

**Nevada Instructional Materials Review Process
Category 2 Rubric – Alignment to Social Justice**

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Amplify Response
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>Amplify CKLA includes materials that provide opportunities for students to express their learning and interact with diverse materials. Amplify CKLA employs a wide range of instructional models that allow students to express their learning, including direct instruction, guided practice, small groups, and independent practice. Teachers are often asked to engage in direct instruction, particularly when new concepts, foundational skills, and content are introduced. Students are encouraged to share their learning during lessons through a variety of methods, including class discussions, Think-Pair-Shares, Turn and Talks, and group projects.</p> <p>Amplify CKLA students express their learning by interacting with diverse materials that build background knowledge on a range of topics. Amplify CKLA is built upon a coherent Knowledge sequence that is the result of years of research and consultation with content experts, educators, cognitive scientists, and others. The sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades and are able to rely on a robust web of prior knowledge when encountering new</p>

				<p>complex texts and material later in elementary school. Amplify CKLA references a great number of ethnic and cultural traditions, religions, and names from across the world. The program helps children develop an appreciation for diverse cultures and lifestyles by showcasing an ethnically and culturally diverse group of individuals who work and live in many different geographical and historical contexts. Students learn about how different civilizations gave rise to distinct traditions, languages, and religions, even as they explore the things that unite all people.</p> <p>Amplify CKLA’s multilingual glossaries in ten languages help to provide a bridge between students’ home language and the vocabulary words in the units. In addition, Amplify CKLA includes Spanish translations of select Student Readers, allowing teachers to flexibly support a variety of dual language and bilingual models as well as individual student needs in Grades 3-5.</p> <p>Amplify CKLA includes benchmark assessment tools that capture individual student strengths and needs. Students complete three benchmark assessments (Beginning-of-Year, Middle-of-Year, and End-of-Year). Flow charts and placement planning and tracking sheets are provided with the benchmark assessments to support teacher recording of student standard and</p>
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					<p>progress. This data allows teachers to make decisions for small group instruction. Small groups allow for differentiation based on student need. Teachers should use a range of strategies, sometimes grouping students of the same comprehension level into the same group, and at other times mixing those with a higher comprehension with those who are at different levels.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● Grade K - Knowledge 6 TG, Lesson 8: Read-Aloud, p. 112-114 ● Grade 1 - Knowledge 4 TG, Lesson 5: Read-Aloud, p. 72-76 ● Grade 2 - Knowledge 11 TG, Lesson 8: Read-Aloud, p. 113-119 ● Grade 3 - Unit 8 TG, Lesson 5: Reading, p. 109-115 ● Grade 4 - CKLA Teacher Resource site (online)>Grade 4>Daily Instruction>Novel Guides><i>The Season of Styx Malone</i> ● Grade 5 - Unit 2 TG, Lesson 7: Reading, p. 147-161
B. Connections	Materials provide more than three real— life connections made or represented from a variety of cultures and life experiences.	2	1	0	Amplify CKLA offers numerous opportunities for students to connect the academic content they are studying with their local neighborhood, culture, environment, and resources. In every Knowledge domain, Knowledge Builder videos take historical or scientific content and show students these experiences with

