**Appendices**

[**Appendix A:** Phase 1A Review Application (Prekindergarten): Limited Alignment Review](#AppendixA)

[**Appendix B:** Phase 1A Review Application (Kindergarten-Grade 5): Limited Alignment Review](#AppendixB)

[**Appendix C:** Phase 1B Review Application (Prekindergarten) – Intent to Apply for Comprehensive Language and Literacy Review](#AppendixC)

[**Appendix D:** Phase 1B Review Application (Kindergarten-Grade 5) – Intent to Apply for Foundational Skills Review](#AppendixD)

[**Appendix E:** Professional Development Information (Optional)](#AppendixE)

[**Appendix F:** Phase 2 (Prekindergarten) - Comprehensive Language and Literacy Review Application Cover Page](#AppendixF)

[**Appendix G:** Phase 2 (Prekindergarten) – Comprehensive Language and Literacy Review Program Evidence Worksheet](#AppendixG)

[**Appendix H:** Phase 2 Review Application (Kindergarten – Grade 5) – Foundational Skills Review Cover Page](#AppendixH)

[**Appendix I:** Phase 2 Review Application (Kindergarten – Grade 5) – Foundational Skills Review Program Evidence Worksheet](#AppendixI)

*The remainder of this page is intentionally blank.*

**Appendix A: Phase 1A Review Application (Prekindergarten): Limited Alignment Review**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Phase 1A Application (PreK) - Limited Alignment Review** | | | | |
| **Name of Vendor:** | | **Product Title and Edition (publication year):** | | |
| **Contact Person for the Review Submission:** | | **Email:** | | |
| **Telephone:** | | **Mailing Address:** | | |
| **Vendor Webpage:** | | **Product Webpage(s):**  *Provide the webpage that is specifically related to the program materials being requested for approval.* | | |
| **Grade Band Submission:**  Prekindergarten | | | | |
| **Evidence of Comprehensive Quality Review**  Published Curriculum Consumer Report Review   * Link: | | **Professional Development in Materials Available**  Yes  No  *If yes, submit* [*Appendix E*](#AppendixE)*: Professional Development Information (Optional)* | | |
| **Acknowledgment of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies:**  All applicants must submit verification of understanding that Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Ohio Department of Education and Workforce that have agreed to sell textbooks to school districts and community schools in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law. Publishers of programs with textbooks submitted for review are expected to meet this requirement no later than the beginning of the 2024-2025 school year.  ***Provide the date, printed name and signature of the authorized representative to verify understanding of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies.*** | | | | |
| **Printed Name:** | **Signature of Authorized Representative:** | | | **Date:** |
| **Alignment to Ohio’s Literacy Policies:**  **All applicants must submit verification of understanding that all materials on the approved list must align to the following:**   * Early Learning and Development Standards (ORC 3301.53; OAC 3301-33-07(B)). * Science of Reading (ORC 3313.6028(A)(1)). * Ban on Three-Cueing Approach (ORC 3313.6028(C)).   [Ohio’s Revised Early Learning and Development Standards](https://education.ohio.gov/getattachment/Topics/Early-Learning/Early-Learning-Content-Standards/Early-Learning-and-Development-Standards.pdf.aspx?lang=en-US) illustrate how children develop critical kindergarten readiness skills, starting in infancy. The purpose of the standards is to describe the minimum scope in essential areas of learning and development. Entities submitting materials for the approved list in prekindergarten must verify alignment to the use of the Language and Literacy Domain of Ohio’s Revised Early Learning and Development Standards in the materials.  Ohio law defines the science of reading as an interdisciplinary body of scientific evidence that:   1. Informs how students learn to read and write proficiently; 2. Explains why some students have difficulty with reading and writing; 3. Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension and writing to become effective readers; and 4. Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.   Materials that use a three-cueing approach to teach students to read are not permissible in grades prekindergarten-5 under Ohio law (ORC 3313.6028(C)). If materials are aligned to or promote instructional practices aligned with a three-cueing approach in the program materials, approval may not be granted. The Department reserves the right to revoke or not continue approval if program materials are found to align to or promote instructional practices aligned with a three-cueing approach.  ***Provide the date, printed name and signature of the authorized representative verify understanding of Ohio’s Literacy Policy requirements and attest to alignment of materials.*** | | | | |
| **Printed Name:** | **Signature of Authorized Representative:** | | **Date:** | |

