

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

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating core curriculum and instructional materials before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Amplify Core Knowledge Language Arts (CKLA) K-2 Skills, 2022

VENDOR

Amplify Education, Inc

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://amplify.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Amplify Core Knowledge Language Arts (CKLA) K-2 Skills, 2022

PROGRAM SPECIFIC WEBSITE

<https://amplify.com/ohio-ckla>

PROGRAM OVERVIEW

Amplify CKLA Skills is a research-based supplemental skills program built on experts' latest findings on how children learn to read. Built on a systematic scope and sequence, Amplify CKLA Skills offers the explicit skills instruction needed in today's classrooms. Amplify CKLA Skills provides explicit instruction and practice in phonics, phonological awareness, fluency, vocabulary, and comprehension.

One key feature of the Amplify CKLA Skills program is its systematic approach to phonics instruction. Students engage in daily lessons that focus on building their decoding and word recognition skills. They learn sound-spelling correspondences, blending and segmenting sounds, and applying phonics skills to read and spell words. The program emphasizes the use of decodable texts that align with the phonics concepts being taught, enabling students to apply their newly acquired skills in context.

Amplify CKLA Skills can be used to supplement core ELA programs to provide focused lessons to make literacy skills a priority in the classroom. The Amplify CKLA Skills program is intended for use in a whole-group setting with additional support provided through small-group instruction. It is designed to be highly interactive and engaging for students, with hands-on activities, games, and opportunities for discussion. The program provides comprehensive materials, including teacher guides, student workbooks, decodable readers, and digital resources, to support instruction and assessment. In addition, Amplify CKLA Skills is the first foundational skills program to earn an all-green rating from EdReports.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Amplify CKLA Skills aligns with the science of reading and incorporates strategies for effective literacy instruction to support students' development of strong foundational skills.

Amplify CKLA Skills recognizes the importance of explicit and systematic phonics instruction, which is a key component of effective literacy instruction supported by the science of reading. Amplify CKLA Skills provides explicit instruction on letter-sound correspondences and phonological awareness skills, enabling students to develop strong phonemic awareness and phonics skills. The program follows a systematic scope and sequence, ensuring that students are introduced to phonics concepts in a logical order and with ample opportunities for practice and reinforcement.

In addition to phonics, Amplify CKLA Skills emphasizes the development of fluency and automaticity in reading. The program incorporates strategies such as repeated readings and partner reading to build students' reading speed, accuracy, and expression. By focusing on fluency, the program helps students enhance their reading comprehension and overall reading proficiency.

Vocabulary development is another essential aspect of effective literacy instruction, and Amplify CKLA Skills addresses this through explicit vocabulary instruction. Students are exposed to rich and varied vocabulary words through engaging decodable texts.

Overall, Amplify CKLA Skills aligns with the science of reading by providing explicit and systematic instruction in phonics, fostering the development of fluency and vocabulary, and incorporating comprehension and questioning that support strong literacy skills. The program recognizes and integrates research-based practices for effective literacy instruction, aiming to equip students with the foundational skills needed for reading.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Amplify's suite of professional development offerings is designed to meet the needs of those new to our programs and those who are experienced in our programs. In addition, we understand educators have a limited amount of time and have different preferences for when and how they learn. Given this, each of our professional development offerings is designed with the following principles:

Scaffolded, phased professional learning: Our professional development opportunities go far beyond initial product trainings and take participants through different stages of learning:

Launch sessions introduce administrators and teachers to their new curriculum and/or assessment program -- including the core features, materials, and research behind its design - and give teachers the opportunity to practice in a collaborative environment.

Strengthen sessions advance administrators' and teachers' understanding of their curriculum and/or assessment program and support them in taking their instructional practice to the next level. They also deepen content knowledge, planning, instructional, and/or data analysis practices. Strengthen session topics may include examining student writing or planning and targeted intervention instruction to effectively address students' needs.

Coach sessions incorporate each school's specific needs by offering a menu of popular topics or working with an Amplify coach to customize time spent together. These sessions provide administrators and teachers with in-the-moment feedback, grade-level planning support, and more.

Delivery methods include the following:

- Onsite: sessions are delivered in person (up to 30 participants)
- Remote: sessions are delivered remotely through webinars (up to 30 participants)
- Online: Amplify CKLA courses are taken independently by participants and are self-paced (individual)

- On-Demand: complimentary asynchronous training resources are included on the Amplify CKLA Professional Learning site and can be accessed anytime; resources include remote and hybrid instructional and planning resources, a self-study course for new teachers, recorded webinars, classroom videos, professional training materials, and more.

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Amplify Core Knowledge Language Arts (CKLA) K-5 Core Comprehensive, 2022

VENDOR

Amplify Education, Inc

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://amplify.com/>

VENDOR CONTACT INFORMATION

CONTACT #1

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Amplify Core Knowledge Language Arts (CKLA) K-5 Core Comprehensive, 2022

PROGRAM SPECIFIC WEBSITE

<https://amplify.com/ohio-ckla>

PROGRAM OVERVIEW

Amplify Core Knowledge Language Arts (CKLA) is a comprehensive ELA curriculum that builds foundational language and literacy skills. Amplify CKLA Grades K-2 develops these skills in a two-part program consisting of a Knowledge Strand and a Skills Strand. Amplify CKLA Grades 3-5 offers an integrated strand of instruction that covers both knowledge and skills content.

Partnering with Amplify gives you the following:

- All-green ratings from EdReports. Meeting the expectation of every review gateway for grades K–5.
- Explicit foundational skills instruction. In K–2, a daily dedicated Skills Strand prepares students for the more integrated approach to building phonics alongside knowledge that they'll progress toward in grades 3–5.
- Knowledge sequence across grades. Knowledge domains grounded in storytelling, science, the arts, and history bring the world to students and demonstrate how reading can be an exciting, rewarding, and useful part of their lives.
- Authentic and diverse texts provide cultural relevance in today's classrooms. Amplify's authors, protagonists, and topics represent a wide range of age, race, ethnicity, ability, country of origin, religion, and citizenship status, enabling students to see themselves in the text while also building knowledge of the world around them.
- Streamlined assessments. Amplify educators can rely on integrated assessments and knowledge checks to monitor student progress, and differentiation strategies include integrated ELL supports.
- Robust digital platform for students and teachers. Amplify's digital experience puts everything you need in one place, making it easier and more engaging than ever to plan lessons, facilitate instruction, and review student work.
- Extensive teacher support. Implementation resources, guides, videos, planners, differentiation strategies, professional development packages, and more help teachers as they lead students through Amplify's core literacy sequence.
- Ample support for parents and caregivers. Supplemental at-home activities and communications from teachers, available in both English and Spanish, are accessible through the Amplify Caregiver Hubs.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Amplify CKLA is a research-based program built on the science of reading. The program combines rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction. In Grades K-2, Amplify CKLA students develop their skills in the Skills Strand and the Knowledge Strand. In the Skills Strand, students receive instruction, practice the instruction, and then apply their learning. During instruction time, students receive explicit instruction in phonics and foundational skills, learning each of the 44 sound-spellings in the English language. Next, students practice by reading each new sound-spelling in diverse contexts while also building comprehension through uniquely engaging decodable chapter-books. Students then put their new skills into practice by learning to write each sound-spelling in an integrated fashion as they write responses to the text.

In the Knowledge Strand, students review their prior learning, take part in interactive read-alouds, and extend their knowledge with other activities. During the review portion of the Strand, students review prior knowledge and vocabulary words from previous CKLA lessons and domains. In the read-aloud portion, students listen to a rich, complex read-aloud that inspires curiosity with discussion and new academic and domain words. Working towards their continued growth, students extend their background knowledge in engaging class activities and writing tasks.

For CKLA students in Grades 3-5, teachers instruct using an integrated model. Integrated instruction in Grades 3-5 combines the instructional models of both strands to offer students extensive practice in reading, writing, speaking, and listening through content-rich materials and increasingly complex text.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

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practices. Strengthen session topics may include examining student writing or planning and targeted intervention instruction to effectively address students' needs.

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PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

ARC Core, 2017

VENDOR

American Reading Company

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://americanreading.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

ARC Core, 2017

PROGRAM SPECIFIC WEBSITE

<https://americanreading.com/arc-core/>

PROGRAM OVERVIEW

ARC Core by design is aligned to the entire scope of the science of reading. Organized into four knowledge building units a year, the curriculum utilizes knowledge-building, writing, grade-level texts and a structured and explicit approach to systematic foundational skills instruction, decodable texts, and student-supported learning. ARC Core immerses students in a large, literacy rich ecosystem and provides educators with an intervention structure that has been proven to support the long-term reading success of students.

ARC Core combines explicit, systematic, whole-group foundational skills instruction with differentiated support. With authentic books, students acquire science, social studies, and literary genre knowledge. Further, ARC utilizes Word Study Notebooks that include decodable text to provide students with important foundational skills practice. Daily writing provides multiple opportunities to practice encoding. ARC's program is brimming with fun games and activities addressing phonemic awareness and manipulation, spelling, and phonics.

Students select related topics to research, fueled by their intrinsic curiosity and supported by hundreds of related titles at a wide variety of complexity levels. Grammar, vocabulary, discussion, and writing activities connect to the topics and solidify core learnings. Culminating assignments focus on the essential takeaways from class readings and student research, using teacher and peer feedback to build students' confidence, capacity, and skills. At each module's conclusion, students present their research to showcase their expertise in the content and writing mode of the unit.

In a study conducted by University of Pennsylvania's Consortium for Policy Research in Education, with federal funding from the Institute of Education Sciences, ARC Core received top-marks, with researchers noting that, on average, Kindergarten classrooms using ARC Core "achieved the same or better results than control classrooms while using three fewer instructional programs." ARC Core earned the highest rating as a Level 1 program demonstrating "Strong Evidence" of efficacy under ESSA.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Grounded in the science of reading, ARC Core's structured reading approach draws on the Simple View of Reading, the Active View of Reading, and Scarborough's Reading Rope as theoretical anchors. Students use working knowledge of letter-sound correspondences as the

first and primary method for word-solving and use context to confirm accuracy when necessary.

ARC Core’s instructional progression explicitly and systematically develops phonological and phonemic awareness skills critical to early reading ensuring all learners have access to the code as early as possible. Specific skills, such as blending, segmenting, deleting, and substituting phonemes, begin in Kindergarten and are developed alongside larger-unit phonological awareness skills, like rhyming, blending, and segmenting syllables. Every day, in every grade, teachers model and support the development of comprehension, particularly how to use strategies in context to grapple with challenging text. Then, as students work with text themselves, the cognitive processes to work through challenging texts across topics and genres become well established.

The principles of Universal Learning Design (UDL) further inform the design of ARC Core. Using trade quality text, Word Study Notebooks (K-1) and other student facing resources, students are afforded multiple means of representation, engagement, and assessment to become proficient readers. Additionally, we draw on a large body of research including the role knowledge plays in literacy development and cognitive apprenticeship to develop agentive learners. ARC Core fosters students’ development of writing skills, acquisition of content knowledge, and building of vocabulary.

ARC Core’s design capitalizes on the above research to provide an infrastructure supporting systematic and explicit teaching of reading. Structured lesson formats feature scripted instructions for teachers, easy-to-follow discussion routines, and call outs designed to support differentiation, remediation, and extension. Word study notebooks with decodable text, daily writing, and engaging games and activities ensure multiple opportunities for students to practice taught skills.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

ARC provides the system in which adults get better every day. Professional learning is embedded in the tools teachers and leaders use as they analyze data, plan and adjust instruction, and address systemic barriers. As part of a comprehensive, continuous approach to improvement, the ARC team works side by side with teachers and leaders to establish the conditions for success, guide implementation, grow expertise, and change outcomes for all students.

Certified ARC Executive Coaches engage with teachers and leaders to co-plan, co-teach, demonstrate, and observe lessons. Procedural feedback and cycles of continuous improvement are used to further instructional practice, identify unique teacher and classroom needs, and to ensure PL sessions remain relevant across the system and implementation. Coaches work collaboratively with teachers in classrooms and in PLCs as they learn to effectively implement ARC Core. While engaged in 1:1 coaching, teachers develop a high capacity to analyze student work to plan effective lessons and to deliver strong, grade-level core instruction and differentiated instruction.

ARC offers different PL models to assist districts in building capacity from within. For example, through the Learning Lab, ARC Executive Coaches, in collaboration with district leadership, develop literacy leaders to run site-based coaching in their building. Principals and Literacy Coaches from across the district work together with targeted support from the ARC Executive Coach in the lab school to create a working model with demonstrated impact. Participants collaboratively determine a shared vision of success and are responsible for coaching their own schools.

ARC's Literacy Operating System builds system-wide capacity in partnership with district leaders. Leadership coaches use improvement science to build consensus, develop infrastructure, and design a unique multi-year-year plan to move from implementation to innovation.

ARC's PD is included on RIVET's Professional Learning Partner Guide, featuring the best curriculum-aligned professional learning services nationwide.

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Benchmark Advance, 2022

VENDOR

Benchmark Education Company

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://www.benchmarkeducation.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Benchmark Advance, 2022

PROGRAM SPECIFIC WEBSITE

<https://www.benchmarkeducation.com/benchmark-advance-adelante>

PROGRAM OVERVIEW

Benchmark Advance ©2022 provides a cohesive framework for the sustained development of literacy skills and content knowledge. Students build a strong foundation for success while gaining knowledge purposefully through listening, speaking, reading, and writing. Teachers have all the resources and embedded supports necessary to address the diverse needs of students.

Resources and materials include the following:

- **Develop Strong Foundational Skills:** develops a strong foundation through explicit, systematic, spiraled instruction linked to contextualized practice
- **Build Knowledge, Vocabulary, and Perspectives:** builds knowledge over time through vertically aligned units that require learners to engage deeply with a topic.
- **Include Reading of Engaging, Diverse Text Sets:** Develops comprehension and critical thinking skills for analyzing complex texts.
- **Teach to Reach Each Learner:** Ensures language and literacy development of English Learners through language objectives, differentiated point-of-use scaffolding, and high expectations.

The lesson design for Benchmark Advance ©2022 presents new learning in skill clusters (Cummins, Stewart, & Block, 2005), with short and meaningful practice distributed within and across lessons throughout the unit, and across units, with systematic review of learning from previous lessons and units that prevents learning decay and moves learning to long-term memory. Lessons have a consistent format that includes instructional routines, learning targets, thumbnails of required resources, approximate time indications for lesson segments, explicit lesson directions with suggested teacher language, prompts for informal assessment, and a variety of instructional supports for differentiation.

Small Group instructional resources such as Reader's Theater, Knowledge Building Libraries and Intervention lessons follow the same format. Additionally, the consistent use of a model, guide, and apply sequence supports successful implementation of instruction. This lesson structure supports students' abilities to internalize routines and expectations.

All program resources are available 24/7 on Benchmark Universe, a digital teaching and learning platform which includes tools such as standards-based assessment reports and pre-built lesson presentations.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Benchmark Advance ©2022 is a comprehensive core K-5 content-based literacy curriculum that is rooted in and responsive to the science of reading research. Benchmark Advance ©2022 provides a cohesive instructional framework that reflects the two sets of competencies from the science of reading research addressing all components of the reading process: foundational reading-skill competencies (phonological and phonemic awareness, phonics and word study, fluency, sight words, and high-frequency words) and knowledge-based competencies (vocabulary, language, comprehension, and background knowledge).

The science of reading foundational reading-skill competencies are taught through Phonics and Word Study lessons that are provided for grades K-5. Instruction is explicit, systematic, multimodal, cumulative, as well as diagnostic and responsive while following a sequential and systematic research-based scope and sequence. This scope and sequence, and the instruction provided, moves students through a systematic progression of skills advancing from simple to more complex with a spiral and cumulative review built in.

The science of reading knowledge-based competencies are embedded and integrated throughout the program. Benchmark Advance ©2022 has a K-5 vertical alignment of 10 knowledge-building units per grade level. According to Dr. Kaefer (2020) background knowledge is essential for reading comprehension (p. S173). Knowledge is best built when it can be processed in-depth (Beck & McKeown, 2007; Coyne, McCoach, Loftus, Zipoli, & Kapp, 2009), when it is repeated over time (Pinkham, Neuman, & Lillard, 2011), and when it can be connected to information that students already know (Shing & Brod, 2016). Benchmark Advance ©2022 incorporates this in each unit which provides three weeks of in-depth and explicit literacy instruction on vocabulary, comprehension, language, and background knowledge, with an integration of science, social studies, and literary knowledge strands, as well as a cohesive balance of informational and literary complex texts for each grade level.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Benchmark provides professional learning to help leadership, teachers, and support staff successfully implement Benchmark Advance ©2022. Our professional learning model is grounded in current research and offers well-designed interactive sessions that allow participants to internalize content for effective implementation. A variety of delivery methods include on-site, virtual, on-demand modules, and/or train the trainer.

Benchmark provides different layers of professional development. Once purchased Benchmark will provide a certain number of consultant days contingent upon anticipated materials obtained. These can be used to support Implementation I and II.

Implementation I: Initial Product Training for Implementation

Implementation I includes on-demand training and training with a consultant (on-site or virtual). Below provides an overview of Implementation I: Initial Product Training:

- Module I: Program Overview is on-demand, self-paced, and located on Benchmark’s online platform (Benchmark Universe). The session introduces the instructional framework, design, and components of Benchmark Advance ©2022.
- Module II: Program Resources is on-demand, self-paced, and located on Benchmark Universe. It is designed to review the whole-group, small-group, and independent components within Benchmark Advance ©2022.
- Training with Consultant is a live training that is provided virtually (2 ½ hours) or on-site (3 hours) with a Benchmark Consultant. This training is designed to look deeper at the instruction found within Read-Alouds, phonics/word study, reading/writing lessons, and application opportunities of Benchmark Advance ©2022.

Implementation II: Follow- Up Sessions

Implementation II: Follow-Up is made up of training with a consultant (on-site or virtual) and on-demand modules. These trainings are designed to enhance teachers’ understanding of the components including student supports.

On-Demand Follow- Up Training (Located on Benchmark Universe)

In addition to trainings delivered virtually or on-site by a consultant, teachers have access to on-going support options. These include: Program Review, eAssessment Administrator Module, eAssessment Teacher Module, Advance in Action, and Tech Talk How-to Modules.

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PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

EL Education K-5 Language Arts, 2017

VENDOR

Open Up Resources

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://www.openupresources.org>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

EL Education K-5 Language Arts, 2017

PROGRAM SPECIFIC WEBSITE

<https://www.openupresources.org/ela-curriculum/el-education-k-8-language-arts/>

PROGRAM OVERVIEW

EL Education K–5 Language Arts curriculum is a nationally acclaimed program engaging students in science and social studies topics, fostering skill and knowledge acquisition. Acclaimed as one of the few curricula nationwide that shows an understanding of the instructional shifts required by the Common Core literacy standards, helping teachers achieve them.

The EL Education curriculum is based on the Science of Reading, including structured phonics, which empowers students to read complex grade-level texts and master literacy standards, providing all students with an equitable outcome. The curriculum builds deep knowledge by using content-rich, authentic texts on real-world topics in social studies, STEM, and literature. Students leverage their learning for social justice and environmental stewardship while building habits of character that help them contribute to a better world.

Depending on the grade level, the K-5 curriculum offers 2-3 hours of daily literacy instruction. Grades K-2 offer 2 hours per day of content-based literacy (module lessons and labs) plus 1 hour of structured phonics (K-2 Reading Foundations Skills Block). Together, these 3hrs of curriculum are comprehensive, meaning they explicitly teach and formally assess all strands and standards of the Common Core State Standards for ELA/literacy for each grade.

Grades 3-5 offer 2 hours of content-based literacy instruction per day module lessons and the Additional Language and Literacy with an optional Life Science Module accompanying Module 2 for a third hour of instruction lasting 8-9 weeks. With or without the Life Science module, the two hours of content-based literacy are comprehensive.

The hour-long module lessons are the heart of the curriculum—at all grade levels. Each grade level includes four modules, which span an entire school year. The four modules allow students to build important content knowledge through rich, authentic text based on a compelling topic related to science, social studies, or literature.

<https://vimeo.com/341351270>

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The Science of Reading is at the heart of the curriculum. EL Education's instruction is informed by the science of reading, which is the only proven way to ensure students become proficient readers and confident learners. The EL Education K–2 Language Arts Curriculum is a

comprehensive approach to literacy instruction that supports students in knowledge-building and joyful participation in the world of text. There are two parts to the curriculum, both infused with science-based instructional practices:

- The EL Education K–2 Reading Foundations Skills Block: This phonics-based curriculum is grounded in reading science. It helps students crack the alphabetic code, become fluent readers, and, ultimately, comprehend text.
- The EL Education Content-Based Literacy Modules: This knowledge-building curriculum uses trade books, authentic literature, and high-interest texts to support students in becoming critical thinkers and skilled readers and writers. Together, the two parts of this comprehensive curriculum build proficient readers and writers with the skills needed to achieve on standardized tests, be leaders of their learning, and be active contributors to a better world.
- The Skills Block provides explicit instruction on the building blocks of written language, including: Guiding students to hear and manipulate units of oral language, or phonemic awareness, is the foundation of all reading instruction.
- Supporting students through structured and systematic phonics instruction as they develop associations of sounds with spelling patterns.
- Proactively teaching and assessing automaticity or fluency for both reading and spelling.
- Proficiency in these building blocks gives students the “mental bandwidth” to pay attention to the meaning of the text, which is the ultimate goal of reading and the fulfilling part for students.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Open Up Resources offers customized and continuous professional learning. With the goal of meeting teachers where they are in their implementation journey, OUR provides professional learning for EL Education K-5.

