

High-Quality Instructional Materials in English Language Arts: Approved List of PreK-Grade 5 Core Curriculum and Instructional Materials



**Vendor & Applicant Guidance
and Request for Applications**

2024-2025



**Department of
Education &
Workforce**

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Overview and Purpose

Ohio Revised Code (ORC) 3313.6028

(A)(1) As used in Title XXXIII of the Revised Code, "science of reading" means an interdisciplinary body of scientific evidence that: (a) Informs how students learn to read and write proficiently; (b) Explains why some students have difficulty with reading and writing; (c) Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers; (d) Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach. (2) As used in this section, "three-cueing approach" means any model of teaching students to read based on meaning, structure and syntax, and visual cues.

(B) The department of education and workforce shall establish a list of high-quality core curriculum and instructional materials in English language arts, and a list of evidence-based reading intervention programs, that are aligned with the science of reading and strategies for effective literacy instruction.

(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the lists established under division (B) of this section. Except as provided in division (D) of this section, no district or school shall use any core curriculum, instructional materials, or intervention program in grades pre-kindergarten to five that use the three-cueing approach to teach students to read.

The Ohio Department of Education and Workforce is requesting applications for updates to the approved list of high-quality instructional materials and core curriculum in English language arts for prekindergarten through grade 5. The purpose of this Request for Applications (RFA) is to identify eligible high-quality core curriculum and instructional materials in English language arts that are aligned with the science of reading and strategies for effective literacy instruction. The Department established and is now updating an approved list by the following grade bands of high-quality core curriculum and instructional materials in English language arts:

- Prekindergarten
- Grades K-2*
 - Grade K-2 Core Comprehensive English Language Arts
 - Grades K-2 Core No Foundational Skills
 - Grades K-2 Core Foundational Skills
- Grades 3-5 English Language Arts

Beginning no later than the 2024-2025 school year, districts and schools must use core curriculum and instructional materials in English language arts from the Department's approved list of high-quality core curriculum and instructional materials in English language arts in prekindergarten-grade 5. The purpose of this *Approved List of PreK-Grade 5 Core Curriculum and Instructional Materials: Vendor & Applicant Guidance*

and Request for Applications document is to outline the Department’s process for evaluating core curriculum and foundational skills programs. This document is intended to assist entities interested in submitting core curriculum and foundational skills program materials for consideration in the “list of high-quality core curriculum and instructional materials in English language arts,” referenced in ORC 3313.6028(B).

**Note for kindergarten-grade 2 only: Districts and schools may choose to use a core comprehensive English language arts instructional program in grades K-2 or pair a core foundational skills program with a core comprehensive instructional program or core no foundational skills program.*

Definitions

Assessment: Assessments measure how students are learning and progressing through standards, through formative and summative assessments, specific to what has been taught to the students.

Comprehension: The understanding and interpretation of what is read in written material or heard from speaking or a read aloud.

Computer-based or online instruction: Instruction consists of lessons via software or a web-based platform where students are receiving instruction via interactive lessons and digital feedback.

Core comprehensive program: High-quality instructional materials that are comprehensive in scope and aligned to Ohio’s Learning Standards for English Language Arts. The skills taught within and across grades should be articulated in a clear scope and sequence. Core programs for English language arts reflect the reading research in terms of the amount of time allocated, routines used, grouping formats and materials provided for instruction in essential literacy skills in each grade. Research-based core reading programs must integrate the many aspects of language that underlie the process of learning to read (such as phonology, orthography, morphology, syntax).

Core curriculum and instructional materials: High-quality instructional materials used within the general education setting to provide instruction to all students, through either a core comprehensive program or a coherent set of core and foundational skills programs.

Core foundational skills program: High-quality instructional materials designed to deliver content and instruction in reading foundational skills, and to be used in conjunction with a core program. These programs provide instruction aligned to Ohio’s Learning Standards for English Language Arts for foundational skills, including print concepts, phonological awareness, phonics, word recognition, and fluency.

Core no foundational skills program: High-quality instructional materials designed to deliver instruction in most grade-level content, aligned to Ohio’s Learning Standards for English Language Arts, including reading texts, language and vocabulary, writing, speaking and listening, and comprehension, but be supplemented with a foundational skills program.

Delivery method: The primary method or means for how the instruction is being delivered to students. These methods may include teacher-directed instruction, computer-based or online instruction, or a combination of teacher-directed and computer-based and online instruction.

Evidence-based: Programs, strategies, and activities for language and literacy instruction that are rooted in practices that have been evaluated and proven to improve student outcomes, aligned with rigorous research in reading and cognitive science that inform how students learn to read proficiently and why some students have difficulty with reading.

Explicit instruction: A teacher-directed and systematic instructional approach that includes specific components of delivery and design of instruction including review of previous step-by-step demonstrations, clear language, adequate range of examples, frequent student responses, monitoring of student progress, feedback to students, and multiple opportunities for practice, both guided and independent. This practice includes distributed and cumulative practice and does not make assumptions that learners will acquire skills and knowledge on their own.

Fluency: The ability to read with appropriate speed, accuracy, and proper expression.

Foundational Skills: Instruction aligned to Ohio’s Learning Standards for English Language Arts for grade-level-appropriate foundational reading skills, including:

- Kindergarten-first grade: Print concepts and alphabet knowledge, phonemic awareness, phonics and word study, and text reading and fluency.
- Second grade: Phonics and word study, as well as text reading and fluency.
- Third grade-fifth grade: Advanced phonics and word study, as well as text reading and fluency.

Grade-level appropriate: Relating to the connection of taught skills, concepts, and learning activities to the grade-level specific standards within Ohio’s Learning Standards for English Language Arts.

High-quality instructional materials (HQIM): Instructional materials that provide standards-aligned instructional content, a coherent and grade-level appropriate scope and sequence, evidence-based instructional strategies and embedded formative assessments that support data-driven instruction and educative materials that provide implementation support for educators to ensure all students’ learning needs are met. High-quality instructional materials are critical for instructional equity and ensure that each student acquires the knowledge and skills to be successful through a standards-aligned instructional foundation. High-quality instructional materials act as a common language and platform for engaging all partners in students’ educational experience by incorporating student and educators supports.

Integrated Multi-Tiered System of Supports (MTSS): The integrated multi-tiered system of supports structure provides a framework for supporting learners based on their unique needs. It can guide staff in designing effective instruction and appropriate interventions as part of school improvement efforts. A multi-tiered system of supports for reading includes full access to grade-level instruction for all learners that is differentiated and designed to meet the needs of all learners (Tier 1) and additional strategic and targeted (Tier 2) and/or intensive intervention (Tier 3) for learners experiencing difficulties.

Instructional routines: A predictable, consistent, repetitive set of practices that provide structure to maximize learning time and aid in classroom management.

Materials: Documentation that the program includes materials, including scope and sequence, assessments, teaching scripts, pacing guides, assessment schedules and tools, student tools, graphic organizers, decodable texts, etc.

Ohio’s Learning Standards for English Language Arts: Revised and adopted in 2017, these are the state content standards that determine what should be taught and made progress toward by the end of the grade level the standard is assigned to. In English language arts, standards are divided into six subcategories: Reading: Literature, Reading: Informational Text, Reading: Foundational Skills, Writing, Speaking and Listening, and Language.

Operator (ORC 3314.02(A)(8)): An operator or **management company** means either of the following:

- (a) An individual or organization that manages the daily operations of a community school pursuant to a contract between the operator or management company and the school’s governing authority.
- (b) A nonprofit organization that provides programmatic oversight and support to a community school under a contract with the school’s governing authority and that retains the right to terminate its affiliation with the school if the school fails to meet the organization’s quality standards.

Phonics: Instruction that teaches the relationships between the letters of written language and sounds of spoken language, how to sound out words, and exceptions to the principles.

Phonemic awareness: The ability to separate, consider, and manipulate the individual sounds in spoken words. Before students learn to read, they must understand how the sounds in words work.

Phonological awareness: A set of skills that includes identifying and manipulating units of oral language (words, syllables, and onsets and rimes).

Print concepts: Explicit instruction that print carries meaning and serves many functions, developing the understanding that printed text is made of words and spaces, and that words are made of letters. This can also include identifying functional components such as text features (identifying author, title, page numbers, etc.) and recognition of text directionality (page to page and front to back).

Program: A packaged set of lessons and materials that provide teacher guidance for preparing learner instruction. A program must include assessments of the content being taught. A program must also provide support language for the teacher carrying out the program through explicit instruction of the content and skills, using the provided materials to do so.

Reading intervention programs: Systematic and targeted instructional materials used to teach language and literacy skills in small groups or individually at a particular grade level that match the specific individual needs of students, aligned with evidence-based practices for language and literacy instruction; these programs are systematic, involving carefully planned instructional sequences and progress monitoring. They include ways to intensify instruction to provide more instructional time, practice, and opportunities for individualized or specific feedback to students who are at risk so they will catch up to grade-level expectations at an accelerated rate.

Research-based: Instructional practices, strategies, or approaches that are based on research but have not yet been tested for evidence of student outcomes.

Science of reading (ORC 3313.6028(A)(1)): An interdisciplinary body of scientific evidence that:

- (a) Informs how students learn to read and write proficiently;
- (b) Explains why some students have difficulty with reading and writing;

- (c) Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers;
- (d) Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.

Scope and sequence: A scope and sequence provides a list of instructional skills and concepts, in the sequence of which they should be taught.

Supplemental instructional materials: A supplemental instructional material provides additional evidence-based literacy instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to the science of reading and strategies for effective literacy instruction. A supplemental instructional material is used to enhance core curriculum and instructional materials during whole class or small group instruction, providing additional instructional materials and practice opportunities.

Systematic instruction: Organized through a planned sequence of instruction that follows the logical order of the language with important prerequisite skills taught before more advanced skills and care taken to not introduce skills in a way that is unintentionally confusing.

Teacher: A person(s) leading instruction using core curriculum and instructional materials.

Teacher-directed instruction: Instruction consists of face-to-face or remote instruction with interaction, instruction, and feedback coming directly from the teacher.

Three-Cueing Approach (ORC 3313.6028(A)(2)): Any model of teaching students to read based on meaning, structure and syntax, and visual cues.

Vendor: An individual, corporation, tax-exempt or non-profit organization, limited liability company, partnership, association, or institution of higher education that is engaged in the business of producing and selling, offering for sale, or negotiating the sale of curriculum materials for purchase and/or use by a consumer, such as a district or community school.

Vocabulary: The body of words that students must understand and use to comprehend text and communicate effectively. Vocabulary includes receptive (what is understood through listening or reading printed words) and expressive (what is communicated through speaking, writing, or alternative forms of communication) skills.

Word study: Word study supports students in reading and writing through explicit instruction in patterns in the words, phonics, meaning, and spelling.

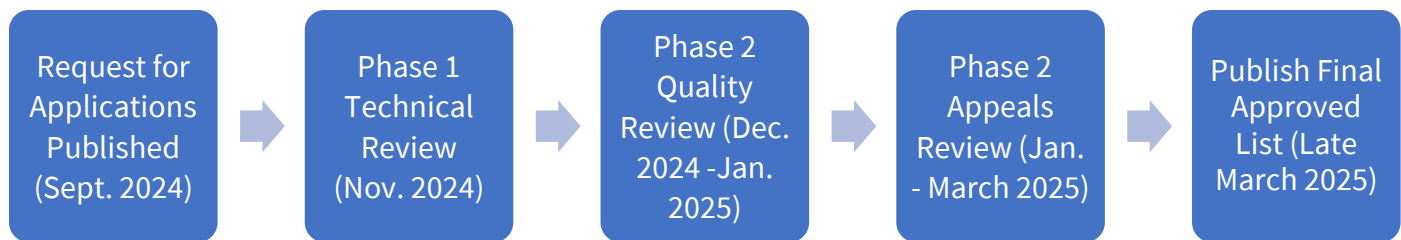
Approved List Information

Prekindergarten

The Department's approved list includes high-quality English language arts core curriculum and instructional materials for prekindergarten materials in public schools. Preschool comprehensive curricula and language and literacy materials are permitted for submission. All prekindergarten materials must be

reviewed as part of Phase 1 and Phase 2. The Department’s process to establish an approved list of prekindergarten language and literacy core curriculum and instructional materials consists of an application process, followed by a technical review of the application (Phase 1), and a quality review process of the materials for alignment to the science of reading and strategies for effective literacy instruction (Phase 2).

The Department will utilize the Head Start [Curriculum Consumer Report](#) as an initial gateway for establishing an approved list of high-quality core curriculum and instructional materials in English language arts for prekindergarten in public schools. Criteria have been identified for determining materials eligible for a limited alignment review and materials eligible for a comprehensive language and literacy review. The chart below represents the process for establishing an approved list during the 2024-2025 school year.



