

**Kindergarten-Grade 2 English Language Arts Core Curriculum and Instructional Materials Review Rubric**

The English Language Arts and Literacy HQIM Rubric has been created by the Department to identify high-quality core curriculum and instructional materials to support Ohio districts and schools in their selection of materials that are aligned with the science of reading and strategies for effective literacy instruction. The document was also reviewed by National Center on Improving Literacy. The references to “standards” are all related to the Ohio Learning Standards for English Language Arts adopted in 2017. The following resources were referenced in the development of the criteria within the document: The Reading League’s Curriculum Evaluation Guidelines, TNTP’s The Opportunity Myth (2018), Room to Run, Unlocking Acceleration (2022); EdReports Why Materials Matter and The Power of Engaging All Educators During an Instructional Materials Adoption (2019); and the Ed Post Real Talk from Teachers About Why Good Curriculum Doesn’t Get Taught (2022). Other state rubrics for HQIM were reviewed as a part of this process, including the following: Colorado Department of Education Core Program Part 2 Review Rubrics (2022); Minnesota Department of Education’s EL Education K-5 Language Arts Rubric (CAREI Curriculum Review Series) (2024); Oklahoma State Department of Education Early Elementary (Grades PK-2) English Language Arts Instructional Materials Evaluation Rubric (2021); Oklahoma State Department of Education Grades 3-5 English Language Arts Instructional Materials Evaluation Rubric (2021); Virginia Department of Education Phase I: Initial Review Core Instructional Programs (2022); and Virginia Department of Education Phase II: In Depth Review Core Instructional Program Review (2022).

<b>Intended Use of the Rubric</b>
<b>Criterion</b>
Criterion is a combination of all indicators within a single focus area in ELA and Literacy, which identify markers of high-quality instructional materials. The eight criterion areas provide a brief description at the top of each section and each Criterion is scored based on the Indicators totals.
<b>Indicators</b>
Indicators are in the left-hand column and grouped by Criterion. Reviewers use Guiding Questions and evidence to score Indicators within each Criterion.
<b>Guiding/Key Questions</b>
The second column provides Guiding/Key questions about each Indicator to help reviewers focus their materials review on the substance of the Criteria.
<b>Scoring</b>
The right-hand column indicates possible scores for a given indicator.

<b>Key Shifts in the Ohio Learning Standards for English Language Arts and Literacy</b>
The Ohio Learning Standards for English Language Arts and Literacy reflect the skills and knowledge students will need to succeed in college, career, and life. Using the standards and understanding the necessary shifts they call for are essential for high-quality instruction. The following are the key shifts:
<b>Shift 1: Complexity</b>
The Ohio Learning Standards call for regular practice with complex text and its academic language. This includes scaffolding of text complexity over the course of the year, a focus on appropriately rigorous text in relation to quantitative analysis, qualitative analysis, and task measures.”
<b>Shift 2: Evidence</b>
The Ohio Learning standards ground reading, writing, and speaking in evidence from text, both literary and informational. Rather than asking students questions they can answer solely from their prior knowledge or experience, students should be able to answer a range of text-dependent questions.
<b>Shift 3: Knowledge</b>
Building knowledge through content-rich nonfiction plays an essential role in the standards. This requires a balance between reading informational and literacy texts, and that students build coherent general knowledge both within each year and across years, with opportunities for students to engage, interact, and have a conversation with the text.

<b>Review Use</b>
Materials submitted for review will be evaluated on parts of the rubric, dependent on the review category/grade band identified. The rubric will be used to evaluate all grade levels within the grade band for the program as a whole.
<b>Grades K-2 Core Comprehensive English Arts</b>
Materials provide comprehensive instruction in K-2 English language arts, aligned with standards, grade-level content and strategies for effective literacy instruction. <b>Review on full rubric.</b>
<b>Grades K-2 Core No Foundational Skills</b>
Materials provide instruction in K-2 English language arts, that do not include foundational skills, aligned with standards and strategies for effective literacy instruction. Programs must be paired with a foundational

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skills program. **Review on all rubric parts except Part 2: Foundational Skills Development**

**Grades K-2 Core Foundational Skills**

Programs provide comprehensive foundational skills instruction, aligned to K-2 English language arts standards and research-based practices, including phonological awareness, phonics, fluency and spelling.

