2006 Mississippi Language Arts Curriculum Framework-Revised

Transitioning to the New Frameworks

Robin L. Miles, Bureau Director
More and more students are turning to private coaching firms to help them score higher on state assessments.
Superintendent’s Goals

- Recruit and retain an experienced, quality team at MDE to provide state leadership in accelerating student learning
- Ensure that we have quality teachers in every classroom
- Ensure that we have quality leaders in every district and school
- Provide a rigorous high quality curriculum and assessment program that accelerates student learning
- Build and enhance a positive perception of public education in Mississippi
Development Process
Revision Cycle

- Six Year Cycle
- 12-24 Month Process
- K-16 Involvement
- Aligned with Textbook Adoption Cycle
Framework Committees

- Recommended by District Superintendents
- Selected based upon knowledge and experience
- Representative of all areas of the State
- Inclusive of IHL
Resources Utilized for Language Arts

- IRA – International Reading Association
- NCTE – National Council for Teachers of English
- NAEP – National Assessment of Educational Progress
- Other State Frameworks
- Scientifically Based Reading Research
Framework Components

- Mission Statement
- Purpose
- Implementation Cycle Information
- Strands
- Competencies
- Objectives
- Appendix
- Glossary
Key Terms

**Strands** - areas of process or content which are interrelated and found throughout the framework

**Competencies** – Broad guidelines of ongoing instruction

**Objectives** – serve as a guide, indicating how competencies can be fulfilled through a progression of content and concept at each grade level and course

**Numbered Items** - further define objectives

**Sequence** – suggested progression of coursework from 7th grade through 12th grade in each subject area
The primary purpose of the *Mississippi Language Arts Framework 2006* is to promote an understanding of the principles, concepts, and processes of the language arts curriculum in Mississippi. The content of the framework is centered on the areas of reading, writing, listening, speaking, viewing, research, and inquiry. In teaching each of these key areas of the language arts curriculum, teachers should work to ensure students are actively engaged in meaningful activities that emphasize the importance of language arts in daily life; enhance students’ confidence in their ability to read, write, speak, listen, view, and conduct research; and help students learn to communicate and reason more effectively. The framework provides teachers with a guide to assist in instructing students with the essential language arts concepts students should learn as they pursue a career or continue their education.
Key Ideas

• Content is centered on the areas of reading, writing, listening, speaking, viewing, research and inquiry
• Actively engaged
• Meaningful activities
• Emphasize the importance of language arts in daily life

• Enhance students’ confidence in their ability to read, write, speak, listen, view, and conduct research
• Help students learn to communicate and reason more effectively
The framework provides teachers with a guide to assist in instructing students with the essential language arts concepts students should learn as they pursue a career or continue their education.
What are the essential concepts for language arts?

• Word recognition and vocabulary
• Comprehension
• Composing process
• Grammar, punctuation, sentence structure
How are these concepts defined in the 2006 MS Language Arts Framework-Revised?

- Strands
- Competencies
- Objectives
- Depth of Knowledge (DOK) levels
- Numbered Items
- Examples
- Text complexity
Language Arts Strands

- Reading
- Writing
- Speaking
- Listening
- Viewing
Strands are not listed in the MLAF

- Should be integrated and embedded in daily lessons
- Allow flexibility for teachers in meeting the individual needs of students
Competencies

The competencies are the required learning standards for all students. Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their individual students.
Have the competencies been changed in the new language arts framework?

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 2-3</th>
<th>Grades 4-8</th>
<th>English II</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLAF 2000</td>
<td>11 Competencies</td>
<td>14 Competencies</td>
<td>10 Competencies</td>
</tr>
<tr>
<td>MLAF 2006</td>
<td>4 Competencies (2 Reading and 2 Writing)</td>
<td>4 Competencies (2 Reading and 2 Writing)</td>
<td>4 Competencies (2 Reading and 2 Writing)</td>
</tr>
</tbody>
</table>
Language Arts Competencies K-8

1. The student will use word recognition and vocabulary (word meaning) skills to communicate. (Word Recognition and Vocabulary)

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. (Comprehension)
3. The student will express, communicate, or evaluate ideas effectively. (Composing process)
4. The student will apply standard English to communicate. (Grammar, punctuation, sentence structure)
Language Arts Competencies 9-12

1. The student will develop and apply expansive knowledge of words and word meanings to communicate. (Word Recognition and Vocabulary)

2. The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty. (Comprehension)
3. The student will produce, analyze, and evaluate effective communication. (Composing process)
4. The student will use Standard English grammar, mechanics, and sentence structure to communicate. (Grammar, punctuation, sentence structure)
Where do I find the competencies in the Mississippi Language Arts Framework?

COMPETENCIES and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.
   a. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) for decoding words. (DOK 1)
   b. The student will identify roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, –tion, -or, -ion, -ity, -ment, -ic) in words. (DOK 2)
   c. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)
Language arts is a unique discipline. What students are expected to do, i.e., read, write, speak, listen, enjoy literature, understand language, etc., remains pretty much the same from year to year. What differs is the degree of sophistication expected and the complexity of the materials (texts) used.
Still, the public needs to know, and teachers need to understand, what makes materials more complex and performance more sophisticated. These questions are answered through the use of objectives, DOK levels, numbered items, and examples.

Norman L. Webb
How do I know exactly what I should be teaching for any given competency?

Every competency in the Framework is followed by a list of objectives. These objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades.
Where do I find the objectives in the Mississippi Language Arts Framework?

