

Revised November 2023

GUIDANCE DOCUMENT

FOR TEACHING READING

Using HQIM: *Into Reading*

Grades Kindergarten through 5th

Literacy Block Components and Resources



MISSISSIPPI
DEPARTMENT OF
EDUCATION



Mississippi Department of Education

OFFICE OF ELEMENTARY EDUCATION AND READING

MISSISSIPPI DEPARTMENT OF EDUCATION LITERACY TEAM**Dr. Tenette Smith**

Executive Director, Office of Elementary Education and Reading
Tenette.Smith@mdek12.org

Kristen Wynn

K-12 State Literacy Director
kwells@mdek12.org

Jill Hoda

Assistant State Literacy Coordinator
hoda@mdek12.org

Lori Stringer

Assistant State Literacy Coordinator
lstringer@mdek12.org

Melissa Beck

Assessment Coordinator (K-3)
mbeck@mdek12.org

Kelli Crain

Assistant State Literacy Coordinator
kcrain@mdek12.org

Into Reading Curriculum Overview: Kindergarten

Into Reading is organized by module, each focused on a central topic, which children explore through texts, media, and projects. Modules start with *Introduce the Topic* lessons in the Teacher's Guide, goal setting with the students, and parent letters to make home connections about the lessons.

Note: Instructional Routines are found in Volume 1 P. R5 of the Teacher's Guide

Each module focuses on a high-interest topic, which children explore through literature and media in different genres. The modules organize student learning into sections using the following structure:

- **Build Knowledge and Language** - Introduces the topic of the module, activates prior knowledge, introduces academic vocabulary, and includes interactive videos and map for the upcoming topic
- **Reading and Vocabulary** - Focuses on collaborative discussion skills and learning strategies. Applies learning to the topic and texts children are reading in the module
- **Foundational Skills** - Includes explicit, systematic instruction grounded in the Science of Reading for the critical foundational skills for each grade, including alphabet knowledge, phonological awareness, phonics, fluency, and high-frequency words. The program comes with decodable readers that match the topics and skills for each module.
- **Writing Workshop** - Focuses on a particular writing mode and form for a four-week module, guiding children through the steps of the writing process, using a mentor text, and integrating instruction for grammar/ conventions in the context of writing instruction.
- **Small Group Instruction** - A classroom strategy in which teachers work with a small group of students on Tier I content while other students work on meaningful tasks from the HQIM semi-independently or in groups.

To access the *Into Reading* website, click [here](#).

Resources Available

Whole Class Student Resources:

- myBook
- Big Books
- Module Posters*
- Wrap-Up Videos*
- Writer's Notebook
- Read Aloud Books
- Get Curious Videos*

*Online-only resource

Whole Class Teacher Resources:

- Teacher's Guide (9 Volumes)
- Anchor Charts*
- Display and Engage*
- Lesson Slides: Foundational Skills*
- BookStix*
- Vocabulary Cards

*Online-only resource

Foundational Skills Resources

- Foundational Skills Teaching Slides
- Start Right Reader (9 books)
- Know It, Show It
- Alphabet Cards
- Alphafriends Cards
- Alphafriends Videos*
- Letter Cards
- Word Cards
- Picture Cards
- Articulation Videos*

*Online-only resource

Professional Learning and Implementation Resources

- Teacher's Corner*
- Program Guide
- Sample Lesson Plans
- Editable Weekly Plans

*Online-only resource

Literacy Block Components: Kindergarten

WHOLE GROUP INSTRUCTION (60-80 minutes*)

*Suggested times may
vary per module or
lesson

Module Introduction

Module Launch and Wrap-Up

- Introduce the modules, knowledge-building focus, and build background.
- Watch a *Get Curious Video* to spark interest in the module topic.
- Discuss a few *Big Idea Words* about the topic.
- Guide students to synthesize and connect what they learned about the topic.

Resources for Module Launch and Wrap-Up include:

- Module Topic Poster
- Topic Quotation
- Essential Question

Big Idea Words - Introduce and discuss words about the topic.

Get Curious Video - Introduce and start conversations about the topic.