Programs must be paired with a core comprehensive program or a core no foundational skills program. **Review on all rubric parts except Part 2: Text Complexity and Vocabulary and Part 4: Knowledge Building**

**Notation Key**

Some indicators throughout sections 2 and 3 have notations directly related to the grade-level appropriate content or skill, which is marked with the corresponding K, 1 or 2 within a set of parentheses.

## Rating Definitions for Core Curriculum and Instructional Materials

Ratings
<b>CRITERIA NOT MET/0 POINTS</b>
The evidence provided does not meet the criteria indicated.
<b>CRITERIA PARTIALLY MET/1 POINT</b>
The evidence provided partially meets the criteria indicated, but additional information, detail, or examples are needed to fully meet the criteria.
<b>CRITERIA FULLY MET/2 POINTS</b>
The evidence provided fully meets or exceeds the criteria indicated, demonstrating thorough implementation or alignment of the indicator to expectations.

## Rating Definitions for Core Programs (K-2)

Non-Negotiable Requirement		
Category	Criteria	Met
Three-Cueing Approach	Materials do not include the three-cueing approach or model of teaching students to read based on meaning, structure and syntax, and visual cues.	Yes/No
<p>The non-negotiable requirement will be evaluated as Met or Not Met. If any portion of submitted materials includes instructional methods or practices that rely on the three-cueing approach as a model of teaching students to read based on meaning, structure and syntax, and visual cues, applications will not be considered to meet criteria for this non-negotiable requirement. All evidence of not meeting this non-negotiable requirement, if applicable, will be documented by reviewers.</p>		

## PART 1: INSTRUCTIONAL DESIGN

Materials include an intentional design for instruction, aligned with reading research and the principles of effective literacy instruction.

### Criterion 1: Research Alignment

*Materials reflect current and converging research in reading and related fields.*

Indicators	Score	Comments
<b>1.1.a.</b> The program includes evidence of being based on conceptual research and theoretical models, citing relevant research articles and websites.	0 1 2	
<b>1.1.b.</b> There is a clear focus on teaching and learning phonemic awareness, phonics, fluency, vocabulary, and comprehension aligned to grade level standards.	0 1 2	
<b>1.1.c.</b> The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.	0 1 2	
<b>1.1.d.</b> Word recognition is explicitly taught at all grade levels through letter-sound correspondences, rather than emphasizing visual memory, guessing, the shape of the word, or the use of context clues to decode words.	0 1 2	
<b>1.1.e.</b> Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies, including any relevant efficacy research.	0 1 2	
<b>TOTAL SECTION SCORE</b>	/10	

### Criterion 2: Explicit Instruction

*Students are directly taught the new skill before they are asked to apply it.*

Indicators	Score	Comments
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<p><b>1.2.a.</b> Lessons use instructional routines and/or scripts that provide suggested teacher language, include a step-by-step sequence, procedures, and consistent academic language and vocabulary linked to grade-level outcomes and content standards in Ohio's learning standards for English language arts.</p>	0 1 2	
<p><b>1.2.b.</b> Materials include consistent routines that include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to apply new skills.</p>	0 1 2	
<p><b>1.2.c.</b> Materials include multiple opportunities for students to practice new skills with teacher guidance for immediate corrective feedback within daily lessons.</p>	0 1 2	
<b>TOTAL SECTION SCORE</b>		/6

<b>Criterion 3: Sequential Instruction</b>		
<i>There is a detailed timeline, including a scope and sequence for teaching skills.</i>		
Indicators	Score	Comments
<p><b>1.3.a.</b> The scope and sequence for a skill <b>within</b> a grade shows a clear progression from basic to advanced (i.e., easier to harder), and is appropriate for the grade for which the program is designed.</p>	0 1 2	
<p><b>1.3.b.</b> Advanced skills are introduced after students have been taught prerequisite skills.</p>	0 1 2	
<p><b>1.3.c.</b> The scope and sequence at each grade level articulates when skills are taught across grades.</p>	0 1 2	
<b>TOTAL SECTION SCORE</b>		/6

<b>Criterion 4: Systematic and Cumulative Instruction</b>		
<i>A structured lesson plan format is used to teach, review, integrate and link skills, using the gradual release of responsibility model.</i>		
Indicators	Score	Comments
<p><b>1.4.a.</b> Materials include clear and consistent lesson plan formats to teach phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.</p>	0 1 2	

