

# NEVADA STATE BOARD OF EDUCATION

## Agenda Request Form

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

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

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

Step 3: Obtain approvals from your Director.

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

Date of Meeting: September 6, 2023

Name and Title of Presenter(s):

Mark Rincon

Education Programs Professional – K-12 English Language Arts

Possible Approval of Instructional Materials

Item is on the Agenda for:

Consent Agenda Item

Information and Discussion

Information, Discussion, and Possible Action

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

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

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

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

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

Recommended Instructional Materials List:

<b><u>Category</u></b>	<b><u>Grade Level</u></b>	<b><u>Curriculum Program</u></b>	<b><u>Publisher</u></b>
English Language Arts	6-12	<ul style="list-style-type: none"><li>• Mirrors &amp; Windows: Connecting with Literature grades 6-12</li></ul>	Carnegie Learning, Inc.

# NEVADA STATE BOARD OF EDUCATION

## Agenda Request Form

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

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

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

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

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

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

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

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

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

Goal 2: All students have access to effective educators.

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

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

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

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

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

**Equity**

**Access to Quality**

**Success**

Inclusivity

Community

Transparency

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

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

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

**Vendor Name:** Carnegie Learning

**Course Name:** English Language Arts

**Grade Level; Core:** Mirrors & Windows: Connecting with Literature Grades 6-12

**Status:** **RECOMMENDED**

Justification: Carnegie Learning Mirrors & Windows: Connecting with Literature 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**

<b>Criteria</b>	<b>Metrics</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Inadequate</b>	<b>Justification</b>
<b>A. Breadth</b>	<b>A1. Materials target the most critical and impactful content.</b>	2	1	0	The materials cover all standards and offer multiple opportunities for engagement in learning through various activities. Materials provide continuous exposure to high-quality, rich disciplinary and cross-curricular texts. As a result, the curriculum enables students to become knowledgeable, well-researched, and connected individuals, with expertise in purposeful reading and active listening.
	<b>A2. Materials are accurate, well written, and appropriate for the grade level or span.</b>	2	1	0	Materials include text complexity analysis which considers all three measures of text complexity. The selections are leveled as Easy, Moderate, or Challenging, with Difficulty Considerations and Ease Factors provided. The reading levels fall within the range appropriate for the grade level.
	<b>A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.</b>	2	1	0	At the start of each unit, materials offer teachers access to the Scope and Sequence that highlights the instructional focus, strategies, tools for differentiation, activities, and the cross-curricular connections to make selection and unit planning flexible and accessible. Materials allow teachers to also preview the Language Arts Workshops and Performance Tasks connected to the unit for continued student support in Grammar & Style, Vocabulary

					& Spelling, Listening & Speaking, and Test Practice.
<b>B. Depth</b>	<b>B1. Materials provide educators with tools to foster deep academic discussions.</b>	2	1	0	The materials invite students to participate in academic discourse fluidly through activities and connected tools, enhancing their listening, and speaking skills.
	<b>B2. Materials help students think more critically about a topic.</b>	2	1	0	The curriculum provides authentic, meaningful topics and guiding questions. The materials invite students to participate in academic discourse through activities and connected tools, fostering fluidity in listening and speaking skills. Additionally, the levels of higher-order thinking skills for each paired set of questions align with Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) cognitive complexity levels.
	<b>B3. Materials spark student dialogue and support further exploration.</b>	2	1	0	Students will have the opportunity to participate in communicating findings, ideas, opinions, and explanations that are rooted in exploration and research, supported by evidence, well-thought-out discussions, and collaborative skills.  Additionally, students are encouraged to continue their exploration through extension activities at the end of each selection.

<b>C. Application</b>	<b>C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.</b>	2	1	0	The materials include academic conversation tools and write-in texts. The curriculum provides students with opportunities to go beyond the text, integrate ELA strands, and apply reading skills that involve writing, collaborative learning, and practicing research skills.
	<b>C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).</b>	2	1	0	Materials provide partner work and 'we write' sections in write-in text, along with opportunities for constructive conversations embedded into daily lessons.  Additionally, the curriculum includes a College and Career Readiness ancillary that provides extended lessons in technology, personal development, and career awareness. These lessons offer students real-life practical experience in applied communication skills.
	<b>C3. Materials are relevant to students' lives.</b>	2	1	0	The materials cover topics with authentic reading and writing practice. The curriculum recognizes the importance of including students' cultural references in all aspects of learning.
<b>Column Totals</b>		18	0	0	
		<b>OVERALL SCORE</b>			18

**Category 2 Rubrics – Alignment to Social Justice**

<b>Criteria</b>	<b>Metrics</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Does not Meet</b>	<b>Justification</b>
<b>A. Accessibility</b>	<b>Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.</b>	2	1	0	The curriculum highlights the importance of including students’ cultural references in all aspects of learning. The materials have a diverse collection of works that represent many cultures. This multiculturalism provides opportunities for students to engage with and understand content from their perspectives and cultural experiences, allowing them to see themselves in the literature.
<b>B. Connections</b>	<b>Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.</b>	2	1	0	Materials offer a diverse collection of multi-cultural texts that provide many opportunities for students to engage with and understand content from their perspectives and cultural experiences.
<b>C. Culturally Centered</b>	<b>Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.</b>	2	1	0	Materials have works by various authors, both current and contemporary, from diverse backgrounds and ethnicities. The materials also include Cross curricular Connections, such as Cultural and Geographical Connections, which are embedded within the selections to integrate content



					from other countries and cultures.
<b>D. Equity</b>	<b>Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.</b>	2	1	0	Texts are written by commissioned, diverse authors, and each text has a deeper connection to culturally responsive perspectives. All content is presented in an empathetic and objective manner, representing a balance of perspectives from different groups.
<b>E. Student Voice</b>	<b>Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.</b>	2	1	0	The materials provide students with multiple opportunities to make connections with the ideas and themes they discover throughout their reading. Each selection concludes with an opportunity for students to share their observations and experiences through various collaborative learning activities.
	<b>Materials provide learning and tasks that is predominantly student centered.</b>	2	1	0	All exercises, tasks, activities, projects, and assessments accommodate varying learning styles to meet the needs of students.
<b>Column Totals</b>		12	0	0	
<b>OVERALL SCORE</b>				12	