				<p>real kids around their own age in their own community. Articles connected to topics in science, social studies, and the arts offer additional real-world connections to issues and topics students will encounter in their own lives and communities. For example, students learn about how other children recycle, how one group of students worked together to make a difference in a cause they believed in, and how state governments and constitutions support citizens in bettering their neighborhood and environment.</p> <p>Additional activities within lessons support students' connections; for example, in Kindergarten, Domain 8 (<i>Seasons and Weather</i>), students connect the science concepts they are studying with the weather in their own town, using directed observations and hands-on activities associated with documenting the daily weather— such as looking at a thermometer, examining precipitation collected in a rain gauge, or observing the types of clouds in the sky—to help them more fully grasp the concepts they are learning about.</p> <p>Amplify CKLA introduces students to the complexities of the world, helping them recognize things all people hold in common while also instilling them with a deep awareness of the ways that people are</p>
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				<p>uniquely individual. Students will see people who resemble them and familiar situations or experiences, but they will also encounter diversity among people whose appearances, lives, beliefs, and backgrounds differ from what they have encountered or experienced. Throughout the program, students learn about different groups of people; for example, in studying early Asian civilizations, they learn about different geographic, cultural, and national identities of people in India and China. For selected examples, see Grade 2, Domain 2 (<i>Early Asian Civilizations</i>); Grade 3, Unit 8 (<i>Native Americans</i>); and Grade 5, Unit 2 (<i>Early American Civilizations</i>).</p> <p>Where to look:</p> <ul style="list-style-type: none">● Grade K - CKLA Teacher Resource site (online)>Grade K>Daily Instruction>Knowledge>Knowledge 4, <i>Plants</i> Knowledge Builder video (also on the Student Hub)● Grade 1 - CKLA Teacher Resource site (online)>Grade 1>Daily Instruction>Knowledge>Knowledge 5, <i>Early American Civilizations</i> Knowledge Builder video● Grade 2 - CKLA Teacher Resource site (online)>Grade 2>Daily Instruction>Knowledge>Knowledge 2, <i>Early Asian Civilizations</i> Knowledge Builder video
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					<ul style="list-style-type: none"> ● Grade 3 - CKLA Teacher Resource site (online)>Grade 3>Daily Instruction>Novel Guides><i>Stella Díaz Has Something to Say</i> ● Grade 4 - Unit 1 TG, Lesson 3: Reading, p. 49-54 ● Grade 5 - Unit 1 TG, Lesson 1: Speaking and Listening, p. 18-23
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	<p>Amplify CKLA was created in collaboration with a diverse group of authors, illustrators, and advisors who are experts in their fields. This diversity ensures that a wide range of identities and perspectives is reflected in materials. These authors include people of different races, ethnicities, religions, ages, genders (including LGBTQIA authors), and geographic regions. Spanish-language materials are authored by individuals who are native Spanish speakers or, in rare cases, writers with native-level proficiency.</p> <p>Amplify CKLA agrees that it is essential to offer diverse instructional materials to students that reflect the lives and families of those similar and different from their own. Amplify CKLA's K-2 Skills Readers have been redesigned to increase student engagement and sense of connection with the decodable stories and their characters. Stories with human characters have improved inclusivity and authenticity, while others have fantastical creatures to bring</p>

					<p>more excitement and whimsy to the tales. Each illustrator was specifically chosen not only for their enormous artistic talent, but also their unique abilities to tell a wonderful story through pictures. Their diverse experiences, point of views, and personal background helped to bring the Student Readers new life, creativity, humor, and imagination to the stories. Each Reader includes a biography of the illustrator or illustrators.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● Grade K - Knowledge 3 TG, Lesson 6: Read-Aloud, p. 73-76 ● Grade 1 - Knowledge 3 TG, Lesson 9: Read-Aloud, p. 136-140 ● Grade 2 - Knowledge 12 TG, Lesson 5: Read-Aloud, p. 73-78 ● Grade 3 - Unit 7 TG, Lesson 16: Speaking and Listening, p. 266-273 ● Grade 4 - Unit 4, pt 2 TG, Lesson 17: Reading, p. 26-35 ● Grade 5 - Unit 2 TG, Lesson 10: Reading, p. 209-225
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	Amplify CKLA materials provide discourse and perspectives that are presented in a variety of inclusive ways. Amplify CKLA presents multifaceted pictures of people by introducing students to a broad range of identity factors while avoiding stereotypes. Throughout, students encounter people from different backgrounds performing everyday roles that underscore the common things