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<p><b>1.4.b.</b> Materials include a daily schedule of activities and lessons, including suggestions for the length of lessons and units.</p>	<p>0 1 2</p>	
<p><b>1.4.c.</b> Materials include independent or group practice <b>after</b> teacher-led instruction on essential skills.</p>	<p>0 1 2</p>	
<p><b>1.4.d.</b> Materials include directions for how to implement lessons (e.g., what materials to use, which target skills to focus on, script or wording for how to teach, examples to use in instruction, specific content to use in instruction such as word lists or book lists).</p>	<p>0 1 2</p>	
<p><b>1.4.e.</b> Critical grade-level content and high-priority skills are cumulatively reviewed to support mastery and the integration of knowledge, strategy, and skills.</p>	<p>0 1 2</p>	
<p><b>1.4.f.</b> The same routines, terminology, and procedures are used within lesson plans across skill areas and over time, including across the grade level and program.</p>	<p>0 1 2</p>	
<p><b>1.4.g.</b> There are clear connections between foundational skills and higher-order skills. Skills are integrated across areas (e.g., phonemic awareness and phonics; phonemic awareness and oral language; fluency and comprehension).</p>	<p>0 1 2</p>	
<p><b>TOTAL SECTION SCORE</b></p>		<p>/14</p>

**PART 2: FOUNDATIONAL SKILLS DEVELOPMENT**

Materials are aligned to research-based practices and the Ohio Learning Standards in English Language Arts for foundational skills instruction.

**Criterion 1: Print Concepts & Alphabet Knowledge (K-1)**

*Materials and instruction provide systematic and explicit instruction and practice for print concepts and letter recognition.*

Indicators	Score	Comments
<b>2.1.a.</b> Materials, questions, and tasks provide explicit instruction in the organization and basic features of print (K), including by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)(1).	0 1 2	
<b>2.1.b.</b> Materials provide explicit instruction and student practice opportunities in alphabet knowledge (including identification of both lowercase and uppercase letters) to include letter names and their corresponding sounds (K).	0 1 2	
<b>2.1.c.</b> Materials provide explicit instruction and student practice opportunities in printing and forming the 26 letters, uppercase and lowercase (K).	0 1 2	
<b>2.1.d.</b> Materials regularly and systematically offer assessment opportunities that measure student progress through mastery of print concepts (K-1), letter recognition (K), and printing letters as indicated by the program scope and sequence.	0 1 2	
<b>2.1.e.</b> Materials include guidance on how to use assessment data to determine student need, including specific protocols for how students performing below standard on these assessments will be supported, so all students are able to achieve mastery of print concepts (K-1), letter recognition (K), and printing letters (K-1).	0 1 2	
<b>TOTAL SECTION SCORE</b>	/10	

**Criterion 2: Phonemic Awareness (K-1)**

*Materials provide explicit, systematic instruction in phonemic awareness.*

Indicators	Score	Comments
<b>2.2.a.</b> Materials include a scope and sequence of phonological and phonemic awareness skills that progress from less complex (e.g., blending syllables or segmenting onset-rime) to more complex (e.g., segmenting phonemes) (K-1).	0 1 2	
<b>2.2.b.</b> Materials include brief, daily phonemic awareness lessons. (K-1)	0 1 2	



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2.2.c. Materials provide opportunities for students to analyze spoken words at the phoneme level (K-1).	0 1 2	
2.2.d. Materials provide instruction and opportunities for students to practice how sounds are connected to letters (e.g., phoneme-grapheme mapping with sound boxes) to understand the alphabetic principle (K-1).	0 1 2	
2.2.e. Materials regularly and systematically offer assessment opportunities that measure students' current skill levels and level of understanding toward mastery of phonemic awareness (K-1).	0 1 2	
2.2.f. Materials include guidance on how to use assessment data to determine student need, including specific protocols for how students performing below standard on these assessments will be supported, so all students are able to achieve mastery of blending and segmenting phonemes (K-1).	0 1 2	
<b>TOTAL SECTION SCORE</b>	/12	

