

HQIM Publisher Webinar

2026-2027 Adoption Cycle: ELA, CTE, and AP Career Kickstart

July 2026

**Dr. Elizabeth Simmons, Director of Instructional Materials
and Library Services**



Vision, Mission & Strategic Plan Goals

Vision

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Strategic Plan Goals

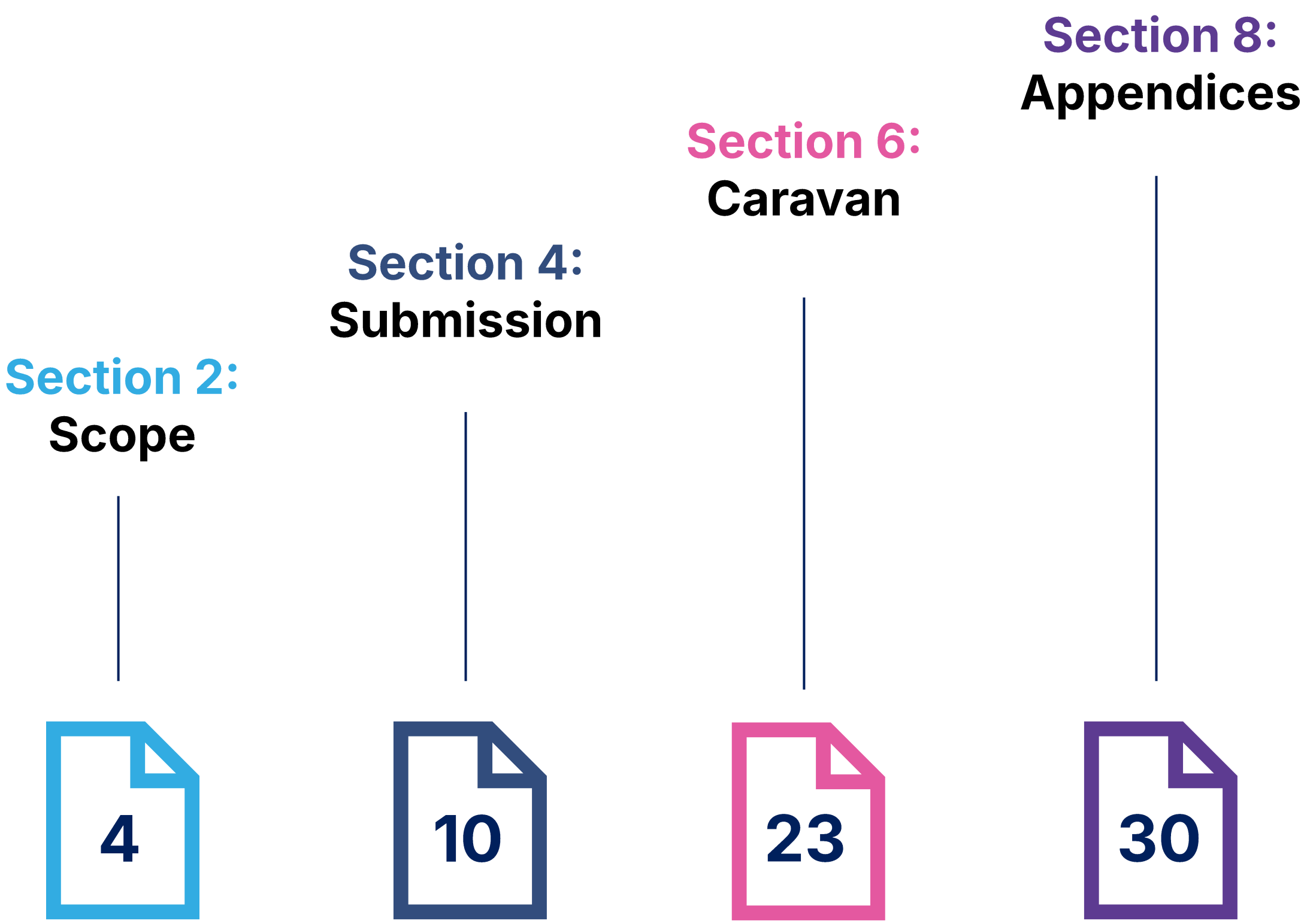
1. **All** Students Proficient and Showing Growth in All Assessed Areas
2. **Every** Student Graduates from High School and is Ready for College and Career
3. **Every** Child Has Access to a High-Quality Early Childhood Program
4. **Every** School Has Effective Teachers and Leaders
5. **Every** Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. **Every** School and District is Rated "C" or Higher

Please post questions in the chat box.

Questions are due on Friday,
July 24 @ 2:00 p.m.



Adoption Call for Bids



2026-2027 Bid Submission ADOPTION CALL FOR BIDS

HIGH-QUALITY INSTRUCTIONAL MATERIALS:
K-12 and Advanced Placement English Language Arts,
Advanced Placement Career Kickstart, and Career and Technical Education

Section 2: Scope of Work

Adoption Schedule

Academic	Career Technical Education	AP Career Kickstart
• K-12 English Language Arts • AP English Language And Literature • Electives: Creative Writing, Debate, Journalism, MS Writers, Survey of African American Writing, Survey of 20th Century Writing, and Technical and Workplace Writing	• Agriculture • Arts, Entertainment, and Design • Digital Technology • Enhancement Courses • Hospitality, Events, and Tourism • Supply Chain and Transportation	• Business with Personal Finance • Cybersecurity



Publishers may select only **ONE** instructional material or program for each course code and grade level. **Example: Vendor A has three K-8 ELA curricula but can only submit one for evaluation.**



If different publishers provide the same instructional materials, then **ALL** publishers must participate in the adoption process. **Example: If Vendor B and Vendor C have rights to the same ELA textbook, then both will need to submit the product for evaluation.**



Instructional Materials printed on or before 2020 will **NOT** be evaluated. **Example: If Vendor D submits workbooks dated 2017, then those workbooks will not be reviewed and will be removed from the price list.**

Because state funds may be used only to purchase state-adopted instructional materials, publishers are expected to maintain current and accurate adoption information throughout the contract period. Substitutions do not replace materials already included in purchased multi-year packages; approved new editions or products will be added to the adoption catalog for future purchases.

