CPSD K-12 LITERACY PLAN

Canton Public School District | 2026–2027 | Curriculum & Instruction

1. PURPOSE & VISION

Canton Public School District is committed to ensuring that prekindergarten–eighth grade students develop strong literacy skills grounded in evidence-based instruction. This plan establishes the districtwide literacy framework for PreK–8, aligning standards, curriculum, instruction, and assessment to drive continuous student growth toward college and career readiness.

The practices, strategies, and protocols outlined in this literacy plan are drawn directly from, and fully supported by, the CPSD Instructional Management Plan, which serves as the district's foundational guide for curriculum alignment, lesson planning, and instructional expectations across all campuses and grade levels. All literacy instruction across six campuses is guided by three core commitments:

- **Consistency** — Every student receives the same high-quality literacy framework regardless of campus.
- **Alignment** — Instruction is tightly aligned to the Mississippi College- and Career-Readiness Standards (MCCRS).
- **Data-Driven Practice** — Continuous assessment drives flexible grouping, reteaching, and differentiation.

2. CORE LITERACY CURRICULUM & PLATFORMS

CPSD uses the following adopted instructional materials and platforms districtwide to deliver core literacy instruction across every grade band:

Program / Platform	Grade Band	Focus Area
Frog Street	Gr. PreK	Whole Group ELA — reading foundational skills, reading, and writing
myView	Gr. K–5	Whole Group ELA — reading foundational skills, reading, and writing
Phonics First	Gr. PreK–5	Systematic, explicit phonics and phonemic awareness
Phonics for Reading	Gr. 6–8	Decoding, fluency, and word study
Into Literature	Gr. 6–12	Whole Group ELA — reading foundational skills, reading, and writing (Grades 6–8 and high school English)
Writable	Gr. 3–12	Whole Group ELA — writing; builds students' grammar, tone, and use of evidence when responding to text

3. ESSENTIAL LEARNING, GRADES K–12

Across all grade bands, CPSD literacy instruction develops a shared set of essential learnings — the priority reading, writing, and language competencies every student must master to read and write proficiently and to be prepared for college and career. These essentials anchor pacing, instruction, and assessment PreK–12, with emphasis shifting by grade band as students progress:

- **Foundational reading skills** — phonological and phonemic awareness, systematic phonics, and word study that build accurate, automatic decoding (emphasized in PreK–2 and continued for striving readers in 3–12).
- **Reading fluency** — accuracy, appropriate rate, and prosody that free students' attention for meaning-making across texts.
- **Comprehension of literary and informational text** — determining central ideas and themes, analyzing key details, and citing text evidence across increasingly complex texts.

- **Craft and structure** — analyzing an author's word choice, text structure, and point of view, and how those choices shape meaning.
- **Integration of knowledge and ideas** — synthesizing across multiple texts, evaluating arguments and claims, and connecting reading to broader ideas.
- **Academic and content vocabulary** — acquiring and using tier-two and tier-three words through context, morphology, and repeated meaningful exposure.
- **Writing and language** — producing clear, well-organized, evidence-based writing across text types with command of grammar, usage, and conventions.

4. PHONICS FIRST — TIGER TIME

Structure & Delivery

Tiger Time operates as a structured additional intervention block — separate from and in addition to the daily core instruction block and intervention pullouts. It is not a replacement for core phonics instruction.

- Students are grouped by specific phonics skill deficits identified through STAR diagnostics, diagnostic assessment, and teacher observation.
- Groups are small and flexible, shifting as students demonstrate mastery of targeted skills.
- Each 30-minute session follows a consistent routine: skill review, explicit instruction or reteaching of the target skill, guided practice, and a brief accountability check.
- Phonics First lesson components (3-Part Drill, Vowel Intensive, Dictation, Red Words) are the instructional backbone for below-grade-level groups during this block.

