

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Benchmark Education Company

Course Name: Benchmark Advance 2022

Grade Level: K-6

Status: **RECOMMENDED**

Justification: Benchmark Advance (English Grades K-6) 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	All course standards are covered in the materials with multiple opportunities to engage in learning through activities or projects that align to standards. Students have multiple opportunities to engage with each standard.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials aligned to science of reading meeting grade level needs; word study instruction included (foundational skills/phonics instruction, fluency, authentic practice in writing, spelling, language comprehension); Scarborough's Rope; writing process included.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Instructional materials scope and sequence provided; gradual release embedded into the write-in texts; Also has Intervention Books for teachers to use of students who need additional supports. The main curriculum text informs the teacher where to look in the Intervention texts.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Curriculum provides authentic, meaningful topics and guiding questions; each of the 10 units are focused on a single knowledge strand (life science, technology & society, and perspectives in literature).
	B2. Materials help students think more critically about a topic.	2	1	0	Every module is organized by a theme/topic with which the texts, multimedia features, and other instructional content connect. An Essential Question

				is threaded throughout each module.	
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Students demonstrate their understanding of the central ideas and details of texts during reading and in post-reading activities as they respond both orally and in writing.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Instructional Materials include academic conversations tools; write-in texts (students write inside and take home at the end of the unit). Student academic exercises embedded that review the lessons around phonics and writing practice.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Materials provide partner work, "we write" sections of write-in text; opportunities for constructive conversations embedded into daily lessons.
	C3. Materials are relevant to students' lives.	2	1	0	Materials cover topics (authentic reading and writing practice in write-in student books).
	Column Totals	18	0	0	
OVERALL SCORE				18	

Category 2 Rubrics – Alignment to Social Justice

Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Materials print and digital texts; texts can be read aloud and highlighted digitally (interactive); Students can type and highlight digital version, "seamless integration of technology" ; writing tools (checklists, rubrics); materials have built-in scaffolds and supports (such as light, moderate and substantial supports for rigor - ELD support; Think-Speak-Listen Flipbook - tool to use to hold academic conversations.)
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Materials have knowledge strands: government and citizenship, earth science, economics, character matters, etc.
C. Culturally Centered	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.	2	1	0	Materials have works by numerous authors, current and contemporary, of various backgrounds and ethnicities.

D. Equity	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.	2	1	0	Texts written by commissioned, diverse authors; each text has deeper connection to culturally responsive perspectives and discussion prompts); each unit has an inquiry project that guides students through own reflection of biases - research work.
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials have differentiation, small group work, aligned to a thematic, relevant topic; different instructional levels to meet student skills needs.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Great Minds and Wilson Language Training

Course Name: Wit & Wisdom K-5 Geodes Foundations

Grade Level: K-5

Status: **RECOMMENDED**

Justification: Wit & Wisdom K-5 Geodes Foundations 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	All course standards are covered in the materials with multiple opportunities to engage in learning through activities or projects that align to standards. Students have multiple opportunities to engage with each standard.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Instructional materials include four modules, or units of study. Each module is a set of core texts, carefully curated for their quality and craft. Texts are sequenced to systematically build students’ knowledge in key topics and build in complexity within and across grades.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Instructional materials scope and sequence provided; gradual release embedded into the write-in texts. All student writing and speaking is text-based, either in the service of making meaning (writing to learn) or communicating understanding (using text evidence to support an opinion or examine a topic). Tasks require students to speak and write to sources.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Curriculum provides of instructional routines and engaging activities designed to foster high-quality academic discussion, intentional connection between oral and written communication by having students orally rehearse what they will write by first talking about it with classmates,

					and assessment of oral language comprehension and skill, including Socratic Seminars and grade-level speaking and listening rubrics.
	B2. Materials help students think more critically about a topic.	2	1	0	Every module is organized by a theme/topic with which the texts, multimedia features, and other instructional content connect. An Essential Question is threaded throughout each module.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Students demonstrate their understanding of the central ideas and details of texts during reading and in post-reading activities as they respond both orally and in writing.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Instructional Materials include academic conversations tools; write-in texts (students write inside and take home at the end of the unit). Student academic exercises embedded that review the lessons around phonics and writing practice.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Materials provide partner work, "we write" sections of write-in text; opportunities for constructive conversations embedded into daily lessons.
	C3. Materials are relevant to students' lives.	2	1	0	Lessons are designed to provide grade-level instruction for all students, creating a community

				of learners who all engage with the same texts and tasks. Embedded scaffolds and supports allow teachers to meet students where they are and provide alternative pathways to the same learning goals.
<i>Column Totals</i>	18	0	0	
OVERALL SCORE			18	

Category 2 Rubrics – Alignment to Social Justice

Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	<p>Daily opportunities for work with peers foster a collaborative learning community. Feedback is mastery oriented, designed to encourage students to sustain their efforts toward completion. Opportunities for self-assessment and reflection also promote student engagement.</p> <p>Materials print and digital texts; texts can be read aloud and highlighted digitally (interactive); Students can type and highlight digital version, "seamless integration of technology"; writing tools (checklists, rubrics).</p>
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	<p>Each module, students engage in several Socratic Seminars, student-led collaborative discussions centering on a thought-provoking question related to a module’s content. These seminars also give students authentic and meaningful opportunities to practice responsible decision-making.</p>

