## **Appendix I: Grade 3-5 Comprehensive 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.
* **Grades 3-5 Evidence Worksheets are limited to 25 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.)

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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| **Comprehensive Review Evidence Worksheet: Grade 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. |
| **Instructional Design** |
| **Research Alignment** | **Evidence:** |
| 1.1.a. Location of evidence of being based on conceptual research and theoretical models, citing relevant research articles and websites.  | Click or tap here to enter text. |
| 1.1.b. Location of evidence that there is a clear focus on teaching and learning phonics and word study, fluency, vocabulary, and comprehension aligned to grade-level standards.  | Click or tap here to enter text. |
| 1.1.c. Location of evidence that the program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.  | Click or tap here to enter text. |
| 1.1.d. Location of evidence that word recognition is explicitly taught at all grade levels through letter-sound correspondences, rather than emphasizing visual memory, guessing, the shape of the word, or the use of context clues to decode words. | Click or tap here to enter text. |
| 1.1.e. Location of evidence that materials provide explanations of the instructional approaches of the program and identification of the research-based strategies, including any relevant efficacy research.  | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. |
| **Explicit Instruction** | **Evidence:** |
| 1.2.a. Location of lessons that use instructional routines and/or scripts that provide suggested teacher language, include a step-by-step sequence, procedures, and consistent academic language and vocabulary linked to grade-level outcomes and content standards.  | Click or tap here to enter text. |
| 1.2.b. Location of materials that include consistent routines that include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to apply new skills.  | Click or tap here to enter text. |
| 1.2.c. Location of materials that include multiple opportunities for students to practice new skills with teacher guidance for immediate corrective feedback within daily lessons.  | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. |
| **Sequential Instruction** | **Evidence:** |
| 1.3.a. Location of a scope and sequence for a skill within a grade that shows a clear progression from basic to advanced (e.g., easier to harder) and is appropriate for the grade for which the program is designed.  | Click or tap here to enter text. |
| 1.3.b. Location of evidence that advanced skills are introduced after students have been taught prerequisite skills. | Click or tap here to enter text. |
| 1.3.c. Location of scope and sequence at each grade level that articulates when skills are taught across grades.  | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. |
| **Systematic and Cumulative Instruction** | **Evidence:** |
| 1.4.a. Location of materials that include clear and consistent lesson plan formats to teach phonics and word study, fluency, vocabulary, comprehension, and writing.  | Click or tap here to enter text. |
| 1.4.b. Location of materials that include a daily schedule of activities and lessons, noting suggestions for the length of lessons and units.  | Click or tap here to enter text. |
| 1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.  | Click or tap here to enter text. |
| 1.4.d. Location of materials that include directions for how to implement lessons (e.g., what materials to use, which target skills to focus on, script or wording for how to teach, examples to use in instruction, specific content to use in instruction such as word lists or book lists).  | Click or tap here to enter text. |
| 1.4.e. Location of evidence that critical grade-level content and high-priority skills are cumulatively reviewed to support mastery and the integration of knowledge, strategy, and skills.  | Click or tap here to enter text. |
| 1.4.f. Location of evidence of same routines, terminology, and procedures used within lesson plans across skill areas and over time, including across the grade level and program.  | Click or tap here to enter text. |
| 1.4.g. Location of evidence of clear connections between foundational skills and higher-order skills. Skills are integrated across areas (e.g., phonemic awareness and phonics; phonemic awareness and oral language; fluency and comprehension).  | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. |
| **Foundational Skills** |
| **Advanced Phonics and Word Study (3-5)** | **Evidence:** |
| 2.1.a. Location of a detailed scope and sequence of phonics patterns that support advanced decoding skills by teaching simple patterns and moves to patterns that are syllabically and morphemically more complex.  | Click or tap here to enter text. |
| 2.1.b. Location of materials that provide explicit instruction and systematic phonics routines that emphasize the integration of the alphabetic principle, syllabication types, etymology, and morphology to increase fluency of word recognition.  | Click or tap here to enter text. |
| 2.1.c. Location of materials that include instruction in how to read multisyllabic words using prefixes, suffixes, syllable types, and morphological word parts to assist in word recognition.  | Click or tap here to enter text. |
| 2.1.d. Location of materials that include opportunities for students to practice and apply grade-level phonics and word recognition skills.  | Click or tap here to enter text. |
| 2.1.e. Location of materials that include guidance on how to use assessment data to determine differentiated, flexible groups based on student needs, including suggestions for independent student practice activities to use when the teacher is engaged in small group instruction and specific protocols for how students performing below standard on these assessments will be supported, so all students can work toward mastery in phonics.  | Click or tap here to enter text. |
| **Comments:** Click or tap here to enter text. |
| **Text Reading and Fluency** | **Evidence:** |
| 2.2.a. Location of materials that include lessons with sufficient opportunities to practice oral reading through connected texts that students can accurately decode.  | Click or tap here to enter text. |
