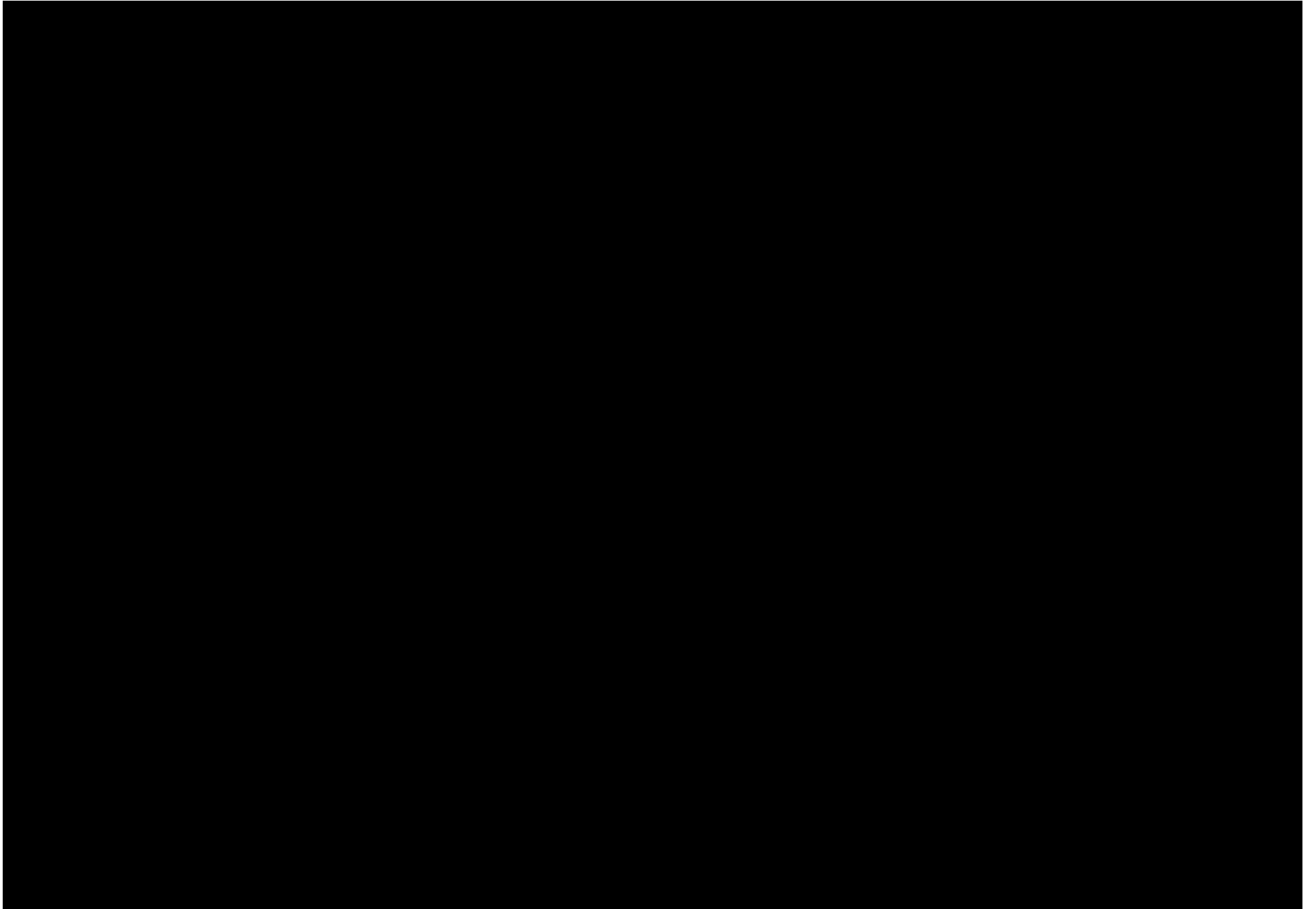


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Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and

5-1-1	5-1-2	5-1-3	5-1-4
With guidance and support, recognize the value of individual contributions and diverse perspectives.	With guidance and support, recognize the value of individual contributions and diverse perspectives.	Recognize the value of individual contributions and diverse perspectives.	Analyze and evaluate the value of individual contributions and diverse perspectives.
Analyze and evaluate the value of individual contributions and diverse perspectives.	Analyze and evaluate the value of individual contributions and diverse perspectives.	Analyze and evaluate the value of individual contributions and diverse perspectives.	Analyze and evaluate the value of individual contributions and diverse perspectives.
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Reading Literacy (P)

Foundational Skills - Reading

Standard 1. Demonstrate understanding of words as they are used in reading.

