Kindergarten- Grade 5 English Language Arts Foundational Skills Review Rubric

Non-Negotiable Requirement			
Category	**Criteria**	**Met**	**Evidence** *(if not met)*
Three-Cueing Approach	Materials do not include the three-cueing approach or model of teaching students to read based on meaning, structure and syntax, and visual cues.	Yes/No	

The non-negotiable requirement will be evaluated as Met or Not Met. If any portion of submitted materials includes instances of instructional methods or practices that rely on the three-cueing approach as a model of teaching students to read based on meaning, structure and syntax and visual cues, applications will not be considered to meet criteria for this non-negotiable expectation. All evidence of not meeting this non-negotiable requirement, if applicable, will be documented by reviewers.

Criterion 1: Foundational Skills Development in K-5	Materials in reading, writing, speaking, listening and language targeted to support foundational reading development are aligned with the Ohio Learning Standards and Rule for Phonics.

Kindergarten through Grade 2			
Category	Indicators	Scoring	Evidence
Phonological Awareness	**1a.** Materials provide explicit instruction and student practice opportunities in alphabet knowledge (K-1) to include: • Letter names and their corresponding sounds; • Letter identification and letter formation.	0 1 2	
	1b. Materials include phonological awareness instruction on a research-based continuum with an emphasis on: • Oral syllable development (K). • Blending and segmenting phonemes (K-1).	0 1 2	

Phonics	**2a.** Using a logical scope and sequence, materials include systematic and explicit instruction in phonics, including syllable types, from simple to complex.	0 1 2	
	2b. Step by step demonstration in materials are provided that contain: • Clear and concise language. • Range of examples and non-examples. • Guided and supported practice. • Opportunities for frequent student responses. • Corrective feedback routines. • Opportunities for cumulative review.	0 1 2	
	2c. Letter-sounds are taught in isolation and then connected to reading words, sentences and decodable text aligned to the phonics patterns.	0 1 2	
	2d. Materials provide frequent opportunities for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words.	0 1 2	
	2e. Materials include 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.	0 1 2	
	2f. Materials support connection to the meaning of the words decoded.	0 1 2	
	2g. Materials include spelling instruction aligned to the phonics scope and sequence.	0 1 2	
Fluency	**3a.** Materials provide frequent opportunities for connected text fluency.	0 1 2	

Assessment and Differentiation	**4a.** Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol for how students performing below standard on these assessments will be supported.	0 1 2	
	4b. Materials provide high-quality lessons and activities that allow for differentiation of the foundational skills, so all students achieve mastery of each skill.	0 1 2	

Does Not Meet Expectations	**0-16**
Meets Expectations	**17-24**

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Grades 3 through 5

Category	Indicators	Scoring	Evidence
Phonics and Spelling	**5a.** Materials include systematic and explicit instruction in advanced word study.	0 1 2	
	5b. Materials provide frequent opportunities for practice in advanced word study skills.	0 1 2	
Fluency	**6a.** Materials provide frequent opportunities for teacher modeling, student oral reading and immediate feedback to emphasize reading accuracy and automaticity.	0 1 2	
Assessment and Differentiation	**7a.** Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol for how students performing below standard on these assessments will be supported.	0 1 2	
	7b. Materials provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.	0 1 2	

Does Not Meet Expectations	**0-6**
Meets Expectations	**7-10**

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