



**CURRICULUM SERVICES AGREEMENT  
BETWEEN AMPLIFY EDUCATION INC.  
AND POUDBRE SCHOOL DISTRICT R-1**

This Curriculum Services Agreement (“Agreement”) is entered into this 4th day of April 2023, by and between Poudre School District R-1 (the “District”) and Amplify Education Inc. (the “Contractor”). The District and the Contractor are collectively referenced herein as the “parties.” In consideration of the mutual covenants and promises contained in this Agreement, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Term of Agreement.**

1.1. This Agreement shall commence on the date set forth above and continue through and including June 30, 2028, unless earlier terminated as provided herein. The Agreement, at the option of the District, may be extended for up to four (4) additional terms, upon a written mutually agreed upon amendment for each term.

1.2. Notwithstanding any other term or provision of this Agreement, the District’s obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) an Agreement is in effect. In no event, shall the District’s obligations in an Agreement constitute a multiple-fiscal year direct or indirect debt or other financial obligation under Article X, Section 20(4)(b) of the Colorado Constitution.

1.3. **Termination For Cause.** Notwithstanding the provisions of sections 1.1 and 1.2 above, if either party is in breach of an obligation or covenant under this Agreement the non-breaching party may give written notice to the breaching party describing the breach and demanding that it be cured. If the breach is not cured within thirty (30) days after the breaching party’s receipt of said notice, the non-breaching party may immediately terminate the Agreement and avail itself of any and all remedies available at law or in equity.

1.4. **Termination Without Cause.** Notwithstanding the provisions of sections 1.1, 1.2 and 1.3 above, the District or the Contractor may terminate this Agreement at any time in its sole discretion for any reason, with or without cause, by giving the other party thirty (30) days’ advance written notice of the termination.

2. **Deliverables and Purchase Price.**

2.1. The Contractor’s responsibility under this Agreement is to provide a comprehensive core curriculum solution for Grades K-5 English Language Arts (“ELA”) that aligns with the Colorado Academic Standards (“CAS”), and with Common Core Shifts for ELA/Literacy for the District through the Contractor’s CKLA Skills Kindergarten through 2<sup>nd</sup> Grade materials. The parties agree to the following, as specified in:

2.1.1. Request for Proposal (“RFP”) #23-630-001, which is part of this agreement and attached hereto as Exhibit A.

2.1.2. Contractor’s Response to RFP #23-630-001, which is part of this agreement and attached hereto as Exhibit B.

2.1.3. Opportunity for Best and Final Offer (“BAFO”) to RFP #23-630-001, which is part of this agreement and attached hereto as Exhibit C.

2.1.4. Contractor’s Response to BAFO for RFP #23-630-001, which is part of this agreement and attached hereto as Exhibit D.

2.2. All documents which are made a part of this Agreement (hereinafter the “Services”) and incorporated herein by reference.

2.3. The initial cost for all Services under this contract as set forth on the attached Exhibit D-1, shall be Three Hundred and Two Thousand, Six Hundred and Sixteen Dollars and Zero Cents (\$302,616.00), due and payable thirty (30) days from receipt of Contractor’s invoice.

2.4. Access to Services shall be available for a five (5) year subscription, with the option for the District to extend Services.

2.5. Additional Services may be purchased at the prices listed in Exhibit D for the full length of the Agreement and all extensions.

2.5.1. Contractor shall provide the District updated version of all materials and updates at the same rate as offered in Exhibit D for the length of this Agreement, and all extensions.

2.6. Contractor shall ensure teacher Materials are shipped to be received no later than May 1, 2023.

2.6.1. Online Materials shall be made available within seven (7) days from the execution of this Agreement.

2.6.2. Contractor shall separate and bundle Materials by District School for shipment.

2.7. Contractor shall ensure grade-level classroom Materials are shipped to be received no later than June 1, 2023.

2.7.1. Contractor shall separate and bundle Materials by District School for shipment.

2.8. Services shall be provided at the direction as authorized by the District’s Director of Curriculum or designee.

2.8.1. The Contractor shall provide direct points of contacts for tech issues, and instructional planning to the Director of Curriculum or designee, and update any changes within thirty (30) days of a new contact.



2.8.2. Contractor shall maintain compliance with federal, state and local laws as pertains to accessibility for persons with disabilities, including but not limited to Colorado House Bill 21-1110, for the length of the Agreement and all extensions.

2.9. **Professional Development.** The District at its discretion may elect to purchase implementation and professional development. The District shall work with the Contractor to identify any implementation and professional development services.

2.9.1. Cost for professional development pricing shall not exceed the prices in Exhibit B.

2.9.2. Contractor shall not schedule or provide any professional development without written approval the Director of Curriculum or designee.

2.10. Fulfillment of Services under the terms and conditions set forth in this Agreement shall be exclusively through the issuance of a District purchase order.

