

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



**Vendor Guidance and Request  
for Applications**

**2023-2024**



**Department of  
Education &  
Workforce**

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## Overview and Purpose

### Ohio Revised Code (ORC) 3313.6028

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

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

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

The Ohio Department of Education and Workforce is providing information around the criteria and process for establishing a list of high-quality core curriculum and instructional materials in prekindergarten-grade 5 English language arts, as well as information regarding applications requested for eligible prekindergarten-grade 5 core English language arts materials that include instruction aligned to Ohio's Learning Standards for reading foundational skills. The Department is establishing an approved list by the following grade bands of high-quality core curriculum and instructional materials in English language arts:

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

Beginning no later than the 2024-2025 school year, districts and community schools must use core curriculum and instructional materials in English language arts from the Department's approved list of high-quality core curriculum and instructional materials in English language arts in prekindergarten-grade 5.

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

## Definitions

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

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

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

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

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

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

**Supplemental foundational skills program:** High-quality instructional materials designed to deliver content and instruction in reading foundational skills, designed to be used in conjunction with a core program. These programs provide instruction aligned to state standards for foundational skills, including print concepts, phonological awareness, phonics and word recognition and fluency.

**Core no foundational skills instructional program:** High-quality instructional materials designed to deliver instruction in most grade-level content, aligned to state standards, including reading texts, language and vocabulary, writing, speaking and listening and comprehension, but be supplemented with a foundational skills program.

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

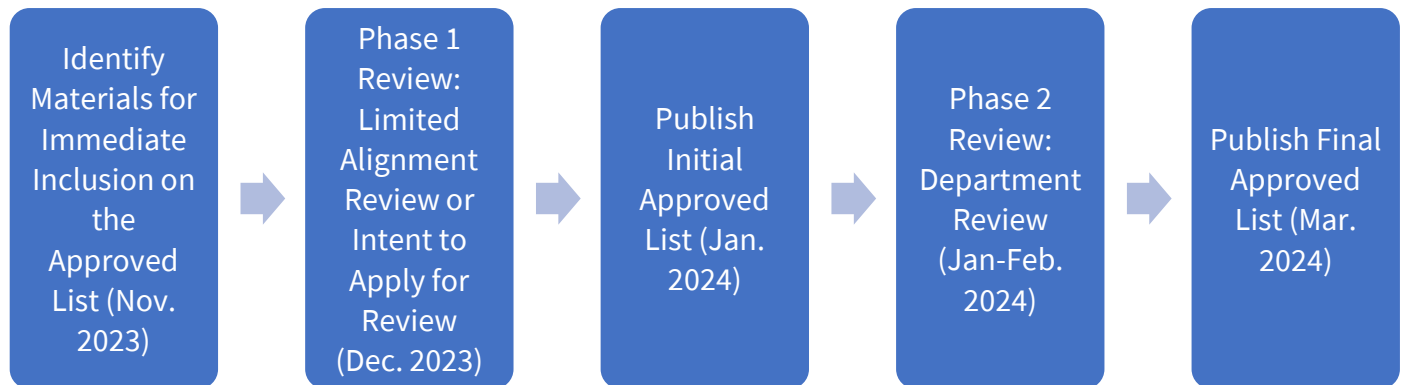
**Explicit instruction:** A teacher directed and systematic instructional approach that includes specific components of delivery and design of instruction such as review of previous content, step by step, demonstrations, clear language, adequate range of examples, frequent student responses, monitoring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

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

**Foundational skills instruction:** Instruction aligned to state standards for foundational reading skills, including print concepts, phonological awareness, phonics and word recognition and fluency.

## Approved List Information

The Department’s process to establish an approved list of high-quality core curriculum and instructional materials in English language arts and literacy for core instruction in prekindergarten-grade 5 consists of two components: identifying materials for immediate inclusion on the approved list and conducting a phased review process for select materials that did not qualify for immediate inclusion. The chart below represents the process for establishing an approved list during the 2023-2024 school year.



## Prekindergarten

The Department will establish an approved list that includes language and literacy core curriculum and instructional materials for prekindergarten materials in public schools. Preschool comprehensive curricula and language and literacy materials are permitted for submission. No prekindergarten materials will be

identified for automatic inclusion on the approved list. All prekindergarten materials must be reviewed as part of Phase 1 or Phase 2 (if applicable).

The Department will utilize the Head Start [Curriculum Consumer Report](#) as an initial gateway for establishing an approved list of language and literacy core curricula and instructional materials for prekindergarten in public schools. Criteria have been identified for determining materials eligible for a limited alignment review and materials eligible for a comprehensive language and literacy review. There are no criteria for immediate inclusion for prekindergarten.

### **PHASE 1A REVIEW: LIMITED ALIGNMENT REVIEW**

As part of the Department’s materials review process, all prekindergarten materials will be evaluated for inclusion on the approved list. Materials meeting the criteria outlined in the Head Start [Curriculum Consumer Report](#) are eligible to submit for a limited alignment review during Phase 1 of the application review process. This review requires a submitted attestation confirming alignment with Ohio's policies for language and literacy instruction.

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

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

#### *ATTESTATION OF ALIGNMENT*

Materials that meet the criteria for a limited alignment review must submit an application as part of Phase 1A of the review process only. As part of this application process, vendors must attest to the materials’ alignment with the science of reading and the following Ohio policies for literacy instruction:

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

### **PHASE 1B AND 2 REVIEW: COMPREHENSIVE LANGUAGE AND LITERACY REVIEW**

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

Vendors intending to apply for review under this pathway must submit an Intent to Apply as part of Phase 1B. Applicants that meet the required criteria will be invited to submit a Phase 2 application for review of evidence of alignment to standards and scientifically based practices for emergent literacy instruction.

## **Kindergarten-Grade 5**

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

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

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

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

### IMMEDIATE IDENTIFICATION FOR APPROVED LIST

Materials that meet the following criteria on [EdReports](#) will be automatically included on the Department’s approved list of high-quality instructional materials for core curriculum and instructional materials in English language arts in kindergarten-grade 5:

Grade Band/Category	Alignment Report
K-2 Core No Foundational Skills	Meets or Partially Meets Expectations

Materials that meet these criteria will be notified directly. A full list of materials automatically identified for the approved list of high-quality instructional materials for core instruction will be available on the Department’s website in early 2024.



## PHASE 1A: LIMITED ALIGNMENT REVIEW

Materials that include foundational skills instruction in kindergarten-grade 5 will undergo review for inclusion on the approved list. Materials that meet the following criteria on [EdReports](#) are eligible to submit for a limited alignment review during Phase 1 of the application review process. This review consists of a submitted attestation of alignment with Ohio’s policies for literacy instruction.

If the following criteria are met on [EdReports](#), the materials are eligible for a limited alignment review:

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

### ATTESTATION OF ALIGNMENT

Materials that meet the criteria for a limited alignment review must submit an application as part of Phase 1 of the review process only. As part of this application process, vendors must attest to the materials’ alignment with the science of reading and the following Ohio policies for literacy instruction:

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

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

## PHASE 1B AND 2: FOUNDATIONAL SKILLS REVIEW

Materials that do not qualify for immediate inclusion on the approved list or a limited alignment review, may be eligible to apply for a foundational skills review for inclusion on the list of approved materials for kindergarten-grade 5.

If the following criteria are met on [EdReports](#), the materials are eligible for a foundational skills review.

