

# Internalizing, Annotating, and Elevating HQIM

How are you internalizing your adopted HQIM?

[mdek12.org](https://mdek12.org)

**Office of Elementary Education and Reading**

Division of Literacy



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Spring 2024



## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

**ALL** Students Proficient and Showing Growth in All Assessed Areas



2

**EVERY** Student Graduates from High School and is Ready for College and Career



3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School Has Effective Teachers and Leaders

4



**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



**EVERY** School and District is Rated “C” or Higher

6



For each statement that is true for your school or district, write down the corresponding letter.

- a. Your district **provides** a lesson plan template to teachers.
- b. Grade levels meet to **write** lesson plans and **pull** resources.
- c. **One** teacher writes ELA plans and **another** writes math plans.
- d. You or your teachers read the assessment questions and answers for the first time **when** the students are taking the assessment.
- e. You or your teachers **skip** the project-based week or unit of your adopted curriculum.



- Review the **main points** from **HQIM Parts 1-4**
- Understand the importance of **common preparation and collaboration**
- Explore the **lesson planning shifts and essential vocabulary**
- Review the process of **internalizing a unit or lesson**
- Examine **annotation methods** and identify which method works best for your school/district
- Determine ways to **elevate and adapt lessons appropriately**

## Phase I: SELECT GREAT MATERIAL

Plan your process

Establish the vision

Develop the rubric

Review, plot, and decide

Procure and distribute materials

## Phase II: PREPARE TO LAUNCH

Set goals, roles, and monitoring plan

Determine the plan for assessment and grading

Determine expectations for use and the plan for collaborative planning

Determine the plan for coaching

Determine the plan for training leaders and teachers

## Phase III: TEACH & LEARN

Work the plan and gather data

Step back and adjust the plan

Annually reset

*Instruction Partners, 2022*

## TIER I

- **ALL** students receive **high quality classroom instruction and supports**
- High quality instructional materials

Want to close gaps?

**Fix Tier 1 Instruction.**

Want greater achievement?

**Fix Tier 1 Instruction.**

Want fewer misbehaviors?

**Fix Tier 1 Instruction.**

Want more engagement?

**Fix Tier 1 Instruction.**

Want higher teacher morale?

**Fix Tier 1 Instruction.**

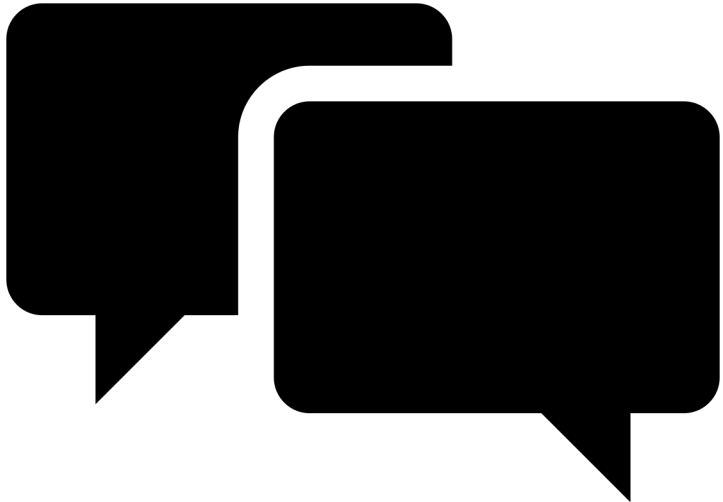
Want (*FILL IN THE BLANK*)?

**Fix Tier 1 Instruction.**

# Grade-Level Collaboration

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Do you have effective teacher collaboration?



1. How often and how long do your teachers meet to collaboratively **prepare** lessons with their grade level?
2. Do they have norms and roles for each attendee? (list them)
3. How do you ensure the time spent together is student-centered?

Be prepared to share.



## What it is.

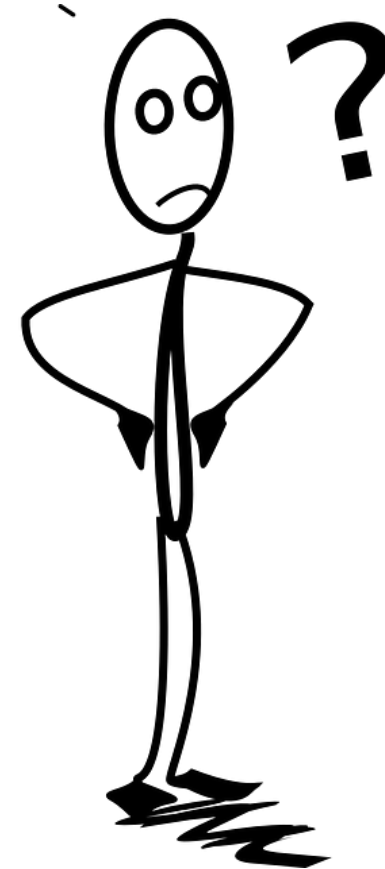


- Grade-level collaboration is any time during or after the school day for **teams** of educators to **meet and prepare upcoming lessons**.
- Ideally, collaborations occur among small groups of teachers in **grade levels** or **content areas** around the **high-quality materials** they are using.
- Participants typically use protocols—a set of parameters and guidelines—to **structure group conversations** and help keep the discussions **focused and productive**.

*(Sabbott, 2014)*


## What it is not.






- **Disorganized** meetings and an **erosion of confidence** in the process
- **Unfocused** conversations
- **Misspent** time and **general confusion** about the purpose of the groups





## How to ensure success?

- 
- Educators who are building a professional learning community recognize that they must **work together** to achieve their collective purpose of learning for all.
  - Teams must focus their efforts on **crucial questions** related to learning.
  - Teams must develop norms or protocols to **clarify expectations** regarding roles, responsibilities, and relationships among team members.
  - Teams must adopt **student achievement goals** linked with school and district goals.

-  Improved communication
-  Insights and constructive feedback
-  Annotated resources and prepared educators
-  Greater teacher confidence
-  Equitable classrooms

### Administrators

- Create a PLC schedule that requires common preparation.
- Designate a space to meet.
- Include instructional assistants and support staff in PLCs.
- Set expectations for PLCs (e.g. being prepared, student-centered, etc.)

### Teachers, Assistants, and Support Staff

Come to grade-level preparation with all necessary materials: teacher's edition(s), print materials, chart paper, sticky notes, highlighters, pens/pencils, access to the digital site.

