Nevada Instructional Materials Review Process

Category 1 Rubric – Alignment to Standards

Nevada Instructional Materials are evaluated by Content Area Review Panels and rated according to two categories: (1) alignment to standards and (2) access and equity. Together, the Category 1 and Category 2 rubrics comprise the Nevada Instructional Materials Universal Review Rubric.

The Category 1 Rubric includes three criteria used to determine whether materials align with the Nevada Academic Content Standards: (A) breadth of knowledge, (B) depth of knowledge, and (C) application of knowledge.

Descriptions and guiding questions for each criterion follow:

Criterion A. Breadth of Knowledge

Description: Materials comprehensively and efficiently address all of the content area standards.

Guiding Questions: How well are teachers able to address all of the standards over the academic year? Is a reasonable level of effort needed to use the materials?

Criterion B. Depth of Knowledge

Description: Materials include appropriate level of rigor.

Guiding Question: Do activities and tasks convey the depth of knowledge needed for students to become college and career ready regardless of current proficiency in the subject?

Criterion C. Application of Knowledge

Description: Materials foster concept application and skill mastery.

Guiding Question: Do activities and tasks offer students a range of opportunities to demonstrate proficiency in the concepts and skills outlined in the standards?

Scoring

Each criterion has three associated metrics that must be evident in the instructional materials. Examine the materials in relation to the criteria and record supporting evidence. Assign each metric a point value of either zero (i.e., inadequate), one (i.e., needs improvement), or two (i.e., meets expectations). Materials must earn an overall score of 18 for Category 1 to continue in the review process. Only materials that meet all metrics for both Categories 1 and 2 will be included on the list submitted for approval by the Nevada State Board of Education.

Category 1 Rubric – Alignment to Standards					Amplify Response
Criteria	**Metrics**	**Meets Expectations**	**Needs Improvement**	**Inadequate**	
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	Amplify CKLA includes materials that target the most critical and impactful content. Our program provides daily opportunities with components that include reading, writing, and listening and speaking. In addition, Amplify CKLA is fully aligned to the Nevada Academic Content Standards for Literacy. In Grades K-2, Amplify CKLA consists of a Skills Strand and a Knowledge Strand. The Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics, and word recognition; language skills, including conventions of English, spelling, and grammar; reading comprehension; and writing instruction. The Knowledge Strand is centered around complex narrative and informational Read-Aloud texts. The Knowledge Strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening. By Grade 3, the two strands in K-2 become integrated into one block of instruction. Basic and advanced phonics code knowledge is reviewed and more complex foundational skills knowledge becomes the instructional focus, including spelling patterns, morphology, syntax, and vocabulary.

					Students apply this learning daily while reading grade-level text in the Student Readers. The texts and associated instructional materials within each unit provide explicit instruction (Word Work) and repeated exposure to, and experiences with, selected Tier 2 and Tier 3 vocabulary words embedded within domains of knowledge related to history, geography, science, culture, and the arts. Students are given multiple opportunities to use newly-acquired vocabulary during classroom discussions, Word Work exercises, and in their writing. Where to look: ● Grade K - Skills 3 TG, Lesson 1: Introduce the Sound /m/, p. 18-20 ● Grade 1 - Skills 4 TG, Lesson 7: Introduce Two-Syllable Words, p. 78-81 ● Grade 2 - Knowledge 7 TG, Lesson 2: Word Work, p. 33 ● Grade 3 - Unit 1 TG, Lesson 1: Baseball Game, p. 38-40 ● Grade 4 - Unit 2, pt 1 TG, Lesson 11: Morphology, p. 264-266 ● Grade 5 - Unit 5 TG, Lesson 8: Writing, p. 233-236

