

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
January 18, 2024

OFFICE OF ELEMENTARY EDUCATION AND READING

- G. Approval to add Amplify Core Knowledge Language Arts (CKLA) K-8 to the Mississippi Department of Education adopted textbook list

Background and Purpose: Mississippi Code Ann. § 37-43-31(3) states that “If five (5) or more school boards petition the State Board of Education to add a book, or a series of books, to the approved list of state adoptions in a given subject area, then the State Superintendent of Public Education shall have sixty (60) days to show cause to the State Board of Education why the books in question should or should not be purchased with state funds.” It also meets Miss. Code Ann. § 37-43-31(4) which states, “If new and innovative textbooks that would improve a particular course of study become available between adoption cycles, a school board may petition the State Board of Education for permission to purchase these books out of sequence to be paid for with state textbook funds.”

In Spring 2021, the State Board of Education (SBE) approved titles for state adoption. Mississippi ELA HQIM titles were released, along with supporting resources for districts to aid in their materials adoption process. Contingent upon SBE approval, six (6) Mississippi Public Districts have identified an additional title that meets and exceeds the MS-ELA HQIM rubric criteria for textbook adoption.

Recommendation: Approval

Back-up material attached

Miss. Code § 37-43-19

Section 37-43-19 - General powers and duties of board

The board shall have the power and is hereby authorized:

- (a) To promulgate rules and regulations for the purchase, care, use, disposal, distribution and accounting for all books to be furnished under the terms of this chapter, and to promulgate such other rules and regulations as may be necessary for the proper administration of this chapter.
- (b) To adopt, contract for, and make available for purchase, cash or credit, basal, supplementary or alternative textbooks through twelve (12) grades as provided in the school curriculum, or for any other course that it may add thereto.
- (c) To determine the period of contract for rated and adopted textbooks which shall not be for less than four (4) years nor more than five (5) years, with the right of the board, in its discretion, to renew or extend such contract from year to year for a period not exceeding two (2) additional years and to determine the conditions of the approval or forfeiture of a contract and such other terms and conditions as may be necessary and not contrary to law.
- (d) To have complete power and authority over additions and amendments to textbooks, advertising for bids and the contents thereof, including auxiliary materials and workbooks, advertising on the protective covers of textbooks, bids and proposals, prices of textbooks, specimen copies, cash deposits, selection and adoption, distribution, fumigation, emergencies, selling to others, return of deposits, forfeiture of deposits, regulations governing deposits, renovation and repair of books, requisition, transportation or shipment of books, and any other acts or regulations, not contrary to law, that may be deemed necessary for furnishing and loaning free textbooks to the school children, as provided in this chapter.

Miss. Code § 37-43-19

Codes, 1942, § 6641; Laws, 1940, ch. 202; Laws, 1942, ch. 152; Laws, 1946, ch. 444, § 2; Laws, 1960, ch. 310; Laws, 1981, ch. 507, § 11; reenacted, Laws, 1983, 1st Ex Sess, ch. 2, § 10; Laws, 1984, ch. 404, § 10; Laws, 1985, ch. 395, § 10; Laws, 1986, ch. 349, § 10; reenacted and amended, Laws, 1987, ch. 481, § 4; Laws, 1994, ch. 405, § 2, eff. 7/1/1994. Brought forward by Laws, 2022, ch. 350, SB 2431, § 9, eff. 7/1/2022.

Miss. Code § 37-43-31

Section 37-43-31 - Selection of books by local school districts

(1) The State Board of Education shall adopt and furnish textbooks only for use in those courses set up in the state course of study as recommended by the State Accreditation Commission and adopted by such board, or courses established by acts of the Legislature. In all subjects the board, in its discretion, may adopt textbooks and/or series from those recommended by the textbook rating committees. The board may adopt a plan which permits the local school districts to choose the book or books to be requisitioned from those adopted, provided:

(a) That, when a book is furnished by the state, it shall remain in use during the period of its adoption;

(b) That the average per pupil cost of textbooks so furnished any unit shall not exceed that allowed for all other units in the state;

(c) That nothing herein provided shall be construed as giving any school the authority to discard or replace usable copies of textbooks now being furnished by the state;