Decoding for print

Fundamentals of Reading

Standard 1. Demonstrate understanding of words as they are used in reading.

Principles of Reading (P)

Standard 1. Demonstrate understanding of words as they are used in reading.

GRADE TWO

KINDERGARTEN

GRADE ONE

Standard 1. Demonstrate understanding of words as they are used in reading.

Grade in print

Standard 1. Demonstrate understanding of words as they are used in reading.

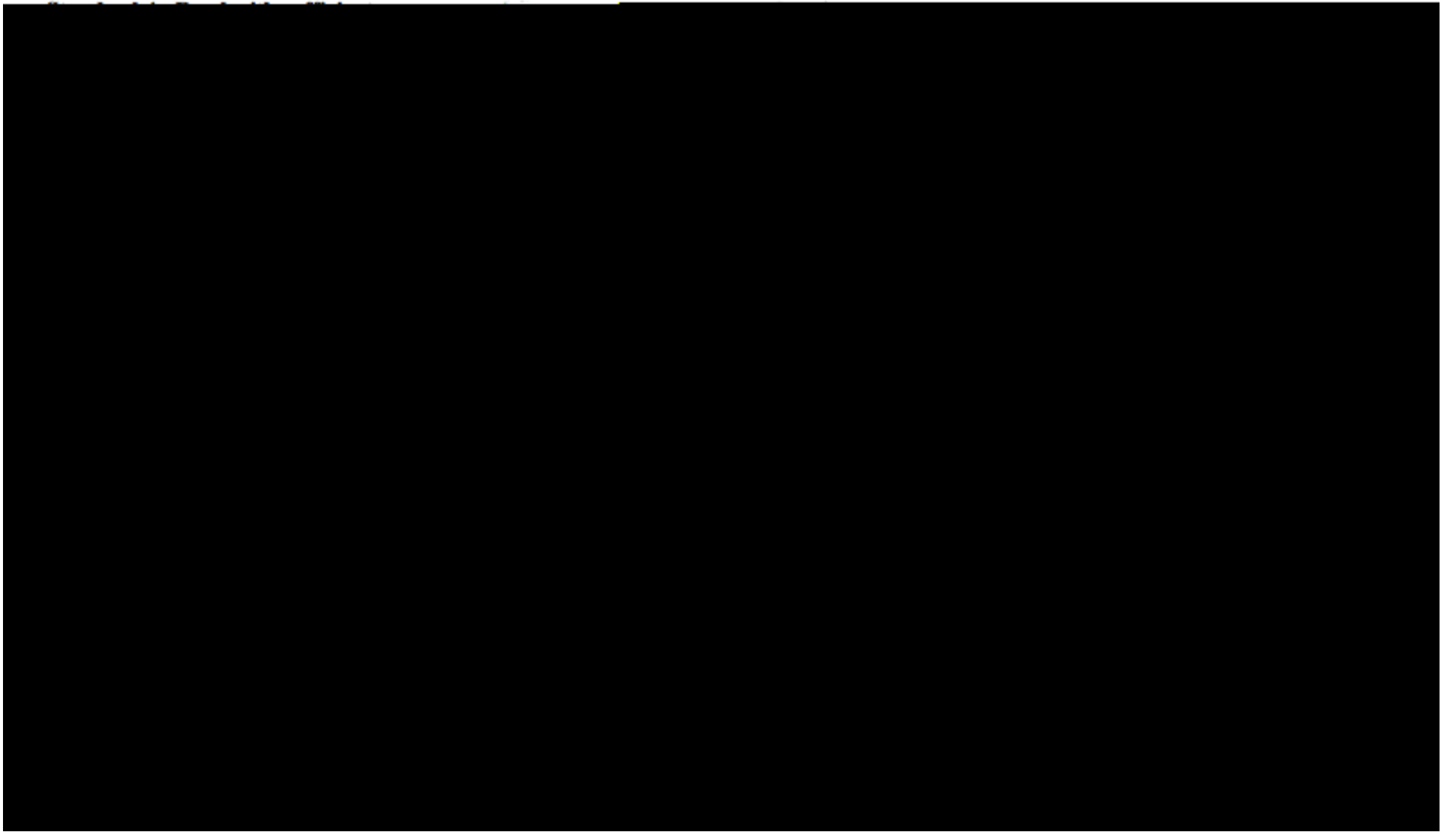
1.4 Students are expected to build upon and continue

