Science of Reading Classroom: Implementing HQIM
<table>
<thead>
<tr>
<th><strong>State Board of Education</strong></th>
<th><strong>STRATEGIC PLAN GOALS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> ALL Students Proficient and Showing Growth in All Assessed Areas</td>
<td><strong>4.</strong> EVERY School Has Effective Teachers and Leaders</td>
</tr>
<tr>
<td><strong>2.</strong> EVERY Student Graduates from High School and is Ready for College and Career</td>
<td><strong>5.</strong> EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes</td>
</tr>
<tr>
<td><strong>3.</strong> EVERY Child Has Access to a High-Quality Early Childhood Program</td>
<td><strong>6.</strong> EVERY School and District is Rated “C” or Higher</td>
</tr>
</tbody>
</table>
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.

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.
Session Goals: Providing a Structure for the Science

• Discuss the Science of Reading (SoR) and the Structured Literacy Approach to instruction
• Explore the relationship between High-Quality Instructional Materials (HQIM) and the Science of Reading
  • Understand the need for HQIM
  • Overview of the criteria of HQIM
  • Become familiar with the process for selecting HQIM
  • Know how to support teachers in implementing HQIM
The Science of Reading (SoR)
The Science of Reading

<table>
<thead>
<tr>
<th>The SoR refers to the research that reading experts, especially cognitive scientists, have conducted on how we learn to read.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SoR identifies an evidence-based best practice approach for teaching literacy skills called Structured Literacy.</td>
</tr>
<tr>
<td>The SoR states that students need explicit instruction in the essential components of reading: phonological awareness, phonics, fluency, vocabulary, and reading comprehension.</td>
</tr>
</tbody>
</table>
The Science of Reading

The SoR is a body of knowledge that extends beyond phonics. Reading comprehension is widely understood to be “a complex task which depends on a range of cognitive and linguistic processes” (Nation, 2018).

The SoR has demystified any wonder of how we learn to read and offers evidence backed by science to confirm that there is one right way to teach reading.
The Science of Reading is NOT

SoR is not
- a philosophy;
- a fad, trend, or new idea;
- a one-size-fits-all approach;
- "whole language" or "balanced literacy."

SoR does not
- include a program of instruction;
- include one single specific component (such as phonics only).

SoR will not
- use a three-cueing system;
- ask a student, "Does this make sense?" Or "Does this sound right?" as a decoding strategy.
The Basics of the Science of Reading

Comprehension is the ultimate goal.
Gradual Release

I Do

We Do

You Do It Together

You Do It Alone
Implementing Structured Literacy

• Explicit, systematic, and sequential teaching of literacy at multiple levels – phonemes, letter-sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure
• Cumulative practice and ongoing review
• A high level of student-teacher interaction
• The use of carefully chosen examples and non-examples
• Decodable texts
• Prompt, corrective feedback

Scan for Mississippi’s Approach to K-3 Literacy Instruction
The Basics of the Science of Reading

Research: The Science of Reading

Formula: The Simple View

Components: Scarborough's Rope

Approach: Structured Literacy

Discuss: Which topic from this graphic are you most familiar with?
High-Quality Instructional Materials

Understanding the Need
Supporting HQIM

To ensure that all Mississippi educators are equipped with knowledge, skills, and tools to advocate the need for HQIM for all students, the MDE

1. Supports all districts and charters in adopting HQIM.

2. Supports districts with the resources and incentives necessary to engage in professional learning that leads to skillful implementation of HQIM.
Reflection: HQIM

What three words do you think of when you hear “High-Quality Instructional Materials” or “HQIM”? 
ELA HQIM Materials

<table>
<thead>
<tr>
<th>ELA HQIM Materials</th>
<th>Previous ELA Materials (Basal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-Based Phonics Scope and Sequence</td>
<td>Based on &quot;Whole Word&quot; Method</td>
</tr>
<tr>
<td>Decoding Strategies</td>
<td>Memorization Tactics</td>
</tr>
<tr>
<td>Authentic, Complex Texts</td>
<td>Simplistic, Repetitive Texts</td>
</tr>
<tr>
<td>Standards-Aligned Tasks</td>
<td>Disconnected Tasks</td>
</tr>
<tr>
<td>Decodables and Additional Texts Based on Unit/Theme</td>
<td>Disconnected &quot;Readers&quot;</td>
</tr>
</tbody>
</table>
Understanding the Need for HQIM

Until recently, high-quality, standards-aligned instructional materials were not readily available.