<b>Criterion 3: Phonics and Word Study</b>		
<i>Materials emphasize explicit and systematic instruction in phonics and word study.</i>		
<b>Indicators</b>	<b>Score</b>	<b>Comments</b>
2.3.a. Materials include a detailed scope and sequence of phonics instruction that progresses from simple skills (letter sounds) to more complex patterns (e.g., vowel teams, syllable types, multisyllabic words).	0 1 2	
2.3.b. Materials include systematic phonics instructional routines that contain: <ul style="list-style-type: none"> <li>• Clear and concise language</li> <li>• Range of examples and non-examples</li> <li>• Guided and supported practices</li> <li>• Opportunities for frequent student responses</li> <li>• Corrective feedback routines</li> <li>• Opportunities for cumulative review</li> </ul>	0 1 2	
2.3.c. Materials include explicit phonics instruction that connects phonemes to graphemes with consistent blending routines for reading words using teacher modeling, student-guided practice and independent practice applying the sound-spelling pattern(s) in an instructional sequence.	0 1 2	

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<b>2.3.d.</b> Materials include multiple opportunities for students to practice letter-sounds in isolation, then connected to reading words, sentences, and decodable text aligned to the phonics scope and sequence.	0 1 2	
<b>2.3.e.</b> Materials include explicit instruction in high-frequency words, including identifying the regularly spelled part and the temporarily irregularly spelled part of words, with spiraling review. (1-2)	0 1 2	
<b>2.3.f.</b> Materials include spelling instruction aligned to the phonics scope and sequence (1-2).	0 1 2	
<b>2.3.g.</b> Materials include opportunities for students to learn and practice reading words in isolation before practiced in text.	0 1 2	
<b>2.3.h.</b> Materials include instruction in multisyllabic words using prefixes, suffixes, syllable types, and morphological word parts to aid in word recognition (1-2).	0 1 2	
<b>2.3.i.</b> Materials regularly and systematically offer assessment opportunities that measure student mastery of word recognition as indicated by the program scope and sequence.	0 1 2	
<b>2.3.j.</b> Materials include guidance on how to use assessment data to determine student need, including specific protocols for how students performing below standard on these assessments will be supported, so all students can work toward mastery in phonics.	0 1 2	
<b>TOTAL SECTION SCORE</b>	/20	

<b>Criterion 4: Text Reading and Fluency</b>		
<i>Materials provide systematic and explicit instruction and practice in oral reading fluency, including through decodable and grade-level text.</i>		
<b>Indicators</b>	<b>Score</b>	<b>Comments</b>
<b>2.4.a.</b> Materials introduce sentence and passage reading after students can accurately and automatically read given regular and irregular words on multiple opportunities.	0 1 2	
<b>2.4.b.</b> Materials include decodable texts aligned with the phonics scope and sequence, that include high-frequency words (K) and irregularly spelled words (1-2), and student practice opportunities to use decodable texts for multiple readings.	0 1 2	

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<p><b>2.4.c.</b> Materials include fluency lessons with teacher-led modeling, oral reading by students, immediate feedback, and sufficient opportunities to practice fluency through connected text that students can accurately decode.</p>	<p>0 1 2</p>	
<p><b>2.4.d.</b> Materials include texts for teachers to read aloud to model fluent reading, building vocabulary and background knowledge and exposing students to more complex texts than students could read on their own.</p>	<p>0 1 2</p>	
<p><b>2.4.e.</b> Materials regularly and systematically offer assessment opportunities that measure student progress in fluency as indicated by the program scope and sequence.</p>	<p>0 1 2</p>	
<p><b>2.4.f.</b> Materials include guidance on how to use assessment data to determine student need, including specific protocols for how students performing below standard on these assessments will be supported, so all students can work toward progress in fluency.</p>	<p>0 1 2</p>	
<p align="right"><b>TOTAL SECTION SCORE</b></p>		<p align="center">/12</p>

**PART 3: TEXT COMPLEXITY AND VOCABULARY**

High-quality texts, at the appropriate grade-level text complexity, are the central focus of lessons, supported by tasks and questions grounded in evidence and explicit instruction in vocabulary aligned to the Ohio Learning Standards in English Language Arts.

