## **Appendix C: 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 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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| **Revised Edition Evidence Worksheet: Kindergarten-Grade 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. |
| **Part 1: Instructional Design** |
| **Criterion 1: 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 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.c. Location of evidence that lesson use instructional routines and/or scripts that provide suggested teacher language, include a step-by-step sequence, procedures, and consistent academy language and vocabulary linked to grade-level outcomes and content standards in Ohio’s learning standards for English language arts. | Click or tap here to enter text. |
| 1.1.d. Location of evidence that the scope and sequence for a skill **within** a grade shows a clear progression from basic to advanced (i.e., easier to harder), and is appropriate for the grade for which the program is designed. | Click or tap here to enter text. |
| 1.1.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. |
| 1.1.f. Location of evidence that the same routines, terminology, and procedures are used within lesson plans across skill areas and over time, including across the grade level and program.  | Click or tap here to enter text. |
| **Comments:** Click or tap here to enter text. |
| **Part 2: Foundational Skills K-2** |
| **Criterion 1: Foundational Skills K-2** | **Evidence:** |
| 2.1.a. Location of evidence that 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.
 | Click or tap here to enter text. |
| 2.1.b. Location of evidence that materials include phonological awareness instruction on a research-based continuum with an emphasis on:* Oral syllable development (K).
* Blend and segmenting phonemes (K-1).
 | Click or tap here to enter text. |
| 2.1.c. Location of evidence that using a logical scope and sequence, materials include systematic and explicit instruction in phonics, including syllable types, from simple to complex.  | Click or tap here to enter text. |
| 2.1.d. 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. |
| 2.1.e. 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. |
| 2.1.f. 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. |
| 2.1.g. 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. |
| 2.1.h. Location of examples of lesson scripts that support connection to the meaning of the words decoded. | Click or tap here to enter text. |
| 2.1.i. 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. |
| 2.1.j. 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. |
| **Part 3: Foundational Skills 3-5** |
| **Criterion 1: Foundational Skills 3-5** |  |
| 3.1.a. Location of evidence that materials include systematic and explicit instruction in advanced word study. | Click or tap here to enter text. |
| 3.1.b. Location of evidence that materials provide frequent opportunities for practice in advanced word study skills.  | Click or tap here to enter text. |
| 3.1.c. Location of evidence that materials include spelling instruction aligned to the scope and sequence.  | Click or tap here to enter text. |
| 3.1.d. Location of evidence that materials provide frequent opportunities for teacher modeling, student oral reading and immediate feedback to emphasize reading accuracy and automaticity.  | Click or tap here to enter text. |
| **Comments:** Click or tap here to enter text. |
| **Part 4: Text Complexity and Vocabulary** |
| **Criterion 1: Text Complexity** |  |
| 4.1.a. Location of evidence that materials reflect the distribution of text types and genres required by the state 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. |
| 4.1.b. Location of 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. |
| 4.1.c. Location of evidence that materials are available 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. |
| 4.1.d. Location of 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 and 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. |
| **Comments:** Click or tap here to enter text. |
| **Criterion 2: Vocabulary** |  |
| 4.2.a. Location of 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 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. |
| 4.2.b. Location of 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. |
| 4.2.c. Location of 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. |
| **Comments:** Click or tap here to enter text. |
| **Part 5: Knowledge Building and Writing** |
| **Criterion 1: Knowledge Building and Writing** |  |
| 5.1.a. Location of evidence that texts are organized around a cohesive topic(s) to build students’ ability to read and comprehend complex texts independently and proficiently to build knowledge. | Click or tap here to enter text. |
| 5.1.b. Location of 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. |
| 5.1.c. Location of 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. |
| 5.1.d. Location of 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
* Punctuation
* Capitalization
 | Click or tap here to enter text. |
| 5.1.e. Location of 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. |
| 5.1.f. Location of evidence that materials provide sufficient time for modeling, planning, drafting, revising, and editing using the gradual release of responsibility model (e.g., I do, we do, you do). | Click or tap here to enter text. |
| 5.1.g. Location of 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. |
| **Comments:** Click or tap here to enter text. |
| **Part 6: Usability** |
| **Criterion 1: Implementation Supports** |  |
| 6.1.a. Location of 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. |
| 6.1.b. Location of evidence that materials provide teacher guidance and annotations and suggestions for how to implement the student materials and ancillary materials to support students’ literacy development.  | Click or tap here to enter text. |
| 6.1.c. Location of evidence that materials contain 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. |
| 6.1.d. Location of 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. |
| **Criterion 2: Assessment System** |  |
| 6.2.a. Location of evidence that assessment information is included in the materials to indicate which standards are assessed.  | Click or tap here to enter text. |
| 6.2.b. Location of evidence that materials offer a system of various assessments, including formative and summative assessments, that do all of the following:* Evaluate student progress and mastery of grade-level content standards, as defined in Ohio’s learning standards for English language arts adopted in 2017;
* Throughout the duration of the course, program, or grade level, consistently evaluate student performance and mastery to determine students’ learning;
* 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. |
| 6.2.c. Location of evidence that assessment makes available testing 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. |
| **Criterion 3: Student Supports** |  |
| 6.3.a. Location of 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. |
| 6.3.b. Location of 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. |
| 6.3.c. Location of 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. |
| 6.3.d. Location of 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. |