

# A Review of 2022-2023 Curriculum Map/Standards

Content: ELA

Grade: 4th

## [23/24 ELA Pacing Guide](#)

### **First Semester Standards that we excelled in:**

**Context Clues - 75% at a 3, 4.25% at a 4**

**Sentences - 73% (would be better with spiraling)**

**Main Idea - 77%**

**Literary Devices- 72%**

### **First Semester Standards that need work:**

**Summary - 46% at a 3 (taught too early, had not taught literary elements)**

**Compound Sentences- not seeing consistency in essay writing**

### **First Semester Standards:**

In the first semester, what standards went well?

- Main Idea and Details
- Types of Sentences and Sentence Structure
- Context Clues
- Literary Devices/Figurative Language

What standards didn't go as well?

- Copied from Q1 reflection:
  - Challenge with summarizing before actually teaching literary elements. (Possible change for next year.)
- Compound Sentences - in isolation, but not in independent writing (application)
- Summarizing (see point above)

Which ones would you like to have taught longer?

- Parts of Speech should be spread out over multiple quarters instead of only focusing on these over a set number of weeks - daily language review - printed and bound before the start of the year
- Summarizing (see point above)
- Genre should be spread out over the year

Which ones would you have needed less time to teach?

- Copied from Q1 reflection:
  - Context Clues- why are we assessing this?

Have the proficiency scales for the standards you have taught so far been accurate? What changes do you think they need?

- Main Idea and Details - should we change identifying the main idea to level 2 and key details to 3?

### **Second Semester Standards that we excelled in:**

**Point of View- 89%**

**Spelling- 74%**

**Word Parts- 70% (felt rushed)**

### **Second Semester Standards that need work:**

**Inference- 48% (it's a supporting standard that needs to be taught with every passage)**

**Text Structure- 71% (can define it, have trouble recognizing it and giving proof)**

**NF Summary - 70%**

### **Second Semester Standards:**

In the second semester, what standards went well?

- Point of View

What standards didn't go as well?

- Need to separate inference and summary - we need to practice inference in both fiction and nonfiction
- Genres
- Literary Elements
- Inference - assess informally at the boy
- Text Structure - needs to be moved forward

Which ones would you like to have taught longer?

- Words Parts should be spread out over multiple quarters instead of only focusing on these over 9 weeks

- Genres - genre focus really needs to be spread out over multiple quarters. More focus on comparing genres later in the year.
- Spelling should be taught all year

Which ones would you have needed less time to teach?

- Point of view - this is a continued standard that most students have already reached mastery on.

Have the proficiency scales for the standards you have taught so far been accurate? What changes do you think they need?

### **Pre/Mid/Post Assessments:**

What is going well with these assessments?

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What do we need to change or think about?

- 3 pieces of evidence NOT 3 assessments
- District benchmarks at the end of Q1, Q2, Q3 formatted similar to state testing incorporating all skills taught up to that point
- Making sure that points are distributed in a way that makes the scales more accurate.
- Use the HMH Benchmark, or collectively use IXL benchmarks

What feedback do you have on the rubrics being used to score assessments?

- Rubrics do not correctly align to student level of mastery - ex. students are scoring 2 or above by getting one multiple choice question correct. Also, on some tests, the range for a 2 covers 10 or more points, while a one is non-existent and a 3 is very small.
- Writing Rubrics -

### **Looking Ahead:**

What standards are “need to know” (meaning they are foundational)? We still need to reflect on our priority standards. What supporting standards do we need to reflect on and update?

- Heart Standards:
  - Writing complete responses
- Limb Standards:
  - Genre
  - Inference
  - Context Clues

Look at the order that we currently teach the standards. Is it ideal? What would you change? Why?

- Summarizing should not come before Main Idea

We want to spend more time at the beginning of the year with the following:

- Assessing reading, spelling, phonics, etc. - if we truly want to know where our students are, we need time to assess each student. Q1 should not have 4-5 standards needing assessed in addition to baseline assessing.

Things that would help us next year:

- Daily language review - printed and bound before the start of the year (3rd grade/4th grade review)
- Gradebook - main topics reports (comprehension: fiction/nonfiction, vocabulary, writing, spelling)
  - Erin needs to know what do we want each note/assignment header to be for each quarter
- More time to do initial beginning of the year inventory assessments
- Pacing of Essays, maybe not having an essay due in 4th quarter (or start it in 3rd and finish in 4th)
- Establishing evidence pieces (1 and 2) for priority standards as early as possible, since we have full access to HMH now.
- Pacing of Greek and Latin Roots/Parts of Speech/Cursive/Spelling so they are taught all throughout the year.
- Reviewing and updating the writing rubrics. As of right now most students are scoring higher than their writing truly demonstrates.

**Next year will be testing for new standards in ELA and Math - no gap year in math like there used to be.**

Independent Reading Level

- Q1
  - P? - phonics for struggling students?
- Q2
  - Q
- Q3
  - R
- Q4
  - S

Comprehension - Fiction [HMH Genre by Module](#)

- Q1

- Plot/Character
- Simile/Metaphor/Hyperbole
- Q2
  -
- Q3
  -
- Q4
  -

Comprehension - Nonfiction [HMH Genre by Module](#)

- Q1
- Q2
- Q3
- Q4

Writing (see below, notes about HMH Grammar)

- Q1
  - Sentence Types
  - Sentence Structure
  - Nouns (pronouns)/Verbs/Conjunctions
  - Paragraph Structure
- Q2
  - Adjectives/Adverbs/Interjections
  - Essay - Personal Narrative Essay (Multi Paragraph)
- Q3
  - Prepositions/Prepositional Phrases
  - Essay - Informative Essay (5 Paragraph)
- Q4
  - Essay- Opinion (3 Paragraph)

Spelling

- DO NOT REPORT Q1
- Q2
- Q3
- Q4

Vocabulary

- Q1
  - Roots
  - Context Clues
  - Multiple Meaning Words
- Q2
- Q3
- Q4

Grammar Minilessons, the order that makes sense to Reiter (each bullet point is 5 lessons)

★ Q1

- 1.1 Simple/Compound Predicates
- 1.2 Types of Sentences
- 6.2 Punctuation
- 6.3 Commas
- 1.3 Run-ons and Fragments
- 1.4 Compound and Complex Sentences
- 6.4 Proper Mechanics

★ Q2

- 2.1 Proper Nouns
- 2.2 Possessive Nouns
- 2.3 Pronouns
- 2.4 Possessive Pronouns
- 3.1 Verbs
- 3.2 Verb Tenses
- 3.3 Progressive Verb Tenses (ing)
- 3.5 Irregular Verbs
- 3.6 Participles

★ Q3

- 4.1 Adjectives
- 4.2 Adverbs
- 4.3 Relative Pronouns and Adverbs
- 4.4 Comparative and Superlative Adjectives and Adverbs
- 4.5 Making Comparisons
- Interjections (no HMH Lesson) or Q2 with Personal Narrative

★ Q4

- 4.6 Prepositions
- 5.1 Negatives
- 6.1 Quotations (or Q2 with Narrative)

★ Extras

- 2.5 Correct Pronouns
- 2.6 Pronoun Contractions
- 3.4 Modal Auxiliaries
- 7.1 Frequently Confused Words
- 7.2 Abbreviations
- 7.3 Frequently Misspelled Words