OUR professional learning is designed to inspire and push teachers to adopt a growth-oriented perspective, foster resilience, and embrace change. Through a blend of workshops and resources, we cultivate a culture where teachers become agents of change, seeking new approaches to education. We support teachers in redefining education by reshaping the way teachers think, learn, and inspire to enrich student experiences and elevate learning outcomes.

OUR professional learning empowers teachers to be decision-makers and advocates in their classrooms. All sessions and workshops build lasting confidence and skills in educators and leaders, which transfers to highly effective teaching practices, understanding of the EL Education content, and informed and data-driven decision-making.

We also offer virtual monthly community PLCs (<https://www.openupresources.org/ela-curriculum/el-education-k-8-language-arts/el-virtual-plc/>) and an annual HIVE Professional Learning Event (<https://www.openupresources.org/hive-conference-2024/>) for extended learning.

Open Up Resources also partners with other providers for districts looking for additional options:

EL Education believes professional learning is something done with educators, not to educators. Each learning opportunity is designed and refined in partnership with teachers and leaders. Master proven instructional practices to advance equitable student achievement through Institutes, Coaching, Regional Leadership Cohorts, Conferences, and Self-Directed Professional Learning Opportunities.

BetterLesson - Making shifts to student-centered language and literacy practices with the EL Education Curriculum is a change that requires alignment from teachers across all subject areas, differentiated training for both teachers and leaders and, most of all, planning for success. Our EL Education implementation professional learning plans are built from distinct phases to support the implementation and effective use of the curriculum and make meaningful changes for students.

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

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating core curriculum and instructional materials before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Fishtank Plus ELA, 2021

VENDOR

Fishtank Learning

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core No Foundational Skills3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://www.fishtanklearning.org/>

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Fishtank Plus ELA, 2021

PROGRAM SPECIFIC WEBSITE

<https://www.fishtanklearning.org/curriculum/ela/>

PROGRAM OVERVIEW

The Fishtank ELA curriculum aims to develop students into critical readers, writers, and thinkers. We hope to widen their perspectives so that they can better understand themselves and the world around them.

The curriculum is designed around the following guiding principles: building knowledge to nurture critical thinking, centering diverse relevant and rigorous texts, prioritizing student voices and ideas to build agency, learning to write, writing to learn, preparing teachers to support students.

Fishtank ELA is aligned to the key shifts called for by the Common Core to ensure that students have the skills and knowledge needed to succeed in college, career, and life.

Rather than focusing on discrete skills, Fishtank ELA focuses on ensuring that students have regular practice with complex text and academic language. As students progress through the Fishtank ELA curriculum, they build on the strategies learned in previous grades to tackle increasingly complex texts and tasks.

Reading, writing, and speaking grounded in evidence from texts is at the heart of all Fishtank ELA units. All questions and tasks within Fishtank ELA are rooted in the texts students read, requiring students in grades Kindergarten through 12th grade to answer questions based on careful attention to the text, learning how to craft arguments, and present information clearly.

While engaging with complex texts, students build knowledge of the world around them. This knowledge develops from grade to grade, as students rely on the knowledge they've built in previous grades to access increasingly complex texts and tasks in later grades.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

In the Fishtank ELA curriculum, students build knowledge, develop social-emotional skills, and internalize relevant vocabulary through thoughtfully selected texts that increase in complexity over time. Each Fishtank ELA unit supports students in building their knowledge of themselves, the world around them, and their power to create change.

Fishtank's approach aligns with the Reading Rope view of literacy skill development as each unit builds students' knowledge and vocabulary through texts rather than focusing on isolated skill-based instruction (The Reading League). This ultimately allows all students to build knowledge, and become critical thinkers and independent readers.

The instructional design of each Fishtank unit ensures that every student has an opportunity to think, write, and engage in discussion about thought-provoking questions. These conversations teach students to be more than just consumers of information and take an active role in their development of critical thinking skills (Academic Conversations, pg. 15).

Additionally, these conversations provide students the opportunity to utilize the knowledge and vocabulary they have built in context, ultimately leading to deeper comprehension of material as represented by the language strand of the Reading Rope (The Reading League).

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

At Fishtank Learning, we believe that engaging teachers in ongoing learning, building their capacity to adapt curriculum with integrity, and trusting them to make the right decisions for their students will result in the best teaching and learning.

We build professional learning experiences that are rooted in curriculum, content and research, and enable teachers to leave with planning strategies they can put into practice right away.

Our ELA PL design focuses on immersive, experiential learning that translates directly into the way teachers will plan and prepare with Fishtank ELA.

In a school's first year, we offer a Fishtank ELA Launch series, which provides onboarding support for teachers who are new to the curriculum, as well as continuing content designed to deepen teachers' knowledge and practice. Our Launch Series explores the research behind Fishtank ELA, how to evaluate a text for qualitative text complexity, and the intellectual preparation protocol at both the unit and lesson level.

We offer Fishtank ELA Launch PL in a convenient on-demand platform that teachers can access for the full school year. We pair this with train-the-trainer support for instructional leaders and coaches, to systematically build capacity with the Fishtank ELA resources.

After year one, there are additional modules that can help deepen teachers' knowledge of the program and enhance their teaching practice.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Foundations A-Z, 2022

VENDOR

Learning A-Z, LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://www.learninga-z.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Foundations A-Z, 2022

PROGRAM SPECIFIC WEBSITE

<https://www.foundationsa-z.com/>

PROGRAM OVERVIEW

Foundations A-Z is an award winning K-5 literacy solution that harnesses the power of the Science of Reading research and helps teachers to simplify instructional planning to teach all foundational skills. Teachers are equipped with professional development at point-of-use and explicit, guided lessons with resources and activities suitable for the whole classroom, small groups, and independent student practice. Students experience the joy of learning through an engaging, space-themed student portal to access videos, books, games and other multimodal practice opportunities.

Flexible implementation models

Foundations A-Z offers a built-in scope and sequence that lays out the order to teach skills that gradually increases in complexity. Explicit, guided lesson plans that follow a gradual release of responsibility (I Do, You Do, We Do) are easy for teachers to implement and allow teachers to teach all foundational skills, including phonological awareness, phonemic awareness, phonics (including advanced word study), print concepts, and fluency. This includes two pacing guides to support classroom use to maximize foundational skills learning.

Foundations A-Z offers flexibility in how resources are implemented, as the resources can be used to support an existing scope & sequence or core program. Instructional resources and student practice activities are assignable, projectable, and/or printable so teachers can leverage the resources and activities in any situation. Teachers can also search for resources by standard, by skill, by collection, or by correlation.

Builds Strong Reading Foundations

Foundations A-Z applies research-based best practices to deliver explicit, systematic, and cumulative foundational skills instruction to accelerate student literacy outcomes. Foundations A-Z was built from the ground up on the latest Science of Reading research on key components for developing skilled readers. The sequence increases in skill complexity and spirals review within and across grade levels, ensuring students learn, practice, and apply skills. Strategically placed assessments and reporting inform the next steps in classroom instruction.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Based on the scientific reading research and developed by educators, the Foundations A-Z literacy program offers explicit, systematic foundational skills instruction from Kindergarten through Grade 5. There are five main theoretical models used to support alignment with the understanding of how children learn how to read. These models include: Simple View of Reading (1986), Scarborough’s Reading Rope (2001), Active View of Reading (2021, Ehri’s Phases of Word Reading (1995, 2014), and Four Processing Systems (1989).

In general, neuroscience indicates that a “one size fits all” approach is outdated and reading programs should offer plenty of room for review, practice, and multimodal approaches, while staying carefully grounded in systematic, explicit instruction. In Foundations A-Z, instruction starts with simple foundational skills and progresses to more complex skills that build on each other. Instruction begins with grade-level texts that offer ample opportunities for repeated readings and fluency practice, as well as vehicles for building content-area knowledge.

The oft-neglected third phase of reading development, the polysyllabic-morphemic phase, is the focus of instruction starting in grade 3. Higher-level instruction on morphemes, syllable types, division rules, and implications of the schwa sound are integrated into lessons. Engaging books and word-study passages are presented in a variety of genres and include more challenging multisyllable content-area words. These conceptually rich and grade-appropriate texts lend themselves to repeated readings as a means to advance fluency and expand knowledge.

Assessment is a key component of the program as well. Interactive unit tests along with teacher observation sheets allow for timely and effective instructional responses to student needs. Interim assessments are administered three times per year to gain a broader view of student and class performance according to state standards.

For additional information, see the comprehensive Foundations A-Z Research Guide at www.foundationsa-z.com/program-guide/research-rationale/overview.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Foundations A-Z provides extensive embedded, on demand support within the lessons, in the online Program Guide, and in the Professional Development Library where teachers find coaching articles, videos, and podcasts designed to build the skills and confidence teachers need to deliver research-based reading instruction for every student. Learning A-Z’s expert Professional Learning Services also offer tailored virtual and onsite professional learning to include customized workshops, recorded webinars, implementation coaching, train-the-trainer programs, and more.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

From Phonics to Reading, 2020

VENDOR

William H. Sadlier, Inc.

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Supplemental Foundational Skills	K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://www.sadlier.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

From Phonics to Reading, 2020

PROGRAM SPECIFIC WEBSITE

<https://www.sadlier.com/school/from-phonics-to-reading>

PROGRAM OVERVIEW

William H. Sadlier, Inc.'s From Phonics to Reading (FPR), the only foundational skills program authored by Wiley Blevins, EdD, brings the Science of Reading and his extensive research into practical application for today's classrooms. The program is verified as high-quality instructional material by EdReports and proven to improve students' reading performance statistically and significantly as recently demonstrated in a treatment-only study conducted by Magnolia Consulting, LLC.

FPR is an effective, affordable, supplemental program that provides a research-based progression to support students as they grow into increasingly sophisticated readers. FPR has four key instructional elements:

- Systematic and Explicit Instruction
- Systematic Scope and Sequence
- Daily Application to Reading and Writing
- Comprehensive Assessment System

It includes a robust review and repetition cycle, so students achieve mastery. Each Lesson includes five days of high-impact routines (Blending, Word Building, High-Frequency Words, Dictation, and Reading Connected Texts), as well as phonemic awareness activities, to maximize student learning.

Components

The program provides a complete school year of supplemental instruction, practice, and assessment for grade-level foundational skills, supports for differentiation (including English learners, striving learners, and more advanced learners), interactive instruction and practice, independent practice resources, and a range of supports for educators. Designed to cover the standards, it includes:

- Student Edition (consumable and eBook) with Decodable Take-Home Books, Gr K–1, Decodable Passages, Gr 2–3, and manipulatives.
- Teacher's Edition (print and eBook) with instructional guidance for each lesson, differentiation mini lessons, learning centers activities, independent-partner work activities, formative assessment tools, and more.
- Digital Resources online at SadlierConnect.com, with robust instructional and interactive supports, interactive practice, fluency practice, comprehensive assessments (in print and digital formats), handwriting resources, and home-school connections.

- Interactive Practice Bundle (IPB) online at SadlierConnect.com:
 - Interactive Sound Walls
 - A Decodable Library with 240 texts
 - Additional Interactive Practice activities
- Fluency Booster Practice Book

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

From Phonics to Reading™ (FPR) is a supplemental foundational skills program developed from the Science of Reading research. FPR aligns with expert guidance for effective instruction in the five pillars of reading which optimizes the ability of FPR to positively impact students' reading development. FPR aligns in five critical areas:

- Five Pillars of Reading —(a) Phonemic Awareness — (FPR provides explicit instruction using five research-based activity types — (focusing on the power skills of oral blending and oral segmentation. (B) Phonics — (Phonics skills are explicitly taught then practiced through blending - the main strategy used to teach students to decode words. (C) Vocabulary, Reading, and Comprehension — (FPR provides opportunities to apply phonics skills through reading decodable texts. Decodable text work includes vocabulary instruction, comprehension work, and fluency development.
- Scope and Sequence — (FPR includes a systematic scope and sequence with a robust review and repetition cycle that builds from the simple to the complex to take advantage of previous learning.
- Direct, Explicit, and Systematic Instruction — (FPR uses direct, explicit, and systematic instruction. In the program's five teacher-led, high-impact routines, teachers follow the Gradual Release of Responsibility Model, beginning with direct and explicit instruction using a step-by-step, logical sequence, breaking down harder skills into smaller parts.
- Daily Application to Reading and Writing — (Each lesson in FPR is designed to provide instruction in the targeted skill with daily application to reading and writing. Students apply phonics skills to reading decodable texts and transfer them to writing through dictation activities followed by writing in response to text.
- Assessment and Differentiation — (FPR includes a comprehensive assessment system with a suite of program assessments to track children's progress and determine mastery. "If-Then" guidance and a range of resources support teachers in differentiating instruction.

For more information <https://www.sadlier.com/school/ela-blog/phonics-and-the-science-of-reading>.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Introduction

For nearly 200 years, W.H. Sadlier, Inc. has prepared students for academic and life success by providing high-quality educational materials in print and digital formats supported with ongoing Professional Learning (PL). Our goal is to facilitate the implementation of the Science

of Reading and the effective application of From Phonics to Reading (FPR) in various school and classroom settings, catering to the range of diverse learners.

Sadlier's PL system provides a comprehensive, sustained, and intensive approach to improving teachers, coaches, and administrators' effectiveness in developing students' foundational skills and building proficient readers and writers. The system includes gratis and fee-based options for ongoing PL. Sessions can be adjusted based on the district/school's curriculum and instruction experience, previous PL, implemented curricula, and external requirements. Districts/schools can also select the models, duration, and delivery mode for best fit.

Professional Learning for Administrators

- FPR Introduction
- What to Look for in Key Phonics Instruction Routines (Overview and Eight Modules)
- Building On-the-Ground Support for Effective Foundational Skills Instruction

Professional Learning for Instructional Coaches

- In-Depth Coaches' PL – Developing school-based, job-embedded support for the classroom
- Coaching Consultation (Series of 3-4 days of classroom visits (in-person or virtually) to calibrate expectations, build coaching capacity, and tailor support for PLCs and teacher study groups)

Professional Learning for Teachers

To guide teachers each step of the way, comprehensive multi-year blended PL plan is offered. It includes:

- Kick-Off Implementation session
- Three Professional Development sessions with post-support (Introduction to FPR, Beating the Learning Curve Check-In, Assessment and Differentiation – Outlines available)
- A year-long PL Pacing Guide and Study Guides for 12 on-demand videos on SadlierConnect.com
- Virtual check-ins
- Topic-based choice sessions (High-Impact Routines, Comprehensive Assessment System, Data-Informed Instruction, Differentiation, etc.)

Webinars, masterclasses, summits, white papers, and a Facebook community for ongoing support to deepen educators' knowledge and promote successful implementation.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

HMH Into Reading, National V2, 2020

VENDOR

Houghton Mifflin Harcourt

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://www.hmhco.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

HMH Into Reading, National V2, 2020

PROGRAM SPECIFIC WEBSITE

<https://www.hmhco.com/programs/into-reading>

PROGRAM OVERVIEW

HMH Into Reading is a comprehensive Science of Reading-aligned literacy program built to address the needs of K–5 English Language Arts classrooms so that all students can find achievement in the areas of reading, writing, speaking, and listening. The program’s research-backed instructional design includes modeling, guided and independent practice, multisensory activities, diagnostic assessments, and clear, consistent classroom routines. The research-based approach to foundational skills in HMH Into Reading provides explicit, direct teaching; skills that are linguistically and logically sequenced from basic to more difficult, with systematic lesson routines. To support teaching and learning, lesson plans found in HMH Into Reading follow a consistent and predictable structure with recurring routines.

HMH Into Reading is differentiated by design to provide all students with a rich and measured path to grow in reading, writing, and communication. Resources such as the Teacher’s Guides, Teaching Pal books, Writing Workshop Teacher’s Guides, and other teacher materials include meaningful scaffolds in whole-class instruction, teacher-led small group lessons, and a variety of independent practice activities to meet a wide range of learners. Instructional notes like Correct & Redirect, Scaffold and Extend, and Options for Differentiation increase skills accessibility for all students. With these easy-to-use features right at their fingertips, educators can efficiently differentiate and personalize instruction.

HMH Into Reading supports teachers in using careful and continuous assessment to tailor instruction to meet student needs. In HMH Into Reading, multiple forms of assessment are used to ensure skills are assessed in appropriate and multiple ways. The program’s assessment tools make it easy to continually return to the data and adjust dynamically in response to students who make learning gains at a different pace. With this data at the ready, Ohio educators can tailor instruction based on student needs and reliably identify students in need of reading intervention.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The Science of Reading serves as a framework for the HMH Into Reading solution. In alignment with the Science of Reading, the program’s structured literacy approach presents instruction that is explicit, systematic, sequential, multisensory, and cumulative. The representation of Scarborough’s (2001) Reading Rope is evident in the program’s interweaving of the language comprehension (background knowledge, vocabulary, language structure,

verbal reasoning, literacy knowledge) and word recognition (phonological awareness, decoding, sight recognition) elements of reading.

The program’s research-based approach also aligns with Seidenberg and McClelland’s (1989) Four-Part Processing Model, with its explanation of the four processes active in the reading brain (phonological, orthographic, meaning, and context processors).

Explicit Instruction: In HMH Into Reading, each skill is deliberately taught with direct teacher guidance. Lessons use a gradual release model of I Do – We Do – You Do, and students immediately apply what they have learned. The program provides explicit, stepped-out instruction for every part of a lesson. Resources include an editable slide deck—complete with teacher instructional language—for each day’s instruction. Ready-made scripted lessons guarantee evidence-based foundational skill instruction for all students and make it accessible for all teachers to deliver structured literacy lessons.

Systematic and Cumulative Instruction: HMH Into Reading’s foundational skills instruction moves students from simple to complex using evidence-informed resources. The well-defined scope and sequence of foundational skills is carefully designed to build off what has already been taught, and the program includes cumulative practice as the lessons progress. After a new concept is introduced, it is practiced in conjunction with previously taught concepts.

Diagnostic Instruction: HMH Into Reading provides easy-to-use screening, diagnostic, and progress-monitoring measures that check understanding and measure growth. With ongoing formal and informal assessment of student needs and progress, teachers are equipped to determine whether students have mastered skills to the degree of automaticity.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

HMH Instructional Coaches, well-versed in the body of research that constitutes the Science of Reading, deliver professional learning services that are based on theoretical frameworks including the Simple View of Reading and Scarborough’s Reading Rope and their relationship to reading instruction.

Complimentary Professional Learning: Your HMH Into Reading subscription includes complimentary Getting Started program training, Teacher Success Pathways, and the on-demand resources of Teacher’s Corner. Getting Started sessions are streamlined to prepare teachers for the first weeks of instruction. This professional learning experience provides an overview of the research-based components of HMH Into Reading and how the program works to improve literacy skills. Getting Started sessions are only the first step on a teacher’s path to a successful first 30 days. Additional training and support are provided on Ed, where teachers access the HMH Into Reading Teacher Success Pathway. This guided learning pathway is a recommended sequence of live sessions, on-demand interactive media, and videos to help teachers plan, teach, and assess learning using their new HMH program. Additionally, HMH provides HMH Into Reading teachers with complimentary professional learning for the life of the adoption through HMH Teacher’s Corner. Located on the Ed platform, Teacher’s Corner offers live events, a searchable library of training materials,

articles, and videos, plus additional resources for point-of-use assistance, quick help, recommendations, and extended learning.

Leader Support: During the one-hour live online Leader Success session, leaders learn about the design and resources of HMH Into Reading.

Optional Professional Learning and Coaching: Partner with HMH for ongoing professional learning and coaching on topics that matter to you and your students. Delivered live online and via asynchronous learning, HMH professional learning builds teacher capacity and strengthens instruction. Options include HMH job-embedded coaching, live online courses, and program-aligned blended learning courses.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Imagine Learning EL Education First Edition, 2019

VENDOR

Imagine Learning LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://www.imaginelearning.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Imagine Learning EL Education First Edition, 2019

PROGRAM SPECIFIC WEBSITE

<https://www.imaginelearning.com/products/ela/el-education/>

PROGRAM OVERVIEW

For grades K-2, the IL EL Education curriculum provides a cohesive, systematic instructional framework consisting of Module Lessons, Foundational Skills Block, and Labs. Grade 3 consists of Module Lessons and Additional Language and Literacy (ALL) Block. The curriculum provides opportunities to model, practice and apply the skills required by the standards.

The Modules are based on compelling topics and use rich, authentic text throughout. Divided into three units each, the modules are designed to build important content knowledge and understanding while teaching and assessing all the ELA standards at each grade level. In Unit 1, students build background knowledge, with an emphasis on the close and careful reading of a complex text that anchors students' learning about the topic. In Unit 2, students go deeper on the topic. Unit 3, students complete a performance task: an extended, supported writing task or presentation that demonstrates understanding of the topic. Writing tasks span multiple genres across all grade bands.

The K-2 Reading Foundations Skills Block is a one-hour block that uses a structured phonics approach, grounded in the Phase Theory of Dr. Linnea Ehri, which describes behavior related to the types of letter-sound connections students while learning to read and write. The lessons and assessments explicitly address the Reading Foundations standards, as well as Language standards associated with spelling and letter formation. Whole group lessons include on-grade level instruction while the remainder of the block is devoted to differentiated small group instruction.