As a result, teachers
• are spending countless hours every week pulling together lesson plans to help students master grade-level skills.
• have no way of knowing if what they find online meets state standards and provides students with the knowledge they need to move on to the next grade-level.
FAR TOO FEW students leave their K–12 experience equipped with the knowledge and skills to succeed.

- District assignments are on grade level: 34%
- Teacher created/selected assignments are on grade level: 20%

Scan to access the article
Understanding the Need for HQIM

When teachers don’t have access to great materials they **HUNT** for them online – often leading to **INCONSISTENT QUALITY** that impacts low-income students of color the most.

<table>
<thead>
<tr>
<th>96% OF TEACHERS</th>
<th>Nearly 75% OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>use Google to find lessons and materials</td>
<td>use Pinterest to find lessons and materials</td>
</tr>
</tbody>
</table>

2017 RAND ANALYSIS
Understanding the Need for HQIM

• When educators lack access to HQIM, this can exacerbate equity issues in school communities and lead to long-term consequences beyond high school (The Opportunity Myth, TNTP).

• Materials not only influence the students but also the way teachers teach which has an effect on student outcomes.

• When students are taught using high-quality English Language Arts materials, they can make significant gains in ELA performance and college- and career-readiness (Niu, Li, Merriman, and Matos-Elefonte, 2015).

Scan to access article
"Providing educators with rigorous, aligned instructional materials is a critically important evidence-based reform."

Hiding in Plain Sight: Leveraging Curriculum To Improve Student Learning, Chiefs for Change
High-Quality Instructional Materials

The Criteria
HQIM are rated based on text complexity and quality. This tells the level of difficulty in reading and comprehending a text.

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word length</td>
<td>Text meaning &amp; purpose</td>
</tr>
<tr>
<td>Word frequency</td>
<td>Text structure</td>
</tr>
<tr>
<td>Sentence length</td>
<td>Language conventions</td>
</tr>
</tbody>
</table>
Alignment to the Standards

For a curriculum to be approved as a high-quality instructional material, the curriculum must be directly aligned with the College and Career Readiness Standards.
Questions Grounded in Evidence

Questioning throughout the curriculum should have the reader

1. ask and answer questions that are directly connected to evidence from the text and

2. rely on background knowledge of content being taught.
Tasks within HQIM are specifically designed to allow the teacher to gauge student understanding and mastery of the standards. HQIM provides opportunities to complete these tasks throughout the lessons.
**Foundational Skills Development**

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach foundational skills only as they arise in texts</td>
<td>Follow a clear scope and sequence for instruction and practice that instruction in connected text including print concepts, phonological awareness, phonics, and fluency.</td>
</tr>
<tr>
<td>Spend only a few minutes daily on foundational skills</td>
<td>Spend the appropriate amount of time allotted for your grade level on direct instruction as well as additional remediation for those who need it.</td>
</tr>
</tbody>
</table>

*Foundational skill development within HQIM should be aligned with explicit, systematic instruction based on the Science of Reading.*
Comprehension is the ultimate goal.
Mississippi defines **High-Quality Instructional Materials** 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.

[https://msinstructionalmaterials.org/](https://msinstructionalmaterials.org/)  
[Scan to access](#)
High-Quality Instructional Materials

The Process for Selection
**Selection & Adoption Process**

**PHASE 1**
MDE develops an evaluation rubric in partnership with teachers, EdReports, and additional experts.

**PHASE 2**
Mississippi teachers vet materials for MDE, and the state considers adoption of the recommendations.

**PHASE 3**
MDE provides the recommended menu of high-quality instructional materials for district selection.

**PHASE 4**
MDE supports strong implementation for all.
Roadmap to Text Adoption
MDE ELA Rubric

• The ELA rubric was an important tool used by Mississippi educators to identify materials that are included on the MDE’s recommended list.

