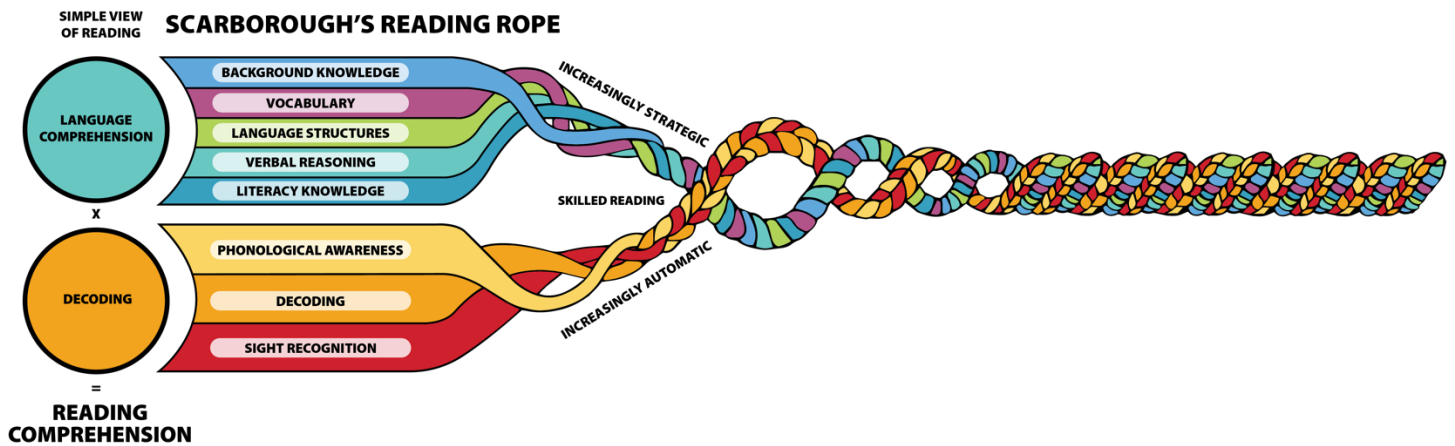


# Alignment of Mississippi Beginnings Pre-K Curriculum with Scarborough's Reading Rope

Scarborough's Reading Rope illustrates that skilled reading develops through two intertwined strands: **Word Recognition** and **Language Comprehension**. The MS Beginnings Pre-K curriculum intentionally builds these foundational skills during early childhood.



## Scarborough's Reading Rope Strands & MS Beginnings Connections

Reading Rope Strand	MS Beginnings Pre-K Focus
<b>Phonological Awareness</b>	Daily rhymes, songs, and sound games during whole group, small group, and literacy centers.
<b>Decoding</b>	Letter-sound activities, alphabet books, and name writing practice.
<b>Sight Recognition</b>	Exposure to high-frequency words in predictable texts and shared reading.
<b>Background Knowledge</b>	Thematic units (Family, Friends, Things That Grow) build schema for comprehension.
<b>Vocabulary</b>	Explicit instruction during read-alouds and thematic discussions.
<b>Language Structures</b>	Oral language routines, sentence-building, and dramatic play.
<b>Verbal Reasoning</b>	Story retelling and inferencing questions during read-alouds.
<b>Literacy Knowledge</b>	Print awareness, book handling, and exposure to diverse genres.

## Why This Matters

- **Early Literacy Foundations:** MS Beginnings provides opportunities for children to develop oral language, phonological skills, and print awareness before formal reading instruction.
- **Systematic & Intentional:** Activities are embedded in play-based, thematic learning aligned with Mississippi Early Learning Standards.
- **Equity & Readiness:** Prepares children for kindergarten success by addressing both strands of the Reading Rope.

## Key Takeaway

MS Beginnings Pre-K curriculum is **strategically aligned** with Scarborough’s Reading Rope, providing a strong foundation for future reading proficiency through integrated, developmentally appropriate practices.

## Importance of Teachers Using MS Beginnings with Fidelity

- **Consistency Builds Skills:** Implementing the curriculum as designed ensures that all components of Scarborough’s Reading Rope are addressed systematically. Skipping or altering activities can leave gaps in phonological awareness, vocabulary, or comprehension development.
- **Research-Based Sequence:** MS Beginnings is structured to follow a developmental progression aligned with Mississippi Early Learning Standards. Fidelity provides children with opportunities to receive instruction in the right order and intensity for optimal growth.
- **Equity Across Classrooms:** When teachers use the curriculum with fidelity, every child—regardless of background—has access to the same high-quality early literacy experiences, reducing readiness gaps.
- **Data-Driven Outcomes:** Fidelity supports accurate assessment of program effectiveness. If implementation varies, it’s difficult to measure success or identify areas for improvement.
- **Professional Accountability:** Following the curriculum as intended reflects best practice and supports teacher growth through consistent routines and intentional strategies.
- **Outcome Data:** Maintaining fidelity in implementing MS Beginnings Pre-K is essential for generating accurate outcome data. When teachers follow the curriculum as designed, assessment results truly reflect the program’s effectiveness rather than variations in practice. This consistency allows administrators to identify trends, measure progress, and make informed decisions about professional development and resource allocation. Without fidelity, data becomes unreliable, making it difficult to pinpoint whether gaps in student performance stem from the curriculum or inconsistent implementation. High-fidelity practices ensure equity across classrooms and provide a solid foundation for continuous improvement and accountability.