High-Quality Instructional Materials in English Language Arts: Revised Editions of Approved K-Grade 5 Core Curriculum and Instructional Materials

Request for Applications

April 2025

Department of Education & Workforce

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Overview and Purpose

> **Ohio Revised Code (ORC) 3313.6028**
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> **(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.
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> **(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 revised editions of previously approved high-quality instructional materials and core curriculum in English language arts for kindergarten 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 has established and is now offering quarterly review cycles for updating an approved list of revised editions of the following grade bands of high-quality core curriculum and instructional materials in English language arts:

- 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 kindergarten-grade 5. The purpose of this *Revised Editions of K-Grade 5 Core Curriculum and Instructional Materials: Vendor and Applicant Guidance and Request for Applications* document is to outline the Department's process for evaluating revised editions of

previously approved core curriculum and instructional materials in English language arts. This document is intended to assist entities interested in submitting core curriculum and instructional materials in English language arts 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 are 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. Core comprehensive programs 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.

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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, phonological awareness, 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 to be used by students and their educators for the purpose of instruction, including printed or digital scope and sequence, assessments, teaching

scripts, pacing guides, assessment schedules and tools, student tools, graphic organizers, decodable texts, etc.

New product(s) or material(s): Programs and materials that have not been reviewed by the Department for the purpose of the approved list and are therefore not considered a revised edition.

Ohio's Learning Standards for English Language Arts: Revised and adopted 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 matches 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.

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

Revised editions: Revised editions of materials are updated editions of previously approved core curriculum and instructional materials in English language arts on the Department's list of high-quality instructional materials and core curriculum in English language arts. This includes revisions to the most recent version of approved core curriculum and instructional materials in English language arts on the Department's list. Revised editions are **not** new core curriculum and English language arts programs or materials that have not been previously reviewed by the Department.

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.

Substantive changes: A substantive change means a change, modification, alteration, addition, deletion, or revision that directly and materially affects the program or materials. Substantive changes include but are not limited to modifications to the nature, scope, or purpose of the program; alterations to the scope and sequence of instruction; changes to the way student progress and achievement are measured; and departures from the existing program structure or method of delivery of instruction since the program was last approved by the Department for inclusion on the list. Substantive changes generally **do not include** grammatical or typographical error corrections; mailing address or contact information updates; corrections to citations, references, or broken hyperlinks; stylistic or formatting changes, such as changing of font, font size, or colorizing black-and-white images; and other changes that do not affect the content or substance of the program.

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. 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.

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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.

Overview of Review Process

Kindergarten-Grade 5

The Department's approved list of core curriculum and instructional materials in English language arts includes high-quality core curriculum and instructional materials for kindergarten through grade five. Vendors meeting the eligibility requirements of this Request for Applications are invited to submit applications for revised editions of previously approved high-quality instructional materials and core curriculum in English language arts for kindergarten through grade 5 to be considered for approval on the approved list. The Department's process to update the approved list of core curriculum and instructional materials in English language arts 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 provides an overview of the Department's process for reviewing revised editions of previously approved core curriculum and instructional materials in English language arts to update the approved list.

Request for Applications Published → Phase 1 Technical Review → Phase 2 Quality Review → Phase 2 Appeals Review → Update Approved List

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

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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. *Programs on this list must be paired with a core foundational skills program.*
	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 alphabet and print concepts, phonological awareness, phonemic awareness, phonics, fluency and spelling. *Programs on this list must be paired with a core comprehensive program or a core no foundational skills program.*
Grades 3 5	Core Comprehensive English Language Arts	Programs in this category provide comprehensive instruction in grades 3-5 English language arts, aligned with Ohio's Learning Standards for English Language arts, 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.

Submission Requirements and Application Procedures

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.

MULTIPLE PROGRAMS, JOINT APPLICANTS, AND PROGRAMS WITH MULTIPLE PUBLISHERS:

Any applicant seeking approval for program components that are available for separate purchase must submit an intent to apply and an application for each of those components, unless approval is sought for the components as a combined set of materials as described below. Applicants should not submit separate intents to apply and applications for combined sets of materials (also known as program suites, box sets, packages, or kits of materials) that are intended to be purchased and used together. If the program components within a box set are also available for separate purchase, applicants seeking approval for the box set as well as the individual program components should submit an intent to apply and an application for each of the standalone program components, as well as the box set. Applicants should ensure that their applications clearly specify the set of materials that should be considered for approval. 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 are required to indicate in 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 (kindergarten-grade 2 and grades 3-5).

