



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

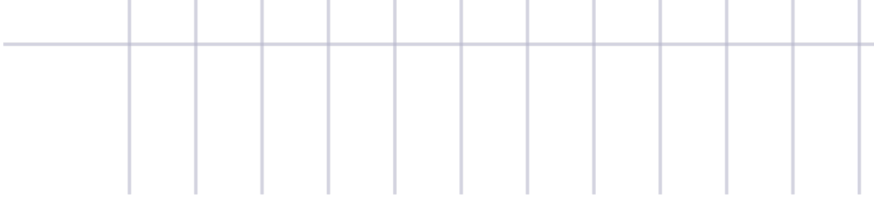
Ensuring a bright *future* for every child

# LEADING IN **LITERACY**

**OVERVIEW OF PROGRAMS AND SPECIAL PROJECTS**  
[www.mdek12.org/Literacy](http://www.mdek12.org/Literacy)

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## 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.

## State Board of Education STRATEGIC PLAN GOALS



1

**ALL** Students Proficient and Showing Growth in All Assessed Areas

**EVERY** School Has Effective Teachers and Leaders

4



2

**EVERY** Student Graduates from High School and is Ready for College and Career

**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School and District is Rated "C" or Higher

6



# WELCOME MESSAGE

On behalf of the literacy staff, it is with great pride that we welcome you to the state of Mississippi. Mississippi has taken a BOLD stand in ensuring students receive literacy instruction grounded in the Science of Reading (SoR). The following documentation provides an overview of the literacy supports, projects, and resources that we know will continue to thrive in upcoming years.



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# OVERVIEW OF THE PROGRAM OFFICE

The Division of Literacy is responsible for supporting and training K-3<sup>rd</sup> grade teachers, curriculum specialists, and other educators by providing research-based instructional strategies on literacy. Passed during the 2013 legislative session, the Literacy-Based Promotion Act (LBPA) found at [mdek12.org/OEER/LBPA](http://mdek12.org/OEER/LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3.

Additionally, the Division of Literacy provides professional learning and resources to support literacy leaders and adolescent literacy development across content areas.

**SCAN** for more  
about the LBPA





# CORE BELIEFS

- All students deserve access to evidence-based literacy instruction using standards aligned, high-quality instructional materials (HQIM) grounded in the Science of Reading.
- All students deserve access to effective educators from birth to grade 12 who ensure that students possess the language and literacy skills needed to be successful in college and the workforce.
- All students deserve explicit, systematic literacy instruction that spans birth to grade 12 and must occur across the curriculum for students to experience success in achieving literacy proficiency needed for college and workforce success.



# COACHING

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# COACHING

## THE COACHING MODEL

### Mississippi Department of Education's COACHING MODEL



The MDE's coaching model has been proven to be an effective method of transforming Mississippi schools. Developed around Transformational Coaching, it is a powerful, comprehensive, and systematic way to plan and organize coaching supports. The MDE has/will deploy coach support in the following areas: Early Childhood, Literacy, Leadership (School Improvement), Inclusive Instruction (SSIP), Mathematics, and Digital Learning.

### Coaching Model Components

Comprehensive Coach Training	Goal Setting	Effective Communication	Reporting and Accountability	Educator Development	Collaboration and Effective Partnership
<ul style="list-style-type: none"> <li>Initial coach training</li> <li>Ongoing internal coach training: monthly whole group meeting(s); monthly regional meetings</li> <li>In-field support, i.e., regional visits, coach shadowing, learning walks, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Five-step goal setting process (SMART Goals)</li> <li>School-level action plans, to be frequently reviewed</li> <li>Utilize Screener and diagnostic data as a primary source for planning sequential, systematic, explicit, and cumulative instruction</li> </ul>	<ul style="list-style-type: none"> <li>Effective writing, verbal communication skills, including subjective vs. objective communication</li> <li>Motivating others to perform at high standards</li> <li>High degree of professionalism to ensure and protect the confidentiality of educators and students</li> <li>District and Coach Partnership</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring services, i.e., monthly reports, performance evaluations, comprehensive reports, etc.</li> <li>Analyze and use multiple data points for instructional purposes, i.e., progress monitoring data, benchmark data, etc.</li> <li>Set annual goals utilizing multiple data points</li> </ul>	<ul style="list-style-type: none"> <li>The Coaching Continuum: pre-conference, observe, model, co-teach, post-conference</li> <li>Developmental Continuum for Teachers: regular PD and PLCs</li> <li>Focus on developing teacher-leaders for the purpose of building sustainability among schools</li> <li>Leadership accountability and development</li> </ul>	<ul style="list-style-type: none"> <li>Family/Community as Partners trainings</li> <li>Teacher/Coach partnership</li> <li>Principal/Coach partnership</li> <li>District/Coach partnership</li> <li>MDE/Coach partnership (OEER, School Improvement, Special Education)</li> <li>Ability to orchestrate change by leading others in a collaborative process</li> </ul>



# COACHING

## THE COACHING MODEL



# COACHING

## LITERACY COACH HANDBOOK



# LITERACY COACH HANDBOOK

Office of Elementary Education and Reading



SCAN for full  
document



# COACHING

## NON-NEGOTIABLES

Literacy Support Schools

# NON-NEGOTIABLES

School Year 2022-2023

### Access to High-Quality Instructional Materials (HQIM)

HQIM are aligned to the MS CCRS, are externally validated, comprehensive, and include engaging texts (books, multimedia, etc.) and assessments.

