

Science of Reading Classroom: Implementing HQIM



MISSISSIPPI INSTRUCTIONAL
MATERIALS **MATTER.**

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Division of Literacy: 2023





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



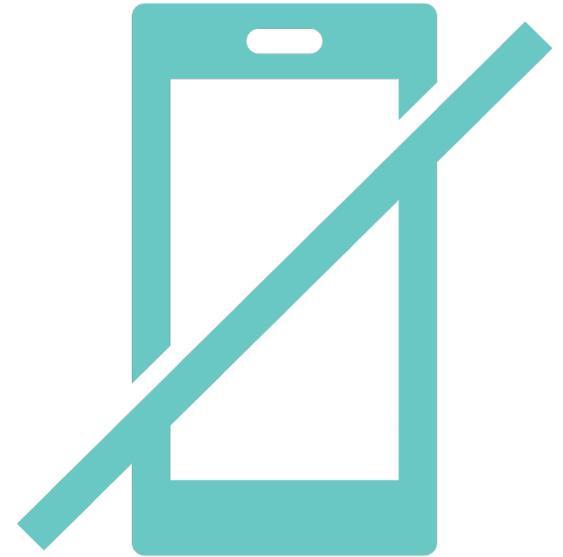
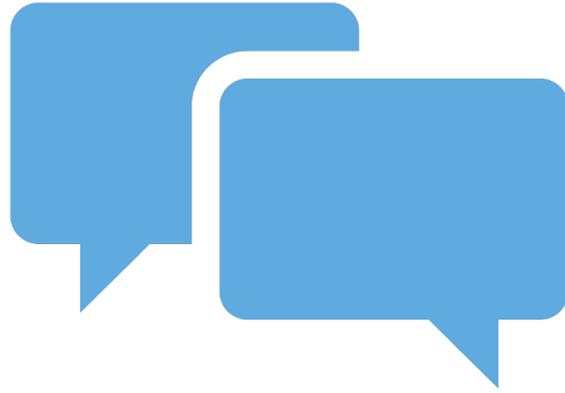
VISION

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



- 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 SoR refers to the research that reading experts, especially cognitive scientists, have conducted on how we learn to read.

The SoR identifies an evidence-based best practice approach for teaching literacy skills called Structured Literacy.

The SoR states that students need explicit instruction in the essential components of reading:
phonological awareness, phonics, fluency, vocabulary, and reading comprehension.



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.



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

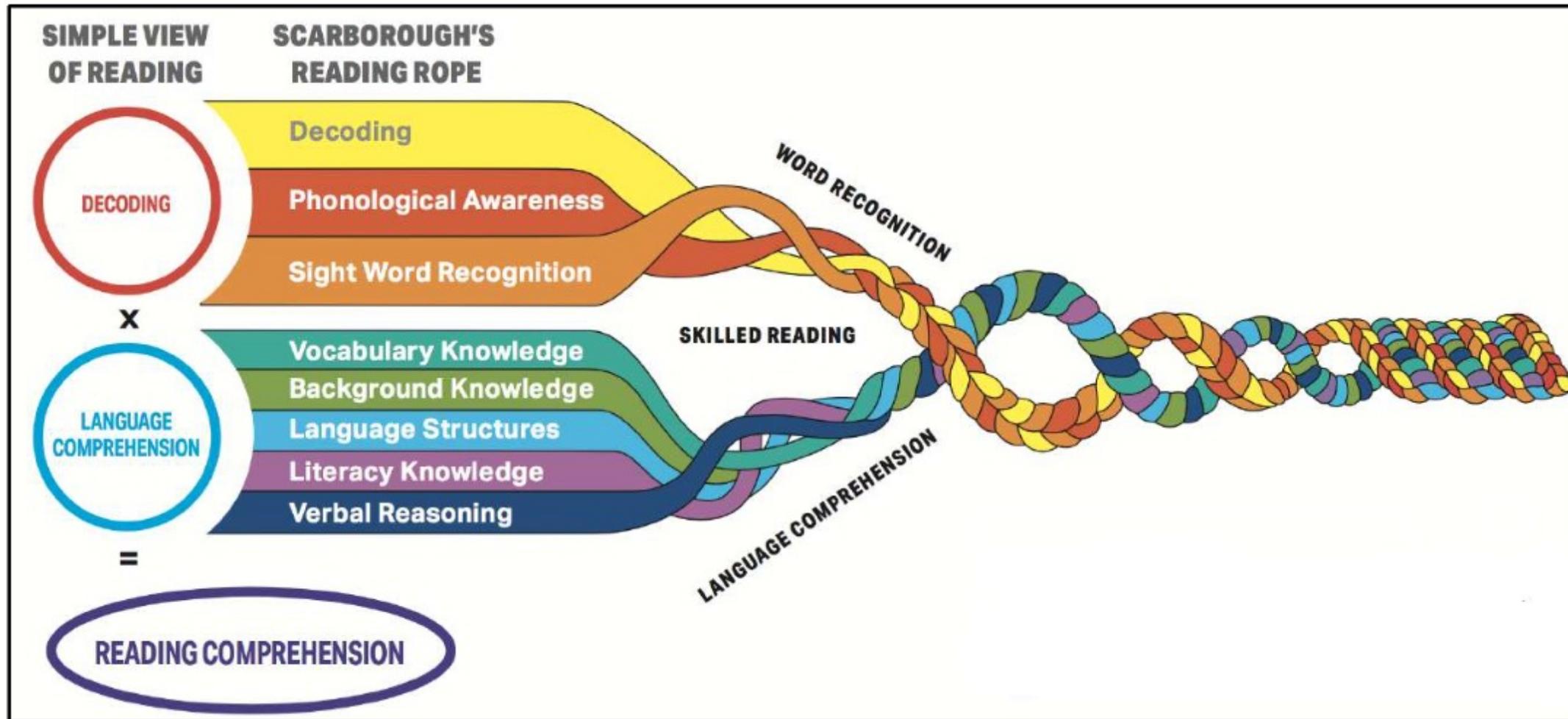
- include a program of instruction;
- include one single specific component (such as phonics only).

SoR will not

- use a three-cueing system;
- ask a student, "Does this make sense?" Or "Does this sound right?" as a decoding strategy.



Comprehension is the ultimate goal.



