



# **HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM) KEY TERMS**

OFFICE OF ELEMENTARY EDUCATION AND READING,  
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# ANNOTATION/PREPARATION

Preparation is the shift from creating a lesson plan (unnecessary if using a HQIM) to reviewing, synthesizing, and internalizing lesson objectives, goals and expectations aligned to the MS CCRS through lesson internalization, strategic internalization, practicing lesson delivery, and annotations. Annotation is the first step of preparation through the process of thoughtful reading and making organized, transparent, and meaningful notes in studying a resource and is where teachers should spend their planning time.

Annotation is a text-centered instructional approach where the lesson is carefully analyzed by the teacher to fully explore the text and learn from it. Teachers will successfully prepare students for the assessments and cumulative projects by noticing the daily components of instruction, instructional routines, vocabulary, and challenging and crucial parts of texts where understanding is critical or where understanding might break down for students.

## EXAMPLES

- HQIM lesson annotation tools
- 7. Annotated Lesson Plan\_Grade 4 Unit 2 Lesson 2.pdf - Google Drive
- Annotated Version\_Grade 1\_Unit 7\_Day 1\_Lesson 2\_Long o vowel teams and single letters.pdf - Google Drive

## RESEARCH

Conditions & Practices for Effective Teacher Support Models

## RESOURCES

- Highlighted copy (Text-at-the-center-report)
- In-Person/Distance Learning ELA Study
- Making Annotations: A User's Guide
- Four effective, high-leverage professional learning strategies for transforming your PLCs - Instruction Partners

## Options for Lesson Annotation:

- Annotating **in** the teacher's edition hardcopy with written notes, sticky notes, highlights, abbreviations, and labeled teacher/student actions
- Copying the teacher's edition to add written notes, sticky notes, highlights, abbreviations, and labeled teacher/student actions
- Using editable lesson plans included in HQIMs using notes, abbreviations, highlights, etc.

## Submitting to administrators:

- Copying the teacher's edition with annotations and submitting a hard copy or digital copy

Submitting digital editable lesson plans included in HQIMs



# ELEVATION

Elevation is to enhance portions of the lessons within the curriculum to meet the needs of the student while keeping the core elements of the lesson stable and not altering the scope and sequence.

## EXAMPLES

HQIM Learning Goal: Examine the effects of onomatopoeia in the module text Moonshot.

**Elevation:** Utilize a jigsaw approach to learning the word through student-facilitated discussions of the word and the meaning including in context examples as stated in the Learn, using the complex text Moonshot from the HQIM and presenting findings of word meaning/examples (Example: each group is assigned the word and present using an anchor chart)

**How:** This elevation occurs when the teacher places students in groups allowing them to discuss the word and their findings and record this information to share with the class.

## RESEARCH

Dispelling the Myth: What Research Says About Teacher Professional Learning (Page 7)

## RESOURCES

- High Quality Instructional Materials: Mississippi Materials Matter
- From Vision to Practice: A Comprehensive Guide to High Quality Instructional Materials
- Ed Reports: Three Misconceptions About High Quality Instructional Materials

**Learn**  
Explain that in the same way, authors choose **words** carefully for a purpose. These clicks or sound effects in writing are referred to as the literary device *onomatopoeia*.

Word	Meaning
onomatopoeia	<b>Words</b> that sound like what they represent, such as <i>meow</i> or <i>splash</i> .

Students work in pairs to locate other examples of onomatopoeia from *Moonshot* that add interest or emotion to the text.

Use equity sticks to call on students to share responses.