(d) That the State Department of Education is authorized to disburse the annual textbook appropriation directly to the public school districts in accordance with paragraph (b) of this subsection. The textbooks procured through this chapter, as well as textbooks which are on hand on June 30, 1994, which were previously purchased through the provisions of this statute, shall become the property of the public school district which purchased them, unless the State Department of Education authorizes the transfer of unneeded textbooks to another location in accordance with rules and regulations promulgated by the State Board of Education;

(e) That textbooks which are on loan to other than public schools as referenced in Section 37-43-1, shall remain the property of the State of Mississippi. All requisitions for textbooks from these schools shall be submitted to the State Department of Education to be processed and subsequently shipped to the requesting school. No funds shall be disbursed directly from the State Department of Education to the schools in this category for the purpose of procuring textbooks; and

(f) That funds made available through this chapter may be used to purchase any state-adopted textbook from any board-approved depository, directly from the publisher, or in accordance with the provisions of Sections 37-43-21(5) and 37-43-31(3). For purchases made directly from the publisher, the public school district, or the State Department of Education when purchasing for other than public schools, shall not pay a higher price for a textbook than that listed on the current state-adopted list.

(2) Whenever any book under contract is displaced by a new adoption, the board may continue to require the schools to use the recently purchased books from any previous adoption; however, such period of use shall not exceed four (4) years.

(3) If five (5) or more school boards petition the State Board of Education to add a book, or a series of books, to the approved list of state adoptions in a given subject area, then the State Superintendent of Public Education shall have sixty (60) days to show cause to the State Board of Education why the books in question should or should not be purchased with state funds. If the petition is not acted upon within the sixty-day period, the petition shall be deemed to be approved. Once a textbook has been approved through the petition process, any public school district or eligible other school may procure the said textbook utilizing funds appropriated through this chapter.

(4) If new and innovative textbooks that would improve a particular course of study become available between adoption cycles, a school board may petition the State Board of Education for permission to purchase these books out of sequence to be paid for with state textbook funds.

(5) The State Board of Education shall not allow previously rejected textbooks to be used if such textbooks were rejected for any of the following reasons:

(a) Obscene, lewd, sexist or vulgar material;

(b) Advocating prejudicial behavior or actions; or

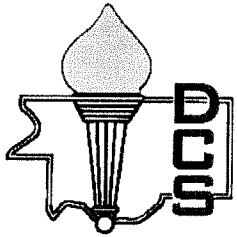
(c) Encouraging acts determined to be derogatory to any race, sex or religion.

(6) All books or series of books adopted under the petition procedures of this chapter shall be purchased under the provisions for bidding, pricing and distribution as prescribed in Section 37-43-23.

(7) Petition procedure books or series of books adopted under this section shall be considered only until the date of the next regular adoption series in the applicable subject area. Petition procedure books shall be submitted for formal adoption at the next applicable regular textbook adoption as prescribed under the provisions of Chapter 43, Title 37, Mississippi Code of 1972; otherwise, such books adopted under the petition procedures which do not receive formal adoption approval as recommended by the textbook rating committee shall be dropped from the state textbook petition adoption list. Provided, however, this provision shall in no way prohibit a school district from using other funds, federal or local, for the purchase of such books.

Miss. Code § 37-43-31

Codes, 1942, § 6646; Laws, 1940, ch. 202; Laws, 1942, ch. 152; Laws, 1944, ch. 151, § 1; Laws, 1950, ch. 382, §§ 1, 2; Laws, 1966, ch. 421, § 1; Laws, 1981, ch. 507, § 15; reenacted, Laws, 1983, 1st Ex Sess, ch. 2, § 14; Laws, 1984, ch. 404, § 14; Laws, 1985, ch. 395, § 14; Laws, 1986, ch. 349, § 14; reenacted and amended, Laws, 1987, ch. 481, § 10; Laws, 1989, ch. 577, § 1; Laws, 1994, ch. 405 § 5, eff. 7/1/1994.
Amended by Laws, 2022, ch. 350, SB 2431, § 3, eff. 7/1/2022.



DESOTO COUNTY SCHOOLS

5 East South Street • Hernando, Mississippi 38632
662-429-5271 • fax 662-429-4198 • Website: www.desotocountyschools.org

"EXCELLENCE IS A COMMITMENT"

Dear Mississippi School Board,

I am writing to you to request Core Knowledge Language Arts (CKLA) be added to the MS Department of Education's high quality instructional materials (HQIM) approved list.