C. Culturally Centered	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.	2	1	0	Materials have works by numerous authors, current and contemporary, of various backgrounds and ethnicities.
D. Equity	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.	2	1	0	Texts written by commissioned, diverse authors; each text has deeper connection to culturally responsive perspectives and discussion prompts); each unit has an inquiry project that guides students through own reflection of biases - research work.
E. Student Voice	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.	2	1	0	Modules and lessons offer opportunities for students to consider the role their own communities, contexts, or interests can have in their learning.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials have differentiation, and small group work. Appreciation of multiple cultures with storylines that feature main characters and real-life figures rooted in their own cultural experiences, history, and traditions.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Great Minds and Wilson Language Training

Course Name: Wit & Wisdom 6-8

Grade Level: 6-8

Status: **RECOMMENDED**

Justification: Wit & Wisdom 6-8 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	All course standards are covered in the materials with multiple opportunities to engage in learning through activities or projects that align to standards. Students have multiple opportunities to engage with each standard.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Each grade in Wit & Wisdom includes four modules, or units of study. Texts are sequenced to build students' knowledge in key topics and build in complexity within and across grades.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials offer scope and sequence to help students build skills across the instructional year. Writing scope and sequence offers teachers to integrate various aspects of writing instruction that students must master skills specific to a particular purpose or genre, transferable skills, the writing process, and research.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials offer students to write about what they read, learn grammar, and articulate the meaning of each text in formal and informal discussions with peers.
	B2. Materials help students think more critically about a topic.	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.

	B3. Materials spark student dialogue and support further exploration.	2	1	0	Instructional modules provide students the opportunity to engage in conversations with their teacher and classmates. Texts invite students to think beyond what is in the text and to make connections to knowledge they already have acquired and to make new connections in their learning.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Authentic learning opportunities such as questioning, summarizing, annotating, and collecting evidence support students in building knowledge and vocabulary as they read.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	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.
	C3. Materials are relevant to students' lives.	2	1	0	Lessons are designed to provide grade-level instruction for all students, creating a community of learners who all engage with the same texts and tasks. Embedded scaffolds and supports allow teachers to meet students where they are and provide alternative pathways to the same learning goals.
	Column Totals	18	0	0	
OVERALL SCORE				18	

Category 2 Rubrics – Alignment to Social Justice					
Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Materials support all students to engage with the same grade-level, complex texts, and topics. Scaffolds are embedded in lessons. Materials aids educators in supporting and engaging all students in shared learning with the same rigorous texts.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Materials fosters students’ development of the five social-emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL).
C. Culturally Centered	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.	2	1	0	Materials have works by numerous authors, current and contemporary, of various backgrounds and ethnicities.
D. Equity	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	2	1	0	Curriculum supports teachers in creating an environment for students to develop skills of speaking and listening, fostering student voice in the classroom. Moreover, the curriculum embeds numerous authentic ways for students to practice those skills (Think–

	barrier free instruction for every student.				Pair–Share, small group discussions, Socratic Seminars.
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Topics and texts focus on building students’ understanding and appreciation of important stories and contributions of diverse individuals and groups.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Imagine Learning

Course Name: Imagine Learning EL Education Grades K-8

Grade Level: K-8

Status: **RECOMMENDED**

Justification: Imagine Learning EL Education Grades K-8 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	Each grade level includes four modules broken into three units across approximately forty instructional days, which together span a full school year. The modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Within each grade level, students complete four modules per year. There are three units within each module. In the K-8 materials, the first unit activities students' prior knowledge to help them connect new knowledge to known knowledge by asking students to recall and verify prior learning.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Curriculum maps include standards addressed, number of days per unit and key learning outcomes for teacher to focus on. The curriculum allows flexibility so teachers can use professional judgement to modify pacing.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Curriculum provides authentic, meaningful topics and guiding questions. Topics around theme are engaging and debatable; guiding questions and protocols are embedded into the curriculum.

	B2. Materials help students think more critically about a topic.	2	1	0	Students learn the inquiry-based research process, they pursue high-interest topics of their own choosing; vet sources for relevance and credibility; and develop and refine a unique problem-based research question. For their end-of-unit assessment, students ultimately craft a unique inquiry-driven research paper, all while acquiring the independent thinking skills of lifelong learners.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials offers students opportunities using the Read-Think-Talk-Write framework. Materials provide protocols to give each task structure, provide supportive scaffolds and emphasize the importance of modeling and using sentence frames to deepen student discourse for all students, including ELL students.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Each unit is anchored by a text set that includes engaging trade-books, song lyrics, poetry, images, film, speeches, and more.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Materials offer tasks designed to solve a problem or meet a need related to the topic and offers teachers guidance on how to extend module topics and broaden tasks to connect with the local community and address genuine needs.

C3. Materials are relevant to students' lives.	2	1	0	Curriculum provides materials that are culturally relevant to students lives.
<i>Column Totals</i>	18	0	0	
OVERALL SCORE			18	

Category 2 Rubrics – Alignment to Social Justice					
Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Materials print and digital texts; texts can be read aloud and highlighted digitally (interactive); Students can type and highlight digital version, "seamless integration of technology" ; writing tools (checklists, rubrics); materials have built-in scaffolds and supports (such as light, moderate and substantial supports for rigor - ELD support; Think-Speak-Listen Flipbook - tool to use to hold academic conversations.)
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Materials have knowledge strands: government and citizenship, earth science, economics, character matters, etc.
C. Culturally Centered	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.	2	1	0	Materials have works by numerous authors, current and contemporary, of various backgrounds and ethnicities.