K-2 Labs runs across the whole module and goes through stages. Among the stages are the Launch, Practice, Extend, and Choice and Challenge stages. The stages are designed to intentionally build students' learning experiences in a way that leads to a final product. The ALL Block responds to upper elementary students' need for greater independence and mastery as learners.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Imagine Learning EL Education is intentionally designed, purposefully aligned, and accurately applied with the best practices of reading research. IL EL Education focuses on the Science of Reading by explicitly and systematically teaching:

- Foundational skills
- Language comprehension skills

- Bridging skills

Imagine Learning EL Education's commitment to the Science of Reading is intertwined into every lesson within the curriculum. The curriculum is designed around direct, explicit, and systematic instruction along with the intentional and cumulative practice of literacy skills. An in-depth focus is demonstrated through the Content-Based Literacy Modules.

- Content-Based Literacy Modules utilize engaging trade books, authentic literature, and high interest texts to build content knowledge, critical thinking, and reading and writing skills.
- Self-Regulation skills

Additionally, Imagine Learning EL Education elevates the importance of integrating character development and social-emotional learning into academic work. The curriculum includes activities that build students' working memory, promote cognitive flexibility, and teach self-control.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Imagine Learning EL Education (EL) PD Sessions are tailored to reach teacher and instructional leaders of varying needs throughout their implementation. PD Sessions may be delivered in-person or virtual. Imagine Learning will provide a suggested PD Plan that outlines the first year of implementation as well as suggestions for years 2 and beyond.

All professional learning sessions include a clear scope and sequence for professional development with objectives and intended outcomes. Imagine Learning follows the Standards for Professional Learning when developing training sessions. These standards ensure that the purpose of the professional development is for participants to develop the knowledge, skills, and practices needed to support student development when implementing the intended curriculum. Each Imagine Learning session is focused on helping teachers deepen their understanding of the Imagine Learning EL curriculum and how it supports the needs of all students.

The instructional design of all professional learning is guided by the Standards for Professional Learning to encourage innovative practice and instructional shifts in the implementation of the curriculum and to increase educator effectiveness and results.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Magnetic Reading Foundations, 2023

VENDOR

Curriculum Associates, LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://www.curriculumassociates.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Magnetic Reading Foundations, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.curriculumassociates.com/programs/i-ready-learning/magnetic/magnetic-k-2>

PROGRAM OVERVIEW

Magnetic Reading Foundations for grades K–2 is a Science of Reading- and standards-aligned foundational skills program that includes everything educators need to deliver explicit, systematic foundational skills instruction. Magnetic Reading Foundations has earned perfect scores and an exemplary “all-green” rating from EdReports, receiving all possible points across all indicators in both Foundational Skills Gateways.

Magnetic Reading Foundations covers all the foundational skills domains within a research-based scope and sequence, including phonological awareness, concepts of print, letter formation, phonics, high-frequency words, word analysis, and fluency. The program’s routines at point of use support easy implementation with fidelity, and assessments ensure teachers know what to do next. Students read about real topics, and decodable texts are 100 percent readable. Students build background on the unit topic through activities in the unit opener and topically connected texts.

Magnetic Reading Foundations provides research-based instruction informed by practical classroom experience. Guidance from our program authors and advisors ensures that the program is rigorous for children and manageable for teachers to implement.

Digital Access for Magnetic Reading Foundations (through Magnetic Reading Foundations Teacher Toolbox) provides educators with digital access to session materials and assessments to differentiate instruction for individuals and small-groups, plus interactive tutorials and supplemental resources (e.g., slides for every session, articulation videos, Fluency Practice & Assessment) to support student achievement.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Magnetic Reading Foundations provides teachers with resources grounded in the Science of Reading, from the systematic scope and sequence and explicit instructional routines to helping students begin to build background knowledge. With Magnetic Reading Foundations, teachers combine their art of teaching with the Science of Reading to move every student from foundations all the way to fluency—and skilled reading.

Thousands of international, interdisciplinary, scientific, and educational studies have pinpointed what—and, crucially, how—we must instruct students who are learning to read. The resulting evidence forms the foundation of reading science. Humans are not hardwired to read in the same way we are to speak. We must all be explicitly taught to decipher the “code.”

In Magnetic Reading Foundations, students learn to read beginning with these word recognition skills: Phonological Awareness, Phonics, and Recognition of High-Frequency Words.

In addition to learning to read, students begin to build a foundation for reading to learn in Magnetic Reading Foundations with these essential language comprehension skills: Literacy Knowledge (Genres and Text Features) and Background Knowledge.

Recent research has proven that there are additional contributors to skilled reading. These contributors form bridging processes both within and across word recognition and language comprehension throughout Magnetic Reading Foundations instruction: Literacy Knowledge (Concepts of Print), Vocabulary Knowledge, and Fluency.

Research also tells us that students themselves play a key role in reading success. Skilled readers utilize active self-regulation strategies to maintain engagement with the text. Magnetic Reading Foundations supports teachers in implementing reading practices that foster active self-regulation, such as Motivation and Engagement.

Learn more by reviewing our Science of Reading research base:

<https://cdn.bfldr.com/LS6J0F7/at/5zn39vwht254nvqgkpv55f9/iready-magnetic-reading-foundations-putting-the-science-of-reading-to-work-whitepaper.pdf>.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Professional Learning for the use of Magnetic Reading Foundations is provided via live (in-person or online) training with our Specialists, as well as through self-paced online resources.

For continued training, we offer free professional development through our Online Educator Learning (OEL) platform. Our digital courses teach product features, suggest implementation best practices, and share ways educators across the country use Curriculum Associates products in their classrooms.

i-Ready Central (<https://i-readycentral.com/>) is a website teachers can access 24/7 for resources around planning, teaching, monitoring, scaffolding, and differentiating.

Additionally, we offer Collaborative Learning Extensions (CLEs) via i-Ready Central. These learning opportunities include all necessary resources to facilitate a collaborative meeting with colleagues. For Magnetic Reading Foundations, teachers can engage with colleagues via the CLE “Implementing Instructional Routines,” in which they will analyze and practice implementing the routines with the option to incorporate differentiated (i.e., multimodal and multisensory) support. Additional implementation resources are also available on i-Ready Central.

In addition to the live courses and online resources, Magnetic Reading Foundations users can also access the Program Implementation tab in Magnetic Reading Foundations Teacher Toolbox, which provides a wide array of resources to support implementation, such as background information on the curriculum and routines, instruction planning resources, resources to address learner variability, and more. Many of these materials are digital versions

of Teacher’s Guide frontmatter, another way that educators can access implementation support and guidance. Within the instructional sessions in the Teacher’s Guide, features such as “Lightbulb moments” and “TIPS” include research-based information to help educators better understand the foundational skills they are about to teach and how instruction is tied to research-based best-practices.

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

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating core curriculum and instructional materials before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

myView Literacy, 2020/2025

VENDOR

Savvas Learning Company LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://www.savvas.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

myView Literacy, 2020/2025

PROGRAM SPECIFIC WEBSITE

<https://www.savvas.com/solutions/literacy/core-programs/myview-literacy>

PROGRAM OVERVIEW

myView Literacy ©2025 is a comprehensive, interactive core-literacy program for Grades K-5, rooted in the science of reading. myView was developed in collaboration with an esteemed author team, many of whom have authored research that informs how children learn. Through explicit instruction, authentic literature, and meaningful practice, teachers can inspire growing readers and authors. This print and digital solution teaches all foundational skills explicitly and systematically while including authentic texts, easily managed core lessons, and a variety of flexible resources for meaningful differentiation. Competencies of 21st century thinking, and social-emotional learning are taught and practiced using compelling main selection texts, highly engaging trade books, collaborative learning, and project-based inquiry. Student autonomy takes on a new meaning with a student interactive book that gives learners the power to annotate text and showcase their understanding.

myView Literacy is based on scientific, evidence-based methods and reflects current and confirmed research in the best practices for teaching reading and writing. Created by leading literacy experts in phonological awareness, phonemic awareness, phonics, word study, comprehension, assessment, writing and spelling, instruction includes modeled delivery and support for appropriate mediations. Data-driven instruction follows a recognized and rigorous path, giving students continuous opportunities to practice so they can be successful and proficient readers. The myView Literacy materials provide a variety of instruction and assessment strategies and activities consistent with the Quality Plus Teaching Strategies. Drawing from the literacy research of P. David Pearson, Sharon Vaughn, Young Suk Kim, Louisa Moats, and others, the architecture of myView Literacy is based on a gradual release of responsibility model that unfolds in whole group, small group, and independent learning environments. Teachers use authentic texts to explicitly model, teach, and reinforce comprehension and vocabulary skills as students practice and apply competencies that characterize lifelong readers, writers, and thinkers.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

myView Literacy ©2025 comprehensively covers- through explicit and systematic instruction- each of the evidence-based skills that students need to read effectively: phonological awareness, phonics, vocabulary, comprehension, and fluency, as identified by the National Reading Panel.

myView Literacy provides a systematic and explicit approach to teaching word recognition and language comprehension. Using Scarborough’s Reading Rope as the guiding theoretical model, myView Literacy utilizes a sequential progression of skills, ensuring students build a solid foundation and advance at their own pace. The Science of Reading shows an increased need for reading foundational skills being taught at all grade levels, including 3, 4 and 5. myView Literacy responds to the needs of today’s learners with detailed, explicit word study lessons for each day.

Through multisensory techniques, including visual, auditory, and kinesthetic elements, students engage with the material in a way that maximizes learning and retention.

With myView Literacy, students receive direct, regular opportunities to learn skills through practice and instruction with decodable stories and readers. Explicit instruction in the five pillars of reading is fully and clearly developed for the teacher. It is a structured approach to teaching, guiding students through the learning process.

- Phonological awareness lessons include segmenting, blending, and manipulating phonemes.
- Phonics lessons have a consistent, explicit routine with multiple practice opportunities.
- Vocabulary instruction encompasses tier I, II and III words.
- Anchor Charts build background for the genre of study.
- Share Back provides an opportunity to discuss strategies covered during small group instruction.
- Book Club provides an opportunity for literature discussions and extension.
- Handwriting foundations provide support for success in print and cursive.
- Students draw from multiple sources- generating questions and using text-based evidence to solidify comprehension.
- Students have an opportunity to reflect upon and share their understanding of texts through the fostering of metacognition and source-based writing.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Savvas’ implementation and professional learning approach includes a continuum of services that spans launch training to program-specific workshops to in-depth job-embedded support that can help guide your educators through a full implementation for the first year and the years that follow. Professional learning is available virtually, onsite, and in blended formats.

Our approach to professional learning tracks the instructional approach taken in our curriculum: learners (in this case, your educators) actively construct knowledge by making connections between the known and the new, by collaborating, conversing, and strategically using resources, and by continuously reflecting and receiving feedback.

Our continuum of services includes the following:

- Launching and Foundational Training
 - Program Activation – Virtual instructor-led and/or self-paced courses provide educators with an introduction to the program, helping them prepare for day one.

- Administrator Workshop – 3-hour training for busy leaders to help them successfully launch their program.
- Implementation Essentials – Once teachers have developed some familiarity with myView, this workshop deepens practice and helps them get the most out of their implementation.
- MySavvasTraining.com – 24/7 online, program-specific training resources, videos, asynchronous courses, and tutorials include real-time assistance supporting your programs.
- Asynchronous Program Activation and mySavvasTraining.com are included with program purchase and available for the lifetime of the adoption.
- Ongoing Support for Teachers and Leaders
 - Program-Specific, Pedagogy-Rich Workshops (1-6 hours)
 - Job-Embedded Support for Teachers and Leaders – These services help educators bring new practices to life, formatively assessing the effect they have on students in real time. Job-embedded support can take many forms, including modeling and co-teaching, observation with feedback, small group lesson analysis, one-on-one mentoring, program/curriculum consulting, targeted Anchored Learning Cycles, and leadership Focus Visits.

Savvas has been vetted and approved by Rivet Education.org as a professional learning partner providing high quality services aligned to high-quality instructional materials. See <https://riveteducation.org/>.

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

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Savvas Essentials: Foundational Reading, 2023

VENDOR

Savvas Learning Company LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://www.savvas.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Savvas Essentials: Foundational Reading, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.savvas.com/solutions/supplemental/supplemental-programs/savvas-essentials-foundational-reading>

PROGRAM OVERVIEW

Aligned to the science of reading, Savvas Essentials: Foundational Reading is a K-2 supplemental curriculum that provides teachers with explicit instruction for concepts of print, phonological awareness, phonics and the teaching of high-frequency words, and fluency. Teachers provide direct instruction, systematic modeling, and guide practice of the target skill. Students have frequent opportunities to practice skills both in print and digitally.

Foundational Reading is organized into modules, and every module contains 5 lessons. The first step of a Foundational Reading lesson is the Minilesson, with instruction aligned to the science of reading. Every minilesson has a clear learning target, and all the materials teachers need for the lessons are provided at the start of every lesson. The second step of a Foundational Reading lesson is called “More.” This is where teachers will find a wealth of print and digital practice options so they can pick and choose just the right additional practice for their students.

The “Assess” part of every lesson ends with a premade Exit Ticket. Foundational Reading lets you easily monitor skills development with formative assessments at the end of every minilesson.

The program is designed so that teachers can use it consistently, day by day, or pull from specific strands as needed to enhance their core literacy block.

- Within the program’s sequential learning pathway, the teacher will explicitly teach and model all grade-level foundational skills to the whole class.
- Within the program’s differentiated learning pathway, the teacher will choose and assign print and digital content by strand, based on students’ needs. This pathway can be used with the whole class, during small group time, or with individual students.

Learn more here: <https://www.savvas.com/solutions/supplemental/supplemental-programs/savvas-essentials-foundational-reading>.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Aligned to the science of reading, Savvas Essentials Foundational Reading, provides teachers with explicit instruction for concepts of print, phonological awareness, phonics and the teaching of high-frequency words, and fluency. Teachers provide direct instruction,

systematic modeling, and guide practice of the target skill. Students have frequent opportunities to practice skills both in print and digitally.

- Concepts of Print provides systematic and explicit instruction and practice that teaches students how print (letters, words, and sentences) work.
- Phonological Awareness is developed through explicit instruction, teacher modeling, and guided practice. The strand includes kinesthetic practice opportunities for students to review skills.
- Phonics is taught in a structured and systematic way that teaches the 44 sounds of the English alphabet and is designed to have students reading connected text as quickly as possible.
- High-Frequency Words are taught as decodable words as much as possible, with two instructional routines: one for decodable high-frequency words and one for words that are not decodable, with a focus on developing students' fluency in reading both types of words.
- Fluency is built through a Foldable Decodable Reader for every lesson that gives student practice reading connected text, with a fresh passage to assess students' fluency after every 5 lessons beginning midway through kindergarten.

Foundational Reading, which has received an “all green” evaluation from EdReports. Foundational Reading is grounded in the theoretical model, the Simple View of Reading (Gough & Tunmer, 1986), and focuses on the lower strands of the Reading Rope—Word Recognition, including phonological awareness, decoding, and sight recognition of familiar words. The program has been developed with the understanding that children learn best when they are given explicit teaching, modeling, and practice, with multisensory support.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Savvas' implementation and professional learning approach includes a continuum of services that spans launch training to program-specific workshops to in-depth job-embedded support that can help guide your educators through a full implementation for the first year and the years that follow.

Our approach to professional learning tracks the instructional approach taken in our curriculum: learners (in this case, your educators) actively construct knowledge by making connections between the known and the new, by collaborating, conversing, and strategically using resources, and by continuously reflecting and receiving feedback. Professional learning is available virtually, onsite, and in blended formats.

Our continuum of services includes the following:

- Launching and Foundational Training
 - Program Activation – Virtual instructor-led and/or self-paced courses provide educators with an introduction to the program, helping them prepare for day one.

- Implementation Essentials – Once teachers have developed some familiarity with Savvas Essentials: Foundational Reading, this workshop deepens practice and helps them get the most out of their implementation.
- MySavvasTraining.com – 24/7 online, program-specific training resources, videos, asynchronous courses, and tutorials include real-time assistance supporting your programs.
- Asynchronous Program Activation and mySavvasTraining.com are included with program purchase and available for the lifetime of the adoption.
- Ongoing Support for Teachers and Leaders
 - Job-Embedded Support for Teachers and Leaders – These services help educators bring new practices to life, formatively assessing the effect they have on students in real time. Job-embedded support can take many forms, including modeling and co-teaching, observation with feedback, small group lesson analysis, one-on-one mentoring, program/curriculum consulting, targeted Anchored Learning Cycles, and leadership Focus Visits.

Savvas has been vetted and approved by Rivet Education.org as a professional learning partner providing high quality services aligned to high-quality instructional materials. See <https://riveteducation.org/>.

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

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

The Creative Curriculum for Preschool, 2016

VENDOR

Teaching Strategies

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">Prekindergarten	Prekindergarten	Yes

Vendor Information

VENDOR WEBSITE

<https://teachingstrategies.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

The Creative Curriculum for Preschool, 2016

PROGRAM SPECIFIC WEBSITE

<https://teachingstrategies.com/product/the-creative-curriculum-for-preschool/>

PROGRAM OVERVIEW

The Creative Curriculum for Preschool is a comprehensive, research-based curriculum that features hands-on exploration and discovery as a way of learning. The Foundation helps teachers create a high-quality learning environment and build a thorough understanding of best practices, and the Daily Resources help teachers plan and manage every moment of their day. Through studies—hands-on, project-based investigations—The Creative Curriculum for Preschool helps teachers engage children in meaningful learning experiences that follow their interests and build skills in every area critical to their development and learning, including explicit and immersive science of reading-based instruction focused on building pre-reading skills and focused math instruction. This child-led approach creates a community of active learners who think critically, ask questions, and make connections between what they already know and what they are learning.

Teachers have access to The Creative Curriculum Cloud which helps streamline planning, teaching, assessment, family engagement and professional learning all in one place. With full digital access to all English and Spanish curriculum resources, powerful planning tools, seamless communication and engagement with families, hundreds of embedded micro-learning videos, and a professional learning community - teachers are provided tools that work smarter, so they don't have to work harder.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Early childhood educators who implement The Creative Curriculum can do so with the assurance that this research-backed, comprehensive approach to teaching and learning addresses reading as a complex set of skills that incorporate knowledge and abilities from the five pillars of literacy: phonemic awareness, phonics and word recognition, vocabulary, fluency, and comprehension. These pre-reading skills begin developing at birth, when an infant first learns to respond to the voice of a caregiver; and are best supported when the first five years of life are used to intentionally nurture the extensive root system necessary for later success in elementary school and beyond.

Embedded each day, throughout the days are experiences that build these foundational literacy skills and facilitation guidance for teachers about purposeful reading strategies—for example, the rhyming games teachers play with preschool-aged children while transitioning from indoor to outdoor time—building language and literacy into each day, throughout the day for all children.

Children who are attending preschool programs are typically ready for systematic, direct instruction in the components of literacy, which are prescribed by the science of reading.

The Creative Curriculum guides teachers to imbed this instruction in play-based, developmentally appropriate experiences and activities through daily resources such as Intentional Teaching Experiences, Mighty Minutes, and Book Discussion Cards.

The Teaching Strategies Position Statement on the Science of Reading can be reviewed here: <https://teachingstrategies.com/wp-content/uploads/2023/03/SOR-Position-Statement.pdf>.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Included with any curriculum purchase is The Professional Development Teacher Membership. It combines the power of a professional learning community with an 8 week onboarding program, hundreds of embedded micro-learning videos, personalized learning journeys and year-round, unlimited access to experts and mentors; live and on-demand CEU-bearing classes and courses; and courses to meet CCDF and CDA training.

We support teachers to ensure they are prepared to be responsive to the needs of children. In addition, our blog posts and webinars share best practices, tips, and more; and foundation volumes explain how humans learn not just to read and write, but also to love language, books, and stories and embrace lifelong learning.

We have an extensive catalogue available of instructor-led professional learning sessions, able to be delivered in-person, or virtually: https://teachingstrategies.com/professional-development-catalog/?sft_pd_solution=preschool&sft_pd_product=creative-curriculum.

Teaching Strategies is accredited by the International Association for Continuing Education and Training (IACET) and complies with the ANSI/IACET Standard, which is recognized internationally as a standard of excellence in instructional practices. Teaching Strategies is accredited to issue the IACET CEU.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

The HighScope Preschool Curriculum, 2012

VENDOR

HighScope Educational Research Foundation

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">Prekindergarten	Prekindergarten	Yes

Vendor Information

VENDOR WEBSITE

<https://highscope.org>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

The HighScope Preschool Curriculum, 2012

PROGRAM SPECIFIC WEBSITE

<https://highscope.org/catalog>

PROGRAM OVERVIEW

The HighScope Preschool Curriculum is a comprehensive, research-based curriculum carefully designed to provide a rich academic foundation and foster child creativity, confidence, and independence. The HighScope Preschool Curriculum includes defined teaching practices that enable adults to create engaging classrooms where children learn through active participatory learning. HighScope's unique incorporation of the plan-do-review process, support in developing conflict resolution skills, and focus on adult scaffolding produces an early learning environment where all children thrive.

The Preschool Curriculum includes:

The Essentials – These curriculum resources provide the basis for understanding HighScope's foundational principles, including active participatory learning, Plan-Do-Review®, positive adult-child interactions, and intentional teaching to guide and extend children's individual learning through HighScope's eight curriculum content areas.