**Appendix B: Phase 1A Review Application (Kindergarten-Grade 5): Limited Alignment Review**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Phase 1A Application (K-5) - Limited Alignment Review** | | | | |
| **Name of Vendor:** | | **Product Title and Edition (publication year):** | | |
| **Contact Person for the Review Submission:** | | **Email:** | | |
| **Telephone:** | | **Mailing Address:** | | |
| **Vendor Webpage:** | | **Product Webpage(s):**  *Provide the webpage that is specifically related to the program materials being requested for approval.* | | |
| **Grade Band Submission:**  K-2 Supplemental Foundational Skills  K-2 Core Comprehensive English Language Arts  3-5 Core Comprehensive English Language Arts  *Note: Select all that apply for materials that span across grade bands.* | | **Grades of Instructional Programming for Materials:**  Kindergarten  1st Grade  2nd Grade  3rd Grade  4th Grade  5th Grade | | |
| **Evidence of Comprehensive Quality Review**  Published EdReports Review   * Link: | | **Professional Development in Materials Available**  Yes  No  *If yes, submit* [*Appendix E*](#AppendixE)*: Professional Development Information (Optional)* | | |
| **Acknowledgment of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies:**  All applicants must submit verification of understanding that Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Ohio Department of Education and Workforce that have agreed to sell textbooks to school districts and community schools in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law. Publishers of programs with textbooks submitted for review are expected to meet this requirement no later than the beginning of the 2024-2025 school year.  ***Provide the date, printed name and signature of the authorized representative to verify understanding of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies.*** | | | | |
| **Printed Name:** | **Signature of Authorized Representative:** | | | **Date:** |
| **Alignment to Ohio’s Literacy Policies:**  **All applicants must submit verification of understanding that all materials on the approved list must align to the following:**   * Ohio’s Learning Standards for English Language Arts (ORC 3301.079). * Ohio’s Rule for Phonics (OAC 3301-33-01). * Science of Reading (ORC 3313.6028(A)(1)). * Ban on Three-Cueing Approach (ORC 3313.6028(C)).   [Ohio’s Rule for Phonics](https://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/Resources-for-English-Language-Arts/Ohios-Rule-for-Phonics-OAC-3301-33-01) identifies the minimum standards for phonics instruction in grades kindergarten through 3. Entities submitting materials for the approved list in these grade bands must verify alignment to the use of systematic phonics instruction in the program’s instructional materials.  Ohio law defines the science of reading as an interdisciplinary body of scientific evidence that:   1. Informs how students learn to read and write proficiently; 2. Explains why some students have difficulty with reading and writing; 3. Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension and writing to become effective readers; and 4. Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.   Materials that use a three-cueing approach to teach students to read are not permissible in grades prekindergarten-5 under Ohio law (ORC 3313.6028(C)). If materials are aligned to or promote instructional practices aligned with a three-cueing approach in the program materials, approval may not be granted. The Department reserves the right to revoke or not continue materials approval if program materials are found to align to or promote instructional practices aligned with a three-cueing approach.  ***Provide the date, printed name and electronic signature of the authorized representative to verify understanding of Ohio’s Literacy Policy requirements and attest to alignment of materials.*** | | | | |
| **Printed Name:** | **Signature of Authorized Representative:** | | **Date:** | |