Routine Available for Introduction Videos: Active Viewing Routine (R7)

Knowledge Focus Map - Provides the knowledge focus and facilitates making connections between the texts.

Build Knowledge and Language

- Focus on collaborative discussion skills and word-learning strategies.
- Apply learning to the topic and texts children are reading in the module.

Inquiry & Research Project

- Have collaborative groups complete an inquiry and research project related to the module topic, paced over the four-week module.
- Support children with conducting research and organizing information about the topic to present.
- Provide students with daily opportunities to practice using a variety of collaborative engagement routines:
 - Week 1: Launch the Project
 - Week 2: Research and Plan
 - Week 3: Take Action
 - Week 4: Reflect and Celebrate

Comprehension & Vocabulary

Vocabulary - Provides direct instruction in *Power Words*, drawn from children's reading, and reinforces academic vocabulary meanings throughout week. (Vocabulary routine found on R9 of teacher's edition).

Reading - Introduces or reviews a comprehension skill or strategy before reading, using an Anchor Chart or Sample Chart. Students then apply the skill or strategy to a Big Book or Read Aloud Book. Teacher prompts discussion using collaborative routines.

Routines for Reading and Vocabulary:

(Found in the Program Guide, print and online)

- Echo Reading (R21)
- Choral Response (R21)
- Choral Reading (R22)
- Partner Reading (R22)
- Cloze Reading (R23)
- Thumbs Up or Down (R23)
- Turn and Talk (R24)
- Think-Pair-Share (R25)
- Pick and Point (R26)
- Write and Reveal (R27)
- Share Chair (R27)

Resources for Reading and Vocabulary:

- Anchor Charts*
- Lesson Slides: Foundational Skills*
- BookStix
- Vocabulary Cards
- Teaching Pal books
- MyBooks
- Vocabulary cards
- Display and Engage*
- Read Aloud Books
- Big Books
- Module Posters
- Get Curious Videos*
- Vocabulary Interactive Practice
- Phonics Interactive Practice

*Online-only resource

PHONEMIC AWARENESS AND PHONICS**Foundational Skills**

Provides explicit, systematic instruction grounded in the science of learning for all the critical foundational skills for kindergarten, including alphabet knowledge, phonological awareness, phonics, fluency, and high-frequency words.

The instructional design is to integrate skills across these areas; for example, connect decoding/encoding and reinforce decoding while practicing fluency.

Letter Knowledge, Words to Know, Letter Sounds, and Blending: Sound-by-Sound routines found on R10-R13)

The foundational skills are reinforced by having children apply them to reading a decodable text in their *Start Right Reader*. The decodable texts are related by topic across a week.

Routines for Foundational Skills:

- Letter Knowledge (R10)
- Words to Know (R11)
- Letter Sounds (R12)
- Blending: Sounds-By-Sound (R13)
- Decodable Text (R14)

Resources for Foundational Skills:

- *Start Right Readers*
- Know It, Show It
- Alphabet Cards
- Alphafriends Cards
- Alphafriends Videos*
- Letter Cards
- Word Cards
- Picture Cards
- Articulation Videos*

*Online-only resource

WRITING

(20-45 minutes*)

**Suggested times may vary per module or lesson*

Writing Workshop

The daily focus is on a particular writing mode and continues to work with that form for a four-week module. The process guides children through the steps of the writing process.

Each module's writing lesson guides students to analyze a mentor text.

Integrate instruction for grammar/conventions in the context of writing instruction.

Make frequent connections while teaching to reinforce the reciprocal relationship between reading and writing.

Routines for Writing Workshop: Peer Feedback (R15)

Resources for Writing Workshop:

- Read Aloud Book
- Big Book
- My Book

Rubrics for Writing Workshop: [linked here](#) (Note: Link will only work when users are logged on to the *Into Reading* website)

SMALL GROUP INSTRUCTION

Independent centers should focus on previously taught skills.

Small Group

Small Group Instruction/Teacher-Led: A classroom strategy in which teachers work with a small group of students on **Tier I content** while other students work on meaningful tasks from the HQIM semi-independently or in groups.

