

# Guidance for High-Quality Instructional Materials and Core Curriculum in English Language Arts and Reading Intervention Materials Requirements



Revised October 2024



**Department of  
Education &  
Workforce**

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# Revision History

The revision history table allows readers to find where significant updates in the guidance document have occurred. Minor changes—such as typos, formatting, and grammar corrections—are not listed in the table.

Page Number	Description of Change
3	Three Cueing Prohibition- moved from page 6
4	Transitioning Into Full Implementation - moved from page 6
4-7	Core Curriculum and Instructional Materials - added table of approved core list
7-8	Example Use Cases of Core Curriculum and Instructional Materials - revised
9	Reporting - added link to EMIS reporting manual
9-10	Subsidies - updated information on Use of Funds, Restrictions, and Reporting
11-14	Glossary of Terms - added

## Introduction

Ohio Governor Mike DeWine’s [ReadOhio initiative](#) is an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio’s schools.

Under [Ohio Revised Code 3313.6028](#), the Department of Education and Workforce must establish a list of high-quality core curriculum and instructional materials in English language arts (ELA), and a list of evidence-based reading intervention programs, aligned with the science of reading and strategies for effective literacy instruction.

Beginning not later than the 2024-2025 school year, each school district, STEM school, and community school must use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the lists established by the Department in accordance with division (B) of section 3313.6028 of the Revised Code, which are the List of High-Quality Core Curriculum and Instructional Materials in English Language Arts, and the List of Evidence-Based Reading Intervention Programs.

## Three Cueing Prohibition

Beginning not later than the 2024-2025 school year, districts and schools may not use any core curriculum, instructional materials, or intervention program in grades prekindergarten to five that use the three-cueing approach to teach students to read. The three-cueing approach is defined as “any model of teaching students to read based on meaning, structure and syntax, and visual cues.” However, districts and schools may apply to the Department for a [waiver](#) on an individual student basis to use curriculum, instructional materials, or an intervention program in grades pre-kindergarten through five that uses the three-cueing approach to teach students to read. Students

with Reading Intervention and Monitoring Plans (RIMPs) are not eligible for waivers under ORC 3313.6028(D)(1).

Any district or school that believes using core curriculum, instructional materials, or an intervention program that uses three-cueing approach may be appropriate for teaching a particular student in grades pre-kindergarten through five how to read is encouraged to carefully review the waiver criteria in division (D) of section 3313.6028 of the Revised Code to determine whether this option may be available to them.

## Overview of Requirements

### Timeline

Beginning not later than the 2024-2025 school year, districts and schools must use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the lists established by the Department.

### TRANSITIONING INTO FULL IMPLEMENTATION

Districts and schools must begin using materials from the Department's established lists not later than the 2024-2025 school year. The Department expects districts and schools replacing their core curriculum and instructional materials and/or reading intervention programs to use the 2024-2025 school year as a transition period to complete all of the following activities:

- Local board adoption of Department-approved core curriculum and instructional materials and reading intervention programs.
- Procurement and distribution of board-adopted core curriculum and instructional materials and/or reading intervention programs.
- Provide professional learning to educators to support teachers in learning new materials and/or programs.

After completing these steps during the transition period, districts and schools are expected to use the approved instructional materials in the instruction of English language arts and reading in core instruction and intervention

## Use of Required Materials and Programs

### CORE CURRICULUM AND INSTRUCTIONAL MATERIALS

Districts and schools must use core curriculum and instructional materials in English language arts only from the List of High-Quality Core Curriculum and Instructional Materials in English Language Arts and the List of Evidence-Based Reading Intervention Programs, as appropriate for the type of the instruction and grade level. The Department defines core curriculum and instructional materials as 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 supplemental programs. Districts and schools must use core curriculum and instructional materials from the Department's list.

The Department established an [approved list](#) of core curriculum and instructional materials for prekindergarten-grade 5. [The list](#) is available on the Department’s website and is organized by the following categories by grade band:

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

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. For grades 3-5, districts and schools must use a core comprehensive English language arts instructional program.