D. Equity	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.	2	1	0	Texts written by commissioned, diverse authors; each text has deeper connection to culturally responsive perspectives and discussion prompts); each unit has an inquiry project that guides students through own reflection of biases - research work.
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials have differentiation, small group work, aligned to a thematic, relevant topic; different instructional levels to meet student skills needs.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Amplify Education, Inc.

Course Name: Amplify CKLA K-5

Grade Level: K-5

Status: **RECOMMENDED**

Justification: Amplify CKLA K-5 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	NVACS aligned, all standards are found within the curriculum; science of reading aspects are covered.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	CKLA materials are well written and appropriate for each grade level. Materials are rigorous, most notably vocabulary; specific study of complex text included.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Curriculum maps include standards addressed, number of days per unit and key learning outcomes for teacher to focus on.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Variety of tools available to foster academic discussion, including opportunities built into the curriculum.
	B2. Materials help students think more critically about a topic.	2	1	0	Variety of topics included as well as opportunity for students to apply content.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Variety of methods for dialogue and discussion, including group share, whole class discussion and partner work.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Authentic learning opportunities heavily rely on writing but real-life application is included.

<p>C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).</p>	<p>2</p>	<p>1</p>	<p>0</p>	<p>Discussion activities in all grades and units, most lessons; deep cooperation, negotiation, and teamwork through quest units: reader's theater, pitch inventions.</p>
<p>C3. Materials are relevant to students' lives.</p>	<p>2</p>	<p>1</p>	<p>0</p>	<p>Students are also given many opportunities to celebrate their unique identities and personalize their learning by selecting individual topics for further exploration, recounting experiences, and sharing opinions on a wide range of topics.</p>
<p><i>Column Totals</i></p>	<p>18</p>	<p>0</p>	<p>0</p>	
<p>OVERALL SCORE</p>				<p>18</p>

Category 2 Rubrics – Alignment to Social Justice					
Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Instructional models that allow students to express their learning, including direct instruction, guided practice, small groups, and independent practice.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Text/articles connected to topics in science, social studies, arts, and real-world connections.
C. Culturally Centered	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.	2	1	0	Materials have works by numerous authors, current and contemporary, of various backgrounds and ethnicities.
D. Equity	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	2	1	0	For each culminating task, students have multiple opportunities to apply their own research and knowledge of multicultural figures and historical events. Students use rubrics for writing and multimodal presentations related to each domain, which allow instructors to acquire

	for every student.				information about students' strengths, needs, and depth of understanding.
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Students can engage in discussions over multiple turns and periods. These range from structured occasions such as Think-Pair-Share and Turn and Talk, to interactive activities where students work together on complex long-term projects,
<i>Column Totals</i>		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Amplify Education, Inc.

Course Name: Amplify ELA 6-8

Grade Level: 6-8

Status: **RECOMMENDED**

Justification: Amplify ELA 6-8 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	All course standards are covered in the materials with multiple opportunities to engage in learning through activities or projects that align to standards. These standards are identified as a lesson’s focus standard(s), and they are assessed in Exit Tickets at the end of each lesson.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are rigorous and support a close reading curriculum, introduce students to rich academic language and a range of syntax, focus on a topic and theme relevant to middle school students, and sustain engagement.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Scope and sequence for each unit included along with standards alignment and performance task. Pacing Guide included with the curriculum is based on 180 days of instruction and ensures full standards instruction and practice in addition to formative and summative assessments.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	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.

	B2. Materials help students think more critically about a topic.	2	1	0	The lessons immerse students in interactive close reading activities and cognitively challenging work, and keep them engaged through a variety of collaborative, digital, and project-based learning opportunities.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials offers students opportunities to spark dialogue through dynamic text, lively classroom discussions, and meaningful digital experiences.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Authentic learning opportunities heavily rely on writing, but inspires students to read more deeply, write more vividly, and think more critically.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	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.
	C3. Materials are relevant to students' lives.	2	1	0	Students have the opportunity to connect core texts to their own experiences and communities.
Column Totals		18	0	0	
OVERALL SCORE				18	

Category 2 Rubrics – Alignment to Social Justice					
Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Instructional models that allow students to express their learning, including direct instruction, guided practice, small groups, and independent practice.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Text/articles connected to topics in science, social studies, arts, and real-world connections.
C. Culturally Centered	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.	2	1	0	Materials have works by numerous authors, current and contemporary, of various backgrounds and ethnicities.
D. Equity	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	2	1	0	Texts written by commissioned, diverse authors; each text has deeper connection to culturally responsive perspectives and discussion prompts); each unit has an inquiry project that guides students through own reflection of biases - research work.

	for every student.				
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials have differentiation, small group work, aligned to a thematic, relevant topic; different instructional levels to meet student skills needs.
<i>Column Totals</i>		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Houghton Mifflin Harcourt

Course Name: HMH Into Reading

Grade Level: K-5

Status: **RECOMMENDED**

Justification: HMH Into Reading 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	All course standards are covered in the materials with multiple opportunities to engage in learning through activities or projects that align to standards. Essential Elements of Literacy: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Knowledge, Writing.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	K-2: big books and trade books; Students get a print version of myBook for students to write in and take home; phonics decodable texts "Start Right Readers" are decodable but also make sense comprehension wise; Intermediate 3-5 foundational skills include communication skills lessons - collaborative projects, speaking and listening skills, research and media standards.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Resources all connect to one another MTSS: Tier 1 (Start Right Readers, Tabletop Minilessons), Tier 2 (Read and Respond Journal - leveled passages, vocabulary & comprehension focus, Tied to Tier 1), Tier 3 (foundational skills and word study studio - addresses foundational skills, 250 systematic and explicit lessons, tied to students needs and weekly lessons). Scope and Sequence provided using instructional routines especially for phonics but for entire curriculum; tools are