### STRUCTURES

Protected time -  
dedicated and  
consistent

Designated  
space

Grade-level or  
content teams,  
including support  
staff

### PROCESSES

Norms

Protocols

Essential  
agreements

Roles and  
responsibilities

### EXPECTATIONS

Inspect what you  
expect

Follow up and  
support



## CONTENT

enhance and build teacher capacity

*Example: book studies, articles, program specific, etc.*



## PREPARATION

prepare HQIM for classroom implementation

*Example: annotating the teacher's manual, creating anchor charts, etc.*



## DATA

review and plot data to guide data-driven instruction.



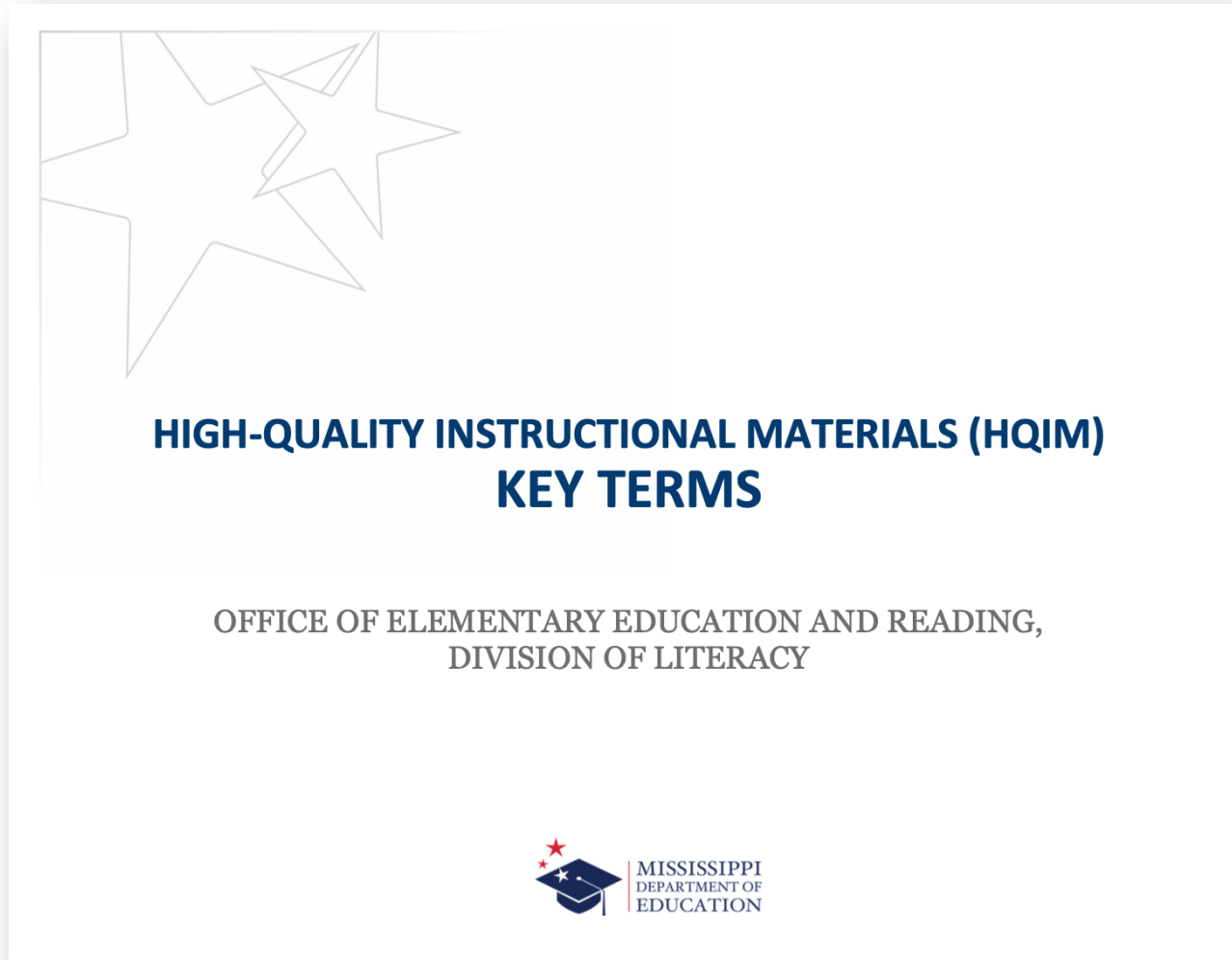
*Literacy Support Schools*  
**NON-NEGOTIABLES**  
School Year 2023-2024

# Lesson Planning Shifts

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What should teachers focus on when preparing to teach using HQIM?

- **internalization** – 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; 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;
- **annotations** – the first step of preparation through the process of thoughtful reading and making organized, transparent, and meaningful notes
- **elevating a lesson** – 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
- **adapting** – adjusting or scaffolding instruction to allow students equal access to the curriculum; Allows all students the opportunity to process and demonstrate what has been taught



## Includes

- Examples
- Research links
- Resource links
- Additional Options

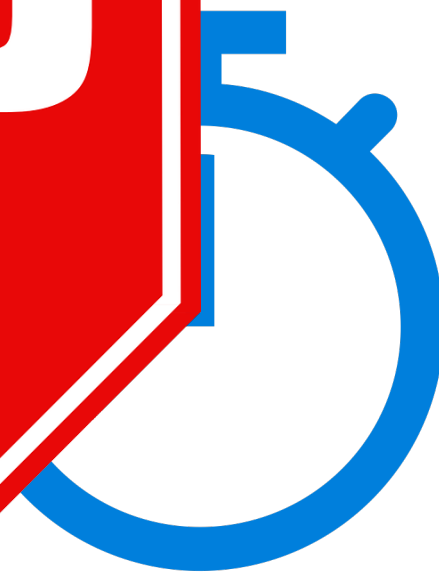


 Scan to access document



What does it take for you to plan for a lesson?