2.10.1. The Contractor shall provide the District a quote for Services conforming to the pricing, which shall be payable by the District thirty (30) days after receipt of Contractor's invoice.

2.10.2. Site-based credit cards and/or site-based restricted checks shall not be permitted for payment.

2.10.3. Services provided by Contractor without conforming to section 2.9 of the Agreement shall be considered unauthorized and payment shall not be issued by the District.

2.10.4. Contractor shall assure compliance with the District Policy DJG/DJGA, attached as Exhibit E and hereby made part of this Agreement, direct communication with schools or sales must be approved by contact in section 10 of this agreement.

2.11. **Book Quality.**

2.11.1. All books and associated materials shall be new copy.

2.11.2. All books shall be furnished with Contractor bindings, rebound, glued, or sewn paperbacks, where possible.

2.11.3. Contractor shall provide detailed warranty information for each binding type.

2.11.4. Print books shall include the hardbound option type. The company will be responsible for rebinds as necessary for the life of the book.

2.11.5. Hardbound books are preferred however, paperbacks will be accepted if hardbound books are not available.

2.12. **Shipping.**

- 2.12.1. Delivery of books shall be FOB destination with all transportation and handling charges paid by the awarded Contractor.
- 2.12.2. Contractor shall replace any book that is damaged in shipment or otherwise not in compliance with the order, at no charge to the District.
- 2.12.3. Contractor's fill rate shall exceed 90% and the Contractor shall provide a written verification statement regarding its ability to guarantee on-time delivery of books.
- 2.12.4. Contractor shall indicate if it has a warehouse to store inventory or if it receives shipments directly from the publishers.
- 2.12.5. Shipping costs for any books, materials or other related items shall be established and approved by the District prior to the Contractor shipping any products.
- 2.12.6. Shipping costs shall be paid directly to the Contractor, even if a third-party shipper is selected, unless approved by the District's Textbook Program Manager or designee ("Program Manager") in writing.
- 2.12.7. If the Contractor elects to use a third-party shipper, the District shall approve such use in writing prior to any commitments to a third-party shipper.
  - 2.12.7.1. The District shall schedule and establish arrangements with the third-party shipper, unless approved in writing by the District's Textbook Program Manager.
- 2.12.8. District staff will not be responsible for off-loading trucks, bring Deliveries inside the buildings or assisting in any manner.
- 2.12.9. Each order shall be separated, packaged, or palletized per District location by the Contractor, as to not have any loose items.
- 2.12.10. Delivery cartons shall be labeled with the following:
  - 2.12.10.1. Purchase Order Number,
  - 2.12.10.2. District Location,
  - 2.12.10.3. District Location Address,
  - 2.12.10.4. Contractor Name,
  - 2.12.10.5. Statement of Contents, and
  - 2.12.10.6. Attn: Poudre School District

2.12.11. All Deliveries must be accompanied by Delivery tickets or packing slips, and shall contain the following information for each item delivered in shelf list order:

- 2.12.11.1. Purchase Order Number,
- 2.12.11.2. Contractor Name,
- 2.12.11.3. Name and description of Delivered Item,
- 2.12.11.4. District Location,
- 2.12.11.5. Item Number,
- 2.12.11.6. Quantity Ordered, and
- 2.12.11.7. Quantity Delivered.

2.13. **Product Delays.** If the Contractor experiences a back order of items from its distributor or manufacturer, the Contractor shall ensure that such back orders are filled within 60 days from delivery date and shall not delay the timeline for completion identified in section 3.5.

2.13.1. The Contractor shall not invoice the District for back ordered items until items are delivered and accepted by the Program Manager. The District shall determine what constitutes a reasonable period of time and cancel back orders and seek the items from another Contractor.

2.13.2. Contractor must notify the Program Manager in writing for all Products that are discontinued and provide a recommendation in writing for a comparable Product substitute.

2.13.2.1. Program Manager must be notified no less than thirty (30) days from receipt of the District's Product list for all discontinued Products and allowed to review Product substitute for approval or denial of Product substitute.

2.13.2.2. In the event the substitute is denied by the Program Manager, the District retains the right to request alternate Products.

2.13.2.3. Substitutions shall only be permitted if approved in writing by the Program Manager. All products not approved in writing by the Program Manager shall be rejected and payment not due by the District.

2.14. **Inspection.** Payment for Services furnished under the Contract shall not constitute acceptance thereof. The Program Manager shall have the right to inspect Services provided, the product of such Services, and to reject any or all of which are in the District's judgment defective or nonconforming. In addition to the District's other rights, Services rejected, and Services supplied in excess of quantities specified in the Contract may be returned to Contractor at Contractor's expense. District must notify Contractor within 60 calendar days after delivery (the "acceptance period") of any Services that the District finds defective or nonconforming. After such acceptance period, all Services delivered will be deemed accepted by

the District and Contractor will not agree to replacement, refunds, or payment of damages on such Services. In the event the District receives Services where defects or nonconformity is not apparent upon examination, the District may require replacement and/or payment of damages upon discovery of the defects or nonconformity. Nothing contained herein shall relieve, in any way, Contractor from the obligation of testing, inspection, and quality control.