Step 1: Intent to Apply

Entities interested in participating in the core curriculum and instructional materials review process must submit an [Intent to Apply](#).

Step 2: Application and Technical Review

The application must include the following submission requirements:

- Program information and applicant contact information.
- Evidence of a comprehensive quality review by Curriculum Consumer Report (if applicable).
- Attestation of understanding regarding Ohio’s policies on textbook pricing and accessibility compliance.
- Attestation of understanding and alignment to Ohio’s policies for literacy instruction, aligned with the science of reading and strategies for effective literacy instruction.
- Attestation of understanding of submission requirements for Phase 2 Quality Review.

Additionally, applicants can submit information regarding professional development related to the implementation of materials (optional).

Following application submission, the first phase of the Department’s review process will consist of a technical review to ensure application requirements are adhered to. Submitted applications must pass the technical review before advancing to the quality review phase.

Full details on the steps in the application process and application requirements are available beginning on page 13.

Step 3: Core Curriculum and Instructional Materials Quality Review

Applications that pass the technical review will advance to a quality review, using the Department’s established criteria for prekindergarten core curriculum and instructional materials. Materials may be eligible for either a Limited Alignment Review or a Comprehensive Language and Literacy Review.

LIMITED ALIGNMENT

Prekindergarten core curriculum and instructional materials meeting the criteria outlined in the Head Start [Curriculum Consumer Report](#) are eligible for a limited alignment review during Phase 2 of the application review process. This review requires a submitted attestation confirming alignment with Ohio's policies for language and literacy instruction.

If the following criteria are met on the Head Start Curriculum Consumer Report, the materials are eligible for a limited alignment review:

Number of Criteria from Curriculum Consumer Report	Classification
10 or more	Full evidence

COMPREHENSIVE LANGUAGE AND LITERACY REVIEW

Prekindergarten core curriculum and instruction materials meeting nine or fewer criteria with full evidence within the [Curriculum Consumer Report](#) are eligible for a comprehensive language and literacy review, along with those materials not currently reviewed by the Curriculum Consumer Report.

ATTESTATION OF ALIGNMENT

All applicants must attest to the materials’ alignment with the science of reading and the following Ohio policies for literacy instruction:

- *Ohio Revised Language and Literacy Early Learning and Development Standards* (ORC 3301.53; Ohio Administrative Code (OAC) 3301-37-03(B)).
- Science of Reading (ORC 3313.6028(A)(1)).
- Ban on Use of Three-Cueing Approach (ORC 3313.6028(C)).

Step 4: Publication of Approved list

Programs that meet requirements and criteria under the program quality review will be included on the Department’s approved list of core curriculum and instructional materials.

Kindergarten-Grade 5

The Department’s process to establish an approved list of core curriculum and instructional materials in English language arts and literacy for kindergarten-grade 5 consists of an application process, followed by a technical review of the application (Phase 1), and a quality review process of the program for alignment to the science of reading and strategies for effective literacy instruction (Phase 2). The chart below represents the process for updating the approved list during the 2024-2025 school year.



The Department has established and will update an approved list for the following grade bands for English language arts core curriculum and instructional materials in kindergarten-grade 5:

Grade Band		Description
Grades K-2	Core Comprehensive English Language Arts	Programs in this category provide comprehensive instruction in K-2 English language arts, aligned with standards, grade-level content and strategies for effective literacy instruction.
	Core No Foundational Skills	Programs in this category provide instruction in K-2 English language arts, except for foundational skills, aligned with standards and strategies for effective literacy instruction. <i>Programs on this list must be paired with a core foundational skills program.</i>
	Core Foundational Skills	Programs in this category provide foundational skills instruction, aligned to K-2 English language arts standards and research-based practices, including comprehensive instruction in standards for foundational skills, including phonological awareness, phonics, fluency and spelling. <i>Programs on this list must be paired with a core comprehensive program or a core no foundational skills program.</i>
Grades 3-5	English Language Arts	Programs in this category provide comprehensive instruction in grades 3-5 English language arts, aligned with standards, grade-level content and strategies for effective literacy instruction.

Note: Under ORC 3313.6028(C), no district or school shall use any core curriculum, instructional materials, or intervention program in grades pre-kindergarten to 5 that use the three-cueing approach to teach students to read.

Step 1: Intent to Apply

Entities interested in participating in the core curriculum and instructional materials review process must submit an [Intent to Apply](#).

Step 2: Application and Technical Review

An unscored technical review will take place to make sure all materials are submitted and accessible (appendices below show components needed), which will be followed by a program quality review, with a full evaluation of the programs on the Department’s established criteria for kindergarten-grade 5 core curriculum and instructional materials. Materials may be eligible for either a Limited Review or a Comprehensive Review.

Step 3: Core Curriculum and Instructional Materials Quality Review

The Department will use [EdReports](#) reviews as an initial gateway measure for establishing an approved list of high-quality instructional materials in English language arts for kindergarten-grade 5. Criteria have been identified for determining materials eligible for a **limited review** and materials eligible for a **comprehensive review**.

LIMITED REVIEW

A limited review includes a review of the materials for a priority set of indicators related to foundational skills development, aligned with Ohio’s Learning Standards and Rule for Phonics. Only materials that have undergone a rigorous review by EdReports are eligible for this review type.

Materials that meet the following criteria on [EdReports](#) are eligible for a Limited Review by the Department:

Grade Band/Category	Alignment Report
K-2 Foundational Skills	Meets Expectations
K-2 Core Comprehensive English Language Arts	Meets Expectations
3-5 Core Comprehensive English Language Arts	Meets Expectations

COMPREHENSIVE REVIEW

A comprehensive review includes a full review of the materials based on the criteria outlined by the Department for each grade band and program type to ensure full alignment with the science of reading and strategies for effective literacy instruction, aligned with Ohio’s Learning Standards and Ohio’s policies for literacy instruction.

Materials that meet following criteria on [EdReports](#) are eligible for a comprehensive review.

Grade Band/Category	Alignment Report
K-2 Foundational Skills	Partially Meets Expectations
K-2 Core Comprehensive English Language Arts	Partially Meets Expectations
K-2 Core No Foundational Skills	Meets or Partially Meets Expectations
3-5 Core Comprehensive English Language Arts	Partially Meets Expectations

Additionally, materials that have not previously been reviewed by EdReports are eligible for a comprehensive review.

ATTESTATION OF ALIGNMENT

All applicants must attest to the materials' alignment with the science of reading and the following Ohio policies for literacy instruction:

- English language arts standards for kindergarten-grade 5 (ORC 3301.079).
- [Ohio's Rule for Phonics](#) (OAC 3301-33-01).
- Science of Reading (ORC 3313.6028(A)(1)).
- Ban on Use of Three-Cueing Approach (ORC 3313.6028(C)).

Note: Under ORC 3313.6028(C), no district or school shall use any core curriculum, instructional materials or intervention program in grades pre-kindergarten to five that use the three-cueing approach to teach students to read.

Step 4: Publication of Approved list

Programs that meet requirements and criteria under the program review will be included on the approved list of core curriculum and instructional materials established by the Department.

English Language Arts Core Curriculum and Instructional Materials Review Process and Request for Applications 2024-2025

Applicant Information

ELIGIBLE APPLICANTS

For the purposes of this Request for Applications, entities eligible to apply are defined as:

- Private for-profit companies including, but not limited to, publishers and research organizations;
- Tax-exempt or non-profit organizations;
- Institutions of higher education;
- City, local, exempted village, and joint vocational school districts established under R.C. Chapter 3311;
- STEM schools established under R.C. Chapter 3326;
- Community schools established under R.C. Chapter 3314; and
- Operators of a community school.

Applicants are **required to submit one [intent to apply](#) and one application for each program for which approval is sought** on the Department's list. For example, if an applicant has multiple programs for which it is seeking approval on the Department's list, a separate application should be submitted for each program. Applications must clearly specify the set of materials that should be considered for approval if program components are available for separate purchase. Materials that are packaged jointly but published separately by more than one eligible entity should submit a joint application if approval is sought for the package of materials.

Applicants should indicate on their application the individual grade levels the materials address and for which grade bands approval is sought. Materials that span across grade bands should seek approval in both grade bands. Materials are intended to be reviewed and approved for all grade levels within a grade band (prekindergarten, kindergarten-grade 2 and grades 3-5). For this review cycle only, applicants that applied for and were approved for individual grade levels during the 2023-2024 review cycle, but did not previously apply for the whole band, may submit materials for approval of remaining grade levels not yet approved within that band. For example, materials that are currently approved for kindergarten only may submit an application for the materials for grades 1 and 2. Materials may not be approved for individual grade levels within a band if the materials' instructional programming only extends for specific grade levels within that band. Materials that already applied for certain grade levels and were denied are not eligible to reapply, unless submitting a new edition with updated materials.

Applicants of each approved program will be responsible for all contracts with individual districts, community schools, and STEM schools. The contracts between approved applicants and districts and schools shall not conflict with the terms and requirements of Ohio law. Selection denotes approval only. No contract with the Department, or any other entity, is implied by approval selection.

Applicants acknowledge that their eligibility is not guaranteed once programs are identified as approved by the Department. Changes made to federal law or state law impacting the need and/or requirements for high-quality instructional materials in English language arts may affect the approved programs' eligibility for inclusion on the approved list.

TEXTBOOK PRICING AND ACCESSIBILITY COMPLIANCE

Under [ORC 3329.01](#), Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Department that have agreed to sell textbooks to school districts and community schools in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law.

Textbook publishers requesting to be placed on the list must satisfy the requirements set forth in [ORC Chapter 3329](#) and [OAC 3301-51-21](#) each year. More information about requirements for the [Instructions for Pricing and Accessibility Compliant Publishers List](#) is available on the Department's website.

Approval for the core curriculum and instructional materials list does not constitute approval on the Pricing and Accessibility Compliant Publishers List. Approved applicants that have materials included on the Department's approved list of core curriculum and instructional materials must also request to be placed on the Pricing and Accessibility Compliant List, if applicable. Approved applicants are responsible for ensuring compliance with this policy, if applicable, to the materials that are included on the approved list of core curriculum and instructional materials. For more information, please contact Lacey Snoke at Lacey.Snoke@education.ohio.gov.

RESERVATION OF RIGHTS

The Department reserves the right to:

- Reject any or all proposals received in response or applications to this RFA;
- Grant limited approval of materials (e.g., approving for one grade band but not all);
- Disqualify any provider for failing to conform to the requirements of the RFA;

- Withdraw the RFA at any time;
- During the application period, amend the RFA specifications to correct errors or oversights, or to supply additional information, as it becomes available;
- During the application period, direct applicants to submit application modifications addressing subsequent RFA amendments;
- Change any of the scheduled dates;
- Waive any requirements in this RFA;
- Require clarification at any time during the application process and/or require correction of errors to assure a full and complete understanding of an applicant’s submission and/or to determine a provider’s compliance with the requirements of the RFA;
- Prioritize evaluation and/or approval of certain submissions;
- Reevaluate approval or request other documentation during or after the approval process; and
- Evaluate and modify future processes for determining Department-approved lists of core curriculum and instructional materials.
- Request information or reports regarding the Ohio districts and schools purchasing their materials.

CONFIDENTIAL, PROPRIETARY, AND TRADE SECRET INFORMATION

The Department solicits information through this application in a transparent manner and in accordance with the laws of the State of Ohio. All responses provided to the Department become records of the Department and as such will be open to inspection by the public after award unless exempt from disclosure under law. If an applicant believes information in its application is a trade secret, as defined in [ORC 1333.61](#), **the information must be marked as such by underlining the information and notating it with asterisks**. Because the applicant is in a better position to know which information may be a trade secret, the applicant’s marking of such information will aid the Department in its review of the documents when responding to a request for public records under Ohio law. The Department has the sole discretion in redacting information in response to public records requests pursuant to [ORC 149.43](#).

REVIEW ELIGIBILITY

PREKINDERGARTEN

To be eligible for review, programs must be submitted by the respective applicants, and must provide all requested information and documentation by the deadlines provided by the Department.

Note: All programs must be reviewed to be considered for inclusion on the approved list.

The following criteria have been set for updating Ohio’s approved list for English language arts core curriculum and instructional materials for prekindergarten:

Grade Level	Criteria Rating on Curriculum Consumer Report	Review Eligibility
Prekindergarten	10 or more criteria met with full evidence	Limited Alignment Review
Prekindergarten	9 or fewer criteria met with full evidence	Comprehensive Language and Literacy Review

Prekindergarten	Not rated	Comprehensive Language and Literacy Review
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Note: All prekindergarten materials must be reviewed as part of the application process to be considered for inclusion on the approved list. No prekindergarten materials will be immediately identified for inclusion on the approved list.

KINDERGARTEN-GRADE 5

To be eligible for review, programs must be submitted by the respective applicants and must provide all requested information and documentation by the deadlines provided by the Department.