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 materials approved for the list of high-quality instructional materials and core curriculum 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

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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

KINDERGARTEN-GRADE 5

To be eligible for review, programs must be revised editions of programs currently on the approved list of HQIM and core curriculum and instructional materials in English language arts. Additionally, to be eligible, programs must be submitted by the respective vendors and must provide all requested information and documentation by the deadlines provided by the Department.

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Example 1	Example 2
Vendor A has "Curriculum A (2022)" on the approved core list. Vendor B can apply for "Curriculum A (2024)" to be reviewed, as it is a revised edition of "Curriculum A (2022)."	Vendor B has "Curriculum Y v.1 (2022)" on the approved list. Vendor C can apply for "Curriculum Y v.2 (2024)" to be reviewed, because it is a revised edition of "Curriculum Y v.1 (2022)."

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

Ineligibility for Review

1. Program editions of kindergarten-grade 5 materials that are not revised editions of materials already on the approved list.

Example 1	Example 2
Vendor C has "Curriculum 1 (2022)" on the approved core list. Vendor C **cannot** apply for "Curriculum 2 (2022)" to be reviewed, as it is a different product.	Vendor D has "Curriculum Y (2022)" on the approved list, but "Curriculum Z (2022)" was denied. Vendor D **cannot** apply for "Curriculum Z (2022)" to be reviewed, because it was previously reviewed denied.

2. Supplemental 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.

3. Instructional materials that are designed solely for reading intervention are not eligible for this review process. The Department has a separate 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 revised editions** of materials to be considered for approval. Revised editions of previously approved materials are not eligible for addition to the Approved List of Core Curriculum and Instructional Materials without review and approval.

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.

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FUTURE APPLICATION AND REVIEW CYCLES

The Department anticipates conducting bi-annual review cycles for new product(s) or material(s) with the next full 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.

Application Timelines

All required application materials for each round of the review process must be received by the Department no later than the following deadlines, as applicable:

Round 1	Intent to Apply due May 9 by 4:00 p.m. Eastern
	Applications due May 23 by 4:00 p.m. Eastern
Round 2	Intent to Apply due July 15 by 4:00 p.m. Eastern
	Applications due July 31 by 4:00 p.m. Eastern.
Round 3	Intent to Apply due October 15 by 4:00 p.m. Eastern
	Applications due October 31 by 4:00 p.m. Eastern
Round 4	Intent to Apply due by January 15 by 4:00 p.m. Eastern
	Applications due January 30 by 4:00 p.m. Eastern

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.

Kindergarten-Grade 5 Review Process and Applications

INTENT TO APPLY FOR REVISED EDITIONS

Entities interested in participating in the kindergarten-grade 5 review process **must submit an [intent to apply](#) for review to receive submission access from the Department.** The deadline for submitting the intent to apply is two weeks before the application deadline 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.

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. The technical review includes a review for compliance with the submission guidelines.

All eligible entities must submit a completed application 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 the following Ohio's policies for literacy instruction, aligned with the science of reading and strategies for effective 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)).
- Attestation that all substantive changes provided between approved materials and revised editions of the same material have been accurately identified and provided as a part of the application.
- Information regarding professional development related to implementation of materials (optional).
- Information regarding handwriting instruction (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.
- Attestation of understanding of submission requirements for Core Curriculum and Instructional Materials Program Review.

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.

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 AND REQUIREMENTS

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.**

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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 A)
- Kindergarten-Grade 5 Program Summary (Appendix B)
  - Documents and outlines all substantive changes made between the current approved edition and the revised edition.
- Kindergarten-Grade 5 Materials Evidence Worksheet
  - Limited Review Evidence Worksheet (Appendix C)
- 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 E).

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.

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

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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

Because all eligible materials are revised editions of previously approved HQIM core curriculum and instructional materials in English language arts, all eligible materials will be reviewed as a 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.

Quality Review

All complete and timely submissions will be evaluated by at least two qualified readers identified by the Department, using the Kindergarten-Grade 5 Revised Edition Review Rubric. Reviewers will review submitted materials and documentation in the scoring and review process.