	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Amplify CKLA materials are accurate, well written, and appropriate for each grade level. All Amplify CKLA anchor texts are selected for both qualitative and quantitative complexity and have been analyzed for meaning, purpose, text structure, language clarity, and knowledge demands. In K-2, these texts are divided into two groups: Read-Aloud texts in the Knowledge Strand and decodable Student Readers in the Skills Strand. These unique Student Readers only contain words with sound-spelling correspondences students have previously learned, and they are aligned to grade-level lexiles.
					The Amplify CKLA Knowledge Strand is centered around complex narrative and informational Read-Aloud texts. These high-quality, content-rich Read-Alouds are written substantially above grade-level and include complex ideas, concepts, and vocabulary that build background knowledge and deeper understanding of topics.
					In Grade 3, student-read texts are intentionally literal and clear in language, and the form of writing is primarily contemporary. This reduces the level of cognitive demand required for reading so students can focus on comprehension. However, students simultaneously encounter above-grade level text through routine Read-Alouds. In Grades 4–5, students are exposed to texts that are increasingly open to multiple interpretations and have many layers of meaning. Students are expected to show increasing independence as they read, analyze, and discuss texts, which increase in

nuance and complexity and require more critical analysis throughout the school year. Students also analyze how texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. This may occur through the application of skills such as comparing and contrasting the treatment of similar themes, topics, and patterns of events in stories from different cultures and periods of time.

Where to look:

- Grade K - CKLA Teacher Resource site (online)>Grade K>Program Resources>Reading Resources>Text Complexity Guide, p. 14
- Grade 1 - CKLA Teacher Resource site (online)>Grade 1>Program Resources>Reading Resources>Text Complexity Guide, p. 41
- Grade 2 - CKLA Teacher Resource site (online)>Grade 2>Program Resources>Reading Resources>Text Complexity Guide, p. 51
- Grade 3 - CKLA Teacher Resource site (online)>Grade 2>Program Resources>Reading Resources>Text Complexity Guide, p. 67
- Grade 4 - CKLA Teacher Resource site (online)>Grade 2>Program Resources>Reading Resources>Text Complexity Guide, p. 75
- Grade 5 - CKLA Teacher Resource site (online)>Grade 2>Program

				Resources>Reading Resources>Text Complexity Guide, p. 83
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Amplify CKLA materials include a clear, actionable scope and sequence. The Amplify CKLA Skills scope and sequence was carefully designed to ensure that all students receive standards-based foundational instruction in phonological awareness, phonemic awareness, and phonics. Scope and sequence development began with the creation of a database to index every word in the English language and determine the most frequent spelling patterns. Amplify CKLA Skills organizes instruction to teach the most frequent spelling patterns first in order to maximize the words students can read and move them into engaging, well-written, decodable texts early in the program. When schools implement instruction as sequenced and designed, students learn all sound-spelling patterns and engage in learning activities to ensure they develop accuracy and fluency. Amplify CKLA provides features to assist teachers in accessing the content. Our Table of Contents provides more than just page numbers. Teachers

| | | | | | will find information about what content will be addressed in each lesson as well as the timing of each lesson component. The Teacher Resource site contains digital versions of the printed materials so that teachers can easily project Amplify CKLA materials for demonstration purposes.

Amplify CKLA Teacher Guides maximize usability by providing embedded professional development not only through the carefully outlined instruction, but also in each unit's introduction. Each introduction features an explanation about what skills and content are being covered, why it is important, and what methods will be utilized during instruction.

The majority of Amplify CKLA units and lessons follow a similar structure. Each Skills unit or Knowledge domain begins with an introduction that provides in-depth explanations of the skills addressed as well as pedagogical considerations. At the lesson level, teachers will find that each lesson follows a similar format, starting with the Primary Focus Objectives and Formative Assessments. Teachers will gain additional understanding of the lesson, timing, grouping suggestions, and materials from the Lesson at a Glance Chart. Each lesson component (Writing, Reading, Foundational Skills, etc.), the materials, and timing is clearly identified in the Teacher Guide.