- 1 Access the plan on the app, 10 minutes to scan the QR code on the plan on the



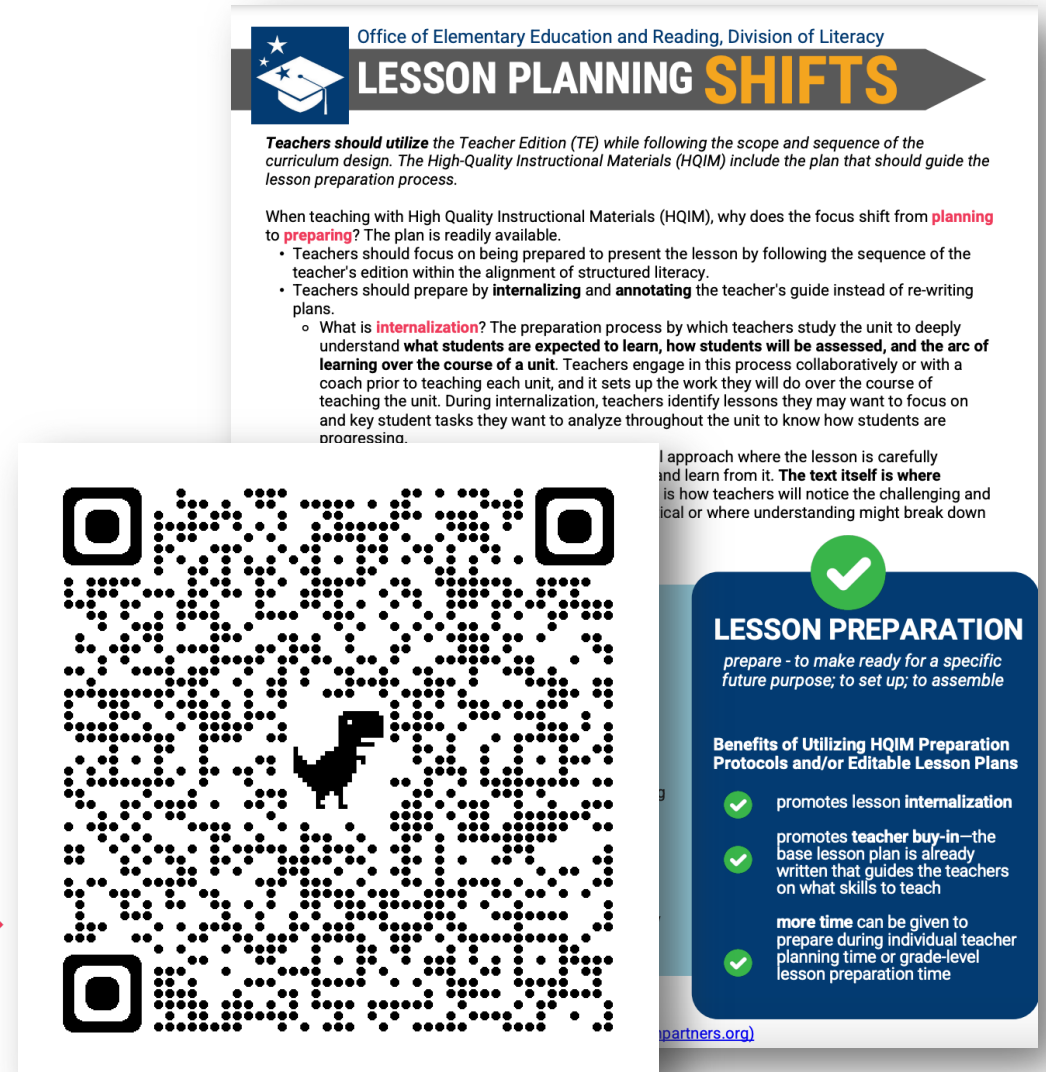
***This is what many of us expect our teachers to do!***

- What do we need to understand about this lesson prior to teaching it?
- What words might be difficult for the *teacher*?
- What anchor charts should we have ready?
- How much time would it take you to adequately prepare to teach this lesson?

When teaching with High Quality Instructional Materials (HQIM), the focus shifts from **planning** to **preparing**?

Teachers should focus on being prepared to present the lesson by following the sequence of the teacher's edition within the alignment of structured literacy.

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Office of Elementary Education and Reading, Division of Literacy

## LESSON PLANNING SHIFTS

Teachers should utilize the Teacher Edition (TE) while following the scope and sequence of the curriculum design. The High-Quality Instructional Materials (HQIM) include the plan that should guide the lesson preparation process.

When teaching with High Quality Instructional Materials (HQIM), why does the focus shift from **planning** to **preparing**? The plan is readily available.

- Teachers should focus on being prepared to present the lesson by following the sequence of the teacher's edition within the alignment of structured literacy.
- Teachers should prepare by **internalizing** and **annotating** the teacher's guide instead of re-writing plans.
  - What is **internalization**? The preparation 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, and it sets up the work they will do over the course of teaching the unit. During internalization, teachers identify lessons they may want to focus on and key student tasks they want to analyze throughout the unit to know how students are progressing.

...approach where the lesson is carefully and learn from it. **The text itself is where** is how teachers will notice the challenging and ...ical or where understanding might break down

### LESSON PREPARATION

prepare - to make ready for a specific future purpose; to set up; to assemble

**Benefits of Utilizing HQIM Preparation Protocols and/or Editable Lesson Plans**

- promotes lesson **internalization**
- promotes **teacher buy-in**—the base lesson plan is already written that guides the teachers on what skills to teach
- more time** can be given to prepare during individual teacher planning time or grade-level lesson preparation time

partners.org)

“Missteps” of requiring teachers to complete external lesson templates that are NOT aligned to HQIM

- ✗ **causes confusion** of lesson sequence and allows opportunities to include supplemental materials not aligned to the HQIM.
- ✗ **outdated**: interferes with coherence and understanding of lesson purpose.
- ✗ **oversimplified**: by copying and pasting.
- ✗ **limited and restrictive**: can revert teachers back to standards-based focus.
- ✗ **time-consuming and labor-intensive**: time taken away from teachers being able to build knowledge of skills and topic to be taught.

**prepare – to make ready for a specific future purpose; to set up; to assemble**



Promotes lesson **internalization**



Promotes **teacher buy-in** because the base lesson plan is already written that guides the teachers on what skills to teach



**More time** can be given to prepare during individual teacher planning time or grade-level lesson preparation time

Grattan Institute surveyed 5,442 teachers and school leaders (Australia) in all states and territories, primary and secondary schools, and government and non-government schools.

- Teachers feel **overwhelmed**
- Teachers feel **unsupported**
- Teachers feel **too much time** is spent on **administrative tasks**

92%

of teachers say they don't have enough time to prepare effectively for classroom teaching

***Key takeaway: Rewriting lesson plans that are already written in HQIM is an ineffective use of teachers' time.***

# Internalizing a Lesson

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What are students expected to learn?