analyzing previous learning

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

2.5 Students are expected to build upon and continue applying previous learning

Standard 3: Know and apply



Standard 10. Analyze the relationship between a text's form and its content.

10.1. Analyze the relationship between a text's form and its content.

10.2. Analyze the relationship between a text's form and its content.

10.3. Analyze the relationship between a text's form and its content.

10.4. Analyze the relationship between a text's form and its content.

Standard 11. Analyze the relationship between a text's form and its content.

11.1. Analyze the relationship between a text's form and its content.

11.2. Analyze the relationship between a text's form and its content.

11.3. Analyze the relationship between a text's form and its content.

11.4. Analyze the relationship between a text's form and its content.

Language, Craft, and Structure (LCS)

Standard 12. Analyze the relationship between a text's form and its content.

12.1. Analyze the relationship between a text's form and its content.

12.2. Analyze the relationship between a text's form and its content.

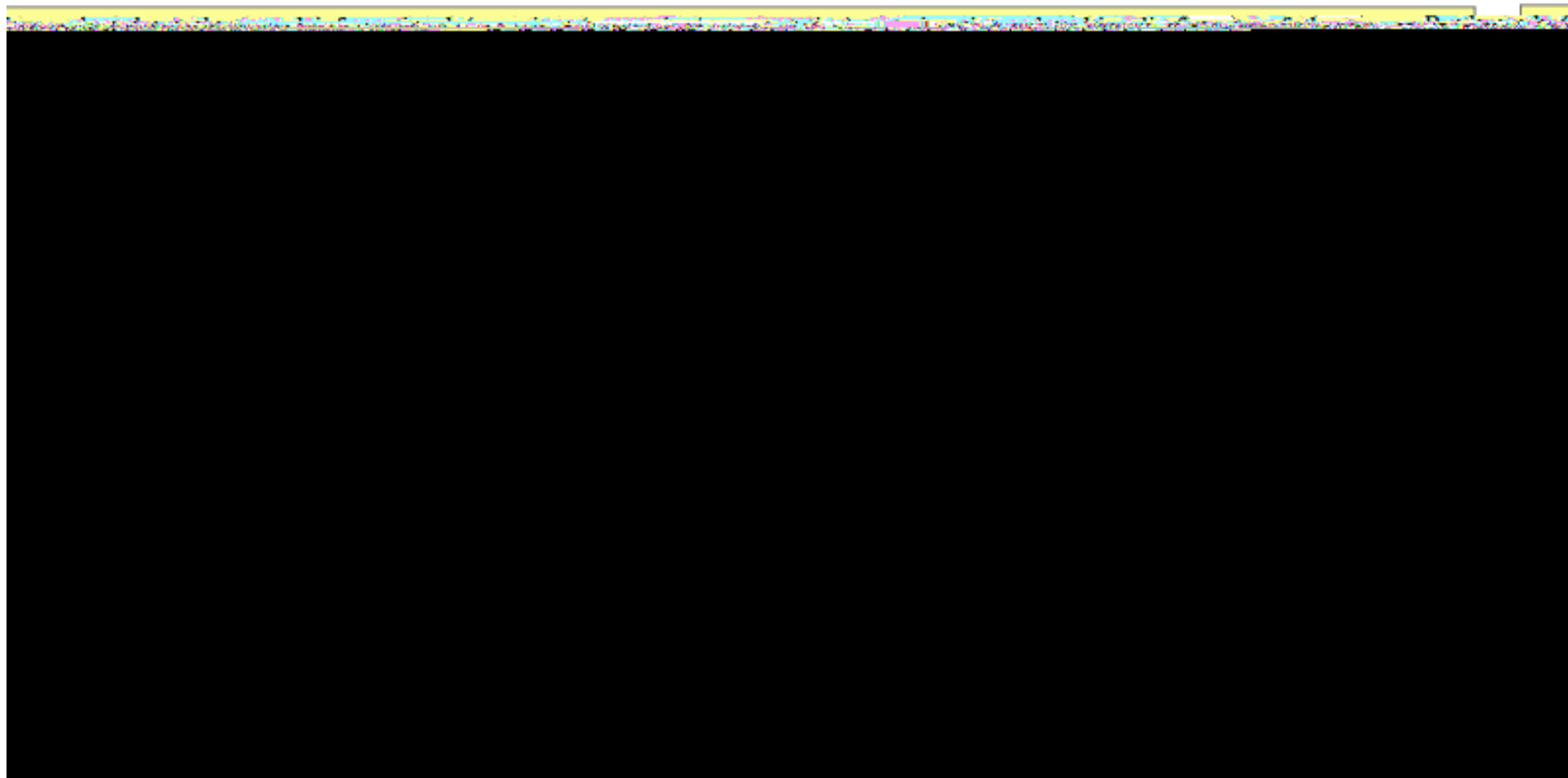
12.3. Analyze the relationship between a text's form and its content.