• This tool was designed by stakeholders from across the state who came together to create a process that met the needs of Mississippi educators and students.
The rubric was designed to evaluate the quality and alignment of comprehensive, yearlong programs to ensure teachers have the materials necessary to meet student needs without having to find supplemental materials on their own.
Rubrics are organized by three gateways:

- **Gateway 1** - Text Quality and Complexity, and Alignment to the Standards with Tasks and Questions Grounded in Evidence
- **Gateway 2** - Building Knowledge with Texts, Vocabulary, and Tasks
- **Gateway 3** - Usability
### Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

High-quality texts are the central focus of lessons, are at the appropriate grade level text complexity, and are accompanied by quality tasks aligned to the college and career-ready standards of reading, writing, speaking, listening, and language in service to grow literacy skills.

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 1 in order to be reviewed in Gateway 2.
Gateway 1

- Are quality anchor texts at grade-level complexity?
- Do they represent the rigor and balance addressed in the standards?
- Are the tasks and questions in reading, writing, speaking, listening, and language aligned to grade-level standards? Do they support student learning?
<table>
<thead>
<tr>
<th>Gateway 1 Overview</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1.1: Text Quality and Complexity</td>
<td></td>
</tr>
<tr>
<td>Indicator 1a-1f</td>
<td>16</td>
</tr>
<tr>
<td>Texts are worthy of students’ time and attention; texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students’ advancing toward independent reading.</td>
<td></td>
</tr>
<tr>
<td>Criterion 1.2: Alignment to the Standards with Questions and Tasks Grounded in Evidence</td>
<td>22</td>
</tr>
<tr>
<td>Indicator 1g-1n</td>
<td></td>
</tr>
<tr>
<td>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</td>
<td></td>
</tr>
<tr>
<td>Criterion 1.3: Foundational Skills Development</td>
<td>32</td>
</tr>
<tr>
<td>Indicator 1o-1v</td>
<td></td>
</tr>
<tr>
<td>Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.</td>
<td></td>
</tr>
<tr>
<td>Total Available Points in Gateway 1</td>
<td>70</td>
</tr>
<tr>
<td>Meets: 63-70</td>
<td></td>
</tr>
<tr>
<td>Partially Meets: 35-62</td>
<td></td>
</tr>
<tr>
<td>Does Not Meet: &lt; 35</td>
<td></td>
</tr>
</tbody>
</table>
**Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks**

Materials build knowledge through integrated reading, writing, speaking, listening, and language.

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 1 in order to be reviewed in Gateway 2.

Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 2 in order to be reviewed in Gateway 3.
Gateway 2

• Do materials build students’ knowledge across topics and content areas?

• Do questions and tasks build to culminating tasks that demonstrate students’ abilities to analyze components of texts and topics?

• Do materials promote mastery of grade level standards by the end of the year?
## Gateway 2 Overview

<table>
<thead>
<tr>
<th>Criterion 2.1: Building Knowledge</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators 2a-2f</td>
<td>16</td>
</tr>
<tr>
<td>Materials build knowledge through integrated reading, writing, speaking, listening, and language.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion 2.2: Coherence</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators 2g-2l</td>
<td>18</td>
</tr>
<tr>
<td>Materials promote mastery of grade-level standards by the end of the year.</td>
<td></td>
</tr>
</tbody>
</table>

### Total Available Points in Gateway 2

34

- **Meets:** 31-34
- **Partially Meets:** 17-30
- **Does Not Meet:** < 17
# Gateway 3: Usability

Gateway 3 examines the ways in which materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners.

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 1 in order to be reviewed in Gateway 2.

Materials must receive a score of Meets Expectations in Gateway 2 in order to be reviewed in Gateway 3.
Gateway 3

- Do the instructional materials support high-quality instruction?
- Do the instructional materials provide assessments that allow teachers to collect data about students' progress toward the standards?
- Are the materials engaging for teachers and students?
- Are the materials accessible for the teachers to utilize during planning and preparation to increase their own knowledge?
## Gateway 3 Overview