					provided to differentiate for students for teachers to use.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Teacher materials include annotations, suggestions for differentiating instruction, and citations/links to resources. Professional development notes and resources have adult-level explanations of the concepts and instructional approaches.
	B2. Materials help students think more critically about a topic.	2	1	0	Students demonstrate their understanding of the central ideas and details of texts during reading and in post-reading activities as they respond both orally and in writing.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	In Grades 1–5, students complete a focused, inquiry-based project paced over the course of a three-week module. Students research, collaborate, and complete a project about the topic of the module.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Authentic learning opportunities such as questioning, summarizing, annotating, and collecting evidence support students in building knowledge and vocabulary as they read.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Classroom community that has active communication and collaboration. Lessons include engagement routines, Think-Pair-Share, Turn and Talk, and other elements that get all students thinking and working together.

C3. Materials are relevant to students' lives.	2	1	0	Students will see themselves and their peers in the texts they read and make connections with real-world characters, situations, and themes.
<i>Column Totals</i>	18	0	0	
OVERALL SCORE			18	

Category 2 Rubrics – Alignment to Social Justice					
Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Students have the ability to highlight and take notes in both the print and digital textbooks.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	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.
C. Culturally Centered	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.	2	1	0	Many diverse authors and positive representations of the beauty of diversity.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free,	2	1	0	Materials offer students to develop ideas and opinions on real-world, relevant texts.

	stereotype free, and barrier free instruction for every student.				
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Open-ended discussion questions and dialogic prompts (including Notice & Note protocol) are included throughout the teacher materials and encourage students to interact with texts in open-ended ways that allow for multiple valid responses.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Houghton Mifflin Harcourt

Course Name: HMH Into Literature

Grade Level: 6-12

Status: **RECOMMENDED**

Justification: HMH Into Literature 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	All course standards are covered in the materials with multiple opportunities to engage in learning through activities or projects that align to standards. Curriculum outlines standards alignment and students' progress towards mastery of the standards.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials presents age-appropriate typography, format, illustrations, photographs, and multimedia elements for each grade level.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials are orderly and have a clear format to allow all users to access and identify the ideas in the content. The program uses a logical and practical progression to facilitate concept and skill development.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Comprehensively met, clear grouping instructions for teachers. Thematically based units with aligned, high interest text for student discourse.
	B2. Materials help students think more critically about a topic.	2	1	0	Essential Question is threaded throughout each unit. Students revisit the Essential Question throughout a unit and respond in discussion and writing. Units' topics and their Essential Questions present an intersection of pieces of literature, current events, and interdisciplinary concepts.
	B3. Materials spark student dialogue and support further	2	1	0	Students demonstrate their understanding of the central ideas and details of texts during

	exploration.				reading and in post-reading activities as they respond both orally and in writing.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Each unit culminates in a performance-based end-of-unit Writing Tasks and Speaking and Listening Tasks, multi-day projects that ask students to synthesize ideas from multiple texts.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	HMH Into Literature includes elements that foster student agency. For example, the program’s Choices activities and Reader’s Choice selections give students opportunities to choose freely.
	C3. Materials are relevant to students’ lives.	2	1	0	Materials promotes teaching and learning experiences and strategies that help teachers establish a classroom community that values all students' voices and embraces diversity and inclusivity.
Column Totals		18	0	0	
OVERALL SCORE				18	

Category 2 Rubrics – Alignment to Social Justice					
Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Consumable materials available in print and digital format; read aloud with voice of perspective of character, highlighting tool; Students can respond to questions in text or digital format; scaffolds and differentiation strategies provided based assessments - additional texts for advanced learners, supports for multi-lingual learners.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Into Literature presents text sets organized in thematically or topically connected units, which creates ideal and organic situations for text comparisons as well as real-life connections.
C. Culturally Centered	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.	2	1	0	Features a variety of YA lit authors of varying backgrounds and cultures with topics that are based on student interests.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free,	2	1	0	Curriculum fosters appreciation and respect for all people and cultures through its support for home languages, ethnically diverse literature, family connections, inclusive activities, and more.

	stereotype free, and barrier free instruction for every student.				
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Students can choose how to express their understanding of topics learned in the Reflect & Extend features at the end of each unit.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Bedford, Freeman & Worth Publishing Group LLC

Course Name: Foundations of Language and Literature (FLL 1E)

Grade Level: Designed for 9th grade on level, honors level, or Pre-AP with the philosophy that everyone in 9th grade is pre-AP

Status: **RECOMMENDED**

Justification: Foundations of Language and Literature (FLL 1E) 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	Meets all College Board skills per vendor-submitted materials.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are written for the appropriate grade level.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials gives teachers all the support and materials needed to build their own reasonable lesson cycles. Materials and eBook resources include suggested responses to text questions, additional assessment texts, classroom strategies and how-to, vocabulary support, key passages for annotation, and additional audio/video/documents.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Students are taught skills essential for communication in the classroom and the world: discussing ideas civilly, listening actively, writing clearly and with an authentic voice, reading actively and critically, and using and acknowledging sources.
	B2. Materials help students think more critically about a topic.	2	1	0	Materials have students think critically and creatively. Structured opportunities are provided for students to seek and take actions based on feedback from peers.