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

Applicants requesting review under this pathway must submit an Intent to Apply form as part of Phase 1B. Applicants whose materials meet criteria will be invited to submit a Phase 2 application for review of evidence of alignment to standards and practices for foundational literacy instruction aligned with the science of reading and strategies for effective literacy instruction.

### ALTERNATIVE PATHWAY – EVIDENCE OF SATISFACTORY QUALITY REVIEW

Kindergarten-grade 5 core curriculum and instructional materials not currently reviewed by EdReports may be eligible to apply for a foundational skills review in one of the following areas:

- K-2 Supplemental Foundational Skills (address all Reading Foundational Skills standards that include alphabet knowledge, phonological awareness, phonics, fluency and spelling).
- K-2 Core Comprehensive English Language Arts.
- 3-5 Core Comprehensive English Language Arts.

To be eligible for the Department’s foundational skills review under the alternative pathway, applicants must provide evidence of a satisfactory report of a quality review for the materials by another state department of education.

Applicants submitting for review under the alternative pathway must submit a Phase 1B Intent to Apply form to provide evidence of a satisfactory report (meeting or partially meeting expectations) of a quality review for the materials by another state department of education that includes the following non-negotiable components:

- Review for alignment to standards and practices for foundational skills instruction, aligned with the science of reading and strategies for effective literacy instruction.
- Review for classroom application and use.

Applicants whose materials meet required criteria will be invited to submit a Phase 2 application for review. The Department reserves the right to deny approval for moving on to the foundational skills review if the evidence of a quality review provided in Phase 1 does not fully include the above criteria.

### **Ineligibility for Review**

Materials that meet the criteria or description of any of the below are ineligible for review under this process.

1. Any materials that are evaluated and scored ‘Does Not Meet Expectations’ for either Alignment or Usability, according to a published review by EdReports, will not be eligible for state review or inclusion on the approved list. *(Kindergarten-Grade 5)*
2. Any materials that have not been previously reviewed by EdReports or another state department of education. *(Kindergarten-Grade 5)*
3. Single-literacy component instructional materials, including materials that do not provide instruction in the full breadth of foundational skills standards, are not eligible for this review process. The Department will develop guidance for districts and community schools on the use of single-literacy component instructional materials that are designed to be used in conjunction with high-quality core curriculum and instructional materials, based on data and student skill needs.
4. Materials designed for reading intervention are not eligible for this submission. Information regarding an approved list of reading intervention programs will be available in late 2023.

# English Language Arts Core Curriculum and Instructional Materials Review Process and Request for Applications 2023-2024

## Vendor Information

### ELIGIBLE APPLICANTS

Entities eligible to apply for inclusion on the Department's approved list include, but are not limited to, the following:

- Private for-profit companies including, but not limited to, publishers and research organizations;
- Nonprofit organizations; and
- Institutions of higher education.

Eligible entities (or vendors) are required to submit one application for each set of materials for which approval is sought on the Department's list. For example, if a vendor has multiple materials that meet eligibility criteria for the approved list, materials should each be submitted as a separate application. Applications must clearly specify the set of materials that should be considered for approval if program components are available for separate purchase. Materials that are packaged jointly but published separately by more than one eligible entity should submit a joint application if approval is sought for the package of materials.

Vendors should indicate on their application the individual grade levels the materials address and for which grade bands approval is sought. Materials that span across grade bands should seek approval in both grade bands. Materials may be approved for individual grade levels within a band if the materials' instructional programming only extends for specific grade levels within that band.

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

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

### TEXTBOOK PRICING AND ACCESSIBILITY COMPLIANCE

Under ORC 3329, Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Department that have agreed to sell textbooks to school districts and community schools in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law.

Textbook publishers requesting to be placed on the list must satisfy the requirements set forth in ORC 3329 and OAC 3301-51-21 each year. For more information, download this information packet:

- [Instructions for Pricing and Accessibility Compliant Publishers List.](#)

Approval for the core curriculum and instructional materials list does not constitute approval on the Pricing and Accessibility Compliant Publishers List. Vendors that have materials included on the Department’s approved list of core curriculum and instructional materials must also request to be placed on the Pricing and Accessibility Compliant List. For more information, please contact Lacey Snoke at [Lacey.Snoke@education.ohio.gov](mailto:Lacey.Snoke@education.ohio.gov).

## RESERVATION OF RIGHTS

The Department reserves the right to:

- Reject any or all proposals received in response or application to this review request;
- Grant limited approval of materials (e.g., approving for one grade band but not all);
- Disqualify any provider for failing to conform to the requirements of the request;
- During the application period, amend the review specifications to correct errors or oversights, or to supply additional information, as it becomes available;
- During the application period, direct applicants to submit application modifications addressing subsequent review amendments;
- Change any of the scheduled dates;
- Waive any requirements in this request;
- Require clarification at any time during the application process and/or require correction of errors to assure a full and complete understanding of an applicant’s submission and/or to determine a provider’s compliance with the requirements of the request;
- To prioritize evaluation and/or approval of certain submissions;
- Reevaluate approval or request other documentation during or after the approval process; and
- Evaluate and modify future processes for determining Department-approved lists of core curriculum and instructional materials.

## CONFIDENTIAL, PROPRIETARY AND TRADE SECRET INFORMATION

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

## REVIEW ELIGIBILITY

### *PREKINDERGARTEN*

Applicants are invited to submit materials aligned to *Ohio’s Revised Language and Literacy Early Learning and Development Standards* and policies for language and literacy instruction, including the science of reading and strategies for effective literacy instruction.

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

Grade Level	Criteria Rating on Curriculum Consumer Report	Review Eligibility/Pathway
<b>Prekindergarten</b>	10 out 14 criteria with full evidence	Phase 1A: Limited Alignment Review
<b>Prekindergarten</b>	9 or fewer criteria with full evidence	Phase 1B and 2: Comprehensive Language and Literacy Review
<b>Prekindergarten</b>	Not rated	Phase 1B and 2: Comprehensive Language and Literacy Review

*Note: All prekindergarten materials must be reviewed as part of Phase 1 or Phase 2 to be considered for inclusion on the approved list. No prekindergarten materials will be immediately identified for inclusion on the approved list.*

#### **KINDERGARTEN-GRADE 5**

Applicants are invited to submit materials aligned to *Ohio's Standards for English Language Arts* and policies for literacy instruction, including Ohio's Rule for Phonics and the science of reading and strategies for effective literacy instruction, for materials that meet the following:

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

Grade Level	Alignment Report on EdReports	Review Eligibility/Pathway
<b>K-2 No Foundational Skills</b>	Meets or Partially Meets Expectations	Automatically on Initial Approved List
<b>K-2 Supplemental Foundational Skills</b>	Meets Expectations	Phase 1A: Submit for Limited Alignment Review
	Partially Meets Expectations	Phase 1B and 2: Submit for Foundational Skills Review
<b>K-2 Core Comprehensive English Language Arts</b>	Meets Expectations	Phase 1A: Submit for Limited Alignment Review
	Partially Meets Expectations	Phase 1B and 2: Submit for Foundational Skills Review
<b>3-5 Core Comprehensive English Language Arts</b>	Meets Expectations	Phase 1A: Submit for Limited Alignment Review
	Partially Meets Expectations	Phase 1B and 2: Submit for Foundational Skills Review
<b>K-5 (Any)</b>	Does Not Meet Expectations	Not Eligible for Approved List
<b>K-5</b>	Not Rated	Phase 1B and 2: Submit for Foundational Skills Review. <i>Applicants must meet criteria in Intent to Apply to be invited for full review.</i>

*Note: Applications are not required for materials that qualify for automatic approval and immediate inclusion on the approved list. Applications are only required for materials that qualify for review under Phase 1 or Phase 2.*

#### **ALTERNATE FOUNDATIONAL SKILLS REVIEW PATHWAY**

Kindergarten-grade 5 core curriculum and instructional materials not currently reviewed by [EdReports](#) may be eligible to apply for a foundational skills review in one of the following areas:

- K-2 Supplemental Foundational Skills.
- K-2 Core Comprehensive English language arts.
- 3-5 Core Comprehensive English language arts.