Applications that proceed to the quality review will be evaluated using Ohio's Kindergarten-Grade 5 Revised Edition Review Rubric, which includes 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: Instructional Design	Materials reflect current and converging research in reading and related fields, including the use of explicit, sequential, and systematic and cumulative instruction.
Part 2: Foundational Skills K 2	
Materials are aligned to research based practices and the Ohio Learning Standards in English Language Arts for foundational skills instruction for grades K 2.	
Criterion 1: Foundational Skills K-2	Materials and instruction provide research-based systematic and explicit instruction and practices of print concepts and letter recognition, phonemic awareness, phonics and word study, and fluency.
Part 3: Foundational Skills 3 5	
Materials are aligned to research based practices and the Ohio Learning Standards in English Language Arts for foundational skills instruction for grades 3 5.	
Criterion 1: Foundational Skills 3-5	Materials and instruction provide research-based systematic and explicit instruction and practices of phonics and oral reading fluency.

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Part 4: 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: Vocabulary	Key academic vocabulary instruction is cohesively taught in and across texts.
Part 5: 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 and Writing	Materials build knowledge and understanding through integrated reading, writing, speaking, listening, and language. Writing is cohesively and intentionally taught across the year.
Part 6: 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.

Materials will be evaluated on the Kindergarten-Grade 5 Revised Edition Review Rubric, based on the grade band category requested for review on the application.

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Grade Band/Category	Review Includes
K-2 Foundational Skills	Part 1: Instructional Design Part 2: Foundational Skills K-2 Part 6: Usability
K-2 Core No Foundational Skills	Part 1: Instructional Design Part 4: Text Complexity and Vocabulary Part 5: Knowledge Building and Writing Part 6: Usability
K-2 Core Comprehensive English Language Arts	Part 1: Instructional Design Part 2: Foundational Skills K-2 Part 4: Text Complexity and Vocabulary Part 5: Knowledge Building and Writing Part 6: Usability
3-5 Core Comprehensive English Language Arts	Part 1: Instructional Design Part 3: Foundational Skills 3-5 Part 4: Text Complexity and Vocabulary Part 5: Knowledge Building and Writing Part 6: Usability
K-5 Core Comprehensive English Language Arts	Part 1: Instructional Design Part 2: Foundational Skills K-2 Part 3: Foundational Skills 3-5 Part 4: Text Complexity and Vocabulary Part 5: Knowledge Building and Writing Part 6: Usability

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.

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In addition, the Kindergarten-Grade 5 Revised Edition Review Rubric includes a non-negotiable component that must be met for the materials to be considered for 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 two qualified readers identified by the Department, using the Kindergarten-Grade 5 Revised Edition Review Rubric.

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. If 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.

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PUBLICATION OF FINAL APPROVED LIST

The Department's approved list for core curriculum and instructional materials in English language arts will consist of materials approved following the quality review process. The updates to the list will be added on the Department's webpage following applicant notification of approval or denial.

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: Kindergarten-Grade 5 Review Application

Appendix B: Kindergarten-Grade 5 Program Summary

Appendix C: Kindergarten-Grade 5 Limited Review Evidence Worksheet

Appendix D: Professional Development Information *(Optional)*

Appendix E: Handwriting Information *(Optional)*

The remainder of this page is intentionally blank.

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Appendix A: Kindergarten-Grade 5 Review Application

Kindergarten Grade 5 Review Application	
Submission ID:	**Name of Applicant:**
Approved Product Title and Edition (publication year):	**Product Title and Edition (publication year) of program applying for:**
Contact Person for the Review Submission:	**Email:**
Telephone:	**Mailing Address:**
Applicant Webpage:	**Product Webpage(s):** *Provide the webpage that is specifically related to the program materials being requested for approval.*

Grade Band Submission:
☐ K-2 Core Foundational Skills
☐ K-2 Core No Foundational Skills
☐ K-5 Core Comprehensive English Language Arts
    ☐ Grades K-2 Core Comprehensive English Language Arts
    ☐ Grades 3-5 Core Comprehensive English Language Arts

Professional Development in Materials Available ☐ Yes ☐ No *If yes, submit* Appendix D: *Professional Development Information (Optional)*	**Handwriting Instruction in Materials Available** ☐ Yes ☐ No *If yes, submit Appendix J: Handwriting Instruction Information (Optional)*

Reviewer Access to Program Instructional Materials *(select all that apply):*
☐ PDF Copy of Materials
☐ Online Access to Materials
    • 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.