	B3. Materials spark student dialogue and support further exploration.	2	1	0	Every visual text serves a clear, authentic pedagogical purpose for students. Materials suggest new ideas, provide additional context, extend an understanding to the real world, and allow students to make connections.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Materials have students engage with real ideas and wrestle with complex issues, embeds a thematic conversation of texts in each genre/mode chapter, extending out from an issue in the Central Text.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	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.
	C3. Materials are relevant to students' lives.	2	1	0	Materials are innovative, challenging, and provide support for students to be prepared for AP success.
<i>Column Totals</i>		18	0	0	
OVERALL SCORE				18	

Category 2 Rubrics – Alignment to Social Justice

Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Materials have multiple opportunities to express learning and interact with well-informed materials.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Materials have content that builds positive images of gender roles and special population groups.
C. Culturally Centered	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.	2	1	0	Materials have works by various authors, current and contemporary, of various backgrounds and ethnicities.

D. Equity	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.	2	1	0	Texts written by commissioned, diverse authors; each text has deeper connection to culturally responsive perspectives and discussion prompts); each unit has an inquiry project that guides students through own reflection of biases - research work.
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials have student centered learning tasks; the materials are flexible enough for teachers to further modify lessons to meet their students' needs.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Bedford, Freeman & Worth Publishing Group LLC

Course Name: Literature & Composition Essential Voices, Essential Skills for the AP Course 3E

Grade Level: 11th and 12th Grade - AP English Literature Course

Status: **RECOMMENDED**

Justification: Literature & Composition Essential Voices, Essential Skills for the AP Course 3E 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	Meets all College Board skills per vendor-submitted materials.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are created by authors who are authorities in the field and meets College Board skills per vendor submitted materials.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provide skill building with an engaging thematic anthology provides flexibility teachers need for planning and differentiate based on student needs.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials have in-depth questions and writing prompts that follow each reading. Students have the opportunity to link reading with writing, guiding students from understanding what a text is about to analysis of how the content is presented.
	B2. Materials help students think more critically about a topic.	2	1	0	Materials have students think critically and creatively. Structured opportunities are provided for students to seek and take actions based on feedback from peers.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials invite students to delve deeply into the theme, forming a foundation for interpreting the stories and poems in the rest of the chapter.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Materials have AP exam prompts accompany all thematic chapter readings in the thematic chapters. At the end of each thematic chapter provides opportunities for formative assessment, class discussion, group work, and other in class activities.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	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.
	C3. Materials are relevant to students' lives.	2	1	0	Materials are innovative, challenging, and provide support for students to be prepared for AP success.
Column Totals		18	0	0	
OVERALL SCORE				18	

Category 2 Rubrics – Alignment to Social Justice

Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Materials have multiple opportunities to express learning and interact with well-informed materials.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Materials have content that builds positive images of gender roles and special population groups.
C. Culturally Centered	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.	2	1	0	Materials have works by various authors, current and contemporary, of various backgrounds and ethnicities.

D. Equity	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.	2	1	0	Materials introduce students to a diverse range of voices, races, and experiences.
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials are student centered and tasks, the materials are flexible enough for teachers to further modify lessons to meet their students' needs.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Bedford, Freeman & Worth Publishing Group LLC

Course Name: Advanced Language & Literature Strong Roots for AP, College, and Beyond (ALL 2E)

Grade Level: Designed for 10th grade On level, honors level, or Pre-AP and builds upon the Foundations of Language & Literature course with more sophistication as we prepare these students for the ELA course they choose in 11th grade (AP, Dual Enrollment, Concurrent Enrollment, on-level, etc.)

Status: **RECOMMENDED**

Justification: Advanced Language & Literature Strong Roots for AP, College, and Beyond (ALL 2E) 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	Meets all College Board skills per vendor-submitted materials.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials meet students where they are with differentiated texts, step-by-step instruction, and brief accessible activities, and then continues forward to challenge them to grow as readers, writers, and thinkers.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provide skill building with an engaging thematic anthology provides flexibility teachers need for planning and differentiate based on student needs.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials have in-depth questions and writing prompts that follow each reading. Students have the opportunity to link reading with writing, guiding students from understanding what a text is about to analysis of how the content is presented.
	B2. Materials help students think more critically about a topic.	2	1	0	Materials have students think critically and creatively. Structured opportunities are provided for students to seek and take actions based on feedback from peers.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials invite students to delve deeply into the theme, forming a foundation for interpreting the stories and poems in the rest of the chapter.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Materials take students step-by-step through the process of investigating an issue, informing an opinion, and summoning evidence to support a claim.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Materials prepare students for AP English, college and beyond.
	C3. Materials are relevant to students' lives.	2	1	0	Materials reflect the diversity of today's world and address topics relevant to today's students, such as climate change, immigration, and others.
Column Totals		18	0	0	
OVERALL SCORE				18	

Category 2 Rubrics – Alignment to Social Justice

Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Materials have multiple opportunities to express learning and interact with well-informed materials.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Materials have content that builds positive images of gender roles and special population groups.
C. Culturally Centered	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.	2	1	0	Materials have works by various authors, current and contemporary, of various backgrounds and ethnicities. Works include authors such as nonfiction by DeRay McKesson, Dolores Huerta, Yuval Noah Harari, Steven Hawking, and Toni Morrison, and literature by Lesley Nneka Arimah, Oliver De La Paz, Richard Blanco, Ha Jin, Li-Young Lee, N. K. Jemisin, Joy Harjo, and Nana Kwame Adjei-Brenyah.