Grades PreK–5 — Daily Phonics Sequence

Grades PreK–5 follow the grade-level Phonics First schedule, which maintains the daily 3-Part Drill, Vowel Intensive, Multisensory Introduction, Dictation, Syllabication, and Fluency Reading components.

Grades 6–8 — Phonics for Reading (Three Levels)

Middle school students are placed in one of three Phonics for Reading levels based on diagnostic data. Each level includes: New Sound(s), Sound Drill, Blending/Segmenting, Word Practice, New/Challenge Words, Sight Words, Sentences & Stories, Spelling, and Practice Activities.

5. WHOLE GROUP ELA INSTRUCTION

All whole group ELA instruction in Grades K–5 follows the myView lesson line, and Grades 6–12 follow the Into Literature lesson line. Teachers deliver each program's lesson sequence as written, using the embedded scaffolds, texts, and formative checks built into the program.

myView Lesson Line — Grades K–5

myView organizes instruction around a weekly lesson structure focused on reading foundational skills, comprehension, and writing. Teachers follow the lesson-line sequence below:

Lesson Step	Teacher Action	Student Activity
Foundational Skills / Word Study	Delivers explicit phonics, spelling, and word-study minilessons; models blending and encoding.	Practices decoding, encoding, and word-building; applies skills in connected text.
Reading Minilesson (Focus & Model)	Introduces the weekly comprehension focus and genre; models the target strategy with a mentor text.	Sets a purpose for reading; observes the modeled strategy and records notes.

Lesson Step	Teacher Action	Student Activity
Shared / First Read	Guides the first read of the anchor text for gist, structure, and vocabulary.	Reads for overall meaning; flags unfamiliar words and initial questions.
Close Read	Leads a second and third read of complex text using text-dependent questions.	Rereads with purpose; annotates the text and cites evidence.
Small-Group & Differentiated Instruction	Leads flexible, data-based guided-reading groups while others rotate through literacy centers.	Works in guided-reading groups and completes standards-aligned center tasks.
Writing in Response to Reading	Models and confers on evidence-based written responses tied to the week's texts.	Produces written responses using text evidence; revises with teacher feedback.

Into Literature Lesson Line — Grades 6–12

Into Literature organizes instruction around complex, high-interest texts and a structured lesson sequence that builds toward deep comprehension and evidence-based writing. Teachers follow the lesson line below:

Lesson Step	Teacher Action	Student Activity
Prepare to Read / Engage	Activates background knowledge; introduces the essential question and academic vocabulary.	Makes predictions; previews vocabulary and sets a purpose for reading.
First Read	Facilitates the initial read of the selection for overall understanding.	Reads for gist; notes questions and initial responses in the margins.
Analyze the Text (Close Read)	Poses text-dependent questions targeting craft, structure, and central ideas.	Rereads closely; cites evidence and analyzes the author's choices.
Vocabulary & Language Study	Teaches selection vocabulary, word patterns, and language conventions in context.	Applies vocabulary and language skills in speaking and writing.
Small-Group & Differentiated Instruction	Leads leveled and skill-based groups; assigns scaffolded or extension tasks.	Engages in leveled tasks and collaborative text discussion.
Write in Response / Assess	Guides evidence-based writing tasks and the end-of-selection assessment.	Writes analytically using text evidence; completes the selection assessment.

6. CLOSE READ

Close reading is embedded within both HQIM reading programs and is not a standalone activity. Each program provides the close-read text, text-dependent questions, and rereading prompts for each unit. Students read complex texts with intentional purpose across multiple reads — moving from what the text says, to how it says it, to why it matters.

Close Reading Protocol (Grades K–8)

Read	Purpose	Lens	MCCRS Focus
Read 1	Determine WHAT the text says	Paraphrase, retell, main idea (Knowledge & Comprehension)	Key Ideas & Details — Standards 1–3
Read 2	Determine HOW the text says it	Word choice, organization, author's purpose (Application & Analysis)	Craft & Structure — Standards 4–6
Read 3	Determine WHY the text matters	Connect to other texts and broader ideas (Synthesis & Evaluation)	Integration of Knowledge & Ideas — Standards 7–9

Close Read Text-Dependent Questions

Use the following prompt structure when generating questions for a story text. Copy the passage into Magic School AI (or another district-approved AI tool), then add the prompt below and review every item for accuracy.