Resources for Small Group:

- [Small Group One-Pager](#)
- Start Right Decodable Readers
- Foundations Skills and Word Study Studio*
- Printables Include:
 - Alphabet Books
 - Letter Games
 - Picture and Word Sorts
 - Handwriting Practice
 - Reading Remake
 - Graphic Organizers
 - Anchor Charts

*Online-only resource

Into Reading Curriculum Overview: 1st Grade & 2nd Grade

Into Reading is organized by module, each focused on a central topic, which children explore through texts, media, and projects. Modules start with *Introduce the Topic* lessons in the Teacher's Guide, goal setting with the students, and parent letters to make home connections about the lessons.

Note: Instructional Routines are found in Volume 1 P. R5 of the Teacher's Guide. To access the Into Reading website, click [here](#).

Each module focuses on a high-interest topic, which children explore through literature and media in different genres. The modules organize student learning into sections using the following structure:

- **Build Knowledge and Language** - Introduces the topic of the module, activates prior knowledge, introduces academic vocabulary, and includes interactive videos and map for the upcoming topic
- **Reading and Vocabulary** - Focuses on collaborative discussion skills and learning strategies. Applies learning to the topic and texts children are reading in the module
- **Foundational Skills** - Includes explicit, systematic instruction grounded in the Science of Reading for all the critical foundational skills for each grade, including alphabet knowledge, phonological awareness, phonics, fluency, and high-frequency words. The program comes with decodable readers that match the topics and skills for each module.
- **Writing Workshop** - Focuses on a particular writing mode and form for a four-week module, guiding children through the steps of the writing process, using a mentor text, and integrate instruction for grammar/ conventions in the context of writing instruction.
- **Small Group Instruction** - A classroom strategy in which teachers work with a small group of students on Tier I content while other students work on meaningful tasks from the HQIM semi-independently or in groups.

Resources Available: 1st Grade

<p>1st Grade- Whole Class Student Resources:</p> <ul style="list-style-type: none"> • MyBook (5 Books) • Big Books (10 Books) • Read Aloud Books (20 Books) 	<p>1st Grade- Whole Class Teacher Resources:</p> <ul style="list-style-type: none"> • Teacher's Guide (4 Volumes) • Teaching Pal (5 Books) • Writing Workshop Teacher's Guide • Anchor Charts* • Display and Engage* • Lesson Slides: Foundational Skills* • BookStix* • Vocabulary Cards <p>*Online-only resource</p>	<p>1st Grade- Foundational Skills Resources:</p> <ul style="list-style-type: none"> • Start Right Reader (6 books) • Know It, Show It • Sound/Spelling Cards • Letter Cards • Word Cards • Picture Cards • Blend It Books • Articulation Videos* <p>*Online-only resource</p>	<p>Professional Learning and Implementation Resources:</p> <ul style="list-style-type: none"> • Program Guide • Teacher's Corner* • Sample Lesson Plans • Editable Weekly Plans <p>*Online-only resource</p>
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Resources Available: 2nd Grade

<p>2nd Grade- Whole Class Student Resources:</p> <ul style="list-style-type: none"> • MyBook (3 Books) • Read Aloud Books (30 Books) 	<p>2nd Grade- Whole Class Teacher Resources:</p> <ul style="list-style-type: none"> • Teacher's Guide (4 Volumes) • Teaching Pal (3 Books) • Writing Workshop Teacher's Guide • Anchor Charts* • Display and Engage* • Lesson Slides: Foundational Skills* • BookStix* • Vocabulary Cards <p>*Online-only resource</p>	<p>2nd Grade- Foundational Skills Resources</p> <ul style="list-style-type: none"> • Start Right Reader (6 books) • Know It, Show It • Sound/Spelling Cards • Letter Cards • Word Cards • Picture Cards • Blend It Books • Articulation Videos* <p>*Online-only resource</p>	<p>Professional Learning and Implementation Resources</p> <ul style="list-style-type: none"> • Program Guide • Teacher's Corner* • Sample Lesson Plans • Editable Weekly Plans <p>*Online-only resource</p>
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Literacy Block Components: 1st Grade & 2nd Grade

**WHOLE GROUP
INSTRUCTION**
(85-120 minutes*)

**Suggested times may
vary per module or
lesson*

Module Introduction

Module Launch and Wrap-Up

- Introduce the modules, knowledge-building focus, and build background.
- Watch a *Get Curious Video* to spark interest in the module topic.
- Discuss a few *Big Idea Words* about the topic.
- Guide students to synthesize and connect what they learned about the topic.