**Appendix C: Phase 1B Review Application (Prekindergarten) – Intent to Apply for Comprehensive Language and Literacy Review**

|  |  |  |  |
| --- | --- | --- | --- |
| **Phase 1B Application (PreK) – Intent to Apply for Comprehensive Language and Literacy Review** | | | |
| **Name of Vendor:** | | **Product Title and Edition (publication year):** | |
| **Contact Person for the Review Submission:** | | **Email:** | |
| **Telephone:** | | **Mailing Address:** | |
| **Vendor Webpage:** | | **Product Webpage(s):**  *Provide the webpage that is specifically related to the program materials being requested for approval.* | |
| **Grade Band Submission:**  Prekindergarten | | **Evidence of Comprehensive Quality Review**  Published Curriculum Consumer Report Review   * Link:   No Published Curriculum Consumer Report Review | |
| **Professional Development in Materials Available**  Yes  No  *If yes, submit* [*Appendix E*](#AppendixE)*: Professional Development Information (Optional)* | | | |
| **Acknowledgment of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies:**  All applicants must submit verification of understanding that Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Ohio Department of Education and Workforce that have agreed to sell textbooks to school districts and community schools in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law. Publishers of programs with textbooks submitted for review are expected to meet this requirement no later than the beginning of the 2024-2025 school year.  ***Provide the date, printed name and signature of the authorized representative to verify understanding of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies.*** | | | |
| **Printed Name:** | **Signature of Authorized Representative:** | | **Date:** |
| **Alignment to Ohio’s Language and Literacy Policies:**  **All applicants must submit verification of understanding that all materials on the approved list must align to the following:**   * Early Learning and Development Standards (ORC 3301.53; OAC 3301-33-07(B)). * Science of Reading (ORC 3313.6028(A)(1)). * Ban on Three-Cueing Approach (ORC 3313.6028(C)).   Ohio law defines the science of reading as an interdisciplinary body of scientific evidence that:   1. Informs how students learn to read and write proficiently; 2. Explains why some students have difficulty with reading and writing; 3. Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension and writing to become effective readers; and 4. Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.   Materials that use a three-cueing approach to teach students to read are not permissible in grades prekindergarten-5 under Ohio law (ORC 3313.6028(C)). If materials are aligned to or promote instructional practices aligned with a three-cueing approach in the program materials, approval may not be granted. The Department reserves the right to revoke or not continue materials approval if program materials are found to align to or promote instructional practices aligned with a three-cueing approach.  ***Provide the date, printed name and electronic signature of the authorized representative to verify understanding of Ohio’s Literacy Policy requirements and attest to alignment of materials.*** | | | |
| **Printed Name:** | **Signature of Authorized Representative:** | | **Date:** |
| **Understanding of Comprehensive Language and Literacy Review Requirements:**  All applicants must submit verification of understanding of the requirements of Phase 2 – Foundational Skills Review, including scoring indicators, submission criteria and required materials.  ***Provide the date, printed name and electronic signature of the authorized representative to verify understanding of the submission criteria for Phase 2 – Comprehensive Language and Literacy Review.*** | | | |
| **Printed Name:** | **Signature of Authorized Representative:** | | **Date:** |
| **Digital Submission:**  **Verification that all program materials must be submitted digitally for the *Phase 2 –Comprehensive Language and Literacy Review application*.**  Only electronic versions of the completed application and program materials will be accepted. The electronic submission must be submitted in PDF form. Any program materials submitted for review must be either available for reviewers to access via online login or submitted as a PDF. Hard copies of materials cannot be accepted and will not, under any circumstances, be reviewed.  ***Provide the date, printed name and electronic signature of the authorized representative to verify understanding of the digital submission requirements for Phase 2 – Comprehensive Language and Literacy Review.*** | | | |
| **Printed Name:** | **Signature of Authorized Representative:** | | **Date:** |