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 3.1: Teacher Supports</strong></td>
<td>17</td>
</tr>
<tr>
<td>Indicators 3a-3f</td>
<td></td>
</tr>
<tr>
<td>Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.</td>
<td></td>
</tr>
<tr>
<td><strong>Criterion 3.2: Assessment</strong></td>
<td>16</td>
</tr>
<tr>
<td>Indicators 3g-3k</td>
<td></td>
</tr>
<tr>
<td>Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.</td>
<td></td>
</tr>
<tr>
<td><strong>Criterion 3.3: Student Supports</strong></td>
<td>Narrative Evidence Only</td>
</tr>
<tr>
<td>Indicators 3l-3p</td>
<td></td>
</tr>
<tr>
<td>Student Supports identifies the ways in which materials are designed for each child's regular and active participation in grade-level/grade-band/series content.</td>
<td></td>
</tr>
<tr>
<td><strong>Criterion 3.4: Intentional Design</strong></td>
<td>Narrative Evidence Only</td>
</tr>
<tr>
<td>Indicators 3q-3u</td>
<td></td>
</tr>
<tr>
<td>Intentional Design identifies how materials support students and teachers with a visual design that is engaging and references or integrates digital technology (when applicable), with guidance for teachers.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Available Points in Gateway 3</strong></td>
<td>33</td>
</tr>
<tr>
<td><strong>Meets:</strong> 30-33</td>
<td></td>
</tr>
<tr>
<td><strong>Partially Meets:</strong> 16-29</td>
<td></td>
</tr>
<tr>
<td><strong>Does Not Meet:</strong> &lt; 16</td>
<td></td>
</tr>
</tbody>
</table>
Access for All

Shift 3
- Volume of Reading
- Culminating Tasks
- Research
- Academic Language

Building Knowledge

Shift 2
- Questions
- Tasks
- Language
- Speaking & Listening
- Writing

Evidence-Based Discussion & Writing

Shift 1
- Complexity
- Quality
- Range

High-Quality Texts

Foundational Skills

Scan for more about the Shifts
MDE Approved Curriculum: High-Quality Instructional Materials

Grades K-2, 3-5

- **EL Education K-8 Language Arts** (Open Up Resources)
- **Into Reading** (HMH)
- **myView Literacy 2020** (SAVVAS)
- **Wit & Wisdom w/FUNdations** (Great Minds)
- **Wonders 2020** (McGraw-Hill)

https://www.mdek12.org/HQIM
High-Quality Instructional Materials

Literacy Systems and Threatening Lingering Habits
Implementing HQIM: Simple View of Literacy Systems

- Schedules
- Personnel Management
- Data Analysis
- Professional Learning
- School Literacy Action Plan (SMART Goals)

- Instructional Routines
- HQIM
- Standards-Aligned Instruction
- Differentiated Instruction
- MTSS

Systems and Structures

Instruction and Curriculum

= Literacy Systems

Strong Readers, Strong Leaders, Mississippi
## Implementing HQIM: Literacy Systems - Key Leadership Roles (Personnel)

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A district leader who has the capacity and influence to make system level changes through communication (vision and mission), personnel, and finances</td>
<td>A building leader who has the capacity and influence to make system-level changes through communication (accountability and follow-through), personnel (instructional coaching), and finances</td>
</tr>
<tr>
<td>An instructional leader who is • knowledgeable about the SoR and application of structured literacy • provides teacher guidance on HQIM implementation • analyzes data</td>
<td></td>
</tr>
</tbody>
</table>
Curricular materials can make a real difference. Providing teachers with access to higher-quality, better-aligned curricular materials can prompt improvement in student outcomes and change teacher behavior:

Students learn primarily through interactions with teachers and instructional materials.
“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

Building Structured Literacy Systems: HQIM (Instructional Routines)

- Connecting the “why” to the “how” helps us to move beyond the lingering impact of balanced literacy.
- Despite new training and HQIM, educators may fall back to previously learned and comfortable practices.
- Lingering, embedded habits of balanced literacy, that are not evidence-based, threaten the success of HQIM implementation and instructional shifts based on the SoR.

https://mscurriculumsupport.org/
Lingering Habits that Threaten the Effectiveness of Structured Literacy Systems

- Routines that are not evidenced-based, but continue to be embedded within the reading block
  - Three-Cueing System (semantic, syntactic, graphophonic)
  - Siloed skills (main idea)
  - Guided Reading with an over-reliance on *Leveled Readers*
  - Daily isolated language/grammar lessons

- Broad goals for Individual Reading Plans (IRPs) and/or Multi-Tiered System of Supports (MTSS) paperwork

