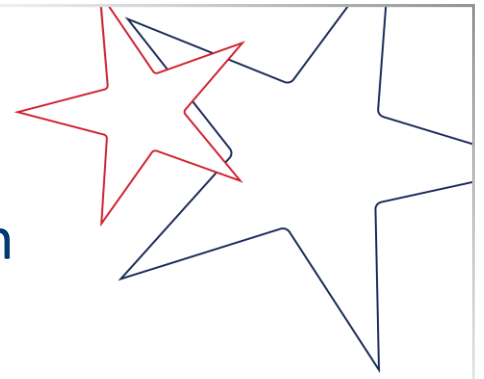


TEXTBOOK ADOPTION

Instructions and General Information



IMPORTANT NOTES:

- All information and videos must be submitted through the IMPL@mdk12.org email.
- The questions in this document represent a consolidated collection of those submitted by publishers during the question process. To improve organization and reduce duplication, similar questions have been combined into broader topics. As a result, your specific question may not appear exactly as it was submitted; however, its intent has been incorporated into one of the consolidated questions. This document is intended to capture all topics and areas of clarification raised by publishers and serve as the official reference for responses.
- This Frequently Asked Questions (FAQ) document is a **living document** and will be updated as additional questions are received and clarifications become available. If you need further clarification or believe your question has not been addressed, please submit your additional questions to IMPL@mdk12.org.
- It is the responsibility of each publisher to review the FAQ regularly throughout the adoption process to ensure they are working from the most current guidance. Updated versions of the FAQ will serve as the official source for publisher questions and responses.

Academic Courses

Q: Which instructional materials (core, intervention, complementary, supplemental, and digital resources) are eligible for submission for each academic course and grade band?

A: The 2026-2027 review accepts print, digital, and online-only materials in the categories identified for each course or grade band. **ELA K-2, 3-5, 6-8, and English I-IV are listed as comprehensive submissions; specified ELA electives, AP Courses, and CTE courses may be submitted as comprehensive or complementary materials.** Ancillary materials needed to implement the selected HQIM—such as decodables, writing and grammar resources, grade-appropriate novels, classroom libraries, manipulatives, assessments, and digital components—should be included with the program. Publishers may submit only one curriculum or instructional material for each course code or grade level. (Bid Submission Packet, pp. 4-7)

Q: What are the expectations for novels and trade books (including digital novels, elementary novels, partnerships with book vendors, ISBN requirements, and pricing)?

A: **Novels and trade books (print or digital) that are required components of the instructional program must be included as ancillary materials and listed in the submission and pricing**



information. Publishers that do not hold the legal right to sell or distribute those titles must partner with an authorized book vendor or rights holder. The bid packet must identify the partner and provide the ISBN for each required title and classroom-use edition. The publisher remains responsible for ensuring that the titles are available through the state contract at the contracted price for the duration of the adoption. (pp. 6-7)

Q: How should publishers submit materials for partial grade bands, individual grade levels (e.g., Grade 6), or programs that are still under development?

A: Publishers may submit instructional materials for an entire grade band or for individual grade levels within a grade band. Materials must be submitted separately by grade band; K–2, 3–5, and 6–8 may not be combined into one submission packet. A publisher may submit a product for a partial grade band (e.g., Grade 6 only) or a specific grade within a course code; however, only one curriculum or instructional material may be submitted for each course code or grade level. If a publisher later develops instructional materials for additional grade levels that were not submitted during the adoption, those materials are not automatically added to the state-adopted list. Mississippi law provides a district-level review process whereby five (5) Mississippi school districts may request that the Mississippi Department of Education review an instructional material outside the regular adoption cycle to determine whether it meets the state's High-Quality Instructional Materials requirements for consideration by the State Board of Education. When finished materials are unavailable by the August 18 submission deadline, publishers may submit a manuscript or galley in PDF format. Printed manuscript or galley proofs should not be submitted. (pp. 4, 10, 15, and 25 of the Bid Submission Packet; see also Miss. Code Ann. § 37-43-15, as amended by Senate Bill 2294.)

