2026 ENGLISH
TEXTBOOK ADOPTION REPORT

MISSISSIPPI INSTRUCTIONAL MATERIALS MATTER.
OFFICE OF INSTRUCTIONAL MATERIALS & LIBRARY SERVICES

The Mississippi Department of Education (MDE) is pleased to provide school districts with the 2026 K–12 English Language Arts (ELA) Adoption Snapshot, a resource designed to support informed curriculum decisions and thoughtful planning for the upcoming adoption cycle. This snapshot provides an overview of the state-adopted High-Quality Instructional Materials (HQIM) and highlights key information to help districts evaluate instructional resources, prepare for purchasing, and plan for successful implementation. As districts prepare for the transition to newly adopted ELA materials, MDE encourages district and school leaders to consider how curriculum selection, Curriculum-Based Professional Learning (CBPL), and ongoing instructional support work together to strengthen teaching and learning. The goal is not simply to adopt high-quality materials, but to ensure they are implemented purposefully to improve literacy outcomes for all Mississippi students.

OVERALL RATING: MEETS EXPECTATIONS

CURRICULUM ASSOCIATES SNAPSHOT

Program Strengths

- Includes systematic phonics, decoding, morphology, and fluency instruction.
- Provides diverse, grade-appropriate literary and informational texts.
- Incorporates text-dependent questions, collaborative discussions, and evidence-based writing.
- Includes formative, summative, and diagnostic assessments to monitor student progress.
- Provides structured teacher resources, instructional scaffolds, and digital supports.

Program Challenges

- Presents pacing challenges due to dense lessons and extensive instructional activities.
- Provides limited independent formative assessments without supplemental digital resources.
- Includes inconsistent guidance for differentiation and targeted intervention.
- Offers limited opportunities to incorporate students' home languages and cultural backgrounds.
- Provides limited caregiver engagement resources and lesson-specific home support.

 No Findings

 Does Not Meet Expectations

 Partially Meets Expectations

 Meets Expectations

CURRICULUM ASSOCIATES REVIEW

RUBRIC	GR K-2	GR 3-5
GATEWAY 1 | CRITERION 1.1: Foundational Skills Development Provides systematic instruction in foundational skills, including phonics, decoding, word recognition, and fluency.	 **37 points out of 40 points**	 **29 points out of 40 points**
GATEWAY 1 | CRITERION 1.2: Text Quality and Complexity Includes complex literary and informational texts that build vocabulary, comprehension, and background knowledge.	 **21 points out of 26 points**	 **21 points out of 26 points**
GATEWAY 1 | CRITERION 1.3: Alignment to the Standards with Questions and Tasks Grounded in Evidence Incorporates text-based questions, discussions, writing activities, and language instruction to strengthen literacy skills.	 **23 points out of 29 points**	 **25 points out of 29 points**
GATEWAY 1 | BONUS POINTS: Specific curricula previously listed on the 2020 MDE HQIM approved list are automatically awarded 5 bonus points on Criterion 1.1 for grades K-2 and 3-5.	**0 points out of 5 points**	**0 points out of 5 points**
GATEWAY 2 | CRITERION 2.1: Building Knowledge Organizes instruction around coherent, content-rich units that systematically develop knowledge across grade levels.	 **16 points out of 19 points**	 **16 points out of 19 points**
GATEWAY 2 | CRITERION 2.2: Coherence Provides connected lessons and learning activities that integrate reading, writing, speaking, and listening, although instructional time may present challenges.	 **19 points out of 24 points**	 **19 points out of 24 points**

 No Findings

 Does Not Meet Expectations

 Partially Meets Expectations

 Meets Expectations

GATEWAY 2 | BONUS POINTS: Specific curricula previously listed on the 2020 MDE HQIM approved list are automatically awarded 5 bonus points in Gateway 2.	**0 points out of 5 points**	**0 points out of 5 points**
GATEWAY 3 | CRITERION 3.1: Teacher Supports Includes organized teacher resources, instructional guidance, and professional learning supports for implementation.	 **23 points out of 29 points**	 **23 points out of 29 points**
GATEWAY 3 | CRITERION 3.2: Assessments Provides formative and summative assessments, progress monitoring, and guidance for evaluating student learning.	 **16 points out of 20 points**	 **16 points out of 20 points**
GATEWAY 3 | CRITERION 3.3: Student Supports Includes differentiation, scaffolding, and intervention resources, with some limitations in targeted supports for diverse learners.	 **17 points out of 21 points**	 **18 points out of 21 points**
GATEWAY 3 | CRITERION 3.4: Intentional Design Incorporates digital resources, multimedia tools, and technology-supported instruction to enhance student engagement.	 **10 points out of 12 points**	 **10 points out of 12 points**
GATEWAY 3 | BONUS POINTS: Specific curricula previously listed on the 2020 MDE HQIM approved list are automatically awarded 5 bonus points in Gateway 3.	**0 points out of 5 points**	**0 points out of 5 points**
TOTAL SCORE:	182 POINTS OUT OF 220 POINTS	177 POINTS OUT OF 220 POINTS

No Findings | Does Not Meet Expectations | Partially Meets Expectations | Meets Expectations

RUBRIC	GR 6 ONLY
GATEWAY 1 | CRITERION 1.1: Text Quality and Complexity Evaluates the quality, diversity, and complexity of literary and informational texts, including opportunities for grade-level and independent reading.	 **25 points out of 30 points**
GATEWAY 1 | CRITERION 1.2: Alignment to Standards with Questions and Tasks Grounded in Evidence Includes complex literary and informational texts that build vocabulary, comprehension, and background knowledge.	 **30 points out of 34 points**
GATEWAY 1 | BONUS POINTS: Specific curricula previously listed on the 2020 MDE HQIM approved list are automatically awarded 5 bonus points on Criterion 1.1 for grades 6-8.	 **0 points out of 5 points**
GATEWAY 2 | CRITERION 2.1: Building Knowledge Evaluates how materials build knowledge through connected texts, comprehension strategies, research, and integrated reading, writing, speaking, and listening activities.	 **22 points out of 27 points**
GATEWAY 2 | CRITERION 2.2: Coherence Evaluates the organization and pacing of grade-level instruction, including scaffolds, accessibility, differentiation, and enrichment for diverse learners.	 **21 points out of 24 points**
GATEWAY 2 | BONUS POINTS: Specific curricula previously listed on the 2020 MDE HQIM approved list are automatically awarded 5 bonus points in Gateway 2.	 **0 points out of 5 points**
GATEWAY 3 | CRITERION 3.1: Teacher Supports Evaluates teacher guidance, standards alignment, instructional resources, research-based strategies, and supports for effective curriculum implementation.	 **20 points out of 26 points**
GATEWAY 3 | CRITERION 3.2: Assessments Evaluates the alignment, variety, and quality of assessments, including scoring guidance and opportunities to monitor student progress.	 **15 points out of 20 points**
GATEWAY 3 | CRITERION 3.3: Student Supports Evaluates collaborative learning, student engagement, accommodations, differentiation, and opportunities for students to monitor their learning.	 **18 points out of 24 points**

 No Findings

 Does Not Meet Expectations

 Partially Meets Expectations

 Meets Expectations

GATEWAY 3 | CRITERION 3.4: Intentional Design
Evaluates the visual organization, digital resources, interactive tools, and technology guidance that support student learning and engagement.



9 points out of 12 points

GATEWAY 3 | BONUS POINTS: Specific curricula previously listed on the 2020 MDE HQIM approved list are automatically awarded 5 bonus points in Gateway 3.

0 points out of 5 points

TOTAL SCORE: 160 POINTS OUT OF 197 POINTS