Note: All programs must be reviewed to be considered for inclusion on the approved list.

The following criteria have been set for updating Ohio’s approved list for English language arts core curriculum and instructional materials for Kindergarten-Grade 5:

Grade Level	Alignment Report on EdReports	Review Eligibility/Pathway
K-2 No Foundational Skills	Meets or Partially Meets Expectations	Comprehensive Review
K-2 Core Foundational Skills	Meets Expectations	Limited Review
	Partially Meets Expectations	Comprehensive Review
K-2 Core Comprehensive English Language Arts	Meets Expectations	Limited Review
	Partially Meets Expectations	Comprehensive Review
3-5 Core Comprehensive English Language Arts	Meets Expectations	Limited Review
	Partially Meets Expectations	Comprehensive Review
K-5	Not Rated	Comprehensive Review
K-5 (Any)	Does Not Meet Expectations	Not Eligible for Approved List

Ineligibility for Review

1. Program editions of Prekindergarten materials that were reviewed and not approved following Phase 2 during the 2023-2024 review cycle.
2. Kindergarten-Grade 5 materials that are evaluated and scored ‘Does Not Meet Expectations’ for either Alignment or Usability, according to a published review by EdReports, will not be eligible for state review or inclusion on the approved list.
3. Program editions of Kindergarten-Grade 5 materials that were evaluated and not approved following Phase 2 during the 2023-2024 review cycle are not eligible to apply.
4. Supplementary instructional materials are not eligible for this review process, including single-literacy component instructional materials that do not provide instruction in the full breadth of foundational skills standards and materials designed for supplemental student practice

opportunities. Supplemental guidance for districts and community schools is forthcoming on the use of supplementary instructional materials that are designed to be used in conjunction with high-quality core curriculum and instructional materials, based on data and student skill needs.

5. Instructional materials that are designed solely for reading intervention are not eligible for this review process. The Department has a concurrent review process for reading intervention programs under a separate Request for Applications.

APPROVAL PERIOD

If included on the Approved List of Core Curriculum and Instructional Materials, materials may be continuously approved, contingent on the following:

- No substantive changes of the program edition have occurred since the most recent approval.
- No changes in legislation, law, or Department policy preclude continued approval.
- No changes in content standards, if applicable, have occurred since the materials were most recently approved by the Department.
- The entity submits updated vendor or program information requested by the Department to ensure updated information for districts and schools.

Approval is limited to the edition or version of the program submitted in the application. **Applicants must submit a new application for updated editions** of materials to be considered for approval. Newly published editions of previously approved materials are not eligible for continuous approval. If there are any substantive changes to an approved edition or version of approved materials, this must be communicated to the Department, and they must apply for review during the next review cycle available. Once applied, the materials would go through the same review process as other applicants, using the Limited or Comprehensive Review process as applicable.

The Department reserves the right to update the process and procedures for establishing the approved list or revise review criteria at any time. Substantive changes to the Department’s processes and criteria may preclude continuous approval at any time.

FUTURE APPLICATION AND REVIEW CYCLES

The Department anticipates conducting bi-annual review cycles with the next review cycle occurring during the 2026-2027 school year. Future application and review cycles will be noted on the [High-Quality Instructional Materials in English Language Arts](#) webpage.

The Department reserves the right to update the process and procedures for establishing the approved list or revise review criteria at any time.

Timeline

Event	Approximate Timeframe	Notes
Applicant Guidance and Request for Applications Available	Early September 2024	

Updated Frequently Asked Questions and Applicant Information Video Available	Mid-September 2024	Submit questions in advance to ELAMaterialsReview@education.ohio.gov
Intent to Apply Due	October 18, by 4:00 p.m. Eastern	Submit online Intent to Apply Form
Applications Due	November 1, by 4:00 p.m. Eastern	Submit electronically via instructions provided by the Department
Notification of Phase 1 Approval or Denial	Early December 2024	
Notification of Phase 2 Approval or Denial	Late January 2025	
Appeals Period	Late January – February 2025	
Publication of Full Approved List	Late March 2025	

Note: The Department will make every effort to meet this timeline, but variation may occur. Applicants are encouraged to check the Department’s webpage frequently for updated information.

TECHNICAL ASSISTANCE FOR INTERESTED APPLICANTS

The Department will host an informational webinar (which will be recorded and published on the website) for entities interested in submitting applications for core curriculum and instructional materials review. The Department will post frequently asked questions (FAQ) related to the review process by early September. Questions should be submitted to ELAMaterialsReview@education.ohio.gov by **September 16, 2024**, to ensure items are addressed in the webinar and the FAQ.

Prekindergarten Review Process and Applications

INTENT TO APPLY

Entities interested in participating in the prekindergarten review process must submit an intent to apply for review in order to receive submission access from the Department. The deadline to submit the intent to apply is two weeks before the application deadline in order to allow for processing and confirmation by the Department. Instructions on submitting required application materials will be provided following submission and confirmation of the [Intent to Apply](#) form.

Interested applicants are encouraged to submit their intent to apply well in advance of the requested date to allow for sufficient time to access the submission link before the application deadline and to allow the Department to adequately plan for the review process.

Submitting an Intent to Apply does not obligate an entity to submit a program review application.

Note: Submission of the Intent to Apply does not guarantee programs will be approved for inclusion on the list. Programs must meet the criteria set forth in the request for applications under the program application and review for inclusion on the approved list.

SUBMISSION INFORMATION

All completed Intent to Apply forms are due by **4:00 p.m. Eastern** on **Oct. 18, 2024**. Incomplete or late submissions of the [Intent to Apply](#) form may not be confirmed.

PHASE 1: APPLICATION AND TECHNICAL REVIEW

Entities interested in participating in the prekindergarten review process must submit an application to be reviewed in the Phase 1 Technical Review. Applications will not receive a score for the Technical Review: this review is to confirm application materials are complete and comply with submission guidelines prior to quality review.

Before the Phase 1 review, all eligible entities must submit a completed application ([Appendix A](#)) that includes the following information:

- Program information and applicant contact information.
- Evidence of a comprehensive quality review by Curriculum Consumer Report (if applicable).
- Attestation of understanding regarding Ohio’s policies on textbook pricing and accessibility compliance.
- Attestation of understanding and alignment to Ohio’s policies for literacy instruction, aligned with the science of reading and strategies for effective literacy instruction.
- A brief (max. 5 minutes) video or screencast or document with screenshots orienting reviewers to the program.
- Materials evidence worksheet, identifying citations within materials that demonstrate quality for each indicator.
- Information regarding professional development related to the implementation of materials (optional).
- Understanding of submission requirements for Phase 2 Quality Review.

Interested applicants are encouraged to apply well in advance of the requested date to allow for sufficient time to access the submission link before the application deadline and to allow the Department to adequately plan for the review process.

SUBMISSION INFORMATION & REQUIREMENTS

Applications are due by **4:00 p.m. Eastern** on **Nov. 1, 2024**. Applications must be submitted electronically via instructions provided by the Department. Submitted application documents **must** use the following naming conventions:

- **Submission ID_Program Name_Year_Application**
- **Submission ID_Program Name_Year_ProgramSummary**
- **Submission ID_Program Name_Year_ProfessionalDevelopment**
- **Submission ID_Program Name_Year_EvidenceWorksheet**
- **Submission ID_Program Name_Year_ProgramMaterials**

If names are too long based on the character limit, abbreviate the title of the type of worksheet as necessary.

All application and program materials must be submitted in digital or online format as PDF files. No hard copies of application or program materials will be accepted.

Applications must be submitted electronically in PDF format via the submission upload provided by the Department following intent to apply confirmation. All application files must be submitted in PDF format, with individual files not to exceed 100 MB. The following formats are **not** acceptable for submission:

- Online access to Google Drive or SharePoint files.
- Online access to Dropbox or document retrieval sites.
- Uploaded documents in any format other than PDF.

The following items must be submitted if applying for Limited Alignment Review:

- Prekindergarten Review Application ([Appendix A](#))
- Prekindergarten Program Summary ([Appendix B](#))
 - Applicants may also submit the following as part of their materials review application:
 - Information regarding professional development related to program implementation ([Appendix D](#))

The following items must be submitted if applying for Comprehensive Language and Literacy Review:

- Prekindergarten Review Application ([Appendix A](#))
- Prekindergarten Program Summary ([Appendix B](#))
- Prekindergarten Materials Evidence Worksheet ([Appendix C](#))
- Required program materials, including scope and sequence, assessments, teacher materials, and student materials.
 - Applicants may also submit the following as part of their materials review application:
 - Information regarding professional development related to materials implementation ([Appendix D](#))

All applications must be completed on the fillable application forms provided by the Department but saved and submitted as PDFs. No alterations may be made to the formatting of the forms. No additional documents or materials are permitted outside the above-referenced application documents. No images or graphics are permitted on application documents provided by the Department. No hyperlinks to Google Drive, SharePoint, or file storage and/or retrieval sites are permitted on application documents outside of fields where expressly requested by the Department.

Program Materials Access

Applicants may provide access to program materials as an additional submitted PDF document, as noted on the application document. Alternatively, applicants are permitted to indicate on their application where reviewers can access materials through the program's digital platform (if applicable). Log in information, including a username and password, must be provided on the application if providing digital materials access and will be verified for review. Applicants should ensure that this log-in permits anonymous access for reviewers for up to six months.

Note: Online program access may **only** be provided through the program's digital platform hosted by the applicant. Document storage or retrieval platforms such as Google or Dropbox are not acceptable submissions for program materials. If a program does not have a digital platform, all program materials must be provided in PDF format through the submission portal.

Materials Orientation Video or Document

All applications must include a link to an orientation of the materials, as either a brief (max. 5 minutes) video or screencast or as a document with instructions and screenshots to help in orienting reviewers to the materials. This may include explanations of program features, an overview of program navigation and format, including the program’s digital platform (if applicable), and critical instructions for accessing program content.

Note: Incomplete submissions or applications may not be considered. Submission of the application or passing of the technical review does not guarantee materials will be approved for inclusion on the list. Materials must meet the criteria set forth in the Request for Applications under the application and review for inclusion on the approved list. Applicants will be notified of materials’ approval to move on to the quality review phase.

PHASE 2: CORE CURRICULUM AND INSTRUCTIONAL MATERIALS QUALITY REVIEW

All materials on the Department’s approved list of core curriculum and instructional materials must demonstrate full alignment to the science of reading, strategies for effective literacy instruction, and Ohio’s literacy policies and meet all application requirements. If approved following the Phase 1 Technical Review, submitted materials will move to the Phase 2 Core Curriculum Instructional Materials Quality Review.

Note: The Department’s decision following the technical review (Phase 1) is final and is not subject to appeal.

REVIEW CRITERIA

Limited Alignment Review

Materials that have already undergone a rigorous vetting process via a comprehensive quality review by Curriculum Consumer Report are eligible for a Limited Alignment Review. **If applying for a Limited Alignment Review, the entity only needs to submit the Prekindergarten Application.**

Applications submitted for Limited Alignment Review will be evaluated on a Meets/Does Not Meet Criteria.

Meets Criteria (Yes)	Does Not Meet Criteria (No)
<ul style="list-style-type: none">• Meets eligibility criteria as evidenced by comprehensive quality review through Curriculum Consumer Report (10 out of 14 criteria with full evidence); and• Attestation of alignment of instructional materials to the science of reading, strategies for effective literacy instruction, and Ohio literacy policies.	<ul style="list-style-type: none">• Does not meet eligibility criteria through comprehensive quality review through Curriculum Consumer Report (9 or fewer criteria with full evidence); or• No attestation of alignment of instructional materials to the science of reading, strategies for effective literacy instruction, and Ohio literacy policies.

Applicants will be notified of materials’ approval or denial under the Limited Alignment Review. Approved materials will be included on the Department’s list of core curriculum and instructional materials and applicants will be asked to submit applicant and program information form for inclusion on the Department’s website.

Comprehensive Language and Literacy Review

Materials that do not qualify for a limited alignment review may be eligible to submit for a comprehensive language and literacy review for inclusion on the list of approved materials for prekindergarten. **If applying for a Comprehensive Language and Literacy Review, all materials (with Professional Development as an optional document) must be submitted.**

If either criterion is met, materials are eligible for a comprehensive language and literacy review.

Grade Level	Criteria Rating on Curriculum Consumer Report	Review Criteria
Prekindergarten	Nine or fewer criteria with full evidence	Comprehensive Language and Literacy Review
Prekindergarten	Not rated	Comprehensive Language and Literacy Review

Materials will be evaluated using [Ohio's Prekindergarten Comprehensive Language and Literacy Rubric](#), which includes the following criteria:

Criterion 1: Emergent Literacy Skills Development in Prekindergarten	Materials in language and literacy support foundational reading development and are aligned to the Language and Literacy Domain of Ohio's Revised Early Learning and Development Standards.
Criterion 2: Appropriateness of materials and activities	Materials and activities in language and literacy are appropriate in delivery and developmental progression.
Criterion 3: Documentation of Learner Progress	Curricula include ongoing assessments that link to learning goals of activities and learning outcomes for children.