Q: How are comprehensive and complementary instructional materials defined and classified during the review process?

A: Comprehensive materials are student or teacher resources aligned with the Mississippi College- and Career-Readiness Standards for a specific course or subject and include rigorous texts or problems, knowledge building, and assessments. Complementary materials align with most standards for a specific course or subject and may include similar instructional components. Publishers should use the category identified for the applicable course in the Deliverables table; where both categories are permitted, the submission should clearly identify the intended category. (pp. 5-7)

Q: Where can publishers find the official Mississippi course codes and enrollment information for each course?

A: Official course descriptions and course codes are available in the [Approved Course Codes for Mississippi Elementary and Secondary Schools](#). Publishers should use the course code catalog to identify the correct course title, course code, grade span, and course description before preparing a submission. Materials must be submitted under the course code identified in the catalog and



aligned to the Mississippi College- and Career-Readiness Standards or other applicable standards for that course. Publishers should verify that the course code selected matches the intended course and grade span before completing the bid forms. The Course Codes webpage also includes a Quick Reference Guide, tutorial video, and annual Course Code Changes document to assist publishers in identifying new, modified, or deactivated course codes. The Bid Submission Packet does not provide student enrollment totals by course or prior-adoption sales data. (Bid Submission Packet, pp. 4 and 24.)

Q: What are the expectations for copyright dates and submission eligibility?

A: Materials currently under contract in Mississippi, as well as materials with a copyright date of 2020 or earlier, should not be submitted. Therefore, a program with a 2020 copyright is not eligible under the requirements stated in the Bid Submission Packet.

Advanced Placement Courses

Q: What are the submission, alignment, documentation, and substitution requirements for Advanced Placement instructional materials, including required standards correlations, edition updates, copyright changes, and contract requirements?

A: AP materials must be submitted for the applicable AP course and aligned to the College Board course standards. AP ELA and AP Career Kickstart courses may be comprehensive or complementary. During the contract, revised editions generally require a written substitution request submitted by the first Monday in November, revised student and teacher materials, updated Form B or Form M, documentation of changes, compatibility with the adopted edition, and no more than 10% content change. The previous edition must normally remain available, although exceptions may be approved case by case for AP courses. Substitutions may not be submitted within one year of contract expiration. (pp. 3-7 and 26-27)

Career Technical Courses

Q: What are the submission and alignment requirements for Career Technical Education materials, including required standards, safety requirements, enrichment components, Mississippi Career Connections projects, and digital instructional platforms?

A: CTE submissions may be comprehensive or complementary and may include print or digital student and teacher materials, ancillary resources, hands-on activities, and real-world projects. Publishers must align instructional materials to the current Mississippi Career and Technical Education curriculum developed by the [Mississippi State University Research and Curriculum Unit](#) (RCU) for the specific pathway and course. Each RCU curriculum identifies the required competencies, suggested objectives, embedded academic and industry standards, and, where applicable, teacher resource documents, assessments, and certification expectations. Safety instruction included in the RCU curriculum is considered a required component and should be



addressed wherever applicable within the instructional materials. Mississippi Career Connections projects and other work-based learning activities should be included when identified in the applicable RCU curriculum for the course or pathway. Publishers should also incorporate all required competencies and any applicable industry-recognized standards, certifications, or Perkins V quality indicators identified within the curriculum. Enrichment sections contained within many RCU curricula are intended to enhance student learning. If the program uses an industry certification, work-based learning, or another Perkins V quality indicator, enrichment content may be assessed and should be included as appropriate. Publishers should use the most current RCU curriculum available at the time of submission and verify that all required competencies, objectives, and standards for the specific course have been addressed.

Contract Terms and Pricing

Q: How should publishers submit pricing for instructional materials, digital resources, professional development, bundles, classroom libraries, Free with Order items, and intervention materials?