D. Equity	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.	2	1	0	Materials introduce students to a diverse range of voices, races, and experiences.
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials are student centered and tasks, the materials are flexible enough for teachers to further modify lessons to meet their students' needs.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Bedford, Freeman & Worth Publishing Group LLC

Course Name: Ideas in Argument - Building Skills and Understanding for the AP Language Course 1E

Grade Level: This is AP Language and Composition, typically offered in 11th grade

Status: **RECOMMENDED**

Justification: Ideas in Argument - Building Skills and Understanding for the AP Language Course 1E 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	Meets all College Board skills per vendor-submitted materials.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials meet students where they are with differentiated texts, step-by-step instruction, and brief accessible activities, and then continues forward to challenge them to grow as readers, writers, and thinkers.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provide skill building with an engaging thematic anthology provides flexibility teachers need for planning and differentiate based on student needs.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials provide teachers with guidance on how to facilitate students through deep academic discussion using the text and other course content.
	B2. Materials help students think more critically about a topic.	2	1	0	Materials have students think critically and creatively. Structured opportunities are provided for students to seek and take actions based on feedback from peers.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials explore some of the ideas and contexts that inform cultural conversation. Two sets of paired texts ask students to explore those ideas, as well as practice their rhetoric, argument, and style analysis skills.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Materials include composition workshop where students are coached step-by-step through the process of applying the skills of the unit in their own writing.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Materials provide a robust student and teacher resource package with a fully interactive digital platform. Included in these resources are instructional strategies that build college and career/workplace skills.
	C3. Materials are relevant to students' lives.	2	1	0	Materials include example and texts that are relevant and current, many written by teens and students.
Column Totals		18	0	0	
OVERALL SCORE				18	

Category 2 Rubrics – Alignment to Social Justice

Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Materials have multiple opportunities to express learning and interact with well-informed materials.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Materials have content that builds positive images of gender roles and special population groups.
C. Culturally Centered	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.	2	1	0	Materials have works by various authors, current and contemporary, of various backgrounds and ethnicities.

D. Equity	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.	2	1	0	Texts written by commissioned, diverse authors; each text has deeper connection to culturally responsive perspectives and discussion prompts); each unit has an inquiry project that guides students through own reflection of biases - research work.
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials have student centered learning tasks; the materials are flexible enough for teachers to further modify lessons to meet their students' needs.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Bedford, Freeman & Worth Publishing Group LLC

Course Name: The Language of Composition - Reading, Writing, Rhetoric (TLC 3E)

Grade Level: This is AP Language and Composition, typically offered in 11th grade.

Status: **RECOMMENDED**

Justification: The Language of Composition - Reading, Writing, Rhetoric (TLC 3E) 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	Meets all College Board skills per vendor-submitted materials. Materials develop key rhetoric, argument, and synthesis skills; followed by thematic chapters comprised of the classic and contemporary nonfiction and visual texts.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials meet students where they are with differentiated texts, step-by-step instruction, and brief accessible activities, and then continues forward to challenge them to grow as readers, writers, and thinkers.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provide skill building with an engaging thematic anthology provides flexibility teachers need for planning and differentiate based on student needs.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials provide teachers with guidance on how to facilitate students through deep academic discussion using the text and other course content. Materials provide students opportunities to foster academic discussion on topics that help students transition from comparison to synthesis.
	B2. Materials help students think more critically about a topic.	2	1	0	Materials have students engage themes to stimulate critical thinking and classroom discussion. Voices such as Chimamanda Ngozi Adichie, Ta-Nehisi Coates, Martin Luther King Jr., Rebecca Solnit, Jonathan Swift, and Virginia Woolf let students analyze and respond to rich interesting

				arguments on current and timeless issues.	
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials explore some of the ideas and contexts that inform cultural conversation.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Materials include composition workshop where students are coached step-by-step through the process of applying the skills of the unit in their own writing.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Materials provide a robust student and teacher resource package with a fully interactive digital platform. Included in these resources are instructional strategies that build college and career/workplace skills.
	C3. Materials are relevant to students' lives.	2	1	0	Materials include example and texts that are relevant and current, many written by teens and students. Chapter on justice, topics such as free speech and civil rights.
	Column Totals	18	0	0	
				OVERALL SCORE	18

Category 2 Rubrics – Alignment to Social Justice

Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Materials have multiple opportunities to express learning and interact with well-informed materials.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Materials have content that builds positive images of gender roles and special population groups.
C. Culturally Centered	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.	2	1	0	Materials have works by various authors, current and contemporary, of various backgrounds and ethnicities. Materials include works from writers such as Chimamanda Ngozi Adichie, Ta-Nehisi Coates, Bob Dylan, Atul Gawande, Sebastian Junger, Nicholas Kristof, Naomi Shihab Nye, Claudia Rankine, Rebecca Solnit, Amy Tan, J. D. Vance, and Fareed Zakaria.