**Appendix D: Phase 1B Review Application (Kindergarten-Grade 5) – Intent to Apply for Foundational Skills Review**

|  |  |  |  |
| --- | --- | --- | --- |
| **Phase 1B Application (K-5) – Intent to Apply for Foundational Skills Review** | | | |
| **Name of Vendor:** | | **Product Title and Edition (publication year):** | |
| **Contact Person for the Review Submission:** | | **Email:** | |
| **Telephone:** | | **Mailing Address:** | |
| **Vendor Webpage:** | | **Product Webpage(s):**  *Provide the webpage that is specifically related to the program materials being requested for approval.* | |
| **Grade Band Submission:**  K-2 Supplemental Foundational Skills  K-2 Core Comprehensive English Language Arts  3-5 Core Comprehensive English Language Arts  *Note: Select all that apply for materials that span across grade bands.* | | **Evidence of Comprehensive Quality Review**  Published EdReports Review   * Link:   Published or Documented State Department Review\*   * Link:   *\*Provide PDF copy of review report or feedback if full review is not published at available link.* | |
| **Professional Development in Materials Available**  Yes  No  *If yes, submit* [*Appendix E*](#AppendixE)*: Professional Development Information (Optional)* | | | |
| **Acknowledgment of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies:**  All applicants must submit verification of understanding that Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Ohio Department of Education and Workforce that have agreed to sell textbooks to school districts and community schools in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law. Publishers of programs with textbooks submitted for review are expected to meet this requirement no later than the beginning of the 2024-2025 school year.  ***Provide the date, printed name and signature of the authorized representative to verify understanding of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies.*** | | | |
| **Printed Name:** | **Signature of Authorized Representative:** | | **Date:** |
| **Alignment to Ohio’s Literacy Policies:**  **All applicants must submit verification of understanding that all materials on the approved list must align to the following:**   * Ohio’s Learning Standards for English Language Arts (ORC 3301.079). * Ohio’s Rule for Phonics (OAC 3301-33-01). * Science of Reading (ORC 3313.6028(A)(1)). * Ban on Three-Cueing Approach (ORC 3313.6028(C)).   [Ohio’s Rule for Phonics](https://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/Resources-for-English-Language-Arts/Ohios-Rule-for-Phonics-OAC-3301-33-01) identifies the minimum standards for phonics instruction in grades kindergarten through 3. Entities submitting materials for the approved list in these grade bands must verify alignment to the use of systematic phonics instruction in the program’s instructional materials.  Ohio law defines the science of reading as an interdisciplinary body of scientific evidence that:   1. Informs how students learn to read and write proficiently; 2. Explains why some students have difficulty with reading and writing; 3. Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension and writing to become effective readers; and 4. Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.   Materials that use a three-cueing approach to teach students to read are not permissible in grades prekindergarten-5 under Ohio law (ORC 3313.6028(C)). If materials are aligned to or promote instructional practices aligned with a three-cueing approach in the program materials, approval may not be granted. The Department reserves the right to revoke or not continue materials approval if program materials are found to align to or promote instructional practices aligned with a three-cueing approach.  ***Provide the date, printed name and electronic signature of the authorized representative to verify understanding of Ohio’s Literacy Policy requirements and attest to alignment of materials.*** | | | |
| **Printed Name:** | **Signature of Authorized Representative:** | | **Date:** |
| **Understanding of Foundational Skills Review Requirements:**  All applicants must submit verification of understanding of the requirements of *Phase 2 – Foundational Skills Review*, including submission criteria and required materials.  The Department reserves the right to deny approval for moving on to the foundational skills review if the evidence of a quality review provided in Phase 1 does not fully include the above criteria or the review indicates the materials are a single-component program and do not fully address foundational skills instruction.  ***Provide the printed name and electronic signature of the authorized representative to verify understanding of the submission criteria for Phase 2 – Foundational Skills Review.*** | | | |
| **Printed Name:** | **Signature of Authorized Representative:** | | **Date:** |
| **Digital Submission:**  **Verification that all program materials must be submitted digitally for the *Phase 2 – Foundational Skills Review application*.**  Only electronic versions of the completed application and program materials will be accepted. The electronic submission must be submitted in PDF form. Any program materials submitted for review must be either available for reviewers to access via online login or submitted as a PDF. Hard copies of materials cannot be accepted and will not, under any circumstances, be reviewed.  ***Provide the date, printed name and electronic signature of the authorized representative to verify understanding of the digital or online format submission requirements for Phase 2 – Foundational Skills Review.*** | | | |
| **Printed Name:** | **Signature of Authorized Representative:** | | **Date:** |