I Do



We Do



You Do It Together



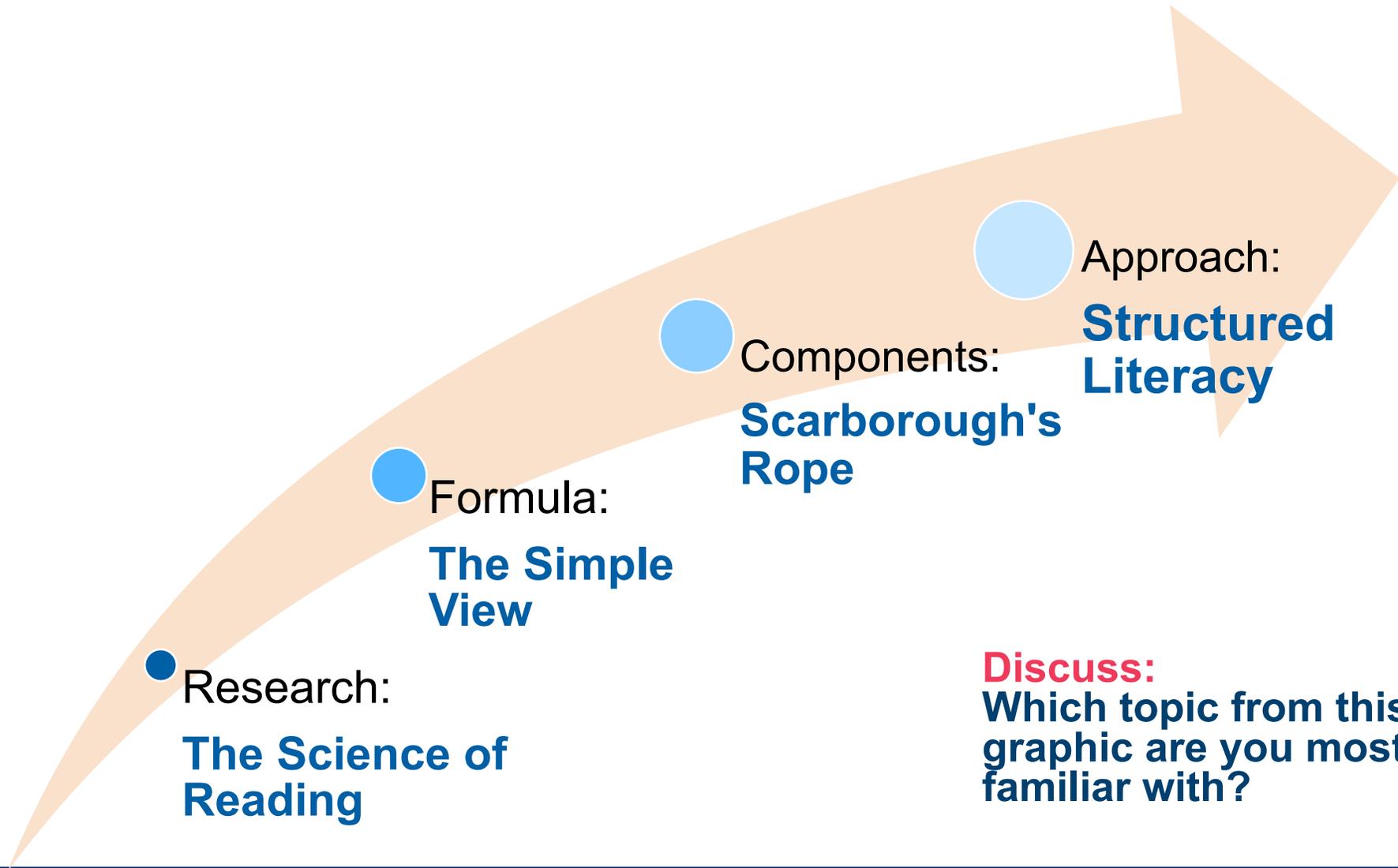
You Do It Alone



- 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**





Discuss:
Which topic from this graphic are you most familiar with?

High-Quality Instructional Materials

Understanding the Need

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.



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



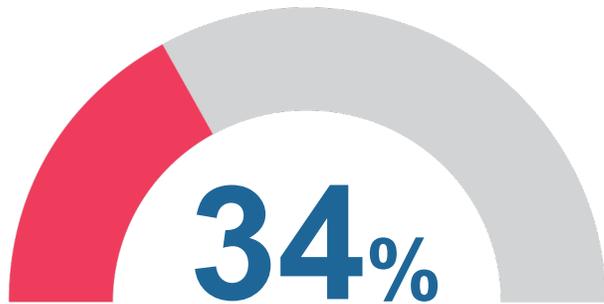
ELA HQIM Materials	Previous ELA Materials (Basal)
Evidence-Based Phonics Scope and Sequence	Based on "Whole Word" Method
Decoding Strategies	Memorization Tactics
Authentic, Complex Texts	Simplistic, Repetitive Texts
Standards-Aligned Tasks	Disconnected Tasks
Decodables and Additional Texts Based on Unit/Theme	Disconnected "Readers"

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

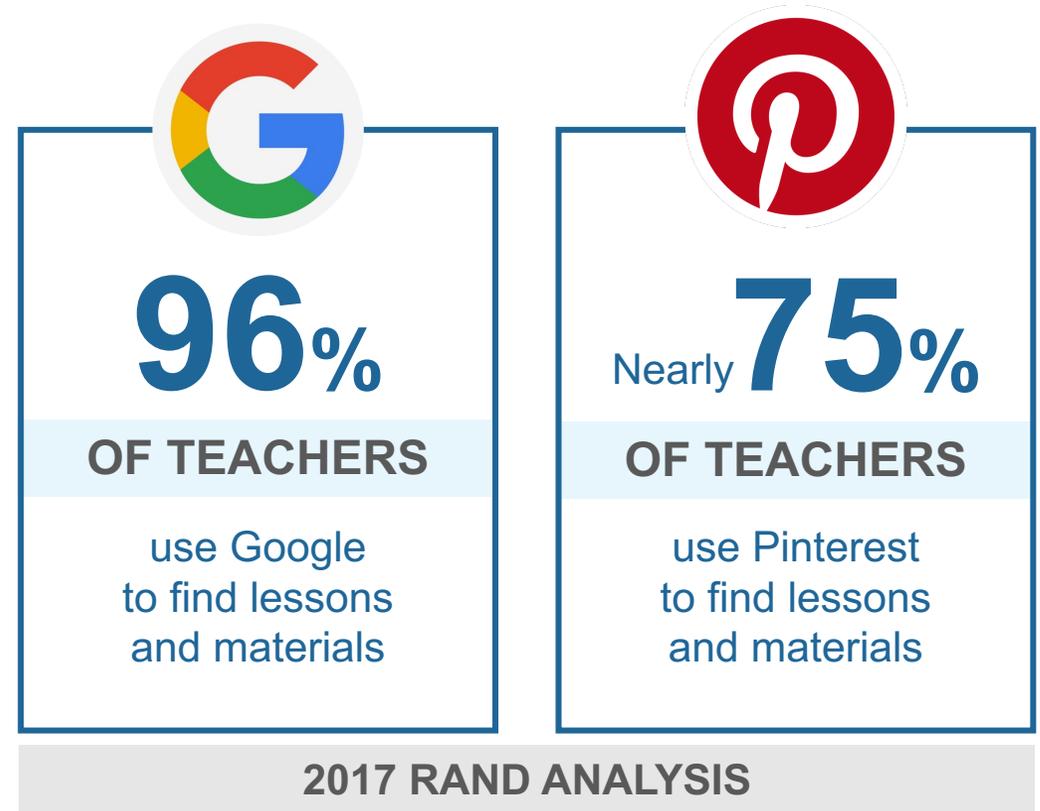


Teacher created/selected
assignments are on grade level



Scan to access the article

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.