D. Equity	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.	2	1	0	Materials introduce students to a diverse range of voices, races, and experiences.
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials are student centered and tasks, the materials are flexible enough for teachers to further modify lessons to meet their students' needs.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: McGraw-Hill

Course Name: Wonders 2023 (Grades K-5)

Grade Level: K-5

Status: **RECOMMENDED**

Justification: Wonders 2023 (Grades K-5) 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	Every lesson provides specific lesson objectives both in print and in the online teacher lesson planner, where the teacher can also access a compiled list of all standards covered for the week and links to the specific lessons where those skills are covered.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials offer comprehension questions that surround these texts both in the Teacher's Edition and in the student's Reading/Writing Companion are carefully sequenced according to Dr. Douglas Fisher's close reading routine, and in the Teacher's Edition, questions are labeled with DOK levels.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Unit: Text Set Focus, Read Aloud, Shared Read, Literature Anthology, Leveled Readers, Vocabulary, Comprehension, Phonics, Fluency, Writing/Grammar, Research, and Inquiry.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Teachers are provided with multiple opportunities to engage students in substantive academic discussions throughout each text set.
	B2. Materials help students think more critically about a topic.	2	1	0	Close Reading Routine (Read/Surface, Reread/Deep, Integrate/Transfer); Show Your Knowledge Task.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Program has students are encouraged to express their ideas, apply what they are learning, self-monitor their own progress, and direct and monitor the discussions they have with their classmates.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The materials offer each student access in a comprehensible way to both grade-level content and concepts in each unit of instruction. Instruction is designed for learner variability and incorporates multiple access points and diverse ways of acquiring and demonstrating knowledge.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	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.
	C3. Materials are relevant to students' lives.	2	1	0	Materials focus on relevant issues, examples, and real-world problems, along with prompts and questions that encourage students to engage and think critically about how they would address a similar problem or issue.
Column Totals		18	0	0	
OVERALL SCORE				18	

Category 2 Rubrics – Alignment to Social Justice

Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Materials incorporates several factors that support classroom equity and echo the tenets of culturally responsive practices: high academic expectations for all students; a socially and emotionally positive classroom.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Materials focus on topics, examples, and real-world problems relevant to students' lives. Writing prompts and questions encourage students to engage with the classroom and think critically about how they would address a similar problem or issue, which enhances students' growth in reading and writing.
C. Culturally Centered	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.	2	1	0	Materials have works by various authors, current and contemporary, of various backgrounds and ethnicities.

D. Equity	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.	2	1	0	Materials introduce students to a diverse range of voices, races, and experiences.
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials have a range of diverse authors and philosophies that reflect diverse cultures, language, traditions, beliefs, etc. for students. Teachers have the ability to create and modify assignments based on students' needs and interests.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: McGraw-Hill

Course Name: StudySync 2021 (Grades 6-12)

Grade Level: 6-12

Status: **RECOMMENDED**

Justification: StudySync 2021 (Grades 6-12) 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	<p>All course standards are covered in the materials with multiple opportunities to engage in learning through activities or projects that align to standards.</p> <p>Thematic units have all components embedded: types of text, reading skills, grammar/language, writing; extended writing projects; skill lessons that follow a gradual release model with short formative assessment; grammar skills embedded into the writing process/pathway for application.</p>
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	<p>Materials have 6, 30-day thematic units; novel studies match with thematic units (all standards covered); American and Brit Lit. class units too; Teachers can create own units with resources.</p>
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	<p>Materials have a clear scope and sequence that align to an end of unit independent performance task.</p>
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	<p>Materials provide engaging texts and videos; big essential/guiding question; lesson plans have whole group, small group, and independent options; text talk questions to use.</p>

	B2. Materials help students think more critically about a topic.	2	1	0	Materials offer thematic units around an engaging topic, with optional Blasts to use - around a guiding essential question introduced with a movie-like trailer.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Students can dig deeper into a topic, such as conspiracy theories - where students research on their own given a set of resources around a guiding question.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The materials offer each student access in a comprehensible way to both grade-level content and concepts in each unit of instruction. Instruction is designed for learner variability and incorporates multiple access points and diverse ways of acquiring and demonstrating knowledge.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Lesson plans have whole group, small group, and independent options; turn and talks built into the curriculum teacher's edition; peer reviews built into curriculum.
	C3. Materials are relevant to students' lives.	2	1	0	Materials are inclusive and have engaging selections; Opportunities for students to share their interests and experiences. Program has opportunities for students to take apply what they have learned to what matters to them.
	Column Totals	18	0	0	
OVERALL SCORE				18	

Category 2 Rubrics – Alignment to Social Justice					
Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Each unit comes with a unit opener video to hook student engagement and attention; personal response writing prompts; oral presentations; independent work; extended writing projects.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Materials focus on topics, examples, and real-world problems relevant to students' lives. Writing prompts and questions encourage students to engage with the classroom and think critically about how they would address a similar problem or issue, which enhances students' growth in reading and writing.
C. Culturally Centered	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.	2	1	0	High quality, diverse texts with a variety of respected writers and publishers. The diverse texts in the StudySync program includes traditional folktales and legends, biographies and autobiographies, as well as poems and stories.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that	2	1	0	Materials introduce students to a diverse range of voices, races, and experiences. Very diverse, looks like a balance

	honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.				between historical and contemporary text.
E. Student Voice	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.	2	1	0	Opportunities for peer review; speaking frames/sentence frames for collaborative conversations; turn and talk built in; oral presentations; research opportunities "Blast"; personal response writing prompts.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials create a student-centered approach to learning while fostering a positive classroom environment.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: McGraw-Hill

Course Name: Open Court Reading 2023

Grade Level: K-5

Status: **RECOMMENDED**

Justification: Open Court Reading 2023 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	Foundational skills: phonemic awareness, phonics, fluency, vocabulary, comprehension; every grade level has decodable text for fluency; morphology lessons continue from 2 nd and on; writing process taught - I do, we do, you do.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	All grades (k-5) cover foundational skills, reading/responding, language arts (writing, grammar, spelling). K-1 is heavier foundational and built into every lesson; stays in program for 2-5; sound/spelling cards have action along with the sound; students always have an opportunity to write about what they're reading.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials have systematic and sequential - clear scope & sequence (phonological and phonemic awareness).
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials have comprehension strategies and stopping points with how to think out loud - questions provided; Novel studies for enrichment.
	B2. Materials help students think more critically about a topic.	2	1	0	Unit themes, including teamwork, cycles, a changing nation, citizenship, national treasures, art, and impact; cycle of learning for every unit - inquiry/project-based learning: question, conjecture, research, revise, develop, deliver a presentation.
	B3. Materials spark student dialogue and	2	1	0	Students can dig deeper through project-based learning cycle.

