

# NEVADA STATE BOARD OF EDUCATION

## Agenda Request Form

All items to be considered for the State Board of Education agenda *must* first be approved with the legal language edited by your Department Director. They need to then be forwarded to your Deputy Superintendent for final approval.

Step 1: Consult with your Deputy or Director to establish the need for the item to be brought before the State Board of Education.

Step 2: Once established, complete this form. If you are new to developing State Board agenda items, please review past agendas. It is important to begin with clear and concise language.

Step 3: Obtain approvals from your Director.

Step 4: Submit to your Deputy Superintendent. Please be sure that you send the Deputy a complete packet of information (support material) or a clear plan to have the complete packet (support material) to your Deputy at least 2 weeks prior to the meeting. All support material must be ADA compliant before submitting to your Deputy.

Date of Meeting: June 14, 2023

Name and Title of Presenter(s):

Mark Rincon

Education Programs Professional – K-12 English Language Arts

Possible Approval of Instructional Materials

Item is on the Agenda for:

Consent Agenda Item

Information and Discussion

Information, Discussion, and Possible Action

Is there a statutory requirement associated with this agenda item? If so, describe: N/A

Please provide the Item language to be included on the agenda. If the item requires Action, include a description of the requested Action. All items begin with the following language:

**Information, Discussion (and Possible Action) ...see below.**

**NEVADA STATE BOARD OF EDUCATION**  
**Agenda Request Form**

**INSTRUCTIONAL MATERIALS FOR STATE BOARD OF EDUCATION ADOPTION  
CONSIDERATION**

Recommended Instructional Materials List:

<b><u>Category</u></b>	<b><u>Grade Level</u></b>	<b><u>Curriculum Program</u></b>	<b><u>Publisher</u></b>
English Language Arts	K-8	<ul style="list-style-type: none"><li>• EL Education Language Arts K-8</li></ul>	Open Up Resources
English Language Arts	9-12	<ul style="list-style-type: none"><li>• Odell Education High School Literacy Program 9-12</li></ul>	Open Up Resources

# NEVADA STATE BOARD OF EDUCATION

## Agenda Request Form

At which location do you wish to present?    \_\_\_ Carson City    X Las Vegas

Will you have a PowerPoint presentation?    \_\_\_ YES    X NO

The information submitted is to support our recommendation to the State Board of Education to adopt the instructional materials submitted by the Nevada Instructional Materials Steering Committee (NIMSC) in compliance with the following:

**NAC 389.856 Committee evaluation of textbooks.** A committee established pursuant to NAC 389.854 shall review textbooks and submit to the Department of Education in the form prescribed by the Department an evaluation of any textbooks being recommended for adoption. The evaluation must include:

1. A comparison of the textbook with the courses of study offered in this State and the goals and objectives of the school district that the committee is representing.
2. A summary of the organization and presentation of material in the textbook.
3. A statement of the quality of production of the textbook, including the cover, binding and print.
4. An analysis of the accuracy of the information contained in the textbook.
5. A statement of the appropriateness of any materials of support or references provided with the textbook.
6. An analysis of the ability of the textbook to stimulate interest in pupils.
7. A reasonable assurance that the textbook complies with the requirements of subsection 2 of NRS 389.850.
8. A list of the times and locations that parents of pupils enrolled in the district and other members of the community were afforded an opportunity to review the textbook and to submit written comments to the committee before the final recommendations were made.

(Added to NAC by Bd. of Education, eff. 4-1-92) — (Substituted in revision for NAC 390.020)

This request is in compliance of NDE's State Improvement Plan (STIP):

- Please indicate the STIP Goal(s) with which this item aligns:

**Goal 1: All children, birth through third grade, have access to quality early care and education.**

Goal 2: All students have access to effective educators.

**Goal 3: All students experience continued academic growth.**

**Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.**

Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.

Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

- Which NDE value(s) does your item represent?

**Equity**

**Access to Quality**

**Success**

Inclusivity

Community

Transparency

- Use this space to provide any additional context on the connection of this item to the STIP, especially alignment with specific strategies or IOOs.

This item will help in the process where all Nevada students and teachers have access to high-quality, Nevada Academic Content Standard-aligned instructional materials for English Language Arts.