- MDE HQIM Vision – "Every student in every Mississippi classroom reads meaningful complex texts and expresses their ideas effectively through writing and speaking, all to build knowledge of the world!"
- What does this look like: [MS Adoption List](#)
- Classroom Example: [Wit & Wisdom Lesson](#)
- Articles/Websites: [Mississippi Instructional Materials Matter](#)



### Accountability in Action

To assist schools and district leaders in the process of evaluating, implementing, and sustaining evidence-based literacy practices supported by the Science of Reading. This action process includes:

- Individual Reading Plan serves as a tool for documenting intensive reading instruction and interventions for students with reading deficiencies.
- [School Literacy Action Plan](#) provides a plan for addressing areas of concern in reading that have been identified through data analysis.
- [Learning Walks](#) provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom.
- Administrator/Literacy Coach Debrief occurs weekly to review data and make recommendations for adjustments in instructional practices.
- [Science of Reading/Lead for Literacy Framework](#)



### Data-Driven Instruction

Assessments provide information about a student's progress toward mastery of the grade-level expectations found in the [Mississippi College and Career](#)

[Readiness Standards](#). Data from these assessments and the MS-CCRS should inform instructional decisions.

- Administrators or district personnel will grant digital access to screener data/reports to the MDE literacy coach for support with data analysis, lesson planning, and instructional enhancement.
- Universal Screeners should be administered three times per year: beginning, middle, and end. See the [Universal Screener and Diagnostic Assessment](#) link for more information.
- Diagnostic Assessments should be administered to students who fail the screening assessment. For links to specific diagnostic tools, see the [Universal Screener Companion Guide](#).
- Evidence of data-driven instruction includes updated data walls/binders that follow FERPA guidelines, homogenous small groups at the teacher/assistant tables, data meetings/PLCs with supporting documents (example: school-wide and/or grade-level goals).



# COACHING

# NON-NEGOTIABLES

## Literacy Support Schools NON-NEGOTIABLES School Year 2022-2023



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### Writing Connected to Text

Writing is in response to text, with responses being dependent upon a student's reading and comprehension of a text. Explicit instruction focuses on the three types of writing: narrative, informative, and opinion.

- "Literacy knowledge, vocabulary, background knowledge of facts and concepts, and text structures can be explicitly taught through writing instruction. It creates a two for one lesson plan that capitalizes on precious instructional time while honing both reading and writing skills." (Auray, 2020).
- What does this look like: [Writing Strategies Guide](#)
- Classroom Example: [Sample Reading Block Schedule](#)
- Articles/Websites: [Literacy Focus of the Month](#) (January)



### Uninterrupted Reading Block

The uninterrupted 90–120-minute reading block consists of data-driven instruction aligned to the MS-CCRS focused on the five components of reading and writing.

- "The National Reading Panel Report shows that all students need at least 90 minutes of uninterrupted reading instruction each day..." (The National Reading Panel Report, 2005)
- The uninterrupted literacy block includes systematic, explicit instruction in both whole group and small group.
- Instructional Routines for Kindergarten
- Instructional Routines for First through Fifth grade



### Interactive Anchor Charts and Print-Rich Environment

Interactive anchor charts reinforce learning and serve as tools to connect teaching and student learning. They build a culture of literacy in the classroom by making both the teachers' and students' thinking visible.

- The print-rich environment emphasizes the importance of speaking, reading, and writing to promote learning of all students. This involves the selection of materials that will facilitate language and literacy opportunities, reflection and thought regarding classroom design, and intentional instruction and facilitation by teachers and staff. (Reading Rockets, 2015)
- Throughout the school year, teachers create anchor charts with their students. These will be displayed around the classroom for student reference. While premade anchor charts are aesthetically pleasing, they are not always effective because the students did not assist in creating them.
- 3rd grade RL and RI Standards Graphic Organizers with Corresponding Anchor Charts
- [Literacy-Rich Environments](#)



# COACHING

## NON-NEGOTIABLES

### *Literacy Support Schools* **NON-NEGOTIABLES** School Year 2022-2023

#### **Multi-Tiered System of Supports**

The **Three Tier Instructional Model** is a part of **State Board Policy 41.1**. This model is designed to meet the needs of every student and consists of three tiers of instruction.

- The LBPA was amended in 2016 to include the Individual Reading Plan (IRP) and increased expectations for 3rd-grade students beginning in 2018-2019. Any students in K-3 that exhibit a substantial deficiency in reading as well as students who were promoted to 4th grade under a Good Cause Exemption should have an IRP on file.
- The MTSS-IRP process aligns closely with the science of reading. Through targeted, specific interventions (Approved Interventions), students receive interventions that fill foundational gaps in areas of literacy.
- The IRP (Appendix E in MTSS Documentation Packet) serves as a tool for documenting intensive reading instruction and interventions for students with identified reading deficiencies.
- Classroom Examples: Flowchart,

IRP Alignment Checklist,

Universal Screener Companion Guide - Diagnostic Assessments

- IRP Guidance Links: The LBPA,

LBPA/IRP PowerPoint,

Parent Read at Home Plan



#### **Knowledge Building and Support**

**Professional Learning Communities (PLCs)** consist of a group of educators that meet during a regularly designated time to collaboratively analyze evidence of student learning in order to adjust instructional practices while addressing individual student needs.

- PLCs are a form of professional development in which educators work together to improve student achievement.
- There are three main types of PLCs:
  - Content PLC - enhance and build teacher capacity (e.g., book studies, articles, program specific, etc.).
  - Planning PLC - build instructional plans with grade level or subject area (e.g., planning for centers).
  - Data PLC - review and plot data to guide data-driven instruction.