Student responses may include:

- The word **ROAR** on page 14 adds excitement to the text. The word helps me hear the sound of the liftoff, and seeing the word in big, capital letters, with the same **words** in lighter print behind it, makes me really notice how loud the liftoff must have been.
- The **words** *hum* and *whir* on page 22 make the description of the flight more interesting. The **words** help me understand that the trip was not restful; there were always noises in the background. The author says the noises made the astronauts think of "where [they were]" and "where [they were] going."
- The **words** *whistles*, *beeps*, and *static* on page 27 make the description of what it was like to watch on television more interesting. I understand that people on Earth had to rely on sounds—they had no images and had to wait patiently while listening to all sorts of strange noises.
- The word **SPLASH!** on page 39 adds excitement to the text. I can imagine hearing the module land in the ocean. It must have made a huge noise when it landed in the ocean, and the astronauts must have been very excited.



# FOLLOWING THE SCRIPT

Adhering to the design, routines, and format of lessons within HQIM

## EXAMPLES

[Guided Phonics + Beyond Science of Reading Intervention Script](#)

## RESEARCH

[Who's Sticking to the Script? - by Michele Caracappa \(substack.com\)](#)

## RESOURCES

- [Scripted Reading Lessons and Evidence for their Efficacy](#)
- [Scripted Reading Programs: Fishing for Success](#)

# INTERNALIZATION

(DEFINED by INSTRUCTION PARTNERS)

Internalization prepares the educator for the work they will do over the course of teaching the unit. During internalization, teachers identify focus lessons and key student tasks to analyze throughout the unit to determine student progress.

Unit Internalization is the process by which teachers study the unit to deeply understand what students are expected to learn, how students will be assessed, and the arc of learning over the course of a unit. Teachers engage in this process collaboratively, or with a coach, prior to teaching each unit.

Lesson internalization is the process by which teachers understand what students will learn in a specific lesson, how students will be assessed, and determine how to make decisions about teaching the lesson to support all students in their success .

## GUIDANCE

- [HQIM Implementation Observations, Coach Action Step Guide \(carnegielearning.com\)](#)
- [Content Teams Lesson Internalization Guide.pdf \(kipp.org\)](#)
- <https://impactfl.org/wp-content/uploads/2022/09/Intellectual-Prep-Toolkit-Unit-Internalization-Protocol.pdf>

## RESEARCH

- <https://www.fishtanklearning.org/teacher-support/blog/power-of-intellectual-prep/>
- <https://www.tcta.org/latest-education-news/new-shift-emerging-in-lesson-planning-internalizing-instead-of-designing>

## RESOURCES

- [HQIM Intellectual Prep Toolkit - iF edits.docx \(impactfl.org\)](#)
- [Unit internalization rubric \(instructionpartners.org\)](#)
- [In-Person Distance-Lesson-Study-for-ELA.pdf \(instructionpartners.org\)](#)
- [hqimelementarymathlessoninternalization.pdf \(deansforimpact.org\)](#)
- [Conditions & Practices for Effective Teacher Support Models – Instruction Partners](#)
- <https://relay.libguides.com/internalizing-an-instructional-plan>

## Lesson Internalization Steps:

- Understand the lesson's purpose and objective.
- Understand the sequence and pacing of activities.
- Prepare to teach each lesson with a deep dive activity.
- Organize teaching resources.



# LESSON REHEARSAL

Practicing lesson delivery with a colleague or grade-level peers

## Protocol:

- Teachers select a part of a lesson they want to practice prior to teaching it to students.
- Teachers practice teaching that part of the lesson to their peers during a PLC and receive feedback to improve lesson delivery.

## EXAMPLES

- <https://eedi.substack.com/p/the-importance-of-rehearsal-when>
- [Coached rehearsals – TeachingWorks Resource Library](#)
- <https://lessonresearch.net/wp-content/uploads/2019/10/magdalene-lampert-Lampert-UW-Leading-Rehearsals-Primer.pdf>

## RESEARCH

- [Conditions & Practices for Effective Teacher Support Models](#)
- [Teaching Rehearsals and Repeated Teaching: Practice-based Physical Education Teacher Education Pedagogies](#)
- [Supporting Clinical Practice Through Rehearsals](#)

