## **Appendix G: Kindergarten-Grade 5 Limited Review – Program Evidence Worksheet**

**Instructions:** The program 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 can find content that addresses the particular section. Please make sure the notes provided are explicit and succinct.

* All sections of the worksheetmust 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 Limited Review Evidence Worksheets are limited to 10 pages per application. Grades 3-5 Evidence Worksheets are limited to 10 pages 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.)
* ***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.

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| **Limited Review Evidence Worksheet: Kindergarten-Grade 2** | |
| **Submission ID:** Click or tap here to enter text. | |
| **Name of Materials:** Click or tap here to enter text. | **Grade Level:**Click or tap here to enter text. |
| **Phonological Awareness Instruction (K-1 Only)** | **Evidence:** |
| 1a. 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) | Click or tap here to enter text. |
| 1b. 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) | Click or tap here to enter text. |
| 1c. 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) | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. | |
| **Phonics Instruction** | **Evidence:** |
| 2a. Location of scope and sequence that demonstrates materials include systematic and explicit instruction in phonics, including syllable types, from simple to complex. | Click or tap here to enter text. |
| 2b. Location of examples of step-by-step demonstration in materials that contain:   * Clear and concise language * Range of examples and non-examples * Guided and supported practices * Opportunities for frequent student responses * Corrective feedback routines * Opportunities for cumulative review | Click or tap here to enter text. |
| 2c. 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. | Click or tap here to enter text. |
| 2d. Location of examples of frequent opportunities for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words. | Click or tap here to enter text. |
| 2e. 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. | Click or tap here to enter text. |
| 2f. Location of examples of lesson scripts that support connection to the meaning of the words decoded. | Click or tap here to enter text. |
| 2g. Location of examples of instructional routines and/or lesson scripts that include spelling instruction aligned to the phonics scope and sequence. | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. | |
| **Fluency** | **Evidence:** |
| 3a. Location of examples of explicit instructional routines and/or scripts within lessons that demonstrate frequent opportunities for connected text fluency. | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. | |
| **Assessment and Differentiation** | **Evidence:** |
| 4a. 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. | Click or tap here to enter text. |
| 4b. Location of example lessons and activities that allow for differentiation of foundational skills instruction, so all students achieve mastery of foundational skills. | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. | |

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| **Limited Review Evidence Worksheet: Grades 3-5** | |
| **Submission ID:** Click or tap here to enter text. | |
| **Name of Materials:**Click or tap here to enter text. | **Grade Level:**Click or tap here to enter text. |
| **Phonics and Spelling Instruction** | **Evidence:** |
| 1a. Location of explicit instructional routines and/or lesson scripts demonstrating systematic and explicit instruction in advanced word study. | Click or tap here to enter text. |
| 1b. Location of examples of frequent opportunities for practice in advanced word study skills. | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. | |
| **Fluency** | **Evidence:** |
| 2a. Location of examples of frequent opportunities for teacher modeling, oral reading by students and immediate feedback to emphasize reading accuracy and automaticity. | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. | |
| **Assessment and Differentiation** | **Evidence:** |
| 3a. 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. | Click or tap here to enter text. |
| 3b. 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. | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. | |