- Counterproductive assessments
  - Reading levels based on *whole language* subjectivity (running records)
  - Assessment redundancy
<table>
<thead>
<tr>
<th>Lingering Ineffective Habits…</th>
<th>Building Structured Literacy Systems…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cueing Model</td>
<td>Provide effective replacement strategies (decoding and multisyllabic word strategies)</td>
</tr>
<tr>
<td>Siloed Skills (e.g. Main Idea)</td>
<td>Utilize diverse, complex texts to build knowledge and improve comprehension</td>
</tr>
<tr>
<td>Assessing for Levels</td>
<td>Administer universal screener, diagnostic, and provide ongoing progress monitoring to target skill deficits</td>
</tr>
<tr>
<td>Daily Language (Isolation)</td>
<td>Integrate language instruction to content instruction as opposed to the “find what’s wrong” approach with grammar issues</td>
</tr>
<tr>
<td>Writer’s Workshop (Disconnected from HQIM)</td>
<td>Seek curriculum (HQIM) that builds knowledge, keeps text at the center of writing (culminating tasks), provides feedback, and scaffolds</td>
</tr>
<tr>
<td>Broad component-based MTSS goals</td>
<td>Ensure MTSS includes targeted IRP goals aligned to the Science of Reading (SoR)</td>
</tr>
</tbody>
</table>
Implementing HQIM: Replacement Strategies

**Balanced Literacy**
- Guided reading
- Leveled grouping
- Leveled readers
- Cueing strategies

**Structured Literacy**
- Teacher-led table
- Groups based on diagnostic
- Decodable readers and texts based on readability
- Decoding strategies

**Semantic Cues**
- Topic/content knowledge
- Cultural/world knowledge
- Vocabulary knowledge

**Graphophonic Cues**
- Word knowledge
- Graphophonic knowledge
- Orthographic knowledge

**Syntactic Cues**
- Knowledge of English
- Knowledge of grammatical patterns and language structures
High-Quality Instructional Materials

Implementation Phases
Has the school/district adopted High-Quality Instructional Materials (HQIM)?

**YES**
Is the HQIM implemented as the only curriculum during Tier 1 instruction?

**YES**
Great! Continue with Phase 3 of adopting HQIM: Teach and Learn

**NO**
Check in to determine where in the adoption process the school/district is and how you can support.

**IN PROCESS**
Encourage schools/districts to work through Phase 1 of adopting HQIM: Select Materials. (Detailed information can be found in the Curriculum Support Guide Workbook by Instruction Partners). In the meantime, other resources, such as Phonics First, West Virginia Phonics, Heggerty, Saxon Phonics, and CKLA, should be utilized with integrity.

1. Plan your Process: Identify the team and leader, determine how the final decision will be made, create a schedule for review, form a review committee, organize next steps, and communicate the plan.

2. Establish a Vision of Excellent Instruction: Train the selection team and review committee and articulate the vision of instruction and core belief.

**1. Work the Plan and Gather Data:** Train, plan, and coach teachers, observe the work in action and listen to questions and concerns, and check in to track the trends and solve quick problems.

**2. Step Back and Adjust the Plan:** Prepare data for the step back, step back to reflect on progress and challenges, adjust the plan, and communicate the changes.

**3. Annually Reset:** Prepare data for the annual step back, step back as a team to reflect on progress and challenges, adjust the goals and plan for the coming year, celebrate wins and invest the team in the next level of work.
Instruction Partners outlines three phases of the implementation process, each key action within the phases, and the steps that make up key actions. This can help you see the whole framework at a more detailed level.

Scan to access
Three Phases of HQIM

**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*
Implementing HQIM

Consider a cook who…

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

OR

Consider a chef who…

understands the chemistry of cooking and the science of flavor so that he can elevate the recipe for his audience?
Implementing HQIM

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 and based on student needs in the specific learning context to meet needs of a whole group, small group, individuals (integrity)
<table>
<thead>
<tr>
<th>Teacher 1: Fidelity</th>
<th>Teacher 2: Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher introduces 4 vocabulary words from the HQIM text.</td>
<td></td>
</tr>
<tr>
<td>2. Teacher models &quot;I do&quot; anchor chart on board that mimics workbook page:</td>
<td></td>
</tr>
<tr>
<td>• Word:</td>
<td></td>
</tr>
<tr>
<td>• Page Number where word is found in text:</td>
<td></td>
</tr>
<tr>
<td>• What does the word mean:</td>
<td></td>
</tr>
<tr>
<td>• Importance of word in text:</td>
<td></td>
</tr>
<tr>
<td>3. Teacher asks students to open workbook (per instructions in HQIM teacher guide)</td>
<td></td>
</tr>
<tr>
<td>4. Students are responsible for completing the tasks in #2 for each word individually</td>
<td></td>
</tr>
</tbody>
</table>