Section 2: Plan to Achieve the Scope of Services

This section details the services and requirements the publisher or vendor must provide. Although the descriptions are not comprehensive, they are intended to highlight any services or needs that may require additional planning or programming on your part. A thorough plan is essential for addressing this solicitation and outlining how the publisher or vendor intends to meet the specified service requirements.

A. SCOPE OF SERVICES

Publishers and vendors may select only one curriculum or instructional material for each course code or grade level. Only one bid should be submitted for materials spanning multiple grade levels within a single course code. However, if the material is aimed at a specific grade within the course code, publishers and vendors may submit bids for each relevant grade level, treating it as a single instructional material. If different publishers or vendors offer identical textbooks or materials, all must participate in the adoption process. Bids for instructional materials currently contracted in Mississippi, or for those with a copyright date of 2020 or earlier, should not be submitted. Materials that contain obscene, lewd, sexist, or vulgar content, promote prejudicial behavior or anti-social actions, or are derogatory towards any race, sex, or religion will be rejected by the Mississippi State Board of Education (SBE) ([Miss. Code Ann. § 37-43-31\(5\)](#), [Miss. Code Ann. § 37-11-81](#)).

K–8 coherence is a critical component of [Mississippi Senate Bill 2294](#) because it establishes a seamless progression of learning from elementary through middle school, ensuring that students develop the foundational literacy and mathematics skills necessary for long-term academic success. The legislation emphasizes aligned instruction, evidence-based interventions, professional learning, and readiness indicators that connect learning across grade levels rather than treating each grade as an isolated experience. By strengthening coherence between K–5 and grades 6–8, Mississippi can reduce learning gaps, improve algebra readiness, support adolescent literacy, and ensure that all students receive consistent, high-quality instruction aligned to the Mississippi College- and Career-Readiness Standards. This coordinated approach helps districts build sustainable systems that prepare students for success in high school, postsecondary education, and the workforce.

B. CONTRACTOR QUALIFICATIONS REQUIRED

When publishers and vendors prepare to submit instructional materials for adoption, they must consult the relevant state standards. This guarantees that the offered textbooks are well-aligned with the curriculum requirements. You can locate the state standards on the [Mississippi College- and Career-Readiness Standards webpage](#) and the Career and Technical



Senate
Bill 2294



Novels

		on activities, real-world projects, etc.)
Supply Chain and Transportation: Aviation	Comprehensive Complementary	Print/Digital Student and Teacher Textbooks with Ancillary Materials (manipulatives, centers/stations/hands-on activities, real-world projects, etc.)



Can we submit only one program per category, as stated? Or can we submit multiple products for a program? You can enter one product per category. For example, you can only submit ONE curriculum or program for K-2 science.

*Instructional Category Terminology:

Comprehensive Materials: Student or teacher materials aligned with the MS CCR Standards for specific courses or subjects (such as English Language Arts). These externally validated resources include challenging texts, complex problems, and assessments that build knowledge.

Complementary Materials: Materials for students or teachers aligned with the majority of MS CCR Standards in a specific course or subject area (such as cursive handwriting) may include complex texts, knowledge-building activities, problems, and assessments.

Supplements: Programs and materials that are **NOT** aligned to state-adopted HQIM and should **NOT** be used during core Tier I instruction. [Senate Bill 2294 \(2026\)](#)

**Format Category Terminology:

Print Materials: The publisher or vendor must complete and upload [Appendix E: Form B for Print Materials](#).

Digital Components: The State Textbook Rating Committee has adopted digital materials (e.g., assessments, multimedia, simulations, interactive presentations) to support teachers and students and align with the curriculum. Digital or virtual components will be evaluated using the same rubric as printed instructional materials. The publisher or vendor should complete and upload [Appendix F: Form M for Digital Materials](#).

Ancillary (Supplemental) Materials: Resources necessary for the effective implementation of standards-aligned Tier I instruction. These are components of the district-chosen, state-adopted HQIM and include, but are not limited to, decodable texts, cursive writing resources, writing and grammar materials, grade-appropriate novels, and other hands-on manipulatives. [Senate Bill 2294 \(2026\)](#)

NOTE: Publishers or vendors that do not hold the legal rights to sell or distribute novels or trade books included in their instructional program must partner with an authorized book vendor or rights holder to provide those materials as part of the adopted program. The bid packet must identify the partnering vendor and include the ISBN for each required novel or trade book in the edition specified for classroom use. Publishers are responsible for ensuring that all novels and trade books included in the bid are available for purchase through the state contract at the contracted price and remain available for the duration of the adoption period.

Section 4: Submission Requirements

Section 4: Submission Requirements

It is the publisher's responsibility to check the site for any updates.

High-Quality Instructional Materials Adoption

Funds allocated for the purchase of textbooks must be used exclusively for items that meet the definition of a textbook as outlined in Miss. Code Ann. § 37-43-1. A textbook is defined as any medium or manual of instruction that presents the principles of a subject in a systematic manner and serves as a primary instructional resource for that subject.

