ExcelinEd

High-Quality Instructional Materials K-8 Literacy

Model Policy | 2026

{Title} The (insert name of Act or policy)

{Intent} It is the intent of the Legislature that each student has access to a literacy curriculum that is content-rich and builds strong foundational reading skills; that district school board policies facilitate the adoption and implementation of high-quality instructional materials; and that each teacher is provided high-quality instructional materials supported by ongoing professional learning, accountability, and continuous improvement.

Section 1: Definitions

a. **High-Quality Instructional Materials (HQIM)** refers to instructional curricula, intervention programs, textbooks, teacher guides and supplemental materials that are aligned with academic standards and scientifically based reading research which help all students achieve grade level learning goals.

b. **Core Instructional Materials** are the primary, comprehensive resources used for Tier 1 reading instruction and are designed to provide all students with grade-level reading, writing, speaking, listening, language, and foundational skills instruction aligned to state standards.

c. **Supplemental Materials** means instructional resources used alongside core instructional materials to provide additional practice, intervention, acceleration, enrichment, assessment, or differentiated support for students. Such materials shall complement, not supplant, the core instructional materials adopted by the state, district, or school and shall be aligned to academic standards and evidence-based practices.

d. **Intervention Materials** means instructional materials specifically designed for Tier 2 or Tier 3 reading intervention that provide explicit, systematic, diagnostic, and responsive instruction to address identified skill deficits. Intervention materials shall be evidence-based, aligned to scientifically based reading research, support progress monitoring, and supplement, rather than replace, grade-level core literacy instruction.

e. **Science of Reading** refers to the large body of evidence that informs how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

f. **Content Rich Materials** means instructional materials that systematically develop knowledge, vocabulary, and comprehension through coherent units of study organized around meaningful topics, concepts, or themes and supported by high-quality literary and informational texts. Content-rich materials promote knowledge building and language development while aligning with content specific state standards.

g. **Usability** how practically and efficiently teachers can understand, teach and implement instructional literacy materials in a classroom setting. .

h. **Rigorous** means instructional materials that provide all students access to grade-level texts and assignments, are grounded in scientifically based reading research, systematically build knowledge and vocabulary, support reading, writing, speaking, and listening, and require students to engage in complex thinking and evidence-based responses.

Section 2: High-Quality Instructional Materials

a. High-Quality Instructional Materials shall be, at a minimum:

1. Aligned to rigorous state English language arts and literacy standards, scientifically based reading research and include explicit instruction in phonemic awareness, phonics including decoding and encoding, advanced phonics, fluency, vocabulary including morphology, oral and reading comprehension, and writing, as appropriate;

2. Coherent and knowledge building, featuring logically sequenced instructional units and rich texts aligned to content area standards;

3. Usable by teachers, providing explicit instructional guidance, embedded assessments, instructional routines, and scaffolds to support differentiation and access for:

- Students reading below grade level;
- Students with disabilities;
- Multilingual learners; and
- Extensions for advanced learners.

4. Accessible and free from bias, while maintaining academic rigor.

Section 3. Statewide Review and Approval Process

a. The state education agency shall establish a statewide review process for literacy instructional materials.

b. The review process shall be facilitated by the state education agency and include:

1. An independent, expert led review panel with expertise in literacy research, special education, and multilingual instruction, including administrators and teachers who have completed state or district approved professional learning in the science of reading;

2. Transparent and publicly available scoring criteria, including alignment to standards, coherence, usability, evidence base, and equity; and

3. A standardized rubric used consistently across all reviews.

c. Approved lists of instructional materials may be updated by the state appointed review panel, within the state established timeline, if:

1. A publisher submits a substantively revised edition no more than once every two years;

2. A local education agency submits a request for materials which are not included on the state approved list.

Section 4. Adoption of Vetted Literacy Instructional Materials

a. Each local education agency shall adopt core, supplemental, and intervention literacy materials from a vetted, state-approved list of High-Quality Instructional Materials, ensuring alignment and instructional coherence across all levels of literacy instruction.

b. The use of instructional materials and strategies that include the three cueing systems model when teaching word recognition skills, or that are based on literacy approaches inconsistent with scientifically based reading research, is prohibited.

c. The state shall publicly post, on the state education agency website, a list of state approved literacy instructional materials and a list of materials adopted by each district.

d. The state shall require districts to publicly post adopted literacy instructional materials on the district and school websites.

Section 5. Requirements for Equitable Access

a. High-Quality Instructional Materials approved under this act shall include embedded supports for multilingual learners and students with disabilities.

b. Instructional materials shall provide differentiation and scaffolding designed to ensure access to grade level literacy instruction for all students.

c. Materials shall include diverse and accessible texts reflecting a variety of cultures, identities, and perspectives.

Section 6. Funding and Incentives

a. The Legislature shall appropriate dedicated funds to support district adoption and implementation of High-Quality Instructional Materials.

b. Such funds may include:

1. Per-pupil allocations or competitive grants for the purchase of instructional materials;
2. Funding for ongoing professional learning, printing, digital licenses, and classroom materials, including annual funding for student consumables; and
3. Incentives for early adoption, districtwide implementation, or regional collaboration.

Section 7. Professional Learning Requirements

a. For purposes of this act, professional learning shall mean sustained, job-embedded training aligned to the implementation of High-Quality Instructional Materials.

b. Each local education agency shall provide ongoing professional learning that equips educators to:

1. Effectively implement HQIM;
2. Deliver evidence-based foundational and advanced literacy instruction aligned to the science of reading; and
3. Integrate HQIM into data-informed coaching cycles, coaching and administrative walkthroughs and instructional planning.

c. Professional learning shall be selected from a vetted state-approved list of providers to ensure quality, coherence, and sustainability.

Section 8. Implementation Support and Accountability

a. Each local education agency shall include implementation of High-Quality Instructional Materials within its literacy plan, including timelines, professional learning schedules, and monitoring mechanisms.

b. Local education agencies shall annually report to the state education agency on:

1. Initial and ongoing professional learning provided, including, content, and number of participants; and

2. Implementation progress and fidelity.

c. The use of unvetted, teacher-created, or nonaligned materials as substitutes for core, supplemental and intervention for literacy instruction is prohibited.

d. The state education agency shall conduct monitoring or audits to evaluate instructional quality and instructional equity, defined as consistent access to high-quality, evidence-based literacy instruction and instructional materials across schools, classrooms, and student populations.

e. Adopted instructional materials and the status of HQIM implementation shall be publicly posted on state, district, and school websites.

Section 9. Data Collection and Impact Reporting

a. The state education agency shall collect, analyze, and publicly report data on student literacy outcomes annually.

b. Data collection shall include:

1. Analysis of correlations between HQIM adoption, implementation progress and student performance over time;

2. Disaggregated data to determine and address gaps among student groups and districts; and

3. Use of data to inform state and regional policy, funding decisions, and technical assistance.

c. Data shall be used for continuous improvement purposes and to identify areas of high need and low resources.

Section 10. Effective Date

This act shall take effect beginning with the school year following enactment, or as otherwise determined by the state board of education or state education agency.