*Time on independent task = 20 minutes

| 1. Teacher introduces 4 vocabulary words from the HQIM text. |
| 2. Teacher models "I do" anchor chart on board that mimics workbook page: |
|   • Word: |
|   • Page Number where word is found in text: |
|   • What does the word mean: |
|   • Importance of word in text: |
| 3. Teacher passes out chart paper to 4 groups with all listed tasks in #2 already listed on "skeleton" chart |
| 4. Teacher assigns each collaborative group one word to complete the task, then present their word |

*Time on collaborative "shared writing" & vocabulary task = 5 minutes
Implementing HQIM

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

Effective instruction is:

- **Explicit** – direct and structured
- **Systematic** – carefully planned
- **Sequential** – according to a particular scope and sequence
# Materials for the Classroom

## Core HQIM Tier I Instruction

<table>
<thead>
<tr>
<th>Into Reading</th>
<th>myView</th>
<th>Wit &amp; Wisdom</th>
<th>Wonders</th>
<th>EL</th>
</tr>
</thead>
</table>

## MDE Approved Intervention

<table>
<thead>
<tr>
<th>i-Ready</th>
<th>Reading Horizons</th>
<th>Lexia</th>
<th>SIPPS</th>
<th>Istation</th>
</tr>
</thead>
</table>

## Tier II Intervention

### Supplemental Instruction (Data Driven)

<table>
<thead>
<tr>
<th>Newseela (Vocabulary, Fluency, Comprehension)</th>
<th>Phonics First (Phonics)</th>
<th>Heggerty (Phonological Awareness)</th>
<th>West Virgina Phonics (Phonics)</th>
<th>Ready Reading (Vocabulary, Fluency, Comprehension)</th>
<th>Magnetic Reading K-2 (Foundational Skills)</th>
<th>Readworks (Comprehension)</th>
</tr>
</thead>
</table>

Scan for MDE approved interventions
Implementing HQIM: Tier 1 Missteps to Effective Implementation

- Standard-Based Pacing Guides: Assessment not aligned to HQIM sequence
- Using an additional phonics program: Decodables may not match the unit topics or sequential phonics skills
- Focusing on/and choosing additional texts: Texts may be disconnected with the theme/unit; lack of text complexity

SCAN for more about Pacing Guides
The difference between **plan** and **prepare**:  
- **plan** is to design (a building, machine, etc.)  
- **prepare** is to make ready for a specific future purpose; to set up; to assemble  

When teaching with HQIM, the focus shifts from **planning** to **preparing**:  

• 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 the teacher's guide instead of re-writing plans.
**Implementing HQIM**

**Plan**

**Wit & Wisdom**

### Word Work

#### Objectives
Blend spoken phonemes to form one-syllable words, including initial and final consonant blends. Identify and pronounce initial, medial, and final sounds in spoken single-syllable words. Decode words with initial and final consonant blends, digraphs, and trigraphs. Identify and read common high-frequency words.

#### Phonological Awareness: Segment and Blend Phonemes
- **See and Say**: Point to the picture of the flag on p. 14 in the Student Interactive. Tell students to listen to each sound as you say the word flag. Repeat segmenting and blending several times. Say: /f/ /l/ /g/. Flag. Then repeat the activity with the pictures for crab and frog.
- **Practice**: Say the following words and have students segment and then blend the phonemes: /tr/ /w/ /n/, black; /sg/ /w/ /n/, grade; /k/ /s/ /t/ /n/, stack; /tr/ /ap/, stop; /tr/ /w/ /n/, brown; /sg/ /n/ /d/, glad. Display Picture Cards with initial consonant blends for additional practice.