- The HighScope Preschool Curriculum 9-book Set
- Key Developmental Indicator (KDI) Scaffolding Charts
- Lesson Plans for the First 30 Days, 3rd ed.

Learning Environment – Create an engaging, rich developmentally appropriate learning environment both indoors and outside. Visual supports throughout the classroom give children the tools they need to take initiative and exercise independence. These resources guide teachers through how to equip the classroom with diverse, open-ended materials that support active learning and reflect children's interests, and home language and culture.

- Setting Up the Preschool Classroom
- Daily Routine Cards
- English-Spanish Classroom Area Signs (also includes small area signs for children's planning)

Intentional Planning – Easily apply the HighScope Curriculum into everyday practice with resources designed to support daily learning. Includes strategies to individualize learning throughout the preschool daily routine and detailed activities for curriculum content areas science, math, literacy, and more!

- Numbers Plus Preschool Mathematics Curriculum
- STEM Made Simple: 25 Activities by Preschool Teachers
- Let's Read It Again! Interactive Read-Alouds

- Small-Group Times to Scaffold Early Learning
- 50 Large-Group Activities for Active Learners
- Big Beats for Young Peeps (CD)

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The curriculum is directly aligned to the Science of Reading, and we would be happy to provide a detailed crosswalk chart for anyone who would like to see it (it is over 300 words). From our Read Aloud Kit to our Language, Literacy & Communication book, to our Letter Links and Curriculum Manual (all included in the Preschool Kit), there are many areas of our curriculum that cover the Science of Reading standards:

- Phonological awareness: Teach students to recognize and manipulate the sounds within words, move from syllables to the individual sounds, or phonemes and explicitly connect phonemes to letters to more effectively support word decoding.
- Phonics and word recognition: Teach letter sounds and sound-spelling patterns explicitly and systematically, include practices in reading and writing of words in isolation and in text.
- Fluency: Include frequent chances for students to read and re-read orally from connected text—sentences, paragraphs, and passages and focus on the development of automatic word recognition and fluent expression.
- Vocabulary and oral language comprehension: Include high-quality, language-rich interactions in instruction, including read-aloud texts, that build recognition of shared morphemes across words, both in oral and written language.
- Text comprehension: Teach students to use metacognitive strategies like setting a purpose, monitoring for meaning, and building inferences while reading.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

The HighScope Educational Research Foundation is an independent, nonprofit organization committed to supporting the critical work of educators and caregivers in providing high-quality early childhood education to children from birth to age five. HighScope has been training administrators, curriculum specialists, teachers, and childcare providers in best practices in early childhood education for nearly 50 years. We, at the HighScope Educational Research Foundation, believe that the sky is the limit when it comes to improving program quality and that there is always a space for everyone to grow.

To accommodate different training needs and schedules, HighScope offers a variety of face-to-face and hybrid (facilitated virtual) courses and workshops ranging in duration from one day to multiple weeks spread over several months including a “train the trainer” series.

Our professional learning opportunities are beneficial to providers from novice to expert, and those from center-based to home-care programs. Our trainings are evidence-based, and data driven to guide improvement and to measure impact. We will soon be IACET accredited.

Trainings can be customized to ensure comprehensive coverage of the HighScope Curriculum, including its philosophy and approach to active learning, as well as in adult-child interaction, the learning environment, the daily routine, teamwork, family engagement, curriculum content, and child and program assessment. We are committed to building lifelong learners who can provide engaging, innovative academic experiences for diverse learners even at the youngest age.

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

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Wit & Wisdom, 2016/2023

VENDOR

Great Minds PBC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core No Foundational Skills3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://greatminds.org/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Wit & Wisdom, 2016/2023

PROGRAM SPECIFIC WEBSITE

<https://greatminds.org/english/witwisdom>

PROGRAM OVERVIEW

Wit & Wisdom is a comprehensive English Language Arts (ELA) curriculum that emphasizes standards-aligned, text-based instruction. As a high-quality instructional material (HQIM), Wit & Wisdom is designed to provide districts and schools with research-based, rigorous, student-driven learning and educative teacher guidance to ensure that all students have access to grade-level educational resources.

Wit & Wisdom is built on the foundational understanding that for students to become truly literate, they must develop a deep body of knowledge rather than simply master an isolated set of skills. Science of Reading research by cognitive scientists and literacy experts shows that students can learn more deeply, and quickly, when they have a foundation of knowledge in place; knowledge begets knowledge. Throughout Wit & Wisdom, deep, close reading of module texts empowers students with literary, historical, scientific, artistic, and cultural knowledge.

The Wit & Wisdom approach to English Language Arts education is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on— and draws on evidence from—exceptional books. As a matter of equity, Wit & Wisdom lessons are designed to provide grade-level instruction for all students, creating a community of learners who all engage with the same texts and tasks. Embedded scaffolds and supports allow teachers to meet students where they are and provide alternative pathways to the same learning goals.

To complement and utilize alongside the print components of Wit & Wisdom (Teacher Edition, Student Edition, and core texts), Wit & Wisdom in Sync is the teacher- and student-facing digital interactive platform that functions as a companion to the print curriculum and provides access to the Wit & Wisdom Affirm assessment platform, and its reporting features.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Wit & Wisdom reflects the Science of Reading in action, bringing to life the essential component of language comprehension in a series of modules designed around complex texts that build students' background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. To further align with the research, Great Minds recommends pairing Wit & Wisdom with a foundational reading skills program that explicitly teaches students how to decode words and make meaning of them.

Johns Hopkins University School of Education conducted a Tier II ESSA research evaluation of the short-term impact of Wit & Wisdom on students' literacy outcomes, as measured by students' text reading and comprehension. The study shows that when teachers use Wit & Wisdom with high fidelity, their students generally experience positive gains. For a full report of the results, see the complete study here: <https://greatminds.org/research>.

Wit & Wisdom has routinely received high ratings for its quality, rigor, and alignment to standards from independent curricula-reviewing organizations. EdReports awarded Wit & Wisdom near perfect scores. The Louisiana Department of Education rated Wit & Wisdom as a Tier 1 "exemplifies quality" curriculum. Massachusetts CURATE rated Wit & Wisdom as "Meets Expectations" across all grades.

In addition, schools from across the country have reported increases in student learning and Great Minds regularly shares updates on these outcomes here: <https://greatminds.org/case-studies>.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Created by the team of teacher-writers behind Wit & Wisdom, private in-person and virtual Professional Development sessions are designed for teachers and leaders. These sessions ensure strong initial implementation as well as sustained success. Virtual sessions with Great Minds facilitators can accommodate up to 35 educators; in-person sessions can accommodate up to 50 educators. Other professional learning opportunities include:

Virtual Open Enrollment – Join educators from around the country for an open enrollment virtual PD session. Designed for 20–35 participants, sessions are led by two Great Minds facilitators.

Personalized Coaching & Consulting – Coaches from the Wit & Wisdom team expertly guide educators to apply what they learn in Professional Development sessions to their own classrooms and schools. Through modeling and observation, Great Minds coaches help teachers improve implementation and help leaders develop effective ways to support, understand, and evaluate classroom practices.

Wit & Wisdom Partners Program Professional Learning Network – Join fellow instructional leaders to strengthen your strategic implementation of Wit & Wisdom. Participants of this program collaborate to enhance literacy leadership and realize the potential of every child and educator in their district.

Wit & Wisdom Leaders Program – The Wit & Wisdom Leaders Program provides strategic and collaborative support across key school and district stakeholders, equipping them with the knowledge, skills, and mindsets needed to successfully implement Great Minds humanities curricula and resources.

Wit & Wisdom professional learning is ongoing. Resources like the Implementation Guide and Moving Forward with Wit & Wisdom provide opportunities for extended study independently

or with a professional learning community. The Great Minds Humanities Video Library provides additional free instructional videos to guide implementation.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Wonders, 2023

VENDOR

McGraw Hill LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://www.mheducation.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Wonders, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.mheducation.com/prek-12/program/microsites/MKTSP-BGA10M0.html>

PROGRAM OVERVIEW

Wonders is designed to foster a love of reading in all children. Our focus on teaching the whole child – and every child – prepares students to be lifelong learners and critical thinkers. By providing a comprehensive set of connected resources for all learners in grades K-6, including fully integrated support for English language learners (ELLs) and students in need of Tier 2 support, Wonders offers educators the ability to adapt instruction with confidence as students grow. A wealth of research-based print and digital resources provide unmatched support for building strong literacy foundations, accessing complex texts, engaging in collaborative conversations, developing critical thinking skills, and writing to sources. Combining the work of literacy experts with research on social-emotional learning, Wonders helps educators strengthen skills, bolster learning, and encourage independence, enhancing the important and inspiring work that takes place in the classroom, every day.

Wonders was designed to support you and your entire classroom as you teach your way—whether you follow our suggested pathway of instruction or create your own workshop lessons using our resources. Curated resources at every grade can be used to support every teacher’s unique set of skills and personal teaching style to reach students in a way that no one else can. Students can exercise the power of choice with a broad range of resources for exploration and learning. Wonders is filled with award-winning and high-interest literary and informational texts that range across genres, eras, cultures, and subjects, and rich digital and multimedia resources. Students gain access to texts, and use them as a doorway to discover topics, themes, and ideas that they can explore and build upon. The focus on small group and independent learning gives students more opportunities for choice through collaboration, inquiry, speaking, thinking, and, most importantly, their writing.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Decades of scientific research in reading have led to the identification of several key processes that should be addressed in literacy programs, all of which are addressed in Wonders: Text Comprehension, Speaking and Listening, Phonological Awareness, Phonics and Word Recognition, Fluency, Vocabulary and Language, Conventions of English, Writing, and Social-Emotional Learning. This research drove the evidence-based design and development of the Wonders program.

Wonders supports the delivery of high-quality literacy instruction aligned to the science of reading. It provides a comprehensive, integrated plan for meeting the needs of all students.

Carefully monitoring advances in literacy research, the program is developed to ensure that lessons focus on teaching the right content at the right time. The right content refers to teaching sufficient amounts of the content that has been proven to deliver learning advantages to students. The right time refers to a carefully structured scope and sequence within a grade and across grades. This ensures that teaching is presented in the most effective and efficient manner, with sound guidance to better support diverse learners.

Wonders provides a complete system to teach (and reteach) foundational skills backed by research from our authors, including Donald Bear, Jan Hasbrouck, and Tim Shanahan. Explicit and systematic instruction is provided for foundational skills, including concepts of print, phonological awareness, phonics and word recognition, high-frequency sight words, fluency, and vocabulary. Concepts of print, phonological awareness, the alphabetic principle, and phonics are taught daily in a systematic scope and sequence that moves from phoneme identification to isolation, blending, segmentation, additions, substitution, and deletion.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

There are various types of Professional Development for all McGraw Hill reading programs, and these are developed in various methodologies to meet the needs of differing districts, teachers, and administrators. Onsite and virtual opportunities are available, and a comprehensive plan will be developed in conjunction with district leadership.

Examples of embedded in-program support include:

On-Demand Digital Program Support

Teachers and administrators have self-paced, on-demand, 24/7 digital professional development support as part of the Wonders online Teacher Workspace. These resources include videos, PDFs, and learning modules designed to support teachers every step of the way.

Wonders Basics Module

This robust, comprehensive self-paced learning module is designed to support teachers of all grades during the initial stages of implementation and includes detailed sections focusing on

- Wonders curriculum design
- Student Ownership of Learning
- Supporting English Learners
- Wonders Instructional Path
- Wonders Resources and Teacher Materials
- Guides for using the Teacher's Edition and Online Teacher Workspace
- Setting Up the Classroom
- Administer Placement & Diagnostic Assessments
- Placing Students in Small Groups for Differentiated Instruction

Manage Small Group Module

This collection includes model classroom videos and coaching videos that support teachers in organizing and managing small-group instructional time.

Ready-to-Teach Workshops

School or district administrators or coaches can use these four-session, video-based workshops to facilitate on-site PD training. Includes facilitator and participant guide PDFs for:

- Close Reading
- Small Group Instruction

A comprehensive library of instructional videos for teachers, including:

- 75+ model classroom videos showing teachers delivering Wonders lessons in the classroom including foundational skills, close reading, writing, vocabulary, collaborative conversations, small-group instruction, and English learners.
- 100+ videos by Wonders authors and education specialists coaching on key topics in literacy instruction.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Wonders, 2020

VENDOR

McGraw Hill LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://www.mheducation.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Wonders, 2020

PROGRAM SPECIFIC WEBSITE

<https://www.mheducation.com/prek-12/program/wonders-2020/MKTSP-BGA07M0.html#about>

PROGRAM OVERVIEW

Wonders is a comprehensive literacy solution designed to meet the challenges of today's classroom and reach all learners in Kindergarten through Grade 5. Print and digital resources provides support for building strong literacy foundations, accessing complex texts, supporting English Language Learners, genre writing, writing to sources, and building social emotional skills. Wonders provides students equity of access to rich texts and rigorous instruction and gives tools to meet the needs of all students.

Through exploration of texts and daily development of their skills as readers, writers, speakers, and active listeners, students experience the power of literacy.. By providing a comprehensive set of connected resources for all learners, including fully integrated support for English language learners and students in need of Tier 2 support, Wonders offers educators the ability to adapt instruction. . Combining the work of literacy experts with research on social emotional learning, Wonders helps educators strengthen skills, bolster learning, and encourage independence, enhancing the important and inspiring work that takes places in the classroom, every day.

Wonders offers resources that align with your instructional approach. The text set of connected resources for each week or genre study is displayed in unit overviews, divided by minilessons and small-group instruction. Resources for read alouds, independent reading, and writing are included.

The Teacher Dashboard organizes resources for weekly lessons, activities, and printable materials. E-books, videos, activities, and games, provide a variety of resources for blended learning and independent work time. The digital planner makes it easy to reorganize the instruction and lesson plan. It offers the opportunity to search resources and lessons by skill and standard.

The Teacher's Edition provides a movable Teach It Your Way tab designed to move through each week and unit and carry specific notes about minilessons, small groups, independent time, and resources.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Decades of scientific research in reading have led to the identification of several key processes that should be addressed in literacy programs, all of which are addressed in Wonders: Text

Comprehension, Speaking and Listening, Phonological Awareness, Phonics and Word Recognition, Fluency, Vocabulary and Language, Conventions of English, Writing, and Social Emotional Learning. Learning to decode means developing strong phonemic awareness skills as well as knowledge of letters and some high frequency but less phonetically generalizable words. Decoding instruction must provide opportunities for instruction and practice in identifying letter sounds, matching letter sounds to symbols, and matching phonemes and pronunciations to letters, patterns, and words.

Development of oral language is also a focal point of instruction. Listening comprehension is developed throughout the grades. Students engage in active listening and learn discourse as a structure, including an emphasis on cohesion and syntax.

Decoding, oral language development, and comprehension of texts require strong instructional commitments. Each of these skill areas is complex in terms of the length of the time needed to master across grades and the number of components each requires. The instructional routines, scope and sequence of skills and strategies, and opportunities for whole class, small group, and peer-to-peer interaction support the continual development of these areas of reading.

Research-based best routines inform the various lesson structures. The gradual release of responsibility framework is embedded throughout the instruction, moving from teacher modeling, guided practice with the teacher, and collaborative practice among peers and small groups, with many opportunities for individual practice and application. This lesson framework – augmented by other essential learning supports (relevant to specific instructional objectives – enables teachers to focus on differentiation in small group instruction based on students’ specific needs (Gagne, 1965). The differentiated support provides scaffolds for struggling readers and, as well as opportunities to extend leaning.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

McGraw Hill is a committed partner in professional learning. We work districts to design a customized professional learning plan that meets the specific needs of their teachers and administrators. The district can choose from an array of onsite and virtual trainings to ensure the program is taught with fidelity from day one.

Our goal is to provide teachers with a thorough introduction to the Wonders curriculum, so teachers can begin using the resources immediately in their classroom. Topics during a customized on-site curriculum overview may include:

- Curriculum organization and orientation to materials
- Digital resource overview and exploration
- Lesson planning
- Student assessment and evaluation
- Differentiated instruction strategies and resources
- Best practices and effective teaching strategies
- Targeted intervention

- Follow-up, on-site support in classrooms

Teachers also have access to a robust professional learning environment online with their digital subscription:

Embedded Teaching Support

Resources designed to address immediate instructional challenges are embedded within the teacher's digital experience. Teachers have access to PD related to the topic they are preparing to teach when they are planning lessons. Embedded PD specifically supports teachers'

- Content knowledge
- Pedagogical knowledge (instructional practices)
- Digital teaching and learning strategies

Implementation Support

Teachers and administrators have one-click access to comprehensive user communities and courses designed to support them teach every step of the way.

Quick-Starts support teachers in the first 3-4 weeks of implementation and focuses on student enrollment, placement, and program tools and components.

Implementation Course is a deeper dive into all program aspects including deeper use of tools, data, and reporting while also focusing on pedagogy, standards, and teaching best practices.

Video Libraries

Many videos are available of master teachers, authors, and literacy experts sharing their content and pedagogical knowledge and instructional techniques. Topics include:

- Subject Specific Support
- Pedagogical/Instructional Support
- Classroom Modeling Videos
- Digital Instruction
- Dinah Zike's Foldables

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

95 Phonics Core Program, 2020

VENDOR

95 Percent Group

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://www.95percentgroup.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

95 Phonics Core Program

PROGRAM SPECIFIC WEBSITE

<https://www.95percentgroup.com/products/95-phonics-core-program/>

PROGRAM OVERVIEW

95 Phonics Core Program is a classroom-ready program that supports meaningful and effective literacy progress linked across grades. 95 PCP is grounded in the science of reading and serves as a phonics and word study supplement that enriches existing literacy programs. 95 PCP provides everything an educator needs to teach phonics: pre-written, guided opportunities for teacher modeling, and group and independent practice to help students achieve mastery at their own pace.

95 PCP Classroom Kits are sold by grade level. The kits are designed to support 20 students and include Teacher's Editions, Student Workbooks, Student Manipulative Kits with Phonics Chips, Sound-Spelling Cards, End-of-Unit Assessments, and access to the One95 Literacy Platform. The platform houses Spelling Lists, Assessments, Family Support Letters, and other teaching resources.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

95 Percent Group instructional materials and professional learning consistently align with the science of reading. There is a clear scope and sequence for explicit spelling instruction, closely aligned with the basic phonics and advanced word analysis scope and sequence. Materials are designed to be explicit, systematic, sequential, and cumulative, with scripted lessons for ease of use, incorporating gradual-release instructional models that actively engage students, and provide ongoing assessments to measure whether learning meets grade-level expectations. Instructional routines include the following sequence of steps: explicit instruction (with modeling); guided practice (student practice, application, and feedback); and generalization (application to a new context). Coordinated instructional sequences evidence clear and meaningful relationships of instruction across the five components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Science of Reading + 95 PCP Workshops. These workshops give 95 PCP educators an engaging opportunity to improve instructional practices and learn about current reading science by training virtually with our product experts. Each workshop day covers specific grade levels and examines the prevailing science supporting reading acquisition and instruction. Workshops are designed to give 95 PCP educators an engaging opportunity to improve instructional practices and learn more about current reading science.

Virtual Product Training. Our product experts guide successful implementations of 95 PCP through comprehensive, interactive virtual product training sessions.

Coaching and Consulting, Virtual or Onsite. We provide ongoing training in the form of coaching as an added level of professional development. During these sessions, experienced consultants prepare educators to deliver the lessons with fidelity to improve reading outcomes.

Foundational Courses, Virtual or Onsite. We offer a variety of foundational learning courses, such as The Science of Reading: Parts 1 and 2. These courses provide educators with strategies for employing evidence-based instructional responses for when a student is struggling.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Amplify Core Knowledge Language Arts (CKLA) PreK, 2014

VENDOR

Amplify Education, Inc

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">Prekindergarten	Prekindergarten	Yes

Vendor Information

VENDOR WEBSITE

<https://amplify.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Amplify Core Knowledge Language Arts (CKLA) PreK

PROGRAM SPECIFIC WEBSITE

<https://amplify.com/ohio-ckla>

PROGRAM OVERVIEW

Amplify Core Knowledge Language Arts PreK (Amplify CKLA PreK) is a comprehensive English Language Arts curriculum designed to prepare young children for later reading success by building foundational language and literacy skills. Amplify CKLA PreK materials and instruction provide explicit, systematic support for developing young children’s language, literacy, and content knowledge within the context of developmentally appropriate early childhood settings.

This program provides excellent preparation for young children who will be entering a Kindergarten classroom implementing the Core Knowledge Language Arts Kindergarten curriculum. The literacy skills, vocabulary, and content knowledge developed in Amplify CKLA PreK are explicitly designed to provide a foundation for the skills and content taught in Amplify CKLA Kindergarten classrooms. Additionally, Amplify CKLA PreK can be used as a stand-alone PreK language arts curriculum that comprises part of a comprehensive PreK curriculum—regardless of subsequent content and method of instruction.

Amplify CKLA PreK consists of two strands of instruction: the Listening & Learning strand and the Skills strand. These two strands provide systematic and explicit instruction in language, literacy, and content knowledge foundational to later reading success. The Listening & Learning strand is designed to help students build the vocabulary and content knowledge critical to listening comprehension during the PreK years and reading comprehension in the later grades. The Skills strand is designed to help students develop and strengthen skills that are foundational to later decoding, spelling, and writing (e.g., phonological and phonemic awareness, print knowledge, writing strokes, etc.). The two strands complement each other by systematically building towards the requisite comprehension and decoding skills that comprise skilled, fluent reading in the later grades.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Amplify CKLA Skills PreK aligns with the science of reading and incorporates strategies for effective literacy instruction to support students' development of strong foundational skills.