Applicants must submit a Prekindergarten Materials Evidence Worksheet ([Appendix C](#)) that specifies the location of evidence that the materials meet the criterion established. This worksheet is aligned to the [Prekindergarten Comprehensive Language and Literacy Review Rubric](#).

Indicators will be reviewed and scored using the following scoring characteristics:

- **Criteria Not Met/0 Points** - The evidence provided does not meet the criteria indicated.
- **Criteria Partially Met/1 Point** - The evidence provided partially meets the criteria indicated, but additional information, detail, or examples are needed to fully meet the criteria.
- **Criteria Fully Met/2 Points** - The evidence provided fully meets or exceeds the criteria indicated, demonstrating thorough implementation or alignment of the indicator to expectations.

Materials reviews will result in a rating of quality on the following scale:

- **Meets Expectations:** Materials rated within the identified range have demonstrated sufficient alignment to quality indicators to be considered for approval.
- **Does Not Meet Expectations:** Materials within the identified range have not demonstrated sufficient alignment to quality indicators to be considered for approval.

Only programs that are scored and receive a rating of Meets Expectations will be considered for approval.

In addition, the [Prekindergarten Comprehensive Language and Literacy Review Rubric](#) includes a non-negotiable component that must be met to be considered for materials approval. The non-negotiable component will be evaluated on a Meets/Does Not Meets Criteria, with all evidence of materials not meeting the criteria noted. The non-negotiable requirement consists of the following criteria:

- Materials do not include the three-cueing approach or model of teaching students to read based on meaning, structure and syntax, and visual cues.

REVIEW PROCESS

All complete and timely submissions will be evaluated by at least three qualified readers identified by the Department, using the Department’s list of requirements and applicable rubrics. Reviewers will review submitted materials and documentation in the scoring and review process.

NOTIFICATION

Notifications of decision will be provided to applicants by letter and/or email. Such entities will be asked to submit a vendor and program information form no later than five business days after receiving notification.

Entities with materials not receiving approval will receive explanatory notes and a scoring summary from the Department.

COMMUNICATION WITH APPLICANTS

Throughout the review process, official Department communication with applicants will be via notices on the website or through email communication initiated by the Department.

The sole point of contact for the review process is ELAMaterialsReview@education.ohio.gov. Applicants may not reach out to individual Department staff. In the event that applicants reach out to Department staff other than the sole point of contact to discuss or influence the review process, the applicant’s product, in the Department’s discretion, may not be considered for inclusion on the Approved List of High-Quality Instructional Materials in Core Curriculum of English Language Arts.

The Department will provide technical assistance with submitting the application documents but will not answer questions about how to respond to items within the application. The Department will not meet with individual applicants to discuss the results of the review. Applicants should rely on feedback given in the rubric to determine whether to submit an appeal.

Applicants seeking to withdraw their application from the review process at any time must submit a written request to ELAMaterialsReview@education.ohio.gov.

APPEALS PROCESS

If materials are not approved for inclusion on the approved list following the quality review (phase 2), the applicant may submit a written appeal to the Department no later than ten business days after receiving notification. Grounds for written appeal will be limited to an explanation of why the submission met the evaluation criteria that was identified and posted by the Department.

The Department will evaluate all appeal requests and notify applicants of the final determination along with a copy of their scoring rubric immediately following the posting of the final approved list on the Department’s website.

PUBLICATION OF FINAL APPROVED LIST

The Department's final approved list for prekindergarten for the 2024-2025 review cycle will consist of materials approved after the quality review process.

Applicants with approved materials will be sent a vendor and program information form to provide updated contact and program information. This information will be posted on the Department's webpage and will accompany the programs on the approved list for the convenience of districts and schools in decision-making. Vendor and program information forms must be submitted to the Department within five business days of receipt.

Kindergarten-Grade 5 Review Process and Applications

INTENT TO APPLY

Entities interested in participating in the Kindergarten-grade 5 review process **must submit [an intent to apply for review in order to receive submission access from the Department](#)**. The deadline to submit the intent to apply is two weeks before the application deadline in order to allow for processing and confirmation by the Department. Instructions on submitting required application materials will be provided following submission and confirmation of the Intent to Apply form.

Interested applicants are encouraged to submit their intent to apply well in advance of the requested date to allow for sufficient time to access the submission link before the application deadline and to allow the Department to adequately plan for the review process.

Submitting an Intent to Apply does not obligate an entity to submit a program review application.

Note: Submission of the Intent to Apply does not guarantee programs will be approved for inclusion on the list. Programs must meet the criteria set forth in the request for applications under the program application and review for inclusion on the approved list.

SUBMISSION INFORMATION

All completed Intent to Apply forms are due by 4:00 p.m. Eastern on **Oct. 18, 2024**. Incomplete or late submissions of the Intent to Apply [form](#) may not be confirmed.

PHASE 1: APPLICATION AND TECHNICAL REVIEW

All entities interested in participating in the core curriculum and instructional materials review process must submit an application to be reviewed in Phase 1 Technical Review. The technical review is unscored, but it confirms all application materials are submitted to allow for the appropriate quality review to occur.

All eligible entities must submit a completed application ([Appendix E](#)) that includes the following information:

- Program information and applicant contact information.
- Attestation of understanding regarding Ohio's policies on textbook pricing and accessibility compliance.
- Attestation of understanding and alignment to Ohio's policies for literacy instruction, aligned with the science of reading and strategies for effective literacy instruction.
- Information regarding professional development related to implementation of materials (optional).

- Information regarding handwriting instruction (if applicable).
- Evidence of a comprehensive quality review by [EdReports](#) (if applicable)
- Program evidence worksheet, identifying citations within materials that demonstrate quality for each indicator.
- Required program materials, including scope and sequence, assessments, teacher materials, and student materials.
- A brief (max. 5 minutes) video or screencast or document with screenshots orienting reviewers to the program.
- Attestation of understanding of submission requirements for Core Curriculum and Instructional Materials Program Review.

Interested applicants are encouraged to apply well in advance of the requested date to allow for sufficient time to access the submission link before the application deadline and to allow the Department to adequately plan for the review process.

SUBMISSION INFORMATION & REQUIREMENTS

Applications are due by **4:00 p.m. Eastern on Nov. 1, 2024**. Applications must be submitted electronically via instructions provided by the Department. Submitted application documents **must** use the following naming convention:

- **SubmissionID_Program Name_Year_Application**
- **SubmissionID_Program Name_Year_ProfessionalDevelopment**
- **SubmissionID_Program Name_Year_Handwriting**
- **SubmissionID_Program Name_Year_EvidenceWorksheet**
- **SubmissionID_Program Name_Year_ProgramMaterials**

If names are too long based on the character limit, abbreviate the title of the type of worksheet as necessary.

All application and program materials must be submitted in digital or online format as PDF files. No hard copies of application or program materials will be accepted.

Applications must be submitted electronically in PDF format via the submission upload provided by the Department following intent to apply confirmation. All application files must be submitted in PDF format, with individual files not to exceed 100 MB. The following formats are **not** acceptable for submission:

- Online access to Google Drive or SharePoint files.
- Online access to Dropbox or document retrieval sites.
- Uploaded documents in any format other than PDF.

The following items must be submitted as part of the program review application:

- Kindergarten-Grade 5 Review Application ([Appendix E](#))
- Kindergarten-Grade 5 Program Summary ([Appendix F](#))
- Kindergarten-Grade 5 Materials Evidence Worksheet
 - Limited Review Evidence Worksheet ([Appendix G](#))
 - Comprehensive Review Evidence Worksheet
 - Kindergarten-Grade 2 ([Appendix H](#))
 - Grade 3-Grade 5 ([Appendix I](#))

- Required program materials, including scopes and sequence, assessments, teacher materials, and student materials.

Applicants may also submit the following as part of their program review application:

- Information regarding professional development related to program implementation ([Appendix D](#)).
- Information regarding handwriting instruction as a part of the curriculum and materials ([Appendix J](#)).

All applications must be completed on the fillable application forms provided by the Department but saved and submitted as PDFs. No alterations may be made to the formatting of the forms. No additional documents or materials are permitted outside the above-referenced application documents. No images or graphics are permitted on application documents provided by the Department. No hyperlinks to Google Drive, SharePoint, or file storage and/or retrieval sites are permitted on application documents outside of fields where expressly requested by the Department.

Program Materials Access

Applicants may provide access to program materials as an additional submitted PDF document, as noted on the application document. Alternatively, applicants are permitted to indicate on their application where reviewers can access materials through the program’s digital platform (if applicable). Log in information, including a username and password, must be provided on the application if providing digital materials access and will be verified for review. Applicants should ensure that this log-in permits anonymous access for reviewers for up to six months.

Note: Online program access may **only** be provided through the program’s digital platform hosted by the applicant. Document storage or retrieval platforms such as Google or Dropbox are not acceptable submissions for program materials. If a program does not have a digital platform, all program materials must be provided in PDF format through the submission portal.

Program Orientation Video or Document

All applications must include a link to an orientation of the materials, as either a brief (max. 5 minutes) video or screencast or as a document with instructions and screenshots to help in orienting reviewers to the materials. This may include explanations of program features, an overview of program navigation and format, including the program’s digital platform (if applicable), and critical instructions for accessing program content.

Note: Incomplete submissions or applications may not be considered. Submission of the application or passing of the technical review does not guarantee programs will be approved for inclusion on the list. Programs must meet the criteria set forth in the Request for Applications under the program application and review for inclusion on the approved list. Applicants will be notified of materials’ approval to move on to the quality review phase.

PHASE 2: CORE CURRICULUM AND INSTRUCTIONAL MATERIALS QUALITY REVIEW

LIMITED REVIEW

If the following criteria are met on [EdReports](#), the materials are eligible for a Limited Review for inclusion on the list of approved materials kindergarten – grade 5.

Grade Band/Category

Alignment Report

K-2 Core Foundational Skills	Meets Expectations
K-2 Core Comprehensive English Language Arts	Meets Expectations
3-5 Core Comprehensive English Language Arts	Meets Expectations

Review Criteria

The [Kindergarten-Grade 5 Foundational Skills Review Rubric](#) is used to review submitted materials. This rubric encompasses required components of materials that include foundational skills instruction, including:

- Foundational Skills Development K-2 (including Phonological Awareness, Phonics, Fluency, Assessment, and Differentiation).
- Foundational Skills Development 3-5 (including Phonics and Spelling, Fluency, Assessment, and Differentiation).

Materials will be reviewed for the following criterion:

Criterion 1: Foundational Skills Development in K-5	Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the Ohio Learning Standards and Rule for Phonics.
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Applicants must submit a Materials Evidence Worksheet ([Appendix G](#)) that specifies the location of evidence that the materials meet the criterion established. This worksheet is aligned to the [Kindergarten-Grade 5 Foundational Skills Review Rubric](#) and will be used by reviewers as a guide when reviewing the materials.

Indicators will be reviewed and scored using the following scoring characteristics:

- **Criteria Not Met/0 Points-** The evidence provided does not meet the criteria indicated.
- **Criteria Partially Met/1 Point-** The evidence provided partially meets the criteria indicated, but additional information, detail, or examples are needed to fully meet the criteria.
- **Criteria Fully Met/2 Points-** The evidence provided fully meets or exceeds the criteria indicated, demonstrating thorough implementation or alignment of the indicator to expectations.

Materials reviews will result in a rating of quality on the following scale:

- **Meets Expectations:** Programs rated within the identified range have demonstrated sufficient alignment to quality indicators to be considered for approval.
- **Does Not Meet Expectations:** Programs within the identified range have not demonstrated sufficient alignment to quality indicators to be considered for approval.

Only materials that are scored and receive a rating of Meets Expectations will be considered for approval.

In addition, the [Kindergarten-Grade 5 Foundational Skills Review Rubric](#) includes a non-negotiable component that must be met to be considered for materials approval. The non-negotiable component will be evaluated on a Meets/Does Not Meet Criteria, with all evidence of materials not meeting the criteria noted. The non-negotiable requirement consists of the following criteria:

- Materials do not include the three-cueing approach or model of teaching students to read based on meaning, structure and syntax, and visual cues.

Review Process

All complete and timely submissions will be evaluated by at least three qualified readers identified by the Department, using the Evidence Worksheet(s) and [Kindergarten-Grade 5 Foundational Skills Review Rubric](#). Reviewers will review submitted materials and documentation in the scoring and review process.

COMPREHENSIVE ENGLISH LANGUAGE ARTS AND LITERACY REVIEW

If the following criteria are met on [EdReports](#), the materials are eligible for a comprehensive review for inclusion on the list of approved materials kindergarten – grade 5.