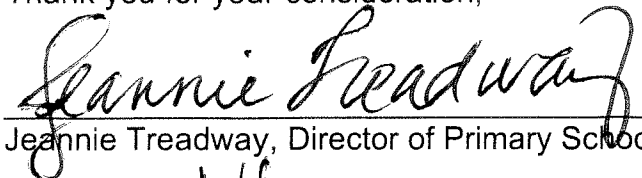
CKLA aligns with the science of reading when teaching the word recognition portion of Scarborough's Reading Rope. The "Code Knowledge" section at the end of every lesson in the skill strand teaches the most frequent sound spellings first to maximize the words students can read and move them into engaging, well-written, decodable texts halfway through kindergarten. The program utilizes a unique database to develop this ideal scope and sequence for children to begin reading as soon as possible. CKLA student readers offer independent practice because they are composed entirely of letter-sound correspondences that students have been taught.

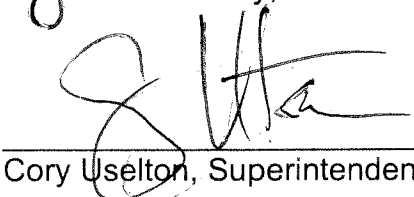
An Assessment and Remediation Guide (ARG) is also provided with CKLA. Given the wide range of decoding abilities often present in a class, this resource provides teachers with additional progress monitoring assessments to identify learning gaps. The ARG also provides explicit guidelines for grouping students according to the skills for which they need support. It provides alternate teaching strategies and reteaching guidance to ensure that students receive the instruction they need to solidify their foundational skills.

The coherent and systematic sequence of Knowledge domains gives students a mental encyclopedia of vocabulary, language, and knowledge that they can access for understanding new learning and build upon learning forever. The CKLA curriculum represents a broad array of cultures and societies, representative of the diverse backgrounds and experiences of students. The program covers world and American history—including Native Americans, Early American Civilizations (Maya, Aztecs, Inca), Early World Civilizations (Mesopotamia and Ancient Egypt), Early Asian Civilizations (India and China), and the Ancient Greek Civilization—and explores narrative texts from a host of authors from diverse backgrounds.

CKLA offers students vast knowledge that prepares them for deeper learning in their educational career. Core Knowledge Language Arts curriculum ensures an equitable education for all our students.

Thank you for your consideration,


Jeannie Treadway, Director of Primary Schools


Cory Uselton, Superintendent



Charles L. Breland, Superintendent of Education

Board of Education: Shannon Walters, Shena Knight, Dorothy Clark, Shannon Denmark, Robin McCoy

September 29, 2023

Office of Elementary Education and Reading
Mississippi Department of Education
601-359-2925 | mdek12.org

Dear Mississippi Board of Education,

As established, trained educators, we know the importance of having access to high-quality instructional materials for all students and teachers and the impact these materials have on academic success.

Furthermore, we understand that MDE and state entities define HQIM as materials aligned with the Mississippi College- and Career Readiness Standards, externally validated, comprehensive, and engaging texts (books, multimedia, etc.), and assessments. HQIM ensures that every student in every Mississippi classroom reads meaningful, complex texts and expresses their ideas effectively through writing and speaking to build their knowledge of the world.

With this description of HQIM in mind, we would like to share evidence that Core Knowledge Language Arts (CKLA) meets the criteria defined by MDE for High-Quality Instructional Materials. Amplify/CKLA has used 30 years of research to develop and implement Science of Reading practices in their curriculum and is grounded in the science of how we learn to read through an explicit, systematic, and sequential methodology. CKLA's explicit and systematic skills instruction is paired with a knowledge sequence that significantly improves student outcomes.

To be considered as ELA HQIM by the MDE, a curriculum had to Meet or Partially Meet the expectations of each Gateway and achieve an 80% overall alignment to rubric indicators. Please refer to the attached EdReport's review to validate HQIM status for the CKLA curriculum.

Sincerely,

A handwritten signature in black ink, appearing to read "Dusty Turner", written in a cursive style.