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☐ Completed Program Summary (Appendix B)
☐ Completed Program Evidence Worksheet(s) *(Appendix C)*
☐ 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 E) (Optional)
☐ Signature of Authorized Representative - Confirming all parts above are included

Printed Name:	Signature of Authorized Representative:	Date:

Acknowledgment of Ohio's Textbook Pricing and Accessibility Compliance Policies Under Ohio Revised Code Chapter 3329 and Ohio Administrative Code 3301-51-21:

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 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.

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 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 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:

Acknowledgement that all substantive changes between the approved edition and revised edition have been reported:

All applicants must submit verification that all substantive changes between the approved edition of materials and the revised edition submitted for the application have been reported and acknowledged as the only substantive changes made.

By submitting a response to this Request for Applications, the Applicant certifies the following:
- The Applicant has identified and reported all substantive changes between the approved edition of materials and the revised edition submitted.
- The substantive changes identified and reported are true and accurate.

Provide the date, printed name and signature of the authorized representative to verify that all substantive changes between the approved and revised edition are identified and reported.

Printed Name:	Signature of Authorized Representative:	Date:

Certification of Understanding of 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

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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 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 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 signature of the authorized representative to verify understanding of the submission criteria for Phase 2: Quality Review.

Printed Name:	Signature of Authorized Representative:	Date:

Electronic Submission:

Verification that all application documents and program materials must be submitted electronically.

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 signature of the authorized representative to verify understanding of the electronic submission requirements.

Printed Name:	Signature of Authorized Representative:	Date:

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Appendix B: Kindergarten-Grade 5 Materials Summary

Instructions: Provide a brief description of the substantive changes made between the currently approved materials and the revised edition to be reviewed.

Kindergarten Grade 5 Materials Summary	
Submission ID:	**Name of Applicant:**
Approved Program Title and Edition (publication year):	**Revised Edition Program Title and Edition (publication year):**
Location of Change Made:	**Description of Change:**
Location of Change Made:	**Description of Change:**
Location of Change Made:	**Description of Change:**
Location of Change Made:	**Description of Change:**
Location of Change Made:	**Description of Change:**
Location of Change Made:	**Description of Change:**
Location of Change Made:	**Description of Change:**

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Appendix C: 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 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.

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Revised Edition Evidence Worksheet: Kindergarten Grade 5	
Submission ID:	
Name of Materials:	**Grade Level:**
Part 1: Instructional Design	
Criterion 1: 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 the program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.	
1.1.c. Location of evidence that lesson use instructional routines and/or scripts that provide suggested teacher language, include a step-by-step sequence, procedures, and consistent academy language and vocabulary linked to grade-level outcomes and content standards in Ohio's learning standards for English language arts.	
1.1.d. Location of evidence that the scope and sequence for a skill **within** a grade shows a clear progression from basic to advanced (i.e., easier to harder), and is appropriate for the grade for which the program is designed.	
1.1.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.	
1.1.f. Location of evidence that the same routines, terminology, and procedures are used within lesson plans across skill areas and over time, including across the grade level and program.	

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Comments:

Part 2: Foundational Skills K 2

Criterion 1: Foundational Skills K-2	Evidence:
2.1.a. Location of evidence that materials provide explicit instruction and student practice opportunities in alphabet knowledge (K-1) to include: • Letter names and their corresponding sounds. • Letter identification and letter formation.	
2.1.b. Location of evidence that materials include phonological awareness instruction on a research-based continuum with an emphasis on: • Oral syllable development (K). • Blend and segmenting phonemes (K-1).	
2.1.c. Location of evidence that using a logical scope and sequence, materials include systematic and explicit instruction in phonics, including syllable types, from simple to complex.	
2.1.d. 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 • Opportunities for frequent student responses • Corrective feedback routines • Opportunities for cumulative review	
2.1.e. 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.	