| 2.2.b. Location of materials that include texts for teachers to read aloud to model fluent reading, building vocabulary and background knowledge and exposing students to more complex texts than students could read on their own.  | Click or tap here to enter text. |
| 2.2.c. Location of materials that include frequent opportunities for students to practice and achieve reading fluency in order to read with purpose and understanding.  | Click or tap here to enter text. |
| 2.2.d. Location of materials that regularly and systematically offer assessment opportunities that measure student progress in fluency as indicated by the program scope and sequence.  | Click or tap here to enter text. |
| 2.2.e. Location of materials that include guidance on how to use assessment data to determine student need, including specific protocols for how students performing below standard on these assessments will be supported, so all students can work toward progress in fluency.  | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. |
| **Text Complexity and Vocabulary** |
| **Text Complexity** | **Evidence:**  |
| 3.1.a. Evidence that anchor texts are of high quality, are content rich, and consider a range of student interests. Materials provide images or information about people, representing various demographics and physical characteristics to positively portray individuals from diverse communities and allow students to see themselves in materials. *\*This does not include decodables. Those are identified in Section 2: Foundational Skills.* | Click or tap here to enter text. |
| 3.1.b. Evidence of materials that reflect the distribution of text types and genres required by the standards at each grade level. *\*This does not include decodables. Those are identified in Section 2: Foundational Skills.* | Click or tap here to enter text. |
| 3.1.c. Evidence that core or anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task. Documentation should also include a rationale for educational purpose and placement in the grade level.  | Click or tap here to enter text. |
| 3.1.d. Evidence that materials provide specific guidance on how teachers can provide scaffolds and materials for differentiation as texts become more complex.  | Click or tap here to enter text. |
| 3.1.e. Evidence that materials provide opportunities for students to engage in a range and volume of reading, including a variety of text types and genres, to support appropriate levels of complexity for the grade level by the end of the school year.  | Click or tap here to enter text. |
| 3.1.f. Evidence that materials are available for teachers to read aloud to students, exposing students to text more complex than students could read independently. This is for the purpose of building vocabulary and background knowledge, as well as modeling fluency for students.  | Click or tap here to enter text. |
| **Comments:** Click or tap here to enter text. |
| **Alignment to the Standards with Questions Grounded in Evidence** | **Evidence:** |
| 3.2.a. Evidence that materials provide varied approaches to learning tasks over time and in how students are expected to demonstrate their learning with opportunities for students to monitor their learning while providing supporting text evidence (e.g., share thinking, ask questions, research & investigate, problem solve, present, write, discuss, self-reflect, evaluate other’s ideas, monitor own progress, implement feedback, etc.) | Click or tap here to enter text. |
| 3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.  | Click or tap here to enter text. |
| 3.2.c. Evidence that materials support students’ listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions and presentations, with relevant follow-up questions and text evidence.  | Click or tap here to enter text. |
| 3.2.d. Evidence that materials include frequent opportunities for evidence-based discussions and text-based writing to support careful analyses, well-defended claims, and clear information.  | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. |
| **Vocabulary** | **Evidence:** |
| 3.3.a. Evidence that materials include a cohesive, year-long plan (e.g., a detailed scope and sequence) for students to interact with (e.g., learn, practice, and apply) and build key academic vocabulary in and across texts.  | Click or tap here to enter text. |
| 3.3.b. Evidence that materials prioritize teaching high-utility words that frequently occur in conversations, as well as words, including content-area words, that must be learned in order to fully comprehend a text and across contexts, with guidance on how to revisit and apply learned words.  | Click or tap here to enter text. |
| 3.3.c. Evidence that materials guide teachers to explicitly model using student-friendly definitions, provide multiple examples and non-examples, and engage students in multiple opportunities to learn, practice, and apply learned vocabulary with immediate corrective feedback.  | Click or tap here to enter text. |
| 3.3.d. Evidence that materials provide opportunities for students to apply and transfer new words within spoken and/or written sentences.  | Click or tap here to enter text. |
| 3.3.e. Evidence that materials provide guidance for engaging students with vocabulary practice and application in deeper levels (e.g., associating new words with known words, categorizing words, shades of meaning, etc.). | Click or tap here to enter text. |
| 3.3.f. Evidence that materials provide cumulative review and practice of previously learned words, and these words are repeated multiple times in a variety of contexts.  | Click or tap here to enter text. |
| 3.3.g. Evidence that materials expose students to a rich vocabulary by including texts read by students and texts to be read aloud from a variety of genres and topics.  | Click or tap here to enter text. |
| 3.3.h. Evidence that materials support explicit and systematic instruction in morphemic analysis to bolster the development of word meaning through knowledge of root words, prefixes, and suffixes.  | Click or tap here to enter text. |
| 3.3.i. Evidence that materials include lessons emphasizing simple multiple meaning words.  | Click or tap here to enter text. |
| 3.3.j. Evidence that materials provide activities that elicit high levels of student response and engagement, as well as use of vocabulary within both oral and written student responses.  | Click or tap here to enter text. |
| 3.3.k. Evidence that materials include guidance on how to support data-driven, differentiated vocabulary instruction.  | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. |