#### Phonics: Decode Words with Initial Consonant Blends
- **Focus**: Use Sound-Spelling Card 41 (plan) to introduce initial consonant blends. Tell students that the sounds at the beginning of train are /tr/. The sounds /k/ /s/ /t/ are spelled with the letters tr. When two consonants are at the beginning of a word and both consonant sounds are heard, they are called an initial consonant blend, like the tr in train.
- **Model and Practice**: Write and say the word flag. Say: The word flag has two consonants at the beginning, the letters l and f. You hear both the sounds /f/ and /l/, but they are blended together when you read the word. This is how I read this word: /f/ /l/ /g/. Flag. The sounds /tr/ /w/ are spelled with the letters tr. Write the words crab and frog and have students decode them.
- **Apply to Turn**: Have students practice blending and decoding the words with initial consonant blends on the bottom of p. 14 in the Student Interactive.

### ELL Targeted Support: Consonant Blends
- **Have students read these words aloud and identify the initial consonant blends**: trip, sglp, grt, sglp, sglp, grt.
- **Developing**
  - Display these sentences and read them aloud: I like to clap and grin. I can spot a flat hat. I like to skip at the pant. Ask students to identify the words with initial consonant blends in each sentence and decode them. Eliminate.
  - Have students look around the classroom and find items that have words with consonant blends and decode them. For example: flag, clock, stapler. Then have them name or write the letters that spell the blend. Eliminate.

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**WEEK 1 LESSON 1 READING WORKSHOP**

**WORLD WORK**

**FOUNDA TIONAL SKILLS**

**myView**
HQIM Guidance Documents

• Includes a curriculum overview (per grade band).
• Provides guidance on how to use the HQIM within the 120-minute literacy block.
• Is available for *Wonders 2020*, *Into Reading*, *myView*, and *Wit & Wisdom with Fundations*.

GUIDANCE DOCUMENT FOR TEACHING READING
Using HQIM: *Wit & Wisdom with Fundations*
Grades Kindergarten through 3rd
Literacy Block Components and Resources

Scan to access
How to Use HQIM Guidance Documents

- Utilize the document to see how the curriculum components relate to the five components of reading.
- Refer to recommendations on which components are most effective in whole group vs. small group instruction.

<table>
<thead>
<tr>
<th>Literature Block Components: Kindergarten &amp; 1st Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHOLE GROUP INSTRUCTION</strong></td>
</tr>
<tr>
<td><em>Build fluency throughout lesson</em></td>
</tr>
<tr>
<td>Fluency</td>
</tr>
<tr>
<td>• Decodable Readers (Digital/Print)</td>
</tr>
<tr>
<td><strong>Phonemic Awareness</strong></td>
</tr>
<tr>
<td>• Phonemic awareness is taught during Word Work (sometimes during <em>Build the Concept</em> in kindergarten).</td>
</tr>
<tr>
<td>• Additional phonemic awareness support can be found for each lesson online and in the <em>Instructional Routines Handbook</em>.</td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
</tr>
<tr>
<td>• Daily phonics lessons can be found on the Foundational Skills Pages titled <em>Word Work</em>.</td>
</tr>
<tr>
<td>• High Frequency Words, Structural Analysis, Handwriting, Spelling, and Decodable Readers are embedded in Word Work.</td>
</tr>
<tr>
<td>• Additional Phonics routines can be found in the <em>Instructional Routines Handbook</em>.</td>
</tr>
<tr>
<td>• Additional guided practice, independent practice, games, and songs are available online.</td>
</tr>
<tr>
<td>Want to close gaps?</td>
</tr>
<tr>
<td>Want greater achievement?</td>
</tr>
<tr>
<td>Want fewer misbehaviors?</td>
</tr>
<tr>
<td>Want more engagement?</td>
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<tr>
<td>Want higher teacher morale?</td>
</tr>
<tr>
<td>Want <em>(FILL IN THE BLANK)</em>?</td>
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</tbody>
</table>

Instruction Partners: https://instructionpartners.org/tools/

Mississippi Instructional Material Matters: https://msinstructionalmaterials.org/

Ed Reports: https://www.edreports.org/

PURPOSE: The Literacy Coach Academy of Mississippi (LCAM) is a learning pathway offered by the Mississippi Department of Education, Division of Literacy, for fundamental training and certification in literacy coaching. The purpose of the program is to prepare K-5 school- and district-based literacy coaches to support teachers, paraprofessionals, and administrators in the implementation of literacy best practices grounded in the Science of Reading.
Educators across the state of Mississippi may access an MDE literacy coach through the Ask A Coach email address.

askacoach@mdek12.org
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