

Reading

Phonological Awareness	Working Memory (keeping different sounds in mind while sounding out an entire word)
	Flexibility (ability to manipulate sounds and to see relationships between sound patterns)
	Focus (ability to sustain attention to the task)
Fluency	Focus (ability to sustain attention to the task, keep going without getting distracted, not give up)
	Working Memory (keep what has been read in mind so that what comes next makes sense; context clues)
	Self-Awareness (To be able to think about what you are reading and to make text to self connections, making sense of it as you read)
Comprehension	Focus (sustain attention in order to understand and make sense of what was read, setting and meeting goals for comprehension-goal-directed persistence, takes time while reading to absorb material rather than quickly brushing through it)
	Planning (Ability to form/plan comprehension goals before reading, devise a plan to monitor and reach these goals, use organizers, think about teacher prompts, etc.)
	Self-Awareness (metacognition-think about how child is

	thinking about what was read to gain further understanding, self-checking to monitor and reach comprehension goals)
	Organization (have to be able to organize information that was read in order to make sense of it-sequence of events, most important info, etc)
	Working Memory (keep track of different pieces of info at once to complete understanding)
	Flexibility (Integrate background knowledge with new knowledge, shift between prior thinking and new content, making inferences and processing ambiguous information)
Vocabulary	Working Memory (recalling previous vocab learned and being able to use it when appropriate)

Writing

Fluency	Focus (Sustain attention to the task without being distracted or giving up goal directed--writing as a problem solving and step-by-step process, writing in stages)
	Task Initiation (Being able to define the first step and begin organizing thoughts with minimal hesitation and self-doubt, getting something on page)
	Self-Awareness (Think about own ideas and how to best express them through writing; metacognition)
	Time-Management (Ability to complete writing assignments in a timely fashion and to utilize time effectively)
	Planning (Thinking about how the whole writing piece should look, plan the beginning, middle, and end, outlining and brainstorming ideas)

	Working Memory (Keeping multiple ideas in mind at once, recalling grammar/spelling rules)
Organization	Organization (Ability to organize ideas, figure out which things should go in which places, prioritize information, grammar/syntax)
	Flexibility (ability to move things around as it makes sense, change/adapt/reorganize ideas, ability to shift and make changes between rough draft and a final draft)
	Working Memory (Keep multiple ideas in mind at once, remember organizational rules of writing paragraphs/papers with intro, support paragraphs, conclusion)
Spelling/ Grammar	Working Memory (Ability to pull spelling rules from long term memory use when writing)
	Self-Awareness-(Monitoring/Checking as you go to self-correct and see if you remember how to spell the word as you are writing it.)
Handwriting	Self-Awareness (Ability to recognize writing habits/notice when handwriting is becoming illegible or when efforts to write have become exhausted)
	Focus (Sustained attention, goal-directed persistence---not becoming distracted and/or giving up and writing sloppily just to finish)
Content	Planning (Outlining the information to include, thinking about audience and clarity of ideas)
	Organization (Putting ideas in a logical order, transitioning between ideas and paragraphs, figuring out which content is most important and what should be included where)
	Working Memory (Keeping the larger picture in mind while trying to write through every idea and supporting detail, thinking about the sentence structure)

	was just written while writing the next sentence in order to ensure clarity flow)
	Self-Awareness (Thinking about how you are thinking about the organization of the content, recognizing when something you wrote sounds awkward needs to be re-worded, self-analysis/evaluation/correcting)

Mathematics

Computation	Working Memory (keeping different steps to solving a problem in mind, recalling which formulas to use to solve which problems, keeping parts to a multi-step problem in mind, etc)
	Focus (sustaining attention to the task, not getting distracted in the middle of completing a problem, setting goals and working to meet them)
	Planning (Thinking ahead about what kind of problem this is, and what options you have for solving it, planning the steps you will use to solve the problem)
	Organization (organizing the work on the page so that it is clear, organizing images/notes on page, organizing information in a word problem)
Fluency	Working Memory (Keeping all of the different components to a problem in mind while solving it, thinking about previous steps while doing the current one, retrieving previously learned information to apply it to the current problem/task, applying math rules, etc.)
	Planning (Thinking ahead about what kind of problem this is, and what options you have for solving it, planning the steps you will use to solve the problem; prioritizing strategies)
	Self-Awareness (Thinking about your own reasoning and whether

	or not it makes sense as you try to solve a problem, thinking about the steps you used to solve previous problems, self-correcting and checking your work)
	Flexibility (Shifting between different representations-written in sentences, computation, etc; being able to switch your approach/strategy when it is not working)
Concepts	Working Memory (recalling prior knowledge to relate to new ideas, keeping multiple ideas in mind at once)
	Self-Awareness (Being able to explain and communicate your own reasoning in writing or to others, being able to think about and explain the steps you use to solve different kinds of problems, being able to explain the reasoning behind completing a math problem a certain way)
	Focus (Being able to sustain attention long enough to grasp a difficult concept without giving up, not rushing through a problem just to finish, but really thinking it out)