MAAP Question Types to Include

Question Type	MCCRS Standard Focus	Example Stem
Selected Response (4 choices)	RL.1 — Key Details	"Which detail from the story best supports the idea that…?"
Evidence-Based Selected Response	RL.3 — Character/Plot	"Read this sentence from the story. What does it reveal about the character?"
Constructed Response (short)	RL.2 — Theme/Central Message	"What is the theme of this story? Use two details from the text to support your answer."
Vocabulary in Context	RL.4 — Word Meaning	"As used in paragraph 3, the word ___ most likely means…"
Author's Craft	RL.6 — Point of View	"How does the narrator's point of view affect how events are described?"
Multi-Part Question	RL.1 + RL.3	"Part A: What is true about [character]? Part B: Which detail from the text best supports Part A?"

7. TEACHER-LED SMALL GROUP

Teacher-led (guided reading) small group instruction provides differentiated teaching that supports students in developing reading proficiency. Group frequency and length are adjusted by need:

Group Level	Frequency	Session Length
Below Grade Level	Daily — 3 days/week (Before, During, After)	20 min.
On Grade Level	2–3 days/week	15 min.
Above Grade Level	1–2 days/week	15 min.

Groups are flexible — membership changes as students grow. Groups are named or numbered so students do not associate a group identity with ability level. The Guided Reading Lesson Plan template structures each session around Before, During, and After reading.

8. LITERACY CENTERS, K-5

While the teacher conducts small group instruction, all other students rotate through standards-based literacy centers. The following centers are required across all CPSD K–8 classrooms:

Required Center	Standards Addressed	Activity Focus
Fluency	RF, RL, RI, and/or L standards	Oral reading practice — accuracy, rate, prosody
Phonemic Awareness / Phonics	RF standards	Sound manipulation, blending, and segmenting practice
Comprehension	RL and RI standards	Text-based questioning, graphic organizers, retelling
Vocabulary	L standards	Context clues, word meaning, academic vocabulary review
Writing / Grammar	W and L standards	Written response, sentence construction, conventions
myOn	RL and RI standards	Independent reading plus AR quiz for comprehension monitoring
Freckle	RL and RI standards	Text-based questioning and organizers; vocabulary and word meaning; and writing/language practice

Center activities must be: (1) aligned to MS CCRS, (2) grade-level appropriate, (3) clearly student-directed, (4) differentiated by ability, and (5) attached to a student accountability recording form. Teachers rotate between centers and the teacher-led group using a posted rotation chart.

Instructional Technology Tools for Reading Practice

The following district-approved technology platforms are used by students to practice and reinforce reading skills. These tools may be integrated into literacy center rotations, used during independent work time, or assigned for targeted practice based on assessment data.

Platform	Grade Band	Reading Skills Practiced
myOn	K–8	Independent reading of digital books; builds reading stamina, fluency, and comprehension across fiction and nonfiction texts
Freckle	K–8	Personalized, adaptive reading lessons assigned by diagnostic data; targets each student's specific instructional level
Mastery Connect	K–8	Standards-mastery checks and formative assessment probes; student-facing data on skill progress toward proficiency
myView & Into Literature	K–8	Standards-based practice items aligned to MCCRS; targeted reading comprehension and vocabulary reinforcement

9. CROSS-CURRICULAR LITERACY — SOCIAL STUDIES

Literacy is reinforced beyond the ELA block. Social studies teachers incorporate the district's literacy skills and strategies directly into their texts — textbooks, primary and secondary sources, maps, charts, and historical documents — so that close reading, academic vocabulary, and evidence-based writing are practiced across the content areas.