#### **Interactive Learning Walls**

**Interactive learning walls, such as sound walls and word walls, are displayed classroom instructional tools.**

- Sound walls support students by focusing on the articulation of sounds and the letter/letter patterns that represent those sounds;
- Word walls support students by focusing on a collection of words and their relationships.

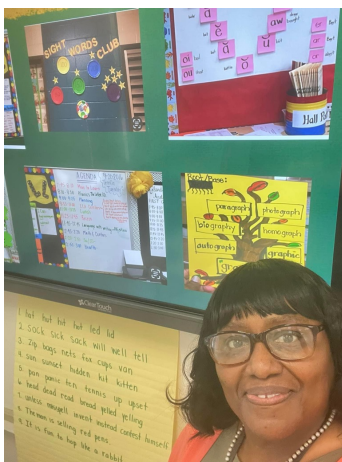
- Research Aligned to SOR
- What does this look like?
- Classroom Example
- Articles/Websites



# COACHING

## LITERACY SUPPORT SCHOOLS

The Division of Literacy is responsible for providing literacy coaching supports to identified Literacy Support Schools. These schools are identified each year by determining the average percentage of students scoring in levels one (1) and two (2) on the previous two (2) years of 3rd Grade Assessment data.



**SCAN** for list of literacy support schools, 2022-2023

# COACHING

## SCIENCE OF READING AND THE STRUCTURED LITERACY APPROACH



### MISSISSIPPI'S APPROACH TO *K-3 Literacy Instruction*

#### OVERVIEW

The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3. The LBPA calls for effective reading instructional practices grounded in the Science of Reading.

#### STRUCTURED LITERACY INSTRUCTION

##### *Application of the Science of Reading*

*Structured Literacy* is representative of reading instruction that applies the Science of Reading to classroom practice. *Structured Literacy* teaches all the components that evidence has found to be foremost in ensuring reading success.

*Structured Literacy* is **not** just about phonics; it includes much, much more.

[The Simple View of Reading](#) (Gough and Tunmer, 1986) and Scarborough's Rope Model (Scarborough, 2001) serve as frameworks for understanding and identifying Structured Literacy.

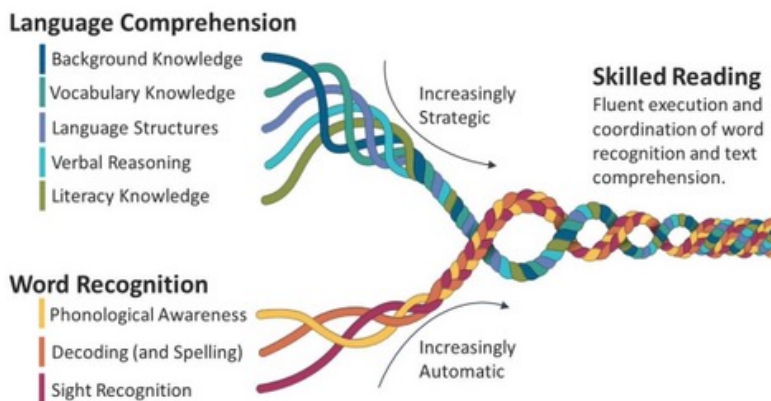
#### SIMPLE VIEW OF READING



SCAN for full document



#### SCARBOROUGH'S READING ROPE MODEL



Scarborough, H. 2005. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.



# COACHING

## SCIENCE OF READING AND THE STRUCTURED LITERACY APPROACH

### COMPONENTS OF STRUCTURED LITERACY INSTRUCTION



- Phonological Awareness
- Phonics & Word Recognition
- Fluency
- Vocabulary
- Listening and Reading Comprehension
- Written Expression



\*Emphasis on knowledge building and access for ALL to complex text.\*

### FEATURES OF EFFECTIVE STRUCTURED LITERACY INSTRUCTION

Effective, high-quality instruction is...



**systematic,**



inclusive of a carefully **planned scope and sequence,**



**explicit,**



**scaffolded,** and



**differentiated.**

### INSTRUCTIONAL RESOURCES

[Instructional Planning Guides for ELA K-12](#)

[Virtual Literacy Instruction Guide for K-5 Teachers](#)

[MDE Literacy: Resources for Teachers](#)

[MDE Literacy: Resources for Administrators](#)

[MDE Literacy: Professional Development and Resources](#)

[Barksdale Reading Institute: Reading Universe](#)

[REL-Southeast: Emergent Literacy PLC Guide](#)



*Check us out!*

**MISSISSIPPI'S APPROACH TO**  
*K-3 Literacy Instruction*







# PROFESSIONAL DEVELOPMENT

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# PROFESSIONAL DEVELOPMENT

## AIM PATHWAYS

### Fact Sheet

# AIM PATHWAYS

Educator training, customized for Mississippi, that connects the Science of Reading (SoR) and best practices for language and literacy instruction in the classroom.

#### CONTRACT



- Developed by LETRS Facilitators at AIM Institute for Learning and Research
- Provides Science of Reading (SoR) training to K-3 general education teachers, K-8 special education teachers, and administrators.

217

MS educators enrolled in **AIM Pathways to Literacy Leadership**

697

MS educators enrolled in **AIM Pathways to Proficient Reading**

#### GOAL



##### To reach **FULL** literacy proficiency

AIM Pathways expands upon the foundational knowledge of the Science of Reading (SoR) to connect reading research, including theoretical models such as the Simple View of Reading and Scarborough's Reading Rope, with application to the classroom. The courses provide teachers with the resources and skills to improve instructional practices. In addition, the leadership course provides leaders with the knowledge and skills to effectively support teacher practice.