Dusty Turner, Deputy Superintendent



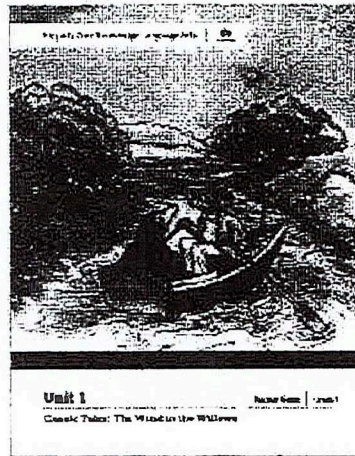
Title: Core Knowledge Language Arts CKLA Grade: K-2

Publisher: _____ Copyright: 2015

Overall Rating: _____

Summary Report

The instructional materials for Core Knowledge Language Arts Kindergarten, Grade 1, and Grade 2 meet expectations all criteria across Gateways 1, 2, and 3. The materials for K-2 include strong foundational skills to support young students' reading development as they move from learning how to read to comprehending complex texts. Support for teachers to attend to the critical need of foundational skills is explicit and comprehensive, providing guidance and targeted instruction. The texts included with the materials are rich and rigorous, offering students a balance of informational and literary reading over the course of the school year. Materials provide many opportunities for students to complete questions and tasks in reading, writing, speaking, and listening that are grounded in evidence. The materials for Kindergarten, Grade 1, and Grade 2 meet the expectations of Gateway 2. Texts are organized to support students' building knowledge of different topics, and sets of text-dependent questions and tasks provide opportunities for students to analyze ideas and grow their vocabulary. The materials include process writing instruction and a progression of writing skills, a progression of focused shared research and writing projects. The materials for Kindergarten, Grade 1, and Grade 2 meet the expectations of Gateway 3. Materials are well-designed and take into account effective lesson structure and pacing. Materials support teacher learning and understanding of the Standards. Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards. Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.



2015

Core Knowledge Language Arts (CKLA)

PUBLISHER

Amplify

SUBJECT

ELA

REPORT RELEASE

04/08/2017

ALIGNMENT

Meets Expectations

GRADES

K-5

REVIEW TOOL VERSION

v1

USABILITY

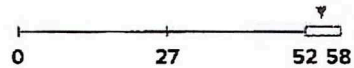
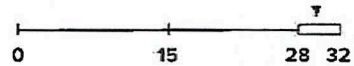
Meets Expectations

Report Overview

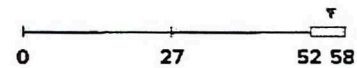
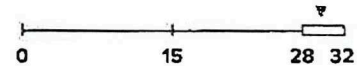
Summary of Alignment & Usability: Core Knowledge Language Arts (CKLA) | ELA

ELA K-2

The instructional materials for Core Knowledge Language Arts Kindergarten, Grade 1, and Grade 2 meet expectations all criteria across Gateways 1, 2, and 3. The materials for K-2 include strong foundational skills to support young students' reading development as they move from learning how to read to comprehending complex texts. Support for teachers to attend to the critical need of foundational skills is explicit and comprehensive, providing guidance and targeted instruction. The texts included with the materials are rich and rigorous, offering students a balance of informational and literary reading over the course of the school year. Materials provide many opportunities for students to complete questions and tasks in reading, writing, speaking, and listening that are grounded in evidence. The materials for Kindergarten, Grade 1, and Grade 2 meet the expectations of Gateway 2. Texts are organized to support students' building knowledge of different topics, and sets of text-dependent questions and tasks provide opportunities for students to analyze ideas and grow their vocabulary. The materials include process writing instruction and a progression of writing skills, a progression of focused shared research and writing projects. The materials for Kindergarten, Grade 1, and Grade 2 meet the expectations of Gateway 3. Materials are well-designed and take into account effective lesson structure and pacing. Materials support teacher learning and understanding of the Standards. Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards. Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Kindergarten**GATEWAY 1****Text Quality****55/58****GATEWAY 2****Building Knowledge****30/32**

ALIGNMENT

Meets Expectations**1st Grade****GATEWAY 1****Text Quality****56/58****GATEWAY 2****Building Knowledge****30/32**