Scan to access



*“Without a specific plan for how the materials should be used, teachers’ **well-intentioned adaptations** get out of hand and **dilute the materials**, so students don’t end up **mastering the standards.**”*

– *Instruction Partners*



## Teacher B

- A teacher **reads the weekly story** from the curriculum to the students during instruction.
- The teacher **asks who, what, where, when, and why questions** throughout the lesson.
- **After** reading the text, the teacher asks, "What was the author's purpose?"
- The students answer that the author's purpose was to **inform**.
- The teacher accepts the answer and **moves into independent practice**.

# Distinguish Viewpoint



## OBJECTIVES

Use text evidence to support an appropriate response.

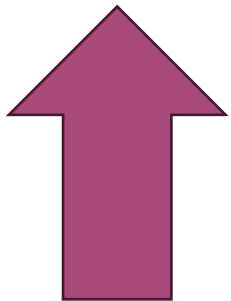
Distinguish their own point of view from that of the author of a text.

## Minilesson

**FOCUS ON STRATEGIES** Readers identify considering opinions, details, and examine author's viewpoint with their own.

- Ask yourself what the author's opinion
- As you read, notice how these opinions
- Decide if you agree or disagree are opinions and why.

- Which teacher addressed **all parts** of the lesson objectives?
- Which teacher **deeply understood** the lesson?
- Do you think students in Teacher B's class may have difficulty completing independent practice that addresses this standard?
- How could collaborative preparation and using the teacher's guide during instruction ensure that both teachers deliver effective instruction?



*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 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*



## Guiding Questions



- What is the **intent** of the lesson? What **knowledge** and **understanding** should the students walk away with after this lesson?
- How will we know students have this knowledge and understanding? What will be our **evidence**?
- How does my preparation and instruction provide **equitable opportunities** for **all** students?

1

**Analyze** the unit.

2

Analyze the assessments to guide **backward design**.

3

Explore the **anchor text** and **collaborate** with colleagues.



- Read the **goal** of the unit, module, or genre study.
- Skim the **text list**.
- Read the **final task or project** (e.g. Project Focus/Performance Task prompt/Weekly Inquiry and Research)
- Skim the **standards** within the unit, including reading foundational skills standards.

## Guiding Questions

- In your own words, what are the **big ideas or essential questions** in this unit?
- What **content knowledge** will students gain through reading, writing, speaking, and critical thinking?
- What **writing types** are addressed?
- What parts of the unit will directly **connect to student interests** or identity?
- What **student background knowledge** will need to be built prior to reading the text?
- How can the teacher **develop the students' interest** in the content?
- What **reading foundational skills** does the unit focus on?



## Primary Focus Objectives

- ✓ Identify China's two main rivers, the Huang He and Yangtze. (SL.2.2, SL.2.3)
- ✓ Understand the role of China's rivers in the formation of China's ancient civilizations. (SL.2.2, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *plains, deserts, silt, crops, civilizations, and kingdoms.* (L.2

### Big Question

How did two rivers in China help an ancient civilization develop?



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# 2

- Review the **final task** and any other **formative assessment opportunities**.
- Craft an **exemplar student response** or annotate one that is provided for the final project or task.
- What are the **targeted reading foundational skills** for the unit and how are they assessed?

## Guiding Questions

- What is the **final task**?
- What do students **need to know and be able to do at the end of** the unit/module/genre study to be successful on the final task?
- What do you think will be **easy or challenging** for your students?  
(Create a list of students that may find this challenging and students that may find this easy to create heterogeneous groups.)



## Guiding Questions

- In your own words, how do the **formative assessments** throughout the unit build toward the culminating assessment?
- Select 2-3 assessments from the unit/module/genre study to **analyze**. What information will students learn to **prepare** them for the final task?
- How are the **reading foundational skills** assessed within the unit assessments including the performance task?



## Performance Task: Ancient China

**Materials Needed:** four blank 5" × 8" index cards per student; pencils; assorted thin-tipped colored

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit ancient China. They will share the sights, sounds, and smells of this ancient, foreign land with their friends and family back home by creating four different postcards on 5" × 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about ancient China. Students should identify in their postcards the aspects of ancient China that make it the most exciting place to visit and learn about.

Have students draw images of ancient China on one side of the card and dictate a brief message about ancient China for the other side.

like condensed versions of large travel posters. The postcards should show the most important or most interesting details about ancient China. Students should identify in their postcards the aspects of ancient China that make it the most exciting place to visit and learn about.

Have students draw images of ancient China on one side of the card and dictate a brief message about ancient China for the other side.



# 3

- **Independently:** Read and annotate the text creating anchor charts or other visuals suggested in the curriculum.
- **As a group:** Analyze the qualitative elements of the text.
- **Align** reading foundational skills with the reading and writing activities

## Guiding Questions

- **Discuss the text with your colleagues** as adult readers would in a book club. As needed, use the **text chat questions** to guide the discussion.
- Discuss the text as teachers thinking about the experience you want students to have while reading the text and where, specifically, to **focus students' attention through questioning and tasks**. Add annotations so these stand out during instruction.







## Text chat questions

Use these questions as a guide for promoting conversation during teacher text chats. There is no prescribed number of questions that *should* be asked, nor a specific order in which to ask them. Select the questions that are most relevant to the text under study.

ALL TEXTS	
<ul style="list-style-type: none"><li>• Whose voices are centered in the text?</li><li>• Whose voices are absent?</li><li>• What did you like most/least about the text?</li><li>• What feelings did this text evoke for you?</li><li>• How did you experience the text? Were you immediately drawn in, or did it take a while? Did the text intrigue, amuse, disturb, alienate, irritate, and/or frighten you?</li><li>• What was the most surprising, intriguing, or hard to understand aspect of the text?</li><li>• At which point of the text were you most engaged?</li><li>• Were there any parts of the text that you felt dragged?</li><li>• Can you point to specific passages that struck you personally—as interesting, profound, silly or shallow, incomprehensible, illuminating?</li><li>• Did you learn something new? Did the text broaden your perspective about a personal or societal issue?</li><li>• What are the problems or issues raised? Are they personal, spiritual, societal, global, political, economic, medical, or scientific?</li><li>• Does the author celebrate or criticize anything in the culture (e.g., family traditions, economic and political structures, the arts, food, religion)?</li></ul> <p>What and why?</p> <ul style="list-style-type: none"><li>• What is the central idea discussed in the text? What issues or ideas does the author explore? Are they personal, sociological, global, political, economic, spiritual, medical, or scientific?</li></ul>	
Fiction	Nonfiction
<ul style="list-style-type: none"><li>• Did you find the characters convincing? Were they believable? Were they fully developed as complex human beings or one-dimensional?</li></ul>	<ul style="list-style-type: none"><li>• What is the central idea discussed in the text? What issues or</li></ul>

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## Guiding Questions

- Use the **questions for qualitative analysis** to think about **what barriers may impede students' ability to access the text**.  
*Responses to these questions will influence the pedagogical decisions made during planning.*
- Discuss **how students apply the reading foundational skills** in whole group, small group, and independent activities, including the decodable reader.