To be eligible for the Department’s foundational skills review under the alternative pathway, vendors must provide evidence of a satisfactory report of a quality review for the materials by another state department of education.

Vendors intending to apply for review under this pathway must submit evidence of a satisfactory report (meeting or partially meeting expectations) of a quality review for the materials by another state that includes the following non-negotiable components:

- Review for alignment to standards and practices for foundational skills instruction, aligned with the science of reading and strategies for effective literacy instruction.
- Review for classroom application and use.

#### **Ineligibility for Review**

Materials that meet the criteria or description of any of the below are ineligible for review under this process:

1. Any materials that are evaluated and scored ‘Does Not Meet Expectations’ for either Alignment or Usability, according to a published review by [EdReports](#), will not be eligible for state review or inclusion on the approved list.
2. Any materials that have not been previously reviewed by [EdReports](#) or another state department of education.
3. Single-literacy component instructional materials, including materials that do not provide instruction in the full breadth of foundational skills standards (for example, only fluency instruction), are not eligible for this submission. The Department will develop guidance for districts and community schools on the use of single-literacy component instructional materials that are designed to be used in conjunction with high-quality core curriculum and instructional materials, based on student data and skill needs.
4. Materials designed for reading intervention are not eligible for this submission. Information regarding an approved list of reading intervention programs will be available in late 2023.

#### **APPROVAL PERIOD**

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

- No substantive changes of the approved program edition have occurred since the most recent approval;
- No changes in legislation, law or Department policy preclude continued approval;

- No changes in content standards, if applicable, have occurred since the materials were most recently approved by the Department; and
- The entity submits updated vendor or program information requested by the Department to ensure updated information for districts and community schools;

Approval is limited to the edition or version of the materials submitted in the application. Vendors must submit a new application for updated editions of materials to be considered for approval. Newly published editions of previously approved materials are not eligible for continuous approval. Any substantive changes to an approved edition or version of approved materials must be communicated to the Department.

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

### **FUTURE APPLICATION AND REVIEW CYCLES**

The Department will announce the next open application window and review cycle, including identifying any new materials that meet eligibility criteria for immediate identification for the approved list or the Department’s phased review process. Future application and review cycles will be noted on the [High-Quality Instructional Materials in English Language Arts](#) webpage.

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

## **Timeline**

<b>Event</b>	<b>Approximate Timeframe</b>	<b>Notes</b>
Vendor Guidance and Request for Applications Available	Week of November 13, 2023	
Updated Frequently Asked Questions and Vendor Information Video Available	Late November 2023	Submit questions in advance to <a href="mailto:ELAMaterialsReview@education.ohio.gov">ELAMaterialsReview@education.ohio.gov</a>
Phase 1 Applications Due	December 13, 2023, by 4:00 p.m. Eastern	Submit via email to <a href="mailto:ELAMaterialsReview@education.ohio.gov">ELAMaterialsReview@education.ohio.gov</a>
Notification of Phase 1 Approval or Denial	Early January 2024	Phase 1B Intent to Apply applicants will receive notification of denial or request to submit Phase 2 application
Initial PreK-Grade 5 Approved List Published	January 2024	
Phase 2 Applications Due	January 31, 2024, by 4:00 p.m. Eastern	Submit electronically via instructions provided by the Department
Notification of Phase 2 Approval or Denial	Late February 2024	
Appeals Period	10 business days from receipt of notification	

Publication of Full Approved List	Late March 2024	
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*Note: The Department will make every effort to meet this timeline but variation may occur. Applicants are encouraged to check the Department’s webpage frequently for updated information.*

## TECHNICAL ASSISTANCE FOR INTERESTED APPLICANTS

The Department will post an informational video for vendors interested in submitting applications for core curriculum and instructional materials review. The Department will post frequently asked questions (FAQ) related to the review process in late November. Questions should be submitted to [ELAMaterialsReview@education.ohio.gov](mailto:ELAMaterialsReview@education.ohio.gov) by November 16, 2023, to ensure items are addressed in the FAQ.

## Prekindergarten Review Process and Applications

### PHASE 1 REVIEW

Vendors interested in participating in the prekindergarten review process must submit an application under Phase 1 Review for one of two levels of review:

- Phase 1A: Limited Alignment Review.
- Phase 1B: Intent to Apply – Comprehensive Language and Literacy Review.

#### 1A: LIMITED ALIGNMENT REVIEW APPLICATION PROCESS

All materials on the Department’s approved list must demonstrate full alignment to the science of reading and Ohio’s literacy policies. Materials that have already undergone a rigorous vetting process via a comprehensive quality review by Curriculum Consumer Report are eligible for a limited alignment review.

To apply for a limited alignment review, eligible entities must submit a Phase 1A Review Application ([Appendix A](#)) that includes the following information:

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

### Submission Information

Phase 1A applications are due by **4:00 p.m. Eastern on Dec. 13, 2023**. Applications must be submitted via email to [ELAMaterialsReview@education.ohio.gov](mailto:ELAMaterialsReview@education.ohio.gov). Submitted application documents **must** use the following naming convention:

- **Program Name\_Year\_Vendor or Applicant Name\_Phase 1Aapplicaton**

Incomplete submissions or late applications may not be considered.



## Review Criteria

Applications submitted will be evaluated on a Meets/Does Not Meet Criteria.

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

Vendors will be notified of materials' approval or denial under the limited alignment review. Approved materials will be included on the Department's initial approved list of approved core curriculum and instructional materials and vendors will be asked to submit a vendor and program information form for inclusion on the Department's website.

### 1B: INTENT TO APPLY FOR COMPREHENSIVE LANGUAGE AND LITERACY REVIEW APPLICATION PROCESS

Materials that do not qualify for a limited alignment review may be eligible to submit for a comprehensive language and literacy review for inclusion on the list of approved materials for prekindergarten. If either criteria are met, materials are eligible for a comprehensive language and literacy review.

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

## Submission Information

To apply for a comprehensive language and literacy review, eligible entities must submit a Phase 1B Intent to Apply ([Appendix C](#)) that includes the following information:

- Program information and vendor contact information.
- Attestation of understanding regarding Ohio's policies on textbook pricing and accessibility compliance.
- Information regarding professional development related to the implementation of materials.
- Attestation of understanding and alignment to Ohio's policies for literacy instruction, aligned with the science of reading and strategies for effective literacy instruction.
- Understanding of submission requirements for Phase 2 Comprehensive Language and Literacy Review.

Phase 1B Intent to Apply forms are due by **4:00 p.m. Eastern on December 13, 2023**. Applications must be submitted via email to [ELAMaterialsReview@education.ohio.gov](mailto:ELAMaterialsReview@education.ohio.gov). Submitted application documents **must** use the following naming convention:

- Program Name\_Year\_Vendor or Applicant Name\_Phase 1BIntentToApply**

Incomplete submissions or late applications may not be considered.