A: The pricing submission must list every title, format, component, ancillary material, digital resource, service, and pricing option associated with the program. Bundles and subscriptions must specify their duration, include one- through five-year options, list all included components, and provide the individual price and bid information for each item. Classroom libraries, intervention materials, professional development, and Free with Order items must be included when offered. Each item must have a unique ISBN or identifier and a replacement price. If you have questions about the pricing form or vendor portal, please contact Joey Ingram at joey.ingram@ingramcontent.com. (pp. 10-11 and 26-27)

Q: What pricing changes are permitted during the contract period, including substitutions, necessary price increases, recurring subscription fees, freight charges, and multiyear pricing?

A: Contract prices must reflect the lowest net wholesale price available, and any reduction in list or catalog price must be reflected in the contract price. Districts pay the full cost of an approved multi-year bundle at purchase; payment plans and additional annual fees for included print or digital resources are not allowed. The only recurring cost permitted for an approved bundle is freight for shipments of consumable or replacement materials. Substitutions may not create unnecessary price increases unless additional resources are included, and any approved price change remains subject to contract and depository requirements. (pp. 3 and 10; Appendix H)

Q: What are the requirements and limitations for Free with Order materials, including documentation, eligibility, pricing, approval, and district purchase requirements?

A: All Free with Order materials and services must be listed on the pricing submission and described in a matching Free with Order brochure. The terms must be clear, including how the materials will be packaged and delivered. Free materials may include teacher guides, manipulatives, digital access, professional development, and other approved resources. Publishers are not required to offer free



materials, but they may not distribute, guarantee, discount, or later modify free items outside the certified state contract. The publisher must ship free materials directly to the school and pay the shipping. (pp. 10-12)

Q: How should publishers identify non-ISBN items, bundled resources, school-level licenses, and individual components on the state pricing template?

A: Every item, component, format, bundle option, and license must have a distinct ISBN or unique identifier and a corresponding price. Non-book items and digital resources may use a unique publisher identifier. Bundles must list each component individually, and recurring consumables must be labeled as recurring with the applicable years. School-level or other license structures should be clearly identified in the description and assigned a unique identifier for each term or option. (pp. 10 and 27)

Q: Are publishers required to offer professional development, and how should those services be described and priced?

A: Publishers are not required to offer professional development as a separate mandatory service. However, any professional learning offered with, or needed to implement, the program must be described in the Features and Benefits brochure and listed on the pricing submission, whether paid or free. The description and pricing should clearly identify the service or package being offered. (pp. 10-12)

Q: How should publishers price classroom, school, district, or statewide licenses on the state pricing template?

A: Publishers should clearly identify the licensing basis, access period, users served, included components, and unique ISBN or identifier. Bundle and subscription options should include one-through five-year pricing and identify whether pricing is per classroom, school, district, or statewide.

Q: Are publishers permitted to take exceptions to the contract terms in Attachments H or I?

A: Yes. Any exception must be clearly identified in the offer. Failure to identify an exception will be interpreted as agreement with the solicitation. Conditional offers may be rejected.

Q: When must pricing, Free with Order materials, and related pricing documents be submitted, and when do they become effective?

A: Pricing and Free with Order documentation are due with the August 18, 2026, bid submission. Final pricing is due to Ingram Education Services on January 7, 2027. State contracts become effective April 1, 2027.



Digital Instructional Materials and Digital Access

Q: What digital access (Full, Demo, and Limited) must publishers provide, when must access be available, and what level of functionality is expected for reviewers?

A: Demo and Full Access are required, and all digital access options are expected to remain available for the five-year contract. Demo Access is placed on the ClassGather Adoptions Sample Site for district review and should include basic curriculum, teacher support, and implementation information. Full Access is used by the State Textbook Rating Committee and MDE and must be ready by August 18. Limited Access for educator preparation programs should provide at least two complete units when requested. Publishers should upload a document containing generic credentials or sufficient generic reviewer accounts, with access to student and teacher editions and digital ancillary materials. (pp. 12-13 and 25-26)

Q: What digital materials must be submitted in PDF format versus platform access, and how should digital-only instructional materials and ancillary resources be provided?

