

Mississippi Matrix for Teaching Early Literacy Skills

This document comprises the instructional content endorsed by The Governor's Task Force on Educator Preparation for Early Literacy Instruction to ensure that the preparation of elementary teachers in Mississippi is grounded in the established science of reading. The Mississippi Matrix contains the knowledge and practice standards from a variety of sources that are supported by cognitive and educational research. These sources include: The National Reading Panel Report (NRP, 2000), the Institutes of Educational Science (IES, 2016), the International Dyslexia Association (IDA, 2010) and the Center for Effective Reading Instruction (CERI, 2016), the International Literacy Association (ILA, 2010), and the Foundations of Reading Test Objectives (Pearson, 2013). The IDA/CERI standards form the centerpiece of this document, as they are the most explicit and sequentially organized set of skills published to date. All skills are aligned to the Mississippi College & Career-Readiness Standards. The color-coding represents how these skills are taught in the required Early Literacy 1 and Early Literacy 2 courses in Mississippi's educator preparation programs. [EL1 - blue; EL2 - yellow; both - green]. It is expected that these standards be used by all providers of pre-service and in-service professional development providers, literacy coaches, and school leaders in Mississippi when training educators in the area of early literacy instruction and assessment.

Knowledge & Skills related to the Reading Process and Early Literacy Instructional Planning & Assessment

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| 1. Understand principles of explicit and direct teaching, model, lead, give guided practice, and review. | 5. Understand and explain types of assessments (specific to early literacy skills) and their purposes, strengths, and limitations; and national norms associated with certain skills. | 9. Understand and explain other aspects of cognition and behavior that affect reading and writing: -Attention -Executive function -Memory -Processing speed -Graphomotor control | 13. Understand and explain the known causal relationships among phonological skill, phonetic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing. |
| 2. State the rationale for multisensory and multimodal techniques. | 6. Select, develop, administer, and interpret early literacy assessments—both traditional print and electronic—for specific purposes (formative, summative, diagnostic, progress monitoring, etc.). | 10. Define and identify environmental, cultural, and social factors that contribute to literacy development with regard to oral language (e.g., language spoken at home, language and literacy experiences, cultural values). | 14. Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness, phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression). |
| 3. Know the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing. | 7. Use early literacy assessment information to plan and evaluate instruction. Apply the Simple View of Reading: Decoding x Language = Reading Comprehension to identify the lowest deficit skill (Cough & Tunmer, 1986). | 11. Know and identify phases in the typical developmental progression of: -Oral language (semantic, syntactic, pragmatic) -Phonological skill -Printed word recognition -Spelling -Reading fluency -Reading comprehension | 15. Know reasonable goals and expectations for learners at various stages of reading and writing development. |
| 4. Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed. | 8. Understand and explain the language processing requirements of proficient reading and writing: -Phonological (speech sound) processing -Orthographic (print) processing -Semantic (meaning) processing -Syntactic (sentence level) processing -Discourse (connected text level) processing | 12. Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary. | |

Knowledge & Skills related to Phonological Awareness and Phonics

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| 16. Identify, pronounce, classify, and compare the consonant and vowel phonemes of English. R. K.2, R. K.3, RF. 1.2, RF. 1.3 | 26. Understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics. RF.K.2, RF.1.2 |
| 17. Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek. RF.1.3, RF.2.3, RF.3.3, RF.3.3.b, L.2.2d | 27. Know or recognize how to order phonics concepts from easier to more difficult. RF.K.3, RF.1.3, RF.2.3, RF.3.3 |
| 18. Define grapheme as a functional correspondence unit or representation of a phoneme. RF.K.1b, RF.K.3a, RF.K.3b | 28. Know research-based principles for teaching letter naming and letter formation, both manuscript and cursive. RF.K.1, L.K.1a, L.K.1a, L.1.1a, L.2.1, L.3.1 |
| 19. Recognize and explain common orthographic rules and patterns in English. RF. K.1, RF. 1.1 | 29. Know techniques for teaching handwriting (letter formation) fluency. L.K.1, L.K.1a, L.1.1a, L.2.1, L.3.1 |
| 20. Know the difference between "high frequency" and "irregular" sight words. RF. 1.3g, RF. 2.3e, RF. 2.3f, RF. 3.3d | 30. Identify students' levels of spelling development and orthographic knowledge. |
| 21. Identify, explain, and categorize six basic syllable types in English spelling. RF. 1.3a, 1.3b, 1.3c, 1.3d, 1.3e, RF. 2.3a, 2.3b, 2.3c, 2.3d, RF. 3.3c | 31. Understand the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse, and motivation to read. RF.K.4, RF.1.4, RF. 2.4, RF. 3.4 |
| 22. Understand the general and specific goals of phonological skill instruction. RF. K.2, RF.1.2 | 32. Understand reading fluency as a stage of normal reading development; as the primary symptoms of some reading disorders; and as a consequence of practice and instruction. RF.K.4, RF. 1.4, RF. 2.4, RF. 3.4 |
| 23. Know the progression of phonological skill development (i.e. syllable, onset-rime, phoneme differentiation). RF.K.2, RF.1.2 | 33. Define and identify examples of text at a student's frustration, instructional, and independent reading level. RF.K.4, RF.1.4, RF. 2.4, RF. 3.4 |
| 24. Identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting, and deleting sounds. RF.K.2 RF.1.2 | 34. Know sources of activities for building fluency in component reading skills. RF.K.4, RF.1.4, RF. 2.4, RF. 3.4 |
| 25. Understand the principles of phonological skill instruction: brief, multisensory, conceptual, and auditory-verbal. RF. K.2, RF. 1.2 | 35. Know which instructional activities and approaches are most likely to improve fluency outcomes. RF.K.4, RF.1.4, RF. 2.4, RF. 3.4 |