12.4. Analyze the relationship between a text's form and its content.

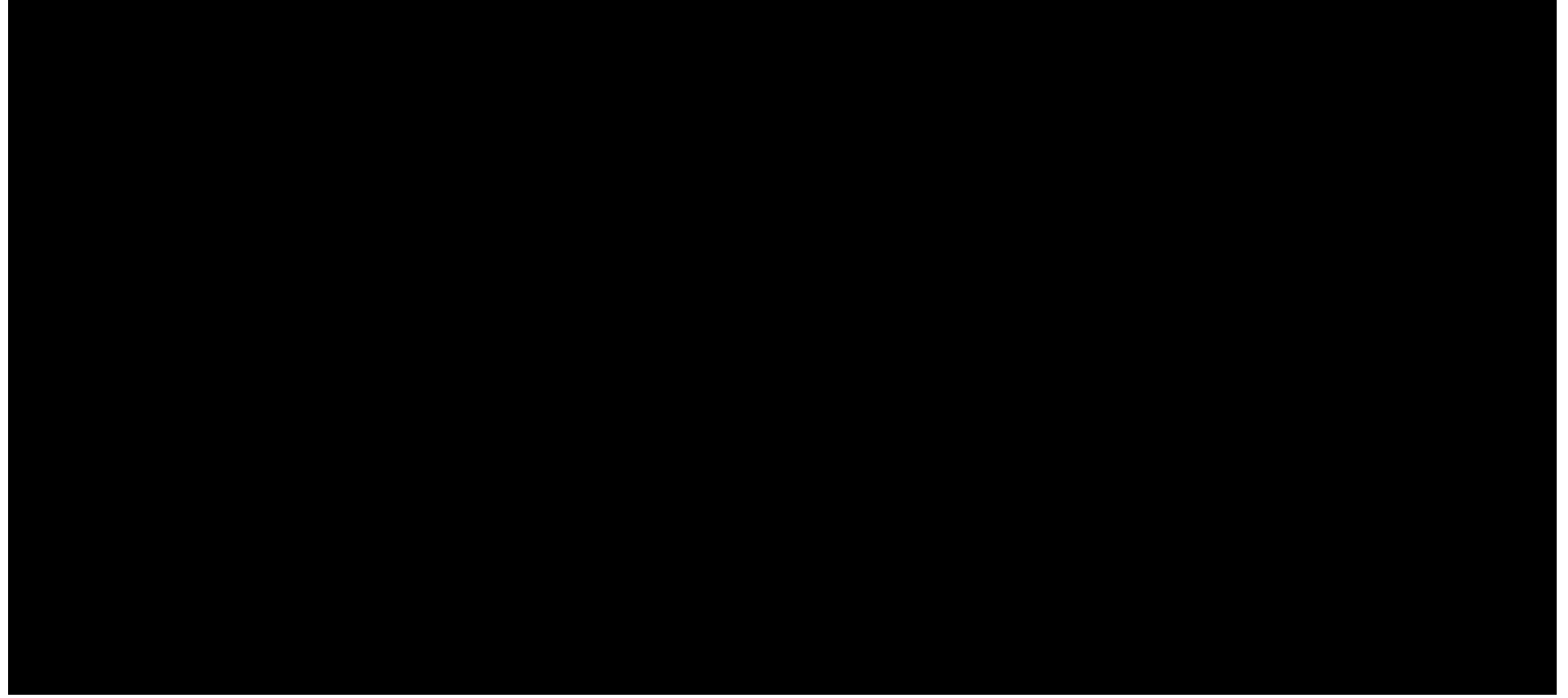




Reading Informational Text (PI)



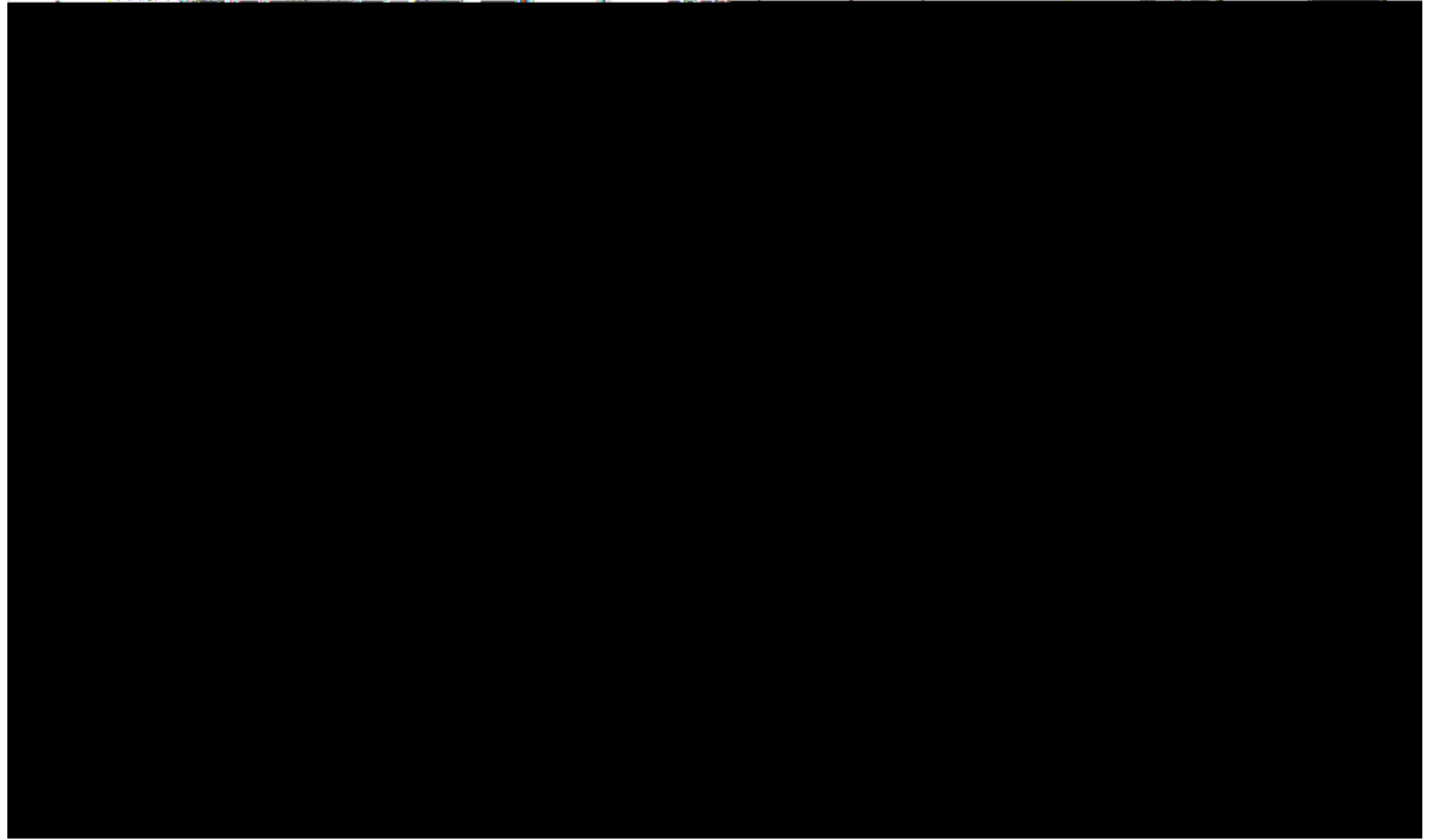
<p>1. Phonological awareness</p> <ul style="list-style-type: none"> • awareness of the sound structure of language • includes skills such as rhyming, alliteration, and syllable counting • important for reading development 	<p>2. Letter knowledge</p> <ul style="list-style-type: none"> • understanding the relationship between letters and sounds • includes skills such as letter identification and letter naming • important for reading development 	<p>3. Fluency</p> <ul style="list-style-type: none"> • ability to read accurately and with automaticity • includes skills such as word recognition and reading speed • important for reading comprehension
<p>4. Comprehension</p> <ul style="list-style-type: none"> • understanding the meaning of what is read • includes skills such as identifying main ideas and supporting details • important for reading comprehension 	<p>5. Reading comprehension</p> <ul style="list-style-type: none"> • ability to understand and use information from text • includes skills such as identifying main ideas and supporting details • important for reading comprehension 	<p>6. Reading fluency</p> <ul style="list-style-type: none"> • ability to read accurately and with automaticity • includes skills such as word recognition and reading speed • important for reading comprehension