ALIGNMENT

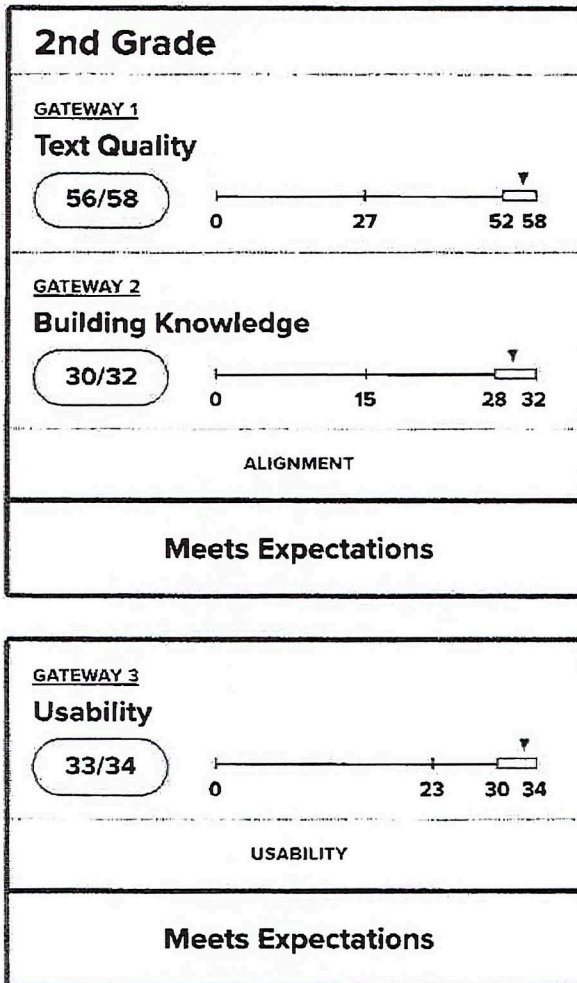
Meets Expectations**GATEWAY 3****Usability****33/34**

USABILITY

Meets Expectations**GATEWAY 3****Usability****33/34**

USABILITY

Meets Expectations



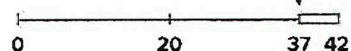
ELA 3-5

Core Knowledge Language Arts Grades 3, 4, and 5 instructional materials meet the expectations of alignment. Texts are of quality and are consistently and appropriately complex. Texts are organized and supported with questions and tasks to support students' growing literacy

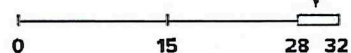
skills. These questions and tasks build students' knowledge on topics while engaging them in academic vocabulary practice. Writing instruction over the course of the school year is consistent and organized to support students' development of different types of writing as outlined in the standards. Through on-demand and process writing activities and tasks, students build stamina and learn techniques to improve writing. Teachers may need to incorporate outside resources to support grammar practice out of context. The materials may need supplements to fully engage students in their foundational skills development. The Grade 5 materials fully meet the expectations of Gateway 2, as they consistently engage students in studying ideas within and among texts as they work with rich academic vocabulary practice and build knowledge and literacy skills.

3rd GradeGATEWAY 1**Text Complexity and Quality**

37/42

GATEWAY 2**Building Knowledge**

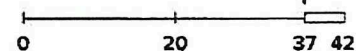
30/32



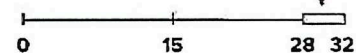
ALIGNMENT

Meets Expectations**4th Grade**GATEWAY 1**Text Complexity and Quality**

37/42

GATEWAY 2**Building Knowledge**

30/32



ALIGNMENT

Meets ExpectationsGATEWAY 3**Usability**

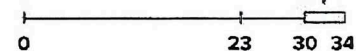
32/34



USABILITY

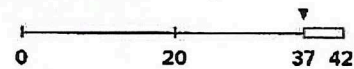
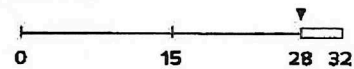
Meets ExpectationsGATEWAY 3**Usability**

32/34



USABILITY

Meets Expectations

5th Grade**GATEWAY 1****Text Complexity and Quality****37/42****GATEWAY 2****Building Knowledge****28/32**

ALIGNMENT

Meets Expectations**GATEWAY 3****Usability****32/34**

USABILITY

Meets Expectations



LAFAYETTE COUNTY SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

(662) 234-3271

Fax: (662) 236-3019

Dear Mississippi School Board,

My name is Jay Foster and I currently serve as Superintendent of Lafayette County School District. I am writing to you to request Core Knowledge Language Arts (CKLA) be added to the MS Department of Education's high quality instructional materials (HQIM) approved list.