Knowledge & Skills related to Fluency, Vocabulary, and Comprehension

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| 36. Understand techniques to enhance student motivation to read. | 46. Recognize and explain the relationship between transcription skills and written expression. L.K.1, L.K.2d, L.1.1, L.1.1a, L.2.1, L.3.1, W.K.1, W.K.2, W.K.3, W.1.1, W.1.2, W.1.3, W.2.1, W.2.2, W.2.3 |
| 37. Understand appropriate uses of assistive technology for students with serious limitations in reading fluency. RF. K.4, RF.1.4, RF. 2.4, RF. 3.4 | 47. Understand the levels of comprehension including the surface code, text base, and mental model (situation model). RL.K.10, RL.K.10, RL.1.10, RL. 2.10, RL. 2.10, RL. 3.10, RL.3.10 |
| 38. Understand the role of vocabulary development and vocabulary knowledge in comprehension. L.K.4, L.1.4, L.2.4, L.3.4 | 48. Understand factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text. RL.K.10, RL.K.10, RL.1.10, RL. 1.10, RL. 2.10, RL. 2.10, RL. 3.10, RL.3.10 |
| 39. Understand the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction. L.K.4, L.1.4, L.2.4, L.3.4 | 49. Contrast the characteristics of major text genres, including narration, exposition, and argumentation. RL.K.10, RL.K.10, RL.1.10, RL. 1.10, RL. 2.10, RL. 2.10, RL. 3.10, RL.3.10 |
| 40. Know varied techniques for vocabulary instruction before, during, and after reading. L.K.4, L.1.4, L.2.4, L.3.4 | 50. Explain the major differences between narrative and expository discourse. RL.K.10, RL.K.10, RL.1.10, RL. 1.10, RL. 2.10, RL. 2.10, RL. 3.10, RL.3.10 |
| 41. Understand that word knowledge is multi-faceted. L.K.4, L.K.5, L.1.4, L.1.5, L.2.4, L.2.5, L.3.4, L.3.5 | 51. Identify cohesive devices in text and inferential gaps in the surface language of text. L.K.4, L.1.4, L.1.5, L.2.4, L.2.5, L.3.4, L.3.5 |
| 42. Understand the sources of wide differences in students' vocabularies. | 52. Identify in any text the phrases, clauses, sentences, paragraphs and "academic language" that could be a source of miscomprehension. L.1.4, L.1.5, L.2.4, L.2.5, L.3.4, L.3.5 |
| 43. Identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms. L.K.4, L.1.4, L.2.4, L.3.4 | 53. Be familiar with teaching strategies that are appropriate before, during, and after reading and that promote reflective reading. RL.K.10, RL.K.10, RL.1.10, RL. 1.10, RL. 2.10, RL. 2.10, RL. 3.10, RL.3.10, SL.K.1, SL.1.1, SL.2.1, SL. 3.1 |
| 44. Understand and identify examples of meaningful word relationships or semantic organization. L.K.5, L.1.5, L.2.5, L.3.5 | 54. Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension. L.K.1, L.K.2d, L.1.1, L.1.1a, L.2.1, L.3.1, W.K.1, W.K.2, W.K.3, W.1.1, W.1.2, W.1.3, W.2.1, W.2.2, W.2.3 |
| 45. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling. L.K.2.d, L.1.2.d, L.1.2.e, L.2.2d, L.3.2f | |