Amplify CKLA PreK encompasses two strands of instructional components: the Listening & Learning and Skills strands, aiming to deliver structured and explicit guidance in language, literacy, and foundational content knowledge crucial for subsequent reading proficiency. The Listening & Learning segment is tailored to foster students' vocabulary expansion and

comprehensive content acquisition crucial for enhancing listening comprehension in PreK and subsequent reading comprehension in advanced grades. Conversely, the Skills component targets the cultivation and reinforcement of fundamental competencies essential for future decoding, spelling, and writing proficiencies, encompassing phonological/phonemic awareness, print knowledge, and early writing skills. The coordinated integration of these two strands promotes a cohesive progression towards developing essential decoding and comprehension proficiencies pivotal for proficient and expressive reading abilities in subsequent grade levels. By embracing evidence-based practices such as systematic phonics instruction, vocabulary development, and comprehension instruction, Amplify CKLA for Pre-K provides young learners with the essential building blocks necessary for successful literacy development. Additionally, the program supports educators in implementing best practices for early literacy instruction, including differentiation, modeling, practice opportunities, feedback, and ongoing assessment to meet the diverse needs of students and promote optimal reading growth.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Amplify's suite of professional development offerings is designed to meet the needs of those new to our programs and those who are experienced in our programs. In addition, we understand educators have a limited amount of time and have different preferences for when and how they learn. Given this, each of our professional development offerings is designed with the following principles:

Scaffolded, phased professional learning:

Our professional development opportunities go far beyond initial product trainings and take participants through different stages of learning:

Launch sessions introduce administrators and teachers to their new curriculum and/or assessment program -- including the core features, materials, and research behind its design - and give teachers the opportunity to practice in a collaborative environment.

Strengthen sessions advance administrators' and teachers' understanding of their curriculum and/or assessment program and support them in taking their instructional practice to the next level. They also deepen content knowledge, planning, instructional, and/or data analysis practices. Strengthen session topics may include examining student writing or planning and targeted intervention instruction to effectively address students' needs.

Coach sessions incorporate each school's specific needs by offering a menu of popular topics or working with an Amplify coach to customize time spent together. These sessions provide administrators and teachers with in-the-moment feedback, grade-level planning support, and more.

Delivery methods include the following:

- Onsite: sessions are delivered in person (up to 30 participants)
- Remote: sessions are delivered remotely through webinars (up to 30 participants)

- Online: Amplify CKLA courses are taken independently by participants and are self-paced (individual)
- On-Demand: complimentary asynchronous training resources are included on the Amplify CKLA Professional Learning site and can be accessed anytime; resources include remote and hybrid instructional and planning resources, a self-study course for new teachers, recorded webinars, classroom videos, professional training materials, and more.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Benchmark Phonics, 2024

VENDOR

Benchmark Education Company

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Supplemental Foundational Skills	K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://www.benchmarkeducation.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Benchmark Phonics

PROGRAM SPECIFIC WEBSITE

<https://www.benchmarkeducation.com/benchmarkeducation/all-series/benchmark-phonics.html>

PROGRAM OVERVIEW

Benchmark Phonics is a research-based program, developed under the guidance of Wiley Blevins. The program was designed to complement a core instructional program and can be used with students who need further instruction and practice. Lessons contain whole-group and small-group components and can be implemented to support both methods of instruction. Benchmark Phonics instructional features include but are not limited to:

- Systematic Scope and Sequence
- Explicit instruction with embedded practice opportunities
- Built-in spiral review
- Daily connection of phonics skills, reading, and writing
- Engaging manipulatives to support different learning modalities
- Purposeful transition to multisyllabic words

Benchmark Phonics equips students with the skills they need to participate in on-level core ELA instruction.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Benchmark Phonics provides a cohesive instructional framework that reflects the Foundational Reading-Skill Competencies from the science of reading research (Adams, 1990; Beck & McCaslin, 1987; Blevins, 2017; Cassady, Smith, & Putman, 2008; Castles, Rastle, & Nation, 2018; Graham & Santangelo, 2014; Kilpatrick, 2015; Moats, 2010; Scarborough, 2001). The program includes a systematic scope and sequence developed under the guidance of Wiley Blevins (Moats, 2010). All critical science of reading guideposts are incorporated into the program, including but not limited to:

- Explicit instruction and practice
- Built-in review and repetition cycle
- Frequent application to reading and writing
- Ongoing attention to growth in vocabulary and content knowledge

Benchmark Phonics enhances a core instructional program by providing:

- Early Literacy Development: Early exposure to phonics instruction lays a strong foundation for reading success, preventing reading difficulties in later years.

- **Foundational Skills Focus:** Foundational reading skill instruction is a crucial component of literacy education as it teaches the relationships between letters and sounds.
- **Word Recognition:** Enhances students' ability to recognize and understand a wide range of words and spelling patterns.
- **Reading Fluency:** Helps improve students' reading fluency by providing them with the tools to decode words accurately.
- **Spelling and Writing:** Orthographic recall is necessary to correctly spell words. Spelling reinforces phonics skills while improving phonological awareness, and reading.
- **Students engage in a range of phonological and phonemic awareness tasks** that include larger units of phonological awareness, phonemic awareness tasks, and advanced manipulation to ensure students are both accurate and automatic with these skills. Students also engage in word awareness activities like word building, where they segment and blend the sounds and letters regularly in both isolation and in context. Benchmark Phonics instruction attunes students to the sounds, meaning, and graphic representation (letters) of words thus promoting orthographic mapping (Ehri, 2014).

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Benchmark provides professional learning to help leadership, teachers, and support staff successfully implement Benchmark Phonics. Our professional learning model is grounded in current research and offers well-designed interactive sessions that allow participants to internalize content for effective implementation. A variety of delivery methods include on-site, virtual, on-demand modules, and/or train the trainer.

Benchmark provides different layers of professional development. Once purchased Benchmark will provide a certain number of consultant days contingent upon anticipated materials obtained. These can be used to support Implementation I and II.

Implementation I: Initial Product Training for Implementation.

Implementation I includes on-demand training and training with a consultant (on-site or virtual). Below provides an overview of Implementation I: Initial Product Training:

- **Module I: Program Overview** is on-demand, self-paced, and located on Benchmark's online platform (Benchmark Universe). The session introduces the instructional framework, design, and components of Benchmark Phonics.
- **Module II: Program Resources** is on-demand, self-paced, and located on Benchmark Universe. It is designed to review the whole-group, small-group, and independent components within Benchmark Phonics.
- **Training with Consultant** is a live training that is provided virtually (2 ½ hours) or on-site (3 hours) with a Benchmark Consultant. This training is designed to look deeper at the instruction found within Read-Alouds, phonics/word study, reading/writing lessons, and application opportunities of Benchmark Phonics.

Implementation II: Follow- Up Sessions

Implementation II: Follow-Up is made up of training with a consultant (on-site or virtual) and on-demand modules. These trainings are designed to enhance teachers' understanding of the components including student supports.

On-Demand Follow- Up Training (Located on Benchmark Universe)

In addition to trainings delivered virtually or on-site by a consultant, teachers have access to on-going support options. These include: Program Review, eAssessment Administrator Module, eAssessment Teacher Module, Advance in Action, and Tech Talk How-to Modules.

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

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Blast Foundations, 2023

VENDOR

Really Great Reading Company, LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	Grade 1 only	Yes

Vendor Information

VENDOR WEBSITE

<https://www.reallygreatreading.com/>

VENDOR CONTACT INFORMATION

CONTACT #1

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Blast Foundations

PROGRAM SPECIFIC WEBSITE

<https://www.reallygreatreading.com/blast-foundations>

PROGRAM OVERVIEW

For emerging readers, Blast Foundations is a dynamic program designed to propel students into the world of literacy. Tailored for first graders, it covers letter-sound correspondences, phonemic awareness, high-frequency word fluency, phonics, and spelling. Blast Foundations is a fast-paced, 25-unit/week program completed in approximately one week per unit. With a focus on mastering the alphabetic principle, Blast equips students to become adept orthographic mappers, swiftly decoding complex words. Blast Foundations sets the stage for confident and efficient reading. Complementing these lessons are the Guided Practice Workbooks, Reading Playgrounds, decodable eBooks, and handwriting offering students a multifaceted opportunity to practice these skills to mastery.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Blast Foundations is a series of lessons focused on the essential foundational skills that students should master in their early reading education. It includes explicit instruction and progress monitoring of letter-sound correspondences, phonemic and phonological awareness, high-frequency word fluency, phonics knowledge, and spelling. Students will learn how to master reading words with complex consonant constructions in Closed Syllables, Open Syllables, Vowel-Consonant-e Syllables, Vowel Team Syllables, and inflectional endings.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Integrated Teacher Support is available for all educators. Virtual Implementation Training Courses are included in the purchase of classroom set-ups. Virtual implementation Courses (VITC) are a comprehensive training pathway designed to equip educators with the tools, knowledge, and confidence needed to navigate the intricacies of Blast. Our VITC program is strategically structured to respect teachers' time and ensure that they can begin implementing the programs with confidence after just 3.5 hours of instruction. With follow up support available with our implementation support specialists, live or live virtual.

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

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating core curriculum and instructional materials before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Countdown, 2023

VENDOR

Really Great Reading Company, LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Supplemental Foundational Skills	Kindergarten	Yes

Vendor Information

VENDOR WEBSITE

www.reallygreatreading.com

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Countdown

PROGRAM SPECIFIC WEBSITE

<https://www.reallygreatreading.com/countdown-kindergarten>

PROGRAM OVERVIEW

Unlock the magic of literacy with Countdown, an engaging and scientifically aligned foundational reading program tailored for kindergarteners. Countdown ensures a robust start to literacy by sequentially introducing key concepts, from phonological awareness to mastering letter-sound correspondences. Through playful activities and targeted lessons, students build a strong foundation for decoding and fluent reading. The program's daily lessons, spanning 28 weeks, include easy-to-follow scripted lessons and vibrant, image-based animations. Countdown fosters automaticity in letter-sound relationships, decoding skills, and high-frequency word recognition, preparing students for more complex reading challenges. Reinforcing this learning are the Guided Practice Workbooks, Reading Playgrounds, decodable eBooks, and handwriting that provide an interactive approach to solidify skills.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The program aims to build students' skills in phonemic awareness, emphasizing the understanding that words are composed of individual sounds. It guides students to use these skills for reading and spelling, comprehend the alphabetic principle, and develop automaticity in letter-sound relationships. Countdown facilitates accurate and automatic decoding of closed syllable words, mastery of high-frequency sight words, and the acquisition of phonics knowledge related to consonant digraphs and blends, with strategies for simple two-syllable words.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Integrated Teacher Support is available for all educators. Virtual Implementation Training Courses are included in the purchase of classroom set-ups. Virtual implementation Courses (VITC) are a comprehensive training pathway designed to equip educators with the tools, knowledge, and confidence needed to navigate the intricacies of Countdown. Our VITC program is strategically structured to respect teachers' time and ensure that they can begin implementing the programs with confidence after just 3.5 hours of instruction. Ongoing support through our dedicated implementation support team.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Curiosity Corner, 2nd Edition, 2013

VENDOR

Success for All Foundation

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">Prekindergarten	Prekindergarten	Yes

Vendor Information

VENDOR WEBSITE

<https://www.successforall.org>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Curiosity Corner, 2nd Edition, 2013

PROGRAM SPECIFIC WEBSITE

<https://www.successforall.org/our-approach/schoolwide-programs/curiosity-corner/>

PROGRAM OVERVIEW

Curiosity Corner is a complete, developmentally appropriate program for 4 year olds, that is research-proven to enhance children’s development in nine domains—personal, interpersonal, language and literacy, mathematics, cognitive, science, social studies, creative, and physical.

The program is organized in eighteen themes, with rich experiences and planned skill development in each. Curiosity Corner is built on a philosophy of cooperative learning and provides frequent opportunities to engage children in discussion and oral expression of ideas. Children in Curiosity Corner work cooperatively together with partners and in small groups as they explore new concepts and share information. Instructional strategies help ensure that children are motivated to learn and also help their peers learn. Children are frequently recognized for their efforts in working together to achieve goals, from demonstrating listening skills to sharing materials. Children are paired in a way that ensures that all children have an equal opportunity to succeed.

Curiosity Corner is developed as a spiral curriculum. Children are introduced to math, literacy, and thematic concepts and engage in concrete activities related to those concepts. The concepts are then revisited and practiced in many contexts throughout the year, allowing children to master them at their own rate.

The detailed, stimulating curriculum fosters the development of beginning literacy and math skills. Science and social studies concepts are also introduced in the context of rich, two-week thematic units. Most of the materials needed to implement the program are provided and packaged in a way that minimizes teacher preparation and maximizes effectiveness. Online lessons and video support bring this program to life.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Curiosity Corner aligns with the science of reading by integrating evidence-based practices that support early literacy development in young children. Literacy is developed through various components and daily activities within Curiosity Corner. Concepts are presented both directly and through natural experiences. Children then practice and explore skills and concepts independently and with peers. Repeated exposure and practice allow each child to develop the skills at their own pace within the larger group.

Children may vary greatly in their readiness to develop literacy skills. Curiosity Corner surrounds children with a print-rich environment. Teachers read rich children’s literature

daily, enhancing vocabulary and background knowledge about the world and about print. Sequential and cyclical lesson experiences help develop phonemic and phonological awareness, expose children systematically to rhyming, auditory segmenting, auditory blending, letters and sounds, knowledge of the alphabet, concepts of print, vocabulary, comprehension of read-aloud text, writing, and book conventions. The interactive routines, and structured lessons all work together to help all children develop and increase their skills, regardless of where they begin.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Professional development and coaching support are provided as an integral part of the Curiosity Corner approach. Both help to ensure that teachers and school leaders have a deep understanding of the goals, instructional approaches, materials, and progress monitoring tools embedded in the model. Professional development begins with a two-day workshop for teachers, paraprofessionals, and school leaders led by an experienced coach from the Success for All Foundation. After implementation begins, Success for All coaches are available by phone or email to answer questions for teachers and administrators to ease start-up. Coaches visits each school site observe in classrooms and conduct brief, targeted discussions to refine support continuous improvement in instructional practices.

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

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Frog Street Pre-K, 2020

VENDOR

Frog Street Press, LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">Prekindergarten	Prekindergarten	Yes

Vendor Information

VENDOR WEBSITE

<https://www.frogstreet.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Frog Street Pre-K, 2020

PROGRAM SPECIFIC WEBSITE

<https://www.frogstreet.com/curriculum/pre-k/>

PROGRAM OVERVIEW

Frog Street Pre-K, 2020 is a high-quality and comprehensive curriculum that is interdisciplinary and developmentally appropriate. It integrates instruction across various developmental domains and early learning disciplines such as language, literacy, math, Social-Emotional learning, and STEAM. The curriculum includes age-appropriate lessons and activities with embedded ongoing assessment. Conscious Discipline®, a leading social-emotional program, is integrated throughout the Frog Street curriculum. Developed by early childhood education experts, Frog Street programs align with the Ohio Early Learning and Development Standards. Frog Street Pre-K, 2020 is offered in English, Spanish, and Dual Language options.

Frog Street Pre-K is organized into nine themes. The thematic approach is particularly effective for young learners, as the brain naturally processes information through patterns and connections. Children can learn and grow by actively engaging with their environment and interacting with others. Both teacher-led and play-based learning provided in Frog Street Pre-K aim to develop maturity and independence in young children and offer many learning opportunities throughout the day. Both approaches are incorporated into Frog Street curriculum to offer a comprehensive experience for all early learners.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Frog Street utilizes large group, small group, and individual activities to incorporate language and literacy instruction throughout the day. The early literacy skills needed to develop phonemic awareness and phonics in young children begin with Alphabet Knowledge and Phonological Awareness identified as high-validity predictors of future reading success by the Report of the National Early Literacy Panel (2008) and continued research in emergent literacy. Morning Message provides daily explicit instruction in Alphabet Knowledge and Phonological Awareness on a developmental continuum. In addition, small group and individual learning center activities expose children to a multiple-letter approach with ongoing review and progress monitoring embedded in the instruction. These groupings also offer scaffolding activities to support phonological awareness.

Oral language development lays the foundation for both reading and writing. Frog Street supports oral language development with explicit instruction, including lessons that provide higher-order thinking questions to engage children's responses and interactive questions in learning centers. Frog Street also offers instructional strategies and materials to enhance

vocabulary development, including read-aloud lessons and shared writing activities to use vocabulary in various ways.

The Science of Reading Principle of Fluency applies to children learning to read words. Frog Street lays the foundation for fluency by modeled reading during Morning Message, Read Alouds, and Shared Writing lessons.

Read Aloud lessons in Frog Street Pre-K support interactive opportunities to ask and answer questions about text which supports the development of comprehension. The Read Aloud lessons provide strategies for both informational text and literature selections in the curriculum. Small Group vocabulary and shared writing lessons also support the development of understandings to build comprehension.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Frog Street has worked with school districts and organizations across the nation to provide professional development sessions and workshops that promote high-quality, consistent teaching. The Frog Street Professional Learning team collaborates closely with each district or organization to ensure that every aspect of the training aligns with the requirements and needs of the district, teachers, and administrators. Training cycles address the needs of Beginner, Intermediate, and Advanced practitioners, improving skills and competencies. Sessions are tailored to meet attendee requirements and can be conducted in person or virtually.

Frog Street understands the importance of effective tools, strategies, and techniques to prepare children for school—and the impact professional development can have on childcare providers and teacher success. Frog Street's evidence-based professional development solutions incorporate best practices to enhance ongoing support and professional growth for teachers, administrators, and district staff.

Our team provides engaging and interactive professional development designed to both motivate and educate. Providing training and professional development that motivates, engages, and educates is a key to teacher success and teacher retention. Frog Street training offers a variety of sessions to meet the needs of each district. Our professional development is designed to provide teaching strategies and best practices to provide tools for teachers to address a variety of professional development options, including, but not limited to:

- Implementation Training for Frog Street Curriculum.
- Custom Follow-up for Frog Street Curriculum
- Fidelity Coaching
- Coaching Connections
- Target Courses (based on specific needs)
- Train the Trainer

In addition to these solutions, the Frog Street Professional Development Team can provide customized workshops and coaching by contacting your local Account Executive.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Foundations, Second Edition, 2020

VENDOR

Wilson Language Training

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://www.wilsonlanguage.com/>

VENDOR CONTACT INFORMATION

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CONTACT #2

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Fundations, Second Edition, 2020

PROGRAM SPECIFIC WEBSITE

<https://www.wilsonlanguage.com/programs/fundations/>

PROGRAM OVERVIEW

Fundations® is a Structured Literacy program that provides foundational skills instruction informed by an extensive research base to achieve success with a wide variety of young learners. Based on Wilson’s flagship program, the Wilson Reading System® (WRS), Fundations is explicit, systematic, multimodal, cumulative, interactive, and data driven. Skills are presented across the program’s four Levels (K–3). Fundations focuses extensively on systematic phonemic awareness, decoding, spelling, and handwriting instruction and uses an integrated approach rather than addressing content in isolation. By directly teaching and reinforcing handwriting and spelling skills, students build a strong foundation in writing, an essential component of literacy instruction.

Each Level of Fundations is supported by comprehensive teacher and student materials. The initial implementation of Fundations will likely require the Fundations Classroom Set for 20 or 25 students. The Classroom Set includes the Teacher’s Kit plus all student consumable and durable materials for the selected program Level.

Fundations is delivered to all students in the general education classroom (Tier 1). Each Level is a yearlong curriculum that is implemented 30 minutes a day, five days a week. At-risk students who require early intervention (Tier 2) receive an additional 30 minutes of instruction three to five times per week.

Within that 30-minute daily lesson, Fundations emphasizes the mastery of skills through activity-based learning. After new concepts are introduced, students engage in a variety of learning activities that allow for:

- Initial practice of new skills
- Deeper development of these skills
- Review of previously taught skills
- Reinforcement of skills through practice that uses multiple formats
- Integrated practice and review of new and previously taught skills

Rotating through diverse activities while using different modalities and reinforcements supports learning and mastery while maintaining interest. With Fundations, learning is made fun while laying the groundwork for lifelong literacy.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The power of Foundations® is both the “what” and the “how.”

The “what”: Foundations is based on scientific reading research that demonstrates reading is the intersection of five critical components: phonemic awareness and phonics (also referred to as alphabetics), fluency, vocabulary, and comprehension. These components are specified as critical foundational reading skills in college and career-readiness standards. Specifically, all children should receive direct, systematic instruction in these five areas during grades K–3. Together, they form the foundation upon which higher level reading skills are built. These components are the basis for Foundations learning activities. To see how each Foundations activity aligns with research findings on effective practices, see Foundations K–3 Learning Activities: Alignment to the Science of Reading.

The “how”: The Foundations curriculum and strategies are expertly aligned to the science of reading and writing. Each Level incorporates the principles of instruction identified by research as effective in increasing achievement for all students.