#### COURSES



##### **Pathways to Proficient Reading for Teachers (PPR)**

A foundational course in the Science of Reading with a focus on classroom application-based practices to support strong, proficient readers

##### **Pathways to Literacy Leadership (PLL)**

A comprehensive course to help school leaders advance literacy evidence-based instruction by providing the tools to create and implement a literacy plan in their schools and districts

#### STRUCTURE



Both courses include a pre-assessment, asynchronous sessions, two face-to-face sessions, a post-assessment, and 12-month access to the AIM Pathways platform for material review and retrieval. AIM Pathways participants are also eligible to enroll for graduate credits through Arcadia University.

 **AIM Institute**  
for Learning & Research

 **MISSISSIPPI**  
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SCAN for  
AIM landing  
site



# PROFESSIONAL DEVELOPMENT

## HIGH QUALITY INSTRUCTIONAL MATERIALS

SCAN to access MS Instructional Materials:  
<https://msinstructionalmaterials.org/>



English Language Arts

### High-Quality Instructional Materials

Roadmap to Text Adoption

SCAN to view  
the HQIM Roadmap



# PROFESSIONAL DEVELOPMENT

## HIGH QUALITY PROFESSIONAL LEARNING



### *Science of Reading in the Classroom* **IMPLEMENTING HQIM**

The Mississippi Department of Education's Office of Elementary Education and Reading, Division of Literacy, is excited to announce an opportunity for district administrators, principals, lead teachers, and instructional coaches (K-5) to attend a 1day, in-person professional development training titled *Science of Reading in the Classroom: Implementing HQIM*. This professional development will explore the relationship between High-Quality Instructional Materials (HQIM), the Science of Reading (SoR), and the Structured Literacy Approach to instruction.

#### **PART 1 FOCUS** (morning)

##### *Whole Group Professional Learning*

- Understand the need for HQIM
- Overview of the criteria of HQIM
- Familiarize yourself with the process for selecting HQIM
- Gain knowledge on how to support teachers in implementing HQIM

#### **PART 2 FOCUS** (afternoon)

##### *Curriculum Specific Workshop Breakout Sessions: myView, Wonders, Wit & Wisdom, or Into Reading*

*Participants need to bring a teacher's edition and accompanying materials needed to plan.*

- Resource Dive: What materials are available?
- Preparation and Planning
- Instructional Routines
- Strategic Assessment Guidance
- Standard-Aligned Practices

## LOCATIONS

(click the link or scan to register through MS-RESA)

[Oxford](#)



[Jackson](#)



[Hattiesburg](#)





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# BUILDING STRONG READERS

## STRONG READERS WEBPAGE



Families want to help their children become strong readers but don't always know where to start. At the Mississippi Department of Education, we provide the necessary resources, activities and information, so you can help your children become strong readers and strong leaders. Get started by selecting your child's grade level.

The activities you will find are useful to all students at all levels. Families can move within the grades to provide their children with the activities that are on their level.

SCAN to  
access  
website



Birth through  
Pre-K

Kindergarten

First Grade

Second

Third Grade

Fourth Grade

Fifth Grade

Support  
Social and  
Emotional  
Learning

# BUILDING STRONG READERS

## STATE LITERACY PLAN



  
**STRONG READERS  
STRONG LEADERS**  
MISSISSIPPI  
[strongreadersms.com](http://strongreadersms.com)

HOW TO BUILD  
**STRONG  
READERS**

Mississippi's Guide to Developing  
Literacy Skills from Birth through Grade 12



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EDUCATION

# BUILDING STRONG READERS

## STATE LITERACY PLAN FAQs AND IMPLEMENTATION

### Literacy Plan FAQs

#### Introduction:

The purpose of [Mississippi's Guide to Developing Literacy Skills from Birth through Grade 12](#) is to provide a state literacy plan with action steps vital to the roles and responsibilities of meeting the ongoing literacy needs of educators, students, and families. It also serves as comprehensive guidance implementing effective, evidence-based literacy instruction throughout the state. This document includes direct links to resources embedded in the state literacy plan in response to commonly asked questions from multiple audiences. Additionally, links to other sites aligned with those resources are located under the "Where Can I Find Out More?" section. It is organized by the six key areas fundamental to the implementation of effective literacy instruction and intervention in Grades K–12, as well as general questions and resources for birth to kindergarten entry.

#### General Information

I'd like to provide my teachers with some high-quality literacy resources. Where should I look first?

The Mississippi Department of Education's Literacy and Science of Reading websites are great starting points for evidence-based literacy resources, including guidance for instruction and literacy leadership.



[MDE Literacy Website](#)

[MDE Science of Reading Website](#)



### MS Literacy Plan Implementation Checklist

**Purpose:** This template is for internal SEA use as a mechanism to evaluate the implementation of the action steps outlined in the state literacy plan. The central column reflects the goals and action steps listed in the plan, and additional columns serve as discussion points:

- ✓ Are there **prerequisites** that need to be in place to successfully implement the action step?
- ✓ What is the state's **priority** for implementing this action step?
- ✓ What is the **level of progress** in terms of implementation?
- ✓ What **data** is available to determine the impact or effectiveness of the action step?

A *notes* section is provided for each goal to record "next steps" in the planning and implementation process. are listed under corresponding grade spans, color-coded to represent key areas of Mississippi's Literacy Framework.