				<p>that connect us all while also dispelling stereotypes. The program builds students' knowledge of diverse cultural backgrounds through different historical eras, helping them understand what connects us to our predecessors and how we remain distinct from them. Materials place particular emphasis on representing different aspects, including names, of African and Hispanic/Latin American cultures, tracing their history from their earliest civilizations up through their many contributions to contemporary society.</p> <p>Amplify CKLA enables students to see the strengths and experiences that all people share—those things that define humanity—as they celebrate our unique identities and the breadth of our experiences. Students gain better insight of underrepresented groups in stories highlighting their accomplishments and strengths through an asset-based perspective. Through Amplify's collaboration with ReadWorks, students study contemporary figures such as Lin-Manuel Miranda, Mae Jemison, Billie Jean King, and Barack Obama; historical figures such as Frieda Kahlo and Mary McLeod Bethune; and cultural figures such as Jean-Michel Basquiat, Ray Charles, and Celia Cruz. In addition, students read texts by diverse authors including Kekla Magoon, Pat Mora, and Simon Ortiz.</p>
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				<p>Amplify CKLA Novel Guides offer engaging and flexible materials designed around authentic texts students love. The Novel Guides introduce students to award-winning and acclaimed novels that present relatable characters, share exciting plots, and offer many opportunities to develop a love for reading and build ELA skills and social-emotional learning capacities.</p> <p>Amplify CKLA’s new Research Units incorporate culturally relevant topics and instruction. Each unit has a pedagogical approach that focuses on student-centered inquiry and research. Authentic texts, trade books, and multimedia resources are integrated throughout instruction to build background knowledge across K-5 domains. Students generate their own research questions and locate information that aids in their construction of knowledge around each K-5 domain. Each unit includes a writing or multimedia presentation as a culminating task.</p> <p>The diverse set of materials in each Research Unit provide students with windows and mirrors as they build knowledge through a lens of multiple perspectives. In Kindergarten, students are introduced to artists from different time periods, countries, and cultures in the <i>Art and the World Around Us</i> Research Unit. In the <i>Adventure Stories</i> Research Unit, Grade</p>
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				<p>1 students will study the careers of real-world explorers Dr. Eugenie Clark and Sophia Danenberg while thinking critically about how teamwork and collaboration can make greater adventures possible. Each new Research Unit utilizes a high-interest authentic tradebook collection that will spark student curiosity and inquiry. In Grade 2, students will soar to new heights through stories of early aviators including the Tuskegee Airmen, Louis Blériot, Aida de Acosta, Alberto Santos-Dumont, and Amelia Earhart. These dynamic Research Units increase student’s content knowledge while supporting essential research and inquiry skills through a range of topics including the history and impact of jazz music (G3), energy and its innovators (G4), and the significance of Juneteenth (G5).</p> <p>Where to look:</p> <ul style="list-style-type: none">● Grade K - Research Unit <i>Art and the World Around Us</i>, Lesson 1: Read-Aloud, p. 11-16● Grade 1 - Research Unit <i>Adventure Stories: Tales from the Edges of the World</i>, Lesson 1: Read-Aloud, p. 13-17● Grade 2 - Research Unit <i>Up, Up, and Away: The Age of Aviation</i>, Lesson 1: Read-Aloud, p. 12-17● Grade 3 - Research Unit <i>All That Jazz</i>, Lesson 1: Speaking and
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					<p>Listening, p. 12-17</p> <ul style="list-style-type: none"> ● Grade 4 - Research Unit <i>Energy: Past, Present, and Future</i>, Lesson 1: Reading, p. 11-15 ● Grade 5 - Research Unit <i>Beyond Juneteenth: 1865 to Present</i>, Lesson 1: Reading, p. 12-17
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	<p>Amplify CKLA materials include many opportunities for students to work cooperatively. Each domain or unit of Amplify CKLA includes opportunities for students to contribute their knowledge and experience with a topic. Early lessons on a topic often start by helping students draw connections between the new topic and related knowledge they already possess. Additional questions and activities embedded within instruction offer further opportunities for students to share individual contributions on a topic. For example, when studying personal narratives, students are asked to share examples of personal narratives they have read independently, lessons on geology build on students' understanding of the earth and its characteristics, and Know-Wonder Learn (KWL) charts are routinely used throughout the program to help students identify things they already know and things they wonder about a particular topic.</p> <p>Amplify CKLA celebrates diverse identities, seeing them as assets and strengths. This mindset informs the</p>