Nevada Instructional Materials Review  
Process English Language Arts (Spring 2023)

**Vendor Name:** Open Up Resources

**Course Name:** EL Education Language Arts K-8

**Grade Level; Core:** K-8

**Status:** RECOMMENDED

**Justification:** This curriculum meets all the rubric criteria and aligns with standards. The materials are organized, and the layout is very intuitive for students and teachers.

**Category 1 Rubric – Alignment to Standards**

Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
<b>A. Breadth</b>	<b>A1. Materials target the most critical and impactful content.</b>	2	1	0	The materials are aligned with the Nevada Academic Content Standards (NVACS) for ELA. Each lesson is designed as a sequence of activities that collectively address the aligned standards, including Reading, Writing, Language, and Speaking and Listening standards.
	<b>A2. Materials are accurate, well written, and appropriate for the grade level or span.</b>	2	1	0	All materials are accurate, well-written, and grade-level appropriate. They focus on building students' content knowledge related to a compelling aspect of science or social studies standards for that grade level.
	<b>A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.</b>	2	1	0	Curriculum maps include standards addressed, number of days per unit and key learning outcomes for teachers to focus on. Units are organized and clear for teachers to follow with on sub-units.
<b>B. Depth</b>	<b>B1. Materials provide educators with tools to foster deep academic discussions.</b>	2	1	0	Numerous opportunities to engage in rich, structured, text-based conversations in a variety of settings and group sizes. For example, discussion questions included as well as assessments, like Socratic seminars.
	<b>B2. Materials help students think more critically about a topic.</b>	2	1	0	Evaluate and synthesize evidence, incorporating it into written, oral, and multimedia messages through which students communicate opinions, ideas, and information knowledgeably, confidently, and responsively.

	<b>B3. Materials spark student dialogue and support further exploration.</b>	2	1	0	Materials offers students opportunities to spark dialogue through dynamic text, lively classroom discussions, and meaningful digital experiences.
<b>C. Application</b>	<b>C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.</b>	2	1	0	Materials offer authentic learning opportunities heavily rely on writing and inspire students to read more deeply, write more vividly, and think more critically.
	<b>C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).</b>	2	1	0	Materials offer discussion activities through interactive quests; week-long explorations where students practice analytical reading, writing, speaking, and listening skills all while building a strong classroom community.
	<b>C3. Materials are relevant to students' lives.</b>	2	1	0	The materials are culturally relevant to students' lives.
<b>Column Totals</b>		18	0	0	
<b>OVERALL SCORE</b>				18	

Category 2 Rubrics – Alignment to Social Justice					
Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
<b>A. Accessibility</b>	<b>Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.</b>	2	1	0	The curriculum includes lessons focusing on close reading throughout the curriculum. These lessons allow for in-depth discussion and text-based work. Text dependent Questions and Activities take place with every close read. The materials provide the teachers with total participation techniques to engage students. Note catchers are used in conjunction with close reads with older grades. Verbal responses are used in lessons for the younger students.
<b>B. Connections</b>	<b>Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.</b>	2	1	0	Text/articles connected to topics in science, social studies, arts, and real-world connections. Students learn to tackle complex texts and make observations, grapple with interesting ideas, and find relevance for themselves.
<b>C. Culturally Centered</b>	<b>Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.</b>	2	1	0	Many diverse authors provide positive representations of diversity. Additionally, the curriculum includes diversity and inclusion in the texts, ensuring that a range of experiences across lines of difference are represented.

<b>D. Equity</b>	<b>Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.</b>	2	1	0	Materials offer students to develop ideas and opinions on real-world, relevant texts. Throughout the curriculum, there are included texts and tasks that honor the knowledge, languages, beliefs, and skills that exist in the cultures and backgrounds of students and their families.
<b>E. Student Voice</b>	<b>Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.</b>	2	1	0	The materials provide opportunities for teachers to facilitate classroom discussions through modeling and think-aloud routines, while the curriculum is designed to equip students from all backgrounds with the skills and knowledge needed to succeed in the learning environment.
	<b>Materials provide learning and tasks that is student centered.</b>	2	1	0	The materials feature a range of diverse authors and philosophies that reflect diverse cultures, languages, traditions, beliefs, and more, providing students with a comprehensive understanding of different perspectives.
<b>Column Totals</b>		12	0	0	
<b>OVERALL SCORE</b>				12	



Nevada Instructional Materials Review  
Process English Language Arts (Spring 2023)

**Vendor Name:** Open Up Resources

**Course Name:** Odell Education High School Literacy Program 9-12

**Grade Level:** 9-12

**Status:** RECOMMENDED

**Justification:** This curriculum meets all the rubric criteria and aligns with standards. The materials are organized, and the layout is very intuitive for students and teachers.