Grade Band/Category	Alignment Report
K-2 Foundational Skills	Partially Meets Expectations
K-2 Core No Foundational Skills	Meets or Partially Meets Expectations
K-2 Core Comprehensive English Language Arts	Partially Meets Expectations
3-5 Core Comprehensive English Language Arts	Partially Meets Expectations

Kindergarten-grade 5 materials not currently reviewed by [EdReports](#) may be eligible to submit for a comprehensive review in one of the following areas:

- K-2 Core Foundational Skills
- K-2 Core No Foundational Skills.
- K-2 Core Comprehensive English Language Arts.
- 3-5 Core Comprehensive English Language Arts.

REVIEW CRITERIA

Ohio's Kindergarten-Grade 2 English Language Arts and Literacy Review Rubric

Kindergarten-Grade 2 materials will be evaluated using Ohio's Kindergarten-Grade 2 English Language Arts and Literacy Review Rubric, which include the following criteria:

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.
Criterion 2: Explicit Instruction	Students are directly taught the new skill before they are asked to apply it.
Criterion 3: Sequential Instruction	There is a detailed timeline, including a scope and sequence for teaching skills.
Criterion 4: Systematic and Cumulative Instruction	A structured lesson plan format is used to teach, review, integrate and link skills, using the gradual release of responsibility model.
Part 2: Foundational Skills	
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.
Criterion 2: Phonemic Awareness (K-1)	Materials provide explicit, systematic instruction in phonemic awareness.
Criterion 3: Phonics and Word Study	Materials emphasize explicit and systematic instruction in phonics and word study.
Criterion 4: Text Reading and Fluency	Materials provide systematic and explicit instruction and practice in oral reading fluency, including through decodable and grade-level text.

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.
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.
Criterion 3: Vocabulary	Key academic vocabulary instruction is cohesively taught in and across texts.

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.

Criterion 1: Knowledge Building	Materials build knowledge and understanding through integrated reading, writing, speaking, listening, and language.
Criterion 2: Writing	Writing is cohesively and intentionally taught across the year.

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.

Criterion 1: Implementation Supports	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Criterion 2: Assessment Systems	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.
Criterion 3: Student Supports	The program includes materials designed for each student’s regular and active participation in program content.

Ohio’s Grades 3-5 English Language Arts and Literacy Review Rubric

Grade 3-5 materials will be evaluated using Ohio’s Grade 3-5 English Language Arts and Literacy Review Rubric, which include the following criteria:

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.
Criterion 2: Explicit Instruction	Students are directly taught the new skill before they are asked to apply it.
Criterion 3: Sequential Instruction	There is a detailed timeline, including a scope and sequence for teaching skills.
Criterion 4: Systematic and Cumulative Instruction	A structured lesson plan format is used to teach, review, integrate and link skills, using the gradual release of responsibility model.
Part 2: Foundational Skills Materials are aligned to research-based practices and the Ohio Learning Standards in English Language Arts for foundational skills instruction.	
Criterion 1: Advanced Phonics and Word Study (3-5)	Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonics.
Criterion 2: Text Reading and Fluency	Materials provide systematic and explicit instruction and practice in oral reading fluency.
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.
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.

Criterion 3: Vocabulary	Key academic vocabulary instruction is cohesively taught in and across texts.
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.	
Criterion 1: Knowledge Building	Materials build knowledge and understanding through integrated reading, writing, speaking, listening, and language.
Criterion 2: Writing	Writing is cohesively and intentionally taught across the year.
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.	
Criterion 1: Implementation Supports	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Criterion 2: Assessment Systems	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.
Criterion 3: Student Supports	The program includes materials designed for each student’s regular and active participation in program content.

Review Specifications

Materials will be evaluated on the Kindergarten-Grade 2 or Grades 3-5 English Language Arts and Literacy Review Rubric, based on the grade band category requested for review on the application.

Grade Band/Category	Review Includes
K-2 Foundational Skills	Part 1: Instructional Design Part 2: Foundational Skills Development Part 5: Usability
K-2 Core No Foundational Skills	Part 1: Instructional Design Part 3: Text Complexity and Vocabulary Part 4: Knowledge Building and Writing Part 5: Usability
K-2 and 3-5 Core Comprehensive English language Arts	Part 1: Instructional Design Part 2: Foundational Skills Development Part 3: Text Complexity and Vocabulary Part 4: Knowledge Building and Writing Part 5: Usability

Applicants must submit in the initial application a Materials Evidence Worksheet ([Appendix H](#) for K-Grade 2 and [Appendix I](#) for Grades 3-5) that specifies the location of evidence that the materials meet the criteria established. These worksheets are aligned to the Kindergarten-Grade 2 and Grades 3-5 English Language Arts and Literacy Review Rubrics.

Indicators will be reviewed and scored using the following scoring characteristics:

- **Criteria Not Met/0 Points-** The evidence provided does not meet the criteria indicated.
- **Criteria Partially Met/1 Point-** The evidence provided partially meets the criteria indicated, but additional information, detail, or examples are needed to fully meet the criteria.
- **Criteria Fully Met/2 Points-** The evidence provided fully meets or exceeds the criteria indicated, demonstrating thorough implementation or alignment of the indicator to expectations.

Materials reviews will result in a rating of quality on the following scale:

- **Meets Expectations:** Programs rated within the identified range have demonstrated sufficient alignment to quality indicators to be considered for approval.
- **Does Not Meet Expectations:** Programs within the identified range have not demonstrated sufficient alignment to quality indicators to be considered for approval.

Only materials that are scored and receive a rating of Meets Expectations within each individual criterion in each applicable part will receive an overall rating of Meets Expectations.

In addition, the Kindergarten-Grade 2 and Grades 3-5 English Language Arts and Literacy Review Rubrics include a non-negotiable component that must be met to be considered for materials approval. The non-negotiable component will be evaluated on a Meets/Does Not Meet Criteria, with all evidence of materials not meeting the criteria noted. The non-negotiable requirement consists of the following criteria:

- Materials do not include the three-cueing approach or model of teaching students to read based on meaning, structure and syntax, and visual cues.

Review Process

All complete and timely submissions will be evaluated by at least three qualified readers identified by the Department, using the Evidence Worksheet(s) and the Kindergarten-Grade 2 or Grades 3-5 English Language Arts and Literacy Review Rubrics, as determined by grade band/category. Reviewers will review submitted materials and documentation in the scoring and review process.

NOTIFICATION

Notifications of decision will be provided to applicants by email. Approved applicants will be asked to submit a vendor and program information form within five business days.

Entities with materials not receiving approval will receive explanatory notes and a scoring summary from the Department.

COMMUNICATION WITH APPLICANTS

Throughout the review process, official department communication with applicants will be via notices on the website or through email communication initiated by the Department.

The sole point of contact for the review process is ELAMaterialsReview@education.ohio.gov. Applicants may not reach out to individual Department staff other than the sole point of contact. In the event that applicants reach out to Department staff other than the sole point of contact to discuss or influence the review process, the applicant's product may, in the Department's sole discretion, not be considered for inclusion on the Approved List of High-Quality Instructional Materials in Core Curriculum of English Language Arts.

The Department will provide technical assistance with submitting the application documents but will not answer questions about how to respond to items within the application. The Department will not meet with individual applicants to discuss the results of the review. Applicants should rely on feedback given in the rubric to determine whether to submit an appeal.

Applicants seeking to remove an application from the review process at any time must submit a written request to ELAMaterialsReview@education.ohio.gov.

APPEALS PROCESS

If materials are not approved for inclusion on the approved list following the quality review (phase 2), the applicant may submit a written appeal to the Department no later than ten business days after receiving notification. Grounds for written appeal will be limited to an explanation of why the submission met the evaluation criteria that was identified and posted by the Department.

The Department will evaluate all appeal requests and notify applicants of the final determination along with a copy of the scoring rubric immediately following the posting of the final approved list on the Department's website.

PUBLICATION OF FINAL APPROVED LIST

The Department's final approved list for kindergarten-grade 5 for the 2024-2025 review cycle will consist of materials approved following the quality review process. The final approved list will be updated on the Department's webpage following the completion of the quality review (Phase 2).

Applicants with approved materials will be sent a vendor and program information form to provide updated contact and program information to be posted on the Department's webpage. This information will accompany the materials on the approved list for the convenience of districts and schools in decision-making. Vendor and program information forms must be submitted to the Department within five days of receipt.

Appendices

[Appendix A: Prekindergarten Review Application](#)

[Appendix B: Prekindergarten Program Summary](#)

[Appendix C: Prekindergarten Comprehensive Language and Literacy Review Evidence Worksheet](#)

[Appendix D: Professional Development Information \(Optional\)](#)

[Appendix E: Kindergarten-Grade 5 Review Application](#)

[Appendix F: Kindergarten-Grade 5 Program Summary](#)

[Appendix G: Kindergarten-Grade 5 Limited Review Evidence Worksheet](#)

[Appendix H: Kindergarten-Grade 2 Comprehensive Review Evidence Worksheet](#)

[Appendix I: Grades 3-5 Comprehensive Review Evidence Worksheet](#)

[Appendix J: Handwriting Information \(Optional\)](#)

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Appendix A: Prekindergarten Review Application

Prekindergarten Review Application		
Submission ID:		
Name of Applicant:	Product Title and Edition (publication year):	
Contact Person for the Review Submission:	Email:	
Telephone:	Mailing Address:	
Applicant Webpage:	Product Webpage(s): <i>Provide the webpage that is specifically related to the program materials being requested for approval.</i>	
Grade Band Submission: <input type="checkbox"/> Prekindergarten	Type of Review Submitting For: <input type="checkbox"/> Limited Review <input type="checkbox"/> Comprehensive Language and Literacy Review	
Evidence of Comprehensive Quality Review <input type="checkbox"/> Published Curriculum Consumer Report Review <ul style="list-style-type: none"> • Link: <input type="checkbox"/> No Published Curriculum Consumer Report Review	Professional Development in Materials Available <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, submit Appendix D: Professional Development Information (Optional)</i>	
<p>Completion Verification and Acknowledgment To be considered for review, all required submission components must be completed.</p> <p>Check each box and sign below to indicate each required application component noted below has been included and is complete.</p> <input type="checkbox"/> Completed Program Summary (Appendix B) <input type="checkbox"/> Completed Program Evidence Worksheet (Appendix C) <input type="checkbox"/> Completed Professional Development Information (Appendix D) (Optional) <input type="checkbox"/> Reviewer Access to Program Materials <input type="checkbox"/> Signature of Authorized Representative - Confirming all parts above are included		
Printed Name:	Signature of Authorized Representative:	Date:

Acknowledgment of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies:

All applicants must submit verification of understanding that Ohio public school districts must adopt, or purchase printed or electronic textbooks from publishers approved by the Ohio Department of Education and Workforce that have agreed to sell textbooks to school districts and community schools in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law. Publishers of programs with textbooks submitted for review are expected to meet this requirement no later than the beginning of the 2024-2025 school year.

Provide the date, printed name and signature of the authorized representative to verify understanding of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies.

Printed Name:	Signature of Authorized Representative:	Date:
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Alignment to Ohio’s Literacy Policies:

All applicants must submit verification of understanding that all materials on the approved list must align to the following:

- Early Learning and Development Standards (ORC 3301.53; OAC 3301-37-03(B)).
- Science of Reading (ORC 3313.6028(A)(1)).
- Ban on Three-Cueing Approach (ORC 3313.6028(C)).

[Ohio’s Revised Early Learning and Development Standards](#) illustrate how children develop critical kindergarten readiness skills, starting in infancy. The purpose of the standards is to describe the minimum scope in essential areas of learning and development. Entities submitting materials for the approved list in prekindergarten must verify alignment to the use of the Language and Literacy Domain of Ohio’s Revised Early Learning and Development Standards in the materials.

Ohio law defines the science of reading as an interdisciplinary body of scientific evidence that:

- (a) Informs how students learn to read and write proficiently;
- (b) Explains why some students have difficulty with reading and writing;
- (c) Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension and writing to become effective readers; and
- (d) Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.

Materials that use a three-cueing approach to teach students to read are not eligible for inclusion on the approved list under Ohio law (ORC 3313.6028(B)). Materials that use the three-cueing approach to teach students to read are not permitted for use in grades prekindergarten to grade five in school districts, community schools, and STEM schools under Ohio law (ORC 3313.6028(C)). The Department reserves the right to deny or reevaluate approval for inclusion on the approved list if program materials are found to contain, use, align to, or promote instructional practices aligned with the three-cueing approach to teach students to read.

Provide the date, printed name and signature of the authorized representative to verify understanding of Ohio's Literacy Policy requirements and attest to alignment of materials.