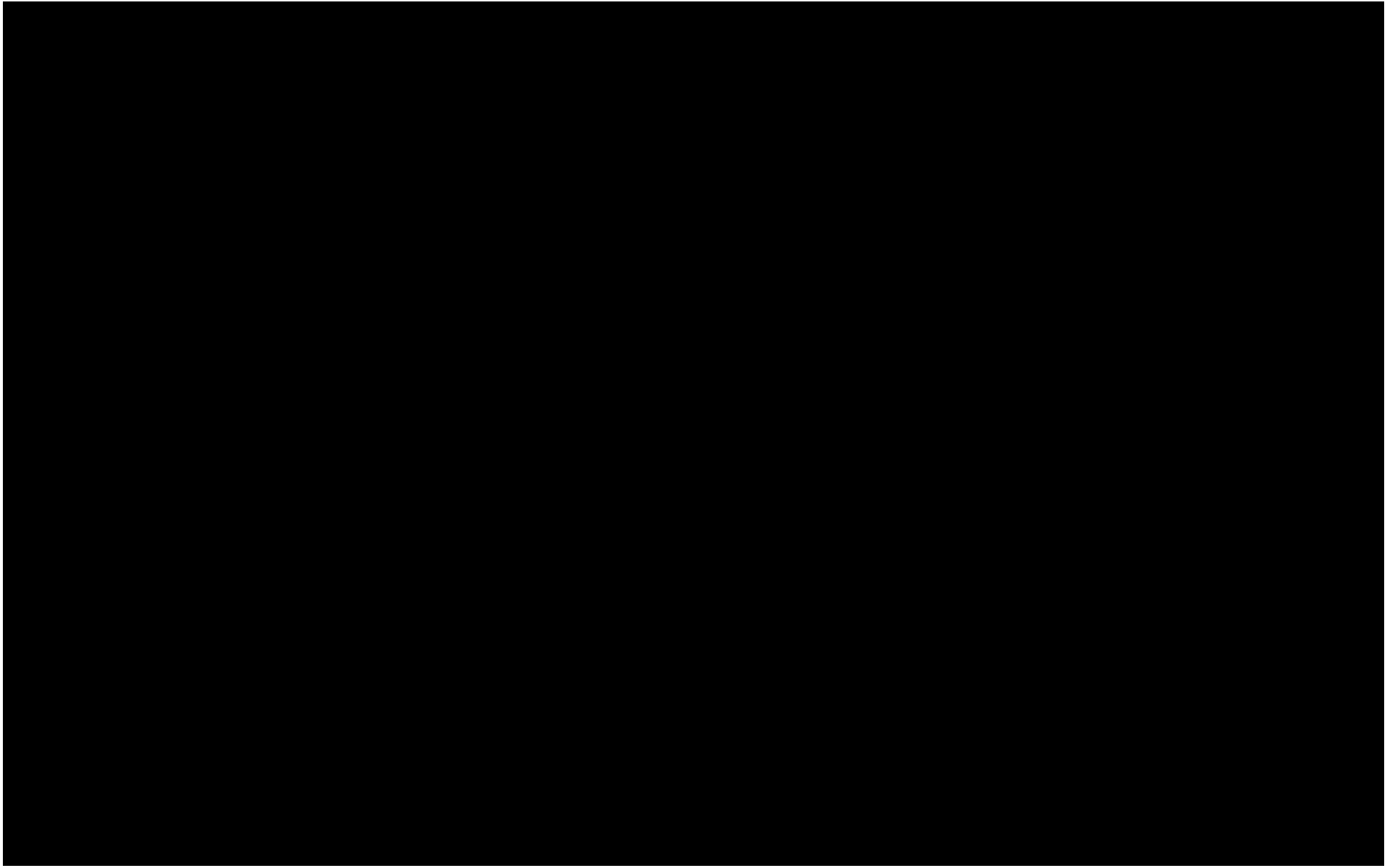


4. Run with sufficient security and logging to support configuration.

Chapter 9

4.1. Run with sufficient security and logging to support configuration.	4.2. Run with sufficient security and logging to support configuration.	4.3. Run with sufficient security and logging to support configuration.	4.4. Run with sufficient security and logging to support configuration.
