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

ZANER-BLOSER SNAPSHOT

Program Strengths

- Includes systematic phonics, decoding, encoding, and word recognition instruction.
- Provides decodable texts aligned with foundational skills instruction.
- Incorporates explicit vocabulary, fluency, and comprehension instruction.
- Includes structured teacher guidance and differentiated instructional resources.
- Provides benchmark assessments, progress monitoring, and instructional supports.

Program Challenges

- Provides limited variety and volume of reading texts in grades K–1.
- Includes inconsistent opportunities for extended student discussions.
- Offers limited weekly assessments of foundational skills.
- Provides inconsistent guidance for incorporating students' home languages.
- Includes limited opportunities for student self-monitoring and goal setting.

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

ZANER-BLOSER REVIEW

RUBRIC	GR K-2
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**
GATEWAY 1 | CRITERION 1.2: Text Quality and Complexity Includes complex literary and informational texts that build vocabulary, comprehension, and background knowledge.	**22 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.	**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**
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**
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.	**21 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

GATEWAY 3 | CRITERION 3.1: Teacher Supports
Includes organized teacher resources, instructional guidance, and professional learning supports for implementation.



25 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

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

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

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: 189 POINTS OUT OF 220 POINTS