CKLA aligns with the science of reading when teaching the word recognition portion of Scarborough's Reading Rope. The "Code Knowledge" section at the end of every lesson in the skill strand teaches the most frequent sound spellings first to maximize the words students can read and move them into engaging, well-written, decodable texts halfway through kindergarten. The program utilizes a unique database to develop this ideal scope and sequence for children to begin reading as soon as possible. CKLA student readers offer independent practice because they are composed entirely of letter-sound correspondences that students have been taught.

An Assessment and Remediation Guide (ARG) is also provided with CKLA. Given the wide range of decoding abilities often present in a class, this resource provides teachers with additional progress monitoring assessments to identify learning gaps. The ARG also provides explicit guidelines for grouping students according to the skills for which they need support. It provides alternate teaching strategies and reteaching guidance to ensure that students receive the instruction they need to solidify their foundational skills.

The coherent and systematic sequence of Knowledge domains gives students a mental encyclopedia of vocabulary, language, and knowledge that they can access for understanding new learning and build upon learning forever. The CKLA curriculum represents a broad array of cultures and societies, representative of the diverse backgrounds and experiences of students. The program covers world and American history—including Native Americans, Early American Civilizations (Maya, Aztecs, Inca), Early World Civilizations (Mesopotamia and Ancient Egypt), Early Asian Civilizations (India and China), and the Ancient Greek Civilization—and explores narrative texts from a host of authors from diverse backgrounds.

CKLA offers students vast knowledge that prepares them for deeper learning in their educational career. Core Knowledge Language Arts curriculum ensures an equitable education for all our students.

Thank you for your consideration,



Jay Foster



**MADISON COUNTY
SCHOOLS**

MARK OF EXCELLENCE

Dear Mississippi School Board,

We are writing to you in collaboration with other school districts, to request core Knowledge Language Arts (CKLA) be added to the MS Department of Education's high quality instructional materials (HQI M) approved list. CKLA aligns with the science of reading when teaching the word recognition portion of Scarborough's Reading Rope. The "Code Knowledge" section at the end of every lesson in the skill strand teaches the most frequent sound spellings first to maximize the words students can read and move them into engaging, well-written, decodable texts halfway through kindergarten. The program utilizes a unique database to develop this ideal scope and sequence for children to begin reading as soon as possible. CKLA student readers offering dependent practice because they are composed entirely of letter-sound correspondences that students have already been taught.

An Assessment and Remediation Guide (ARG) is also provided with CKLA. Given the wide range of decoding abilities often present in a class, this resource provides teachers with additional progress monitoring assessments to identify learning gaps. The ARG also provides explicit guidelines for grouping students according to the skills for which they need support. It provides alternate teaching strategies and reteaching guidance to ensure that students receive the instruction they need to solidify their foundational skills.

The coherent and systematic sequence of knowledge domains give students conceptual data bank of vocabulary, language, and knowledge that they can access for understanding new learning and build upon indefinitely. The CKLA curriculum represents a broad collection of cultures and societies, representative of the diverse backgrounds and experiences of students. The program covers world and American history- including Native Americans, Early American Civilizations (Maya, Aztecs, Inca), Early World Civilizations (Mesopotamia and Ancient Egypt), Early Asian Civilizations (India and China), and the Ancient Greek Civilization, and explores narrative texts from a host of authors from diverse backgrounds. Each topic designed to build cumulatively on future topics in the curriculum.

CKLA offers students vast knowledge that prepares them for deeper understanding in their educational career. Core Knowledge Language Arts curriculum ensures an equitable education for ALL students.

Thank you for your consideration,-

Christyl Erickson, Director of Curriculum and MTSS

Charlotte A. Seals, Superintendent, Madison County Schools



Marshall County School District
Dr. Carrie Skelton, Superintendent
122 South Spring Street
Holly Springs MS, 38635

Email: cskelton@mcschools.us
Ph. 662.252.4271

Dear Mississippi School Board,

My name is Dr. Carrie Skelton and I currently serve as the Superintendent of Marshall County Schools. I am writing to you to request Core Knowledge Language Arts (CKLA) be added to the MS Department of Education's high quality instructional materials (HQIM) approved list.