- 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.**"

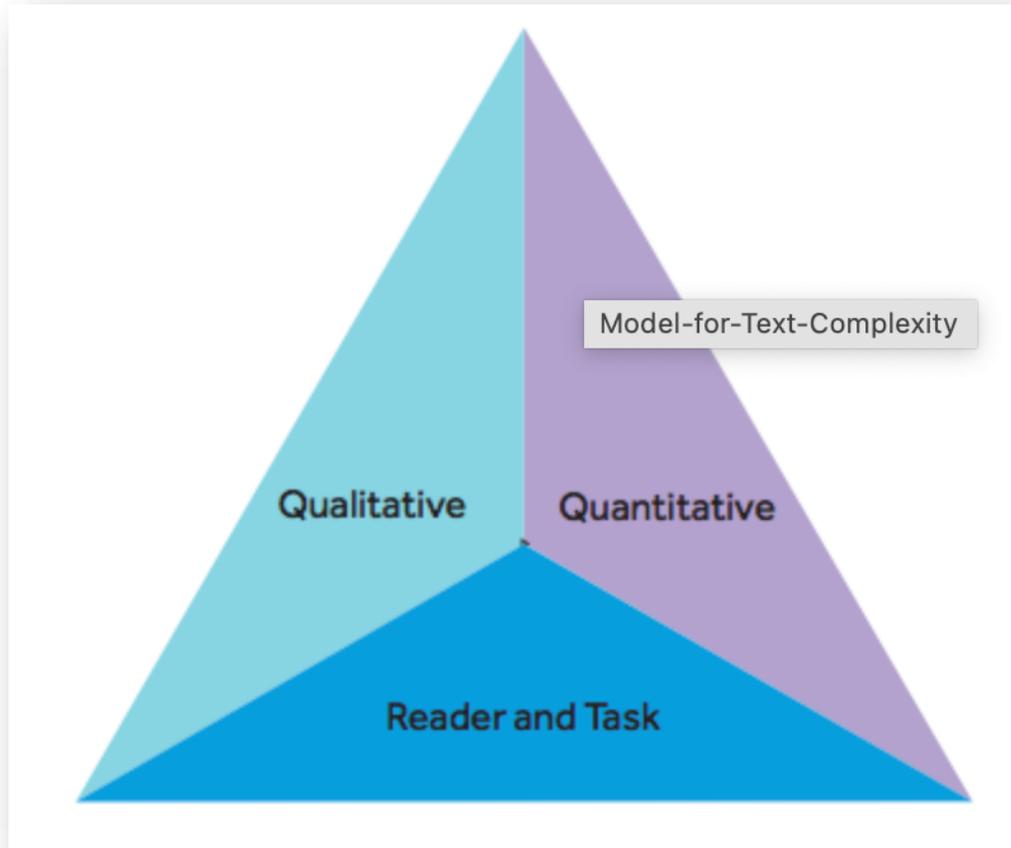


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Hiding in Plain Sight: Leveraging Curriculum To Improve Student Learning, Chiefs for Change

High-Quality Instructional Materials

The Criteria



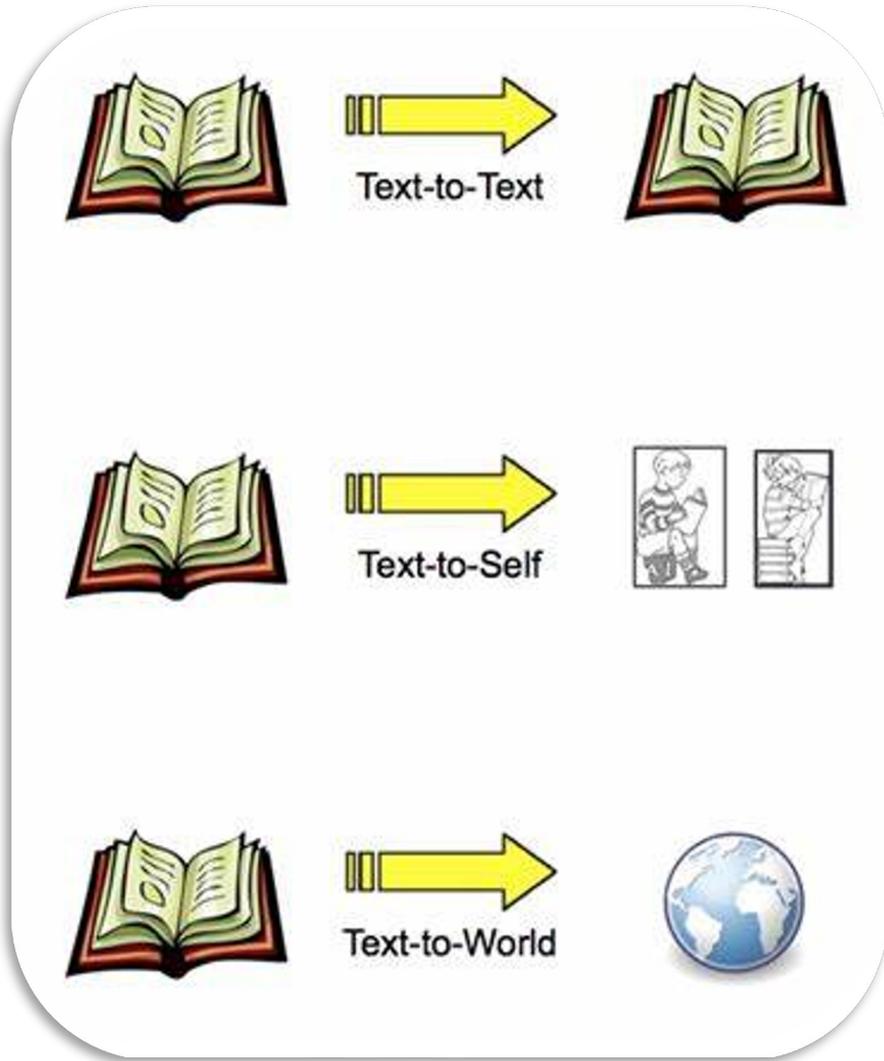
HQIM are rated based on text complexity and quality.

This tells the level of difficulty in reading and comprehending a text.

Quantitative	Qualitative
Word length	Text meaning & purpose
Word frequency	Text structure
Sentence length	Language conventions

Reading Informational Text	
Key Ideas and Details	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas	
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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.



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.