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2.1.f. Location of examples of frequent opportunities for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words.	
2.1.g. 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.	
2.1.h. Location of examples of lesson scripts that support connection to the meaning of the words decoded.	
2.1.i. Location of examples of instructional routines and/or lesson scripts that include spelling instruction aligned to the phonics scope and sequence.	
2.1.j. Location of examples of explicit instructional routines and/or scripts within lessons that demonstrate frequent opportunities for connected text fluency.	
Comments:	

Part 3: Foundational Skills 3 5	
Criterion 1: Foundational Skills 3-5	
3.1.a. Location of evidence that materials include systematic and explicit instruction in advanced word study.	
3.1.b. Location of evidence that materials provide frequent opportunities for practice in advanced word study skills.	
3.1.c. Location of evidence that materials include spelling instruction aligned to the scope and sequence.	

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3.1.d. Location of evidence that materials provide frequent opportunities for teacher modeling, student oral reading and immediate feedback to emphasize reading accuracy and automaticity.	

Comments:

Part 4: Text Complexity and Vocabulary

Criterion 1: Text Complexity	
4.1.a. Location of evidence that materials reflect the distribution of text types and genres required by the state standards at each grade level. *This does not include decodables. Those are identified in Section 2: Foundational Skills.*	
4.1.b. Location of evidence that materials provide specific guidance on how teachers can provide scaffolds and materials for differentiation as texts become more complex.	
4.1.c. Location of evidence that materials are available 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.	
4.1.d. Location of 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 and investigate, problem solve, present, write, discuss, self-reflect, evaluate other's ideas, monitor own progress, implement feedback, etc.).	

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Comments:	

Criterion 2: Vocabulary	
4.2.a. Location of 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 to fully comprehend a text and across contexts, with guidance on how to revisit and apply learned words.	
4.2.b. Location of 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.	
4.2.c. Location of 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.	

Comments:	

Part 5: Knowledge Building and Writing	

Criterion 1: Knowledge Building and Writing	
5.1.a. Location of evidence that texts are organized around a cohesive topic(s) to build students' ability to read and comprehend complex texts independently and proficiently to build knowledge.	
5.1.b. Location of 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.	

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5.1.c. Location of evidence that materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.	
5.1.d. Location of 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: • Handwriting • Punctuation • Capitalization	
5.1.e. Location of 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: • Grammar • Sentence-level composition • Paragraph-level composition • Multi-paragraph composition	
5.1.f. Location of evidence that materials provide sufficient time for modeling, planning, drafting, revising, and editing using the gradual release of responsibility model (e.g., I do, we do, you do).	
5.1.g. Location of 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.	
Comments:	

Part 6: Usability	
Criterion 1: Implementation Supports	

6.1.a. Location of 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.	
6.1.b. Location of evidence that materials provide teacher guidance and annotations and suggestions for how to implement the student materials and ancillary materials to support students' literacy development.	
6.1.c. Location of evidence that materials contain specific explanations, examples and resources on concepts within and beyond the grade-level concepts to help teachers improve their knowledge and better their practice.	
6.1.d. Location of 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:	
Criterion 2: Assessment System	
6.2.a. Location of evidence that assessment information is included in the materials to indicate which standards are assessed.	
6.2.b. Location of evidence that materials offer a system of various assessments, including formative and summative assessments, that do all of the following: • Evaluate student progress and mastery of grade-level content standards, as defined in Ohio's learning standards for English language arts adopted in 2017;	

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• Throughout the duration of the course, program, or grade level, consistently evaluate student performance and mastery to determine students' learning; • 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].	
6.2.c. Location of evidence that assessment makes 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:

Criterion 3: Student Supports	
6.3.a. Location of 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.	
6.3.b. Location of 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.	
6.3.c. Location of 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.	

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6.3.d. Location of evidence that materials provide opportunities for teachers to use a variety of grouping strategies.	
Comments:	

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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: **Submission ID:**	**Forms of Professional Development Available:** ☐ Virtual ☐ In-Person ☐ Embedded Coaching ☐ Other (please specify: _____)
Summary of Professional Development *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.*	
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	

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Appendix E: 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:** ☐ Kindergarten ☐ Grade 1 ☐ Grade 2
Submission ID:	☐ Grade 3 ☐ Grade 4 ☐ Grade 5
Summary of Handwriting Instruction *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.*	
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).	

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Location of examples of step-by-step demonstrations in materials that contain: • Clear and concise language • Guided and supported practices • Corrective feedback routines • Opportunities for cumulative review	
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.	
Location of examples of high-quality lessons and activities that allow for differentiation of skills instruction, so all students achieve mastery of handwriting skills.	
Describe support materials that are included for handwriting, including student and teacher support materials.	

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