**Criterion 1: Text Complexity**

*Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.*

Indicators	Score	Comments
<p><b>3.1.a.</b> Anchor texts are of high quality, are content rich, and consider a range of student interests. Materials provide images or information about people, representing various demographics and physical characteristics to positively portray individuals from diverse communities and allow students to see themselves in materials.</p> <p><i>*This does not include decodables. Those are identified in Section 2: Foundational Skills.</i></p>	0 1 2	
<p><b>3.1.b.</b> Materials reflect the distribution of text types and genres required by the state standards at each grade level.</p> <p><i>*This does not include decodables. Those are identified in Section 2: Foundational Skills.</i></p>	0 1 2	
<p><b>3.1.c.</b> Core or anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task. Documentation should also include a rationale for educational purpose and placement in the grade level.</p>	0 1 2	
<p><b>3.1.d.</b> Materials provide specific guidance on how teachers can provide scaffolds and materials for differentiation as texts become more complex.</p>	0 1 2	
<p><b>3.1.e.</b> Materials provide opportunities for students to engage in a range and volume of reading, including a variety of text types and genres, to support appropriate levels of complexity for the grade level by the end of the school year.</p>	0 1 2	
<p><b>3.1.f.</b> Materials are available for teachers to read aloud to students, exposing students to text more complex than students could read independently. This is for the purpose of building vocabulary and background knowledge, as well as modeling fluency for students.</p>	0 1 2	
<b>TOTAL SECTION SCORE</b>	/12	

**Criterion 2: Alignment to the Standards with Questions Grounded in Evidence**

*Materials provide opportunities for rich and rigorous text-based discussions and writing about texts to build strong literacy skills.*

Indicators	Score	Comments
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<b>3.2.a.</b> Materials provide varied approaches to learning tasks over time and in how students are expected to demonstrate their learning with opportunities for students to monitor their learning while providing supporting text evidence (e.g. share thinking, ask questions, research & investigate, problem solve, present, write, discuss, self-reflect, evaluate other’s ideas, monitor own progress, implement feedback, etc.).	0 1 2	
<b>3.2.b.</b> Materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.	0 1 2	
<b>3.2.c.</b> Materials support students’ listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.	0 1 2	
<b>3.2.d.</b> Materials include regular opportunities for text-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.	0 1 2	
<b>TOTAL SECTION SCORE</b>	/ 8	

<b>Criterion 3: Vocabulary</b>		
<i>Key academic vocabulary instruction is cohesively taught in and across texts.</i>		
<b>Indicators</b>	<b>Score</b>	<b>Comments</b>
<b>3.3.a.</b> Materials include a cohesive, year-long plan (e.g., a detailed scope and sequence) for students to interact with (e.g., learn, practice, and apply) and build key academic vocabulary in and across texts.	0 1 2	
<b>3.3.b.</b> Materials prioritize teaching high-utility words that frequently occur in conversations, as well as words, including content-area words, that must be learned in order to fully comprehend a text and across contexts, with guidance on how to revisit and apply learned words.	0 1 2	
<b>3.3.c.</b> Materials guide teachers to explicitly model using student-friendly definitions, provide multiple examples and non-examples, and engage students in multiple opportunities to learn, practice, and apply learned vocabulary with immediate corrective feedback.	0 1 2	
<b>3.3.d.</b> Materials provide opportunities for students to apply and transfer new words within spoken or written sentences.	0 1 2	
<b>3.3.e.</b> Materials provide guidance for engaging students with vocabulary practice and application in deeper levels (e.g., associating new words with known words, categorizing words, shades of meaning, etc.).	0 1 2	
<b>3.3.f.</b> Materials provide cumulative review and practice of previously learned words.	0 1 2	

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3.3.g. Materials expose students to a rich vocabulary by including texts read by students and texts to be read aloud from a variety of genres and topics.	0 1 2	
3.3.h. Materials support explicit and systematic instruction in morphemic analysis to bolster the development of word meaning through knowledge of root words, prefixes, and suffixes.	0 1 2	
3.3.i. Materials include lessons emphasizing simple multiple meaning words.	0 1 2	
3.3.j. Materials provide activities that elicit high levels of student response and engagement, as well as use of vocabulary within student responses.	0 1 2	
3.3.k. Materials include guidance on how to support data-driven, differentiated vocabulary instruction.	0 1 2	
<b>TOTAL SECTION SCORE</b>	/22	

## PART 4: KNOWLEDGE BUILDING AND WRITING

Materials build knowledge and understanding through integrated reading, writing, speaking, listening, and language, aligned to the Ohio Learning Standards for English Language Arts.