A: A complete PDF version of the student textbook and teacher guide must be included in the required documentation, even though interactive or platform-based components may be provided through digital access. The reviewer login must also provide access to student and teacher editions and digital ancillary materials. For digital-only or dynamic elements that cannot reasonably be represented as PDFs, the packet supports platform access; it does not waive the requirement for the complete PDFs of the student textbook and teacher guide. (pp. 12-16 and 25-26)

Q: What are the technical integration requirements for ClassGather, including supported standards, technology certifications, vendor portal requirements, and technical contacts?

A: Publishers must submit a Technology Supporting Document describing the LMS and its hardware and software capabilities, including Thin Common Cartridge 1.3, rostering, PDF/ePUB support, accessibility features, Section 508 compliance, privacy and data-security specifications, and browser/operating-system support. ClassGather supports OneRoster through CSV or API and single sign-on through SAML, OAuth, or LTI. The packet does not name a separate ClassGather technical contact; technical questions should be submitted through the contacts identified by ClassGather (joey.ingram@ingramcontent.org). (pp. 12-13)

Presentation Video

Q: What are the requirements for publisher presentation videos, including the number of videos required, organization by course or grade band, time limits, and required presentation components?

A: Publishers upload prerecorded presentation videos for committee review and the virtual caravan. The FAQ section clarifies that the presentation should be a total of 15 minutes: five minutes for curriculum components, five minutes for teacher support, and five minutes for additional materials.



Videos may be submitted by grade band, and a separate video may be submitted for multiple titles within a grade band, such as AP ELA. Videos may be updated before being posted on the MIMM website. This FAQ clarification should be followed where it differs from the earlier general language in Section 4. (pp. 14 and 26)

Print Textbook Samples

Q: What print and digital examination copies must be submitted, when are they due, how many copies are required, and where should they be shipped?

A: By 2:00 p.m. CST on August 18, publishers must provide official samples of every item listed on the Pricing Options Form: two print and one digital pupil editions, two print and one digital teacher editions, one complete set of ancillary materials, one set of novels or classroom-library books, and one digital administrator login. Samples must be shipped in a sealed box to the address listed in Section 4. No physical samples are issued to individual rating committee members; committee members review print materials during the adoption training session. (pp. 15-17)

Q: What are the labeling, ISBN, return shipping, and manuscript/galley requirements for print instructional materials?

A: Each official examination copy must have a label in the lower-right corner listing the subject/course, course code, grade level, complete title, student or teacher edition, publisher, copyright, and ISBN. Samples and documentation become MDE property and will not be returned, so return postage is not required for the official MDE examination copies. When finished materials are unavailable, a PDF manuscript/galley may be submitted by August 18; do not send a print manuscript/galley. A finished sample is due by April 1, and only minor, non-substantive changes are permitted after review. (pp. 15-17 and 25)

Procedures

Q: What communication restrictions apply during the adoption process, including blackout periods, conferences, district communication, product sampling, and responding to publisher inquiries?

A: Publishers and their personnel may not contact State Textbook Rating Committee members regarding the solicitation or the evaluation of submitted instructional materials. A list of rating committee members will be posted on the Mississippi Instructional Materials website. Publishers may not send samples or conduct marketing activities with districts or schools while instructional materials are under review. Following the November 2026 State Board of Education meeting, once the Board has approved the recommended instructional materials for local district consideration, publishers may begin communicating with Mississippi school districts regarding their approved instructional materials. This communication may include product information, presentations, demonstrations, implementation planning, and responses to district questions. Samples of



approved instructional materials may also be provided to districts and schools after State Board approval. The Intent to Purchase results, scheduled for February 23, 2027, will provide publishers with information regarding district purchasing intentions to assist with inventory planning and fulfillment. (pp. 9, 17, 23, and 28)

Q: What happens if instructional materials or grade levels are not approved, including appeals, resubmissions, district purchases, additional grade-level approvals, and future adoption opportunities?

