

# SELECTING HIGH QUALITY INSTRUCTIONAL MATERIALS

LITERACY ACHIEVEMENT AND  
READING SUCCESS



# OBJECTIVES

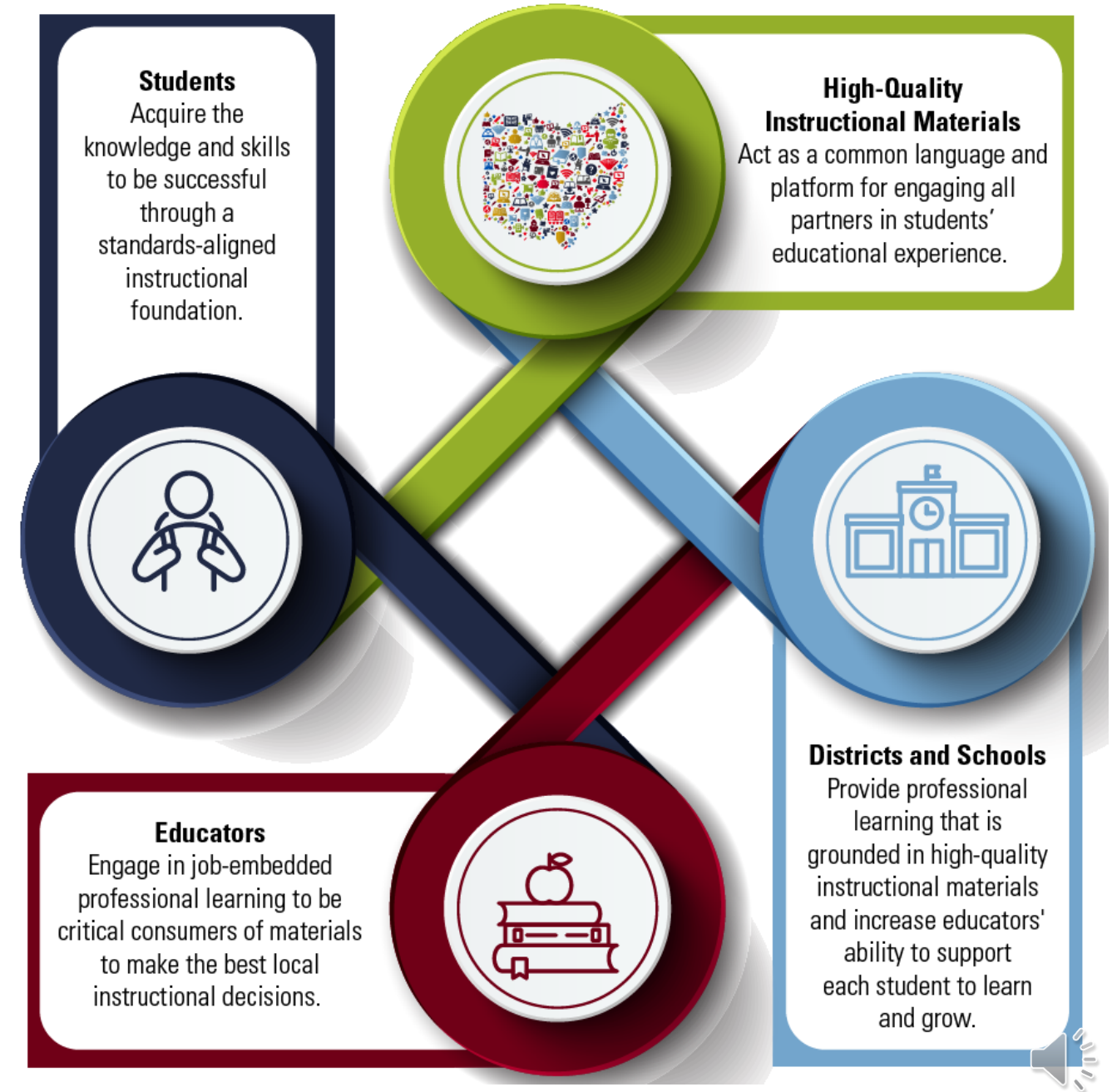
- Determine why high-quality instructional materials are necessary
- Discuss three types of core curriculum and instructional materials for English language arts
- Provide an overview of the selection process



# WHY HIGH-QUALITY INSTRUCTIONAL MATERIALS?

High-quality instructional materials (HQIM) support educators with:

- Standards-aligned instructional content
- A coherent scope and sequence for grade-level lessons and unit plans
- Evidence-based instructional strategies and embedded formative assessments which support data-driven instruction
- Educative materials which provide implementation supports for educators to ensure all students' learning needs are met.