Meets Criteria (Yes)	Does Not Meet Criteria (No)
<ul style="list-style-type: none"> <li>• Attestation of alignment of instructional materials to the science of reading and Ohio literacy policies.</li> <li>• Attestation of understanding regarding Ohio’s policies on textbook pricing and accessibility compliance.</li> <li>• Understanding of submission requirements for Phase 2 Comprehensive Language and Literacy Review.</li> </ul>	<ul style="list-style-type: none"> <li>• No attestation of any of the following:               <ul style="list-style-type: none"> <li>○ Alignment of instructional materials to the science of reading and Ohio literacy policies.</li> <li>○ Understanding regarding Ohio’s policies on textbook pricing and accessibility compliance.</li> <li>○ Understanding of submission requirements for Phase 2 Comprehensive Language and Literacy Review.</li> </ul> </li> </ul>

Materials that meet Phase 1B - Intent to Apply criteria will receive the Phase 2 – Comprehensive Language and Literacy Review application by email from the Department.

**Note:** Completion of Phase 1B – Intent to Apply for Comprehensive Language and Literacy Review Application Process does not guarantee materials will be approved. Materials meeting the requirements of Phase 1B must complete the application process for Phase 2 – Comprehensive Language and Literacy Review and be approved before final inclusion on the approved list of core curriculum and instructional materials.

## PHASE 2 REVIEW - COMPREHENSIVE LANGUAGE AND LITERACY

Entities with materials eligible to submit for Phase 2 – Comprehensive Language and Literacy Review will be notified by the Department and sent the application for Phase 2 – Comprehensive Language and Literacy Review. The application for Phase 2 – Comprehensive Language and Literacy Review includes instructions to submit the below materials for the second stage of review for the Approved Core Curriculum and Instructional Materials List. **All application and program materials must be submitted in digital or online format as PDF files. No hard copies of application or program materials will be accepted.**

### REQUIRED MATERIALS COMPONENTS

Materials will be reviewed for the following criterion:

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

Applicants must submit a Program Evidence Worksheet ([Appendix G](#)) that specifies the location of evidence that the materials meet the criterion established. This worksheet is aligned to the [Prekindergarten](#)

[Comprehensive Language and Literacy Review Rubric](#) will be used by reviewers as guide when reviewing the materials.

### **Prekindergarten Comprehensive Language and Literacy Review Rubric**

The [Prekindergarten Comprehensive Language and Literacy Review Rubric](#) is used to review submitted materials. This rubric encompasses required language and literacy components of prekindergarten materials, including:

- Emergent Literacy Skills Development in Prekindergarten.
- Appropriateness of Materials.
- Documentation of Learner Progress.

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

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

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

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

#### ***SUBMISSION MATERIALS:***

Applications for Phase 2 Review – Comprehensive Language and Literacy Review must be submitted electronically in PDF format. The Department will provide additional information about submission file limits and parameters with Phase 1B approval notification. The following formats are **not** acceptable for submission:

- Online access to Google Drive or SharePoint files.
- Uploaded documents in any format other PDF.

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

- Phase 2 Application Cover Page ([Appendix F](#)).
- Program Evidence Worksheet ([Appendix G](#)).

Applicants are permitted to indicate on their application where reviewers can access materials through the program’s digital platform (if applicable). Log in information, including a username and password, must be provided on the application and will be verified for review. Applicants should ensure that this log-in permits anonymous access for reviewers for up to eight weeks.

Phase 2 applications are due by **4:00 p.m. Eastern on January 31, 2024**. Applications must be submitted via email to [ELAMaterialsReview@education.ohio.gov](mailto:ELAMaterialsReview@education.ohio.gov). Submitted application documents **must** use the following naming convention:

- **Program Name\_Year\_Vendor or Applicant Name\_Phase 2Cover Page**

- **Program Name\_Year\_Vendor or Applicant Name\_Phase 2EvidenceWorksheet**

Only materials meeting criteria of Phase 1 and Phase 2 – Comprehensive Language and Literacy Review (if applicable) may be considered for inclusion on the approved list for which the materials were submitted for review.

#### *REVIEW PROCESS*

All complete and timely submissions will be evaluated by at least three qualified readers identified by the Department, using the Evidence Worksheet(s) and Prekindergarten Comprehensive Language and Literacy Review Rubric. Reviewers will review submitted materials and documentation in the scoring and review process.

#### *NOTIFICATION*

Entities with materials that meet approval for inclusion on the approved list will be notified by the Department and asked to submit a vendor and program information form within five business days.

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

#### **APPEALS PROCESS**

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

The Department will evaluate all appeal requests and notify vendors of the final determination along with reasons for the decision immediately following the posting of the final approved list on the Department's website.

#### **PUBLICATION OF FINAL APPROVED LIST**

The Department's final approved list for prekindergarten for the 2023-2024 review cycle will consist of materials approved through Phases 1 and 2 of the review process. The final approved list will be updated on the Department's webpage following the completion of Phase 2 review.

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

# Kindergarten-Grade 5 Review Process and Applications

## PHASE 1 REVIEW

Vendors interested in participating in the review process must submit an application under Phase 1 Review for one of two levels of review:

- Phase 1A: Limited Alignment Review.
- Phase 1B: Intent to Apply - Foundational Skills Review.

### 1A: LIMITED ALIGNMENT REVIEW APPLICATION PROCESS

All materials on the Department’s approved list must demonstrate full alignment to the science of reading and Ohio’s literacy policies. Materials that have already undergone a rigorous vetting process via a comprehensive quality review by [EdReports](#) are eligible to apply for a limited alignment review.

To apply for a limited alignment review, eligible entities must submit a completed Phase 1A Application ([Appendix B](#)) that includes the following information:

- Program information and applicant contact information.
- Evidence of a comprehensive quality review by [EdReports](#).
- Information regarding professional development related to implementation of materials.
- Attestation of understanding regarding Ohio’s policies on textbook pricing and accessibility compliance.
- Attestation of understanding and alignment to Ohio’s policies for literacy instruction, aligned with the science of reading and strategies for effective literacy instruction.

### Submission Information

Phase 1A applications are due by **4:00 p.m. Eastern on December 13, 2023**. Applications must be submitted via email to [ELAMaterialsReview@education.ohio.gov](mailto:ELAMaterialsReview@education.ohio.gov). Submitted application documents **must** use the following naming convention:

- **Program Name\_Year\_Vendor or Applicant Name\_Phase 1Applicaton**

Incomplete submissions or applications may not be considered.

### Review Criteria

Applications submitted will be evaluated on a Meets/Does Not Meets Criteria.

Meets Criteria (Yes)	Does Not Meet Criteria (No)
<ul style="list-style-type: none"><li>• Meets eligibility criteria as evidenced by comprehensive quality review through EdReports (Meets Expectations), and</li><li>• Attestation of alignment of instructional materials to the science of reading and Ohio literacy policies.</li></ul>	<ul style="list-style-type: none"><li>• Does not meet eligibility criteria through comprehensive quality review through EdReports, or</li><li>• No attestation of alignment of instructional materials not aligned to the science of reading and Ohio literacy policies.</li></ul>

Vendors will be notified of materials’ approval or denial under the limited alignment review. Approved materials will be included on the Department’s initial approved list of approved core curriculum and instructional materials and vendors will be asked to submit a vendor and program information form for inclusion on the Department’s website.