Printed Name:

Signature of Authorized Representative:

Date:

Understanding of Quality Review Requirements:

By submitting a response to this Request for Applications, the Applicant certifies the following:

- The Applicant has reviewed the contents of this Request for Applications and agrees to abide by all requirements stated therein.
- The information detailed in the application submitted in response to the Request for Applications is true and accurate.
- Applicants acknowledge that a response to this Request for Applications must be timely submitted and comply with all requirements stated in the Request for Applications in order to be eligible for consideration.
- Applicants acknowledge that a quality review of their submission is not guaranteed if the technical review indicates lack of adherence to submission requirements.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the entity in submitting this application and verifications, acknowledgments, and attestations, as applicable. I certify that all of the information provided herein is found to have been deliberately misrepresented, that may constitute grounds for denying the applicant's request for approval to be placed on the list or for removal from that same list.

Provide the date, printed name and electronic signature of the authorized representative to verify understanding of the submission criteria for Limited Alignment Review or Comprehensive Language and Literacy Review.

Printed Name:

Signature of Authorized Representative:

Date:

Digital Submission:

Verification that all program materials must be submitted digitally for the Phase 2 –Comprehensive Language and Literacy Review application.

Only electronic versions of the completed application and program materials will be accepted. The electronic submission must be submitted in PDF form. Any program materials submitted for review must be either available for reviewers to access via online login or submitted as a PDF. Hard copies of materials cannot be accepted and will not, under any circumstances, be reviewed.

Provide the date, printed name and electronic signature of the authorized representative to verify understanding of the digital submission requirements for Phase 2 – Comprehensive Language and Literacy Review.

Printed Name:	Signature of Authorized Representative:	Date:
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Appendix B: Prekindergarten Program Summary

Prekindergarten Materials Summary	
Submission ID:	
Name of Program:	Program Title and Edition (publication year):
Describe the materials, instructional focus, and target audience.	
Describe how the materials support grade-level, standards-aligned instruction in the following reading components: <ul style="list-style-type: none"> • Language and Communication • Phonological awareness • Print Awareness • Emergent Writing 	
Describe the materials' alignment to the science of reading and effective strategies for literacy instruction.	
Describe the materials' use within a comprehensive preschool curriculum or as standalone instructional materials.	
List the essential program components, or program materials, that are necessary for implementation. <i>(All listed components must be provided for review.)</i>	
Describe how the materials are designed to be implemented with students.	
Describe the features of the materials, including assessments, scope and sequence, and teacher and student materials.	

Appendix C: Prekindergarten Comprehensive Language and Literacy Review Materials Evidence Worksheet

Instructions: The evidence worksheet must be completed for each material submitted for review. In each section, provide notes in the space titled *Evidence* as to where in the submitted materials the reviewer is able to find content that addresses the particular section. Please make sure the notes provided are explicit and succinct.

- **Evidence provided must be specific.** Rationales must include directions for reviewers on where specifically to locate examples of what is declared to be present within the materials (e.g., Located in PreK Teacher’s Edition, page 57, under subheading “XXXXX”, or found in this section, under this subpage, etc.).
- **Prekindergarten Evidence Worksheets are limited to 15 pages per submitted application.**
- **Applicants should not use the Evidence sections of the Program Evidence Worksheet for explanations in place of documentation.** A comments section is provided at the bottom of each section on the evidence worksheets. This provides a space for any additional comments. The information on this worksheet will ensure that reviewers do not overlook critical content.

Evidence Worksheet: Prekindergarten

Name of Materials:

Submission ID:

Criterion 1: Emergent Literacy Skills Development in Prekindergarten

Language and Communication

Evidence

1a. Location of examples of intentionally planned activities that introduce basic and academic vocabulary words and concepts.

- Explicit instructional routines for teaching new vocabulary that include child-friendly definitions.
- Opportunities for children to practice new vocabulary in play-based ways.

1b. Clear scope and sequence of intentionally planned activities that allow children to understand and communicate with increasingly complex language.

- Intentionally selected songs, nursery rhymes, and fingerplays throughout the daily routine.
- Use of effective teacher language (parallel talk, self-talk, recasting, expansion).
- Modeling oral language with intentional sentence structure and intentional use of academic language.
- Promoting classroom discussion and turn-taking conversations.

1c. Clear scope and sequence of intentionally planned activities that allow children to develop comprehension of read-aloud text.

Evidence Worksheet: Prekindergarten

Evidence Worksheet: Prekindergarten	
Name of Materials:	Submission ID:
<ul style="list-style-type: none"> Purposefully selected narrative and informational books for repeated readings (2-4 times). Planned discussions about read-aloud stories before, during and after reading. Planned questioning during interactive storybook reading with both literal and inferential questions. 	
Comments:	
Phonological Awareness	Evidence
<p>1d. Location of examples of evidence of alignment with Ohio’s Early Learning and Development Standards and a clear scope and sequence following phonological skill development.</p> <ul style="list-style-type: none"> Continuum for linguistic hierarchy (words, syllables, first sounds, phonemes). Continuum for rhyming knowledge (rhyme recognition and rhyme production). 	
Comments:	
Print Awareness	
<p>1e. Clear sequence for learning letter names and sounds while providing children with intentional opportunities to practice letters in play-based ways.</p>	

Evidence Worksheet: Prekindergarten

Evidence Worksheet: Prekindergarten	
Name of Materials:	Submission ID:
<ul style="list-style-type: none"> Letter recognition Letter production Letter-sound-keyword Letter writing 	
1f. Location of examples of intentional opportunities for children to understand print conventions and that print conveys meaning.	
Comments:	
Emergent Writing	Evidence
1g. Location of examples that allow children the opportunity to communicate for a variety of purposes using writing. <ul style="list-style-type: none"> Scribbles Shapes Pictures Letters 	
1h. Location of examples of opportunities to experiment with writing tools and materials.	
Comments:	
Criterion 2: Appropriateness of materials and activities	
Material and Activity Presentation	Evidence

Evidence Worksheet: Prekindergarten

Evidence Worksheet: Prekindergarten	
Name of Materials:	Submission ID:
2a. Location of examples of teacher-directed and child-initiated activities including opportunities for children to choose interest areas and activities	
2b. Location of examples of interactive and hands-on activities with opportunities for skills practice without the use of worksheets.	
Comments:	
Sequence of materials and activities	Evidence
2c. Location of examples of activities arranged in a logical sequence of increasing complexity over time.	
2d. Location of examples of activities provided to support children's learning at various developmental stages.	
Comments:	
Criterion 3: Documentation of Learner Progress	
3a. A system or protocol of documentation for learner progress and development.	
3b. A system or protocol to share learner progress and development with families.	
Comments:	

Appendix D: Professional Development Information (Optional)

Instructions: Applicants wishing to provide additional information on the specific professional development available for their materials must submit narrative evidence of each of the following components as part of the application. This information will not be scored but will be provided to districts and schools to support decision-making in the selection and implementation of materials.

Professional Development Information	
Name of Materials:	Forms of Professional Development Available: <input type="checkbox"/> Virtual <input type="checkbox"/> In-Person <input type="checkbox"/> Embedded Coaching <input type="checkbox"/> Other (please specify: _____)
Submission ID:	
Summary of Professional Development <i>Provide a brief summary of the professional development available for the materials for each of the components below, to not exceed 2 pages in total for the appendix.</i>	
Clear scope and sequence for professional development, including objectives and intended outcomes for educators	
Clear description of how demonstration of learning is provided for educators	
Opportunities for participants to apply learning through practice of identified skills and opportunities for reflection	
Ongoing access to support and resources related to implementation for educators	

Appendix E: Kindergarten-Grade 5 Review Application

Kindergarten-Grade 5 Review Application	
Submission ID:	
Name of Applicant:	Product Title and Edition (publication year):
Contact Person for the Review Submission:	Email:
Telephone:	Mailing Address:
Applicant Webpage:	Product Webpage(s): <i>Provide the webpage that is specifically related to the program materials being requested for approval.</i>
Grade Band Submission: <input type="checkbox"/> K-2 Core Foundational Skills <input type="checkbox"/> K-2 Core No Foundational Skills <input type="checkbox"/> K-5 Core Comprehensive English Language Arts <input type="checkbox"/> Grades K-2 Core Comprehensive English Language Arts <input type="checkbox"/> Grades 3-5 Core Comprehensive English Language Arts	Evidence of Comprehensive Quality Review <input type="checkbox"/> Published EdReports Review <ul style="list-style-type: none"> • Link: Type of Quality Review Submitting For: <input type="checkbox"/> Limited Review <input type="checkbox"/> Comprehensive Review
Professional Development in Materials Available <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, submit Appendix D: Professional Development Information (Optional)</i>	Handwriting Instruction in Materials Available <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, submit Appendix J: Handwriting Instruction Information (Optional)</i>
Reviewer Access to Program Instructional Materials (select all that apply): <input type="checkbox"/> PDF Copy of Materials <input type="checkbox"/> Online Access to Materials <ul style="list-style-type: none"> • Link: Login Username: Login Password:	
Completion Verification and Acknowledgment To be considered for review, all required submission components must be completed. Check each box and sign below to indicate each required application component noted below has been included and is complete.	

- Completed Program Summary (Appendix E)
- Completed Program Evidence Worksheet(s) (Appendix G or H as applicable)
 - Kindergarten-Grade 2 (if applicable)
 - Grades 3-5 (if applicable)
- Reviewer Access to Program Materials
 - Kindergarten-Grade 2 (if applicable)
 - Grades 3-5 (if applicable)
- Completed Professional Development Information (Appendix D) (Optional)
- Completed Handwriting Instruction Information (Appendix J) (Optional)
- Signature of Authorized Representative - Confirming all parts above are included

Printed Name:

Signature of Authorized Representative:

Date:

Acknowledgment of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies:

All applicants must submit verification of understanding that Ohio public school districts must adopt, or purchase printed or electronic textbooks from publishers approved by the Ohio Department of Education and Workforce that have agreed to sell textbooks to school districts and community schools in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law. Publishers of programs with textbooks submitted for review are expected to meet this requirement no later than the beginning of the 2024-2025 school year.

Provide the date, printed name and signature of the authorized representative to verify understanding of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies.

Printed Name:

Signature of Authorized Representative:

Date:

Alignment to Ohio’s Literacy Policies:

All applicants must submit verification of understanding that all materials on the approved list must align to the following:

- Ohio’s Learning Standards for English Language Arts (ORC 3301.079).
- Ohio’s Rule for Phonics (OAC 3301-33-01).
- Science of Reading (ORC 3313.6028(A)(1)).
- Ban on Three-Cueing Approach (ORC 3313.6028(C)).

[Ohio’s Rule for Phonics](#) identifies the minimum standards for phonics instruction in grades kindergarten through 3. Entities submitting materials for the approved list in these grade bands must verify alignment to the use of systematic phonics instruction in the program’s instructional materials.

Ohio law defines the science of reading as an interdisciplinary body of scientific evidence that:

- (a) Informs how students learn to read and write proficiently;
- (b) Explains why some students have difficulty with reading and writing;
- (c) Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension and writing to become effective readers; and
- (d) Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.

Materials that use a three-cueing approach to teach students to read are not eligible for inclusion on the approved list under Ohio law (ORC 3313.6028(B)). Materials that use the three-cueing approach to teach students to read are not permitted for use in grades prekindergarten to grade five in school districts, community schools, and STEM schools under Ohio law (ORC 3313.6028(C)). The Department reserves the right to deny or reevaluate approval for inclusion on the approved list if program materials are found to contain, use, align to, or to promote instructional practices aligned with the three-cueing approach to teach students to read.

Provide the date, printed name and electronic signature of the authorized representative to verify understanding of Ohio’s Literacy Policy requirements and attest to alignment of materials.

Printed Name:	Signature of Authorized Representative:	Date:

Understanding of Quality Review Requirements:

By submitting a response to this Request for Applications, the Applicant certifies the following:

- The Applicant has reviewed the contents of this Request for Applications and agrees to abide by all requirements stated therein.
- The information detailed in the application submitted in response to the Request for Applications is true and accurate.
- Applicants acknowledge that a response to this Request for Applications must be timely submitted and comply with all requirements stated in the Request for Applications in order to be eligible for consideration.
- Applicants acknowledge that a quality review of their submission is not guaranteed if the technical review indicates lack of adherence to submission requirements.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the entity in submitting this application and verifications, acknowledgments, and attestations, as applicable. I certify that all of the information provided herein is found to have been deliberately misrepresented, that may constitute grounds for denying the applicant’s request for approval to be placed on the list or for removal from that same list.

Provide the date, printed name and electronic signature of the authorized representative to verify

understanding of the submission criteria for Phase 2: Quality Review.

Printed Name:	Signature of Authorized Representative:	Date:
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Digital Submission:
Verification that all application documents and program materials must be submitted digitally.
Only electronic versions of the completed application and program materials will be accepted. The electronic submission must be submitted in PDF form. Any program materials submitted for review must be either available for reviewers to access via online login or submitted as a PDF. Hard copies of materials cannot be accepted and will not, under any circumstances, be reviewed.
Provide the date, printed name and electronic signature of the authorized representative to verify understanding of the digital or online format submission requirements for Phase 2: Quality Review.