<b>Criterion 1: Knowledge Building</b>		
<i>Materials build knowledge and understanding through integrated reading, writing, speaking, listening, and language.</i>		
<b>Indicators</b>	<b>Score</b>	<b>Comments</b>
<b>4.1.a.</b> Texts are organized around a cohesive topic(s) to build students' ability to read and comprehend complex texts independently and proficiently in order to build knowledge.	0 1 2	
<b>4.1.b.</b> Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently sequenced, high-quality questions and tasks.	0 1 2	
<b>4.1.c.</b> Materials require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts using coherently sequenced, high-quality text-specific and/or text-dependent questions and tasks.	0 1 2	
<b>4.1.d.</b> Culminating tasks require students to demonstrate their knowledge of a unit's topic(s) through integrated literacy skills (i.e., a combination of reading, writing, speaking, and listening).	0 1 2	
<b>TOTAL SECTION SCORE</b>	/8	

<b>Criterion 2: Writing</b>		
<i>Writing is cohesively and intentionally taught across the year.</i>		
<b>Indicators</b>	<b>Score</b>	<b>Comments</b>
<b>4.2.a.</b> Materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.	0 1 2	

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<p><b>4.2.b.</b> Materials include systematic and explicit writing instruction following a logical progression of transcription skills, progressing from simple to complex, as appropriate for the grade, including the following skills:</p> <ul style="list-style-type: none"> <li>•Handwriting</li> <li>•Punctuation</li> <li>•Capitalization</li> </ul>		
<p><b>4.2.c.</b> Materials include systematic and explicit writing instruction following a logical progression of text generation skills, progressing from simple to complex, as appropriate for the grade, including the following skills:</p> <ul style="list-style-type: none"> <li>•Grammar</li> <li>•Sentence-level composition</li> <li>•Paragraph-level composition</li> <li>•Multi-paragraph composition</li> </ul>	0 1 2	
<p><b>4.2.d.</b> Materials provide sufficient time for modeling, planning, drafting, revising, and editing through the use of the gradual release of responsibility model (e.g., I do, we do, you do).</p>	0 1 2	
<p><b>4.2.e.</b> Materials include a mix of on-demand and process writing (e.g., multiple drafts, revisions over time) and short, focused projects.</p>	0 1 2	
<p><b>4.2.f.</b> Materials provide opportunities for students to learn, practice, and apply different text genres, modes, or types of writing that reflect the distribution required by the standards, and to demonstrate knowledge of content.</p>	0 1 2	
<p><b>4.2.g.</b> Materials include a progression of research skills to develop writing demonstrating this knowledge, through shared research and writing projects, using multiple texts and source materials.</p>	0 1 2	
<p><b>TOTAL SECTION SCORE</b></p>	/14	



## PART 5: USABILITY

Materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners.

<b>Criterion 1: IMPLEMENTATION SUPPORTS</b>		
<i>The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.</i>		
Indicators	Score	Comments
<b>5.1.a.</b> Materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations that maintain alignment and intent of the standards.	0 1 2	
<b>5.1.b.</b> Materials provide teacher guidance with annotations and suggestions for how to implement the student materials and ancillary materials to support students' literacy development.	0 1 2	
<b>5.1.c.</b> Materials contain teacher-specific explanations, examples and resources on concepts within and beyond the grade-level concepts to help teachers improve their knowledge and better their practice.	0 1 2	
<b>5.1.d.</b> Materials include standards correlation information that explains the role of the standards in the context of the overall program.	0 1 2	
<b>5.1.e.</b> Materials provide strategies for increasing engagement of a student's parent, guardian, custodian, caregiver, or other household member around the program and suggestions for how they can help support student progress and achievement.	0 1 2	
<b>TOTAL SECTION SCORE</b>		/10

<b>Criterion 2: Assessment System</b>		
<i>The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.</i>		
Indicators	Score	Comments
<b>5.2.a.</b> Assessment information is included in the materials to indicate which standards are assessed.	0 1 2	