	support further exploration.				
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The materials offer each student access in a comprehensible way to both grade-level content and concepts in each unit of instruction. Instruction is designed for learner variability and incorporates multiple access points and diverse ways of acquiring and demonstrating knowledge.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Inquiry/Project-Based Learning; End of Unit Presentations (Question, Conjecture, Research, Revise, Develop, Deliver).
	C3. Materials are relevant to students' lives.	2	1	0	Materials are inclusive and have engaging selections; Opportunities for students to share their interests and experiences through inquiry projects.
	<i>Column Totals</i>	18	0	0	
OVERALL SCORE				18	

Category 2 Rubrics – Alignment to Social Justice

Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Each unit comes with a unit opener video to hook student engagement and attention; personal response writing prompts; oral presentations; independent work; extended writing projects.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Materials focus on topics, examples, and real-world problems relevant to students' lives. Writing prompts and questions encourage students to engage with the classroom and think critically about how they would address a similar problem or issue, which enhances students' growth in reading and writing.
C. Culturally Centered	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.	2	1	0	Materials reading selections focus on various cultural histories and communities. In addition, the illustrations in the texts are bright and vibrant and represent people from diverse backgrounds.

D. Equity	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.	2	1	0	Materials introduce students to a diverse range of voices, races, and experiences. Very diverse, looks like a balance between historical and contemporary text.
E. Student Voice	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.	2	1	0	Materials allow students work collaboratively and cooperatively to explore, research, and investigate a question. Students choose the activities and presentation format best suited to explore or investigate their research questions.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Differentiation strategies are built into the lessons - daily small groups, Tier 2 interventions, pre/re-teach parts of the lesson are laid out; ELL support guide offers tips and additional language and vocabulary for Multi-Lingual students as well as comprehension support, vocabulary cards have vocabulary words in top 10 languages in the US; enrichment supports (like novel studies) also included.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

English Language Arts (Spring 2023)

Vendor Name: Savvas Learning Company

Course Name: MyView Literacy Grade K
MyView Literacy Grade 1
MyView Literacy Grade 2
MyView Literacy Grade 3
MyView Literacy Grade 4
MyView Literacy Grade 5

Grade Level: K-5

Status: **RECOMMENDED**

Justification: MyView Literacy Grade K-5 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
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	Every lesson provides specific lesson objectives both in print and in the online teacher lesson planner, where the teacher can also access a compiled list of all standards covered for the week and links to the specific lessons where those skills are covered.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials vertically aligned across all grades following the overarching themes and topics at each grade level. Emergent readers learn phonological awareness, phonemic awareness, phonics, and fluency in a foundational skill segment that quickly builds competence and confidence.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials offer scope and sequence (pathway for reading and writing). Skills are spiraled throughout the year. Material has students practice and apply skills and metacognitive strategies.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials has teachers in Kindergarten, First Grade and Second Grade work on larger amount of the responses that they will elicit from students is oral when compared to the intermediate grades (3,4,5) which provide a heavier written response format.
	B2. Materials help students think more critically about a topic.	2	1	0	Material has students write to sources, engage with listening and speaking prompts and share their opinions, with evidence to support claims.

	B3. Materials spark student dialogue and support further exploration.	2	1	0	Material has students make connections to their lives, experiences they had. Additionally, after each selection there is a Reflect and Share page with communication tips. Students will use Weekly Launch Text; First Read/Close Read/Respond and Analyze; End of Unit Project-Based Inquiry.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The materials offer Quick Write; Turn and Talk, Collaborate, Graphic Organizers; Reflect and Share; Weekly Question.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	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.
	C3. Materials are relevant to students' lives.	2	1	0	Materials provide Exposure; Launch Text; Graphics; Classroom Libraries; Digital Platform; Interactive.
	<i>Column Totals</i>	18	0	0	
OVERALL SCORE				18	

Category 2 Rubrics – Alignment to Social Justice

Criteria	Metrics	Meets Expectations	Needs Improvement	Does not Meet	Justification
A. Accessibility	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.	2	1	0	Cross-Curricular Perspectives provide information that enriches the text, and First Read and Close Read notes provide opportunities for students to read deeply, question, and make connections to their own lives and society.
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Materials have students bring personal experience and backgrounds to one-on-one and whole-class discussions, creating a vibrant classroom experience in which diverse voices and ideas contribute to learning.
C. Culturally Centered	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.	2	1	0	Materials have works by various authors, current and contemporary, of various backgrounds and ethnicities.

D. Equity	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.	2	1	0	Materials introduce students to a diverse range of voices, races, and experiences.
E. Student Voice	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.	2	1	0	Materials provide students multiple opportunities to work cooperatively in a safe, structured environment.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials are student centered and tasks, the materials are flexible enough for teachers to further modify lessons to meet their students' needs. Teacher materials provide guidelines for teachers to support learning daily through Turn and Talk, Close Reading, Reflect and Share, Book
Column Totals		12	0	0	
OVERALL SCORE				12	

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