### 1B: INTENT TO APPLY FOR FOUNDATIONAL SKILLS REVIEW APPLICATION PROCESS

Materials that do not qualify for immediate inclusion on the approved list or a limited alignment review, may be eligible to submit for a foundational skills review for inclusion on the list of approved materials for kindergarten-grade 5.

If the following criteria are met on [EdReports](#), materials eligible are for a foundational skills review.

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

#### Alternative Pathway – Evidence of Satisfactory Quality Review

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

- K-2 Supplemental Foundational Skills (must include instruction in full breadth of Reading Foundational Skills standards. Including phonological awareness, phonics, fluency and spelling).
- K-2 Core Comprehensive English Language Arts.
- 3-5 Core Comprehensive English Language Arts.

To be eligible for the Department’s foundational skills review under the alternative pathway, vendors must provide evidence of a satisfactory report of a quality review for the materials by another state department of education.

Entities intending to apply for review under this pathway must submit as part of Phase 1B evidence of a satisfactory report (meeting or partially meeting expectations) of a quality review for the materials by another state that includes the following non-negotiable components:

- Review for alignment to standards and practices for foundational skills instruction, aligned with the science of reading and strategies for effective literacy instruction.
- Review for classroom application and use.

The Department reserves the right to deny approval for moving on to the foundational skills review if the evidence of a quality review provided in Phase 1 does not fully include the above criteria or the quality review indicates the materials are a single-component program, focused on an individual literacy skill, and do not fully address foundational skills instruction.

#### Submission Information

To apply for an alternative pathway review, eligible entities must submit a Phase 1B Intent to Apply ([Appendix C](#)) that includes the following information:

- Program information and vendor contact information.
- Evidence of a comprehensive quality review by EdReports or alternative pathway.
- Attestation of understanding regarding Ohio’s policies on textbook pricing and accessibility compliance.
- Information regarding professional development related to implementation of materials.

- Attestation of understanding and alignment to Ohio’s policies for literacy instruction, aligned with the science of reading and strategies for effective literacy instruction.
- Understanding of submission requirements for Phase 2 Foundational Skills Review.

Phase 1B Intent to Apply forms are due by **4:00 p.m. Eastern on December 13, 2023**. Applications must be submitted by email to [ELAMaterialsReview@education.ohio.gov](mailto:ELAMaterialsReview@education.ohio.gov). Submitted application documents **must** use the following naming convention:

- **Program Name\_Year\_Vendor or Applicant Name\_Phase 1BIntentToApply**

### Review Criteria

Applications submitted will be evaluated on a Meets/Does Not Meets Criteria.

Meets Criteria (Yes)	Does Not Meet Criteria (No)
<ul style="list-style-type: none"> <li>• Meets eligibility criteria as evidenced by satisfactory comprehensive quality review through one of the following:               <ul style="list-style-type: none"> <li>○ Review by EdReports (Partially Meets Expectations), or</li> <li>○ Review by a state department of education that includes identified non-negotiables and evidence of comprehensive foundational skills instruction.</li> </ul> </li> <li>• Attestation of alignment of instructional materials to the science of reading and Ohio literacy policies.</li> <li>• Attestation of understanding regarding Ohio’s policies on textbook pricing and accessibility compliance.</li> <li>• Attestation of understanding of submission requirements for Phase 2 – Foundational Skills Review</li> </ul>	<ul style="list-style-type: none"> <li>• Does not meet eligibility criteria for foundational skills through satisfactory comprehensive quality review by EdReports or another state department of education.</li> <li>• No attestation of any of the following:               <ul style="list-style-type: none"> <li>○ Alignment to the science of reading or evidence of instructional materials aligned to the science of reading.</li> <li>○ Understanding regarding Ohio’s policies on textbook pricing and accessibility compliance.</li> <li>○ Understanding of submission requirements for Phase 2 – Foundational Skills Review</li> </ul> </li> </ul>

The Department reserves the right to deny approval for moving on to the foundational skills review if the evidence of a quality review provided in Phase 1 does not fully include the above criteria or the review indicates the materials are a single-component program and do not fully address foundational skills instruction.

Entities with materials that meet Phase 1B - Intent to Apply criteria will receive information regarding submitting the Phase 2 – Foundational Skills Review application by email from the Department.

Completion of Phase 1B – Intent to Apply for Foundational Skills Review Application Process does not guarantee materials will be approved. Materials meeting the requirements of Phase 1B must still go through the application process for Phase 2 – Foundational Skills Review and be approved before final inclusion in on the approved list of core curriculum and instructional materials.

## PHASE 2 REVIEW (FOUNDATIONAL SKILLS)

Entities with materials eligible to submit for Phase 2 - Foundational Skills Review will be notified by the Department and sent information regarding the submission of the application for Phase 2 – Foundational Skills Review. The application for Phase 2 – Foundational Skills Review includes instructions to submit the below materials for the second stage of review for the approved list of core curriculum and instructional materials. **All application and program materials must be submitted in digital or online format. No hard copies of application or program materials will be accepted.**

### REQUIRED MATERIALS COMPONENTS

Materials will be reviewed for the following criterion:

#### Criterion 1: Foundational Skills Development in K-5

Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the Ohio Learning Standards and Rule for Phonics.

Applicants must submit a Program Evidence Worksheet ([Appendix I](#)) that specifies the location of evidence that the materials meet the criterion established. This worksheet is aligned to the [Kindergarten-Grade 5 Foundational Skills Review Rubric](#) and will be used by reviewers as a guide when reviewing the materials.

### Kindergarten-Grade 5 Foundational Skills Review Rubric

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

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

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

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

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

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



### *SUBMISSION MATERIALS:*

Applications for Phase 2 Review – Foundational Skills Review must be submitted electronically in PDF format. The Department will provide additional information about submission file limits and parameters with Phase 1B approval notification. The following formats are not acceptable for submission:

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

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

- Phase 2 Application Cover Page ([Appendix H](#)).
- Program Evidence Worksheet ([Appendix I](#)).

Applicants are permitted to indicate on their application where reviewers can access program materials through the program’s digital platform (if applicable). Log in information, including a username and password, must be provided on the application and will be verified for review. Applicants should ensure that this log-in permits anonymous access for reviewers for up to eight weeks.

Phase 2 applications are due by **4:00 p.m. Eastern on January 31, 2024**. Applications must be submitted via email to [ELAMaterialsReview@education.ohio.gov](mailto:ELAMaterialsReview@education.ohio.gov). Submitted application documents **must** use the following naming convention:

- **Program Name\_Year\_Vendor or Applicant Name\_Phase 2Cover Page**
- **Program Name\_Year\_Vendor or Applicant Name\_Phase 2EvidenceWorksheetGradeLevel**

**Only materials meeting criteria of Phase 1 and Phase 2 – Foundational Skills Review (if applicable) may be considered for inclusion on the approved list for which the materials were submitted for review.**

### *REVIEW PROCESS*

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

### *NOTIFICATION*

Entities with materials that meet approval for inclusion on the approved list will be notified by the Department and asked to submit a vendor and program information form within five business days.

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

### **APPEALS PROCESS**

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

The Department will evaluate all appeal requests and notify vendors of the final determination along with reasons for the decision immediately following the posting of the final approved list on the Department's website.

### **PUBLICATION OF FINAL APPROVED LIST**

The Department's final approved list for kindergarten-grade 5 for the 2023-2024 review cycle will consist of materials approved through Phases 1 and 2 of the review process, in addition to materials automatically approved for inclusion. The final approved list will be updated on the Department's webpage following the completion of Phase 2 review.

