

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



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**Department of
Education &
Workforce**

Table of Contents

- TABLE OF CONTENTS 2**
- INTRODUCTION 3**
- OVERVIEW OF REQUIREMENTS 3**
 - Timeline..... 3*
 - Use of Required Materials and Programs 3*
 - Core Curriculum and Instructional Materials 3
 - Supplementing Core Curriculum and Instructional Materials..... 5
 - Example Use Cases of Core Curriculum and Instructional Materials 5
 - Reading Intervention Programs 6
 - Transitioning Into Full Implementation 6
 - Three Cueing Prohibition 6*
- REPORTING 7**
- SUBSIDIES 7**
 - Core Curriculum and Instructional Materials and Reading Intervention Program Subsidies and Available Funding..... 8*
 - Disadvantaged Pupil Impact Aid Funds 8*
- NOT APPLICABLE TO CHARTERED NONPUBLIC SCHOOLS 8**

Introduction

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

Beginning not later than the 2024-2025 school year:

- Each school district, STEM school, and community school must use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the lists established by the Department.
- Districts and schools may not use any core curriculum, instructional materials, or intervention program in grades prekindergarten to five that use the three-cueing approach to teach students to read. A limited, individual student waiver will be available.

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

- A [list](#) of approved core curriculum and instructional materials is available on the Department's website.
- Districts and schools are encouraged to audit the curricular materials in use as part of the selection process for core curriculum and instructional materials.
- State funding is available to subsidize the cost for districts and schools to purchase high-quality core curriculum and instructional materials from the approved lists. These funds will be included in state foundation payments in April 2024.
- The requirements and subsidies for districts and schools to use high quality instructional materials in English language arts and evidence-based reading intervention materials do not apply to chartered nonpublic schools.

Overview of Requirements

Timeline

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

Use of Required Materials and Programs

CORE CURRICULUM AND INSTRUCTIONAL MATERIALS

Districts and schools must use core curriculum and instructional materials in English language arts only from the list of high-quality core curriculum and instructional materials in English language arts and the list of evidence-based reading intervention programs, as

appropriate for the type of the instruction and grade level. The Department defines core curriculum and instructional materials as high-quality instructional materials used within the general education setting to provide instruction to all students, through either a core comprehensive program or a coherent set of core and supplemental programs.

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

Grade Band		Description	Implementation Requirement
Prekindergarten	Comprehensive Language and Literacy	Materials provide comprehensive language and literacy instruction for prekindergarten.	Using materials from this grade band on the approved list meets the requirement for prekindergarten.
Grades K-2	Core Comprehensive English Language Arts	Materials provide comprehensive instruction in grades K-2 English language arts, aligned with standards, grade-level content, and strategies for effective literacy instruction.	Using materials from this grade band type on the approved list meets the requirement in grades K-2.
	Core No Foundational Skills	Materials provide instruction in grades K-2 English language arts, except for foundational skills, aligned with standards and strategies for effective literacy instruction.	Districts and schools must pair with a foundational skills program in implementation. Only implementing materials of this grade band type only does not fully meet the requirement in grades K-2.
	Supplemental Foundational Skills	Materials provide comprehensive foundational skills instruction only, aligned with standards and strategies for effective literacy instruction.	Districts and schools must pair with a core no foundational skills program or core comprehensive program in implementation. Only implementing materials of this grade band type does not fully meet the requirement in grades K-2.
Grades 3-5	English Language Arts	Materials provide comprehensive instruction in grades 3-5 English language arts, aligned with standards, grade-level content, and strategies for effective literacy instruction.	Using materials from this grade band type on the approved list meets the requirement in grades 3-5.

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

SUPPLEMENTING CORE CURRICULUM AND INSTRUCTIONAL MATERIALS

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

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

EXAMPLE USE CASES OF CORE CURRICULUM AND INSTRUCTIONAL MATERIALS

- *District A* uses a core comprehensive program in kindergarten-grade 5. After fully implementing the program and reviewing student and adult implementation data, the district determines that it would like to devote more resources for fluency instruction, particularly for students in first and second grade. District A evaluates and selects materials for fluency that align with their core comprehensive program as a supplement in grades 1 and 2.
- *District B* pairs a core no foundational skills program with a foundational skills only program, ensuring all grade-level content is addressed.
- *District C* pairs a core comprehensive program with a foundational skills program in grades K-2. In the district’s review of the materials before selection, the review committee noted that the foundational skills component of the program would not be sufficient to meet local needs. District C pairs a foundational skills program that aligns with the core comprehensive program.
- *District D* uses a core comprehensive program in kindergarten-grade 5. After fully implementing the program and reviewing student and adult implementation data, the district identifies that additional instructional support is needed in phonics and word study instruction in grades 3 and 4. District D evaluates and selects targeted materials for phonics and word study that aligns with their core comprehensive program as a supplement in grades 3 and 4.
- *District E* uses a comprehensive curriculum for prekindergarten, that includes language and literacy. After implementing the program and reviewing student-level data, the district identifies a need to provide more support for phonological awareness instruction. District E evaluates and selects targeted materials for phonological

awareness that align with their comprehensive program as a supplement in prekindergarten.

READING INTERVENTION PROGRAMS

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

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

TRANSITIONING INTO FULL IMPLEMENTATION

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

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

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

Three Cueing Prohibition

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

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

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

Reporting

Under [Ohio Revised Code 3301.0714](#), districts and schools are required to report in the Education Management Information System (EMIS) each school year the core curriculum and instructional materials being used for English language arts in each of grades prekindergarten to 5 and the reading intervention programs being used in each of grades prekindergarten to 12.

[Ohio law](#) requires the Department to create a process by which users of the system can review and provide public comment on new or updated EMIS guidelines. EMIS changes that are subject to this process must be posted on the Department's website for 30 days for public comment, 30 days for the Department's response to comments, and then another 30 days for public review before changes are considered "final." The options in EMIS for reporting core curriculum and instructional materials being used for English language arts in each of grades prekindergarten to five and the reading intervention programs being used in each of grades prekindergarten to 12 will be included in the public comment process. Status updates and an opportunity to comment on the EMIS reporting instructions regarding core curriculum materials in English language arts and reading intervention programs will be provided on the [Department's website for FY24 EMIS changes](#).

Further information will be distributed to Information Technology Centers (ITCs) and EMIS coordinators as it becomes available.

Subsidies

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

Once the approved lists have been made available by the Department, some districts and schools may discover they have existing contracts with nonapproved core curriculum,

instructional materials and/or reading intervention programs. Districts and schools with questions about existing contracts or entering into new contracts should direct any such questions to the district or school’s legal counsel. Districts and schools are encouraged to verify that previously purchased materials are on the Department’s approved list.

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

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

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

Disadvantaged Pupil Impact Aid Funds

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

Not Applicable to Chartered Nonpublic Schools

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