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Qualitative analysis questions

These questions are meant to be used to help teachers think about what barriers may impede students from accessing the text. Responses to these questions will influence the pedagogical decisions made during planning—what strategies will support all students in accessing these particularly complex features of the text?

Levels of meaning and purpose	<ul style="list-style-type: none"><li>Are there multiple competing levels of meaning that are difficult to identify, separate, and interpret? Are themes implicit or subtle, often ambiguous and revealed over the entirety of the text?</li><li>Are there gr devices that the reader is not familiar with (e.g., symbolism, irony) as well as idioms or clichés?</li><li>Is the purpose stated or withheld? Does the reader have to determine the theme or message?</li></ul>
Structure	<ul style="list-style-type: none"><li>Is the genre unfamiliar?</li><li>Does the author bend the rules of the genre?</li><li>Does the organization follow traditional structures such as problem/solution, cause/effect, compare/contrast, chronological, or sequence, descriptions?</li><li>Is the narrator unreliable? Does the narrator have a limited perspective for the reader or change during the course of the text?</li><li>Does the text feature signposts such as headings, bold words, margin notes, font changes, or footnotes?</li></ul>

How do we know about a civilization that began over four thousand years ago? Archaeologists spend time digging up the past. This pot is thousands of years old and was found in an area along the Huang He. Over time, other civilizations and kingdoms developed all across ancient China.



# Annotating a Lesson

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How can we **prepare** the lesson using the teacher's guide?

*to deliberately interact with the text or resource to enhance the reader's understanding of, recall of, and reaction to the content; usually involves highlighting or underlining key pieces of text and making notes in the margins of the text*



### **When teaching with the Teacher's Guide, the focus shifts from planning to preparing.**

- The format of the lesson is readily available in the teacher's guide.
- Teachers should focus on being prepared to present the material to the students by following the sequence in the teacher's guide.
- It is suggested that educators prepare by annotating the teacher's guide instead of re-writing plans.

**Launch** 8:07-8:10

Post and ask the Focusing Question

How does Irene respond to the powerful force of the wind?

Point to the word respond in the Focusing Question and have students echo read the word.

Instruct students to think, pair, share and ask, "What does the word respond mean?" Call on volunteers to answer and use responses to confirm that respond means "to react" or "to act in a particular way because of something that happened."

Post and ask the Content-Framing Question

What do I notice and wonder about Brave Irene?

Tell students they will learn more about how the character Irene responds to the wind after reading this new text.

**Learn** 8:10-9:10

NOTICE DETAILS 8:10-8:30

Pairs

Supports ELAR Task Success:

- story builds knowledge of wind and of using feeling/sensory words
- story serves as a model of the type of writing 5 will do

noticing details:

- builds foundation for upcoming lessons' work
- develops skill of evidence-based text observation

TEACHER NOTE

5 not familiar

The pages of *Brave Irene* are unnumbered. In this module, page 1 features the illustration of Irene's mother finishing the dress and text that begins with "Mrs. Bobbin, the dressmaker..." Write small page numbers in your text for easy reference.

Also, if you feel students would benefit from background knowledge about strong snowstorms, search for a video showing a blizzard for them to watch or find books or articles about blizzards for them to read.

Announce that students will begin a new book.

Remind students to listen for a new idea about the wind while they listen to *Brave Irene*, as they will have the opportunity to share their new idea at the end of the lesson.

Read aloud the text without interruptions.

long text, hard content - isolated brain breaks:

1. act out wind description on pg. X
2. show how Irene feels on pg. Y

5 on carpet

290

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Annotation styles may vary from educator to educator; however, the overall goal is for all educators teaching the lessons to be prepared.



\* *Before class*  
Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see. Discuss whether the images appear to be from modern times or from a time long ago. Tell students that in this unit they will be learning about another ancient civilization.

*5 minutes*  
*Possible answers*  
- clothes  
- no motor on the

*old*

Core Knowledge HISTORY AND GEOGRAPHY

Ancient China

*Rivers in China*  
*- Huang He.*

Activity Pages

\* *pull these*  
AP 1.2  
AP 1.3

Remind students that people have always depended on rivers. Rivers bring water for drinking, as well as for growing plants, and can be used for transporting or carrying people and products. The world's first civilizations—Mesopotamia, Egypt, and India—all sprang up beside major rivers. Tell students that in this unit, they will learn about another ancient civilization that began near great rivers: China. Use the globe and World Map (AP 1.2) to locate China.

Tell students that in this first chapter of the unit, they will be learning about two important rivers in China. One of these rivers is the Huang He (/hwang/huh/); the other is the Yangtze (/yang\*see/) River.

Use the globe, the World Map (AP 1.2), and the Map of China (AP 1.3) to show students the locations of the Huang He and the Yangtze River in China.

Tell students that you are going to pretend that you have a special machine so that you can all travel back in time to visit ancient China.

Ask students to close their eyes and make sure that they are "buckled in" so that they can travel back in time. Count backward, saying, "3 ... 2 ... 1 ... Back to Ancient China!" and then ask students to open their eyes.

*open Google Maps*

CHAPTER 1 | CHINA'S GREAT RIVERS

13

## ANNOTATION KEY

Pink  
highlighter

Teacher talk

Yellow  
highlighter

Student talk

Circle

Words in the text that may present challenges

Sticky notes

Anchor charts

Abbreviations

V = volunteer  
NV = Non-volunteers  
S = student  
T = teacher  
TPS = think, pair, share  
Student initials

\* Before class


Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see. Discuss whether the images appear to be from modern times or from a time long ago. Tell students that in this unit they will be learning about another ancient civilization.