CKLA aligns with the science of reading when teaching the word recognition portion of Scarborough's Reading Rope. The "Code Knowledge" section at the end of every lesson in the skill strand teaches the most frequent sound spellings first to maximize the words students can read and move them into engaging, well-written, decodable texts halfway through kindergarten. The program utilizes a unique database to develop this ideal scope and sequence for children to begin reading as soon as possible. CKLA student readers offer independent practice because they are composed entirely of letter-sound correspondences that students have been taught.

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The coherent and systematic sequence of Knowledge domains gives students a mental encyclopedia of vocabulary, language, and knowledge that they can access for understanding new learning and build upon learning forever. The CKLA curriculum represents a broad array of cultures and societies, representative of the diverse

backgrounds and experiences of students. The program covers world and American history—including Native Americans, Early American Civilizations (Maya, Aztecs, Inca), Early World Civilizations (Mesopotamia and Ancient Egypt), Early Asian Civilizations (India and China), and the Ancient Greek Civilization—and explores narrative texts from a host of authors from diverse backgrounds.

CKLA offers students vast knowledge that prepares them for deeper learning in their educational career. Core Knowledge Language Arts curriculum ensures an equitable education for all our students.

Thank you for your consideration,

A handwritten signature in black ink that reads "Dr. Carrie Skelton". The signature is written in a cursive, flowing style.

Dr. Carrie Skelton,
Marshall County Schools Superintendent



Rankin County School District

TRADITION OF EXCELLENCE

BRANDON FLORENCE MCLAURIN NORTHWEST PELAHATCHIE PISGAH PUCKETT RICHLAND

Post Office Box 1359 | Brandon, MS 39043 | p 601.825.5590 | f 601.825.2618 | www.rcsd.ms

Dear Members of the Mississippi School Board,

I am writing to earnestly request the inclusion of Core Knowledge Language Arts (CKLA) in the Mississippi Department of Education's approved list of high-quality instructional materials (HQIM). CKLA is an exceptional curriculum that aligns seamlessly with the science of reading, particularly in the crucial areas of word recognition as described by Scarborough's Reading Rope.

One of the standout features of CKLA is the "Code Knowledge" section, which is thoughtfully incorporated at the end of every lesson in the skill strand. This section prioritizes the teaching of the most frequently occurring sound spellings. Doing so maximizes the number of words that students can confidently read, enabling them to engage with well-written, decodable texts as early as midway through Kindergarten. This approach is underpinned by a unique database that meticulously structures the ideal scope and sequence for children to embark on their reading journey as swiftly as possible. Moreover, CKLA student readers facilitate independent practice as they consist entirely of letter-sound correspondence that students have already been taught.

CKLA goes a step further in its commitment to student success by providing an Assessment and Remediation Guide (ARG). Recognizing the wide range of decoding abilities within a classroom, this resource equips educators with supplementary progress monitoring assessments designed to identify learning gaps. Additionally, the ARG offers explicit guidance on grouping students based on their specific skill needs. It presents alternative teaching strategies and reteaching recommendations, ensuring that every student receives the targeted instruction required to solidify their foundational skills.

Perhaps one of CKLA's most compelling attributes is its coherent and systematic sequence of knowledge domains. This comprehensive approach furnishes students with a mental encyclopedia of vocabulary, language, and knowledge, which they can readily access to comprehend new concepts and build upon their learning indefinitely. Importantly, the CKLA curriculum is inclusive, reflecting a diverse array of cultures and societies. It covers world and American history, including Native Americans, Early American Civilizations (Maya, Aztecs, Inca), Early World Civilizations (Mesopotamia and ancient Egypt), Early Asian Civilizations (India and China), and the Ancient Greek Civilization. Furthermore, it explores narrative texts authored by writers from various backgrounds. CKLA imparts students with a wealth of knowledge that equips them for deeper learning throughout their educational journey.

In summary, Core Knowledge Language Arts curriculum not only fosters a deep and comprehensive understanding of language and literacy but also equitable access to education for all students. I implore the Mississippi School Board to consider adding CKLA to the list of approved high-quality instructional materials. By doing so, we can collectively enhance the educational experience and future prospects of our students in Mississippi.

Thank you for your time and consideration,

Melissa McCray, Ph.D., Director of Elementary Curriculum, Instruction, and Professional Development

Scott Rimes, Ph.D., Superintendent of Education

Dr. Scott Rimes
Superintendent of Education