A: MDE may accept a bid, request limited corrections to nonresponsive elements as permitted by the solicitation, or reject a bid that does not meet the requirements of the adoption process. There is no state-level appeal process for publishers whose instructional materials do not meet the required review criteria or are not recommended for adoption by the State Board of Education. School districts retain local authority to select instructional materials from the state-adopted list, and Mississippi Student Funding Formula instructional materials funds may be used only for state-adopted instructional materials. Publishers may submit instructional materials for an entire grade band or for individual grade levels within a course code during the adoption process. If a publisher later develops instructional materials for a grade level or course that was not submitted or approved during the regular adoption cycle, Mississippi law provides an additional review opportunity. Upon petition by at least five (5) Mississippi school districts, the Mississippi Department of Education may review instructional materials outside the regular adoption cycle to determine whether they meet the state's High-Quality Instructional Materials requirements for recommendation to the State Board of Education. Approval through this process is not automatic and is subject to the same review standards established for state-adopted instructional materials. (Bid Submission Packet, pp. 18–24 and 26; see also Miss. Code Ann. § 37-43-15, as amended by Senate Bill 2294.)

Q: What are the submission requirements for unfinished programs, manuscript materials, copyright dates, and multiple bid areas?

A: Bids must be separated by course, category, or grade band and must include complete required documents. Materials with a copyright date of 2020 or earlier, or materials already under a Mississippi contract, should not be submitted. A manuscript or galley may be submitted as a PDF if the finished product is unavailable by August 18, but the content must be substantially complete; no substantive changes may follow review. Separate packets are required when submissions are reviewed by different rating committees. (pp. 4, 10, 14-18, and 25)

Q: What information regarding the review process (committee members, historical adoption data, reviewer feedback, and revisions) will be shared with publishers?

A: A list of rating committee members will be posted on the HQIM Adoption webpage, but publishers may not contact them. Publishers may request score reports and committee comments



through MDE's Public Records Request process. The packet does not promise historical sales or enrollment data. (pp. 9, 14-18, and 24)

Q: What are the procedures and timelines for district appeals, publisher resubmissions, substitutions, and approval of additional grade levels after adoption?

A: The Bid Submission Packet establishes a substitution process for updated editions or copyrights during the contract period. Publishers must submit a written request, revised print and/or digital materials, and required documentation by the first Monday in November. Substitutions are limited to 10% or fewer content changes, must remain compatible with the adopted program, and may not include unnecessary price increases. The original adopted edition must remain available unless MDE approves an exception. An internal MDE review committee evaluates all substitution requests, which are not accepted during the contract's final year. Five (5) Mississippi school districts may petition MDE to review instructional materials outside the regular adoption cycle for possible approval by the State Board of Education. (pp. 24–27)

Regional Textbook Depository

Q: What are the Regional Textbook Depository requirements regarding sales, fulfillment, inventory, freight, commissions, digital materials, book vendor partnerships, and materials without ISBNs?

A: Participation in the regional depository is required. Awarded publishers must execute a contract with Ingram Education Services and have an initial stock in place by April 1, 2027. Ingram processes print and digital orders; for digital orders and professional learning, it sends the publisher district, purchase order, item identifier, and contact information to provision access. Each item must have an ISBN or unique identifier. The publisher pays Ingram 8% of the net price for print materials and 4% of the net price for electronic materials, plus applicable fulfillment expenses described in Appendix I. Each district order includes the depository's contracted shipping fee. Free materials are shipped directly by the publisher, not by the depository. (pp. 10-11, 28, and Appendix I) If you have questions about the Regional Textbook Depository contract or vendor portal, please contact Joey Ingram at joey.ingram@ingramcontent.com.

Q: What requirements apply when a publisher partners with a third-party book vendor or rights holder?

A: Publishers that do not own distribution rights for required novels or trade books must identify an authorized partner and include the appropriate ISBNs. Materials must be available through the state contract and regional depository process.

Required Documents



Q: Which required documents must be submitted with the bid packet, when are they due, and which documents require state templates versus publisher-developed formats?