**Appendix E: Professional Development Information (Optional)**

**Instructions:** Applicants wishing to provide additional information on the specific professional development available for their materials must submit narrative evidence of each of the following components as part of Phase 1. This information will not be scored but will be provided to districts and community schools to support decision-making in the selection and implementation of materials.

|  |  |
| --- | --- |
| **Professional Development Information** | |
| **Name of Materials:** | **Forms of Professional Development Available:**  Virtual  In-Person  Embedded Coaching  Other (please specify: \_\_\_\_\_\_\_\_\_\_\_) |
| **Summary of Professional Development**  *Provide a brief summary of the professional development available for the materials for each of the components below, to not exceed 2 pages in total for the appendix.* | |
| Clear scope and sequence for professional development, including objectives and intended outcomes for educators |  |
| Clear description of how demonstration of learning is provided for educators |  |
| Opportunities for participants to apply learning through practice of identified skills and opportunities for reflection |  |
| Ongoing access to support and resources related to implementation for educators |  |

**Appendix F: Phase 2 (Prekindergarten) - Comprehensive Language and Literacy Review Application Cover Page**

|  |  |  |  |
| --- | --- | --- | --- |
| **Phase 2 (PreK)– Comprehensive Language and Literacy Review Application Cover Page** | | | |
| **Name of Vendor:** | | **Product/Program Title and Edition (publication year):** | |
| **Contact Person for the Review Submission and Notification:** | | **Email:** | |
| **Telephone:** | | **Mailing Address:** | |
| **Vendor Webpage:** | | **Product/Program Webpage(s):**  *The webpage that is specifically related to the program materials being requested for approval.* | |
| **Grade Band Submission:**  Prekindergarten | | **Reviewer Access to Program Instructional Materials *(select all that apply):***  PDF Copy of Materials  Online Access to Materials   * Link: * Login Information: | |
| **Completion Verification and Acknowledgment**  To be considered for review in Phase 2 – Foundational Skills Review,all required submission components must be completed.  **Check each box and sign below to indicate each required application component noted below has been included and is complete.**  Completed Application Cover Page ([*Appendix F*](#AppendixF))  Completed Program Evidence Worksheet ([*Appendix G*](#AppendixG))  Reviewer Access to Program Materials  Signature of Authorized Representative - Confirming all parts above are included | | | |
| **Printed Name of Representative:** | **Signature of Representative** | | **Date:** |

**Appendix G: Phase 2 (Prekindergarten) – Comprehensive Language and Literacy Review Program Evidence Worksheet**

**Instructions:** The program evidence worksheet must be completed for each materials 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.

* All sections of the worksheetmust be fully completed for materials submitted for review.
* **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 10 pages per submitted application.**

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:** | |
| **Criterion 1: Emergent Literacy Skills Development in Prekindergarten** | |
| **Language and Communication** | **Evidence** |
| 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. |  |
| 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. |  |
| 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. |  |
| **Comments:** | |
| **Phonological Awareness** | **Evidence** |
| 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). |  |
| **Comments:** | |
| **Print Awareness** |  |
| 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 |  |
| Location of examples of intentional opportunities for children to understand print conventions and that print conveys meaning. |  |
| **Comments:** | |
| **Emergent Writing** | **Evidence** |
| Location of examples that allow children the opportunity to communicate for a variety of purposes using writing.   * Scribbles * Shapes * Pictures * Letters |  |
| Location of examples of opportunities to experiment with writing tools and materials. |  |
| **Comments:** | |
| **Criterion 2: Appropriateness of materials and activities** | |
| **Material and Activity Presentation** | **Evidence** |
| Location of examples of teacher-directed and child-initiated activities including opportunities for children to choose interest areas and activities |  |
| Location of examples of interactive and hands-on activities with opportunities for skills practice without the use of worksheets. |  |
| **Comments:** | |
| **Sequence of materials and activities** | **Evidence** |
| Location of examples of activities arranged in a logical sequence of increasing complexity over time. |  |
| Location of examples of activities provided to support children's learning at various developmental stages. |  |
| **Comments:** | |
| **Criterion 3: Documentation of Learner Progress** | |
| A system or protocol of documentation for learner progress and development. |  |
| A system or protocol to share learner progress and development with families. |  |
| **Comments:** | |