Resources for Module Launch and Wrap-Up:

- Module Topic Poster
- Topic Quotation
- Essential Question

Big Idea Words - Introduce and discuss words about the topic.

Get Curious Video – Introduce and start conversations about the topic.

Routine Available for Introduction Videos: Active Viewing routine (R11- 1st & 2nd)

Knowledge Focus Map- Provides the knowledge focus and facilitates making connections between the texts.

Build Knowledge and Language

Focus on collaborative discussion skills and word-learning strategies.

Apply learning to the topic and texts children are reading in the module.

Inquiry and Research

Have collaborative groups complete an inquiry and research project related to the module topic, paced over the three-week module. Support children with conducting research and organizing information about the topic to present.

- Week 1: Launch
- Week 2: Take Action
- Week 3: Present/Reflect and Celebrate

Rubrics for Inquiry and Research: Inquiry and Research Project (R4- 1st & 2nd)

Phonemic Awareness & Phonics

Foundational Skills

Provide explicit, systematic instruction grounded in the science of learning for all the critical foundational skills for your grade, including phonological awareness, phonics, fluency, high-frequency words, and spelling.

Use the instructional design to integrate skills across these areas (for example, connect decoding/encoding and reinforce decoding while practicing fluency).

Reinforce foundational skills by having children apply them to reading a decodable text in their *Start Right Reader*. Connect the decodable texts related by topic across a week.

Select from *Make Minutes Count* activities to review or provide additional practice with high-frequency words, phonics, spelling, or handwriting.

Routines for Foundational Skills:

- High-Frequency Words (R13-1st & 2nd)
- Blending: Sound-by-Sound (R14-1st)
- Blending: Continuous Blending (R15-1st & R14 2nd)
- Blending: Vowel-First Blending (R16-1st)
- Syllabication: VCCV Pattern (R17-1st & R15-2nd)
- Syllabication: VCV Pattern (R16-2nd)
- Syllabication: VCCCV Pattern (R17-2nd)

Resources for Foundational Skills:

- 1) Start Right Reader (6 books)
- 2) Know It, Show It
- 3) Sound/Spelling Cards
- 4) Letter Cards
- 5) Word Cards
- 6) Picture Cards
- 7) Articulation Videos*

*Online-only resource

Vocabulary

Vocabulary or Build Knowledge and Language

Provide direct instruction in Power Words, drawn from children's reading, and reinforce academic vocabulary meanings throughout the week. Give children tools to determine word meaning on their own by applying vocabulary strategies, such as using context and using knowledge of morphology.

Routines for Vocabulary: Vocabulary (R12 1st & 2nd)

Resources for Vocabulary: Vocabulary Cards

Comprehension

Reading

Introduce or review a comprehension skill or strategy before reading, using an Anchor Chart. Move to your Teaching Pal and use the color-coded sticky notes to guide children through shared reading and critical analysis of a myBook text.

- Blue notes for first reading to discuss the gist of the text
- Purple notes for subsequent readings to gain deeper understanding
- Red notes to discuss Notice & Note Signposts

Routines for Reading:

- Echo Reading (R19- 1st & 2nd)
- Choral Reading (R20- 1st & 2nd)
- Partner Reading (R20- 1st & 2nd)
- Pick and Point (R21- 1st & 2nd)
- Turn and Talk (R22- 1st & 2nd)
- Think-Pair Share (R23- 1st & 2nd)
- Write and Reveal (R24- 1st & 2nd)
- Share Chair (R25- 1st & 2nd)

Resources for Reading:

- Teacher's Guide
- Teaching Pal
 - Anchor Charts*
 - Display and Engage*
 - Lesson Slides: Foundational Skills*
 - BookStix*
 - Big Books (1st)

*Online-only resource

SMALL GROUP INSTRUCTION

Independent centers should focus on previously taught skills.