					<p>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. The Amplify CKLA Equity Guide highlights additional opportunities to promote student identities and experiences.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● Grade K - Knowledge 3 TG, Lesson 1: Advanced Preparation and Domain Introduction, p. 7-10 ● Grade 1 - Knowledge 7 TG, Lesson 4: Application, p. 64-65 ● Grade 2 - Knowledge 2 TG, Lesson 9: Application, p. 137-138 ● Grade 3 - Unit 5 TG, Lesson 3: Speaking and Listening, p. 46 ● Grade 4 - Unit 4 TG, Lesson 1: Collaboration, p. 17-27 ● Grade 5 - Unit 3 TG, Lesson 6: Group Collaboration, p. 89-92
	Materials provide learning and tasks that are predominantly student centered.	2	1	0	Amplify CKLA materials provide learning and tasks that are student centered. Throughout the program, students have opportunities to delve into certain topics of

				<p>interest through independent research or writing. This is most obvious during Culminating Activities or Pausing Point days. Culminating Activities and Pausing Points include suggestions for extension based on the content of the unit. 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 information about students' strengths, needs, and depth of understanding.</p> <p>Amplify CKLA instructional design incorporates a range of engagement strategies with interactive routines that include Turn and Talk, Think-Pair-Share, and small group discussions and work. Students also have many opportunities to practice important skills through the use of games and exercises using manipulatives. Students frequently read or reread texts in Partner Reading which ensures that all students are engaged rather than listening to one student read one at a time.</p> <p>One of the goals of the Amplify CKLA program is fostering “wonderful conversationalists.” By discussing engaging, content-rich texts, students develop the ability to present, debate, and</p>
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				<p>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.</p> <p>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. Think-Pair-Shares and their variants are used frequently as a collaborative discussion technique to help students stay on topic, build on the remarks of others, and link their comments to evidence in the text.</p> <p>Where to look:</p>
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					<ul style="list-style-type: none"> ● Grade K - Knowledge 7 TG, Culminating Activities, p. 114-116 ● Grade 1 - Skills Unit 5 TG, Pausing Point Activities, p. 257-281 ● Grade 2 - Research Unit <i>Up, Up, and Away: The Age of Aviation</i>, Lesson 4: Application, p. 48-49 ● Grade 3 - Unit 6 TG, Lesson 10: Reading, p. 150 ● Grade 4 - Unit 3 TG, Pausing Point, Enrichment Performance Activities, p. 204-205 ● Grade 5 - Unit 5 TG, Lesson 8: Writing, p. 233-238
<i>Column Totals</i>					
OVERALL SCORE					

Criterion A - Accessibility

Provides opportunities for every student to express ideas through various learning modalities and creates space to tailor content to the interests and concerns of the student.

Criterion B - Connections

Students connect learning experiences to social, political, or environmental real-life representations that affect them, their lives, and enact change.

Criterion C - Culturally Centered

Resources are diverse in authorship and philosophy and reflect the diversity in culture, languages, traditions, beliefs, values, and customs.

Criterion D - Equity

Resources intentionally minimize dominant discourses, deficit perspectives, and possible biases in instruction, so students from historically underserved backgrounds (e.g., students from poverty, students with disabilities, students of various genders/sexual orientations, students of various races and ethnicities, students from different cultures and religions) have access and can participate as readily as those from dominant backgrounds.

Criterion E - Student Voice

Engages students in critical reflections using students' cultural competence through learning about and developing their own identity and the identity of other cultures and the community.