**Category 1 Rubric – Alignment to Standards**

Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
<b>A. Breadth</b>	<b>A1. Materials target the most critical and impactful content.</b>	2	1	0	The materials are aligned with the Nevada Academic Content Standards (NVACS) for ELA. This curriculum includes the Developing Core Literacy Proficiencies for Grades 9-12 English language arts, the Integrated Writing Units for high school science and social studies, and the High School Literacy Program (HSLP) for Grades 9-12 English language arts.
	<b>A2. Materials are accurate, well written, and appropriate for the grade level or span.</b>	2	1	0	All materials and instruction in reading, writing, speaking and listening, and language is integrated with the analysis of complex, grade-level texts.
	<b>A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.</b>	2	1	0	The curriculum offers, teachers have the option to choose from a variety of Development Units to use at their discretion. Teachers can use the curriculum as it is written, selecting the lessons and activities that best suit their students' needs.  The program consists of one Foundation Unit that starts the year, three to four Development Units, and one Application Unit that concludes the year.
<b>B. Depth</b>	<b>B1. Materials provide educators with tools to foster deep academic discussions.</b>	2	1	0	Numerous opportunities to engage in rich, structured, text-based conversations in a variety of settings and group sizes. For example, discussion questions included as well as assessments, like

					Socratic seminars.
	<b>B2. Materials help students think more critically about a topic.</b>	2	1	0	Materials have students utilize the Philosophical Chairs Discussion Tool, which outlines processes for beginning an academic discussion, taking notes during the discussion, and reflecting on one's understanding.
	<b>B3. Materials spark student dialogue and support further exploration.</b>	2	1	0	Materials have students go through an iterative process that leads to more questions as their understanding of the text or topic becomes more complex, resulting in students producing effective and interesting writing and encouraging robust academic discussions.
<b>C. Application</b>	<b>C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.</b>	2	1	0	Materials offer authentic learning opportunities heavily rely on writing and inspire students to read more deeply, write more vividly, and think more critically.
	<b>C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).</b>	2	1	0	Students are asked to engage in collaboration, communication, critical thinking, and creativity skills within each text set, during whole group, small group, and independent practice.
	<b>C3. Materials are relevant to students' lives.</b>	2	1	0	Students read multiple texts related to these topics and themes, and each interaction with a text serves to build students' schema.
<b>Column Totals</b>		18	0	0	
<b>OVERALL SCORE</b>				18	

Category 2 Rubrics – Alignment to Social Justice					
Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
<b>A. Accessibility</b>	<b>Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.</b>	2	1	0	The program's diverse materials and text variety are instrumental in building students' knowledge and enhancing their literacy skills. The tasks are designed to foster deep reading and encourage multiple interpretations, which help students develop greater sensitivity to their peers.
<b>B. Connections</b>	<b>Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.</b>	2	1	0	The curriculum equips teachers with tools to foster discussions that encourage students to explore, examine, and evaluate ideas, content, language, and their own thought processes, thereby promoting critical thinking and analysis.
<b>C. Culturally Centered</b>	<b>Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.</b>	2	1	0	Materials have works by various authors, current and contemporary, of various backgrounds and ethnicities.

<b>D. Equity</b>	<b>Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.</b>	2	1	0	Instructional materials offer students chances to engage with their peers through a variety of texts to gain knowledge, expand their understanding of the world, and develop much-needed analytical skills to become critical thinkers.
<b>E. Student Voice</b>	<b>Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.</b>	2	1	0	Students have the opportunity to connect and collaborate with their peers in a supportive and respectful community, where they can exchange ideas and build toward independence. All materials in the program promote the use of academic language and encourage participation in formal and informal academic discussions.
	<b>Materials provide learning and tasks that is student centered.</b>	2	1	0	The materials are designed to be student-centered, and the tasks are flexible enough for teachers to modify the lessons to meet the unique needs of their students.
<b>Column Totals</b>		12	0	0	
<b>OVERALL SCORE</b>				12	