Where to look:

- Grade K - Curriculum Map |

					- Grade 1 - Curriculum Map - Grade 2 - Curriculum Map - Grade 3 - Curriculum Map - Grade 4 - Curriculum Map - Grade 5 - Curriculum Map
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Amplify CKLA materials provide educators with tools to foster deep academic discussion. One of the goals of the program is fostering "wonderful conversationalists." By discussing engaging, content-rich texts, students develop the ability to present, debate, and build upon each others' responses. Their excitement in mastering content fosters intense curiosity. Amplify CKLA integrates speaking and listening into lessons by providing numerous opportunities to engage in rich, structured, text-based conversations in a variety of settings and group sizes. For example, during Read-Alouds, students engage with the text primarily by listening to their teacher read, then integrate and evaluate that information in discussions with their classmates. As another example, during writing lessons, students take turns presenting their writing to partners, small groups, or the whole class, and follow those presentations with rich and constructive conversations about the writing. Speaking and Listening activities in Grade 3 focus on engagement with Read-Alouds; students hear and discuss complex texts that the teacher reads

					aloud, encountering and practicing sophisticated conversations using an ever-expanding vocabulary. Throughout Grades 4–5, Speaking and Listening activities become substantially more varied and complex. Although some lessons still include Read-Alouds, students also deliver complex presentations, engage in class debates, develop acting performances from texts, and pitch new inventions. Students become more sophisticated in their evidence-based analysis and critique of information. By the end of Grade 5 they are able to synthesize information from visual, scientific, and textual sources to show understanding of key concepts and to use a range of articles and literary texts to speak credibly in debate. The 3-5 Integrated curriculum includes opportunities to utilize the rich literary and informative texts to explore and practice various text structures including time and order sequencing, cause and effect, as well as problem and solution. For example, in the Grade 4 *Personal Narratives* unit, students explore cause and effect through an analysis of a vignette from Condoleezza Rice's autobiography. Where to look: • Grade K - Skills 9 TG, Lesson 3: Wrap-Up, p. 39-40 • Grade 1 - Skills 6 TG, Lesson 20: Wrap-Up & Observation - Sequence Events, p. 209 • Grade 2 - Knowledge 6 TG, Lesson 3: What Have We Already Learned?, p. 39

				• Grade 3 - Unit 5 TG, Lesson 17: Speaking and Listening, p. 328-330 • Grade 4 - Unit 8 TG, Lesson 4: Chapter Discussion, p. 91-92 • Grade 5 - Unit 2 TG, Lesson 9: Chapter Discussion, p. 195-197
	B2. Materials help students think more critically about a topic.	2	1	0	The structure and design of the Amplify CKLA program prepares students to demonstrate the critical thinking and analytical capacities of literate individuals. Throughout the program, students learn to read, listen, and view for information, inspiration, and pleasure. They develop the ability to evaluate and synthesize evidence, incorporating it into written, oral, and multimedia messages through which students communicate opinions, ideas, and information knowledgeably, confidently, and responsively. The Amplify CKLA program builds this ability in students by helping them accomplish a number of significant skills. Amplify CKLA is an unprecedentedly rich knowledge-based program. The Knowledge domains engage student interest, increase their vocabulary, and inspire them to share what they've learned with their peers and home community. Students learn to embrace complexity as they explore a wide range of topics that illustrate the world's diversity. Amplify CKLA's knowledge-

					rich program helps students develop a deep appreciation and understanding of the history and cultures of people across the world. They learn about their differences, but also about their universality. By building such a strong knowledge base, Amplify CKLA aims to foster students who can interact and engage with a diverse and complex world.
					Amplify CKLA students are asked to answer not only literal but also evaluative and inferential questions about the texts they encounter. They become active, curious, and discerning participants, expressing their own views while remaining rooted in the text and valuing evidence. Students cite evidence for their opinions and answers, which is reinforced daily. Through collaborative and formal discussion, students learn to both build upon and challenge others' evidence. Students also encounter a wide variety of technology and media and learn to apply the same critical reading strategies they use for print materials across all platforms. This approach ensures that students become savvy consumers, literate in any media paradigm to which they are exposed.
					Where to look:
					- Grade K, Knowledge 11 TG, Lesson 2: Comprehension Questions, p. 25 - Grade 1, Knowledge 8 TG, Lesson 2: Comprehension Questions, p. 30 - Grade 2, Knowledge 2 TG, Lesson 3: Comprehension Questions, p. 44