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<p><b>5.2.b.</b> Materials offer a diverse system of assessments, including formative and summative assessments, that do all of the following:          (a) evaluate student progress and mastery of grade-level content standards, as defined in Ohio's learning standards for English language arts adopted in 2017;          (b) throughout the duration of the course, program, or grade level, consistently evaluate student performance and mastery to determine students' learning;          (c) provide guidance for teachers on interpreting student performance that includes suggestions for follow-up [supports and services for each student based on the assessment results].</p>	0 1 2	
<p><b>5.2.c.</b> Assessments make available testing accommodations that allow students to demonstrate their knowledge and skills without changing the type of knowledge or skill that the assessment is intended to measure.</p>	0 1 2	
<b>TOTAL SECTION SCORE</b>		/6

<b>Criterion 3: Student Supports</b>		
<i>The program includes materials designed for each student's regular and active participation in program content.</i>		
Indicators	Score	Comments
<p><b>5.3.a.</b> Materials provide strategies and supports for students who read, write, speak, and/or listen below grade level to work with grade-level content and to meet or exceed grade-level standards that will support their regular and active participation in learning English language arts and literacy.</p>	0 1 2	
<p><b>5.3.b.</b> Materials regularly provide extensions to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.</p>	0 1 2	
<p><b>5.3.c.</b> Materials provide strategies and supports for students who read, write, speak and/or listen in a language other than English to meet or exceed grade-level standards and to regularly participate in learning English language arts and literacy.</p>	0 1 2	
<p><b>5.3.d.</b> Materials provide opportunities for teachers to use a variety of grouping strategies.</p>	0 1 2	
<b>TOTAL SECTION SCORE</b>		/8

## CORE PROGRAM SUMMARY (K-2)

Programs must receive a rating of **Meets Expectations** within each of the five criteria to receive an overall rating of Meets Expectations.

### PART 1: INSTRUCTIONAL DESIGN

CRITERIA	TOTAL POINTS	SCORING
1. Research Alignment	10	Meets: 10 Does Not Meet: 0-9
2. Explicit Instruction	6	Meets: 5-6 Does Not Meet: 0-4
3. Sequential Instruction	6	Meets: 5-6 Does Not Meet: 0-4
4. Systematic and Cumulative Instruction	14	Meets: 12-14 Does Not Meet: 0-11
<b>OVERALL POINTS</b>	36	Meets: 32-36 Does Not Meet: 0-31
<b>DECISION</b>		

### PART 2: FOUNDATIONAL SKILLS

CRITERIA	TOTAL POINTS	SCORING
1. Print Concepts and Alphabet Knowledge (K-1)	10	Meets: 9-10 Does Not Meet: 0-8
2. Phonemic Awareness (K-1)	12	Meets: 10-12 Does Not Meet: 0-9
3. Phonics and Word Study	20	Meets: 17-20 Does Not Meet: 0-16
4. Text Reading and Fluency	12	Meets: 10-12 Does Not Meet: 0-9
<b>OVERALL POINTS</b>	54	Meets: 46-54 Does Not Meet: 0-45
<b>DECISION</b>		

### PART 3: TEXT COMPLEXITY AND VOCABULARY

CRITERIA	TOTAL POINTS	SCORING REQUIREMENT

1. Text Complexity	12	Meets: 10-12 Does Not Meet: 0-9
2. Alignment to the Standards with Questions Grounded in Evidence	8	Meets: 7-8 Does Not Meet: 0-6
3. Vocabulary	22	Meets: 19-22 Does Not Meet: 0-18
<b>OVERALL POINTS</b>	42	Meets: 35-42 Does Not Meet: 0-34
<b>DECISION</b>		

## PART 4: KNOWLEDGE BUILDING AND WRITING

CRITERIA	TOTAL POINTS	SCORING REQUIREMENT
1. Knowledge Building	8	Meets: 7-8 Does Not Meet: 0-6
2. Writing	14	Meets: 12-14 Does Not Meet: 0-11
<b>OVERALL POINTS</b>	22	Meets: 19-22 Does Not Meet: 0-18
<b>DECISION</b>		

## PART 5: USABILITY

CRITERIA	TOTAL POINTS	SCORING REQUIREMENT
1. Implementation Supports	10	Meets: 8-10 Does Not Meet: 0-7
2. Assessment System	6	Meets: 5-6 Does Not Meet: 0-4
3. Student Supports	8	Meets: 7-8 Does Not Meet: 0-6
<b>OVERALL POINTS</b>	24	Meets: 20-24 Does Not Meet: 0-19
<b>DECISION</b>		