- **Explicit:** The teacher directly teaches all concepts and skills through explanation, modeling, and active learning.
- **Systematic/cumulative:** All concepts are taught and practiced following a specified sequence, building upon previously taught skills.
- **Multimodal:** Interactive, engaging lessons help students maintain their focus.
- **Differentiated/diagnostic:** Teachers tailor lessons according to students’ needs.
- **Integrated:** Foundations incorporates a variety of learning activities to ensure an applied approach to skill and strategy development.
- **Ample practice opportunities:** Within the activities, students receive targeted feedback. In this way, Foundations teachers teach to mastery/automaticity.
- **Cognitive/rigorous:** Students engage in metacognitive thinking that is essential to understanding the underpinnings of word structure and to applying and generalizing concepts.
- **Emotionally sound:** Expectations are clear and manageable. Students develop self-efficacy as they see small successes add up to measurable achievements.

These instructional principles allow students to experience greater gains in the skills required for independent reading and spelling.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

The goal of Foundations® professional learning is to work collaboratively with districts to improve student outcomes by fully implementing the program with increasing fidelity.

For Tier 1 settings, Wilson offers Foundations Level-specific Virtual Launch Workshops for Levels K–2 combined with yearlong Virtual Implementation Support (VIS).

Foundations Virtual Launch Workshops provide the practice/guidance needed to begin teaching the Level-specific Foundations curriculum. These interactive workshops allow for

teacher input and engagement via activities and discussions. The workshops review the program, Foundations materials/resources, the Teacher’s Manual, and lesson planning practice. A closing debrief helps participants kickoff their instruction.

VIS is geared toward teachers new to Foundations. It’s delivered over a school year by a highly qualified team of Wilson® Literacy Specialists and Wilson® Credentialed Trainers. This Level-specific online community of practice allows for the time and space needed to deepen skills, learn practical tips, and connect with peers nationwide.

For Tier 2 settings, Wilson offers the Foundations Intervention Workshop in addition to Foundations Level-specific Virtual Launch Workshops. The Intervention Workshop focuses on the Intervention lesson and use of the Foundations curriculum-based measurement tool to monitor progress.

To help districts move toward fidelity and sustainability, additional coaching visits and courses are recommended, as well as the development of site based Foundations Facilitators and Presenters. Facilitators are teacher-leaders with a deeper knowledge of Foundations implementation at their respective Level in order to support their district teachers. Presenters are skilled Facilitators with deep programmatic knowledge who have completed additional professional learning that allows them to conduct program workshops within their district.

The online Foundations Learning Community provides teacher support through monthly expert tips, video demonstrations, and print resources. Additional Foundations support is available via FUNHUB®, an online resource featuring instructional lessons, print and digital resources, on-demand videos, a Unit Test Tracker, and InterActivities.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

HD Word, 2023

VENDOR

Really Great Reading Company, LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Supplemental Foundational Skills	Grade 2 only	Yes

Vendor Information

VENDOR WEBSITE

<https://www.reallygreatreading.com/>

VENDOR CONTACT INFORMATION

CONTACT #1

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CONTACT #2

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

HD Word, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.reallygreatreading.com/hd-word-2nd-12th>

PROGRAM OVERVIEW

HD Word, a foundational skills program designed for second grade, is the key to unlocking decoding mastery and fluent reading. Designed as a fast-paced, 33-week/unit, Tier 1 supplemental program, HD Word systematically teaches essential phonics structures, paving the way for confident readers. HD Word's focus on foundational skills ensures transferable improvements in fluency and comprehension. The program covers a spectrum of standards, from distinguishing long and short vowels to decoding complex multi-syllable words. HD Word empowers students to become efficient, effective readers, making it an invaluable tool for prevention. Enhancing this journey are the Guided Practice Workbooks, Reading Playgrounds, decodable eBooks, and handwriting components, fostering practice-to-mastery for a well-rounded literacy experience.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

HD Word is a set of 33 lessons that efficiently teaches the foundational skills that lead to strong decoding and fluent reading. The lessons systematically teach the essential phonics structures that unlock the English code in both simple and complex words.

Examples of the types of standards addressed in HD Word:

- Distinguishing long and short vowels
- Decoding single- and multi-syllable words with features such as consonants, consonant blends, consonant digraphs, vowel teams/vowel digraphs, and diphthongs.
- Decoding words with regular and irregular vowel spellings and patterns
- Decoding words using common syllabication patterns
- Decoding words with common prefixes and suffixes, as well as common Latin suffixes
- Reading unfamiliar multisyllabic words in and out of context

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Integrated Teacher Support is available for all educators. Virtual Implementation Training Courses are included in the purchase of classroom set-ups. Virtual implementation Courses (VITC) are a comprehensive training pathway designed to equip educators with the tools, knowledge, and confidence needed to navigate the intricacies of HD Word. Our VITC program is strategically structured to respect teachers' time and ensure that they can begin implementing the programs with confidence after just 3.5 hours of instruction. Follow up support with dedicated implementation support specialists as requested either live or live virtual.

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Open Court Reading, 2016/2018

VENDOR

McGraw Hill LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://www.mheducation.com/>

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Open Court Reading, 2016/2018

PROGRAM SPECIFIC WEBSITE

<https://www.mheducation.com/prek-12/program/open-court-reading-2016/MKTSP-THA14M0.html#about>

PROGRAM OVERVIEW

Open Court Reading is based on research-based instruction, teacher input, and learner verification. The independent research base used to develop Open Court Reading spans more than 50 years. Open Court Reading is effective because it reinforces student learning through systematic, explicit instruction. Teacher-informed, research-validated teaching and learning strategies create undeniable results for every learner.

The Teacher's Editions provide a comprehensive and detailed blueprint for instruction that includes explicit guidance for the teacher in each lesson, as well as Teacher Tips that help teachers meet the needs of all students in the classroom.

Through the use of Decodable Stories in Grades K-2, Big Books in Grades K-1, and Student Anthologies in Grades 1-2, students are provided with numerous opportunities to access text. Such reading opportunities provide strong oral vocabulary and language development, preparing students for increased comprehension.

Students learn to connect the sounds of the English language with the letter or grapheme representing the sound through the use of Sound/Spelling Cards. These cards are a resource for students to use to remember sound-spelling correspondences for both reading and writing.

The Lesson and Unit Assessments and Benchmark Assessments help teachers measure students' understanding of the instructional content and use the results to inform and differentiate instruction, especially for students needing some type of intervention to ensure they will not be at risk for reading failure.

Open Court Reading continues to evolve in response to new technology, teacher feedback, and the latest relevant research. It continues to create documented success in a diverse range of schools, districts, and student populations.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Open Court Reading is founded upon a commitment to research. Key instructional areas build across grade levels to ensure students become confident and effective readers by the end of grade 3. Open Court Reading has had a long and successful history of teaching critical foundational skills using research-based materials that integrate findings from learning theory and cognitive science, also known as the Science of Reading, as well as literacy development and teacher expertise. Equally as important, these skills have always been an

integral part of a comprehensive language arts curriculum. Throughout Open Court Reading, educators will find instructional approaches and strategies informed and supported by both the Science of Reading and our long-standing history of classroom efficacy.

The Open Court Reading Teacher’s Guide provides a comprehensive and detailed blueprint for instruction that includes explicit guidance for the teacher in each lesson, as well as Teacher Tips that help teachers meet the needs of all students in the classroom. Days, objectives, and materials are clearly listed and defined. Whole group instruction and opportunities for independent practice foster skills and instruction. Each weekly lesson is divided into color coded sections that are easy to follow.

- Part 1: Foundational Skills. The green band is systematically devoted to Foundational Skills such as Phonemic Awareness, Phonics, and Fluency.
- Part 2: Reading and Responding. The red band is focused on explicitly teaching comprehension strategies, skills, and writer’s craft using specific activities for Before, During, and After Reading, so that students learn to independently access complex text.
- Part 3: Language Arts. The blue band focuses on teaching Spelling, Penmanship, Grammatical concepts, and the Writing Process.

Early established routines support clear expectations for students and create easy to follow lessons for teachers. Instructional and management routines are incorporated into each part of the lesson.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

For 60 years, Open Court Reading has provided ongoing professional development for administrators, teachers, and parents. Professional development comes in many forms, including: in-person training, within the Program Overview, at point of use within the program, and on the digital Professional Learning Environment.

In-person training usually occurs before the beginning of school and may include refreshers during the school year. The Program Overview gives explanations of each portion of the program and the rationale behind each section. At point of use within the digital program, teachers may click on “Show Me How” videos that offer quick video tips supporting the lesson instruction, relate information specific to the grade level, include support for English Learners, and are part of a digital library of over 500 coaching videos.

The Professional Learning Environment (PLE) offers a variety of resources, including the following:

- Implementation Course
 - Features model videos, interactive tutorials, and PDFs that offer just- in-time resources and highlight instructional routines for teachers
 - Supports teachers with access to the Online Teacher Community so that teachers can share ideas, discuss best practices, and connect with colleagues, coaches, and curriculum specialists nationwide
 - Gives targeted training and support for specific grade levels

- Offers professional development hours to teachers who complete the course requirements
- eLearning modules such as:
 - Getting Started
 - Foundations of Phonics Instruction
 - Teaching with Instructional Routines
 - Exploring your Foundational Skills Kit

Online support 24/7/365 and instruction on program implementation and best practice to extend knowledge and understanding of the program.

McGraw Hill recognizes that ongoing professional development is critical to the success and fidelity of implementation. We will work with the district to develop a comprehensive professional development plan that includes initial training, follow up, coaching, and booster sessions as needed.

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

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Open Court Reading, 2023

VENDOR

McGraw Hill LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://www.mheducation.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Open Court Reading, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.mheducation.com/prek-12/program/microsites/MKTSP-THA19M01.html>

PROGRAM OVERVIEW

Open Court Reading is based on research-based instruction, teacher input, and learner verification. The independent research base used to develop Open Court Reading spans more than 50 years. Open Court Reading is effective because it reinforces student learning through systematic, explicit instruction. Teacher-informed, research-validated teaching and learning strategies create undeniable results for every learner.

The Teacher's Editions provide a comprehensive and detailed blueprint for instruction that includes explicit guidance for the teacher in each lesson, as well as Teacher Tips that help teachers meet the needs of all students in the classroom.

Through the use of Decodable Stories in Grades K-2, Big Books in Grades K-1, and Student Anthologies in Grades 1-2, students are provided with numerous opportunities to access text. Such reading opportunities provide strong oral vocabulary and language development, preparing students for increased comprehension.

Students learn to connect the sounds of the English language with the letter or grapheme representing the sound through the use of Sound/Spelling Cards. These cards are a resource for students to use to remember sound-spelling correspondences for both reading and writing.

The Lesson and Unit Assessments and Benchmark Assessments help teachers measure students' understanding of the instructional content and use the results to inform and differentiate instruction, especially for students needing some type of intervention to ensure they will not be at risk for reading failure.

Open Court Reading continues to evolve in response to new technology, teacher feedback, and the latest relevant research. It continues to create documented success in a diverse range of schools, districts, and student populations.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Open Court Reading is founded upon a commitment to research. Key instructional areas build across grade levels to ensure students become confident and effective readers by the end of grade 3. Open Court Reading has had a long and successful history of teaching critical foundational skills using research-based materials that integrate findings from learning theory and cognitive science, also known as the Science of Reading, as well as literacy development and teacher expertise. Equally as important, these skills have always been an

integral part of a comprehensive language arts curriculum. Throughout Open Court Reading, educators will find instructional approaches and strategies informed and supported by both the Science of Reading and our long-standing history of classroom efficacy.

The Open Court Reading Teacher’s Guide provides a comprehensive and detailed blueprint for instruction that includes explicit guidance for the teacher in each lesson, as well as Teacher Tips that help teachers meet the needs of all students in the classroom. Days, objectives, and materials are clearly listed and defined. Whole group instruction and opportunities for independent practice foster skills and instruction. Each weekly lesson is divided into color coded sections that are easy to follow.

Part 1: Foundational Skills. The green band is systematically devoted to Foundational Skills such as Phonemic Awareness, Phonics, and Fluency.

Part 2: Reading and Responding. The red band is focused on explicitly teaching comprehension strategies, skills, and writer’s craft using specific activities for Before, During, and After Reading, so that students learn to independently access complex text.

Part 3: Language Arts. The blue band focuses on teaching Spelling, Penmanship, Grammatical concepts, and the Writing Process.

Early established routines support clear expectations for students and create easy to follow lessons for teachers. Instructional and management routines are incorporated into each part of the lesson.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

For 60 years, Open Court Reading has provided ongoing professional development for administrators, teachers, and parents. Professional development comes in many forms, including: in-person training, within the Program Overview, at point of use within the program, and on the digital Professional Learning Environment.

In-person training usually occurs before the beginning of school and may include refreshers during the school year. The Program Overview gives explanations of each portion of the program and the rationale behind each section. At point of use within the digital program, teachers may click on “Show Me How” videos that offer quick video tips supporting the lesson instruction, relate information specific to the grade level, include support for English Learners, and are part of a digital library of over 500 coaching videos.

The Professional Learning Environment (PLE) offers a variety of resources, including the following:

- Implementation Course
 - Features model videos, interactive tutorials, and PDFs that offer just-in-time resources and highlight instructional routines for teachers
 - Supports teachers with access to the Online Teacher Community so that teachers can share ideas, discuss best practices, and connect with colleagues, coaches, and curriculum specialists nationwide

- Gives targeted training and support for specific grade levels
- Offers professional development hours to teachers who complete the course requirements
- eLearning modules such as:
 - Getting Started
 - Foundations of Phonics Instruction
 - Teaching with Instructional Routines
 - Exploring your Foundational Skills Kit

Online support 24/7/365 and instruction on program implementation and best practice to extend knowledge and understanding of the program.

McGraw Hill recognizes that ongoing professional development is critical to the success and fidelity of implementation. We will work with the district to develop a comprehensive professional development plan that includes initial training, follow up, coaching, and booster sessions as needed

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

PreK On My Way, First Edition, 2020

VENDOR

Scholastic Inc.

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">Prekindergarten	Prekindergarten	Yes

Vendor Information

VENDOR WEBSITE

<https://www.scholastic.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

PreK On My Way, First Edition, 2020

PROGRAM SPECIFIC WEBSITE

<https://teacher.scholastic.com/education/pre-k-on-my-way/index.html>

PROGRAM OVERVIEW

PreK On My Way (PKOMW) is a comprehensive full-year PreK program that welcomes every child into the classroom, building upon their strengths and curiosity as they take the first steps on their learning adventure. The curricular program features best practices in early childhood education that support children’s development in literacy, language, math, and all domains of learning. Additionally, PreK On My Way features materials and resources in print and digital and content that is engaging for all children with songs, games, books, and learning opportunities that foster critical thinking and reasoning. PKOMW is available in English, Spanish, or as a bilingual combination, and is best suited for children ages 3-5.

PreK On My Way features a developmentally appropriate model that builds language, literacy, and math skills through applied learning across 10 content areas and skill domains:

1. Social-Emotional Development
2. Language and Communication
3. Emergent Literacy Reading.
4. Emergent Literacy Writing
5. Mathematics
6. Science
7. Social Studies
8. Fine Arts
9. Physical Development and Health:
10. Technology

Additional features include:

- Mind Builders that support a child’s growth in social-emotional, executive functioning, motivation, and creativity skills
- Family conversation starters, activities, and online support that encourage children to extend their learning beyond the classroom
- Responsive instruction for all multi-age, special needs, and multilingual learners
- Resources and support materials developed according to early learning standards and Head Start Early Learning Outcomes
- Professional Learning: Participating schools/districts can choose to purchase a half day, getting started workshop to learn how to utilize the program well – “Getting Started with PreK On My Way: In-Person Session” (three hours).

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

PreK On My Way features best practices for early childhood education that are rooted in research into the science of reading. The program provides developmentally appropriate explicit instruction for language, literacy, and math, as well as content-area domains. Throughout the year, children build foundational skills that build toward effective reading. Listed below are a few examples:

- **Phonemic Awareness:** PKOMW incorporates phonological awareness in children’s large-group, small-group, and independent learning experiences. Children learn words within sentences, compound words, beginning sounds linked to alphabet instructional cycles, alliteration, rhyme, ending sounds, and more.
- **Phonics:** PreK On My Way includes direct phonological instruction. Many large-group and small-group lessons, including every Alphabet Knowledge lesson, incorporate letter-sound correspondence, building a strong phonics foundation for children. There are multiple instructional cycles to “Introduce and Practice” letters and letter sounds and to review them.
- **Fluency:** The program provides repeated learning experiences with texts, vocabulary, letters, numerals, and sight words to help children build the automaticity that supports reading fluency. Large-group lessons feature repeated shared reading of texts. Vocabulary is taught and retaught. Alphabet Cards and Number Cards present multiple representations of the symbols.
- **Vocabulary:** In partnership with the Children’s Learning Institute (CLI), Scholastic has built upon the successful research model known as Developing Talkers, which has led to significant growth in children’s receptive and expressive vocabulary skills. PreK On My Way teaches more than 800 vocabulary words related to the cross-domain weekly concept explorations, read-aloud books, and vocabulary photo cards.
- **Comprehension:** PKOMW includes a variety of approaches to develop children’s comprehension of read-aloud texts. Large-group Circle Time activates prior knowledge, builds background, actively engages children, and introduces key vocabulary to support children’s read-aloud comprehension. Large-group Story Time and the “Talk About It” opportunity allow teachers to see who understands and/or needs more support.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Initial learning options include a half-day, getting started workshop. Learning outcomes associated with this in-person workshop are included below. This is a separate purchase from the classroom curriculum. Schools or districts may also choose to partner this initial learning with purchased coaching or consultative supports that provide teachers with explicit instructional feedback. The Scholastic team is prepared to come alongside your team and design an effective professional learning plan to support the educators implementing the PKOMW curriculum.

Workshop - Getting Started with PreK On My Way: In-Person Session (3 hours)

Learning Outcomes:

Participants will be able to:

- Describe the PreK On My Way research foundations and components
- Establish a safe and equitable learning environment
- Use PreK On My Way resources to support development in all skill domains
- Align instruction to best practices for responsive teaching
- Plan, teach, and evaluate a lesson
- Observe and assess children to monitor progress and inform instruction

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Reading Horizons Discovery, 2023

VENDOR

HEC Software, Inc. (d/b/a Reading Horizons)

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://www.readinghorizons.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Reading Horizons Discovery, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.readinghorizons.com/reading-curriculum/elementary-reading-curriculum/overview>

PROGRAM OVERVIEW

Reading Horizons Discovery® is a research-based foundational reading program that uses the instructional principles of Orton-Gillingham and Structured Literacy. Reading Horizons Discovery® uses a digital tool that streamlines instruction for teachers. It provides lesson content, resources, data, and differentiation in one place, making it easy for teachers to access what they need for foundational reading instruction.

The digital component of Reading Horizons incorporates special functionalities and interactive capabilities. This includes engaging digital lessons, interactive activities, and real-time progress tracking. These features enhance the learning experience by making it more dynamic and data-driven. Reading Horizons is committed to providing a modern and interactive learning environment.

Reading Horizons is designed to be inclusive and accessible to all students. We have specific support in place for English language learners (ELLs), students with special education needs, and high-ability or gifted students. Our curriculum includes resources and strategies tailored to these student groups, ensuring that every learner can access and meet Core Standards. Additionally, our commitment to universal design principles makes the curriculum adaptable to diverse learning styles and abilities.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Reading Horizons aligns closely with the Science of Reading, addressing both word recognition and language comprehension components as described in the Reading Rope model. The program explicitly teaches the foundational skills needed for word recognition, including phonemic awareness, phonics, and fluency. By incorporating daily lessons and multisensory learning, Reading Horizons builds a solid foundation for students to recognize and decode words efficiently.

Additionally, the program recognizes the importance of language comprehension. Reading Horizons enhances students' language comprehension by providing a strong vocabulary component and by teaching students to make connections between phonics and comprehension, ensuring they understand the text they read.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Reading Horizons professional learning trains teachers on how to provide direct, intensive, and systematic lessons. Furthermore, the daily lessons are carefully paced and systematically structured, moving from simple to complex, ensuring that students receive clear phonetic instruction.

Reading Horizons Implementation Managers walk shoulder to shoulder with district leaders every step of the way to set up professional learning, conduct regular implementation reviews, and answer questions so you have a smooth path to success with your students.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Ready to Advance, 2022

VENDOR

Benchmark Education Company

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">Prekindergarten	Prekindergarten	Yes

Vendor Information

VENDOR WEBSITE

<https://www.benchmarkeducation.com/>

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Ready to Advance, 2022

PROGRAM SPECIFIC WEBSITE

<https://www.benchmarkeducation.com/benchmark-ready-to-advance-listos-y-adelante>

PROGRAM OVERVIEW

Ready to Advance is a comprehensive preschool curriculum that addresses the oral language, literacy, math, social emotional, cognitive, and physical development of children who are three and four years old. The program provides explicit embedded differentiation in all small group lessons (including support for multilingual learners) and two complete sets of unit-aligned, age-appropriate assessment resources.

Ready to Advance lessons are built upon research-proven learning progressions based on the renowned work of consulting author, Dr. Karin Hess. The learning progressions ensure that instruction is rigorous and follows developmentally appropriate and evidence-supported practices. Lessons include a variety of text-dependent questions that invite children to think deeply, make connections, and express their ideas daily in whole-and small-group collaborative learning.

