

FREQUENTLY ASKED QUESTIONS: ENGLISH LANGUAGE ARTS

HIGH QUALITY INSTRUCTIONAL MATERIALS

Mississippi Instructional Materials Matter

The **Science of Reading (SOR)** refers to a body of research that has identified the most effective ways to teach children to read. This research has shown that high-quality instructional materials (HQIM) can play a critical role in supporting the science of reading.

HQIM that are designed based on the science of reading principles provide explicit and systematic instruction in phonics, phonemic awareness, vocabulary, fluency, and comprehension. These materials are aligned with the latest research on how students learn to read and are designed to ensure that all students receive the instruction they need to become proficient readers.

HQIM can also provide teachers with the tools and resources they need to deliver effective instruction. They can include detailed lesson plans, instructional routines, assessments, and other materials that support best practices in teaching reading. By using HQIM, teachers save time and ensure that they provide high-quality instruction backed by research.

[Science of Reading Classroom: Implementing HQIM](#) (Video)

[Science of Reading Classroom: Implementing HQIM](#) (PDF Handout)

HQIM Aligned to the Science of Reading

Q: What are high-quality instructional materials (HQIM)?

A: Mississippi defines High-Quality Instructional Materials (HQIM) as materials that are aligned with the Mississippi College- and Career- Readiness Standards, are externally validated, are comprehensive, and include engaging texts (books, multimedia, etc.), problems, and assessments. HQIM can be used to identify students' areas of **strength and opportunities for growth**, which are **sequentially mapped** and designed to prepare students to graduate ready for college and the workforce, **educative for teachers**, and **accessible to students with differentiated needs**.

Q: What is the difference between fidelity and integrity when using HQIM?

A: Fidelity refers to following a teacher's edition and is geared to an average class. Integrity refers to understanding a mental model and adapting instruction so that specific learners will progress towards mastering and internalizing that model.

Q: How do I ensure fidelity when using HQIM?

A: To ensure fidelity, it is important to follow the implementation guidelines provided by the developers of the instructional materials. This includes using the materials in the order and manner prescribed by the developers, using any accompanying technology or software as recommended, and avoiding making modifications or supplementing the materials. Effective instruction is explicit, systematic, and sequential.



Q: How do I maintain instructional integrity while using HQIM?

A: Fidelity must be achieved before a teacher is able to deliver the HQIM with integrity. Integrity requires understanding a mental model and adapting instruction so that specific learners will progress towards mastering and internalizing that model. Integrity is maintained through the flexible and creative use of the materials by **elevating**, not supplementing, the HQIM. Effective instruction is explicit, systematic, and sequential.

Q: Does HQIM include project- or inquiry-based learning?

A: Yes. HQIM utilizes project- or inquiry-based learning approaches that align with the unit topics and that are appropriate for students' learning needs. These approaches enhance the materials and should not be omitted.

Q: Are HQIM appropriate for all grade levels, student instructional levels, and subject areas?

A: HQIMs are designed to meet all students' needs to provide equitable access to grade-level complex text aligned with Mississippi College- and Career-Readiness standards and integrated across content areas.

Q: How much autonomy do teachers have when using HQIM?

A: Teachers must be familiar with their students' needs and effectively prepare for scaffolding for all students to access the grade-level complex texts within the HQIM. For the curriculum to have the intended impact, it is best to retain the integrity of the curriculum design. This means it is not recommended to create an isolated standards-driven pacing guide that does not align with curriculum pacing. Following the curriculum's scope and sequence will allow for validity in curriculum-based measurements of student performance.

Q. How does the focus shift from “planning” to “preparation” using an HQIM?

A: When utilizing HQIM with fidelity, the plan is readily available. Teachers should focus on being prepared to present the material by following the sequence of the teacher's guide. Teachers should prepare by annotating and internalizing the teacher's guide as opposed to creating lesson plans. Leaders should allow time for preparation.

HQIM Assessment and Writing Implementation

Q: What types of assessments should be given when using the HQIM?

A: HQIM assessments provide a system to determine what students know, how well they know it, and if they need to adjust their instruction to meet the needs of the learner. Performance tasks within HQIMs are specifically designed to allow the teacher to gauge student understanding of the unit topic and mastery of the standards. Most curricula include an online platform which incorporates student assessments and data tracking components.

HQIM Small Group Instruction

Tier One High Quality Small Group Instruction One-Pager (Link)

HQIM Implementation Roadmap: HQIM Pitstops for Leaders

Q: How do I evaluate the effectiveness of HQIM implementation?

A: Science of Reading Implementation Roadmap for Leading Professional Learning Communities: *HQIM Pitstop PLCs for Leaders* (Video Recordings)