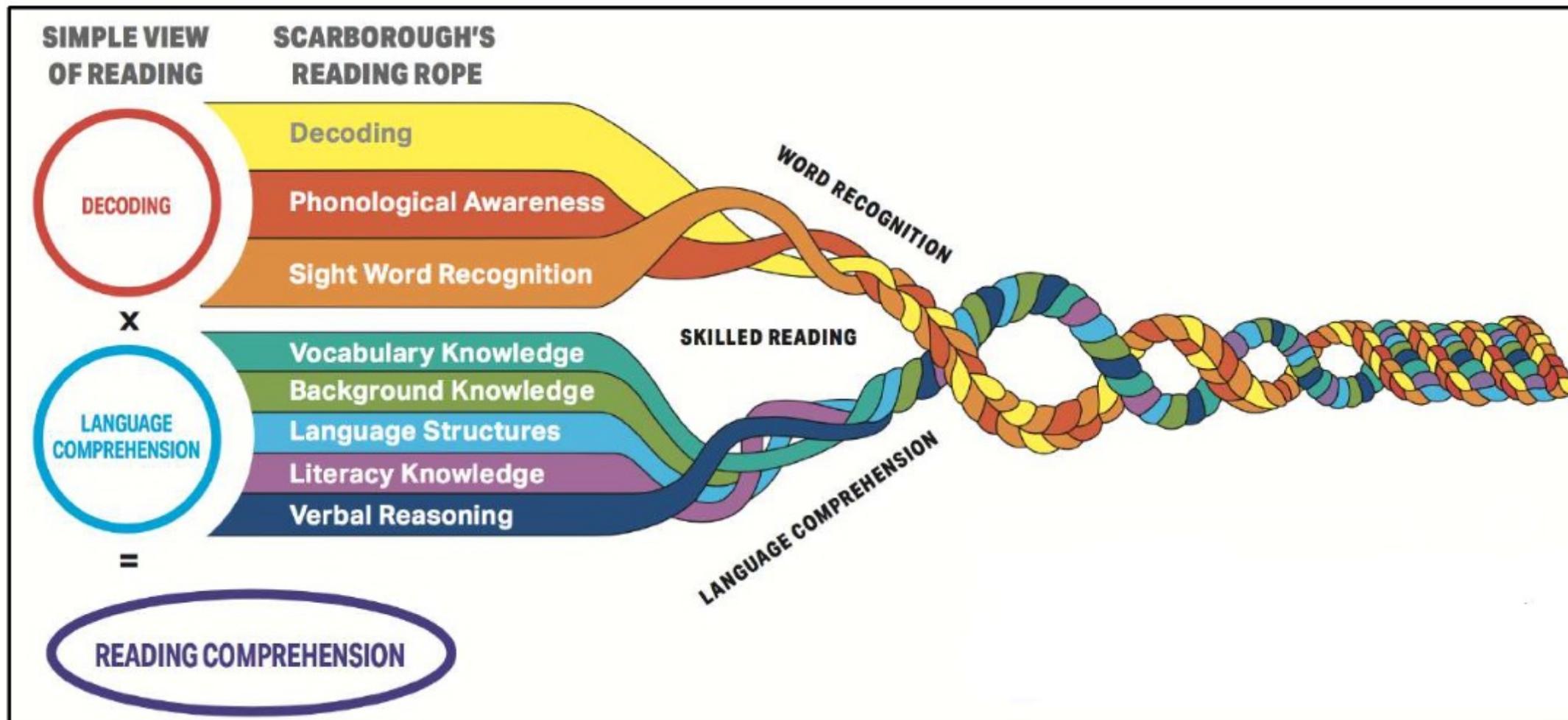


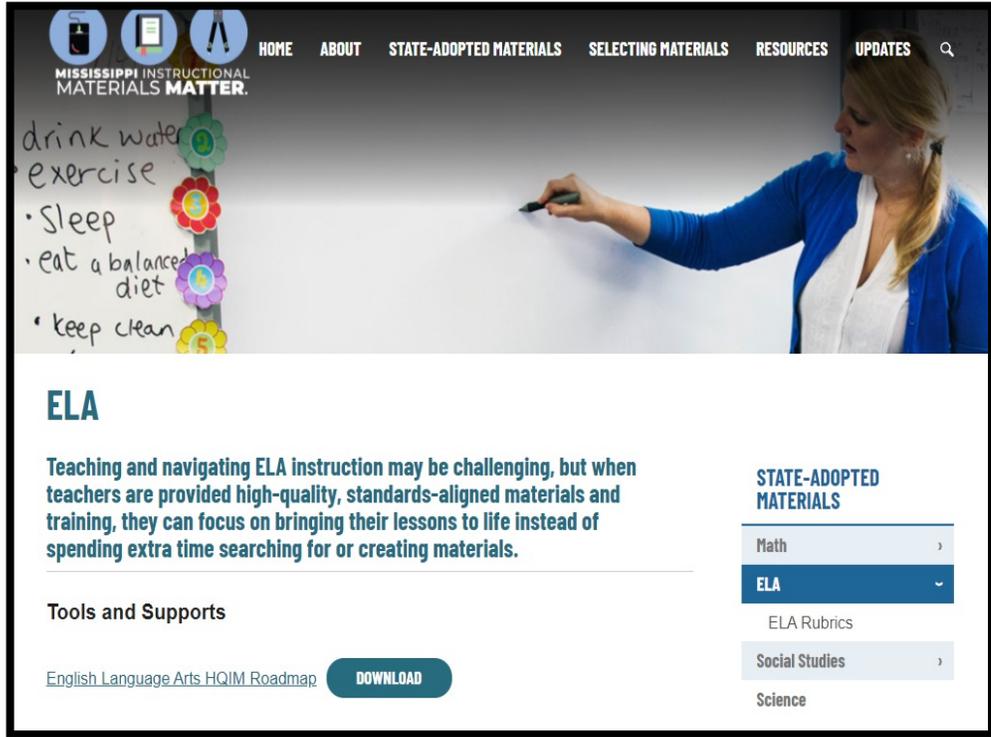
Tasks within HQIM are specifically designed to allow the teacher to gauge student understanding and mastery of the standards. HQIM provides opportunities to complete these tasks throughout the lessons.

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

Foundational skill development within HQIM should be aligned with explicit, systematic instruction based on the Science of Reading.

Comprehension is the ultimate goal.





<https://msinstructionalmaterials.org/>

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.

Scan to access



High-Quality Instructional Materials

The Process for Selection



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.