UPCOMING HQIM ADOPTION SCHEDULES

RATING COMMITTEE



26-27 ADOPTION CALL FOR BIDS

- [26-27 Call for Bids Packet](#)
- **Publisher Orientation Webinar – Tuesday, July 21 @ 2:00 p.m.**
 - TEAMS Link: [Publisher Orientation | Meeting-Join | Microsoft Teams](#)
- **Questions Due – Friday, July 25 @ 2:00 p.m.**
 - Send questions to IMPL@mdek12.org
- **Posted FAQ – Tuesday, July 28**
 - msinstructionalmaterials.org/resources/adoption/
- HQIM Rubrics – <https://msinstructionalmaterials.org/selecting-materials/2026-2027-hqim-rubrics/>
- **Intent to Submit – Friday, July 17 @ 2:00 p.m.**
 - [Attachment A – Intent to Submit Form](#)
- **Bids Deadline – Tuesday, August 18 @ 2:00 p.m.**
 - [Attachment B – Submission Cover Page](#)
 - [Attachment C – Submission Bid Affidavit](#)
- **Contracts Due – Tuesday, January 19 @ 2:00 p.m.**
 - [Attachment E – Form B for Print Materials](#)
 - [Attachment F – Form M for Digital Materials](#)
 - [Attachment G – Textbook Bond Form](#)
 - [Attachment H – MS Textbook Contract](#)
 - [Attachment I – Ingram Education Services Contract](#)

RESOURCES

High-Quality Instructional Materials Key Messages

HQIM Heat Maps

High-Quality Instructional Materials Adoption

Curriculum-Based Professional Learning

Evidence-Based Academic Interventions

Textbook Inventory Management System

Definitions

State Standards

Contact Us



msinstructionalmaterials.org

/resources/adoption

✓ Submission Cover Page (Appendix B)

✓ Pricing Options

1. Each bid must specify the lowest net wholesale price for each item bid for purchase. During the bid or contract period, the publisher or vendor agrees that if any reduction is made in the official list or catalog prices, corresponding reductions shall be made in the prices named in the contracted bid. ([Miss. Code Ann. § 37-43-23](#))
2. For subscription packages or bundles, clearly state the duration included in the description. List all components included in the student packages or bundles. Bundles or subscription packages **must** include the individual cost and bid information for each bundled item, including all options that provide one-year, two-year, three-year, four-year, **and** five-year print and digital access.
3. Each component should feature a distinct ISBN or unique identifier, along with its corresponding price. Recurring items or consumables must be marked as **recurring**, indicating the years they recur.

NOTE: Districts will pay the full cost of an approved multi-year instructional materials bundle at the time of purchase. Publishers may not offer payment plans or charge additional annual fees for print or digital resources included in the bundle. The only recurring cost allowed is freight for approved shipments of consumable or replacement materials.

4. Each item must have a **unique** ISBN or identifier.
5. Prices for all components must be provided to convey replacement cost details.
6. Multiple iterations (such as online subscription licenses, formats of textbook series, versions, or combinations of print/digital and web-based instructional programs featuring duplicate content, supplementary materials, teacher resources, or presentation media) should be presented as pricing options for a singular title.
7. If a program is selected, **all items and iterations listed on the textbook bid form will be incorporated under the state adoption contract** (refer to Appendix H for the sample contract).



Can we add all the titles for a single category to the Price Listing? Each category should include all titles, formats, and ancillary materials. Each item must have either a separate ISBN or a unique identifier.

✓ Free Materials

1. Pricing lists **shall** include items or services that publishers and vendors wish to make free (e.g., ancillary materials, supplementary materials, teacher editions, professional development, and digital access) to school districts in Mississippi. Describe how the free materials will be packaged and delivered to schools (if applicable).
2. Free materials and services must be shipped directly to the school from the publisher or vendor; **the textbook depository will not ship them.**



Multi-year Bundles



NEW documents

3. The MDE reserves the right to reject this bid portion if the terms are not straightforwardly interpreted.
4. Publishers and vendors are **prohibited** from distributing or guaranteeing free materials or services not certified under the state adoption contract. **This restriction also includes providing discounts that do not align with the submitted pricing list.**
5. **No** modifications to the free materials list will be allowed once the bid deadline has passed.
6. Publishers and vendors **must** pay for the shipping of all free materials they provide
7. Publishers and vendors **must** supply all specified free materials by the terms outlined in the contracted price lists.
8. Examples of free materials: teacher guides, manipulative kits, or digital access.

RECOMMENDED FREE WITH ORDER RATIO		
Grade Level	Teacher	Students
Grade K	1	18
Grades 1-2	1	22
Grades 3-8	1	25
Grade 9-12 (Core)	1	50
Grade 9-12 (Elective)	1	35
Grade 9-12 (CTE)	1	25

✓ Other Required Documents

NOTE: Documents must be named to correspond with the required documents. Avoid uploading a document that contains only one file. **DO NOT ATTACH DOCUMENTS TO PRINT SAMPLES.**

1. The Features and Benefits brochure includes digital components, supplementary materials, and opportunities for professional learning. If applicable, include any relevant connections to the Science of Reading.
2. Free with Order brochure, if applicable. **This document must match the submitted price lists.**
3. Curriculum Scope and Sequence
4. Mississippi College- and Career-Readiness Standards correlation
5. **Indicator Alignment Guide**
6. **Evidence-Based Research Summary demonstrating the effectiveness of the program**
7. **Science of Reading Chart (English Language Arts ONLY)**
 - a. Mississippi is a Structured Literacy state, and materials should include **ONLY** Structured Literacy Instruction.
8. **Text Complexity Chart (English Language Arts ONLY)**
9. Implementation Guide (Getting Started Guide)

Section 4: Submission Requirements



Please submit **ONE** packet per subject area/grade level. **For example, if Vendor E has textbooks for K-2, 3-5 ELA, and AP Cybersecurity, then there should be three separate packets.** **DO NOT MAIL DOCUMENTS.**



Pricing lists **SHALL** include **ALL** items and services that publishers and vendors wish to make free. **IF IT IS NOT LISTED ON THE APPROVED PRICE LIST, THEN IT WILL NOT BE CONSIDERED ADOPTED.**