The curriculum is organized into 10 units by themes that help children build content knowledge, vocabulary, and skills involving oral language, literacy, math, social emotional, cognitive, and physical development. The ten themes include:

- All About Me
- Families and Friends
- Communities and Health
- Community Jobs and Fall
- Celebrations and Winter
- Animals
- Transportation
- Spring and Growing Things
- Farms and Food Sources
- Insects and Ecology

Each unit has specific, high quality lap books written for the program to address language, literacy, math, and social emotional skills and standards. Entire units focus on social studies, science, and physical development themes. Concepts, vocabulary, and skills increase in complexity across the units systematically to build children's background knowledge and application of cognitive thinking skills. Additionally, each week of instruction includes a menu of theme-aligned transition activities that include songs, fingerplays, and physical movement games. Children participate in play centers and transition activities throughout each day, ensuring an approximate 50/50 balance of teacher-led explicit instruction and child-directed, collaborative learning. All resources work together to provide a coherent and cohesive

learning experience that encourages children to become confident, inquisitive, and lifelong learners.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Ready to Advance is built upon research-supported practices aligned to the Science of Reading that include systematic instruction in phonological and phonemic awareness (and high-frequency words) to support word recognition, as well as explicit vocabulary development to support language comprehension (the two major strands of Scarborough's reading rope). Dr. Vicki Gibson served as lead author for Ready to Advance, drawing from over 40 years of experience in the classroom and as a researcher and national consultant, with expertise in providing differentiated instruction and effective classroom management in Early Childhood Education. Consulting author, Dr. Karin Hess, is recognized internationally for her research on cognitive rigor and learning progressions. Ready to Advance reflects her research-based models, promoting effective instruction and assessment that moves young students toward greater engagement and deeper learning.

The program includes daily whole-group and small-group differentiated lessons provide activities to support intentional oral language and vocabulary development through read-aloud, shared reading, and phonics instruction, including phonological and phonemic awareness and collaborative conversations.

Instructional routines found in Ready to Advance provide step-by-step teacher support and suggested language to support oral language and literacy, math, and science skills. The routines are introduced in early units and applied throughout the program. The Vocabulary and Suggested Trade Books resource in each unit identifies specific words taught throughout the unit. The Overview (or Unit Tab in print) also lists target vocabulary by domain: Language/Literacy or Mathematics/Science. In addition, children participate in play centers and transition activities throughout each day, ensuring an approximate 50/50 balance of teacher-led explicit instruction and child-directed, collaborative learning. Children practice decoding, encoding and oral language daily through collaborative conversations and guided practice, including shared reading and writing experiences where they apply language skills in isolation and connected to various types and genres of age-appropriate complex text.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Benchmark Education Company provides professional learning to help leadership, teachers, and support staff successfully implement Ready to Advance. Our professional learning model is grounded in current research and offers well-designed interactive sessions that allow participants to internalize content for effective implementation. A variety of delivery methods include on-site, virtual, on-demand modules, and/or train the trainer.

Benchmark Education Company provides different layers of professional development. Once purchased Benchmark will provide a certain number of consultant days contingent upon anticipated materials obtained. These can be used to support Implementation I and II.

Implementation I: Initial Product Training for Implementation. Implementation I includes on-demand training and training with a consultant (on-site or virtual). Below provides an overview of Implementation I: Initial Product Training:

- Module I: Program Overview is on-demand, self-paced, and located on Benchmark's online platform (Benchmark Universe). The session introduces the instructional framework, design, and components of Ready to Advance.
- Module II: Program Resources is on-demand, self-paced, and located on Benchmark Universe. It is designed to review the whole-group, small-group, and independent components within Ready to Advance.
- Training with Consultant is a live training that is provided virtually (2 ½ hours) or on-site (3 hours) with a Benchmark Consultant. This training is designed to look deeper at the instruction found within Read-Alouds, phonics/word study, reading/writing lessons, and application opportunities of Ready to Advance.

Implementation II: Follow- Up Sessions. Implementation II: Follow-Up is made up of training with a consultant (on-site or virtual) and on-demand modules. These trainings are designed to enhance teachers' understanding of the components including student supports.

On-Demand Follow- Up Training (Located on Benchmark Universe). In addition to trainings delivered virtually or on-site by a consultant, teachers have access to on-going support options. These include: Program Review, eAssessment Administrator Module, eAssessment Teacher Module, Advance in Action, and Tech Talk How-to Modules.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

UFLI Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022

VENDOR

Ventris Learning/UFLI

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Supplemental Foundational Skills	K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://www.ventrislearning.com/uflifoundations/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

UFLI Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022

PROGRAM SPECIFIC WEBSITE

<https://ufl.education.ufl.edu/foundations/>

PROGRAM OVERVIEW

UFLI Foundations is structured to introduce students in the primary grades to the foundational knowledge and skills necessary for proficient reading. The UFLI Foundations program follows a scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.

UFLI Foundations was designed for whole group instruction in grades K-2, but can be used as small group or individual intervention for students in any grade who need support with the concepts the program covers.

Each UFLI Foundations lesson follows the same 8-step routine and is taught over the course of two days. Steps 1-4 are a warm up and review of previously introduced concepts, Step 5 is an explicit introduction to a new concept, Step 6 is decoding and encoding practice through word work, Step 7 is explicit instruction in irregular words, and Step 8 is practice reading and writing sentences and reading decodable passages.

Teachers will need 30 minutes per day for UFLI Foundations instruction. In a typical 5-day week, a teacher would teach one lesson on Monday and Tuesday, a second lesson on Wednesday and Thursday, then use Friday to review both lessons and administer a brief progress monitoring assessment. The progress monitoring assessment results are used to guide teachers in planning small group differentiated support.

The UFLI Foundations manual provides the scope and sequence, lesson plans, implementation guidance, and additional resources. Only one manual is needed for the entire program. Manuals can be purchased through our publisher, Ventriss Learning:

<https://www.ventrisslearning.com/uflifoundations/>.

All supplemental program resources are freely available on the UFLI Toolbox:

<https://ufl.education.ufl.edu/foundations/toolbox/>.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The science of reading is the accumulated body of evidence about high quality reading instruction from various fields of study including education, psychology, linguistics, and neuroscience. UFLI Foundations is grounded in this research evidence.

According to the Simple View of Reading (Gough & Tunmer, 1986), reading comprehension is the product of two factors: decoding and linguistic comprehension. UFLI Foundations addresses the decoding side of this equation. It should be paired with a separate program that teaches linguistic comprehension.

During each step in the UFLI Foundations lesson routine, students learn and apply skills and strategies essential to independent reading. These skills include phonemic awareness, alphabet knowledge, grapheme-phoneme correspondences, decoding and encoding, and reading connected text. The sequence of the lesson steps provides a logical progression to build students' proficiency and confidence.

The instruction is explicit and systematic with plentiful opportunities to respond, interleaved practice, frequent progress monitoring, and differentiated support. The Introduction and Essential Background Knowledge chapters of the UFLI Foundations manual provide a more detailed summary of this information.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

The UFLI team offers an Essential Background Knowledge Course and Implementation Training. The course and training are each 6 hours of content and can be delivered live in person, live virtually, or through an asynchronous online course. Implementation training is also available as a free on-demand webinar series through our YouTube channel:

[youtube.com/@uflifoundations](https://www.youtube.com/@uflifoundations).

The Essential Background Knowledge Course provides background information to reinforce and refine teachers' professional knowledge about reading and effective instruction. It includes the following eight modules: 1) Research on Reader Development, 2) Effective Instruction and Intervention, 3) Fundamentals of Reading Words, 4) Teaching Letters, 5) Teaching Sounds, 6) Teaching Grapheme-Phoneme Correspondences, 7) Teaching Decoding and Encoding, 8) Application in Connected Text.

The Implementation Training provides an overview of the UFLI Foundations program and hands on practice with the lesson routine. It includes the following four modules: 1) Program Overview, 2) Introduction to the Manual and Materials, 3) Lesson Step Modeling and Practice, 4) Introduction to Progress Monitoring and Differentiation.

We also offer customizable packages of ongoing support for school administrators, literacy coaches, and teachers.

All PD requests can be submitted via email to UFLI-PD@coe.ufl.edu or by completing a PD request form: <https://uflifoundations.org/programs/professional-development/>.

All supplemental program resources are freely available on the UFLI Toolbox: <https://uflifoundations.org/toolbox/>.

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

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

World of Wonders, 2017

VENDOR

McGraw Hill LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">Prekindergarten	Prekindergarten	Yes

Vendor Information

VENDOR WEBSITE

<https://www.mheducation.com/>

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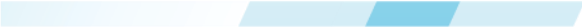
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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

World of Wonders, 2017

PROGRAM SPECIFIC WEBSITE

<https://www.mheducation.com/prek-12/program/microsites/MKTSP-BGA10M0/world-of-wonders.html>

PROGRAM OVERVIEW

"World of Wonders builds a strong foundation for early literacy and provides developmentally appropriate instruction for early learners, ages 3 to 5, including cross-curricular activities, a focus on social-emotional development and preparation for kindergarten and beyond.

World of Wonders is uniquely designed to ensure that students are provided developmentally appropriate experiences at each stage of development, through its differentiated instructional pathways for 3-year-olds and students needing extra support, 4-year-olds, and advanced learners.

The program is literacy-focused to build fundamental literacy skills, while incorporating daily math, social studies, science, music and movement for strong cross-curricular connections; and was developed based on the most current research on effective early childhood development practices.

World of Wonders supports kindergarten readiness with:

- A focus on letters, oral language, knowledge-building, and listening comprehension.
- Development of social-emotional skills.
- Math content that is developmental and recursive.
- Integration of science, social studies, and music in every unit.

Specific components that address children's success in the transition to school include a strong focus on social-emotional development and classroom routines, rich experiences with oral vocabulary to overcome the "word deficit" with which many children enter school, and a clear skills progression for kindergarten readiness in phonemic awareness, letter knowledge, concepts of print, and other key early literacy and numeracy skills. Embedded professional development further supports teachers in implementing research-based classroom practices.

Additionally, World of Wonders provides weekly explicit lesson plans for the teacher with student learning outcomes for each week of instruction as well as daily focus questions and morning messages for students. World of Wonders includes a variety of whole group, differentiated small group, and centers with purposeful play to achieve weekly and unit learning goals. Teachers will also find adaptations for students with disabilities and developmental red flag checks that may be delaying student progress.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

McGraw Hill is dedicated to the application of foundational and current research toward the development of products designed to improve student and educator outcomes. As such, we have drawn upon decades of rigorous literacy research studies, as well as our collaborative work with preeminent reading researchers and experts, to inform the design, development, and ongoing efficacy testing.

World of Wonders was developed and based on the most current research on effective early childhood development practices and the most current research on early learning, led by program authors Dr. Timothy Shanahan, Dr. Douglas Fisher, and Dr. Doris Walker-Dalhouse, and our academic advisors Dr. Laura Justice and Dr. Tracy Spinrad. Dr. Justice, for example, runs a PreK research center at The Ohio State University and has been an influential thought leader in the field.

To learn more about the World of Wonders program and implementation, please review the scope and sequence: <https://www.mheducation.com/unitas/school/explore/sites/reading-wonders/wonders-2020/world-of-wonders-scope-and-sequence.pdf>.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

McGraw Hill is committed to assisting teachers, administrators, and district leaders achieve their curriculum goals. Upon program adoption, our MH support team will work together with district curriculum leaders to discuss the specific needs and objectives of the district. Our team is 100% dedicated to collaborating and creating a customized plan for the implementation of our solutions and ongoing professional development options. Our team is committed to ensuring a successful implementation that leverages our experience in other large districts.

World of Wonders also includes built-in, comprehensive professional development that supports early childhood educators from day one:

- The Quick-Start Course provides everything you need to get your classroom up and running in the first three weeks.
- The Implementation Modules deepen teachers' knowledge of the program and help them refine teaching practices. The four modules include:
 - Teach Circle Time
 - Social-Emotional Development
 - Differentiate Instruction
 - Assess and Monitor
- More than 60 embedded Coach Videos offer quick, point-of-use guidance on a variety of topics throughout the school year.
- Classroom Videos show instruction in a real-life setting, providing opportunities for modeling and practice.

- Administrator Support resources provide guidance for monitoring implementation and supporting teachers.

Our MH team has extensive experience in sales, technical support, education, and training and is fully equipped to service the district's needs. McGraw Hill is committed to a long-term, sustained partnership. We will work with the district to sustain a successful implementation and look forward to planning additional phases as further needs are addressed.

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

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating core curriculum and instructional materials before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Being a Reader, 2nd Edition, 2021/2023

VENDOR

Center for the Collaborative Classroom

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3	Yes

Vendor Information

VENDOR WEBSITE

<https://www.collaborativeclassroom.org/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Being a Reader, 2nd Edition, 2021/2023

PROGRAM SPECIFIC WEBSITE

<https://www.collaborativeclassroom.org/programs/being-a-reader/>

PROGRAM OVERVIEW

A comprehensive K–5 reading program, Being a Reader™ is the first of its kind to integrate foundational skills instruction, practice in reading comprehension strategies, and rich literacy experiences with explicit social skills instruction and activities that foster students' growth as responsible, caring, and collaborative people. Being a Reader follows a continuum of reading development to meet each student at their instructional point of need and take them to their next level of literacy. The program is grounded in scientific reading research and informed by our many years of experience working alongside classroom teachers. Each grade level includes either seven or eight instructional units organized around two instructional strands: Reading and Word Study.

The strands work together to develop comprehension, fluency, decoding strategies, word analysis, spelling, vocabulary, and independent reading. Progress monitoring and other assessment tools help teachers make informed, targeted instructional decisions to ensure reading success for every child.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The Being a Reader program is built upon decades of research that tells us both how children learn and what they need to learn to become proficient readers. This research shows that learning relies on interrelated systems that support all aspects of children's development: a supportive environment, social skill development, evidence-based instructional strategies, and a system of supports (Darling-Hammond et al. 2020). The examples provided in The Collaborative Classroom Approach to Teaching Reading (<https://bit.ly/3sd3cDn>) describe how the Being a Reader program attends to the integration of the key elements for learning with the essential components of reading to create a cohesive reading curriculum.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Collaborative Classroom's professional learning efforts are designed to provide guidance, support, and resources for the various phases of implementation: Pre-implementation (Plan & Launch); Year 1 (Early Implementation, Winter and Spring, & Reflection); and Year 2 and beyond. We recommend ongoing support across all phases of program implementation and will partner with district leaders to develop a tailored plan. The organization offers innovative professional learning in a variety of formats. Ongoing access to implementation support and resources are readily available via Collaborative Classroom's on-line platform, The Learning

Portal. These resources include the Teacher Learning System (TLS) and the Professional Learning System (PLS). The TLS provides both new implementers and experienced teachers with self-guided professional learning and program support. The PLS provides a road map for a systematic approach to professional learning and the resources that support both teachers and leaders in initial and ongoing learning.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Lexia Core5 Reading, 2023

VENDOR

Lexia Learning Systems, LLC

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://www.lexialearning.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Lexia Core5Reading, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.LexiaLearning.com/Core5>

PROGRAM OVERVIEW

Lexia® Core5® Reading Grades PreK-5, is a technology-based, personalized reading program that provides students of all abilities with a truly adaptive and individualized learning experience to advance their reading skills in the areas of phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. This research-proven approach accelerates reading skill development, predicts students' year-end performance, and provides teachers with data-driven action plans to help differentiate instruction. The educator website, myLexia®, provides reports and resources for accelerating learning. Embedded progress monitoring, actionable data, and scripted lessons empower teachers to deliver the exact instruction each student needs.

As a SaaS solution, Core5 is available anytime and anywhere. Printable resources include Skill Builders, Lexia Lessons, At-Home Resources, Close Reads, Achievement Certificates, Fluency Passage Packs, Writing Prompts, Checklists, Rubrics, and much more.

For more information about Core5, please see: <https://www.lexialearning.com/core5>.

Core5 creates a personalized learning path for each student through adaptive placement and scaffolded activities that align to rigorous State Standards. Core5 aligns to literacy and ELA standards, including the Ohio Learning Standards Language Arts.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Lexia Core5, Grades PreK-5, incorporates knowledge from the gold-standard body of research, the Science of Reading, and Structured Literacy principles to support educators in providing differentiated literacy instruction for students of all abilities. Core5 meets rigorous standards of evidence and efficacy, all while engaging students with thoughtful, creative, and research-based activities and lessons. The program delivers explicit, systematic, personalized learning in the six areas of reading instruction, targeting skills gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

The Science of Reading informs educators that, to be effective, literacy instruction must be Explicit, Systematic, Cumulative, and Diagnostic & Responsive. Core5 embodies each of these Structured Literacy principles in the following ways:

- **Explicit:** Explicit means that concepts and skills are directly taught and practiced. In Core5, students learn skills and concepts explicitly through clear models and targeted practice.
- **Systematic:** Systematic refers to a logically ordered presentation of concepts and skills that progresses from simple to complex. The Core5 scope and sequence follows a developmental sequence and orders the concepts and skills that are to be taught from simple to complex.
- **Cumulative:** Cumulative indicates that new learning is built on prior learning. In Core5, as foundational concepts and skills are taught and practiced to automaticity, students' knowledge continuously increases through the introduction of more complex concepts and skills.
- **Diagnostic & Responsive:** Diagnostic and Responsive signifies that students' instructional needs are identified, and instruction is designed accordingly. In Core5, students' progress is frequently monitored, with adjustments to instruction made as needed.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Lexia Customer Success Partnerships include targeted conversations, tools, and professional learning to build capacity and enhance the strengths of school and district leaders. Lexia's District Success Partnerships and School Success Partnerships empower leaders in different roles to develop their capacity, knowledge, and confidence to be able to successfully lead the Lexia implementation and produce literacy gains for students.

While District and School Success Partnerships can be purchased independent of each other, the combination of intentional district leadership, change management planning, and direct school leader and educator support increases the likelihood of implementation success leading to literacy for all students.

All Customers Receive:

- **Customer Service Support**—Available via myLexia chat, email, or telephone.
- **Help Center**—A self-serve, searchable database that provides customers with information about Lexia's programs, rostering, and technical setup at any time.
- **Onboarding Tools**—Administrator and teacher welcome emails include links to: Online Professional Learning Guides and Teacher's Manuals.
- **Teacher Resources Hub**—Teacher Guides and Manuals plus various supplemental resources, including flashcards, writing prompts, comprehension passages, graphic organizers, certificates, lesson checklists, and more.
- **Family/Guardian Support**—Getting Started video (Spanish/English), Home Use Letters in twelve languages, and resources for families to continue Core5 use over the summer.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

OUR Bookworms K-5 Reading & Writing, 1st Edition, 2022

VENDOR

Open Up Resources

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Core Comprehensive English Language Arts3-5 Core Comprehensive English Language Arts	K, 1, 2, 3, 4, 5	Yes

Vendor Information

VENDOR WEBSITE

<https://www.openupresources.org/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

OUR Bookworms K-5 Reading & Writing, 1st Edition, 2022

PROGRAM SPECIFIC WEBSITE

<https://www.openupresources.org/ela-curriculum/bookworms-k-5-reading-writing-curriculum/>

PROGRAM OVERVIEW

Bookworms K–5 Reading & Writing is a structured and engaging literacy program developed through the collaboration of Michael C. McKenna at the University of Virginia and Sharon Walpole at the University of Delaware. Structured into three 45-minute blocks of instruction – Shared Reading, English Language Arts, and Differentiated Instruction (DI) – this curriculum can be flexibly scheduled throughout the school day.

Utilizing a variety of intact, complex texts across different genres, topics, and authors, Bookworms K–5 Reading & Writing strongly emphasizes grade-level reading, differentiated foundational reading skills instruction, and genre-based writing strategy instruction, all based on leading literacy research and best practices.

Shared Reading focuses on teacher-supported grade-level reading, targeting fluency, vocabulary, comprehension, and text structure knowledge. Through activities like choral reading, partner rereading, and comprehension discussions, students engage with complex texts to enhance their understanding. Additionally, daily word study and written responses complement the reading focus of each day.

English Language Arts integrates interactive read aloud, grammar instruction, and genre-based writing instruction. Teacher-led read alouds facilitate comprehension strategy modeling, student engagement, and vocabulary growth. Selected books, typically above grade level, aim to enhance students' oral language and background knowledge. Grammar instruction explores sentence nuances within the context of mentor texts while writing instruction covers narrative, informational, and opinion structures, including research projects.

Differentiated Instruction offers tailored skills-based instruction to address individual student needs and advance proficiency. This block includes daily Tier 2 interventions for foundational skills and allows for extensions in text access for students with strong foundational skills.