4.5. Run with sufficient security and logging to support configuration.	4.6. Run with sufficient security and logging to support configuration.	4.7. Run with sufficient security and logging to support configuration.	4.8. Run with sufficient security and logging to support configuration.







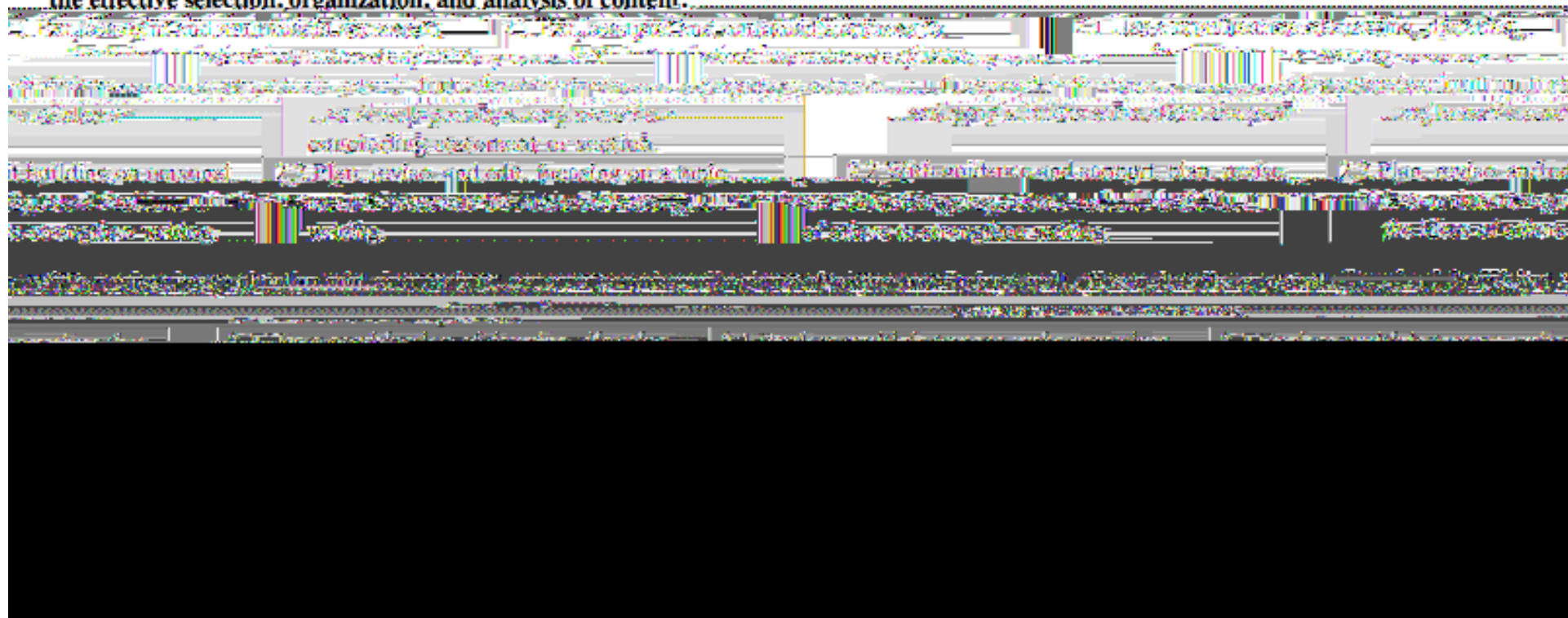
Writing (W)