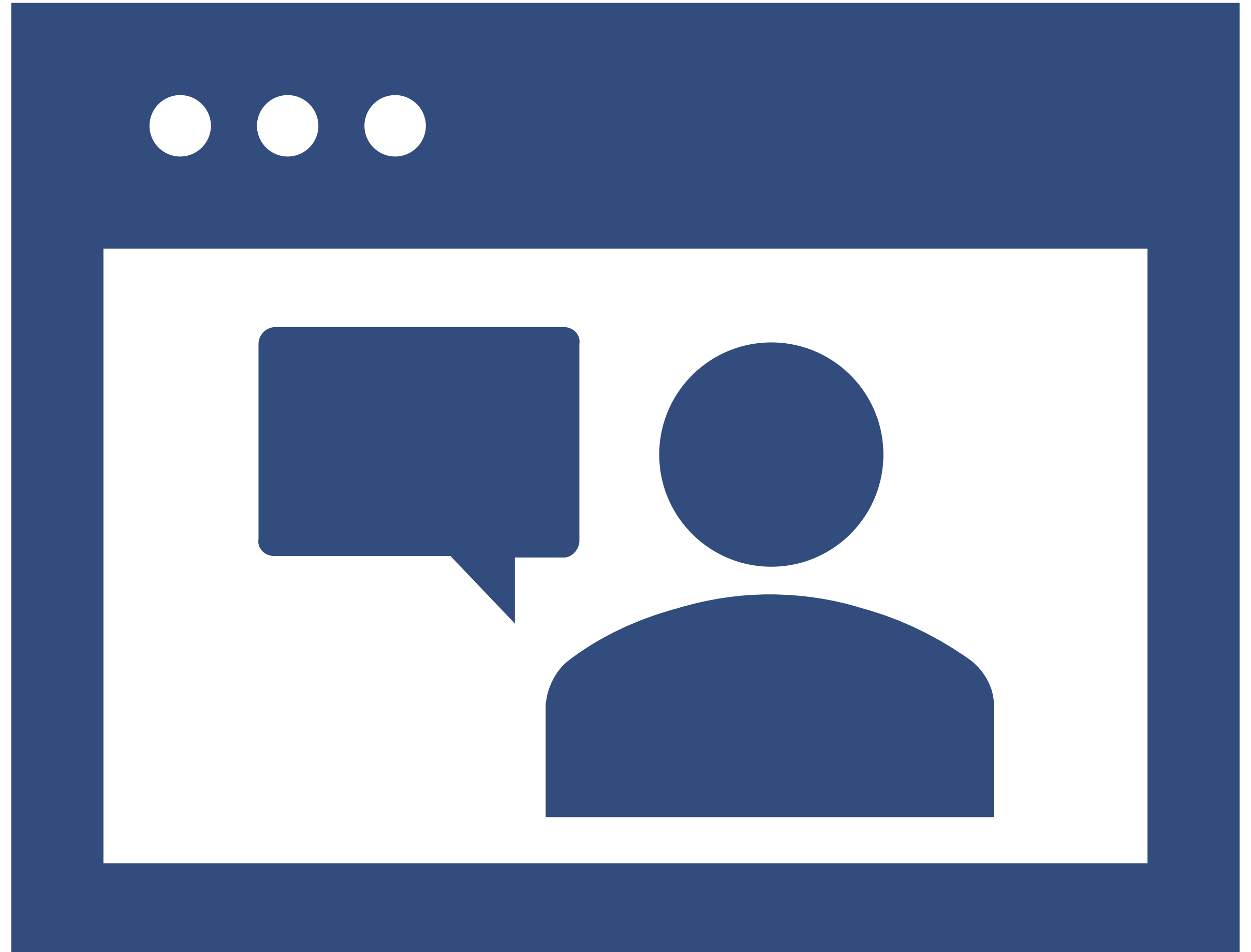


Please include instructions for navigating digital platforms so reviewers can find the information needed to complete the rubric. **IF THE REVIEWERS CANNOT FIND IT, THEY CANNOT SCORE IT.**

Vendor Presentation



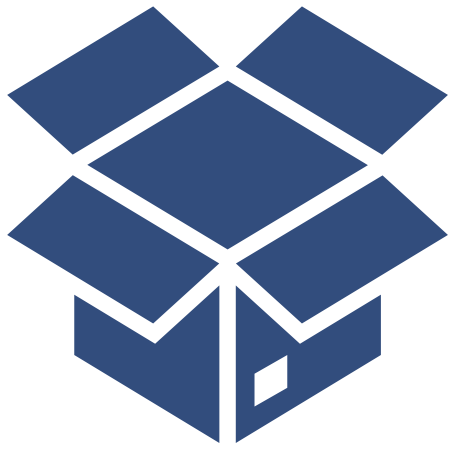
- No scheduled virtual presentations with the State Textbook Rating Committee
- Each publisher will include a link to one (1) pre-recorded presentation to be viewed by the STRC and uploaded to the adoption sample site if adopted.
- **If Vendor K has 6-8 ELA, 9-10 ELA, CTE Agriculture, and AP Business, then Vendor K would submit four (4) videos.**



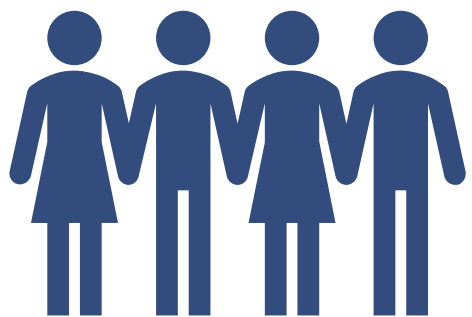
Section 4: Submission Requirements



In accordance with Miss. Code Ann. § 37-3-2, adopted publishers and vendors will provide limited digital access and print samples when requested by Educator Preparation Providers.