Supporting Future Educators

Family and Community Engagement

Professional Learning and Practice

Leadership





# BUILDING STRONG READERS

## SCHOOL LITERACY ACTION PLAN OVERVIEW

# SCHOOL LITERACY ACTION PLAN

Office of Elementary Education and Reading



### Introduction

Literacy is at the core of academic and economic success. Strong literacy skills are critical for Mississippi students to succeed academically as well as to prosper in the current global economy. Students must be able to read, write, and think at increasingly higher levels of complexity, creativity, and sophistication to prepare for college and career pathways (Zhao, 2009).

Substantial research points to the importance of developing strong early literacy skills because they are closely linked to reading achievement in the primary grades and are the basis for successful performance in school and beyond (National Early Literacy Panel, 2008; Foorman et.al., 2016; National Reading Panel, 2000).

**The ability to read is arguably the most important life skill needed for success.**

Mississippi's approach to literacy acquisition is grounded in the Science of Reading and implemented in the early grades through a [structured literacy model](#) guided by The Simple View of Reading, Four-Part Processing Model, and The Reading Rope.

### Purpose

The primary purpose of the School Literacy Action Plan is to provide a plan for addressing areas of concern in reading that have been identified through **data analysis** (i.e. screeners, observations, formal/informal assessments, etc.).

**Section 1** includes graphs for listing beginning of the year (BOY) universal screener data. Data analysis from these results should yield target goals for improving student performance.

**Section 2** outlines the goals for addressing school concerns. This section should include opportunities for professional development, targeted coaching support, and approaches for implementing evidence-based literacy practices.

# BUILDING STRONG READERS

## REGIONAL FAMILY NIGHTS

Looking for strategies to improve reading for K-3 students?



Join us.



**REGIONAL  
FAMILY  
NIGHTS**

### KEY INFORMATION & DATES

The Mississippi Department of Education announces a series of regional meetings across the state for families of students in kindergarten through grade 3. At the meetings, families will receive an overview of the state law concerning literacy and assessment, as well as strategies that can be used at home to help students improve their reading skills.

The state law, known as the Literacy-Based Promotion Act (LBPA), focuses on prevention and intervention to help children develop the reading skills required for 4th grade.

Family engagement is also a critical component of students' reading success.

Session times at all locations are 6 – 7 p.m.

**NO registration is required to attend. All surrounding communities for each location are invited to attend.**

Open the camera app on your phone and scan the QR code to visit **StrongReadersMS.com!**



**StrongReadersMS.com** gives you the needed resources, activities and information so you can help your children become strong readers and strong leaders.

**Thursday, Sept. 8, 6 – 7 p.m.**  
Holly Springs Primary School  
405 S Maury Street, **Holly Springs**

**Thursday, Sept. 8, 6 – 7 p.m.**  
McComb High School Cafeteria  
310 7th Street, **McComb**

**Tuesday, Sept. 13, 6 – 7 p.m.**  
Cleveland Central High School  
300 West Sunflower Road, **Cleveland**

**Tuesday, Sept. 13, 6 – 7 p.m.**  
McLaurin Elementary  
170 Sgt Prentiss Dr, **Natchez**

**Thursday, Sept. 15, 6 – 7 p.m.**  
Northwest Rankin Middle School Performing Arts Building, 5805 Highway 25, **Flowood**

**Tuesday, Sept. 20, 6 – 7 p.m.**  
North Jackson Elementary  
650 James M Davis Dr, **Jackson**

**Tuesday, Sept. 20, 6 – 7 p.m.**  
Family Education Center  
3524 Prentiss Avenue, **Moss Point**

**Thursday, Sept. 22, 6 – 7 p.m.**  
Brandon Central Office  
2630 McArthur Drive, **Columbus**

**Thursday, Sep. 29, 6 – 7 p.m.**  
McCoy Elementary  
1835 School Drive, **Yazoo City**



FOR MORE DETAILED INFORMATION, PLEASE VISIT [MDEK12.ORG/LITERACY](http://MDEK12.ORG/LITERACY)

# BUILDING STRONG READERS

## PARENTS' READ-AT-HOME PLAN

### PARENTS' READ-AT-HOME PLAN FOR STUDENT SUCCESS Kindergarten – 4<sup>th</sup> Grade



#### PARENTS' READ-AT-HOME PLAN FOR STUDENT SUCCESS

### What is *phonological awareness*?

*Phonological awareness* is the ability to recognize and work with sounds in spoken language. It is the foundation for learning to read.

### What can students with strong *phonological awareness* do?

Students with strong phonological awareness can:

- rhyme;
- count syllables;
- recognize sounds alone and in words;
- add, remove, and substitute sounds in words;
- break words into their different sounds and blend them back together; and
- isolate sounds.

### *Phonological Awareness* Activities: Rhyming Activities

- Using the most common word families, play a game where you and your child take turns thinking of rhyming words. Whoever comes up with the most for each word family wins!  
Example: "What words can you think of that rhyme with -at?"  
"Cat!" "Hat!"  
"Rat!" "Fat!" "Gnat!"