Social studies close reading and text-dependent questioning are aligned with the Reading Informational Text (RI) standards and the applicable Language (L) standards. Teachers apply the same three-read protocol used in ELA, adapted for informational and source-based texts:

Read	Purpose	Lens	MCCRS Focus
Read 1	Determine WHAT the text says	Summarize; identify central ideas and key details	Key Ideas & Details — RI Standards 1–3
Read 2	Determine HOW the text says it	Text structure, word choice, author's point of view and purpose	Craft & Structure — RI Standards 4–6
Read 3	Determine WHY it matters	Evaluate evidence and claims; integrate and connect across sources	Integration of Knowledge & Ideas — RI Standards 7–9

Text-dependent questions target the RI standards — central idea and supporting details, text structure, author's point of view, and the integration and evaluation of evidence across sources — while academic and domain-specific vocabulary is developed through context and morphology in keeping with the applicable Language standards. This shared approach ensures students practice the same reading and reasoning moves in social studies that they learn in ELA.

10. HIGH SCHOOL ELA ALIGNMENT

The core of this plan is the PreK–8 literacy framework; to ensure that framework continues without interruption, the high school English department extends the same practices into Grades 9–12. High school English uses HMH Into Literature, carrying forward the Into Literature lesson line, complex-text close reading, evidence-based writing, and MCCRS-aligned instruction begun in the middle grades.

Vertical alignment is maintained through shared close-reading protocols, text-dependent questioning by standard cluster, and academic vocabulary development, so that reading and writing expectations build coherently from grade 8 into high school. This continuity prepares students for the MAAP English II end-of-course assessment — on which a score of Level 3 (Passing) is required for graduation — and for college and career readiness.

- **Shared program** — Into Literature is used in Grades 6–8 and in high school English, providing one continuous lesson line and set of instructional routines.
- **Close reading & questioning** — the three-read protocol and MAAP-aligned, standards-based text-dependent questions continue into high school with increasingly complex texts.
- **Evidence-based writing** — analytical, text-evidence writing established in the middle grades is extended and deepened across high school English courses.
- **Vertical collaboration** — middle and high school English teachers meet to align expectations, protocols, and vocabulary so students transition seamlessly beyond grade 8.

11. FORMAL ASSESSMENT & DATA CYCLE

Literacy progress is monitored using a layered assessment system that informs daily instruction and long-range planning:

Assessment Tool	Type	Frequency	Decision Made
myView and Into Literature	Formative / Standards Mastery	Ongoing / per unit	Standard mastery; reteach decisions
Mastery Connect / Benchmark Testing	Formative / Standards Mastery	Ongoing / per unit	Standard mastery; reteach decisions
Exit Tickets	Informal Formative	Daily	Next-day instructional adjustments
MAAP (Gr. 3–5)	State Summative	Annually (Spring)	Accountability and proficiency levels

Each school's PLC teams meet to analyze data, adjust flexible groups, and plan reteach opportunities.

12. ASSESSMENT PRACTICE AND GUIDELINES

Read-aloud guidelines for students in grades prekindergarten–third grade define when a teacher may read assessment items aloud, in keeping with state testing requirements:

Grade Level	Read-Aloud Guideline
Prekindergarten	Teacher reads to students.
Kindergarten	Teacher reads to students.
First Grade	Teacher reads to students first nine weeks only.
Second Grade	Teacher does not read to students. Students with an IEP for human or text-to-speech may be read to.
Third Grade	Teacher does not read to students. Students with an IEP for human or text-to-speech may be read to, but this is not allowable on the Third Grade Summative Assessment.

13. MTSS

The following MTSS process is followed for identification, placement, reading plan development, parent notification, and progress monitoring of students in the MTSS process:

Stage	Screener / Intervention Program	Procedure
Screener Administered	Renaissance: Early Literacy, STAR Reading, and STAR Phonics	All students are administered a universal screener.
Diagnostic Assessment	STAR CBA and NWEA	Students flagged for intervention are given the diagnostic assessment.