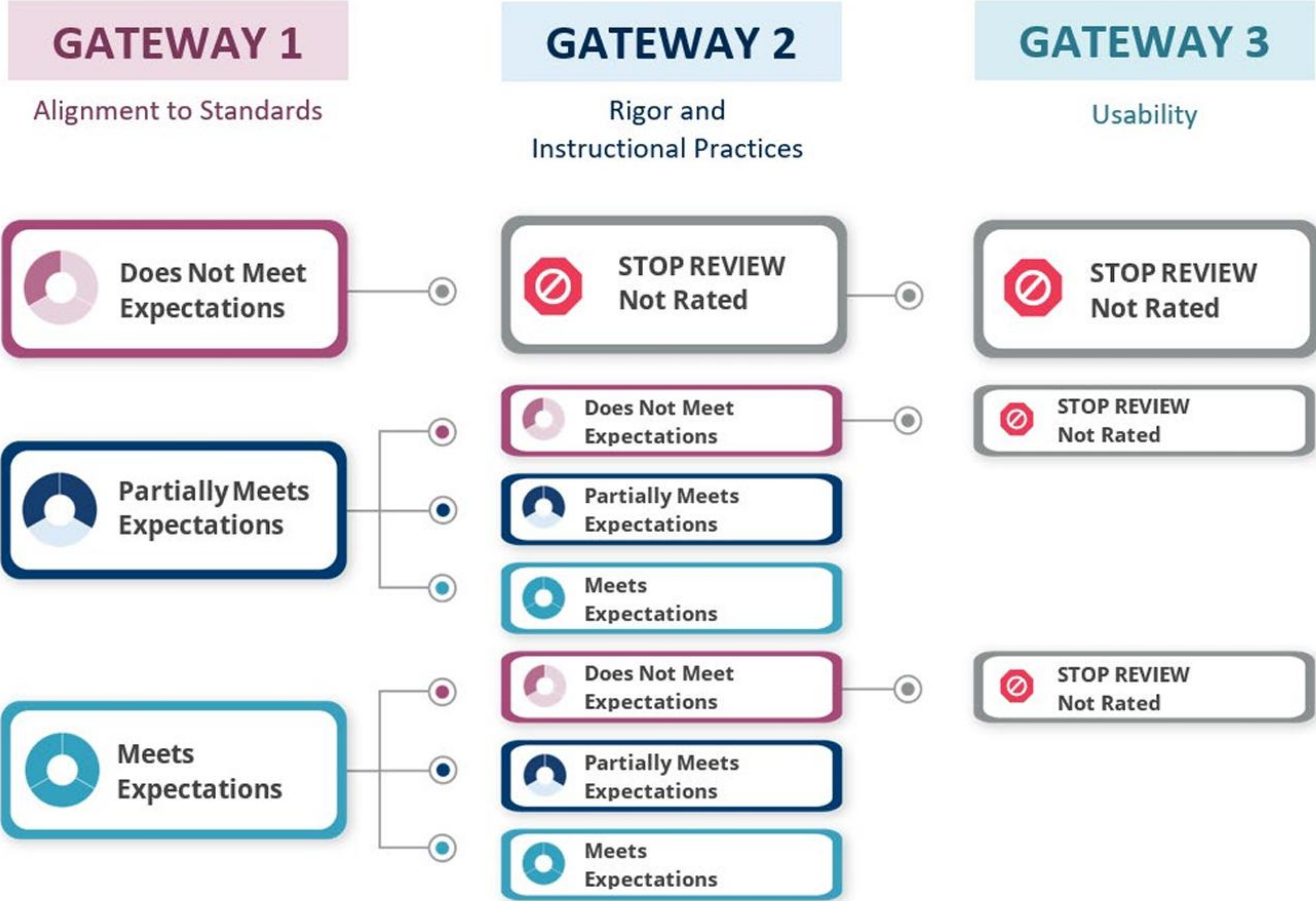


Submissions are due by Tuesday, August 18, at 2:00 p.m. If the finished materials are not available, publishers may submit a PDF manuscript as part of the initial bid packet. **The final product must be received before April 1st.**



No physical samples will be issued to the STRC. A PDF version of the teacher's guide and student print materials must be included in the submission packet. **The STRC will review print materials during the adoption training session.**

Section 4: Submission Requirements



Section 4: Submission Requirements

Do NOT send completed rubrics.

Use the rubric to organize your submission packet.

2026-2027 HQIM Rubrics

These evaluation rubrics assess how well instructional materials align with the Mississippi College-and Career-Readiness Standards.

Click the drop-down menu to view rubrics for the 2026 – 2027 adoption.

Advanced Placement Career Kickstart	▼
Career-Technical Education	▼
K-12 English Language Arts	▲

Link to Standards: [English Language Arts](#) and [Comparison Chart](#)

Rubrics:

- [K-2 ELA Rubric](#)
- [3-5 ELA Rubric](#)
- [6-8 ELA Rubric](#)
- [9-12 ELA Rubric](#)
- [Advanced Placement Rubric](#)

SELECTING MATERIALS

2026-2027 HQIM Rubrics

2025-2026 HQIM Rubrics

2024-2025 HQIM Rubrics

2023-2024 HQIM Rubrics

 | **msinstructionalmaterials.org/selecting-materials/2026-2027-hqim-rubrics**

INGRAM[®]
CONTENT GROUP

Section 6: Caravan

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The Mississippi Publishers Association will be responsible for organizing the in-person caravan. The Mississippi Department of Education **ONLY** promotes the caravan through the weekly EdUpdates.



Adopted publishers and vendors will receive caravan guidelines as part of their Intent to Adopt letter in October. This will include information about the 2026 MS Literacy Association Conference in December.