<b>PreK Comprehensive Language and Literacy</b>	
<b>Description</b>	Materials provide comprehensive language and literacy instruction for prekindergarten.
<b>Implementation Requirement</b>	Using materials from this grade band on the approved list meets the requirement for prekindergarten.
<b>Approved Programs and Materials</b>	<ul style="list-style-type: none"> <li>• Amplify Core Knowledge Language Arts (CKLA) PreK (2014)</li> <li>• The Creative Curriculum for Preschool, 6<sup>th</sup> Ed. (2016)</li> <li>• Curiosity Corner, 2<sup>nd</sup> Ed. (2013)</li> <li>• Frog Street Pre-K (2020)</li> <li>• HighScope Preschool Curriculum, 2<sup>nd</sup> Ed. (2012)</li> <li>• PreK On My Way (PKOMW), 1<sup>st</sup> Ed. (2020)</li> <li>• Ready to Advance (2022)</li> <li>• World of Wonders (2017)</li> </ul>

<b>K-2 Core Comprehensive English Language Arts</b>	
<b>Description</b>	Materials provide comprehensive instruction in grades K-2 English language arts, aligned with standards, grade-level content and strategies for effective literacy instruction.
<b>Implementation Requirement</b>	Using materials from this grade band type on the approved list meets the requirement in grades K-2.
<b>Approved Programs and Materials</b>	<ul style="list-style-type: none"> <li>• Amplify Core Knowledge Language Arts (CKLA) K-5 Core Comprehensive (2022)</li> <li>• ARC Core (2017)</li> <li>• Being a Reader, 2<sup>nd</sup> Ed. (2021/2023)</li> <li>• Benchmark Advance (2022)</li> <li>• CONNECTIONS: OG in 3D (2007)</li> <li>• HMH Into Reading, National V2 (2020)</li> </ul>

	<ul style="list-style-type: none"> <li>• Imagine Learning EL Education 1<sup>st</sup> Ed. (2019)</li> <li>• myView Literacy (2020/2025)</li> <li>• Open Court Reading, 1e (2016/2018)</li> <li>• Open Court Reading, 1e (2023)</li> <li>• OUR Bookworms K-5 Reading &amp; Writing, 1<sup>st</sup> Ed. (2022)</li> <li>• OUR EL Education K-5 Language Arts (2017)</li> <li>• The Superkids Reading Program (2017) <i>Grade 2 Only</i></li> <li>• Wonders, 1e (2020)</li> <li>• Wonders, 1e (2023)</li> </ul>
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K-2 Core No Foundational Skills	
<b>Description</b>	Materials provide instruction in grades K-2 English language arts, except for foundational skills, aligned with standards and strategies for effective literacy instruction.
<b>Implementation Requirement</b>	<b>Districts and schools must pair with a core foundational skills program in implementation.</b> Only implementing materials of this grade band type only does not fully meet the requirement in grades K-2.
<b>Approved Programs and Materials</b>	<ul style="list-style-type: none"> <li>• Fishtank Plus ELA K-2 (2021)</li> <li>• Wit &amp; Wisdom (2016, 2023)</li> </ul>

K-2 Core Foundational Skills	
<b>Description</b>	Materials provide comprehensive foundational skills instruction, aligned with standards and strategies for effective literacy instruction.
<b>Implementation Requirement</b>	<b>Districts and schools must pair with a core no foundational skills program or core comprehensive program in implementation.</b> Only implementing materials of this grade band type does not fully meet the requirement in grades K-2.
<b>Approved Programs and Materials</b>	<ul style="list-style-type: none"> <li>• 95 Phonics Core Program (2023)</li> <li>• Amplify Core Knowledge Language Arts (CKLA) K-2 Skills (2022)</li> <li>• Benchmark Phonics (2024)</li> <li>• Blast Foundations (2023)</li> <li>• Bridge to Reading (2022)</li> <li>• Countdown (2023)</li> <li>• Foundations, Second Edition (2020)</li> <li>• Foundations A-Z (2023)</li> <li>• From Phonics to Reading (2020)</li> <li>• IMSE Comprehensive Orton-Gillingham Plus (2022)</li> <li>• Letterland Kindergarten 2<sup>nd</sup> Ed. (2023)</li> <li>• Lexia Core5 Reading (2023)</li> <li>• HD Word (2023)</li> <li>• Magnetic Reading Foundations (2023)</li> <li>• Reading Horizons Discovery (2023)</li> </ul>