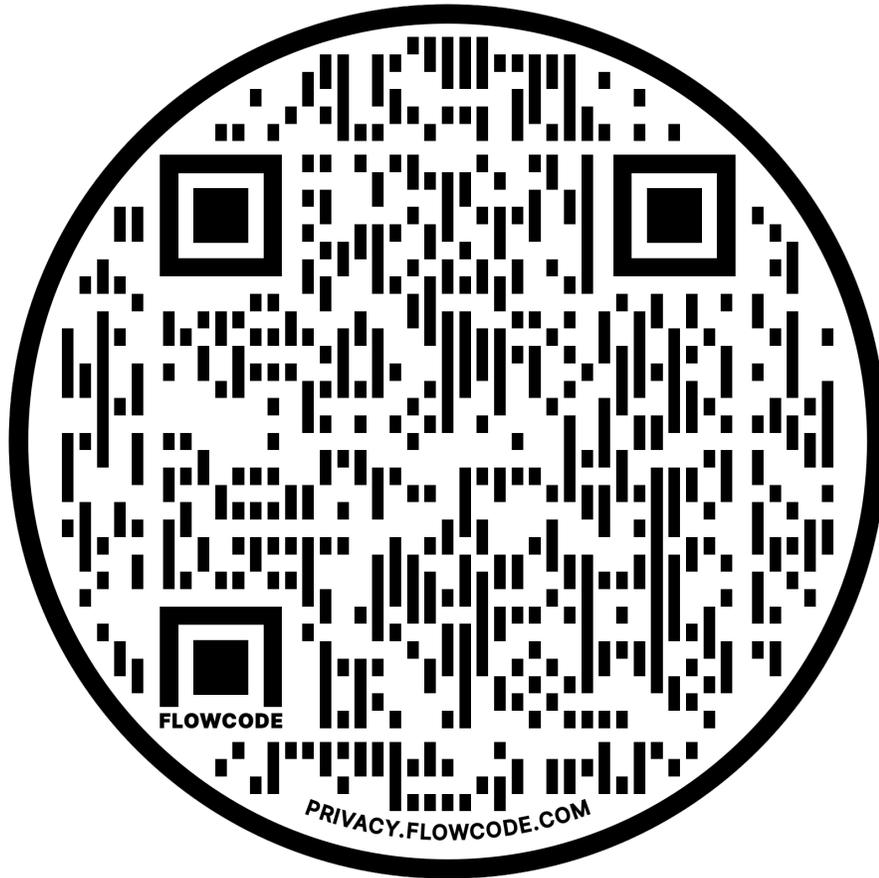
PHASE 3

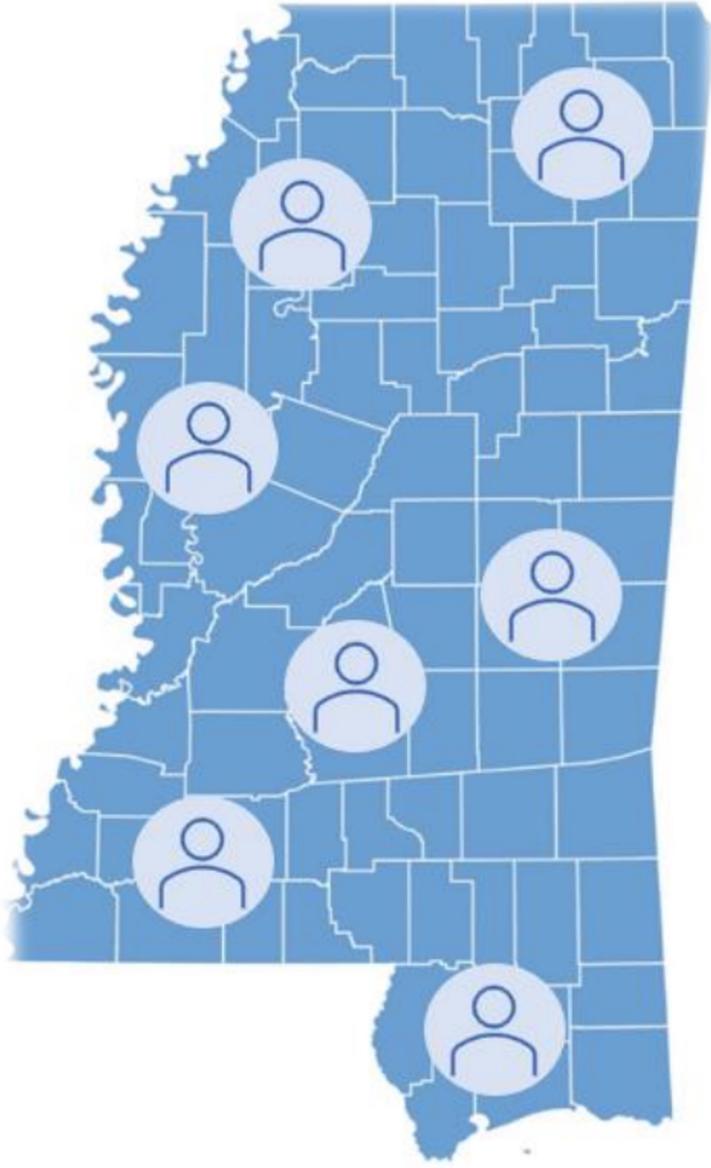
MDE provides the recommended menu of high-quality instructional materials for district selection.



PHASE 4

MDE supports strong implementation for all.





- 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:

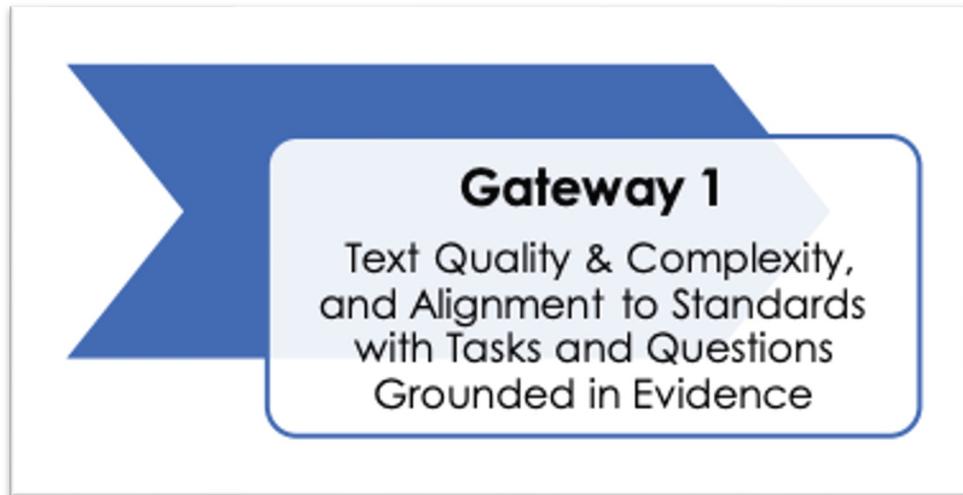
- **Gateway 1** - Text Quality and Complexity, and Alignment to the Standards with Tasks and Questions Grounded in Evidence
- **Gateway 2** - Building Knowledge with Texts, Vocabulary, and Tasks
- **Gateway 3** - Usability

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.



- 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?