Small Group

Small Group Instruction/Teacher-Led: A classroom strategy in which teachers work with a small group of students on **Tier I content** while other students work on meaningful tasks from the HQIM semi-independently or in groups.

Resources for Small Group:

- [Small Group One-Pager](#)
- Start Right Decodable Readers
- Foundations Skills and Word Study Studio*

*Online-only resource

Writing Workshop

Focus on a particular writing mode and form for a three-week module, guiding children through all the steps of the writing process. Highlight aspects of writer's craft, using a mentor text. Integrate instruction for grammar/conventions in the context of writing instruction.

Resources for Writing Workshop:

- Writer's Notebook
- Grammar Practice Workbook
- Read and Respond Journal

Rubrics for Writing Workshop:

- Collaborative Conversations (R5 1st & 2nd)
- Analytic Writing (R6- 1st & 2nd)
- Multipurpose Writing (R7- 1st & 2nd)
- Presentations (R8- 1st & 2nd)
- Rubric [linked here](#) (Note: Link will only work when users are logged on to the *Into Reading* website)

Rubrics for each type of writing: [linked here](#) (Note: Link will only work when users are logged on to the *Into Reading* website)

WRITING

(20-30 minutes*)

**Suggested times may vary per module or lesson*

Into Reading Curriculum Overview: 3rd Grade

Into Reading is organized by module, each focused on a central topic, which children explore through texts, media, and projects. Modules start with *Introduce the Topic* lessons in the Teacher's Guide, goal setting with the students, and parent letters to make home connections about the lessons.

Note: Instructional Routines are found in Volume 1 P. R5 of the Teacher's Guide. To access the Into Reading website, click [here](#).

Each module focuses on a high-interest topic, which children explore through literature and media in different genres. The modules organize student learning into sections using the following structure:

- **Build Knowledge and Language** - Introduces the topic of the module, activates prior knowledge, introduces academic vocabulary, and includes interactive videos and map for the upcoming topic
- **Reading and Vocabulary** - Focuses on collaborative discussion skills and learning strategies. Applies learning to the topic and texts children are reading in the module
- **Foundational Skills** - Includes explicit, systematic instruction grounded in the science of learning for all the critical foundational skills for each grade, including alphabet knowledge, phonological awareness, phonics, fluency, and high-frequency words. The program comes with decodable readers that match the topics and skills for each module.
- **Writing Workshop** - Focuses on a particular writing mode and form for a four-week module, guiding children through the steps of the writing process, using a mentor text, and integrate instruction for grammar/ conventions in the context of writing instruction.
- **Small Group Instruction** - A classroom strategy in which teachers work with a small group of students on Tier I content while other students work on meaningful tasks from the HQIM semi-independently or in groups.

Resources Available: 3rd Grade

Whole Class Student Resources:

- MyBook (2 Books)

Whole Class Teacher Resources:

- Teacher's Guide (4 Volumes)
- Teaching Pal (2 Books)
- Writing Workshop Teacher's Guide
- Anchor Charts*
- Display and Engage*
- Vocabulary Cards

*Online-only resource

Professional Learning and Implementation Resources:

- Sample Lesson Plans
- Editable Weekly Plans
- Program Guide
- Teacher's Corner*

*Online-only resource

Literacy Block Components: Grades 3-5

**WHOLE GROUP
INSTRUCTION
(85-130 minutes*)**

**Suggested times may
vary per module or
lesson*

Module Introduction

Module Launch and Wrap-Up

- Introduce the modules, knowledge-building focus, and build background.
- Watch a *Get Curious Video* to spark interest in the module topic.
- Discuss a few *Big Idea Words* about the topic.
- Guide students to synthesize and connect what they learned about the topic.

Resources for Module Launch and Wrap-Up include:

- Module Topic Poster
- Topic Quotation
- Essential Question

Big Idea Words - Introduce and discuss words about the topic.