Adopted publishers and vendors are responsible for the caravan's costs. Participation is **NOT** mandatory. **Presentation rooms and a vendor hall will be provided this year.**

Section 6: Caravan



Brookhaven School District MS-4320

Adoption Name	Publisher Name	Curriculum	Grade	Submitted
Science Grades K-12 (MS 2026)	Curriculum Associates	Stile Science for Mississippi 2025 Edition Grade 6	06,07,08	Yes
Science Grades K-12 (MS 2026)	School Specialty	FOSS/Delta Science 2025 Edition Grade 5	05	Yes

Benton County School District MS-0500

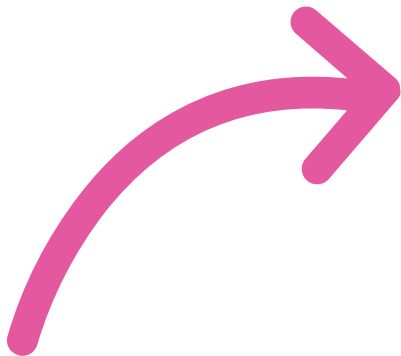
Adoption Name	Publisher Name	Curriculum	Grade	Submitted
Science Grades K-12 (MS 2026)	Curriculum Associates	Stile Science for Mississippi 2025 Edition Grade 6	06,07,08	No

West Jasper Consolidated MS-3112

Adoption Name	Publisher Name	Curriculum	Grade	Submitted
Science Grades K-12 (MS 2026)	School Specialty	FOSS/Delta Science 2025 Edition Grade 5	05	Yes

Philadelphia Public Sch Dist MS-5020

Adoption Name	Publisher Name	Curriculum	Grade	Submitted
Contemporary Health and Physical Education Grades K-12 (MS 2026)	McGraw Hill Education	MHE Glencoe Health 1st Edition Grades 9-12	09,10,11,1	Yes
Career - Technical Grades 9-12 (MS 2026)	Pearson	Pearson Principles of Graphic Design 2024 Eme...	09,10,11,1	Yes



Intent to Adopt Report:
This will be due on February 19
from districts. The report will
be sent out to all adopted
publishers and vendors.

Section 8: Appendices

Attachment B

12

Submission Cover Page

- Forms B and M are NOT due with the submission packet
- Indicator Alignment Guide should act as a roadmap
- Evidence-Based Research Summary should demonstrate the effectiveness of the program
- Science of Reading Chart (ELA Only)
 - ALL materials and services should only support Structured Literacy
- Text Complexity Chart (ELA Only)

Mississippi Department of Education

SUBMISSION COVER PAGE

ATTACHMENT B

MISSISSIPPI
DEPARTMENT OF
EDUCATION
2026

Please complete by Tuesday, August 18, 2026, by 2:00 p.m. (CST). The company is responsible for notifying the Office of Instructional Materials and Library Services of any changes that occur. Send the completed Attachment B to IMPL@mdk12.org.

IMPORTANT NOTE: Please type the information.

Bids must be submitted as directed in the *Bid Submission Requirements* on or before the submission deadline specified in the solicitation. Please complete a separate cover page for each adoption submission.

PUBLISHER INFORMATION:

Publisher			
Contact Person		Title	
Address			
Email Address		Website	

PURCHASING QUESTIONS:

Are you currently registered as a Supplier in MAGIC?	☐ Yes ☐ No	Are you able to secure a bond if adopted?	☐ Yes ☐ No
Are you currently registered with PayMode?	☐ Yes ☐ No	Do you have a contract with Ingram Education Services?	☐ Yes ☐ No

CURRICULUM INFORMATION:

Content Area	
Grade Level/Course	
Instructional Format	☐ Comprehensive ☐ Complementary
Format	☐ Print ☐ Digital

PHASE 1 REQUIRED DELIVERABLES

Deliverable	Appendix	Document Title
☐ Bid Affidavit	Appendix C	Bid Affidavit
☐ Form B for Print Materials	Appendix E	Form B
☐ Form M for Digital Materials	Appendix F	Form M
☐ Features and Benefits brochure		Features and Benefits
☐ Free with Order Brochure		Free with Order
☐ Curriculum Scope and Sequence		Scope and Sequence
☐ MS CCR Standards Correlation		MS CCRS Correlation
☐ Indicator Alignment Guide		Indicator Alignment Guide

High-Quality Instructional Materials: BID SUBMISSION PACKET 33

Features and Benefits Document

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Required Documents



Key Objectives	Grades					
	K	1	2	3	4	5
Counting and Cardinality						
Know number names and the count sequence.	Units 2, 3, 9, 12					
Count to tell the number of objects.	Units 2, 3, 12					
Compare numbers.	Units 2, 3, 10					
Operations and Algebraic Thinking						
Understand addition as putting together/adding to, and understand subtraction as taking apart/taking from.	Units 5, 6, 7					
Represent and solve problems involving addition and subtraction.		Units 4, 7, 8, 10				
Understand and apply properties of operations and the relationship between addition and subtraction.		Units 4, 5				
Add and subtract within 20.		Units 4, 5	Units 5, 6			
Work with addition and subtraction equations.		Units 4, 5				
Represent and solve problems involving addition and subtraction.			Units 3, 6, 10			
Work with equal groups of objects to gain foundations for multiplication.			Unit 2			
Represent and solve problems involving multiplication and division.				Units 3, 4, 5, 11		
Understand properties of multiplication and the relationship between multiplication and division.				Units 3, 5, 9, 10		
Multiply and divide within 100.				Units 4, 5, 9		
Solve problems involving the four operations, and identify and explain patterns in arithmetic				Units 2, 4, 10		
Use the four operations with whole numbers to solve problems.					Units 3, 4, 6, 7, 13	
Gain familiarity with factors and multiples					Units 5	
Generate and analyze patterns.					Units 5, 8	