A: The submission must include the Submission Cover Page, pricing and Free with Order information, and all Other Required Documents listed in Section 4. Required documents are submitted to IMPL@mdek12.org as directed. Documents must be named to match the checklist. State forms are provided for the appendices; the Scope and Sequence, Standards Correlation, Indicator Alignment Guide, research summary, charts, brochures, implementation guide, and technology document are publisher-developed unless otherwise specified. (pp. 9-13 and Appendix B)

Q: What are the requirements and expectations for the Scope and Sequence, Indicator Alignment Guide, Science of Reading Chart, Text Complexity Chart, Evidence-Based Research Summary, Features and Benefits Brochure, and Implementation Guide?

A: The Scope and Sequence should be a clear, easy-to-read chart or set of directions showing reviewers where the sequence appears; no state template is provided. The Standards Correlation is a separate chart showing alignment to the MS CCR Standards. The Features and Benefits brochure is a concise, informative document describing key program features, digital components, supplemental resources, professional learning, and applicable Science of Reading connections. The packet lists the Indicator Alignment Guide, Evidence-Based Research Summary, ELA-only Science of Reading Chart, ELA-only Text Complexity Chart, and Implementation/Getting Started Guide as required documents, but it does not provide detailed templates for each. The Science of Reading Chart must reflect Structured Literacy only. (pp. 11-14) Refer to Slides 23–26 of the Publisher Training presentation for sample formats and examples of each required document.

INDICATOR ALIGNMENT GUIDE		ELA • Grade 6 • Unit 1
 CRITERION 1: STANDARDS ALIGNMENT <i>The instructional materials are fully aligned to the Mississippi College- and Career-Readiness Standards.</i>		
INDICATOR	INDICATOR STATEMENT	EVIDENCE LOCATION (where reviewers can find evidence)
1.1 	Instructional materials fully address the Mississippi College- and Career-Readiness Standards for the grade level/course.	- Teacher Edition, Unit 1, pp. T12–T45 - Student Edition, Unit 1, pp. 1–36 - Standards Correlation Chart, pp. SC1–SC12
1.2 	Lessons provide grade-level instruction that reflects the full intent of the standards.	- Teacher Edition, Lessons 1–12 - Lesson Objectives (TE, pp. T13, T21, T29, T37) - Instructional Routines, pp. T15–T16
1.3 	Students engage in meaningful opportunities to demonstrate mastery of the standards.	- Student Performance Tasks, pp. 28–31 - Formative Assessments, pp. 14, 22, 35 - End-of-Unit Assessment, pp. 32–36
1.4 	Assessments measure the knowledge and skills identified in the standards.	- Assessment Guide, pp. AG4–AG18 - Unit Assessments, pp. 32–36 - Digital Assessments Bank (Online Platform: Assessments > Unit 1)
 PURPOSE: This guide is intended to direct reviewers to the exact location of evidence supporting each indicator in the HQIM Rubric. Publishers should reference specific page numbers, lesson titles, digital modules, or resource names to help reviewers efficiently locate supporting evidence.		

SCIENCE OF READING CURRICULUM CORRELATION

STRUCTURED LITERACY COMPONENTS

MISSISSIPPI STANDARDS-ALIGNED
This curriculum is aligned to the Mississippi College- and Career-Readiness (MS CCR) Standards.

NOT STANDARDS-BASED

This correlation demonstrates where and how each Structured Literacy component is intentionally addressed throughout the program to support mastery of the MS CCR ELA standards.