	<ul style="list-style-type: none"> <li>• Savvas Essentials: Foundational Reading (2023)</li> <li>• UFLI Foundations: An Explicit and Systematic Phonics Program (2022)</li> </ul>
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<b>3-5 Core Comprehensive English Language Arts</b>	
<b>Description</b>	Materials provide comprehensive instruction in grades 3-5 English language arts, aligned with standards, grade-level content and strategies for effective literacy instruction.
<b>Implementation Requirement</b>	Using materials from this grade band type on the approved list meets the requirement in grades 3-5.
<b>Approved Programs and Materials</b>	<ul style="list-style-type: none"> <li>• Amplify Core Knowledge Language Arts (CKLA) K-5 Core Comprehensive (2022)</li> <li>• ARC Core (2017)</li> <li>• Being a Reader, 2<sup>nd</sup> Ed. (2021/2023) <i>Grade 3 Only</i></li> <li>• Benchmark Advance (2022)</li> <li>• Fishtank Plus ELA (2021)</li> <li>• HMH Into Reading, National V2 (2020)</li> <li>• Imagine Learning EL Education 1<sup>st</sup> Ed. (2019)</li> <li>• myView Literacy (2020/2025)</li> <li>• Open Court Reading, 1e (2016/2018)</li> <li>• Open Court Reading, 1e (2023)</li> <li>• OUR Bookworms K-5 Reading &amp; Writing, 1<sup>st</sup> Ed. (2022)</li> <li>• OUR EL Education K-5 Language Arts (2017)</li> <li>• Wit &amp; Wisdom (2016, 2023)</li> <li>• Wonders, 1e (2020)</li> <li>• Wonders, 1e (2023)</li> </ul>

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

**EXAMPLE USE CASES OF CORE CURRICULUM AND INSTRUCTIONAL MATERIALS**

- *District A* pairs a core no foundational skills curriculum (ex: Wit & Wisdom K-2) with a core foundational skills curriculum (ex: 95 Core Phonics), ensuring all grade-level content is addressed in grades K-2.
- *District B* selects a core comprehensive curriculum in grades K-2 (ex: HMH Into Reading). In the district’s review of the materials before selection, the review committee noted that the foundational skills component of the curriculum would not be sufficient to meet local needs. District B pairs a core foundational skills curriculum (ex: Foundations) that aligns with the core comprehensive curriculum.
- *District C* is implementing a core comprehensive curriculum (ex: Amplify Core Knowledge Language Arts [CKLA]), ensuring all grade-level content is addressed in grades K-2.
- *District D* is implementing a core comprehensive curriculum (ex: Open Court Reading, 1e, 2023), ensuring all grade-level content is addressed in grades 3-5.

## SUPPLEMENTING CORE CURRICULUM AND INSTRUCTIONAL MATERIALS

Districts and schools are encouraged to audit the curricular materials in use as part of the selection process for core curriculum and instructional materials to determine how grade-level content and skills are currently being addressed and if there is coherence among the materials being used. Starting with a high-quality core program should reduce the need to introduce multiple supplements or perhaps “patch together” a set of materials that are not coherent and aligned.

The use of supplements is a local decision. The Department will not establish a list of approved supplementary instructional materials in English language arts. All supplementary instructional materials in English language arts should be evaluated at the local level to ensure alignment to the science of reading and strategies for effective literacy instruction, state standards, and applicable state laws. Supplemental materials may not include the three-cueing approach to teaching reading.

Once a core program(s) from the approved list is in place and the majority of instructional needs are met, districts and schools may identify a targeted need to supplement in a specific area. The Department will develop additional guidance for districts and schools on the use of single-literacy component 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, aligned with the science of reading and effective strategies for literacy instruction.

## READING INTERVENTION PROGRAMS

The Department defines reading intervention programs as 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.

The Department has established an [approved list](#) of reading intervention programs for prekindergarten to grade 12. Under [Ohio Revised Code 3313.608](#), districts and schools must select reading intervention programs to provide targeted and intensive instruction in reading to students identified as having reading skills below their grade level. Districts and schools are encouraged to select reading intervention programs that meet identified student needs at the target grade level or skill. One or more reading intervention programs from the Department’s approved list may be used.

## Reporting

Under [Ohio Revised Code 3301.0714](#), districts and schools are required to report in the Education Management Information System (EMIS) each school year the core curriculum and instructional materials being used for English language arts in each of grades prekindergarten to 5 and the reading intervention programs being used in each of grades prekindergarten to 12. Reporting instructions are described on pages 18 – 23 in [section 5.3 of the EMIS Manual](#). Districts must report each product that is in use at the district in the relevant grade levels. Specifically, districts must report the core curriculum and instructional materials in use in grades preschool through five as



well as the reading intervention program being used in grades preschool through twelve. If more than one product is being used for either of these purposes, districts will report each one currently in use. If the district is planning to change the product in use, then it should also report the product that will be used in the future with the appropriate status listed in the EMIS manual.