Curriculum Scope and Sequence

STANDARDS		UNIT-LESSON
Counting and Cardinality (CC)		
Know number names and the count sequence.		
K.CC.1	Count to 100 by ones and by tens.	12-1, 12-2, 12-3
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	12-4
K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	2-5, 3-10, 3-11, 3-12, 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 10-1, 10-2, 10-3, 10-4, 10-5, 10-6, 12-5
Count to tell the number of objects.		
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.	2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 3-10, 3-11, 3-12, 9-1, 9-4, 10-1, 10-4
K.CC.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 3-10, 3-11, 3-12, 9-1, 9-4, 10-1, 10-4, 12-5
Compare numbers.		
K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	2-7, 2-8, 2-9, 3-8
K.CC.7	Compare two numbers between 1 and 20 presented as written numerals.	2-9, 3-9, Extend 10-6
Operations and Algebraic Thinking (OA)		
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
K.OA.1	Represent addition and subtraction, in which all parts and whole of the problem are within 10, with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	6-1, 6-2, 6-3, 6-4, 6-5, 7-2, 7-3, 7-4, 7-5, 8-1, 8-2, 8-3, 8-5
K.OA.2	Solve addition and subtraction word problems within 10 involving situations of adding to, taking from, putting together and taking apart with unknowns in all positions by using objects or drawings to represent the problem.	6-2, 6-3, 6-4, 6-5, 7-2, 7-3, 7-4, 7-5

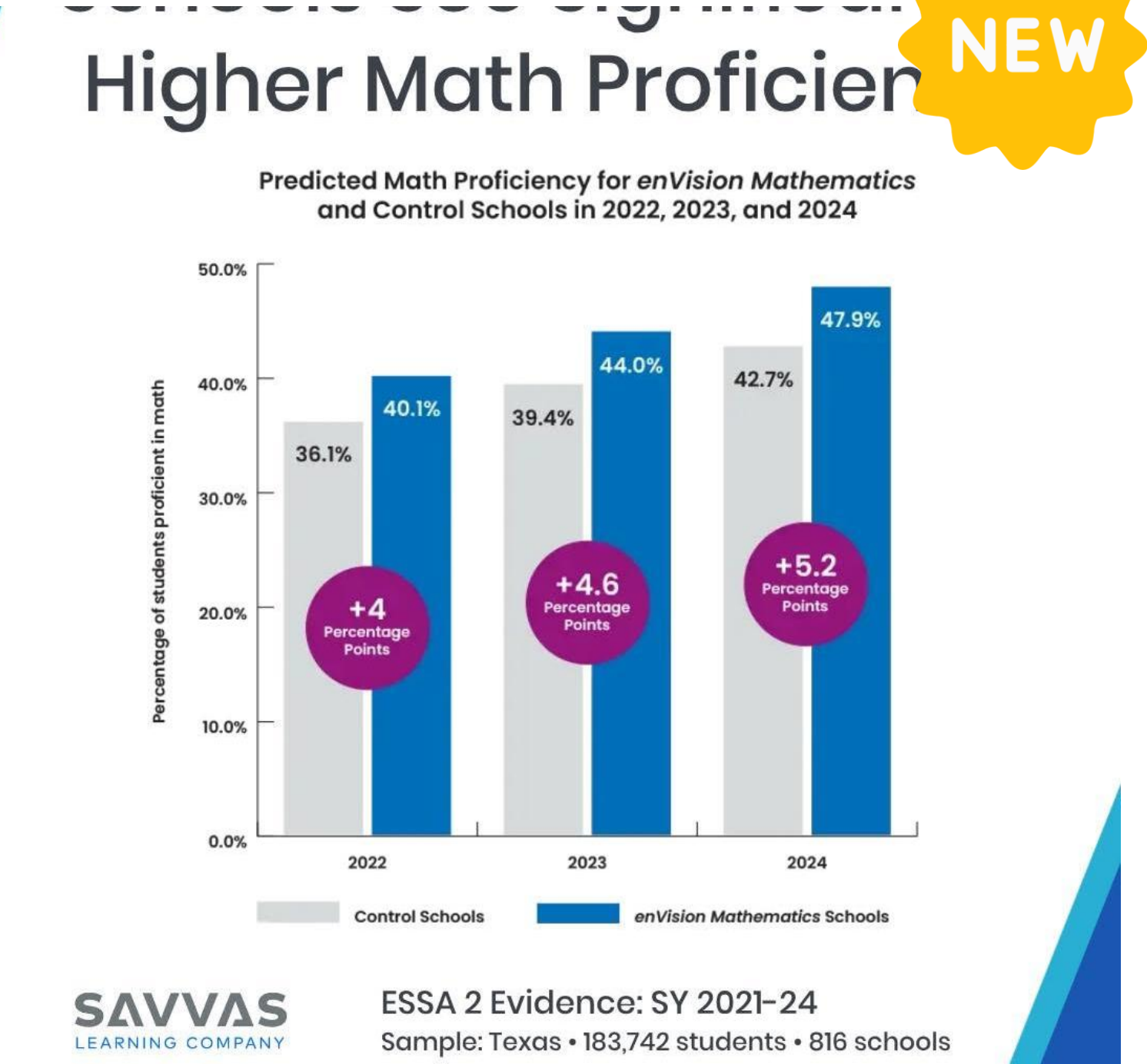
MS CCRS Correlation Chart

GATEWAY 1		
Criterion	Indicator	Publisher Evidence Location (Primary Evidence)
1.1	Indicator 1a	
	Indicator 1b	
	Indicator 1c	
1.2	Indicator 2a	
	Indicator 2b	
	Indicator 2c	
GATEWAY 2		
Criterion	Indicator	Publisher Evidence Location (Primary Evidence)
2.1	Indicator 1	
	Indicator 2	
	Indicator 3	
	Indicator 4	
2.2	Indicator 1	
	Indicator 2	
	Indicator 3	
GATEWAY 3		
Criterion	Indicator	Publisher Evidence Location (Primary Evidence)

Indicator Alignment Guide



Required Documents



Evidence-Based Research Summary

SCIENCE OF READING **NEW**
BUILT INTO EVERY LESSON, EVERY DAY

Our curriculum is intentionally designed to ensure all students achieve strong, skilled reading.