#### The 37 most common word families in English are:

##### A

ack, ain, ake, ale, all, ame, an, ank,  
ap, ash, at, ate, aw, ay

##### E

eat, ell, est

##### I

ice, ick, ide, ight, ill, in, ine, ing, ink,  
ip, it

##### O

ock, oke, op, ore, ot

##### U

SCAN for full document





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# ASSESSMENT

## UNIVERSAL SCREENER(S) & DIAGNOSTIC

### Universal Screener and Diagnostic Assessment

Universal screening assessments will be administered to all students at least three times during the year to provide an especially critical “first look” at individual students. State statute requires that the Mississippi Department of Education “shall select early literacy and numeracy screening assessment instrument or instruments to be used throughout the state in the screening of students in Kindergarten through Grade 3” (Mississippi Code § 37-23-16; Mississippi Code § 37-177-5). The Mississippi Department of Education, in collaboration with Mississippi Reading Panel, has established an approved list of reading screeners to be used by local school districts in grades K-3.

The following screeners are approved for use in Mississippi schools:

- FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) (Grades K-12)
- i-Ready (Grades K-12)
- Istation Indicators of Progress (ISIP) (Grades K-5)
- mCLASS Reading 3D (Grades K-3)
- Measures of Academic Progress (MAP) Growth (Grades K-2), MAP (Grades 2-10)
- STAR Early Literacy (Grades PK-3), STAR Reading (Grades 1-12)

All districts are required to complete the District Notification and Grant Application located to the right.

Diagnostic Assessments should be administered to students who fail the screening assessment. Diagnostic assessments provide in-depth information about individual student’s particular strengths and needs for Tier 2 supplemental instruction and/or Tier 3 intensive intervention.

**SCAN for the Universal Screener  
Guidance Document**



# ASSESSMENT

## 3RD GRADE READING ASSESSMENT

### 3rd Grade MAAP ELA Assessment

The 3rd Grade MAAP ELA Assessment component will be summative and will determine the minimum level of competency in reading and be administered each spring. Students will have the ability to retest on the 3rd Grade Alternative Assessment as districts deem appropriate. The assessment must be aligned to specific MS College- and Career-Readiness Standard for ELA.

#### Resources



#### Resources



#### Tools and Applications

- Good Cause Exemption Documentation Packet
- Good Cause Exemption Documentation Webinar
- LBPA FAQ (updated 3/14/22)



#### Parent Information

- Building Stronger Readers: Families as Partners PowerPoint
- Literacy Resources for Parents



SCAN to access website



# ASSESSMENT

## KINDERGARTEN READINESS ASSESSMENT

### Kindergarten Readiness Assessment

The Kindergarten Readiness Assessment provides parents, teachers, and early childhood providers with a common understanding of what children know and are able to do upon entering school. The Kindergarten Readiness Assessment is also used to measure how well Pre-K programs prepare four-year-old children to be ready for kindergarten based upon the [Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children](#). The primary purpose of the Kindergarten Readiness Assessment is to improve the quality of classroom instruction and other services provided to students from birth to 3<sup>rd</sup> grade.



#### Resources

- [K-Readiness Practice Site](#)
- [MKAS2 Accessibility Features and Accommodations](#)
- [K-Readiness Testing Accommodations \(August 2022\)](#)
- [K-Readiness Assessment Next Steps](#)
- [K-Readiness Spanish Reports](#)
- [Kindergarten Literacy Readiness Indicators](#)



#### Tools and Applications

- [System Requirements](#)
- [Visually Impaired](#)
- [Manuals](#)
  - [Test Administrator Manual](#)
  - [Test Coordinator Manual](#)
- [STAR Early Literacy Pretest Instructions](#)
- [Introduction to Computer Use](#)



#### Parent Information



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# SPECIAL PROJECTS

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# SPECIAL PROJECTS

## MS LITERACY LEADERSHIP (MSLL) NETWORK



The *Mississippi Literacy Leadership Network (MSLL)* is an exclusive literacy network for districts and school administrators. The purpose of the network is to provide K-5 district & school leaders the opportunity to collaborate, learn, and problem-solve with others in like positions, as they work to improve literacy outcomes through the effective implementation of the school-literacy action plan and high-quality instruction materials (HQIM).

### **Benefits:**

- Participate in a ground-level network team: *“Success Builds on Success”*
- Collaborate/Network with other school and district leaders charged with making decisions related to staffing, training, and budget
- Attend quarterly meetings with anonymity
- Share literacy expertise among members to build a professional learning community
- Develop literacy goals and reflect on student outcomes
- Shadow fellow network members, as needed

### **Incentives:**

- **2022 Mississippi Literacy Association (MLA) Conference Scholarship includes:**
  - *Registration Fee*
  - *Hotel reimbursement for December 7<sup>th</sup> and 8<sup>th</sup>*
  - *Mileage reimbursement*
- Exclusive professional development by state and nationwide speakers with the opportunity to earn SEMIs/OSLs

**Commitment:** The district provides the time for the team to fully commit to the prework and time to attend in-person network sessions and to engage in follow-up coaching and critical friends’ sessions. The Superintendent signs off on team member selection and commitments. Commitments tentatively include quarterly meetings.

# SPECIAL PROJECTS

MS LITERACY ASSOCIATION (MLA) CONFERENCE



A promotional banner for the Mississippi Literacy Association Conference. The left side features a child in a red cape standing in a field, with a logo that reads "LITERACY IS MY SUPER POWER" and "STRONG READERS STRONG LEADERS". The right side has a red background with white text: "MISSISSIPPI LITERACY ASSOCIATION CONFERENCE" and "DECEMBER 7-9". Logos for the Mississippi Department of Education and the Mississippi Literacy Association are at the bottom right.

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website



# SPECIAL PROJECTS

## MPB CLASSROOM TV

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MPB Education

MPB Classroom TV

MPB Classroom TV

“Providing education equity for Mississippi students.”