Gateway 1 Overview		Available Points
Criterion 1.1: Text Quality and Complexity		16
Indicators 1a-1f		
<p>Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade.</p> <p>Materials support students' advancing toward independent reading.</p>		
Criterion 1.2: Alignment to the Standards with Questions and Tasks Grounded in Evidence		22
Indicators 1g-1n		
<p>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</p>		
Criterion 1.3: Foundational Skills Development		32
Indicators 1o-1v		
<p>Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.</p>		
Total Available Points in Gateway 1	70	Meets: 63-70
		Partially Meets: 35-62
		Does Not Meet: < 35

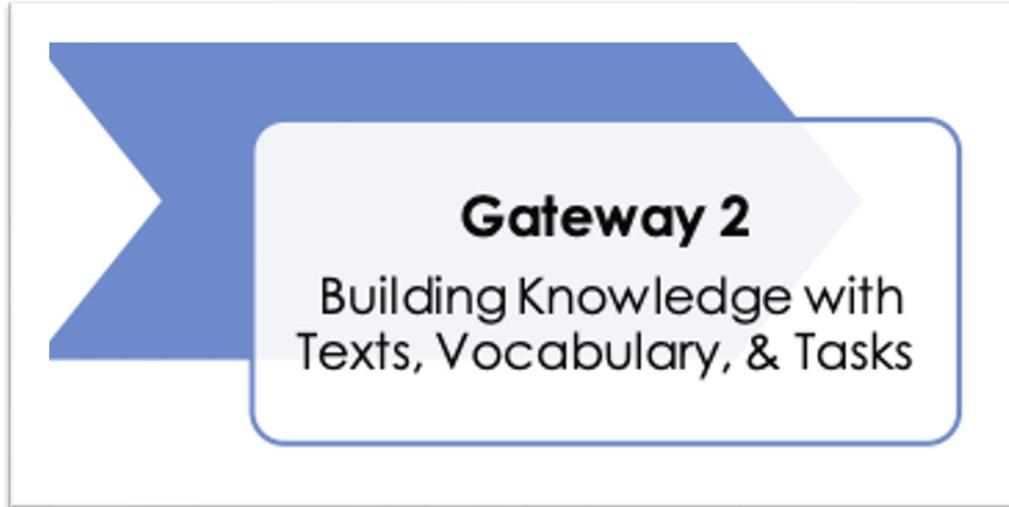
Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

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.



- 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		Available Points
Criterion 2.1: Building Knowledge Indicators 2a-2f Materials build knowledge through integrated reading, writing, speaking, listening, and language.		16
Criterion 2.2: Coherence Indicators 2g-2l Materials promote mastery of grade-level standards by the end of the year.		18
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.



- 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		Available Points
Criterion 3.1: Teacher Supports Indicators 3a-3f Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.		17
Criterion 3.2: Assessment Indicators 3g-3k Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.		16
Criterion 3.3: Student Supports Indicators 3l-3p 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.		Narrative Evidence Only
Criterion 3.4: Intentional Design Indicators 3q-3u 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.		Narrative Evidence Only
Total Available Points in Gateway 3	33	Meets: 30-33
		Partially Meets: 16-29
		Does Not Meet: < 16

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

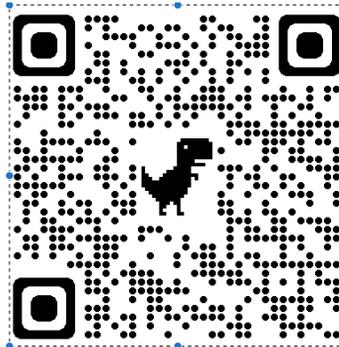


Complexity
Quality
Range

High-Quality Texts

Foundational Skills

Scan for
more about
the Shifts



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)