STRUCTURED LITERACY COMPONENT	HOW THE PROGRAM ADDRESSES IT (Brief Description)	EVIDENCE IN THE PROGRAM (Where to Look)	MS CCR STANDARDS ALIGNED* (Examples) (Reading Foundational Skills & Key Reading Standards)	GRADE LEVEL(S) ADDRESSED
 PHONOLOGICAL AWARENESS The ability to recognize and manipulate the sound structure of spoken words.	Explicit, systematic instruction in rhyming, segmenting, blending, phoneme isolation, and manipulation through daily whole-group and small-group lesson routines.	- Teacher Edition, Lesson 1–10 - Phonological Awareness Instruction Guide, pp. 3–45 - Student Practice Book, pp. 5–18	RF.K.2, RF.K.2c, RF.1.2b, RF.2.2, RF.3.2, RF.4.2 (Demonstrate understanding of spoken words, syllables, and sounds.)	K–5
 PHONICS The relationship between letters (graphemes) and sounds (phonemes).	Systematic, explicit instruction of letter-sound correspondences, blending, decoding, and encoding using a scope and sequence that builds from simple to complex.	- Scope & Sequence, pp. 6–9 - Teacher Edition, Lessons 1–40 - Decodable Texts, Sets 1–5 - Student Workbook, pp. 10–72	RF.K.3, RF.1.3, RF.2.3, RF.3.3, RF.4.3, RF.5.3 (Know and apply grade-level phonics and word analysis skills in decoding words.)	K–5
 FLUENCY The ability to read accurately, quickly, and with appropriate expression.	Opportunities for guided, repeated, and independent reading practice with connected texts to build accuracy, rate, and prosody.	- Reader's Theatre, pp. 15–30 - Fluency Passages, pp. 25–80 - Digital Fluency Practice (Online Platform)	RF.K.4, RF.1.4, RF.2.4, RF.3.4, RF.4.4, RF.5.4 (Read with sufficient accuracy and fluency to support comprehension.)	K–5
 VOCABULARY The knowledge of words and their meanings.	Direct instruction of new vocabulary in context with multiple exposures and opportunities for use.	- Vocabulary Routine, pp. T20–T25 - Word Study Lessons, pp. 8–60 - Student Journal, pp. 12–50	L.K.4, L.1.4, L.2.4, L.3.4, L.4.4, L.5.4 (Determine or clarify the meaning of unknown and multiple-meaning words.)	K–5
 COMPREHENSION The ability to understand and make meaning from text.	Explicit instruction in comprehension strategies (e.g., predicting, questioning, summarizing, visualizing, inferring) with model and practice.	- Comprehension Strategy Lessons, pp. 10–70 - Think Alouds, pp. T30–T60 - Graphic Organizers, pp. 15–40 - Unit Assessments, pp. 90–100	RL.K.1–10, RL.1.1–10, RL.2.1–10, RL.3.1–10, RL.4.1–10, RL.5.1–10 (Key Ideas and Details, Craft and Structure, Integration of Knowledge, Range of Reading)	K–5



KEY POINT:

This correlation shows alignment to the Mississippi College- and Career-Readiness (MS CCR) Standards. It **does not imply** that the curriculum is standards-based.

Standards-Aligned: Materials are intentionally connected to the grade-level standards but allow for multiple pathways and resources to meet student needs.

Standards-Based: Materials are the only resource and pathway for learning the standards.

*Standards listed are examples. Full alignment is provided in the Standards Correlation document submitted separately.

TEXT COMPLEXITY CHART (ELA ONLY)

This chart demonstrates how texts in the program meet the expectations for text complexity across the grade band as outlined in the Mississippi College- and Career-Readiness Standards.



MISSISSIPPI STANDARDS-ALIGNED
Texts are intentionally selected to align to the grade-level standards and build knowledge and skills across the grade band.