Printed Name:	Signature of Authorized Representative:	Date:
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Appendix F: Kindergarten-Grade 5 Materials Summary

Instructions: Provide a brief description of each item below to summarize the key features of the materials not to exceed **3 pages** total for the appendix.

Kindergarten-Grade 5 Materials Summary	
Submission ID:	
Name of Applicant:	Program Title and Edition (publication year):
Describe the materials, the instructional focus, and target audience.	
Describe how the materials support grade-level, standards-aligned instruction in the following reading components: <ul style="list-style-type: none"> • Phonological and Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension 	
Describe the program's alignment to the science of reading and effective strategies for literacy instruction.	
Describe how the program is designed to be implemented with students.	
Describe the features of the materials, including assessments, scope and sequence, and teacher and student materials.	

If an online or computer-based delivery method, describe how the program’s delivery method is used, including instruction, practice, and assessment.	
List the essential program components, or program materials, that are necessary for implementation. <i>(All listed components must be provided for review.)</i>	

Appendix G: Kindergarten-Grade 5 Limited Review – Program Evidence Worksheet

Instructions: The program evidence worksheet must be completed for each material submitted for review. In each section, provide notes in the space titled *Evidence* as to where in the submitted materials the reviewer can find content that addresses the particular section. Please make sure the notes provided are explicit and succinct.

- All sections of the worksheet must be fully completed for materials submitted for review.
- Select the worksheet(s) that aligns with the grade band(s) submitted for review. Applicants may submit an evidence worksheet for each grade level within a grade band they are applying for.
- **Kindergarten-Grade 2 Limited Review Evidence Worksheets are limited to 10 pages per application. Grades 3-5 Evidence Worksheets are limited to 10 pages per application.**
- **Evidence provided must be specific.** Rationales must include directions for reviewers on where specifically to locate examples of what is declared to be present within the program (e.g., Located in Grade 1 Teacher’s Edition, page 57, under subheading “XXXXX”, or found at this link, under this subpage, etc.)
- **Applicants should not use the Evidence sections of the Program Evidence Worksheet for explanations in place of documentation.** A comments section is provided at the bottom of each section on the evidence worksheets. This provides a space for any additional comments. The information on this worksheet will ensure that reviewers do not overlook critical content.

Limited Review Evidence Worksheet: Kindergarten-Grade 2

Submission ID:

Name of Materials:

Grade Level:

Phonological Awareness Instruction (K-1 Only)

Evidence:

1a. Location of examples of explicit instructional routines and/or scripts within lessons of the program and examples of student practice opportunities related to alphabet knowledge including letter names and their corresponding sounds and letter identification and letter formation. (K-1)

1b. Location of scope and sequence or lessons that demonstrate phonological awareness instruction on a research-based continuum with an emphasis on oral syllable development. (K)

1c. Location of scope and sequence or lessons that demonstrate phonological awareness instruction on a research-based continuum with an emphasis on blending and segmenting phonemes. (K-1)

Comments:

Phonics Instruction

Evidence:

2a. Location of scope and sequence that demonstrates materials include systematic and explicit instruction in phonics, including syllable types, from simple to complex.

2b. Location of examples of step-by-step demonstration in materials that contain:

- Clear and concise language
- Range of examples and non-examples
- Guided and supported practices

<ul style="list-style-type: none"> • Opportunities for frequent student responses • Corrective feedback routines • Opportunities for cumulative review 	
<p>2c. Location of examples of explicit instructional routines and/or lesson scripts demonstrating letter-sounds taught in isolation, then connected to reading words, sentences, and examples of decodable text aligned to the phonics patterns.</p>	
<p>2d. Location of examples of frequent opportunities for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words.</p>	
<p>2e. Location of examples of instructional routines that demonstrate 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.</p>	
<p>2f. Location of examples of lesson scripts that support connection to the meaning of the words decoded.</p>	
<p>2g. Location of examples of instructional routines and/or lesson scripts that include spelling instruction aligned to the phonics scope and sequence.</p>	
<p>Comments:</p>	
<p>Fluency</p>	<p>Evidence:</p>
<p>3a. Location of examples of explicit instructional routines and/or scripts within lessons that demonstrate frequent opportunities for connected text fluency.</p>	

Comments:	
Assessment and Differentiation	Evidence:
4a. Location of ongoing and frequent assessment that determine student mastery and inform meaningful differentiation of foundational skills instruction, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.	
4b. Location of example lessons and activities that allow for differentiation of foundational skills instruction, so all students achieve mastery of foundational skills.	
Comments:	

Limited Review Evidence Worksheet: Grades 3-5

Submission ID:	
Name of Materials:	Grade Level:
Phonics and Spelling Instruction	Evidence:
1a. Location of explicit instructional routines and/or lesson scripts demonstrating systematic and explicit instruction in advanced word study.	
1b. Location of examples of frequent opportunities for practice in advanced word study skills.	
Comments:	
Fluency	Evidence:
2a. Location of examples of frequent opportunities for teacher modeling, oral reading by students and immediate feedback to emphasize reading accuracy and automaticity.	
Comments:	
Assessment and Differentiation	Evidence:
3a. Location of examples of ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills instruction, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.	
3b. Location of examples of high-quality lessons and activities that allow for differentiation of foundational skills instruction, so all students achieve mastery of foundational skills.	
Comments:	

Appendix H: Kindergarten-Grade 2 Comprehensive Review – Program Evidence Worksheet

Instructions: The program evidence worksheet must be completed for each material submitted for review. In each section, provide notes in the space titled *Evidence* as to where in the submitted materials the reviewer can find content that addresses the particular section. Please make sure the notes provided are explicit and succinct.

- All sections of the worksheet must be fully completed for materials submitted for review.
- Select the worksheet(s) that aligns with the grade band(s) submitted for review. Applicants may submit an evidence worksheet for each grade level within a grade band they are applying for.
- **Kindergarten-Grade 2 Evidence Worksheets are limited to 25 pages per application.**
- **Evidence provided must be specific.** Rationales must include directions for reviewers on where specifically to locate examples of what is declared to be present within the program (e.g., Located in Grade 1 Teacher’s Edition, page 57, under subheading “XXXXX”, or found at this link, under this subpage, etc.)

A comments section is provided at the bottom of each section on the evidence worksheets. This provides a space for any additional comments. The information on this worksheet will ensure that reviewers do not overlook critical content.

Comprehensive Review Evidence Worksheet: Kindergarten-Grade 2

Submission ID:

Name of Materials:

Grade Level:

Instructional Design

Research Alignment

Evidence:

1.1.a. Location of evidence of being based on conceptual research and theoretical models, citing relevant research articles and websites.

1.1.b. Location of evidence that there is a clear focus on teaching and learning phonemic awareness, phonics, fluency, vocabulary, and comprehension aligned to grade-level standards.

1.1.c. Location of evidence that the program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.

1.1.d. Location of evidence that 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.

1.1.e. Location of evidence that materials provide explanations of the instructional approaches of the program and identification of the research-based strategies, including any relevant efficacy research.

Comments:

Explicit Instruction

Evidence:

<p>1.2.a. Location of lessons that 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>	
<p>1.2.b. Location of materials that 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>	
<p>1.2.c. Location of materials that include multiple opportunities for students to practice new skills with teacher guidance for immediate corrective feedback within daily lessons.</p>	
<p>Comments:</p>	
<p>Sequential Instruction</p>	<p>Evidence:</p>
<p>1.3.a. Location of scope and sequence for a skill within a grade that shows a clear progression from basic to advanced (e.g., easier to harder) and is appropriate for the grade for which the program is designed.</p>	
<p>1.3.b. Location of evidence that advanced skills are introduced after students have been taught prerequisite skills.</p>	
<p>1.3.c. Location of scope and sequence at each grade level that articulates when skills are taught across grades.</p>	
<p>Comments:</p>	

Systematic and Cumulative Instruction	Evidence:
1.4.a. Location of materials that include clear and consistent lesson plan formats to teach phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.	
1.4.b. Location of materials that include a daily schedule of activities and lessons, including suggestions for the length of lessons and units.	
1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.	
1.4.d. Location of materials that 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).	
1.4.e. Location of evidence that critical grade-level content and high-priority skills are cumulatively reviewed to support mastery and the integration of knowledge, strategy, and skills.	
1.4.f. Location of evidence of same routines, terminology, and procedures used within lesson plans across skill areas and over time, including across the grade level and program.	
1.4.g. Location of evidence of 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).	

Comments:	
Foundational Skills	
Print Concepts & Alphabet Knowledge (K-1)	Evidence:
2.1.a. Location of materials, questions, and tasks that 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).	
2.1.b. Location of materials that 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).	
2.1.c. Location of materials that provide explicit instruction and student practice opportunities in printing and forming the 26 letters, uppercase and lowercase (K).	
2.1.d. Location of materials that 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.	
2.1.e. Location of materials that 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).	

Comments:	
Phonemic Awareness (K-1)	Evidence:
2.2.a. Location of materials that 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).	
2.2.b. Location of materials that include brief, daily phonemic awareness lessons (K-1).	
2.2.c. Location of materials that provide opportunities for students to analyze spoken words at the phoneme level (K-1).	
2.2.d. Location of materials that 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).	
2.2.e. Location of materials that regularly and systematically offer assessment opportunities that measure students' current skill levels and level of understanding toward mastery of phonemic awareness (K-1).	
2.2.f. Location of materials that 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).	
Comments:	
Phonics and Word Study	Evidence:
2.3.a. Location of materials that 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).	
2.3.b. Location of materials that include systematic phonics instructional routines that contain: <ul style="list-style-type: none"> • Clear and concise language • Range of examples and non-examples • Guided and supported practices • Opportunities for frequent student responses • Corrective feedback routines • Opportunities for cumulative review 	
2.3.c. Location of materials that 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.	
2.3.d. Location of materials that 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.	
2.3.e. Location of materials that 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).	
2.3.f. Location of materials that include spelling instruction aligned to the phonics scope and sequence (1-2).	
2.3.g. Location of materials that include opportunities for students to learn and practice reading words in isolation before being practiced in text.	
2.3.h. Location of materials that include instruction in multisyllabic words using prefixes, suffixes, syllable types, and morphological word parts to aid in word recognition (1-2).	
2.3.i. Location of evidence that materials regularly and systematically offer assessment opportunities that measure student mastery of word recognition as indicated by the program scope and sequence.	
2.3.j. Location of evidence of 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.	
Comments:	

Text Reading and Fluency	Evidence:
2.4.a. Location of evidence that sentence and passage reading is introduced after students can accurately and automatically read given regular and irregular words on multiple opportunities.	
2.4.b. Location of evidence of 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.	
2.4.c. Location of evidence of 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.	
2.4.d. Location of 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.	
2.4.e. Location of evidence of regularly and systematically offered assessment opportunities that measure student progress in fluency as indicated by the program scope and sequence.	
2.4.f. Location of evidence of 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.	

Comments:	
Text Complexity and Vocabulary	
Text Complexity	Evidence:
<p>3.1.a. Evidence that 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>	
<p>3.1.b. Evidence of materials that reflect the distribution of text types and genres required by the standards at each grade level.</p> <p><i>*This does not include decodables. Those are identified in Section 2: Foundational Skills.</i></p>	
<p>3.1.c. Evidence that 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>	
<p>3.1.d. Evidence that materials provide specific guidance on how teachers can provide scaffolds and materials for differentiation as texts become more complex.</p>	

<p>3.1.e. Evidence that 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>	
<p>3.1.f. Evidence that 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>	
<p>Comments:</p>	
<p>Alignment to the Standards with Questions Grounded in Evidence</p>	<p>Evidence:</p>
<p>3.2.a. Evidence that 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.)</p>	
<p>3.2.b. Evidence that 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.</p>	

<p>3.2.c. Evidence that 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.</p>	
<p>3.2.d. Evidence that materials include regular opportunities for text-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.</p>	
<p>Comments:</p>	
<p>Vocabulary</p>	<p>Evidence:</p>
<p>3.3.a. Evidence that 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.</p>	
<p>3.3.b. Evidence that 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.</p>	
<p>3.3.c. Evidence that 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.</p>	

3.3.d. Evidence that materials provide opportunities for students to apply and transfer new words within spoken or written sentences.	
3.3.e. Evidence that 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.).	
3.3.f. Evidence that materials provide cumulative review and practice of previously learned words.	
3.3.g. Evidence that 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.	
3.3.h. Evidence that materials support explicit and systematic instruction in morphemic analysis to bolster the development of word meaning through knowledge of root words, prefixes, and suffixes.	
3.3.i. Evidence that materials include lessons emphasizing simple multiple meaning words.	
3.3.j. Evidence that materials provide activities that elicit high levels of student response and engagement, as well as use of vocabulary within student responses.	
3.3.k. Evidence that materials include guidance on how to support data-driven, differentiated vocabulary instruction.	