5 minutes

Possible answers

- clothes
- no motor on the boat

old



Rivers in China

- Huang He
- Yangtze



The image shows a screenshot of a lesson plan page with several handwritten annotations in red ink. On the left, a red circle highlights the 'Activity Pages' section, which includes a document icon and the text 'AP 1.2' and 'AP 1.3'. Next to this circle is the handwritten note 'pull these'. On the right, another red circle highlights the text 'open Google Maps' with an arrow pointing upwards. The main body of the text is highlighted in pink, indicating it is the intended instructional design. The text includes a globe icon and mentions 'Remind students that people have always depended on rivers. Rivers bring water for drinking, as well as for growing plants, and can be used for transporting or carrying people and products. The world's first civilizations—Mesopotamia, Egypt, and India—all sprang up beside major rivers. Tell students that in this unit, they will learn about another ancient civilization that began near great rivers: China. Use the globe and World Map (AP 1.2) to locate China. — Tell students that in this first chapter of the unit, they will be learning about two important rivers in China. One of these rivers is the Huang He (/hwang/huh/); the other is the Yangtze (/yang\*see/) River. — Use the globe, the World Map (AP 1.2), and the Map of China (AP 1.3) to show students the locations of the Huang He and the Yangtze River in China. —

*When annotating, the instructional design of the lesson has not been altered and the intended outcomes remain the same.*

In groups, complete the following:

- 1. Create a key or legend that indicates what each marking is for and use a different marking for each type of information. *Example: Underline for key points, highlight for vocabulary, and circle for transition points.*
- 2. If you use highlighters, consider using different colors for different types of reactions to the text. *Example: Yellow for definitions, orange for questions, and blue for possible confusions.*
- 3. Dedicate different tasks to each margin: Use one margin to analyze each section and the other to add in scaffolds needed.

Item	Type of Annotation
Teacher Talk	
Student Talk	
Anchor Charts	
Manipulatives	
(other)	
(other)	
(other)	
(other)	

## PREPARATION OF HQIM MATERIALS

Teacher utilizes Teacher Edition and/or daily/weekly lesson plan.

\*Evidence of teacher preparation is noted through annotation of HQIM lesson plan.

- ☐ Strong Evidence
- ☐ Observed
- ☐ Needs Attention
- ☐ Not Observed

*When observing a classroom, how do you know when the teacher is underprepared?*

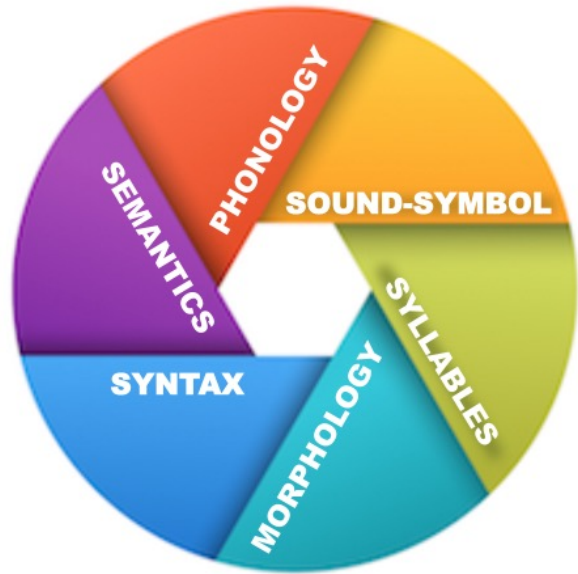
# Elevating a Lesson

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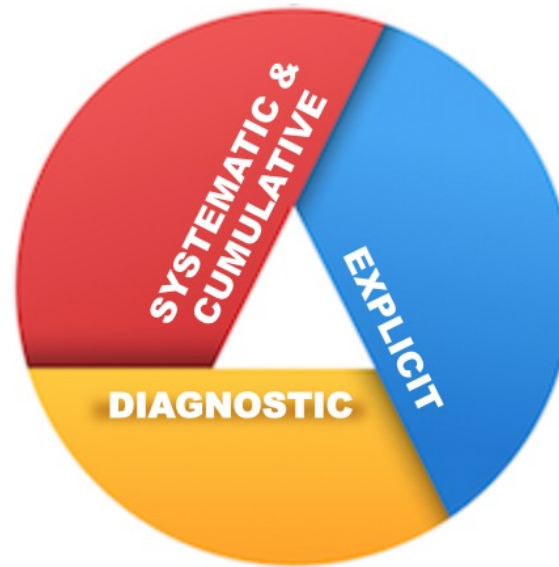
How can we enhance our lessons?

*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*





Evidence-based elements



Evidence-based teaching principles



Effective reading instruction

**Source:** © 2016 Cowen for International Dyslexia Association  
<https://app.box.com/s/2yqu2ke21mxs0hz9l77owdlorgvtesyq>

## Fidelity or Integrity of Implementation

- **Fidelity** – following a script geared to an average class
- **Integrity** – understanding a mental model and adapting instruction so that specific learners will progress towards mastering and internalizing that model





## Consider a builder who...

is able to read, follow, and deliver on a blueprint





### Consider a teacher who...

delivers the curriculum as it is laid out **(fidelity)**

OR

### Consider a teacher who...

enlivens, extends, explores, and differentiates the curriculum – or even uses principles of expert practice based on student needs in the specific learning context to meet needs of a whole group, small group, and individuals **(integrity)**

## Teacher 1: Fidelity

1. Teacher reviews previously taught syllable types from the HQIM text.
2. Teacher introduces the new syllable type
  - Displays and reads aloud word examples
  - Models the process for identifying the syllable pattern using the rule, repeating phoneme and corresponding graphemes
  - Provides specific examples for student practice
3. Students play a collaborative game to practice the new skill

- Add a multisensory or kinesthetic technique
- Utilize technology effectively
- Incorporate opportunities for student collaboration
- Allow for student choice
- Restructure student grouping
- Add an anchor chart or graphic organizer