NOT STANDARDS-BASED

GRADE BAND: 6–8

PROGRAM: Elevate ELA

UNIT	TEXT TITLE	AUTHOR / SOURCE	TEXT TYPE / GENRE	QUANTITATIVE MEASURE (LEXILE® RANGE)	QUALITATIVE MEASURES				READER AND TASK CONSIDERATIONS	EXAMPLE USE IN PROGRAM
					MEANING	STRUCTURE	LANGUAGE CONVENTIONALITY	KNOWLEDGE DEMAND		
Unit 1 Finding Identity	<i>Inside Out & Back Again</i> (excerpt)	Thanhha Lai	Memoir	830L–890L	Moderate	Moderate	Moderate	Moderate	Students connect to universal themes while analyzing character and point of view.	Whole-class Instruction, Character Analysis
Unit 2 Voices of Change	"Letter from Birmingham Jail"	Martin Luther King, Jr.	Letter	1050L–1100L	Moderate	Complex	Moderate	Moderate	Historical context and author's purpose inform analysis.	Close Reading, Author's Purpose
Unit 3 The Power of Persuasion	"The Danger of a Single Story"	Chimamanda Ngozi Adichie	Speech	1000L–1050L	Substantial	Moderate	Complex	Moderate	Students evaluate argument and use of evidence.	Argument Analysis, Text Evidence
Unit 4 Literature & Society	<i>The Outsiders</i> (excerpt)	S. E. Hinton	Fiction	770L–860L	Moderate	Moderate	Moderate	Moderate	Students analyze theme and figurative language within a coming-of-age narrative.	Literary Analysis, Theme
Unit 5 Inform to Transform	"Renewable Energy Solutions"	National Geographic	Informational Article	1060L–1120L	Substantial	Complex	Complex	Substantial	Disciplinary text builds knowledge of science concepts and solutions.	Informational Reading, Research
Unit 6 Looking Ahead	"The Future of Work"	Pew Research Center	Informational Report	980L–1030L	Moderate	Moderate	Complex	Substantial	Students synthesize ideas to evaluate claims about future trends.	Synthesis Writing, Research Project



MEETING COMPLEXITY EXPECTATIONS

Texts were selected to provide a balance of quantitative, qualitative, and reader/task demands. The range of complexity levels within and across units supports building knowledge, vocabulary, and skills in alignment with the MS CCR Standards.

KEY

Meaning: Clarity, layers of meaning, and purpose

Structure: Organization, text features, and complexity

Language Conventionality: Vocabulary, sentence structure, and clarity

Knowledge Demand: Background knowledge required by the text and task

Note: Lexile® measures are provided as ranges to reflect variation within the text.



Q: What are the submission requirements for Forms B and M, examination copies, efficacy documentation, digital materials, manuscript submissions, and final production files?

A: Complete one Form B coversheet for print materials and/or one Form M coversheet for digital materials, with an attached table listing all applicable titles (will be turned in with contract in January). Upload the forms to IMPL@mdek12.org; do not attach them to printed samples. Required examination materials, complete PDFs of the student textbook and teacher guide, digital credentials, research evidence, and all other required documents are due as part of the bid submission by August 18 unless the packet expressly states otherwise. A manuscript/galley may temporarily replace an unavailable finished book, but the bound official sample is due by November 18. (pp. 7-17 and Appendix B)

Q: What documentation is required when publishers partner with third-party vendors or rights holders for instructional materials or novels?

A: Third-party partnerships are permitted only when the third party signs the Bid Affidavit with the state-approved publisher or vendor. For novels and trade books, the bid packet must identify the authorized book vendor or rights holder and list the ISBN for every required title and specified classroom edition. The publisher is responsible for ensuring availability through the state contract and at the contracted price throughout the adoption. (pp. 6-7 and 26)

Q: What are the requirements, templates, examples, formatting expectations, and submission requirements for publisher-developed documents?

A: Required publisher-developed documents include the Scope and Sequence, Standards Correlation, Indicator Alignment Guide, Science of Reading Chart, Text Complexity Chart, Evidence-Based Research Summary, Features and Benefits Brochure, Implementation Guide, and Technology Supporting Document.

Q: What documentation is required for digital-only programs, manuscripts, galleys, and unfinished instructional materials?

A: Digital-only programs must meet the same documentation requirements as applicable print submissions. Manuscripts or galleys may be submitted in PDF/ePUB by August 18 when finished materials are unavailable, with the final bound sample due by the deadline established in the Bid Submission Packet.

Caravan

Q: What are the registration procedures and publisher participation requirements for the Mississippi Publishers Association Caravan?

A: The annual in-person caravan is scheduled for February 2-4, 2027, in Tupelo, Jackson, and Hattiesburg. Publishers may not send samples to districts or schools before adoption approval; publishers must bring their own samples to in-person district meetings because the depository will



not ship them. Please contact Sam Saxenmeyer (samantha.saxenmeyer@savvas.com) for more information about joining the Mississippi Publishers Association. (pp. 17, 23, and 28)