					● Grade 3, Unit 3 TG, Lesson 3: Discussing the Read-Aloud, p. 68-70 ● Grade 4, Unit 2 pt 1 TG, Lesson 2: Discuss the Chapter and Lesson Wrap-Up, p. 49 ● Grade 5, Unit 5 TG, Lesson 11: Discuss the Chapter and Wrap-Up, p. 291-292
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Amplify CKLA materials spark student dialogue and support further exploration. Discussion and questioning are part of the daily routine in the program. Students identify their prior knowledge, ask questions to expand their understanding, and state their feelings and opinions on a text by providing evidence. Students link events described in the text with their own. Students are also required to paraphrase and summarize Read-Aloud texts to evaluate the information and narratives they hear. Comprehension requires the ability to interact and understand the information and opinions others provide. This is done by reading and understanding text but also by listening to peer and adult conversations. Through Amplify CKLA, students are introduced to different modes of discussion and are required to follow agreed-upon rules for listening, responding, and building upon others' views. Over time, conversations are held over six or more turns, preparing students for complex debates and exchanges.

					Partner, small group, and whole class discussions are used throughout Amplify CKLA. Students are asked to read text, discuss its meaning, and ask appropriate questions. In Wrap-Up activities, students are often asked to make complex inferences from text and/or to summarize it in a clear and coherent fashion. Amplify CKLA includes opportunities for extended exploration of topics. During the Application segment of the Knowledge Strand lessons, students are scaffolded to collectively research and integrate content within and across different domains and grade levels. For example, in Kindergarten, as part of the *Seasons and Weather* domain, students collectively keep a weather diary based on daily weather observations. In Grade 2, students complete a "Classroom Observation Board" throughout the *Cycles in Nature* domain. Pausing Point activities often offer suggestions for project-based learning and research. Extension activities within the Pausing Points provide a large range of additional collaborative learning opportunities. These include large group activities such as rehearsing and performing Read-Alouds, plays, and other literary works in front of an audience Where to look: • Grade K - Knowledge 8 TG, Lesson 2: Weather Diary, p. 34 • Grade 1 - Knowledge 7 TG, Culminating Activities, p. 141-146 • Grade 2 - Knowledge 5 TG, Lesson 3:

					Comprehension Questions, p. 48 ● Grade 3 - Unit 8 TG, Lesson 5: Discussing the Read-Aloud, p. 108 ● Grade 4 - Unit 3 TG, Lesson 5: Poet's Journal 5.2 & Challenge Sidebar, p. 69-70 ● Grade 5 - Unit 2 TG, Lesson 6: Lesson Wrap-Up, p. 135
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Amplify CKLA offers varied opportunities for students to learn through meaningful and relevant activities that promote student choice. Amplify CKLA students engage in a variety of shared and independent research projects. With assistance, students gather information in order to complete graphic organizers, create posters or other visuals, or to use in their writing. Students begin to understand where information comes from and use print and digital media as sources for their writing. The Application segment in Knowledge Strand lessons provides the practice and scaffolding students need to collectively research and integrate content from what they have learned through the Read-Alouds. There are also specific multi-day writing tasks where students learn to use the information they have gathered to produce informational or opinion writing. Pausing Points provide additional activities for

| | | | | | group or independent research projects that focus on the content from the domain.

Low-stakes research activities instill best practices that students will apply for longer projects; for example, students often complete graphic organizers to collect information from sources, then incorporate research in their writing. Students learn to gather information from print and digital media; they also use a variety of sources. Students practice recording source information and creating reference lists to document those sources. Amplify CKLA offers daily opportunities for students to reflect on their learning and make their own evaluations by participating in class discussions based upon the rich content presented.

Where to look:

- Grade K - Knowledge 11 TG, Lesson 10: Application, p. 134-135
- Grade 1 - Knowledge 8 TG, Lesson 9: Application, p. 142-143
- Grade 2 - Knowledge 5 TG, Lesson 8: Application, p. 126
- Grade 3 - Unit 5 TG, Lesson 14: Writing, p. 302-304
- Grade 4 - Unit 4 TG, Lesson 3: Researching the Light Bulb, p. 94-103
- Grade 5 - Unit 5 TG, Lesson 8: Writing, p. 233-236 |

| | C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). | 2 | 1 | 0 | Amplify CKLA consistently promotes collaboration, and students work together on shared goals in the majority of Amplify CKLA lessons. Small group and partner activities and discussions are used in short and longer sessions. Over time, students learn to 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, to more informal collaborative work. Collaboration in small groups allows for differentiation based on student need. Materials support teachers in implementing a range of grouping strategies—sometimes assigning students of the same comprehension level into the same group, and at other times mixing students who are at different levels. In this way, students learn to work well with a wide range of people.