# GETTING STARTED WITH HQIM

- Use existing resources from [Ohio Materials Matter](#) for an overview of the process used to review, select, and implement materials



**Ohio**  
Materials**Matter**



# CORE CURRICULUM MATERIALS IN ENGLISH LANGUAGE ARTS

Core  
Comprehensive

Core–No  
Foundational  
Skills

Foundational  
Skills Only



# CORE COMPREHENSIVE PROGRAMS

- High-quality instructional materials that are comprehensive in scope and aligned to state standards.
- Skills taught within and across grades should be articulated in a clear scope and sequence.
- Reflect the reading research in terms of amount of time allocated, routines used, grouping formats and materials provided for instruction.
- Integrate the aspects of language that underlie the process of learning to read (such as phonology, orthography, morphology, syntax).



# CORE NO FOUNDATIONAL SKILLS PROGRAMS

- High-quality instructional materials designed to deliver instruction in most grade-level content, aligned to state standards, including reading texts, language and vocabulary, writing, speaking and listening and comprehension.
- Must be used in conjunction with a foundational skills program.



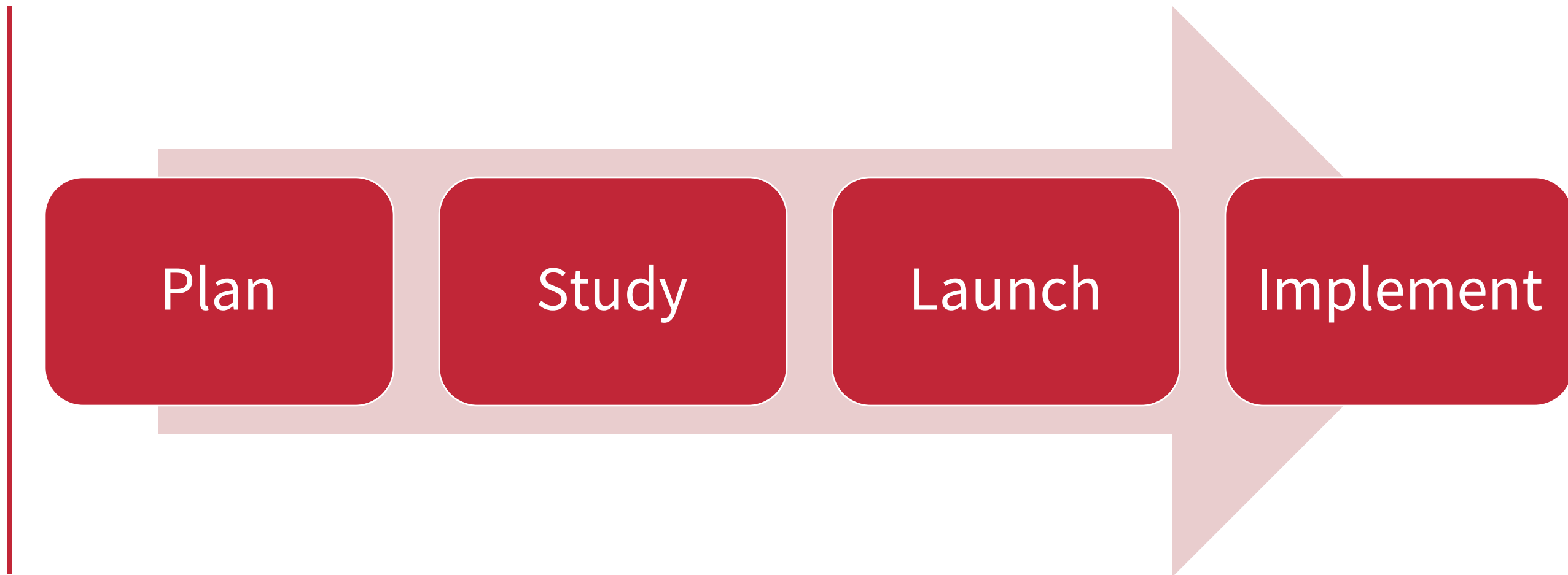
# FOUNDATIONAL SKILLS ONLY PROGRAMS

- High-quality instructional materials aligned to state standards for foundational reading skills, including print concepts, phonological awareness, phonics and word recognition and fluency.
- To be used in conjunction with a core program.