Stage	Screener / Intervention Program	Procedure
Placement of Tier Students	MDE Reading Plan	Reading Plans with interventions are created, and parent conferences are scheduled to inform placement.
Tier II	myFocus (K–2); Read 180 Flex	Student identified as one grade level below. Student receives services three times a week for 30 minutes.
Tier III	myFocus (K–2); Read 180 Dedicated	Student identified as two or more grade levels below. Student receives services five times a week for 30 minutes.
Progress Monitoring	myFocus (K–2); Read 180 Flex and Dedicated	Tier II students progress-monitored every two weeks; Tier III every week.

14. PROFESSIONAL DEVELOPMENT

Ongoing, job-embedded training is provided to help teachers and interventionists implement the literacy plan as prescribed. Each strand pairs a training provider with a clear instructional focus.

Literacy Component	Who	Frequency	Focus	Evidence
Frog Street Implementation	Frog Street Program Consultants; CPSD Curriculum Department	Ongoing	Delivering the Frog Street PreK curriculum with fidelity; building oral language, phonological awareness, and early literacy routines.	PD agenda Sign-in sheet Evaluation forms
myView Implementation	MDE Literacy Coaches; SAVVAS Program Coaches	Ongoing	Delivering the myView lesson line with fidelity; using embedded scaffolds, close reads, and formative checks to plan standards-aligned instruction.	PD agenda Sign-in sheet Evaluation forms
Into Literature Implementation	HMH Program Coaches	Ongoing	Delivering the Into Literature lesson line with fidelity; leveraging complex texts and evidence-based writing tasks in Grades 6–12.	PD agenda Sign-in sheet Evaluation forms

Literacy Component	Who	Frequency	Focus	Evidence
High School ELA Alignment	HMH Program Coaches; CPSD Curriculum Department	Ongoing	Ensuring vertical alignment of close reading, evidence-based writing, and standards-based instruction from Grades 6–8 into high school English.	PD agenda Sign-in sheet Evaluation forms
Cross-Curricular Literacy — Social Studies	CPSD Curriculum Department	Ongoing	Embedding literacy strategies, the close-read protocol, and RI/ Language-aligned questioning into social studies texts and instruction.	PD agenda Sign-in sheet Evaluation forms
Phonics First Implementation	Brainspring (Phonics First) Trainers	Ongoing	Delivering multisensory, systematic phonics with fidelity — 3-Part Drill, Vowel Intensive, dictation, and Red Words — in core instruction and Tiger Time.	PD agenda Sign-in sheet Evaluation forms
Close Read Strategy	CPSD Curriculum Department	Ongoing	Facilitating the three-read protocol and generating text-dependent, MAAP-aligned questions by standard cluster.	PD agenda Sign-in sheet Evaluation forms
STAR Universal Screener, Diagnostic Assessments, and Interventions	Renaissance; HMH Read 180 Flex and Dedicated	Fall 2026 and Spring 2027	Administering and interpreting screener and diagnostic data to identify skill deficits and place students accurately.	PD agenda Sign-in sheet Evaluation forms
MTSS Process	MDE Intervention Services — Elementary and Secondary Dept.; CPSD Curriculum Department	Ongoing	Implementing the MTSS process with fidelity — tiered placement, reading plan development, and progress monitoring.	PD agenda Sign-in sheet Evaluation forms

Literacy Component	Who	Frequency	Focus	Evidence
Small Group and Literacy Centers	CPSD Curriculum Department	Ongoing	Structuring flexible, data-based small groups and standards-aligned center rotations with student accountability.	PD agenda Sign-in sheet Evaluation forms
Digital Platform for myView and Into Literature	SAVVAS and HMH; CPSD Curriculum Department	Ongoing	Using the SAVVAS Realize and HMH Ed platforms to assign digital lessons and assessments, access online texts and resources, and interpret platform data to inform instruction.	PD agenda Sign-in sheet Evaluation forms