

# STANDARDS-ALIGNED VS STANDARDS-BASED INSTRUCTION

The term **STANDARDS-ALIGNED INSTRUCTION** directly correlates with the design of High-Quality Instructional Materials (HQIM) and the use of a text-first approach. High quality texts are the central focus of lessons, are at the appropriate grade level text complexity, and are accompanied by quality tasks aligned to the MS CCRS in service to grow literacy skills.



All standards are important and should not be taught in isolation. **Mississippi does not recognize “power” or priority standards.**

Standards-Based Instruction	Standards-Aligned Instruction
<ul style="list-style-type: none"> <li>Utilizes Mississippi CCR Standards</li> <li>Standards-first instruction</li> <li>Considers the standard in isolation</li> <li>Focuses on “learning targets” that simplify a standard</li> <li>Standards are taught using a memorization/definition approach: i.e., <b>WHAT IS THE MAIN IDEA?</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilizes Mississippi CCR Standards</li> <li>Authentic text-first instruction containing robust vocabulary and content knowledge; learning goal is directly tied to the standard</li> <li>Considers parts of the standard; considers the reader and task</li> <li>Focuses on content: shift from “knowing” a skill to “knowing and applying” a skill through collaborative discussion and writing</li> <li>Standards are spiraled through the units and text grows in complexity throughout the year</li> </ul>
Curriculum	
<ul style="list-style-type: none"> <li>Often includes creating curriculum or pulling passages based on one (1) standard</li> <li>Utilizes simple texts based on quantitative measures (readability and text levels: based on vocabulary, sentence length)</li> <li>Standards are taught the same for all texts</li> <li>Focuses on a pacing guide that is often internally created, mini lessons</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that the HQIM, instruction, and assessments are aligned to the MS CCR Standards</li> <li>Utilizes complex texts based on qualitative and quantitative measures and focuses on a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts</li> <li>Understands that standards are not transferable to all texts: considers what type of text supports emerging skills</li> <li>Focuses on following the scope and sequence of the approved HQIM as designed (foundational skills and text complexity) while building knowledge within a unit of study</li> </ul>

## Assessment

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| <ul style="list-style-type: none"><li>• Based on students demonstrating understanding or “mastery” of the standard quarterly</li><li>• Attempts to teach the standard in its entirety in a short period of time with one type of text; sometimes addressed in a weekly overview</li><li>• Assesses “mastery” of standards before the standard has been taught in entirety</li></ul> | <ul style="list-style-type: none"><li>• Based on students demonstrating understanding or mastery of the standard by EOY</li><li>• Understands that standards are multi-faceted and require different text types; addressed in many lessons throughout the year as text complexity increases with different text genres and text types</li><li>• Assesses mastery of skills within a standard taught in a unit of study including cold reads and performance-based assessments</li></ul> |
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