## **Appendix C: Prekindergarten Comprehensive Language and Literacy Review Materials Evidence Worksheet**

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

* **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 15 pages per submitted application.**
* ***Applicants should not use the Evidence sections of the Program Evidence Worksheet for explanations in place of documentation.*** A comments section is provided at the bottom of each section on the evidence worksheets. This provides a space for any additional comments. The information on this worksheet will ensure that reviewers do not overlook critical content.

| **Evidence Worksheet: Prekindergarten** | | |
| --- | --- | --- |
| **Name of Materials:** Click or tap here to enter text. | | **Submission ID:** Click or tap here to enter text. |
| **Criterion 1: Emergent Literacy Skills Development in Prekindergarten** Click or tap here to enter text. | | |
| **Language and Communication** | **Evidence** | |
| 1a. Location of examples of intentionally planned activities that introduce basic and academic vocabulary words and concepts.   * Explicit instructional routines for teaching new vocabulary that include child-friendly definitions. * Opportunities for children to practice new vocabulary in play-based ways. | Click or tap here to enter text. | |
| 1b. Clear scope and sequence of intentionally planned activities that allow children to understand and communicatewith increasingly complex language.   * Intentionally selected songs, nursery rhymes, and fingerplays throughout the daily routine. * Use of effective teacher language (parallel talk, self-talk, recasting, expansion). * Modeling oral language with intentional sentence structure and intentional use of academic language. * Promoting classroom discussion and turn-taking conversations. | Click or tap here to enter text. | |
| 1c. Clear scope and sequence of intentionally planned activities that allow children to develop comprehension of read-aloud text.   * Purposefully selected narrative and informational books for repeated readings (2-4 times). * Planned discussions about read-aloud stories before, during and after reading. * Planned questioning during interactive storybook reading with both literal and inferential questions. | Click or tap here to enter text. | |
| **Comments:** Click or tap here to enter text. | | |
| **Phonological Awareness** | **Evidence** | |
| 1d. 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.   * Continuum for linguistic hierarchy (words, syllables, first sounds, phonemes). * Continuum for rhyming knowledge (rhyme recognition and rhyme production). | Click or tap here to enter text. | |
| **Comments:** Click or tap here to enter text. | | |
| **Print Awareness** |  | |
| 1e. Clear sequence for learning letter names and sounds while providing children with intentional opportunities to practice letters in play-based ways.   * Letter recognition * Letter production * Letter-sound-keyword * Letter writing | Click or tap here to enter text. | |
| 1f. Location of examples of intentional opportunities for children to understand print conventions and that print conveys meaning. | Click or tap here to enter text. | |
| **Comments:** Click or tap here to enter text. | | |
| **Emergent Writing** | **Evidence** | |
| 1g. Location of examples that allow children the opportunity to communicate for a variety of purposes using writing.   * Scribbles * Shapes * Pictures * Letters | Click or tap here to enter text. | |
| 1h. Location of examples of opportunities to experiment with writing tools and materials. | Click or tap here to enter text. | |
| **Comments:**Click or tap here to enter text. | | |
| **Criterion 2: Appropriateness of materials and activities** | | |
| **Material and Activity Presentation** | **Evidence** | |
| 2a. Location of examples of teacher-directed and child-initiated activities including opportunities for children to choose interest areas and activities | Click or tap here to enter text. | |
| 2b. Location of examples of interactive and hands-on activities with opportunities for skills practice without the use of worksheets. | Click or tap here to enter text. | |
| **Comments:**Click or tap here to enter text. | | |
| **Sequence of materials and activities** | **Evidence** | |
| 2c. Location of examples of activities arranged in a logical sequence of increasing complexity over time. | Click or tap here to enter text. | |
| 2d. Location of examples of activities provided to support children's learning at various developmental stages. | Click or tap here to enter text. | |
| **Comments:**Click or tap here to enter text. | | |
| **Criterion 3: Documentation of Learner Progress** | | |
| 3a. A system or protocol of documentation for learner progress and development. | Click or tap here to enter text. | |
| 3b. A system or protocol to share learner progress and development with families. | Click or tap here to enter text. | |
| **Comments:**Click or tap here to enter text. | | |