

# Selecting High-Quality Instructional Materials

## *What to Consider*

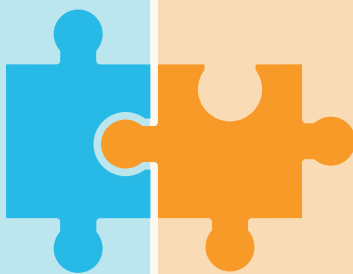
Selecting high-quality instructional materials (HQIMs) is about more than rubrics or external reviews. It's about making the right choice for your students, your teachers, and your community. At Lit, we begin with research-aligned criteria and external reviews, but the real work happens when diverse stakeholders across your system come together to narrow and explore options based on what your schools and students truly need. Because when everyone sees themselves in the process, they invest in the outcome. This infographic lays out the questions we ask with teams as they explore HQIMs.

### START HERE



The first thing to know and consider: your district, CMO, or state's requirements for materials, grade-level standards, and assessments. Is there a state-mandated curriculum or approved list? Are you required to select materials that meet certain criteria or have external validation? Start here.

## What to Look for in Materials



## What to Know About Your System

### EVIDENCE-BASED

Does the curriculum reflect what we know about how children learn to read and write? Is it aligned to standards and coherent across grade levels? Is there evidence of impact? Under what conditions?

### KNOWLEDGE-BUILDING

Does it help students build knowledge over time through texts, tasks, and talk?

### QUALITY TEXTS

Are the texts compelling and appropriately rigorous? Do they reflect and affirm your students and community?

### ACCESS FOR ALL

Are there built-in supports for students to access or stretch beyond grade-level content, including Multilingual learners and students with exceptionalities?

### USABILITY

Are the design and materials clear, predictable, and easy to navigate? How will teachers and leaders prepare to teach and support the curriculum? How will students experience it?

### ALIGNED ASSESSMENTS

Are there built-in assessments that give useful, timely insight? Are there tools to help educators act on the data?

### IMPLEMENTATION SUPPORT

What support is included for teachers and leaders? How is it provided?

### BUDGET

What funding is available now—and in the future—for materials, professional learning, and licenses?

### ORGANIZATIONAL HEALTH

How does this change fit with other priorities and initiatives? What is your team's capacity for change? Where could you pilot or shrink the change?

### YOUR COMMUNITY

What makes your community unique—student populations, mission, values? How should these shape what to look for in materials?

### TIMING

What's your timeline for selection and rollout? Are there any dependencies or prerequisites to plan for?

### CAPACITY

What's the current capacity and expertise of your team? How much time and support will be available for training and ongoing support?

### COHERENCE

What does the rest of your reading ecosystem include? What other materials, approaches, and assessments will these materials work alongside?

### SCHEDULES

How much time could be available to teach the curriculum each day? What does your literacy block look like?

