

# Madison County Schools

## ELA Focus Standards



Using instructional data to guide instructional decisions is critical to meeting the needs of all students. After reviewing the 2021 MAAP Blueprints for ELA, the following standards were selected as focus standards based on the percentage of points the standards make up on the final assessment. If data review (CASE, MAAP, NWEA, KReady, classroom assessments) identifies students with weaknesses in a specific standard, there may be a need to front-load prior skills as you begin teaching new skills. A standard identified as a weakness may need whole group instruction. At times, differentiated instruction in small groups based on the individual student needs may be a better option for addressing such standards. The focus standards are by no means all we should teach as the full set of standards has value. However, the focus standards provide a point of where to place importance when decisions are being made between addressing two or more standards.

All Grade Levels				
Reading Literature	Key Ideas	RL.#.1	RL.#.2	RL.#.3
	Craft & Structure	RL.#.4	RL.#.5	RL.#.6
Reading Informational Text	Key Ideas	RI.#.1	RI.#.2	RI.#.3
	Craft & Structure	RI.#.4	RI.#.5	RI.#.6
<b>Key Strategies for ELA</b>				
<u>Focus One:</u> Shift instructional/assessment activities and questioning to include more DOK 2 and DOK 3 level thinking and technology enhanced/multi-select type items.				
<u>Focus Two:</u> Build student capacity to comprehend more complex text.				

### Writing

On the MAAP assessment, Writing makes up 12 of the 60 total points for elementary assessments and 12 of the 72 total points for secondary assessments. With this in mind, the following areas of focus should be considered when teaching writing.

- Utilize the MDE Writing Rubric every time students write.
- Students should be able to articulate their thoughts as they address the prompt. Mechanics are important but the ability to articulate the ideas is valued more. Length and structure are secondary to content.
- Students should use a variety of transition words.
- Students should cite evidence AND connect it to why they are using it.
- Teachers should share scaffolded exemplars to model and analyze writing.