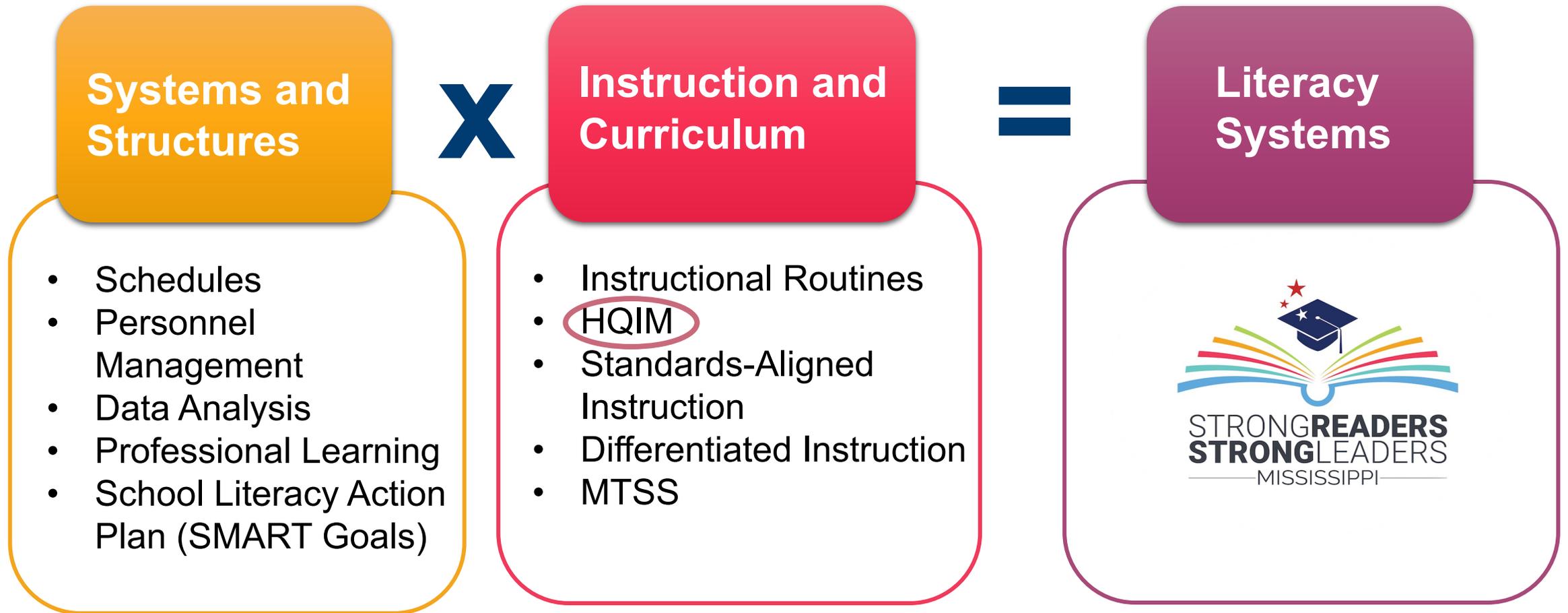
<https://www.mdek12.org/HQIM>

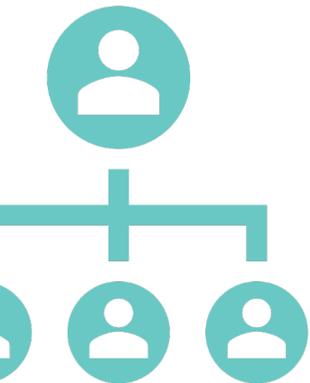


High-Quality Instructional Materials

Literacy Systems and
Threatening Lingering Habits





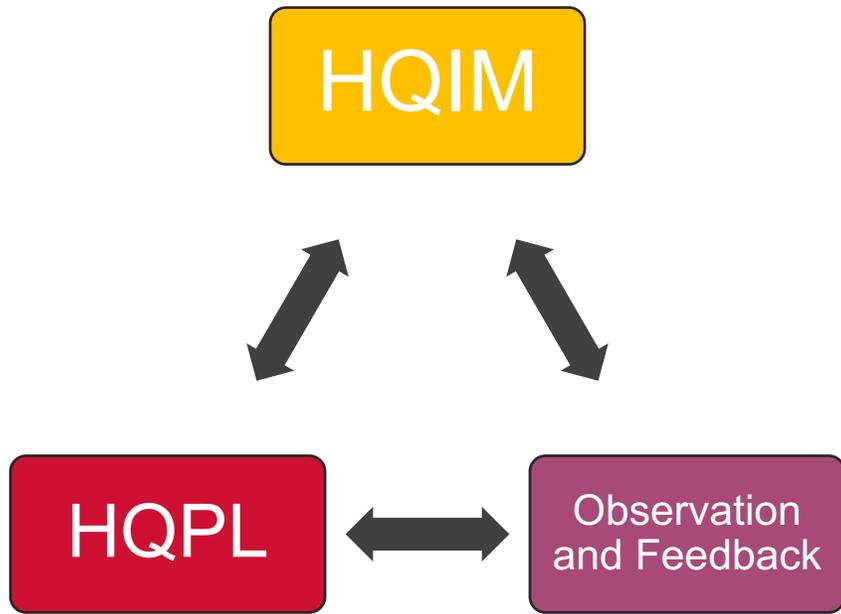


A **district leader** who has the capacity and influence to make system level changes through **communication (vision and mission), personnel, and finances**

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**

An **instructional leader** who is

- **knowledgeable about the SoR and application of structured literacy**
- **provides teacher guidance on HQIM implementation**
- **analyzes data**



HQIM aligned with **HQPL** and regular **observation and feedback** contribute to greater effects on student outcomes.

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

- 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://mscurriculumssupport.org/>

Lingering Habits that Threaten the Effectiveness of Structured Literacy Systems 53

- 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



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

Balanced Literacy

- Guided reading
- Leveled grouping
- Leveled readers
- Cueing strategies

Semantic Cues

- Topic/content knowledge
- Cultural/world knowledge
- Vocabulary knowledge

Meaning

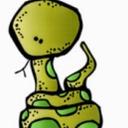
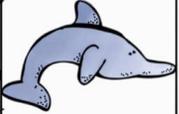
Graphophonic Cues

- Word knowledge
- Graphophonic knowledge
- Orthographic knowledge

Syntactic Cues

- Knowledge of English
- Knowledge of grammatical patterns and language structures

When you come to a word you can't figure out use your strategies!

 <p>Eagle Eye Look at the picture</p>	 <p>Lips the Fish Say the first sound</p>	 <p>Stretchy the Snake S-t-r-e-t-c-h it out</p>	 <p>Chunky Monkey Look for chunks</p>
 <p>Flippy Dolphin Flip the vowel sound</p>	 <p>Skippy Frog Skip over the word</p>	 <p>Tryin' Lion Try a word that makes sense</p>	<p>Ask Yourself:</p> <p>Does it make sense?</p> <p>Does it sound right?</p> <p>Does it look right?</p>

Structured Literacy

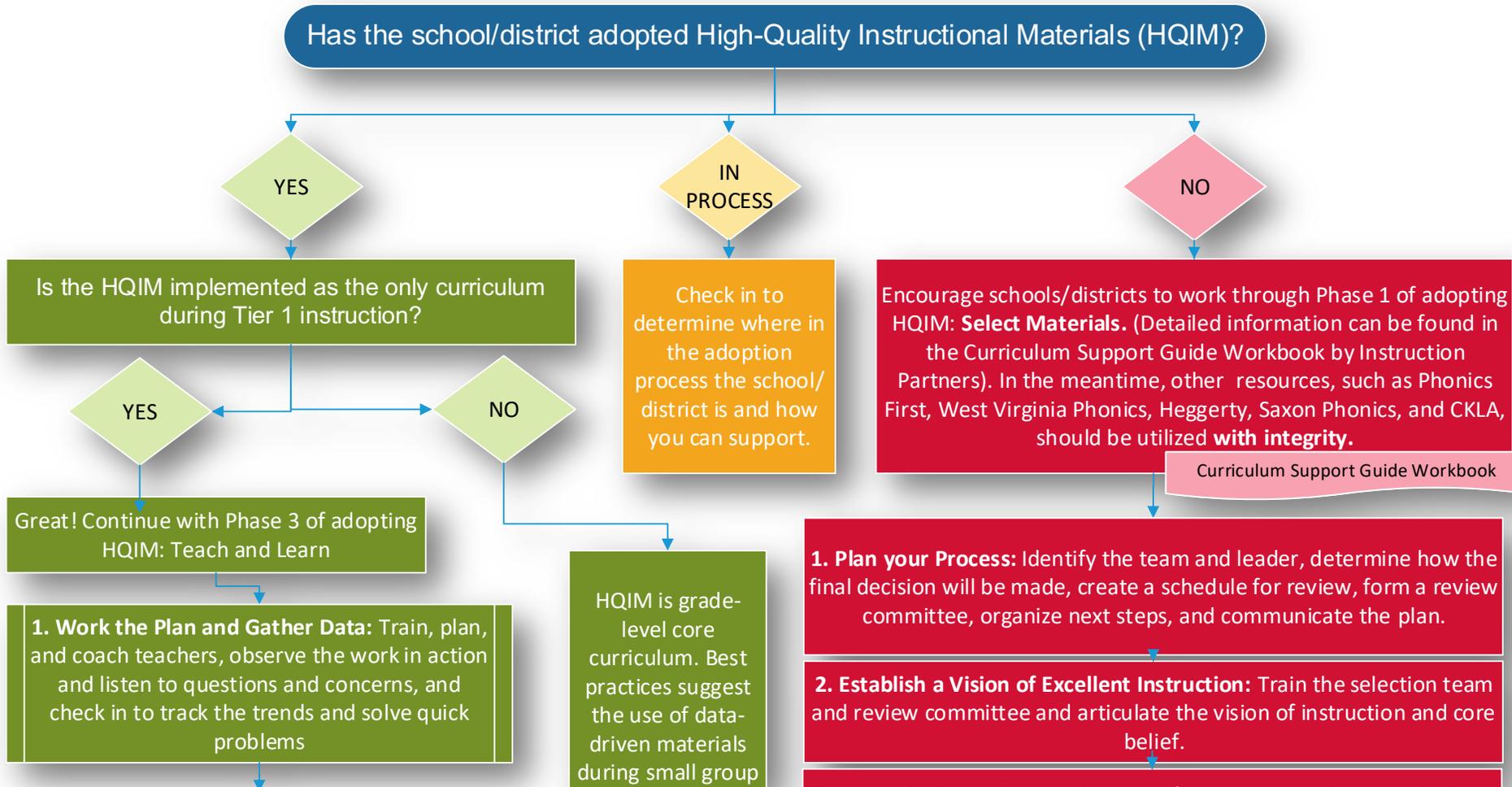
- Teacher-led table
- Groups based on diagnostic
- Decodable readers and texts based on readability
- Decoding strategies