## Subsidies

House Bill 33 of the 135<sup>th</sup> General Assembly provided \$64 million for the Department to subsidize the cost for districts and schools to purchase high-quality core curriculum and instructional materials in English language arts and evidence-based reading intervention programs from the lists established by the Department. In late 2023, the Department distributed a mandatory survey to collect information on the core curriculum and instructional materials in English language arts in grades prekindergarten through 5 and the reading intervention programs in grades prekindergarten through 12 that are being used by public schools. Information from this required survey was used to inform allocation determinations for districts and schools receiving subsidies.

Once the approved lists have been made available by the Department, some districts and schools may discover they have existing contracts with nonapproved core curriculum, instructional materials and/or reading intervention programs. Districts and schools with questions about existing contracts or entering into new contracts should direct any such questions to the district or school's legal counsel. Districts and schools are encouraged to verify that previously purchased materials are on the Department's approved list.

## Core Curriculum and Instructional Materials and Reading Intervention Program Subsidies and Available Funding

Districts and schools are required to use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's established lists beginning not later than the 2024-2025 school year.

The Department distributed funding to traditional public schools, community schools, independent STEM schools, and joint vocational school districts, based on the number of students each school or district educates. Funding allocated by the General Assembly will support the cost of both core curriculum and reading intervention programs. The Department adjusted funding allocations based on the responses provided by schools and districts in the survey completed in fall 2023. Funds to subsidize the purchase of core curriculum and instructional materials and reading intervention programs were included in state foundation payments in April 2024, along with a [spreadsheet](#) detailing the methodology of the subsidy allocation for each school or district.

## Use of Funds

Funds must be used to purchase high-quality core curriculum and instructional materials in English language arts and evidence-based reading intervention programs from the approved lists established by the Department and required for use by schools and districts in accordance with Revised Code Section 3313.6028.

## Restrictions and Reporting

Funds received by schools and districts are restricted to support school and district compliance under Revised Code Section 3313.6028 and may be used for expenses incurred after July 1, 2023. While funds are allocated to support the purchase of both core curriculum and instructional materials in English language arts, as well as evidenced-based reading intervention programs, schools can use these funds to support either or both expenses. For example, if a school receives \$60,000, the full amount may be used to support the purchase of core curriculum. Similarly, a school that received \$60,000 may use the funds to support the purchase of both core curriculum and intervention programs on the Department's approved list but spend more or less than the specific allocation amounts identified with the allocation methodology.

Schools and districts should maintain documentation as to how they leveraged their allocation of the \$64 million, along with expenses incurred beyond the subsidy provided.

## Disadvantaged Impact Pupil Impact Aid Funds

Districts and schools receiving disadvantaged pupil impact aid from the Department may choose to spend those funds on reading improvement and intervention that is aligned with the science of reading and evidence-based strategies for effective literacy instruction, and on professional development in the science of reading and evidence-based strategies for effective literacy instruction for teachers of students in kindergarten through third grade. These funds may be used toward the purchase of core curriculum and instructional materials and reading intervention materials.

## Not Applicable to Chartered Nonpublic Schools

The requirements and subsidies for districts and schools to use high quality instructional materials in English language arts and evidence-based reading intervention materials do not apply to chartered nonpublic schools.

## Glossary of Terms

**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 comprehensive core 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 instructional 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.

**Curriculum audit:** A thorough review and examination of curricular materials including scope and sequence, student materials, teacher materials, and assessments that can help pinpoint strengths and/or problems or gaps in a curriculum.

**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.

**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 educator supports.

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

**Intensive intervention:** A systematic approach to targeting specific skills identified as the potential cause of reading difficulty. Intervention consists of enhanced opportunities to learn, including but not limited to, additional time with the core curriculum in small groups, other foundational skills instruction or individualized intensive instruction.

**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).

**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.

**Single literacy component supplementary instructional materials:** A supplementary 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 effective strategies for literacy instruction. A supplementary instructional material is used to enhance core curriculum and instructional materials during whole class or small group instruction. Districts may select supplementary material when the core curriculum and instructional materials does not provide adequate instruction and practice opportunities in a specific literacy skill to meet student needs.

**Supplement:** To augment, expand, strengthen, add to, enhance. Supplementary instructional materials should be used to supplement, not supplant, core curriculum and instructional materials.

**Supplant:** To take the place of, displace, replace, or supersede. Supplementary instructional materials should not be used as a substitute for core curriculum and instructional materials nor should the instructional hours dedicated to supplementary materials surpass the instructional hours dedicated to core curriculum and instructional materials.

**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.

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

**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.