**COMPETENCIES and Objectives**

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.
   
   a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, –tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)

   b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)
How can the objectives be utilized effectively in teaching?

- Teachers should pay careful attention to the verbs used in each objective.
  - The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)
- When necessary, teachers may use the vertical alignment documents to back up to earlier objectives.
## Vertical Alignment Documents

<table>
<thead>
<tr>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will begin to identify and use roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words. (DOK 2)</td>
<td>The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2)</td>
<td>The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)</td>
</tr>
</tbody>
</table>
Looking Closely at Objectives

- **Identify** – to recognize
- **Use** – to employ for a purpose
- **Manipulate** – to handle, manage or use with skill; to change to suit one’s purpose
- **Analyze** – to separate into constituent parts
Looking Closely at Objectives

**Identify**

- Circle the prefix in the following word.
  
  –**mis**inform

- Underline the suffix in the following word.
  
  –**information**
Use

- Add a prefix to the following word so the new word means to receive information beforehand

preinform
Looking Closely at Objectives

**Analyze**

- Look closely at the following word. Circle the base word.
  - informative

- What other parts of the word do you see?
  - -ative

- Based on what you know about the suffix -ative, what does this word mean?
  - Giving instruction
Looking Closely at Objectives

**Manipulate**

• How could you change the word “inform” to mean to communicate knowledge incorrectly?
  – misinform

• How could you change the word “misinform” to mean to a person who informs?
  – informant
Where do I find the benchmarks in the MLAF 2006?

The benchmarks were incorporated into the objectives and numbered items following each objective. There is no longer a list of benchmarks and/or benchmark items to be covered by teachers. Teachers should teach the competencies and the objectives found within the Framework.
Is there anything else I should know about the MLAF 2006?

- The revised framework contains information concerning the depth of knowledge for each objective. The DOK is listed at the end of each objective.
  - *The student will identify and use synonyms, antonyms, and homonyms.*
    
    *(DOK 2)*
What is DOK?

- DOK stands for “depth of knowledge.”
- DOK is one way administrators, teachers, and parents can understand objectives in terms of the complexity of what students are expected to know and do.
- Developed by Norman L. Webb.
Factors to Be Considered

- Sophistication and complexity.
- Whether or not students have received prior instruction or have had an opportunity to learn the content.
DOK Levels

• Level 1 – Recall and Reproduction
• Level 2 – Basic Reasoning, Using Skills and Concepts
• Level 3 – Complex or Strategic Thinking
• Level 4 – Extended Thinking or Reasoning
Level 1 – Recall and Reproduction

• Recall of information such as a fact, definition, term, or a simple procedure.
• Requires students to demonstrate a rote response, use a well-known formula, or follow a set procedure.
• Common verbs include: describe, explain, recognize, identify.
Level 1 – Recall and Reproduction Example Questions

• Name a word that means the same thing as *little*.

• What did the big, bad wolf say to the first little pig?

• How many syllables do you hear in the word “family?”
Level 2 – Basic Reasoning, Using Skills and Concepts

- Includes the engagement of some mental processing beyond recalling or reproducing a response.
- More than one step.
- Common verbs include: explain, describe, summarize, predict, or interpret.
Level 2 – Basic Reasoning, Using Skills and Concepts Example Questions

• What does the simile “as gentle as a lamb” mean?

• Which part of a book will help you find all of the pages in the book containing information about turtles?

• Retell the story of *Charlotte’s Web* in your own words.
Level 3 – Complex or Strategic Thinking

- Requires reasoning, planning, and using evidence
- Cognitive levels are complex and abstract
- May have more than one answer
- May require students to justify their response
Level 3 – Complex or Strategic Thinking Example Questions

• Write a description of Charlotte the spider. Be sure to include specific details about Charlotte. Use vivid language in your answer.

• Who was a better friend to Wilbur – Charlotte or Fern? Justify your answer with evidence from the story.
Level 4 – Extended Thinking or Reasoning

• Have high cognitive demands and are very complex.
• Requires complex reasoning, experimental design and planning, and an extended period of time
Global warming is a controversial topic in the news. Research this topic. Write a research paper presenting information supporting and opposing the issue. Use a variety of sources. Document the facts as presented by individuals who believe in global warming and those who do not believe in global warming.
Teaching with DOK in Mind

• State assessments will be designed so that fifty percent (50%) of test items match the DOK of the corresponding objectives.

• Instruction may need to be scaffolded for students in order to reach the target DOK.
b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2)
(Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities).

1) Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., flat/splat, trap/snap, sing/ring).

2) Identify, blend, and segment syllables within compound, two, and three syllable spoken words (e.g., clap the syllables in “bi-cy-cle,” bas + ket + ball = basketball, telephone = tel + e + phone).
Examples Provided Continue to Define Objectives

b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2)

1) Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., flat/splat, trap/snap, sing/ring).
Identify – Do these words rhyme?
Produce – Say a word that sounds like...
1) Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., flat/splat, trap/snap, sing/ring).
Think About This

1) Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., flat/splat, trap/snap, sing/ring).
A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from kindergarten to grade twelve, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language. Text composed by students should also reflect this increasing complexity.
Is there anything else I should know about the MLAF 2006?

• Priority objectives are underlined in grades K-3.
• Newly introduced skills and concepts are bold-faced throughout the MLAF.
• The MLAF 2006 is much more specific than the MLAF 2000.
Arriving at one point is the starting point to another.

John Dewey