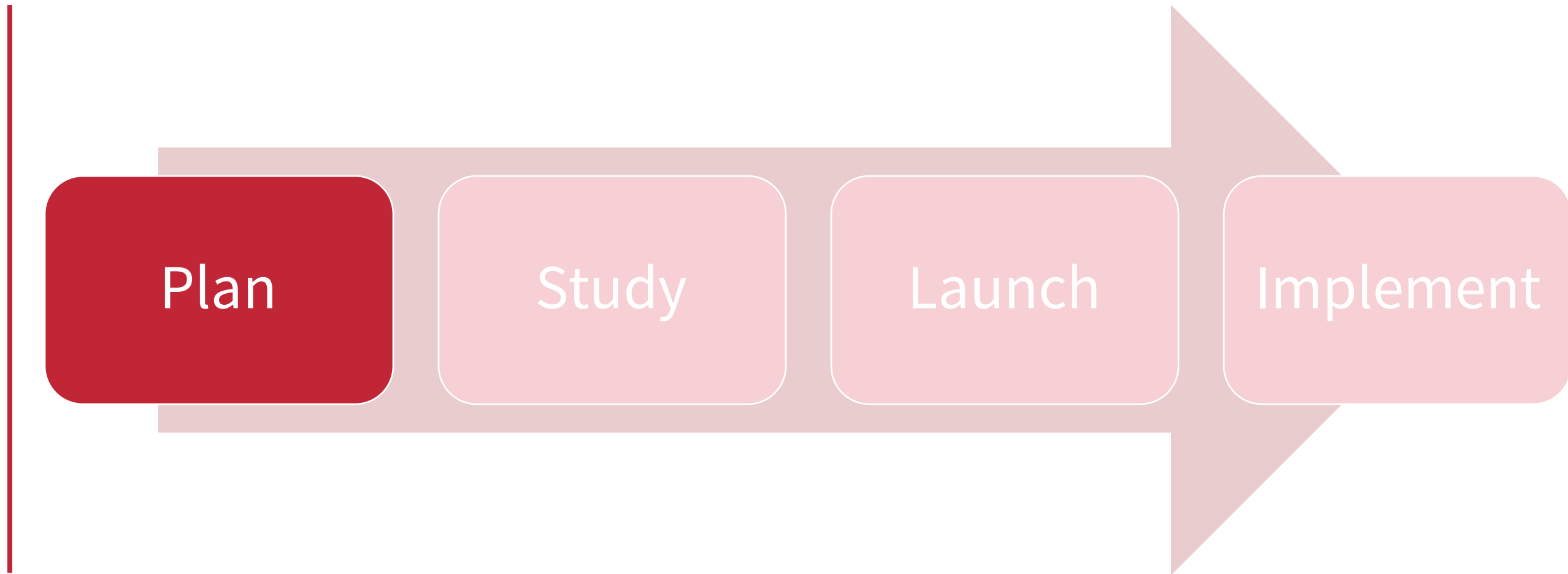




# OVERVIEW OF THE PROCESS



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# PLAN

Form an adoption committee

Review markers of quality for instructional materials

Determine and plan your process

Create an instructional vision

Collect data to analyze instructional needs



# PLANNING FOR SELECTION OF ELA

1. Audit curricular materials currently in place.
2. Review student and adult data to analyze local needs.
3. Review approved list of core curriculum and instructional materials.
4. Research existing reviews of materials, including EdReports.



# RESOURCES FOR PLANNING

- [The Opportunity Myth](#)
- [EdReports: How to Select a High-Quality K-5 ELA Curriculum](#)
- [The Ohio Curriculum Support Guide](#)
- [Ohio Materials Matter Professional Learning](#)