| **Knowledge Building and Writing** |
| **Knowledge Building** | **Evidence:** |
| 4.1.a. Evidence that texts are organized around a cohesive topic(s) to build students’ ability to read and comprehend complex texts independently and proficiently in order to build knowledge.  | Click or tap here to enter text. |
| 4.1.b. Evidence that materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently sequenced, high-quality questions and tasks.  | Click or tap here to enter text. |
| 4.1.c. Evidence that materials require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts using coherently sequenced, high-quality text-specific and/or text-dependent questions and tasks.  | Click or tap here to enter text. |
| 4.1.d. Evidence that culminating tasks require students to demonstrate their knowledge of a unit’s topic(s) through integrated literacy skills (e.g. a combination of reading, writing, speaking, and listening).  | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. |
| **Writing** | **Evidence:** |
| 4.2.a. Evidence that materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.  | Click or tap here to enter text. |
| 4.2.b. Evidence that materials include systematic and explicit writing instruction following a logical progression of transcription skills, progressing from simple to complex, as appropriate for the grade, including the following skills:* Handwriting (keyboarding)
* Punctuation
* Capitalization
 | Click or tap here to enter text. |
| 4.2.c. Evidence that materials include systematic and explicit writing instruction following a logical progression of text generation skills, progressing from simple to complex, as appropriate for the grade, including the following skills:* Grammar
* Sentence-level composition
* Paragraph-level composition
* Multi-paragraph composition
 | Click or tap here to enter text. |
| 4.2.d. Evidence that materials provide sufficient time for modeling, planning, drafting, revising, and editing through the use of the gradual release of responsibility model (e.g., I do, we do, you do).  | Click or tap here to enter text. |
| 4.2.e. Evidence that materials including a mix of on-demand and process writing (e.g., multiple drafts, revisions over time) and short, focused projects.  | Click or tap here to enter text. |
| 4.2.f. Evidence that materials provide opportunities for students to learn, practice, and apply different text genres, modes, or types of writing that reflect the distribution required by the standards, and to demonstrate knowledge of content.  | Click or tap here to enter text. |
| 4.2.g. Evidence that materials include a progression of research projects to encourage students to develop knowledge in a given area by analyzing different aspects of a topic using multiple texts and sources materials.  | Click or tap here to enter text. |
| **Comments:** Click or tap here to enter text. |
| **Usability** |
| **Implementation Supports** | **Evidence:** |
| 5.1.a Evidence that materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations that maintain alignment and intent of the standards.  | Click or tap here to enter text. |
| 5.1.b. Evidence that materials provide teacher guidance with annotations and suggestions for how to enact the student materials and ancillary materials to support students’ literacy development.  | Click or tap here to enter text. |
| 5.1.c. Evidence that materials contain teacher-specific explanations, examples, and resources on concepts within and beyond the grade-level concepts to help teachers improve their knowledge and better their practice.  | Click or tap here to enter text. |
| 5.1.d. Evidence that materials include standards correlation information that explains the role of the standards in the context of the overall program.  | Click or tap here to enter text. |
| 5.1.e. Evidence that materials provide strategies for increasing engagement of a student’s parent, guardian, custodian, caregiver, or other household member around the program and suggestions for how they can help support student progress and achievement.  | Click or tap here to enter text. |
| **Comments:** Click or tap here to enter text. |
| **Assessment System** | **Evidence:** |
| 5.2.a. Location of assessment information included in the materials to indicate which standards are assessed.  | Click or tap here to enter text. |
| 5.2.b. Evidence that materials offer a diverse system of assessments, including formative and summative assessments, that do all of the following:(a) evaluate student progress and mastery of grade-level content standards, as defined in Ohio’s learning standards for English language arts adopted in 2017;(b) throughout the duration of the course, program, or grade level, consistently evaluate student performance and mastery to determine students’ learning; and(c) provide guidance for teachers on interpreting student performance that includes suggestions for follow-up [supports and services for each student based on the assessment results]. | Click or tap here to enter text. |
| 5.2.c. Evidence that assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the type of knowledge or skill that the assessment is intended to measure.  | Click or tap here to enter text. |
| **Comments:** Click or tap here to enter text. |
| **Student Supports** | **Evidence:** |
| 5.3.a. Evidence that materials provide strategies and supports for students who read, write, speak, and/or listen below grade level to work with grade-level content and to meet or exceed grade-level standards that will support their regular and active participation in learning English language arts and literacy.  | Click or tap here to enter text. |
| 5.3.b. Evidence that materials regularly provide extensions to engage with literacy content and concepts at greater depth for students who read write, speak, and/or listen above grade level.  | Click or tap here to enter text. |
| 5.3.c. Evidence that materials provide strategies and supports for students who read, write, speak, and/or listen in a language other than English to meet or exceed grade-level standards and to regularly participate in learning English language arts and literacy.  | Click or tap here to enter text. |
| 5.3.d. Evidence that materials provide opportunities for teachers to use a variety of grouping strategies.  | Click or tap here to enter text. |
| **Comments:**Click or tap here to enter text. |