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

# Appendices

[Appendix A: Phase 1A Review Application \(Prekindergarten\): Limited Alignment Review](#)

[Appendix B: Phase 1A Review Application \(Kindergarten-Grade 5\): Limited Alignment Review](#)

[Appendix C: Phase 1B Review Application \(Prekindergarten\) – Intent to Apply for Comprehensive Language and Literacy Review](#)

[Appendix D: Phase 1B Review Application \(Kindergarten-Grade 5\) – Intent to Apply for Foundational Skills Review](#)

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

[Appendix F: Phase 2 \(Prekindergarten\) - Comprehensive Language and Literacy Review Application Cover Page](#)

[Appendix G: Phase 2 \(Prekindergarten\) – Comprehensive Language and Literacy Review Program Evidence Worksheet](#)

[Appendix H: Phase 2 Review Application \(Kindergarten – Grade 5\) – Foundational Skills Review Cover Page](#)

[Appendix I: Phase 2 Review Application \(Kindergarten – Grade 5\) – Foundational Skills Review Program Evidence Worksheet](#)

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## Appendix A: Phase 1A Review Application (Prekindergarten): Limited Alignment Review

Phase 1A Application (PreK) - Limited Alignment Review		
<b>Name of Vendor:</b>	<b>Product Title and Edition (publication year):</b>	
<b>Contact Person for the Review Submission:</b>	<b>Email:</b>	
<b>Telephone:</b>	<b>Mailing Address:</b>	
<b>Vendor Webpage:</b>	<b>Product Webpage(s):</b> <i>Provide the webpage that is specifically related to the program materials being requested for approval.</i>	
<b>Grade Band Submission:</b> <input type="checkbox"/> Prekindergarten		
<b>Evidence of Comprehensive Quality Review</b> <input type="checkbox"/> Published Curriculum Consumer Report Review • Link:	<b>Professional Development in Materials Available</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, submit <a href="#">Appendix E: Professional Development Information (Optional)</a></i>	
<p><b>Acknowledgment of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies:</b></p> <p>All applicants must submit verification of understanding that Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Ohio Department of Education and Workforce that have agreed to sell textbooks to school districts and community schools in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law. Publishers of programs with textbooks submitted for review are expected to meet this requirement no later than the beginning of the 2024-2025 school year.</p> <p><b><i>Provide the date, printed name and signature of the authorized representative to verify understanding of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies.</i></b></p>		
<b>Printed Name:</b>	<b>Signature of Authorized Representative:</b>	<b>Date:</b>

### Alignment to Ohio’s Literacy Policies:

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

- Early Learning and Development Standards (ORC 3301.53; OAC 3301-33-07(B)).
- Science of Reading (ORC 3313.6028(A)(1)).
- Ban on Three-Cueing Approach (ORC 3313.6028(C)).

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

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

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

Materials that use a three-cueing approach to teach students to read are not permissible in grades prekindergarten-5 under Ohio law (ORC 3313.6028(C)). If materials are aligned to or promote instructional practices aligned with a three-cueing approach in the program materials, approval may not be granted. The Department reserves the right to revoke or not continue approval if program materials are found to align to or promote instructional practices aligned with a three-cueing approach.

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

<b>Printed Name:</b>	<b>Signature of Authorized Representative:</b>	<b>Date:</b>
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## Appendix B: Phase 1A Review Application (Kindergarten-Grade 5): Limited Alignment Review

Phase 1A Application (K-5) - Limited Alignment Review	
<b>Name of Vendor:</b>	<b>Product Title and Edition (publication year):</b>
<b>Contact Person for the Review Submission:</b>	<b>Email:</b>
<b>Telephone:</b>	<b>Mailing Address:</b>
<b>Vendor Webpage:</b>	<b>Product Webpage(s):</b> <i>Provide the webpage that is specifically related to the program materials being requested for approval.</i>
<b>Grade Band Submission:</b> <input type="checkbox"/> K-2 Supplemental Foundational Skills <input type="checkbox"/> K-2 Core Comprehensive English Language Arts <input type="checkbox"/> 3-5 Core Comprehensive English Language Arts <i>Note: Select all that apply for materials that span across grade bands.</i>	<b>Grades of Instructional Programming for Materials:</b> <input type="checkbox"/> Kindergarten <input type="checkbox"/> 1 <sup>st</sup> Grade <input type="checkbox"/> 2 <sup>nd</sup> Grade <input type="checkbox"/> 3 <sup>rd</sup> Grade <input type="checkbox"/> 4 <sup>th</sup> Grade <input type="checkbox"/> 5 <sup>th</sup> Grade
<b>Evidence of Comprehensive Quality Review</b> <input type="checkbox"/> Published EdReports Review <ul style="list-style-type: none"> <li>• Link:</li> </ul>	<b>Professional Development in Materials Available</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, submit <a href="#">Appendix E: Professional Development Information (Optional)</a></i>
<b>Acknowledgment of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies:</b> <p>All applicants must submit verification of understanding that Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Ohio Department of Education and Workforce that have agreed to sell textbooks to school districts and community schools in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law. Publishers of programs with textbooks submitted for review are expected to meet this requirement no later than the beginning of the 2024-2025 school year.</p> <p><b><i>Provide the date, printed name and signature of the authorized representative to verify understanding of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies.</i></b></p>	

<b>Printed Name:</b>	<b>Signature of Authorized Representative:</b>	<b>Date:</b>
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**Alignment to Ohio’s Literacy Policies:**

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

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

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

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

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

Materials that use a three-cueing approach to teach students to read are not permissible in grades prekindergarten-5 under Ohio law (ORC 3313.6028(C)). If materials are aligned to or promote instructional practices aligned with a three-cueing approach in the program materials, approval may not be granted. The Department reserves the right to revoke or not continue materials approval if program materials are found to align to or promote instructional practices aligned with a three-cueing approach.

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

<b>Printed Name:</b>	<b>Signature of Authorized Representative:</b>	<b>Date:</b>
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## Appendix C: Phase 1B Review Application (Prekindergarten) – Intent to Apply for Comprehensive Language and Literacy Review

Phase 1B Application (PreK) – Intent to Apply for Comprehensive Language and Literacy Review		
<b>Name of Vendor:</b>	<b>Product Title and Edition (publication year):</b>	
<b>Contact Person for the Review Submission:</b>	<b>Email:</b>	
<b>Telephone:</b>	<b>Mailing Address:</b>	
<b>Vendor Webpage:</b>	<b>Product Webpage(s):</b> <i>Provide the webpage that is specifically related to the program materials being requested for approval.</i>	
<b>Grade Band Submission:</b> <input type="checkbox"/> Prekindergarten	<b>Evidence of Comprehensive Quality Review</b> <input type="checkbox"/> Published Curriculum Consumer Report Review • Link: <input type="checkbox"/> No Published Curriculum Consumer Report Review	
<b>Professional Development in Materials Available</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, submit <a href="#">Appendix E: Professional Development Information (Optional)</a></i>		
<b>Acknowledgment of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies:</b> <p>All applicants must submit verification of understanding that Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Ohio Department of Education and Workforce that have agreed to sell textbooks to school districts and community schools in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law. Publishers of programs with textbooks submitted for review are expected to meet this requirement no later than the beginning of the 2024-2025 school year.</p> <p><b><i>Provide the date, printed name and signature of the authorized representative to verify understanding of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies.</i></b></p>		
<b>Printed Name:</b>	<b>Signature of Authorized Representative:</b>	<b>Date:</b>



**Alignment to Ohio’s Language and Literacy Policies:**

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

- Early Learning and Development Standards (ORC 3301.53; OAC 3301-33-07(B)).
- Science of Reading (ORC 3313.6028(A)(1)).
- Ban on Three-Cueing Approach (ORC 3313.6028(C)).

