%	43%	49%
Two or More Races	0%	100%	100%					0%	0%	0%
White	39%	72%	78%					64%	67%	61%
LEP	53%	40%	80%					60%	40%	54%
Special Ed Indicator	27%	40%	50%					50%	80%	38%