



High-Quality Instructional Materials

Frequently Asked Questions | 2024

What are High-Quality Instructional Materials (HQIM)?

HQIM are aligned to the science of reading and evidence-based approaches to teaching reading. They are aligned to state standards and designed to help all students.

What are the benefits?

Investing in and adopting HQIM gives teachers access to quality content and quality assignments, significantly reducing the need for teachers to search for lower quality, and sometimes disconnected, assignments online (Opfer et al., 2016). The Brookings Institution found HQIM and professional development together can have positive effects on student learning (Polikoff, 2018).

How should states/districts adopt HQIM?

Form a committee of individuals knowledgeable in the science of reading to identify HQIM and provide implementation guidance for districts and schools, offer professional development to teachers, make HQIM information available on state/district websites and provide coaches to support implementation.

What else do teachers need?

Teachers need curriculum-specific training that prepares them to plan lessons and use the materials effectively.

Which states have policies to guide district adoption?

Although 33 states have HQIM guidance, only 8 states have HQIM adoption lists from which districts may choose - Alabama, Arkansas, Colorado, Connecticut, Massachusetts, Mississippi, New Mexico, and Oklahoma.

Spotlight on Connecticut

The Connecticut State Department of Education (CSDE) and the Reading Leadership Implementation Council reviewed and approved Pre-K through 3rd grade reading curricula and programs using these [guidelines](#). CSDE has a [guide](#) to support district implementation. Approved HQIM on the adoption list must be fully implemented in all public-school districts by July 1, 2025.



Spotlight on Colorado

The READ Act requires the Colorado Department of Education to identify instructional programs and professional development programs for local education agencies that are evidence-based and aligned to the science of reading. Check out their current [Advisory List of Instructional Programming](#), their process for [Selecting Scientifically and Evidence-Based Instructional Programs](#), and their [Core Instructional Programming Rubric](#).



Spotlight on Nebraska

Nebraska developed the [Nebraska Instructional Materials Collaborative](#) to support district adoption of HQIM. Through a clearly defined [selection process](#), districts can determine how strongly instructional materials for English Language Arts are aligned to Nebraska's English Language Arts (ELA) standards using an [ELA Bridge Document](#). The collaborative also has opportunities for teacher professional development to learn how to use the materials effectively.

What are additional resources to learn more and receive support?

Check out [ExcelinEd's Early Literacy Matters](#), [ExcelinEd's Early-Literacy Policy Playbook](#), [CCSSO's HQIM Professional Development \(IMPD\) Network](#), [Knowledge Matters Campaign](#), and [New EdReports Initiatives Highlight Quality Early Literacy Materials](#).

For more information, please check out ExcelinEd's [Comprehensive Early Literacy Policy](#).

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