Tara Y. Wren, Director of Education

MPB Classroom TV

Early Childhood

MPB Classroom TV

Literacy

MPB Classroom TV

English Language Arts

MPB Classroom TV

Math

MPB Classroom TV

Health & Wellness

MPB Classroom TV

Science

MPB Classroom TV

Social Studies

MPB Classroom TV

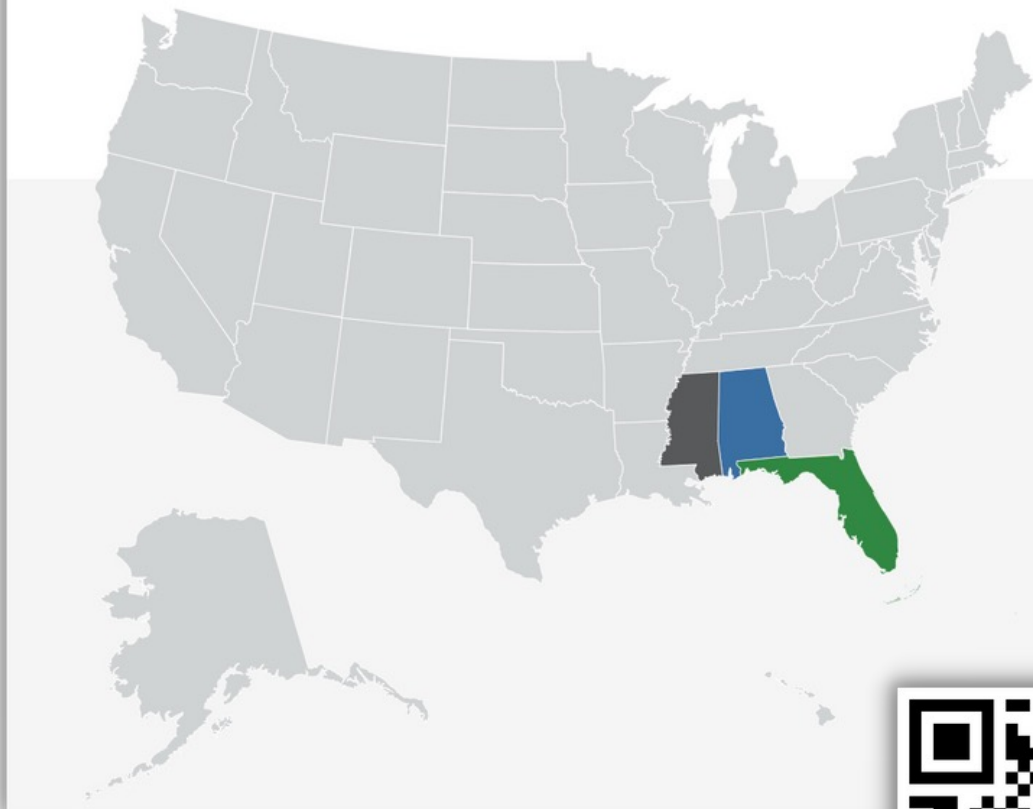
Music & Art

# SPECIAL PROJECTS

## REGION 7 COMPREHENSIVE CENTER

### BUILDING STATE CAPACITIES TO IMPROVE STUDENT OUTCOMES

The Region 7 Comprehensive Center (R7CC) provides intensive technical assistance to the state education agencies (SEAs) in Alabama, Florida, and Mississippi.



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# LITERACY PROJECTS

## LEARNING WALK MODULES FOR SCHOOL ADMINISTRATORS

### What are Structured Literacy Concepts?

#### Section Directions

Welcome to an overview of **Structured Literacy Concepts!** This section includes four activity links with the following completion times (approximate):

- Components of Structured Literacy (3-4 minutes)
- Features of Effective Structured Literacy Instruction (12-15 minutes)
- The Simple View of Reading (11-12 minutes)
- Scarborough's Reading Rope Model (35-40 minutes)

Your [Note-Taker](#) (linked here) also includes guiding questions that will provide valuable insights for the assessment component of this topic.

#### COMPONENTS OF STRUCTURED LITERACY INSTRUCTION



- Phonological Awareness
- Phonics & Word Recognition
- Fluency
- Vocabulary
- Listening and Reading Comprehension
- Written Expression



\*Emphasis on knowledge building and access for ALL to complex text.\*

**Structured Literacy Concepts** refer to the components found in the **Structured Literacy** approach to reading instruction that applies the Science of Reading to classroom practice. These components, listed above, include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression).

**ACTIVITY:** Please click [here](#) for more details about the components of **Structured Literacy** instruction.

# LITERACY PROJECTS

## DISTRICT-LEVEL LITERACY PLAN TEMPLATE

### DISTRICT K-12 LITERACY ACTION PLAN SCHOOL YEAR: 2022-2023



District: ABC School District  
Superintendent: James Doe  
Date Updated: September 5, 2022

**Purpose:** This comprehensive plan represents the road map and goals for the district to ensure all students are taught to read proficiently using the most current evidence-based practices with high quality curriculum and tools. The key areas and goals included align to the [state literacy plan](#).

This document is not the end or completion of a project, rather an ongoing guide to return to as we evolve, implement, re-evaluate and continue to engage in this work.