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

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

Materials that use a three-cueing approach to teach students to read are not permissible in grades prekindergarten-5 under Ohio law (ORC 3313.6028(C)). If materials are aligned to or promote instructional practices aligned with a three-cueing approach in the program materials, approval may not be granted. The Department reserves the right to revoke or not continue materials approval if program materials are found to align to or promote instructional practices aligned with a three-cueing approach.

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

<b>Printed Name:</b>	<b>Signature of Authorized Representative:</b>	<b>Date:</b>

**Understanding of Comprehensive Language and Literacy Review Requirements:**

All applicants must submit verification of understanding of the requirements of Phase 2 – Foundational Skills Review, including scoring indicators, submission criteria and required materials.

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

<b>Printed Name:</b>	<b>Signature of Authorized Representative:</b>	<b>Date:</b>

**Digital Submission:**

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

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

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

<b>Printed Name:</b>	<b>Signature of Authorized Representative:</b>	<b>Date:</b>
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## Appendix D: Phase 1B Review Application (Kindergarten-Grade 5) – Intent to Apply for Foundational Skills Review

Phase 1B Application (K-5) – Intent to Apply for Foundational Skills Review	
<b>Name of Vendor:</b>	<b>Product Title and Edition (publication year):</b>
<b>Contact Person for the Review Submission:</b>	<b>Email:</b>
<b>Telephone:</b>	<b>Mailing Address:</b>
<b>Vendor Webpage:</b>	<b>Product Webpage(s):</b> <i>Provide the webpage that is specifically related to the program materials being requested for approval.</i>
<b>Grade Band Submission:</b> <input type="checkbox"/> K-2 Supplemental Foundational Skills <input type="checkbox"/> K-2 Core Comprehensive English Language Arts <input type="checkbox"/> 3-5 Core Comprehensive English Language Arts <i>Note: Select all that apply for materials that span across grade bands.</i>	<b>Evidence of Comprehensive Quality Review</b> <input type="checkbox"/> Published EdReports Review <ul style="list-style-type: none"> <li>• Link:</li> </ul> <input type="checkbox"/> Published or Documented State Department Review* <ul style="list-style-type: none"> <li>• Link:</li> </ul> <i>*Provide PDF copy of review report or feedback if full review is not published at available link.</i>
<b>Professional Development in Materials Available</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, submit <a href="#">Appendix E: Professional Development Information (Optional)</a></i>	
<b>Acknowledgment of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies:</b> <p>All applicants must submit verification of understanding that Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Ohio Department of Education and Workforce that have agreed to sell textbooks to school districts and community schools in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law. Publishers of programs with textbooks submitted for review are expected to meet this requirement no later than the beginning of the 2024-2025 school year.</p> <p><b><i>Provide the date, printed name and signature of the authorized representative to verify understanding of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies.</i></b></p>	

<b>Printed Name:</b>	<b>Signature of Authorized Representative:</b>	<b>Date:</b>
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**Alignment to Ohio’s Literacy Policies:**

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

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

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

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

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

Materials that use a three-cueing approach to teach students to read are not permissible in grades prekindergarten-5 under Ohio law (ORC 3313.6028(C)). If materials are aligned to or promote instructional practices aligned with a three-cueing approach in the program materials, approval may not be granted. The Department reserves the right to revoke or not continue materials approval if program materials are found to align to or promote instructional practices aligned with a three-cueing approach.

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

<b>Printed Name:</b>	<b>Signature of Authorized Representative:</b>	<b>Date:</b>
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**Understanding of Foundational Skills Review Requirements:**

All applicants must submit verification of understanding of the requirements of *Phase 2 – Foundational Skills Review*, including submission criteria and required materials.

The Department reserves the right to deny approval for moving on to the foundational skills review if the evidence of a quality review provided in Phase 1 does not fully include the above criteria or the review indicates the materials are a single-component program and do not fully address foundational skills instruction.

***Provide the printed name and electronic signature of the authorized representative to verify understanding of the submission criteria for Phase 2 – Foundational Skills Review.***

**Printed Name:**

**Signature of Authorized Representative:**

**Date:**

**Digital Submission:**

***Verification that all program materials must be submitted digitally for the Phase 2 – Foundational Skills Review application.***

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

***Provide the date, printed name and electronic signature of the authorized representative to verify understanding of the digital or online format submission requirements for Phase 2 – Foundational Skills Review.***

**Printed Name:**

**Signature of Authorized Representative:**

**Date:**

## Appendix E: Professional Development Information (Optional)

**Instructions:** Applicants wishing to provide additional information on the specific professional development available for their materials must submit narrative evidence of each of the following components as part of Phase 1. This information will not be scored but will be provided to districts and community schools to support decision-making in the selection and implementation of materials.

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

## Appendix F: Phase 2 (Prekindergarten) - Comprehensive Language and Literacy Review Application Cover Page

Phase 2 (PreK)- Comprehensive Language and Literacy Review Application Cover Page		
<b>Name of Vendor:</b>	<b>Product/Program Title and Edition (publication year):</b>	
<b>Contact Person for the Review Submission and Notification:</b>	<b>Email:</b>	
<b>Telephone:</b>	<b>Mailing Address:</b>	
<b>Vendor Webpage:</b>	<b>Product/Program Webpage(s):</b> <i>The webpage that is specifically related to the program materials being requested for approval.</i>	
<b>Grade Band Submission:</b> <input type="checkbox"/> Prekindergarten	<b>Reviewer Access to Program Instructional Materials (select all that apply):</b> <input type="checkbox"/> PDF Copy of Materials <input type="checkbox"/> Online Access to Materials <ul style="list-style-type: none"> <li>• Link:</li> <li>• Login Information:</li> </ul>	
<p><b>Completion Verification and Acknowledgment</b></p> <p>To be considered for review in Phase 2 – Foundational Skills Review, all required submission components must be completed.</p> <p><b>Check each box and sign below to indicate each required application component noted below has been included and is complete.</b></p> <input type="checkbox"/> Completed Application Cover Page ( <a href="#">Appendix F</a> ) <input type="checkbox"/> Completed Program Evidence Worksheet ( <a href="#">Appendix G</a> ) <input type="checkbox"/> Reviewer Access to Program Materials <input type="checkbox"/> Signature of Authorized Representative - Confirming all parts above are included		
<b>Printed Name of Representative:</b>	<b>Signature of Representative</b>	<b>Date:</b>

## Appendix G: Phase 2 (Prekindergarten) – Comprehensive Language and Literacy Review Program Evidence Worksheet

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

- All sections of the worksheet must be fully completed for materials submitted for review.
- **Evidence provided must be specific.** Rationales must include directions for reviewers on where specifically to locate examples of what is declared to be present within the materials (e.g., Located in PreK Teacher’s Edition, page 57, under subheading “XXXXX”, or found in this section, under this subpage, etc.).
- **Prekindergarten Evidence Worksheets are limited to 10 pages per submitted application.**