The Bookworms Differentiated Instruction (DI) Block, grounded in cognitive research and the science of reading, provides explicit, systematic instruction in foundational skills. Aligned with the Simple View of Reading and Scarborough's Rope, this program emphasizes phonological awareness, phonics, fluency, vocabulary, and comprehension to enhance students' reading proficiency.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Bookworms K–5 Reading & Writing is a comprehensive literacy program grounded in the Science of Reading and designed to provide effective literacy instruction aligned with evidence-based best practices. Literacy researchers authored Bookworms and incorporated evidence-based practices into simple routines that teachers and students can easily implement. The curriculum supports all components of early literacy and is aligned with the latest research in literacy instruction. It follows a structured scope and sequence, ensuring systematic instruction and progression from simple to complex language structures. The program offers tiered intervention options to address the diverse needs of students, ensuring equitable access to literacy instruction. By aligning with the Science of Reading and incorporating research-based practices, Bookworms K–5 Reading & Writing provides districts and schools with a comprehensive literacy program that supports effective literacy instruction and promotes all students' access and success.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Author of Bookworms K–5 Reading & Writing, Dr. Sharon Walpole, and her team provide professional learning that gives a comprehensive understanding and practical application of the curriculum breaking down the components of reading, writing, and differentiation by grade band. With an online library of videos, go at your own pace and review as needed. Virtual and on-site coaching for teachers and leadership development/walks are also available on an individualized basis. The curricular support centers around around Dr. Sharon Walpole's Theory of Change (2021):

- Coaching Plan
- Conduct needs assessment
 - Goal: to determine
 - Building culture
 - Curricular implementation quality
 - Professionals' roles and responsibilities
 - Student literacy achievement
 - Gather data via focus groups - how do stakeholders feel implementation is going?
 - Teachers
 - Reading specialists/coaches
 - Special educators
 - Other support professionals (e.g., paraprofessionals)
 - School administrators
 - Others?
 - Data analysis and report
 - Analyze data to determine strengths, needs, barriers, assets

- Develop support plan and initial goals in collaboration with building leaders and reading specialists/coaches
- Engage in monthly coaching cycles
 - Structure
 - Goal setting - both overall grade level team goals and goals for each individual professional Provide support aligned with goals and professional roles
 - Specialist or teacher practice toward goals
 - Revisit goals, review/evaluate progress, analyze data, set new goals
 - Support options include, but not limited to:
 - Lesson modeling and simulations
 - Planning support (lessons, PLCs)
 - PLC co-planning and co-delivery
 - Co-teaching and co-planning
 - In-classroom support (working with students, etc.)
 - Walkthroughs and debriefs with leaders and coaches to support effective coaching conversations
 - Data analysis and support for data-driven instructional planning
- Quarterly reporting to share progress toward goals with school/district stakeholders
- End of year review with recommendations for next steps

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

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

The Superkids Reading Program, 2017

VENDOR

Zaner-Bloser, Inc.

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	Grade 2 only	Yes

Vendor Information

VENDOR WEBSITE

<http://www.zaner-bloser.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

The Superkids Reading Program, 2017

PROGRAM SPECIFIC WEBSITE

<https://www.zaner-bloser.com/reading/superkids-reading-program/instruction.php>

PROGRAM OVERVIEW

The Superkids Reading Program is a comprehensive core reading program for K–2 that meets the needs of students and teachers because it:

- features a deliberate text approach built on systematic phonics;
- balances all five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension);
- integrates reading, writing, spelling, and grammar;
- combines rigor with fun;
- is aligned to state standards; and
- is proven to accelerate students' reading achievement.

The result is strong readers early. Grounded in the science of reading, The Superkids Reading Program features evidence-based literacy practices and is supported by a dedicated literacy team. This proven-effective program follows a unique, systematic, and explicit instructional path through engaging, increasingly complex text. Growing and learning with the Superkids characters by their side, students develop the K–2 literacy skills they need to be successful in grade 3 and beyond.

Lesson plans incorporate all the language arts throughout three consistent parts—Word Work, Reading, and Writing—by overlapping and integrating skills.

The Superkids Reading Program core components include Teacher's Guides (TG) and teaching aids that provide exemplar strategies and activities. Instruction is explicit but not scripted. For example, Student Book TGs for kindergarten provide all the lessons for teaching the core skills in the corresponding Student Books. The Teacher's Guides for first-grade units have a lesson for each day's word work, reading, and writing instruction. Each lesson in the Whole Class TGs for Second Grade provides daily word work and writing instruction, while the SUPER Magazine TGs and Book Club TG provide instruction for small group reading. The Superkids Reading Program features a robust Teacher Portal complete with lesson-planning tools, on-demand professional development videos, digital versions of print materials, and other helpful online resources.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The Superkids Reading Program uses the principles of the “Science of Reading” as the foundation for teaching students how to read. These principles acknowledge that:

- A systematic and structured approach to phonemic awareness and phonics instruction is critical. This is why the Superkids Reading Program focuses on teaching students that words are made up of sounds and that letters can be mapped to sounds, so that students eventually learn to blend and segment words orally and in print, as well as to decode and encode words.
- Instruction must be explicit, beginning with direct instruction and moving to guided practice with decreasing support—as well as systematic, following a scope and sequence that grows in complexity and includes cumulative review. The Superkids Reading Program provides uniquely engaging and meaningful fiction and nonfiction decodable texts aligned with the phonics, structural analysis, and word recognition skills that have been explicitly taught. When children are still developing an understanding of the alphabetic principle, asking them to read text that has not been controlled for decodability can undermine their reliance on the decoding strategy, the most efficient strategy for unlocking the written word, instead of leading them to resort to guess at words and relying on context and pictures, which are not sustainable strategies.
- Fostering comprehension skills in students requires vocabulary development, building content knowledge, and mastering features of complex text. Because of the strong foundational skills instruction for automaticity and fluency in grades K–1, the Superkids Reading Program for grade 2 continues to provide foundational skills instruction while students transition to grade-level nonfiction.
- Assessments should align to instruction to monitor the progress of students and use data to differentiate instruction as needed. The Superkids Reading Program offers a variety of both formal and informal assessment opportunities for teachers in each grade level.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Professional learning is embedded throughout the program via lessons and materials that are user friendly and practical for classroom instruction. Detailed support is provided on how to implement instruction focused on the five essential elements of literacy. The Superkids Skills Overview clearly lays out the skills covered during a unit of instruction and over the course of the school year. Clear lesson and unit outlines provide a quick snapshot of instruction. Teacher-friendly lesson plans are easy to follow, clearly define the lesson focus, and list the print and digital resources provided to support instruction. Teacher tips and pointers allow teachers to understand the “what and why” behind instruction. Strong connections between each area of literacy make instruction efficient and logical as students master skills across the language arts.

The Professional Learning embedded in the Superkids Reading Program allows for consistent, ongoing professional development, which strengthens a district's implementation and promotes fidelity to the program. The Superkids implementation is supported in this way by providing teachers and administrators with complimentary access to both live and recorded implementation training webinars and on-demand digital training throughout the life of the adoption. An individualized plan for implementation, installation, support, and professional development can be crafted for each school district.

In addition, the accompanying Teacher Portal features lesson-planning tools, on-demand professional development, digital version of print materials, and other helpful online professional development resources.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Letterland Kindergarten 2nd Edition, 2023

VENDOR

Letterland

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	Kindergarten	Yes

Vendor Information

VENDOR WEBSITE

<https://us.letterland.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Letterland Kindergarten 2nd Edition, 2023

PROGRAM SPECIFIC WEBSITE

<https://us.letterland.com/at-school/kindergarten-second-edition>

PROGRAM OVERVIEW

Our new foundational skills curriculum brings together Letterland's multisensory phonics instruction with an integrated phonological awareness strand. It's a comprehensive early literacy program that is easy to implement, is child-friendly and aligned to the Science of Reading. Key Features include:

- Systematic Phonics & Phonological Awareness instruction aligned to the Science of Reading.
- Whole Group Teacher's Guide with 36 Units made up of 180 daily lessons with easy-to-follow lesson structure.
- Small Group Teacher's Guide providing opportunities to differentiate for targeted support.
- Tricks & Strategies Teacher's Guide with step-by-step instructions for over 75 tricks, strategies and activities.
- Assessment & Progress Monitoring Teacher's Guide providing guidance and resources for using the assessment tools.
- 50 fully decodable readers with over 480 pages of engaging stories, fiction and non-fiction text, diverse illustrations and cross-curricular themes.
- Sound Wall Cards built into the curriculum to reinforce phonics concepts and articulation. High-Frequency and Tricky Words are introduced cumulatively.
- Vocabulary expansion and Language Support for ELL students, and those needing extra support.
- Integrated teaching of additional concepts such as Print and Grammatical Concepts, letter formation and handwriting skills.
- Online Teacher Resources including access to digital instructional tools, engaging student games, 1000s of animated stories and songs, decodable texts, and a robust teacher support section.
- Progress monitoring assessments that are built into the weekly unit structure for students that need more support.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Letterland has a proven track record of success for over 50 years in Foundational Literacy Skills. More information about Letterland and scientific research can be found here:

<https://us.letterland.com/research>.

Letterland is aligned to the Science of Reading because it is:

- **Explicit & Direct:** New concepts explained and modeled by teachers using the Letterland story metaphor. Spelling and grammar rules explicitly stated and modeled. Regular formative assessments measure progress of skills taught and guide instruction.
- **Systematic & Targeted:** Instruction follows an I Do, We Do, You Do format. Students participate in whole group instruction, small group support and independent practice daily. Regular use of key routines and procedures
- **Sequential & Cumulative:** All lessons combine targeted practice of current skill and cumulative practice of previous skills. Research-based sequence of instruction that follows the 6 six syllable types. Sequence spirals across multiple grade levels to ensure mastery and no missed skills.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Whether you are new to Letterland, or have enjoyed teaching it for many years, we provide structured training sessions for professional development.

Initial Training: For teachers that are new to Letterland and would like an overview of the instructional delivery. Teachers will leave the session knowing how to deliver Letterland Strategies & Routines on a daily or weekly basis.

Refresher Sessions: For teachers that are familiar with teaching Letterland and already have some practical experience. Teachers will leave the session with an understanding of how Letterland Strategies & Routines develop over time and learn in more detail about lesson structure and daily or weekly timings.

Next Steps Sessions: For teachers that are very experienced with teaching Letterland. Teachers will leave the session with in-depth knowledge of Letterland Strategies & Routines and learn about extension ideas for small group work, center management, differentiated activities and independent work.

Observation Coaching (onsite only): Our experienced Letterland Trainer will observe your Letterland class providing one-to-one teacher, classroom, environment and instructional delivery support. Observations can be supportive if required. Debriefing and team coaching opportunities will be provided on the day.

Lesson Modeling (onsite only): Teachers will have a lesson modeled by one of our experienced Letterland Senior Trainers to observe. Debriefing and team coaching opportunities will be provided on the day of.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Comprehensive Orton-Gillingham Plus, 2022

VENDOR

Institute for Multi-Sensory Education

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://imse.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Comprehensive Orton-Gillingham Plus, 2022

PROGRAM SPECIFIC WEBSITE

<https://imse.com/products/?tab=5&gradelevels=2,8>

PROGRAM OVERVIEW

IMSE Comprehensive Orton-Gillingham Plus curriculum is intended for K-3 supplementary classroom use and K-8 intervention. Based on the tenets of the science of reading and structured literacy, IMSE Comprehensive OG+ has an explicit, systematic, sequential, cumulative, and multi-sensory program used for various instructional components to target the five essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension).

Developed for students with dyslexia, it has been transformed into a Tier 1 curriculum, but can be used at all tiers, especially with EL students. As of 2024, it has been implemented in hundreds of Ohio districts.

The components are designed to build automaticity in decoding and encoding, critical foundations for reading and writing fluency. Each lesson is written with the bigger picture in mind, ensuring instruction is systematic, sequential, and cumulative. IMSE's systematic approach is integral to every lesson. Consistent routines that carry throughout the content and are rooted in guided procedures where the new skill is introduced, defined, and modeled with opportunities for review and repeated practice. Systematic instruction supports students' confidence as learned routines are used daily.

This consistency provides a sense of pride as the ability to focus on the application, practice, and review of the skill leads to acquisition and, eventually, automaticity. The target audience is any student (K-12) who is performing below grade level benchmarks and is in need of intervention in decoding and encoding skills to support word recognition, accuracy and fluent reading.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

IMSE's Structured Literacy curriculum sets the standard in building literacy knowledge through professional development, an early literacy curriculum with a scope and sequence, a teacher guide, and student workbooks, plus extensive resources – creating confident teachers who feel equipped to face the everyday challenges of working with readers at all levels and capabilities. IMSE's program is based on the following four theoretical models: the Simple View of Reading (Gough & Tunmer, 1986), Scarborough's Reading Rope (Scarborough, 2011), Ehri's Four Phases of Word Reading (Ehri, 1996), and the Four-Part Processing Model for Word Recognition (Seidenberg & McClelland, 1989). Many students require the explicit

instruction of a Structured Literacy approach, but all students can benefit from it. According to the International Dyslexia Association (IDA, 2015), “This approach [Structured Literacy] not only helps students with dyslexia, but there is substantial evidence that it is more effective for all readers”. IMSE Comprehensive O-G+ is an IDA accredited program.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Comprehensive OG+ Structured Literacy Course (30 hours) is delivered in-person or synchronous virtually. Registration can occur using vouchers, as a district, or individually. Courses are done in many options: traditional sessions (Monday-Friday, 6 hours per day); semester (10 sessions, 10 weeks); evening sessions (10 sessions, 3 hours per session); weekend sessions (4 sessions, 7.5 hours per session); 1-day per week (5 sessions, 5 weeks) or bi-weekly sessions (twice a week for 5 weeks). There are courses for teachers, administrators, interventionists, or educational assistants.

The courses explore the research in the science of reading and structured literacy instruction; systematic, explicit, sequential multi-sensory instruction; phonological awareness and phonics and the ability to assess, implement intervention and teach word recognition skills (e.g., phonology, decoding, spelling regular and irregular words), fluency, vocabulary and comprehension through all Levels (A-D) of intervention.

Included in the course—and mailed to participants’ homes—are printed copies of training manuals, all teaching materials (K-3), manipulatives and digital copies of student materials. The interactive course uses explicit instruction, role play, lesson planning, assessment, and routines to span the scope and sequence, K-2 and how to address older learners (grade 3+).

After one week of intensive training, teachers can walk into their classrooms and implement the curriculum immediately.

Districts will be assigned a District Partnership Consultant to align, implement, support and schedule district trainings for on-going support. Training participants will join a vast social network of fellow educators for support, ideas, and lesson planning implementation.

Further certifications are available: Fidelity Implementation, Ohio CERI Structured Literacy/ Dyslexia Interventionist Certification, and IMSE District Instructor.

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

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating core curriculum and instructional materials before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Bridge to Reading, 2022

VENDOR

Literacy Resources, LLC (dba Heggerty)

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K-2 Foundational Skills	Kindergarten	Yes

Vendor Information

VENDOR WEBSITE

<https://heggerty.org/>

VENDOR CONTACT INFORMATION

CONTACT #1

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Bridge to Reading, 2022

PROGRAM SPECIFIC WEBSITE

<https://heggerty.org/bridgetoreading/>

PROGRAM OVERVIEW

Bridge to Reading combines Heggerty's beloved phonemic awareness curriculum with systematic and explicit phonics instruction, creating a comprehensive solution to help students develop the decoding skills they need to be successful readers. The program is research-based and multisensory. Lessons last approximately 30 minutes and can be used alongside any core curriculum.

The Bridge to Reading Foundational Skills Kit includes:

- Detailed, scripted lesson plans with a scaffolded, gradual release model (I do, You do, We do)
- Daily independent practice for students
- Decodable passages and books
- Classroom visual aids
- Interactive digital resources
- Progress monitoring assessments

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Bridge to Reading lessons were designed and aligned to the large quantities of research noting the critical role of phonemic awareness and phonics in learning to read. Specifically, the curriculum is based on the Simple View of Reading (Gough and Tunmer 1986) and Hollis Scarborough's Reading Rope (Scarborough, 2001). We are based in the science of reading in both the content and delivery of instruction. Research shows that the two best predictors of early reading success are phonemic awareness and alphabet recognition (Adams, 1990). With our curriculum, students receive daily practice in both. Bridge to Reading includes multisensory instructional strategies that equip children to decode and encode words. Bridge to Reading strategies give children explicit instruction and time to reason through the sound-spelling relationships when constructing words, blending words, and segmenting words. These routines provide children with daily opportunities to build foundational skills and develop automaticity with the sounds they hear and the letters they see in print.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

myHeggerty is the digital curriculum and resource hub of our foundational skills curriculum, Bridge to Reading. myHeggerty offers on-demand professional development to ensure

teachers have the resources they need, whenever they need it, to build background knowledge and confidence to implement the lessons with fidelity. At Heggerty, we understand that the job of a teacher is demanding, and we are dedicated to supporting our schools and educators in any way that we can. We're a proactive team of professionals who pick up the phone, reply to emails, listen to our customers, and respond to their needs.

In addition to the on-demand opportunities for professional development, we offer several additional paid professional learning opportunities that provide support for implementation and highlight best practices of literacy instruction. These learning opportunities also give teachers and staff a common language around the curriculum, fidelity of implementation, and consistency of instruction across classrooms. Our PD team has extensive experience with the curriculum and consists of highly trained teachers and specialists who have a passion for teaching reading.

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

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

CONNECTIONS: OG in 3D, 2007

VENDOR

The Apple Group

Ohio Department of Education and Workforce Approval

Grade Band Approval	Grades of Instructional Programming	Professional Development in Materials Available
<ul style="list-style-type: none">K- 2 Core Comprehensive English Language Arts	<ul style="list-style-type: none">K, 1, 2	Yes

Vendor Information

VENDOR WEBSITE

<https://www.applegroupdyslexia.com>

VENDOR CONTACT INFORMATION

CONTACT #1

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

CONNECTIONS: OG in 3D, 2007

PROGRAM SPECIFIC WEBSITE

<https://applegroupdyslexia.com/connections>

PROGRAM OVERVIEW

Connections: OG in 3D® is a structured literacy, IDA-Accredited Plus Program, with accreditation based on efficacy and effectiveness, as supported by student data. It is designed to systematically teach the entire structure of the English language for both general education and students at risk for reading difficulties. Concepts are taught from concrete to abstract through hands-on lessons with 3D materials. Students can "hold" and manipulate a sound in their hands. Five levels of phonemic awareness, 26 letters, 44 sounds, and 166+ ways to spell those sounds are taught using multisensory techniques and manipulatives.

Each lesson provides direct, explicit instruction in the 5 components of reading (NRP, 2000). Lessons are cumulative and follow a logical order. The scope and sequence present the alphabetic principle in order of frequency of use, from simplest to most complex. Students learn syllable-spelling conventions to determine vowel pronunciation. Students learn to attend to sound, spelling, meaning, and etymology. In addition to phoneme-grapheme correspondence and orthographic mapping, students become aware that our language is morphophonemic, as layers of etymology and morphology are added. Application of sound to symbol knowledge, spelling rules and patterns, grammar, comprehension, and fluency are practiced using nonsense words, real words, phrases, sentences, and connected text. Ninety-five-100% decodable personalized readers provide decoding practice. Vocabulary (including multiple meanings and figures of speech) is learned by developing semantic networks of ideas and relationships. For automaticity, frequent distributive practice and checkpoints for mastery are built into each lesson. When decoding becomes automatic, students can use their cognitive energy for higher-level comprehension. Students learn syntax and semantics using material they can decode.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Connections® training and curriculum is based upon decades of rigorous reading research and cognitive science showing how the brain learns to read and why some students have difficulty learning to read. Teachers learn this research through hands-on demonstrations and then learn to apply the research within each part of the Connections® lesson. Connections® is completely aligned with the science of reading. The most extensive review of a program's alignment to standards and practices for foundational skills and alignment with the science of reading and strategies for effective literacy instruction is through the International Dyslexia Association and The Center for Effective Reading Instruction. Vetted for many months by a committee of the science of reading experts, The Apple Group/Connections® was accredited at the highest level for teaching the Knowledge and Practice Standards of the Science of Reading. Those accreditations are achieved only through proof of the effectiveness of instruction. Two years of data are required for submission and review of efficacy.

Each lesson provides direct, explicit instruction in the 5 components of reading (NRP, 2000). Lessons are cumulative and follow a logical order. The scope and sequence present the alphabetic principle in order of frequency of use, from simplest to most complex. Students learn syllable-spelling conventions to determine vowel pronunciation. Students learn to attend to sound, spelling, meaning, and etymology. In addition to phoneme-grapheme correspondence and orthographic mapping, students become aware that our language is morphophonemic, as layers of etymology and morphology are added. Application of sound to symbol knowledge, spelling rules and patterns, grammar, comprehension, and fluency are practiced using nonsense words, real words, phrases, sentences, and connected text. Ninety-five-100% decodable personalized readers provide decoding practice. Vocabulary (including multiple meanings and figures of speech) is learned by developing semantic networks of ideas and relationships. For automaticity, frequent distributive practice and checkpoints for mastery are built into each lesson. When decoding becomes automatic, students can use their cognitive energy for higher-level comprehension. Students learn syntax and semantics using material they are actually able to decode.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

The APPLE Group/Connections curriculum training includes professional development for teachers and administrators in implementing this structured literacy program grounded in the science of reading. Known for its integrated training combining both theory and hands-on practice, the Connections program includes interactive materials for participants to use when learning and in their own classrooms. Curriculum encourages professional learning that deals concretely with how the materials can be effectively implemented. The material in the training is taught to mastery with constant trainer/teacher interaction. The trainers stop after each topic or lesson to watch teachers demonstrate their learning, with interactive question and answer sessions to determine teacher mastery.

Free, ongoing training provides continued training, modeling, and support. This occurs via live video using ZOOM and Thinkific. Scheduled video training sessions and webinars occur every month and feature topics requested by participants. The sessions also review and demonstrate advanced lessons as the interventionist/classroom teachers progress through Connections lessons with their students. Connections: OG in 3D-trained interventionist/classroom teachers have access to the trainers daily, by email or by phone. There is a Connections: OG in 3D-trained live Facebook site that is the most used support system for daily communication, question and answer sessions, and continued uploading of videos and resources by trainers. Additional ongoing training and support: The APPLE Group offers ongoing training and support packages for school districts who request scheduled walk-throughs and onsite follow-up training.