**Appendix H: Phase 2 Review Application (Kindergarten – Grade 5) Foundational Skills Review Cover Page**

|  |  |  |  |
| --- | --- | --- | --- |
| **Phase 2 – Foundational Skills Review Application Cover Page** | | | |
| **Name of Vendor:** | | **Product/Program Title and Edition (publication year):** | |
| **Contact Person for the Review Submission and Notification:** | | **Email:** | |
| **Telephone:** | | **Mailing Address:** | |
| **Vendor Webpage:** | | **Product/Program Webpage(s):**  *Provide the webpage that is specifically related to the program materials being requested for approval.* | |
| **Grade Band Submission:**  K-2 Supplemental Foundational Skills  K-2 Core Comprehensive English Language Arts  3-5 Core Comprehensive English Language Arts  *Note: Select all that apply for materials that are being requested for multiple grade bands.* | | **Reviewer Access to Program Instructional Materials *(select all that apply):***  PDF Copy of Materials  Online Access to Materials   * Link: * Login Information: | |
| **Completion Verification and Acknowledgment**  To be considered for review in Phase 2 – Foundational Skills Review*,* all required submission components must be completed.  **Check each box and sign below to indicate each required application component noted below has been included and is complete.**  Completed Application Cover Page *(*[*Appendix H*](#AppendixH)*)*  Completed Program Evidence Worksheet(s) *(*[*Appendix I*](#AppendixI)*)*  Kindergarten-Grade 2 (if applicable)  Grades 3-5 (if applicable)  Reviewer Access to Program Materials  Kindergarten-Grade 2 (if applicable)  Grades 3-5 (if applicable)  Signature of Authorized Representative - Confirming all parts above are included | | | |
| **Printed Name of Representative:** | **Signature of Representative** | | **Date:** |

**Appendix I: Phase 2 (K-5) Foundational Skills Review – Program Evidence Worksheet**

**Instructions:** The program evidence worksheet must be completed for each materials 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 Evidence Worksheets are limited to 10 pages per grade level, per materials. Grades 3-5 Evidence Worksheets are limited to 5 pages per grade level, 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.

|  |  |
| --- | --- |
| **Evidence Worksheet: Kindergarten-Grade 2** | |
| **Name of Materials:** | **Grade Level:** |
| **Phonological Awareness Instruction (K-1 Only)** | **Evidence:** |
| 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) |  |
| 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) |  |
| 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) |  |
| **Comments:** | |
| **Phonics Instruction** | **Evidence:** |
| Location of scope and sequence that demonstrates materials include systematic and explicit instruction in phonics, including syllable types, from simple to complex. |  |
| 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 |  |
| 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. |  |
| Location of examples of frequent opportunities for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words. |  |
| 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. |  |
| Location of examples of lesson scripts that support connection to the meaning of the words decoded. |  |
| Location of examples of instructional routines and/or lesson scripts that include spelling instruction aligned to the phonics scope and sequence. |  |
| **Comments:** | |
| **Fluency** | **Evidence:** |
| Location of examples of explicit instructional routines and/or scripts within lessons that demonstrate frequent opportunities for connected text fluency. |  |
| **Comments:** | |
| **Assessment and Differentiation** | **Evidence:** |
| 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. |  |
| Location of example lessons and activities that allow for differentiation of foundational skills instruction, so all students achieve mastery of foundational skills. |  |
| **Comments:** | |

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