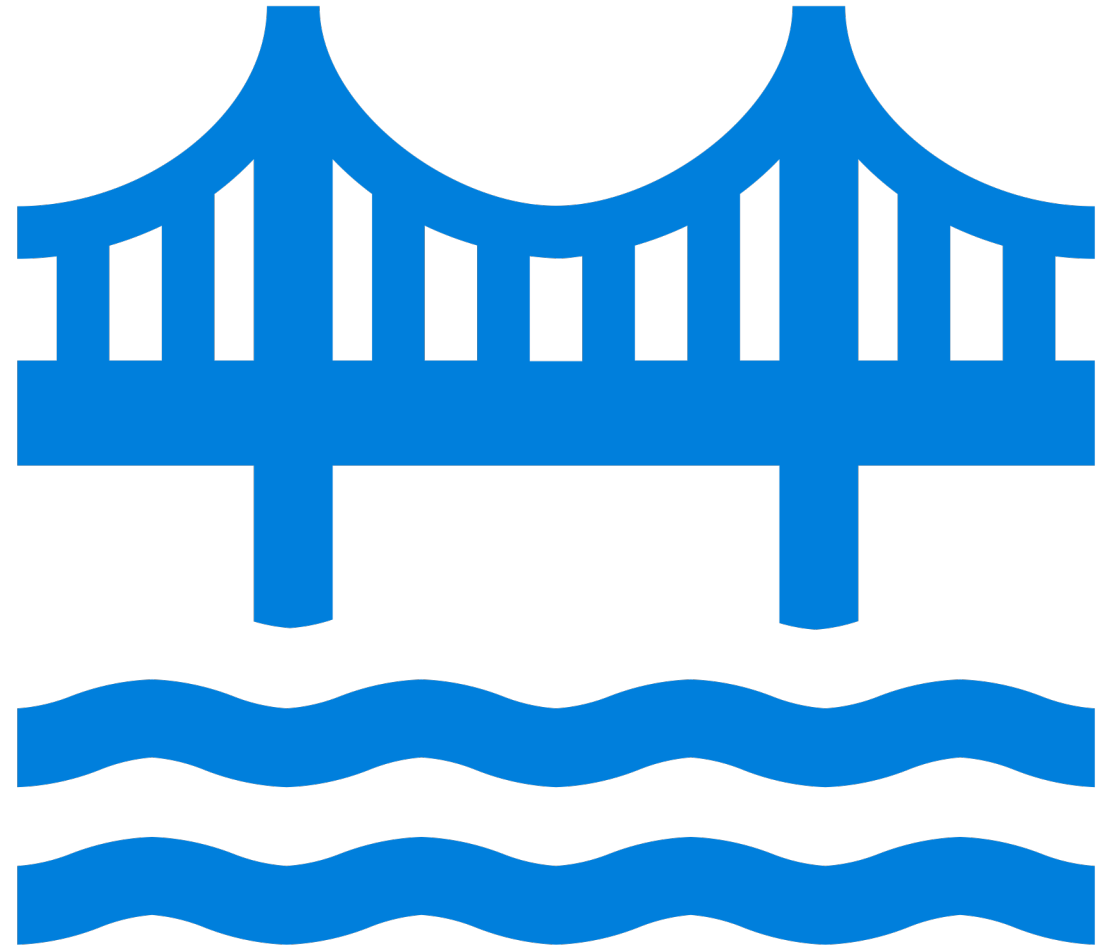
# Adapting a Lesson

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How can we meet the needs of our students?

*adjust or scaffold instruction to allow students equal access to the curriculum*

*allows all students the opportunity to process and demonstrate what has been taught*



- Provide support for students at differing ability levels.
- Should be modeled frequently.

## Without scaffolding

When I taught my daughter to ride her bike, I explained to her how to do it. Then I put her on the bike and gave her a shove.

*Adapted from audio by Robert Reid*

- Provide a sentence stem or paragraph frame for writing
- Brainstorm possible answers to a prompt
- Add multisensory components to instruction
- Show a picture or quick video of an unfamiliar word
- Orally recite or rehearse a shared response
- Choral read or echo read a selection
- Utilize a semantic map or other graphic organizer
- Partner students strategically

**ELL Targeted Support** **Multiple-Meaning Words** Tell students that some words have more than one meaning.

Draw students' attention to the word *trade* on p. 303 of the *Student Interactive*. Ask: **What does the text say the word means?** ("a job or a craft that requires working with your hands or with machines") Then, ask students to think of another meaning for the word ("to exchange one item for another").

**EMERGING/DEVELOPING**

Have pairs brainstorm a list of multiple-meaning words and write their definitions. Have them look through the text for multiple-meaning words and add them to their list. **EXPANDING/BRIDGING**

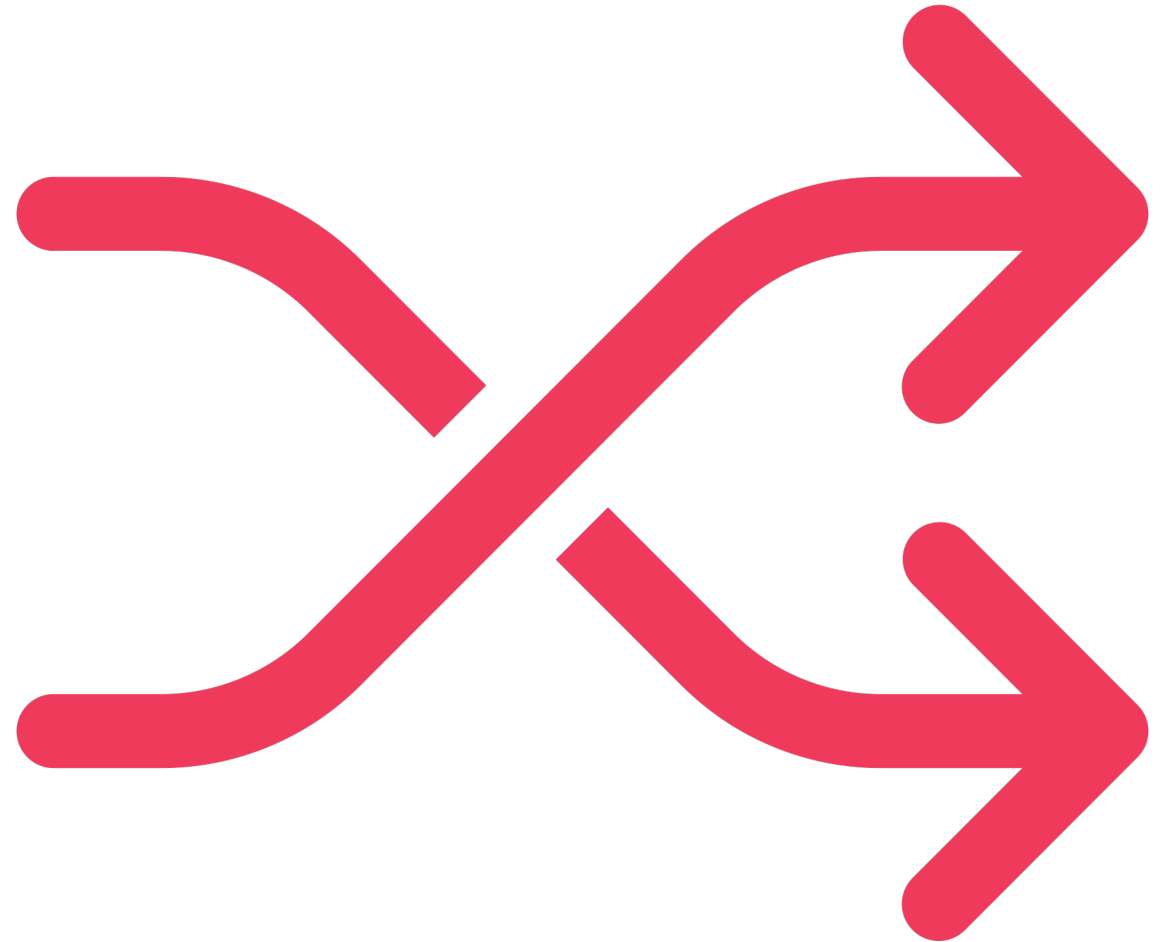


# Modifying a Lesson

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*to make changes to the curriculum that affect the complexity or alter the scope and sequence of instruction*



Rearrange the scope and sequence to align with standards-based instruction.