Social Studies

Perspective-Taking	Self-Awareness (Being aware of your own feelings in order to communicate them to others, being able to recognize how you are thinking about a situation and having the ability to switch your perspective)
	Flexibility (Being able to suspend one's idea of what is a 'normal' or 'natural' custom when evaluating other cultural practices)
Evaluating Sources Information	Self-Awareness (being aware of your own opinions and how they are influencing your thought process)

(primary vs. secondary sources; identifying bias, etc.)	
	Working Memory (Keeping multiple pieces of information in mind at once-time period of the piece, content, point of view, bias, connections to other pieces, etc.)
	Focus (knowing which pieces of information are most important to focus on, not getting distracted by extraneous details)
Making comparisons & Connections (different cultures, civilizations, branches of government)	Flexibility (Being able to easily switch thought processes between one idea and another to find similarities and differences)
	Organization (Taking in many different details and categorizing them to make comparisons)
	Working Memory (Keeping track of multiple pieces of information at a time)
	Self-Awareness (making personal connections to material presented)
Forming and supporting opinions based on learned information	Organization (Organizing ones ideas so that they can be clearly articulated; organizing resources in order to write an argument/essay)
	Self-Awareness (Knowing what you believe and the reason why you believe it; being able to cite resources to support your own opinions-differentiating your own conclusions from those you have read/other sources)
	Planning (Thinking ahead about how you plan to make your

	argument/supports that you will need to use)
Identifying Cause and Effect Relationships	Organization (Organizing details and ideas to determine relationships)
	Working Memory (Being able to hold content in mind while thinking about cause-effect)
	Focus (Attending to the most important details without being distracted by unimportant information)
Drawing Conclusions from Data analysis (maps, graphs, charts)	Organization (Organizing many different details and piece of information to form a conclusion)
	Focus (Knowing which details are important and what different symbols/points on a graph stand for)
	Working Memory (Using current data, making connections to previous data, making inferences, all to help form conclusions)
	Self-Awareness (being able to question whether a conclusion makes sense and using information available to readjust if needed)

Science

Effective use of lab safety skills	Focus (Paying close attention to detail so as not to make a mistake or risk safety)
	Self-Control (Maintaining safety precautions at all times)
	Working Memory (Keep track of steps of a procedure as well as maintaining appropriate steps for safety)
	Self-Awareness (Being aware of what one is doing and what classmates are

	doing at all times in the lab)
Scientific Method of drawing conclusions	Flexibility (Understanding that a hypothesis may not always turn out to be accurate; being able to switch gears if needed and analyze unforeseen results)
	Focus (Attention to detail at each step; not losing sight of the goal)
	Self-Awareness (Being aware of your own opinions and biases and how they might influence your results)
	Organization (Organizing all of the steps in the procedure)
	Planning (Planning ahead for materials needed, procedure to be followed, how the data will be analyzed and represented, etc.)
Identifying Cause and Effect Relationships	Organization (Organizing details and ideas to determine relationships)
	Working Memory (Being able to hold content in mind while thinking about cause-effect)
	Focus (Attending to the most important details without being distracted by unimportant information)
Making comparisons & Connections (between concepts, methods, schools)	Flexibility (Being able to easily switch thought processes between one idea and another to find similarities and differences)

of thought)	
	Organization (Taking in many different details and categorizing them to make comparisons)
	Working Memory (Keeping track of multiple pieces of information at a time)
	Self-Awareness (making personal connections to material presented or observed)
Representing and Interpreting Data	Organization (Organizing many different details and piece of information to a conclusion/represent it in a clear way)
	Focus (Knowing which details are important and what different symbols or points on a graph stand for)
	Working Memory (Using current data, making connections to previous data, making inferences, all to help form conclusions)
	Self-Awareness (being able to question whether a conclusion makes sense and using information available to readjust if needed; being able to determine if representation of the data would be clear to an observer)