SCIENCE OF READING COMPONENT	HOW IT SUPPORTS STUDENTS	WHERE IT SHOWS UP IN OUR CURRICULUM
1. PHONOLOGICAL AWARENESS The ability to hear, identify, and manipulate the individual sounds in spoken words.	Builds the foundation for reading by helping students recognize and work with the sounds in words before committing them to print.	- Daily phonological awareness lessons - Blending, segmenting, and manipulating sounds - Rhyme, syllables, and onset/rime activities - Embedded in warm-ups and routines
2. PHONICS The understanding of the relationship between letters (or letter patterns) and the sounds they represent.	Helps students decode words accurately and build automatic word recognition.	- Systematic, explicit phonics instruction - Cumulative and spiraled scope and sequence - Decodable texts that align with taught patterns - Word study and phonics practice
3. FLUENCY The ability to read accurately, quickly, and with appropriate expression.	Supports comprehension by helping students read text smoothly and with confidence.	- Guided oral reading with feedback - Repeated reading opportunities - Modeled fluent reading - Reader's Theater and prosody practice
4. VOCABULARY The knowledge of words and their meanings, and the ability to use them in speaking and writing.	Builds background knowledge and supports comprehension of increasingly complex texts.	- Explicit instruction of Tier 2 and Tier 3 words - Multiple exposures in context - Student-friendly definitions and examples - Word learning strategies
5. COMPREHENSION The ability to understand, make meaning from, and think critically about text.	The ultimate goal of reading—making meaning from text and applying it to the world.	- Before, during, and after reading strategies - Text-dependent questions and discussions - Graphic organizers and retelling - Connections to real-world experiences

Science of Reading Chart (ELA ONLY)

Text Complexity Chart **NEW**

GRADE LEVEL	TEXT TYPE	LEXILE® MEASURE RANGE	TEXT COMPLEXITY BAND
KINDERGARTEN (K)	Read-Alouds	BR – 300L	Emergent–Early 1
	Leveled Readers	BR – 100L	Emergent
	Informational Texts	BR – 300L	Emergent–Early 1
GRADE 1 (1)	Read-Alouds	200L – 500L	Early 1–2
	Leveled Readers	100L – 450L	Early 1–2
	Informational Texts	200L – 600L	Early 1–2
	Complex Texts	300L – 650L	1–2
GRADE 2 (2)	Read-Alouds	500L – 800L	2–3
	Leveled Readers	450L – 750L	2–3

Text Complexity Chart (ELA ONLY)

Required Documents



Built on the Science of Reading, Amplify Core Knowledge Language Arts® (CKLA) sequences deep content knowledge with research-based foundational skills to provide your students with unmatched literacy instruction.

In this guide, we will introduce you to three powerful instructional resources in your sampler:

1. Teacher Guide
2. Student Reader
3. Activity Book

INSIDE YOUR SAMPLER

1 Teacher Guide

The easy-to-use Teacher Guide gives you both content-rich instruction and tools to make every lesson an engaging learning experience for your whole class. You'll find step-by-step guidance throughout each lesson including helpful background information, needed materials, presentation suggestions, and estimated instructional time.

Understanding the Teacher Guide

The Teacher Guide provides all you need to successfully deliver Amplify CKLA lessons to every student:

- Primary focus objectives
- Embedded assessment opportunities
- Lesson at a glance overviews
- Point-of-use supports for every learner, including: **English language learners**, students in need of additional **Support**, and students looking for a

Implementation Guide

Course Creation		
Pick and choose the content you want to include in your course	✓	✓
Ability to create a master course and share that course with teachers	✗	✓
Ability to share or copy content links	✗	✓
Assignments		
Scores are passed back	✓	✓
Teachers can review student response	✓	✓
Teachers can manually score open-ended response	✓	✓
Content deep linking	✓	✓
Content Functionality		
Realize Reader™ (including highlighting, bookmarks, and annotations)	✓	✓
Essay Scorer activities	✓	✓
Customized content and assessments from Realize "My Library"	✓	✓
Realize third-party apps like Reading Spot, Turnitin®, etc.	✓	✓
Reporting		
Teacher has access to data reports in Realize	✓	✓
Teachers can view student progress	✓	✓
View standards alignment	✓	✓
Rostering		
Students are linked to their Savvas Realize account	✓	✓
supports just-in-time rostering	✓	✓

Technology Supporting Document

enVision Mathematics
Grades K-5

REVIEWERS

To view your **enVision Mathematics ©2020** examination materials, please go to the site below.

On the **Reviewer Site**, you will find:

- Student's Editions
- Teacher's Editions
- Teacher's Edition Program Overviews

TRY IT ONLINE

To view Realize, the online learning management system for **enVision Mathematics ©2020**, please follow the steps below. You will currently see a 1 Topic sample for each grade which includes Teacher Resources and interactive student practice along with videos, games, and animations.

- 1 Go to: **PearsonRealize.com** and click "Sign In" at the top right of the site.
- 2 Click on "View All Programs". Choose the Grade Level you wish to view. Browse, review, explore, and enjoy!

Digital Access

Attachment C

Submission Affidavit

- No revised editions or updated copyrights be provided to schools as part of the adopted program without prior approval through the substitution process.
- Publishers shall not offer services that extend beyond the contracted adoption period unless authorized by the MDE.
- Non-adopted materials or services cannot be purchased using funds from the Mississippi State Funding Formula (or state funds).
- Senate Bill 2294 requires that all districts purchase adopted HQIM for K-12 mathematics and 4-8 ELA.



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HQIM Publisher Webinar

**Dr. Elizabeth C. Simmons, Instructional Materials and
Library Services Director**



esimmons@mdek12.org



www.msinstructionalmaterials.org