- ✗ Replace high quality complex texts with texts on students' independent reading levels.
- ✗ Assess through non-related benchmark tools rather than HQIM-provided assessments.
- ✗ Omit or skip core path lessons, activities, or culminating projects.
- ✗ Use the “games” or practice sheets as the instructional component.

# Next Steps

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How do we move forward?

Practice internalizing a lesson or unit to increase your own understanding (afternoon session)

✓ Ensure that teachers have the necessary time and materials for collaborative preparation

Revisit your implementation team to make necessary adjustments to the initiative

Observe for lesson internalization

## Evidence of Internalization

Annotations are throughout the teacher's edition

The teacher can pronounce unusual words, or has resources already planned to help with unusual words

Sample lesson annotations are submitted to administration rather than lesson plans

The teacher embeds brief teachable moments that connect to prior learning during instruction

The teacher appears confident

The teacher holds and glances at the teacher's edition (with annotations) during instruction



## Internalize

*to deeply understand the lesson components and intended student outcomes*



## Annotate

*to deliberately interact with the curriculum resources to increase understanding of the content*



## Elevate

*to enhance portions of the lessons within the curriculum to bring the content to life*



## Adapt

*to adjust or scaffold instruction to allow students equal access to the curriculum*



## Modify

*to make changes to the curriculum that affect the complexity and alter the scope and sequence of instruction*

1. Jot down one thing you learned or a key takeaway on a piece of scratch paper.
2. When prompted, swap papers with a nearby colleague.
3. Read it and be prepared to share.





# HQIM Series Recap

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Parts 1 through 4

Scan for Resources  
for Administrators



### *Part 1: Science of Reading Classroom: Implementing HQIM*

- **Focusing on HQIM implementation** for effective Tier I instruction as opposed to a variety of supplemental materials
- **Moving to standards-aligned instruction** (text first) as opposed to standard-based
- **Following HQIM scope and sequence** as opposed to disconnected pacing guides
- **Focusing on preparation through annotation** as opposed to creating base-level lesson plans

Scan for Part 1 Webinar





Office of Elementary Education and Reading, Division of Literacy

## WHY HQIM? INCENTIVES FOR ADOPTION

High-Quality Instructional Materials (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.

### HQIM BENEFITS TO TEACHERS

- reduces the number of hours spent pulling resources
- returns the focus to instruction and texts that are on grade-level
- provides the "how" of the MS CCRS
- sets expectations and supports student learning through intended outcomes
- advances the craft of teaching by providing a shared body of knowledge
- provides embedded opportunities to address immediate learning needs of

### HQIM BENEFITS TO ADMINISTRATION

- dismantles systemic inequalities
- expands equitable access to meaningful learning experiences
- increases teacher retention
- provides the common set of tools and knowledge infrastructure needed for learning to transcend traditional classroom boundaries
- closes achievement gaps
- establishes a common language and set of expectations

Scan for  
full document



## 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**,

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### *Part 2: Science of Reading Implementing HQIM: Assessment and Writing*

- **Shifting to text aligned writing:** connected and dependent
- **Utilizing a screener and diagnostics** over benchmarks
- **Utilizing HQIM assessments:** Text-first instruction

Scan for Part 2 Webinar



### *Part 3: Science of Reading Classroom: Small Group Instruction*

- **Shifting practices to support students:** rethinking reading comprehension
- **Understanding the ABCs** of small group instruction
- **Utilizing Small Group Instruction Effectively** during the literacy block
- **Implementing** an effective teacher-led center
- **Exploring the “Plus Block:”** addressing intensive reading interventions

Scan for Part 3 slide deck



## TIER I HIGH QUALITY SMALL GROUP INSTRUCTION

### Tier I Independent Stations/Centers Options

- Prescriptive diagnostic pathway (mClass, Apex Learning, Spire, Classworks, i-Ready, myPath, Lexia Core 5 Reading, Moby Max, Waterford, etc.)
- Cooperative learning based on HQIM topic or theme
- Prescriptive phonics-based instruction (digital HQIM)
- Independent center activities (HQIM Curriculum Materials)
  - Word work, reading, writing, and student collaboration
  - Knowledge building/vocabulary extension opportunities
- Newsela aligned to HQIM topic
- Discovery Education activity aligned to HQIM topic
- Text-connected writing aligned with the content or topic of the HQIM

### Teacher-Led Center

- Remediation of whole-group Tier I instruction
- Decodable texts that correspond with HQIM
- Prescriptive foundational skill instruction (aligned to HQIM)
- Acceleration to preview HQIM content (knowledge building/vocabulary)

### Tips

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full document



### *Part 4: Science of Reading Classroom: HQIM Instruction Implementation*

- Examining the school's **vision and mission**
- High-Quality Professional Learning (HQPL): Creating a **positive culture for implementation and support**
- **Digging into data** to determine process of learning cycles
- Analyzing EOY data and **determining professional learning goals**

Scan for Pitstop 1





Sabbott. (2014, March 3). *Professional Learning Community definition*. The Glossary of Education Reform.  
<https://www.edglossary.org/professional-learning-community/>

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[https://www.louisianabelieves.com/docs/default-source/professional-development/professional-learning-roadmap.pdf?sfvrsn=63276218\\_2](https://www.louisianabelieves.com/docs/default-source/professional-development/professional-learning-roadmap.pdf?sfvrsn=63276218_2)





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# Workshop Session

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Office of Elementary Education and Reading

Division of Literacy

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Spring 2024



- Understand the essential HQIM vocabulary
- Internalize Unit 1 using the Unit Internalization Guide
  - Step 1 – Evaluate the unit.
  - Step 2 – Analyze assessment and performance tasks from the unit.
  - Step 3 – Explore the anchor text and collaborate with colleagues.
- Explore elevation strategies