## RESOURCES

- [core practice pedagogy coached rehearsals.pdf \(carleton.edu\)](#)
- [Coached rehearsals – TeachingWorks Resource Library](#)
- [Lesson Rehearsal Teacher Guide \(carnegielearning.com\)](#)<https://relay.libguides.com/internalizing-an-instructional-plan>

# MODIFICATION

Making **changes** to the curriculum that affects the complexity and alters the scope and sequence of instruction

## EXAMPLES

- [HMH Into Reading](#)
- [HMH Into Reading Scope and Sequence](#)
- [Scope and Sequence Foundational Skills Grade 1](#)
- [SAVVAS Learning](#)

## RESEARCH

- [What Makes This Read Aloud Complex\(K-2\)?](#)
- [Knowledge and Vocabulary](#)



- [Successful Implementation of High-Quality Instructional Materials](#)
- [Research Behind the Science of Reading](#)
- [Why HQIM](#)

### RESOURCES

- [Access to High Quality Instructional Materials](#)
- [Pacing Guidance for ELA 3-12 Tier 1 Instruction](#)
- [Sample Pacing Guide for Tier 1 Instruction](#)

## RESOURCE COMPLEMENTS

Resources aligned to the HQIM topic or skill that provide additional text or practice.

### Resource Complements:

- Enhances the effectiveness of HQIM instructional components
- Promotes support for building vocabulary, building and/or activating background knowledge, and practice for foundational skills

### EXAMPLES

- Build content knowledge through accessing additional texts through Discovery Education, Common Lit, and Newsela Curriculum Complements
- Create text sets (groups of text related to the same topic) with additional knowledge-building content from Discovery Ed and/or Newsela
- Use Newsela to build background knowledge in a student's native language if he or she cannot access grade level text fluently
- Utilize blending boards and word work mats during phonics instruction
- ReadWorks Article-A-Day is a 10-minute daily routine that dramatically increases students' background knowledge, vocabulary, and stamina.
- ReadWorks decodables are all nonfiction and aligned with Article-A-Day sets so that students can build background knowledge while practicing their decoding.

### RESEARCH

- [Rethinking How to Promote Reading Comprehension](#) (Catts, 2021)
- [Three Reasons Why Multisensory Learning is Food for the Brain](#) (2007)
- [The Baseball Experiment](#) (Core Knowledge Foundation, 2017)



- Multi-Sensory Learning: Types of Instruction and Materials (2020)
- Knowledge Matters Podcast (2023)

## RESOURCES

- Discovery Education
- Newsela - Curriculum Complements
- Common Lit (3rd grade and above)
- Virtual Blending Board (University of Florida Literacy Institute)
- Virtual Word Work Mat - Beginner (University of Florida Literacy Institute)
- Virtual Word Work Mat - Intermediate (University of Florida Literacy Institute)
- ReadWorks

## TEXT-FIRST INSTRUCTION (STANDARD-ALIGNED)

The approach that places the text, rather than isolated standards and strategies, at the center of instruction. Therefore, grade-level instruction is anchored in MS-CCR Reading Standard 10.

*Read and comprehend complex literary and informational texts independently and proficiently.*

## RATIONALE

- Research shows students build vocabulary as much as 4x faster when they read a volume of texts on conceptually related topics than when reading a selection of unrelated passages or texts.
- Failure to understand a question or part of a passage is almost always due to an underlying reading problem—NOT a skill or strategy mastery problem.
- Reading content-rich texts and therefore building knowledge about topics has a greater impact on reading comprehension than strategies- or skills-based information.

## RESEARCH

- The Rise of Standards-Aligned Instructional Materials for U.S. K–12 Mathematics and English Language Arts Instruction: Findings from the 2021 American Instructional Resources Survey | RAND
- EdReports <https://bit.ly/46p4xBs>
- Achieve the Core <https://bit.ly/46pkvva>

## RESOURCES



- [Text-at-the-Center-Report-V5.pdf \(achievethecore.org\)](#)  
[Standards-Aligned Instructional Materials Exist- Why Are They Not Being Used](#) -- Webinar