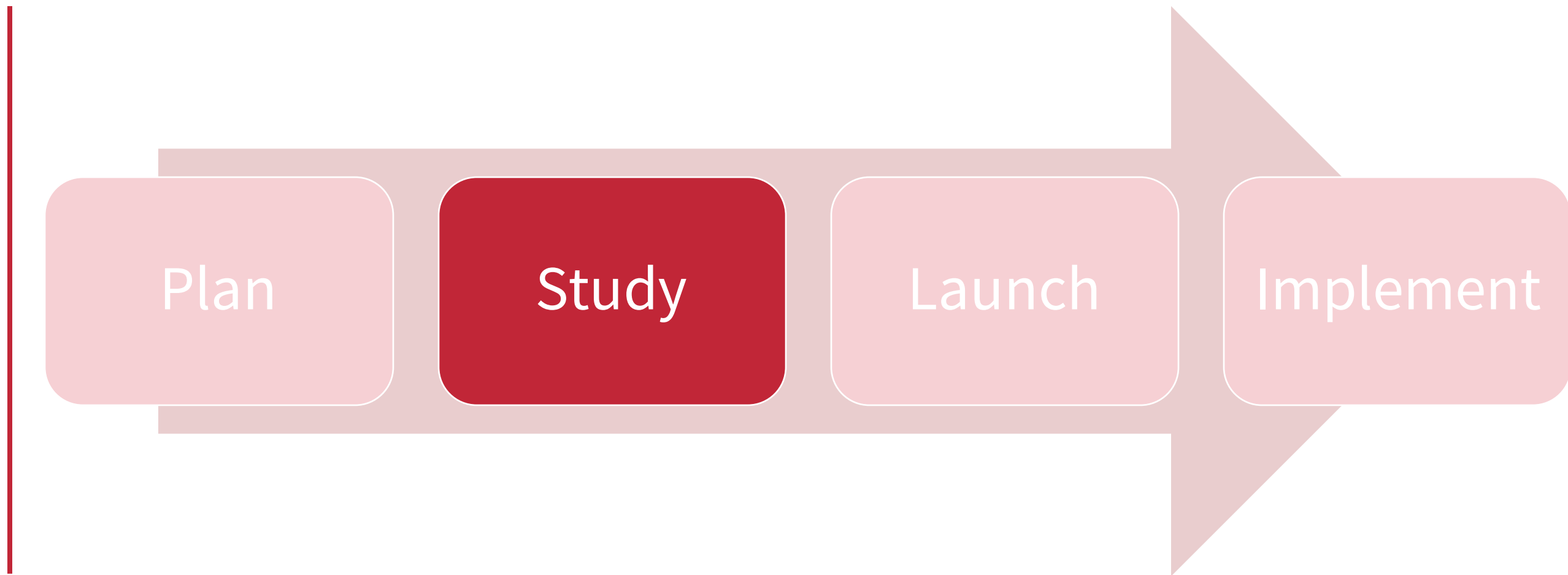
# THE OPPORTUNITY MYTH

“ When students who started the year behind had greater access to grade appropriate assignments, they closed the outcomes with their peers by more than seven months.”

*The Opportunity Myth, TNTP 2018*



# OVERVIEW OF THE PROCESS



# STUDY

Investigate programs and narrow down options

Use existing rubrics to identify materials that are high-quality and aligned to the science of reading

Identify which materials are possible options for further investigation

Conduct the review and gather feedback





# STUDYING MATERIALS FOR ELA

- Select an additional review tool to narrow down the list.
- Consider need for comprehensive grade-level content.
- Review for essential elements of early or adolescent literacy.
- Review for elements of explicit instruction.
- Review for scope and sequence of skills and/or content.

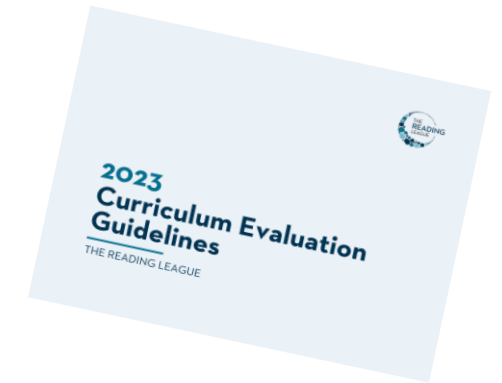


# RESOURCES FOR STUDYING


- [Rubric for Evaluating Reading/Language Arts Instructional Materials for Kindergarten to Grade 5](#) from Regional Educational Laboratory Southeast
- [Curriculum Evaluation Guidelines](#) from The Reading League feature components aligned with scientific evidence for how children learn to read.
- [Instructional Materials Evaluation Tools for ELA/Literacy](#) from Student Achievement Partners is available for grades K-2 and 3-12.
- [Knowledge Matters Review Tool](#) from Knowledge Matters Campaign.



# REVIEWING FOR ALIGNMENT TO SCIENCE OF READING: SPOTLIGHT ON INSTRUCTIONAL PRACTICES



## THE READING LEAGUE: CURRICULUM EVALUATION GUIDELINES

- Highlights non-aligned practices with the science of reading
- Helps educators with all processes of the curriculum review
- Assists districts and schools by providing key discussion questions for implementation committees
- Provides guiding questions for a district curriculum audit
- Addresses word recognition and language comprehension
- Offers guidance on evaluating foundational skills in a curriculum
- Outlines evidence-based practices needed in the curriculum
- Can help with understanding what knowledge base teachers need to implement curriculum with integrity 

# REVIEWING FOR ALIGNMENT TO SCIENCE OF READING: SPOTLIGHT ON KNOWLEDGE BUILDING



## KNOWLEDGE MATTERS REVIEW TOOL

- Helps districts and schools to determine the degree to which a curriculum is “knowledge building”
- Provides guidance for reviewing content-rich challenging texts
- Look-fors on developing high-value academic language to support knowledge
- Assists in understanding how a volume of reading is organized around conceptually coherent text sets to build knowledge
- Offers guidance on what a volume of writing looks like that builds strong writers as well as knowledge



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