 <p>Lefty Larry</p> <p>left</p> <p>Start on the left side of the word.</p>	 <p>Grapheme Grasshopper</p> <p>hop</p> <p>to each grapheme.</p>	 <p>Blendy Wendy</p> <p>hop</p> <p>Blend the sounds together and read the word.</p>
 <p>Syllable Sam</p> <p>rab bit</p> <p>Chop the word into syllables.</p>	 <p>Chase the Base</p> <p>re play ing</p> <p>Separate the base word from the prefixes and suffixes.</p>	 <p>Lucy Lightbulb</p> <p>???</p> <p>Reread the sentence. Did it make sense?</p>

High-Quality Instructional Materials

Implementation Phases





Scan to access



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



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

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?



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**)

Teacher 1: Fidelity

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 asks students to open workbook (per instructions in HQIM teacher guide)
4. Students are responsible for completing the tasks in #2 for each word individually

*Time on independent task = 20 minutes

Teacher 2: Integrity

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

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

Core HQIM Tier I Instruction	MDE Approved Intervention	Tier II Intervention Supplemental Instruction (Data Driven)
Into Reading	i-Ready ✓	Newsela (Vocabulary, Fluency, Comprehension)
myView	Reading Horizons ✓	Phonics First (Phonics)
Wit & Wisdom	Lexia ✓	Heggerty (Phonological Awareness)
Wonders	SIPPS ✓	West Virginia Phonics (Phonics)
EL	Istation ✓	Ready Reading ✓ (Vocabulary, Fluency, Comprehension)
		Magnetic Reading K-2 (Foundational Skills)
		Readworks (Comprehension)

Scan for MDE approved interventions



- 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**



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.



myView

WEEK 1 LESSON 1
READING WORKSHOP

FOUNDATIONAL SKILLS

myView Digital DOWNLOAD

Word Work

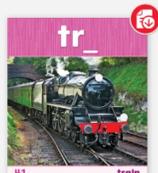
OBJECTIVES

Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

Isolate and pronounce initial, medial vowel, 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.



Sound-Spelling Card 41

FOUNDATIONAL SKILLS EXTENSION

See p. T39 for an initial consonant blend extension activity that can be used as the text is read.

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/ /a/ /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: /b/ /l/ /a/ /k/, *black*; /g/ /r/ /a/ /b/, *grab*; /s/ /t/ /a/ /k/, *stack*; /s/ /t/ /o/ /p/, *stop*; /b/ /r/ /l/ /k/, *brick*; /g/ /l/ /a/ /d/, *glad*. Display Picture Cards with initial consonant blends for additional practice.

Phonics: Decode Words with Initial Consonant Blends

Minilesson

FOCUS Use Sound-Spelling Card 41 (*train*) to introduce initial consonant blends. Tell students that the sounds at the beginning of *train* are /t/ /r/. The sounds /t/ /r/ 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 f and l. 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/ /a/ /g/, flag. The sounds /f/ /l/ are spelled with the letters fl. Write the words crab and frog and have students decode them.*

APPLY MyTURN 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, slip, flip, grip*. **EMERGING**

Have students say these words and identify the two consonants that are blended in each word: *crane, train, plane, brain, spin, grin*. **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 park*. Ask students to identify the words with initial consonant blends in each sentence and decode them. **EXPANDING**

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. **BRIDGING**

STUDENT INTERACTIVE, p. 14

PHONOLOGICAL AWARENESS | PHONICS

Initial Sounds

SEE AND SAY Sometimes you hear two sounds at the beginning of a word. Say each sound as you name each picture. Then say the name of each picture again.

Students should say *flag, crab, frog*.

Initial Consonant Blends

Two consonants at the beginning of a word that are blended together are called initial consonant blends, like the *fl* in *flag*.

MYTURN Read these words.

t r i p c l a p

Wit & Wisdom

Launch

8:07-8:10

Post and **ask** read 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** read 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

1 **NOTICE DETAILS**

8:10-8:30

Pairs

Supports EBM 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

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.

TEACHER NOTE

③ use familiar

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, need content-related brain breaks:
1. act out wind description on pg. X
2. show how Irene feels on pg. Y

⑤ on carpet

250

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- 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 Foundations*.

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



Mississippi Department of Education
OFFICE OF ELEMENTARY EDUCATION AND READING

Revised September 30, 2022

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- 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.

Literacy Block Components: Kindergarten & 1st Grade

WHOLE GROUP INSTRUCTION <i>*Build fluency throughout lesson</i> Fluency • Decodable Readers (Digital/Print)	Phonemic Awareness <ul style="list-style-type: none">• Phonemic awareness is taught during Word Work (sometimes during <i>Build the Concept</i> in kindergarten).• Additional phonemic awareness support can be found for each lesson online and in the Instructional Routines Handbook.
	Phonics <ul style="list-style-type: none">• Daily phonics lessons can be found on the Foundational Skills Pages titled <i>Word Work</i>.• High Frequency Words, Structural Analysis, Handwriting, Spelling, and Decodable Readers are embedded in Word Work.• Additional Phonics routines can be found in the Instructional Routines Handbook.• Additional guided practice, independent practice, games, and songs are available online.

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.

The Arc Institute: <https://www.americanreading.com/documents/leadership-summit-2019/promoting-integrity-vs-fidelity-of-implementation.pdf>

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

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

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

MDE ELA Instructional Planning Guides:

<https://mdek12.org/secondaryeducation/englishlanguage/Instructional-Planning-Guides-for-English-Language-Arts-K-12>



LITERACY COACH ACADEMY OF MISSISSIPPI

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.

Scan for **MORE INFORMATION**



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Educators across the state of Mississippi may access an MDE literacy coach through the ***Ask A Coach*** email address.

askacoach@mdek12.org

Division of Literacy: Contact Information

Kristen Wynn, State Literacy Director Kwells@mdek12.org

Melissa Beck, K-3 Assessment Coordinator Mbeck@mdek12.org

Kelli Crain, Assistant State Literacy Coordinator Kcrain@mdek12.org

Jill Hoda, Assistant State Literacy Coordinator Jhoda@mdek12.org

Lori Stringer, Assistant State Literacy Coordinator Lstringer@mdek12.org



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