### VISION & BELIEFS

**District's Literacy Vision:** Type the district's literacy vision here.

**District's Core Belief(s):** Type the district's core belief(s) here.

### PART 1: MAKING THE CASE

#### Current Landscape of Literacy (K-5)

**Leadership:** *example content in red*

- Current Status:
  - Most are new to the tiered approach to teaching literacy and new to the elementary level of literacy, although 2 of the assistant principals have had some experience with this.
  - All have been engaged in the data analysis and learning more about key assessments and what data about literacy skills tells us.
- Strength:
  - Each building had established Literacy Teams
  - A district wide schedule that allows for tiered instruction has been established where it coordinates specialists and shared staff.
  -
- Weaknesses:
  - Administrators need more PD on observing evidence based practices and providing feedback to teachers for growth.
- Goals:

Enhance the administrators' knowledge of evidence based practices for teaching literacy so they may provide support for teachers to implement a tiered system using routines and practices that support all readers.

**Professional Learning:**

- Current Status:

# LITERACY PROJECTS

## SCIENCE OF READING SCHOOLS

### MDE names 7 Mississippi Emerging Science of Reading Schools for 2022-23

#### NEWS RELEASE

For Immediate Release: August 8, 2022

JACKSON, Miss. – The Mississippi Department of Education (MDE) has designated seven elementary schools as Mississippi Emerging Science of Reading Schools (SoR) for the 2022-2023 school year.

This recognition is for schools that have trained teachers in the science of reading, exemplified a change of instructional practices, and embodied a school culture that focuses on building skillful, strong readers in kindergarten through third grade.

All Mississippi K-5 schools are invited to apply annually for the science of reading recognition. Applications are open in the spring from February to April. Seven other elementary schools received the designation in the first cohort of Mississippi Emerging Science of Reading Schools (SoR) in 2021-22. Schools must reapply to retain the designation.

MDE's Literacy Leadership Team will travel to each campus of the 2022-23 designated schools beginning Aug. 15, to celebrate this accomplishment.

#### 2022-23 Mississippi Emerging Science of Reading Schools and Celebration Schedule

- August 15 at 8:30 a.m. - Oak Grove Primary School, Lamar County School District
- August 15 at noon - North Bay Elementary School, Bay Waveland School District
- August 15 at 1:15 p.m. - Waveland Elementary School, Bay Waveland School District
- August 16 at 9 a.m. - Beach Elementary School, Pascagoula-Gautier School District
- August 16 at 11 a.m. - Jackson Elementary School, Pascagoula-Gautier School District
- August 16 at 1 p.m. - Martin Bluff Elementary School, Pascagoula-Gautier School District
- August 23 at 9 a.m. - Senatobia Elementary School, Senatobia Municipal School District

"This special designation affirms these schools' dedication to effectively utilize science of reading instruction to improve young students' literacy skills," said Dr. Kim Benton, interim state superintendent of education.

"Mississippi is a national leader in literacy because our educators are committed to excellence and the provision of high-quality, daily literacy instruction for all students in our state."

SCAN to read more from ExcellnEd





# LITERACY PROJECTS

## REL SOUTHEAST ADOLESCENT LITERACY PROJECT

### Improving Literacy in Mississippi –The Journey Continues

Southeast | September 06, 2022

#### Partnering to Expand the Mission

The Mississippi success story of improving the literacy skills of students in the early grades is widely known and well-documented. After many years of languishing at the bottom when comparing student performance in literacy with other states, the Mississippi Department of Education resolved to make a concerted effort to improve the skills of the students in their state. In 2013, they began focusing on improving reading instruction in grades K-3, and this investment has paid off. As students mastered foundational skills in the primary grades, the state began to see improvement in the scores of fourth grade students on the National Assessment of Educational Progress (NAEP). By 2019, the average score for these students was not significantly different from the average score for students in the nation. In addition, Mississippi was the only state to make significant gains on grade 4 scores in 2019. (National Center for Education Statistics, 2019). The state continues to focus on strong literacy instruction in grades K-3 but is also turning their attention to the next leg of their journey to improve the skills of ALL students, which is to address instruction in grades 4 and up. Although the scores of fourth grade students have increased over the last several years, the state wants to ensure that there is strong instruction in every grade level from K-12. The Mississippi Improving Adolescent Literacy Partnership aims to help improve the literacy skills of adolescents by investing in the development of their teachers along with literacy coaches and leaders.

The Mississippi Department of Education and four school districts in the state – Canton, Columbus, Laurel, and George counties – are working together with REL Southeast to improve adolescent literacy skills by ensuring that social studies, English language arts, and science teachers know how to integrate literacy strategies into their content areas. In addition, the partnership is working to ensure that literacy intervention teachers are incorporating evidence-based practices as they support students who may be struggling with literacy skills. It is anticipated that if teachers provide literacy support throughout the school day, students of all ability levels will improve their skills in reading and writing.



**SCAN for full article**



# LITERACY PROJECTS

## LITERACY COACH ACADEMY OF MISSISSIPPI

The Mississippi Department of Education's vision is 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. The Literacy Coach Academy of Mississippi (LCAM) provides the opportunity for school- and district- based literacy coaches to receive extensive training in literacy coaching. For the duration of the program, literacy coaches will receive guidance and support to refine and enhance their coaching craft.

**Purpose:** The Literacy Coach Academy of Mississippi (LCAM) is a learning pathway offered by the Mississippi Department of Education for fundamental training and certification in literacy coaching. The purpose of the program is to prepare K-5 school- and district-based literacy coaches to support teachers, paraprofessionals, and administrators in the implementation of literacy best practices grounded in the Science of Reading.



# LITERACY COACH ACADEMY

OF MISSISSIPPI



# CONTACT INFORMATION

 [askacoach@mdek12.org](mailto:askacoach@mdek12.org)

Educators across the state of Mississippi may access an MDE literacy coach through the **Ask A Coach** email address.



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