Comments:	
Knowledge Building and Writing	
Knowledge Building	Evidence:
4.1.a. Evidence that 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.	
4.1.b. Evidence that materials require students to analyze the key ideas, details, craft, and structure within individualized texts as well as across multiple texts using coherently sequenced, high-quality questions and tasks.	
4.1.c. Evidence that 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.	
4.1.d. Evidence that 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).	
Comments:	
Writing	Evidence:

<p>4.2.a. Evidence that materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.</p>	
<p>4.2.b. Evidence that 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"> • Handwriting • Punctuation • Capitalization 	
<p>4.2.c. Evidence that 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"> • Grammar • Sentence-level composition • Paragraph-level composition • Multi-paragraph composition 	
<p>4.2.d. Evidence that 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>	
<p>4.2.e. Evidence that materials include a mix of on-demand and process writing (e.g., multiple drafts, revisions over time) and short, focused projects.</p>	
<p>4.2.f. Evidence that materials provide opportunities for students to learn, practice, and</p>	

apply different text genres, modes, or types of writing that reflect the distribution required by the standards, and to demonstrate knowledge of content.	
4.2.g. Evidence that 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.	
Comments:	
Usability	
Implementation Supports	Evidence:
5.1.a Evidence that 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.	
5.1.b. Evidence that materials provide teacher guidance with useful annotations and suggestions for how to implement the student materials and ancillary materials to support students' literacy development.	
5.1.c. Evidence that 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.	
5.1.d. Evidence that materials include standards correlation information that explains the role of	

the standards in the context of the overall program.	
5.1.e. Evidence that 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.	
Comments:	
Assessment System	Evidence:
5.2.a. Location of assessment information included in the materials to indicate which standards are assessed.	
5.2.b. Evidence that 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 define 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 or determine students’ learning; and (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].	
5.2.c. Evidence that 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.	
Comments:	
Student Supports	Evidence:
5.3.a. Evidence that 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.	
5.3.b. Evidence that 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.	
5.3.c. Evidence that 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.	
5.3.d. Evidence that materials provide opportunities for teachers to use a variety of grouping strategies.	
Comments:	

Appendix I: Grade 3-5 Comprehensive Review – Program Evidence Worksheet

Instructions: The program evidence worksheet must be completed for each material submitted for review. In each section, provide notes in the space titled *Evidence* as to where in the submitted materials the reviewer can find content that addresses the particular section. Please make sure the notes provided are explicit and succinct.

- All sections of the worksheet must be fully completed for materials submitted for review.
- Select the worksheet(s) that aligns with the grade band(s) submitted for review. Applicants may submit an evidence worksheet for each grade level within a grade band they are applying for.
- **Grades 3-5 Evidence Worksheets are limited to 25 pages per application.**
- **Evidence provided must be specific.** Rationales must include directions for reviewers on where specifically to locate examples of what is declared to be present within the program (e.g., Located in Grade 1 Teacher’s Edition, page 57, under subheading “XXXXX”, or found at this link, under this subpage, etc.)

A comments section is provided at the bottom of each section on the evidence worksheets. This provides a space for any additional comments. The information on this worksheet will ensure that reviewers do not overlook critical content.

Comprehensive Review Evidence Worksheet: Grade 3-5

Submission ID:

Name of Materials:

Grade Level:

Instructional Design

Research Alignment

Evidence:

1.1.a. Location of evidence of being based on conceptual research and theoretical models, citing relevant research articles and websites.

1.1.b. Location of evidence that there is a clear focus on teaching and learning phonics and word study, fluency, vocabulary, and comprehension aligned to grade-level standards.

1.1.c. Location of evidence that the program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.

1.1.d. Location of evidence that 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.

1.1.e. Location of evidence that materials provide explanations of the instructional approaches of the program and identification of the research-based strategies, including any relevant efficacy research.

Comments:

Explicit Instruction	Evidence:
1.2.a. Location of lessons that 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.	
1.2.b. Location of materials that 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.	
1.2.c. Location of materials that include multiple opportunities for students to practice new skills with teacher guidance for immediate corrective feedback within daily lessons.	
Comments:	
Sequential Instruction	Evidence:
1.3.a. Location of a scope and sequence for a skill within a grade that shows a clear progression from basic to advanced (e.g., easier to harder) and is appropriate for the grade for which the program is designed.	
1.3.b. Location of evidence that advanced skills are introduced after students have been taught prerequisite skills.	
1.3.c. Location of scope and sequence at each grade level that articulates when skills are taught across grades.	
Comments:	

Systematic and Cumulative Instruction	Evidence:
1.4.a. Location of materials that include clear and consistent lesson plan formats to teach phonics and word study, fluency, vocabulary, comprehension, and writing.	
1.4.b. Location of materials that include a daily schedule of activities and lessons, noting suggestions for the length of lessons and units.	
1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.	
1.4.d. Location of materials that 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).	
1.4.e. Location of evidence that critical grade-level content and high-priority skills are cumulatively reviewed to support mastery and the integration of knowledge, strategy, and skills.	
1.4.f. Location of evidence of same routines, terminology, and procedures used within lesson plans across skill areas and over time, including across the grade level and program.	
1.4.g. Location of evidence of 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).	

Comments:	
Foundational Skills	
Advanced Phonics and Word Study (3-5)	Evidence:
2.1.a. Location of a detailed scope and sequence of phonics patterns that support advanced decoding skills by teaching simple patterns and moves to patterns that are syllabically and morphemically more complex.	
2.1.b. Location of materials that provide explicit instruction and systematic phonics routines that emphasize the integration of the alphabetic principle, syllabication types, etymology, and morphology to increase fluency of word recognition.	
2.1.c. Location of materials that include instruction in how to read multisyllabic words using prefixes, suffixes, syllable types, and morphological word parts to assist in word recognition.	
2.1.d. Location of materials that include opportunities for students to practice and apply grade-level phonics and word recognition skills.	
2.1.e. Location of materials that include guidance on how to use assessment data to determine differentiated, flexible groups based on student needs, including suggestions for independent student practice activities to use when the teacher is engaged in small group instruction and specific protocols for how students performing below standard on these assessments will be supported, so all students can work toward mastery in phonics.	

Comments:	
Text Reading and Fluency	Evidence:
2.2.a. Location of materials that include lessons with sufficient opportunities to practice oral reading through connected texts that students can accurately decode.	
2.2.b. Location of materials that 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.	
2.2.c. Location of materials that include frequent opportunities for students to practice and achieve reading fluency in order to read with purpose and understanding.	
2.2.d. Location of materials that regularly and systematically offer assessment opportunities that measure student progress in fluency as indicated by the program scope and sequence.	
2.2.e. Location of materials that 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.	
Comments:	

Text Complexity and Vocabulary

Text Complexity	Evidence:
<p>3.1.a. Evidence that 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>	
<p>3.1.b. Evidence of materials that reflect the distribution of text types and genres required by the standards at each grade level.</p> <p><i>*This does not include decodables. Those are identified in Section 2: Foundational Skills.</i></p>	
<p>3.1.c. Evidence that 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>	
<p>3.1.d. Evidence that materials provide specific guidance on how teachers can provide scaffolds and materials for differentiation as texts become more complex.</p>	
<p>3.1.e. Evidence that 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</p>	

levels of complexity for the grade level by the end of the school year.	
3.1.f. Evidence that 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.	
Comments:	
Alignment to the Standards with Questions Grounded in Evidence	Evidence:
3.2.a. Evidence that 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.)	
3.2.b. Evidence that 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.	
3.2.c. Evidence that materials support students’ listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based	

discussions and presentations, with relevant follow-up questions and text evidence.	
3.2.d. Evidence that materials include frequent opportunities for evidence-based discussions and text-based writing to support careful analyses, well-defended claims, and clear information.	
Comments:	
Vocabulary	Evidence:
3.3.a. Evidence that 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.	
3.3.b. Evidence that 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.	
3.3.c. Evidence that 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.	
3.3.d. Evidence that materials provide opportunities for students to apply and transfer new words within spoken and/or written sentences.	

<p>3.3.e. Evidence that 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.).</p>	
<p>3.3.f. Evidence that materials provide cumulative review and practice of previously learned words, and these words are repeated multiple times in a variety of contexts.</p>	
<p>3.3.g. Evidence that 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.</p>	
<p>3.3.h. Evidence that materials support explicit and systematic instruction in morphemic analysis to bolster the development of word meaning through knowledge of root words, prefixes, and suffixes.</p>	
<p>3.3.i. Evidence that materials include lessons emphasizing simple multiple meaning words.</p>	
<p>3.3.j. Evidence that materials provide activities that elicit high levels of student response and engagement, as well as use of vocabulary within both oral and written student responses.</p>	
<p>3.3.k. Evidence that materials include guidance on how to support data-driven, differentiated vocabulary instruction.</p>	
<p>Comments:</p>	
<p>Knowledge Building and Writing</p>	

Knowledge Building	Evidence:
4.1.a. Evidence that 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.	
4.1.b. Evidence that 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.	
4.1.c. Evidence that 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.	
4.1.d. Evidence that culminating tasks require students to demonstrate their knowledge of a unit's topic(s) through integrated literacy skills (e.g. a combination of reading, writing, speaking, and listening).	
Comments:	
Writing	Evidence:
4.2.a. Evidence that materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.	
4.2.b. Evidence that materials include systematic and explicit writing instruction	

<p>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"> • Handwriting (keyboarding) • Punctuation • Capitalization 	
<p>4.2.c. Evidence that 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"> • Grammar • Sentence-level composition • Paragraph-level composition • Multi-paragraph composition 	
<p>4.2.d. Evidence that 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>	
<p>4.2.e. Evidence that materials including a mix of on-demand and process writing (e.g., multiple drafts, revisions over time) and short, focused projects.</p>	
<p>4.2.f. Evidence that 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>	
<p>4.2.g. Evidence that materials include a progression of research projects to encourage</p>	

students to develop knowledge in a given area by analyzing different aspects of a topic using multiple texts and sources materials.	
Comments:	
Usability	
Implementation Supports	Evidence:
5.1.a Evidence that 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.	
5.1.b. Evidence that materials provide teacher guidance with annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development.	
5.1.c. Evidence that 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.	
5.1.d. Evidence that materials include standards correlation information that explains the role of the standards in the context of the overall program.	
5.1.e. Evidence that materials provide strategies for increasing engagement of a student's parent, guardian, custodian, caregiver, or other household member around the program and	

<p>suggestions for how they can help support student progress and achievement.</p>	
<p>Comments:</p>	
<p>Assessment System</p>	<p>Evidence:</p>
<p>5.2.a. Location of assessment information included in the materials to indicate which standards are assessed.</p>	
<p>5.2.b. Evidence that materials offer a diverse system of assessments, including formative and summative assessments, that do all of the following:</p> <p>(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;</p> <p>(b) throughout the duration of the course, program, or grade level, consistently evaluate student performance and mastery to determine students’ learning; and</p> <p>(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>	
<p>5.2.c. Evidence that assessments offer 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>	

Comments:	
Student Supports	Evidence:
5.3.a. Evidence that 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.	
5.3.b. Evidence that 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.	
5.3.c. Evidence that 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.	
5.3.d. Evidence that materials provide opportunities for teachers to use a variety of grouping strategies.	
Comments:	

Appendix J: Handwriting Instruction Information (Optional)

Instructions: Applicants wishing to provide information on handwriting instruction must submit narrative evidence of each of the following components as part of the application. This information will not be scored but will be provided to districts and schools to support decision-making in the selection and implementation of materials.

Handwriting Instruction Information	
Name of Materials:	Grades of Instruction in Handwriting Available: <input type="checkbox"/> Kindergarten <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
Submission ID:	<input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5
Summary of Handwriting Instruction <i>Provide a brief summary of the handwriting curricula, materials, and resources available for the materials for each of the components below, to not exceed 2 pages in total for the appendix.</i>	
Describe the scope and sequence for handwriting instruction, including objectives and intended outcomes for students.	
Describe how handwriting instruction is provided to students.	
Describe how the program is designed to be implemented with students (individual, small group, whole class).	

<p>Location of examples of step-by-step demonstration in materials that contain:</p> <ul style="list-style-type: none"> • Clear and concise language • Guided and supported practices • Corrective feedback routines • Opportunities for cumulative review 	
<p>Location of examples of ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of skills instruction, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.</p>	
<p>Location of examples of high-quality lessons and activities that allow for differentiation of skills instruction, so all students achieve mastery of handwriting skills.</p>	
<p>Describe support materials that are including for handwriting, including student and teacher support materials.</p>	