As students grow in these capabilities, the tasks they perform gain increasing complexity and depth. Students often collaborate to explore domain content in authentic activities designed to help them better master and appreciate that content and its context. For example, in the Grade 3 interactive Quest *Far From Home: A Viking's Journey*, students take the roles of Vikings who have set sail with Leif Erikson to create the first Norse settlement in North America. Along the way, students learn about Viking society and culture and meet numerous characters who tell them about other civilizations Vikings have reached or with whom they've traded. Students have to work |

					together at each stage of the journey to make important community decisions, such as whether or not to trade various resources, when to sail and when to settle down, and how to interact with other communities they encounter. Similarly, in Grade 4's *Eureka! Student Inventor*, students develop comprehension and collaboration skills as they establish rules for group work and work together over an extended period in their labs on building inventions, reading and analyzing text, and crafting presentations. These are just selected examples of the numerous Amplify CKLA activities designed to instill students with demonstrated ability to work with all kinds of other people across a range of settings and situations. This ability prepares students for the academic and civic responsibilities they will encounter throughout and beyond their schooling. Where to look: ● Grade K - Knowledge 11 TG, Lesson 9: Application, p. 121-122 ● Grade 1 - Knowledge 5 TG, Lesson 4: Application, p. 56-57 ● Grade 2 - Knowledge 10 TG, Lesson 8: Application, p. 118 ● Grade 3 - Unit 6, Viking Quest TG, Chapter 2: Debating Trade, p. 37-38 ● Grade 4 - Unit 4 TG, Lesson 6: Lab Discussion and Rebuilding & Rebuilding Demonstrations, p. 267-268 ● Grade 5 - Unit 3 TG, Lesson 6: Group

					Collaboration, p. 89-90
C3. Materials are relevant to students' lives.	2	1	0		Amplify CKLA celebrates diverse identities, seeing them as assets and strengths. This mindset informs the program's content and its instructional model. Students are frequently asked to speak about their identities and experiences, adding nuance and individualization to the topics being studied. Teacher Guides include guidance on grouping strategies, including using heterogeneous grouping to help students gain new kinds of knowledge from their peers. 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. Amplify CKLA includes materials that leverage culturally relevant content centered around the interests of students. One of the ways that Amplify CKLA is able to achieve this is through ReadWorks articles. ReadWorks articles support the Amplify CKLA Knowledge sequence in deepening students' content knowledge and developing rich vocabulary. Experiencing the world through different lenses allows students to connect ideas across topics, including arts content centered around students' interests. In the *Human Body* domain, Grade 1 students read an article about a hip hop dance show

					that names specific techniques like dolphin dives and headstands. In the *Light and Sound* unit, Grade 3 students read an article about Philadelphia singer Marian Anderson and her impact on the world. A Grade 5 article read during Unit 3 discusses the impact of music on a person's mood. ReadWorks articles cover a number of arts-related subjects that may be relevant to students' lives such as poetry, acting, and musical genres. The ReadWorks articles include various individuals from the performing and visual arts communities from across the world. Where to look: • Grade K - Knowledge 3 TG, Lesson 8: Application, p. 104-105 • Grade 1 - Knowledge 7 TG, Lesson 7: Friendly Letter, p. 116-117 • Grade 2 - Knowledge 10 TG, Lesson 9: Application, p. 132-133 • Grade 3 - Unit 2 TG, Lesson 4: Writing, p. 93 ○ Unit 2 Student Activity Book, Activity Page 4.3, p. 43 • Grade 4 - Unit 1 TG, Lesson 1: Writing, p. 21-22 • Grade 5 - Unit 1 TG, Lesson 1: Writing, p. 13-14
Column Totals					
OVERALL SCORE					

Amplify.