Expectations for Teaching and Learning

Expectations of Writing

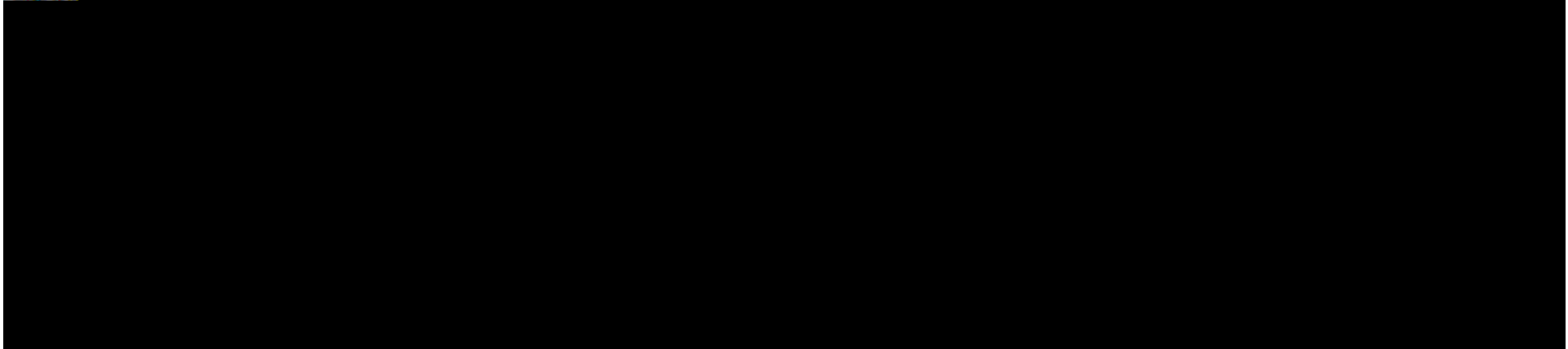
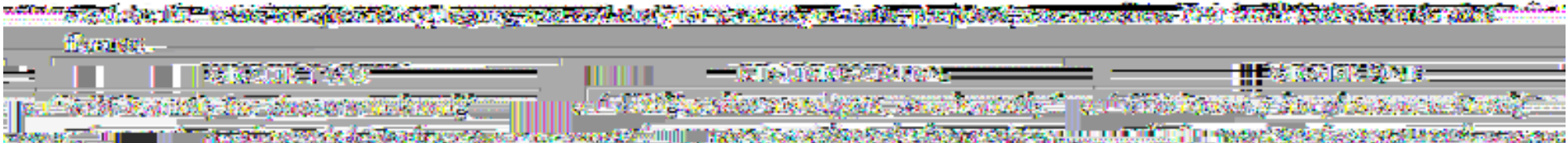
Meaning, Context, and Craft (MCC)

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.





Range and Complexity (RC)





Principles of Communication

generating, editing, reviewing, producing, and reflecting

purpose, and audience.

Communicate using style, language, and nonverbal cues appropriate to task

Interactions and attention to nonverbal cues, including facial expressions

Meaning and Context (MC)