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



## Evidence Worksheet: Prekindergarten

**Name of Materials:**

### Criterion 1: Emergent Literacy Skills Development in Prekindergarten

Language and Communication	Evidence
<p>Location of examples of intentionally planned activities that introduce basic and academic vocabulary words and concepts.</p> <ul style="list-style-type: none"> <li>• Explicit instructional routines for teaching new vocabulary that include child-friendly definitions.</li> <li>• Opportunities for children to practice new vocabulary in play-based ways.</li> </ul>	
<p>Clear scope and sequence of intentionally planned activities that allow children to understand and communicate with increasingly complex language.</p> <ul style="list-style-type: none"> <li>• Intentionally selected songs, nursery rhymes, and fingerplays throughout the daily routine.</li> <li>• Use of effective teacher language (parallel talk, self-talk, recasting, expansion).</li> <li>• Modeling oral language with intentional sentence structure and intentional use of academic language.</li> <li>• Promoting classroom discussion and turn-taking conversations.</li> </ul>	
<p>Clear scope and sequence of intentionally planned activities that allow children to develop comprehension of read-aloud text.</p>	

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

Location of examples of intentional opportunities for children to understand print conventions and that print conveys meaning.	
<b>Comments:</b>	
<b>Emergent Writing</b>	<b>Evidence</b>
Location of examples that allow children the opportunity to communicate for a variety of purposes using writing. <ul style="list-style-type: none"> <li>• Scribbles</li> <li>• Shapes</li> <li>• Pictures</li> <li>• Letters</li> </ul>	
Location of examples of opportunities to experiment with writing tools and materials.	
<b>Comments:</b>	
<b>Criterion 2: Appropriateness of materials and activities</b>	
<b>Material and Activity Presentation</b>	<b>Evidence</b>
Location of examples of teacher-directed and child-initiated activities including opportunities for children to choose interest areas and activities	
Location of examples of interactive and hands-on activities with opportunities for skills practice without the use of worksheets.	

<b>Comments:</b>	
<b>Sequence of materials and activities</b>	<b>Evidence</b>
Location of examples of activities arranged in a logical sequence of increasing complexity over time.	
Location of examples of activities provided to support children's learning at various developmental stages.	
<b>Comments:</b>	
<b>Criterion 3: Documentation of Learner Progress</b>	
A system or protocol of documentation for learner progress and development.	
A system or protocol to share learner progress and development with families.	
<b>Comments:</b>	

## Appendix H: Phase 2 Review Application (Kindergarten – Grade 5) Foundational Skills Review Cover Page

Phase 2 – Foundational Skills Review Application Cover Page		
<b>Name of Vendor:</b>	<b>Product/Program Title and Edition (publication year):</b>	
<b>Contact Person for the Review Submission and Notification:</b>	<b>Email:</b>	
<b>Telephone:</b>	<b>Mailing Address:</b>	
<b>Vendor Webpage:</b>	<b>Product/Program Webpage(s):</b> <i>Provide the webpage that is specifically related to the program materials being requested for approval.</i>	
<b>Grade Band Submission:</b> <input type="checkbox"/> K-2 Supplemental Foundational Skills <input type="checkbox"/> K-2 Core Comprehensive English Language Arts <input type="checkbox"/> 3-5 Core Comprehensive English Language Arts <i>Note: Select all that apply for materials that are being requested for multiple grade bands.</i>	<b>Reviewer Access to Program Instructional Materials (select all that apply):</b> <input type="checkbox"/> PDF Copy of Materials <input type="checkbox"/> Online Access to Materials <ul style="list-style-type: none"> <li>• Link:</li> <li>• Login Information:</li> </ul>	
<b>Completion Verification and Acknowledgment</b> To be considered for review in Phase 2 – Foundational Skills Review, all required submission components must be completed.  <b>Check each box and sign below to indicate each required application component noted below has been included and is complete.</b> <input type="checkbox"/> Completed Application Cover Page ( <a href="#">Appendix H</a> ) <input type="checkbox"/> Completed Program Evidence Worksheet(s) ( <a href="#">Appendix I</a> ) <ul style="list-style-type: none"> <li><input type="checkbox"/> Kindergarten-Grade 2 (if applicable)</li> <li><input type="checkbox"/> Grades 3-5 (if applicable)</li> </ul> <input type="checkbox"/> Reviewer Access to Program Materials <ul style="list-style-type: none"> <li><input type="checkbox"/> Kindergarten-Grade 2 (if applicable)</li> <li><input type="checkbox"/> Grades 3-5 (if applicable)</li> </ul> <input type="checkbox"/> Signature of Authorized Representative - Confirming all parts above are included		
<b>Printed Name of Representative:</b>	<b>Signature of Representative</b>	<b>Date:</b>

## Appendix I: Phase 2 (K-5) Foundational Skills Review – Program Evidence Worksheet

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

- All sections of the worksheet must be fully completed for materials submitted for review.
- Select the worksheet(s) that aligns with the grade band(s) submitted for review. Applicants may submit an evidence worksheet for each grade level within a grade band they are applying for.
- **Kindergarten-Grade 2 Evidence Worksheets are limited to 10 pages per grade level, per materials. Grades 3-5 Evidence Worksheets are limited to 5 pages per grade level, per application.**
- **Evidence provided must be specific.** Rationales must include directions for reviewers on where specifically to locate examples of what is declared to be present within the program (e.g., Located in Grade 1 Teacher’s Edition, page 57, under subheading “XXXXX”, or found at this link, under this subpage, etc.)

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

## Evidence Worksheet: Kindergarten-Grade 2

Name of Materials:	Grade Level:
<b>Phonological Awareness Instruction (K-1 Only)</b>	<b>Evidence:</b>
Location of examples of explicit instructional routines and/or scripts within lessons of the program and examples of student practice opportunities related to alphabet knowledge including letter names and their corresponding sounds and letter identification and letter formation. (K-1)	
Location of scope and sequence or lessons that demonstrate phonological awareness instruction on a research-based continuum with an emphasis on oral syllable development. (K)	
Location of scope and sequence or lessons that demonstrate phonological awareness instruction on a research-based continuum with an emphasis on blending and segmenting phonemes. (K-1)	
<b>Comments:</b>	
<b>Phonics Instruction</b>	<b>Evidence:</b>
Location of scope and sequence that demonstrates materials include systematic and explicit instruction in phonics, including syllable types, from simple to complex.	
Location of examples of step-by-step demonstration in materials that contain: <ul style="list-style-type: none"> <li>• Clear and concise language</li> <li>• Range of examples and non-examples</li> <li>• Guided and supported practices</li> <li>• Opportunities for frequent student responses</li> <li>• Corrective feedback routines</li> <li>• Opportunities for cumulative review</li> </ul>	

Location of examples of explicit instructional routines and/or lesson scripts demonstrating letter-sounds taught in isolation, then connected to reading words, sentences, and examples of decodable text aligned to the phonics patterns.	
Location of examples of frequent opportunities for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words.	
Location of examples of instructional routines that demonstrate consistent blending routines for reading words using teacher modeling, student guided practice and independent practice applying the sound-spelling pattern(s) in an instructional sequence.	
Location of examples of lesson scripts that support connection to the meaning of the words decoded.	
Location of examples of instructional routines and/or lesson scripts that include spelling instruction aligned to the phonics scope and sequence.	
<b>Comments:</b>	
<b>Fluency</b>	<b>Evidence:</b>
Location of examples of explicit instructional routines and/or scripts within lessons that demonstrate frequent opportunities for connected text fluency.	
<b>Comments:</b>	
<b>Assessment and Differentiation</b>	<b>Evidence:</b>



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

## Evidence Worksheet: Grades 3-5

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