Get Curious Video - Introduces and can start conversations about the topic.

Routine Available for introduction videos:

- Active Viewing routine (R15)
- Active Listening (R17)

Knowledge Focus Map - Provides the knowledge focus and facilitates making connections between the texts.

Build Knowledge and Language

Focus on collaborative discussion skills and word-learning strategies.

Apply learning to the topic and texts children are reading in the module.

Inquiry and Research

Have collaborative groups complete an inquiry and research project related to the module topic, paced over the three-week module. Support children with conducting research and organizing information about the topic to present.

- Week 1: Brainstorm and Research
- Week 2: Write and Create
- Week 3: Practice and Present

Rubrics for Inquiry and Research: Inquiry and Research Project (R12)

Vocabulary

Vocabulary or Build Knowledge and Language

Provide direct instruction in Critical Vocabulary drawn from students' reading and reinforce academic vocabulary meanings throughout the week. Give students tools to determine word meaning on their own by applying vocabulary strategies, such as using context and using knowledge of morphology.

Resources: Display and Engage-Critical Vocabulary, Vocabulary Cards, Know It, Show It
Routines for Vocabulary: Vocabulary (R16)
Resources for Vocabulary: Vocabulary Cards

Comprehension

Reading

Introduce or review a comprehension skill or strategy before reading, using an Anchor Chart.

Move to your Teaching Pal and use the color-coded sticky notes to guide students through shared reading and critical analysis of a myBook text.

- Blue notes for first reading to discuss the gist of the text
- Purple notes for subsequent readings to gain deeper understanding
- Red notes to discuss Notice & Note Signposts

Communication

Once per module, share a Teacher Read-Aloud and discuss text-based prompts to develop students' listening comprehension skills. In other lessons, they explicitly teach speaking, listening, research, and media literacy skills.

Routines for Reading:

- Read for Understanding (R18)
- Collaborative Discussion (R19)
- Close Reading (R20)
- Response Writing (R21)
- Echo Reading (R23)
- Choral Reading (R23)
- Partner Reading (R24)
- Turn and Talk (R24)
- Think-Pair Share (R25)
- Solo Chair (R25)

Resources for Reading:

- Teacher's Guide (4 Volumes)
- Teaching Pal (2 Books)
- Anchor Charts*
- Display and Engage*

*Online-only resource

SMALL GROUP INSTRUCTION

Independent centers should focus on previously taught skills.

Small Group

Small Group Instruction/Teacher-Led: A classroom strategy in which teachers work with a small group of students on **Tier I content** while other students work on meaningful tasks from the HQIM semi-independently or in groups.

Resources for Small Group:

- [Small Group One-Pager](#)
- Start Right Decodable Readers
- Writable*
- Waggle*
- Foundations Skills and Word Study Studio*

*Online-only resource

WHOLE GROUP INSTRUCTION

(15-30 minutes*)

**Suggested times may vary per module or lesson*

Phonics & Fluency

Foundational Skills or Communication (Decoding, Fluency, and Spelling)

Provide explicit, systematic instruction grounded in the science of learning for all the critical foundational skills for your grade, including decoding, fluency, and spelling. Use the instructional design to integrate skills across these areas (for example, connect decoding/encoding and reinforce decoding while practicing fluency).

Resources for Foundational Skills:

- Know It, Show It
- Printables*
- Display and Engage*

*Online-only resource

WRITING

(30-45 minutes*)

**Suggested times may vary per module or lesson*

Writing Workshop

Focus on a particular writing mode and form for a three-week module, guiding students through all the steps of the writing process. Highlight aspects of writer's craft, using a mentor text. Integrate instruction for grammar/conventions in the context of writing instruction.

Resources for Writing Workshop:

- Writing Workshop Teacher's Guide
- Writer's Notebook
- Read and Respond Journal
- Handwriting (R4-R8)

Rubrics for Writing Workshop:

- Collaborative Discussion (R9)
- Response Writing (R9)
- Expository Writing (R10)
- Opinion Writing (R11)