2.14.1. Delivery will be inspected by the Program Manager within five (5) working days of project completion to confirm award specifications have been met.

2.14.2. Defective, damaged, or non-conforming items shall be replaced by the Contractor at no cost to the District within thirty (30) days from notice provided by the District.

2.15. **Acceptance of Services.** Services are considered complete, only after the Program Manager has inspected and formally accepted Services in writing. Payments will not be made until Services are formally accepted.

2.15.1. The Program Manager reserves the right to cancel Services at any time upon written notice, including Services which may have been requested and have not been completed.

2.16. **Invoicing.** Invoices shall be submitted to the Accounts Payable Department within thirty (30) days of receipt of Purchase Order. Invoices for Services shall include name of provider, Services, product number, quantity and location for Services and.

2.16.1. Invoices received from the Contractor pursuant to this Agreement will be reviewed and approved by the District's representative, indicating that services have been rendered in conformity with the Agreement and then will be sent to the Finance Department for payment. Payment for Services not approved by the District in writing, shall not be considered valid and the District will not be responsible for covering associated costs. Invoices will generally be paid within thirty (30) days following the District representative's approval.

2.16.2. Invoices which do not conform with the agreement will be paid thirty (30) days from receipt of a revised and corrected invoice.

2.16.3. All invoices must be submitted within 30 days of fiscal year end June 30 and may not include items received by the District outside of the fiscal year July 1 – June 30.

2.16.4. Invoices shall be sent to [ap@psdschools.org](mailto:ap@psdschools.org).

2.16.5. The District is exempt from federal and state taxes under Colorado Tax Exempt Number 98-03335.

2.17. The Contractor grants the District a non-exclusive, non-transferable, non-sublicenseable license to access and use, and permit authorized users to access and use the Services solely in the United States during the term of the Agreement.

2.18. The District shall access and use the Services solely for non-commercial instructional and administrative purposes within the District. Further, the District shall not, except as expressly authorized or directed by the Contractor: (a) copy, modify, translate, distribute, disclose or create derivative works based on the contents of, or sell, the Services, or any part thereof; (b) decompile, disassemble or otherwise reverse engineer Services or otherwise use the Services to develop functionally similar products or services; (c) modify, alter or delete any of the copyright, trademark, or other proprietary notices in or on the Services; (d) rent, lease or lend the Services or use the Services for the benefit of any third party; (e) avoid, circumvent or disable any security or digital rights management device, procedure, protocol or mechanism in the Services; or (f) permit any authorized user or third party to do any of the foregoing. The District also agrees that any works created in violation of this section are derivative works, and, as such, the District agrees to assign, and hereby assigns, all right, title and interest therein to the Contractor.

2.19. The District agrees, subject to the limited rights expressly granted hereunder, that all rights, title and interest in and to all Services, including all related IP Rights, are and shall remain the sole and exclusive property of Contractor or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. The District shall notify Contractor of any violation of Contractor's IP Rights in the Services, and shall reasonably assist Contractor as necessary to remedy any such violation. Contractor Services are protected by patents.

2.20. The District understands and agrees that its students' access to and use of the Services under this Agreement may require that it disclose confidential student records and information, as that term is defined below, to the Contractor. The Contractor understands and agrees that if it fails to comply with any of the requirements under sections 4, 5, 6 or 7 below at any time during or after the term of this Agreement the District may, as applicable, terminate the Agreement and/or disqualify the Contractor from future agreements with the District.

### 3. **Definitions.**

3.1. As used in this Agreement, "personally identifiable information" is defined as information (including metadata) that, alone or in combination, is linked or linkable to a specific student so as to allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Personally identifiable information includes but is not limited to: (a) the student's name; (b) the name of the student's parent or other family members; (c) the address or phone number of the student or student's family; (d) personal identifiers such as the student's social security number, student number or biometric record; and (e) indirect identifiers such as the student's date of birth, place of birth or mother's maiden name.

3.2. As used in this Agreement, “education records” is defined as records, files, documents and other materials that: (a) contain information directly related to a student; and (b) are maintained by the District, or by a party acting for the District such as the Contractor.

3.3. As used in this Agreement, “confidential student records and information” is defined as education records and personally identifiable information concerning District students, including but not limited to confidential student records and information disclosed to, collected by and/or generated by the Contractor. Confidential student records and information does not include “de-identified confidential student records and information,” as defined in section 3.5 below.

3.4. As used in this Agreement, “collect” is defined as the gathering of data and other information by any means, including but not limited to the use of logs, cookies, tracking pixels, etc.

3.5. As used in this Agreement, “de-identified confidential student records and information” is defined as confidential student records and information from which all personally identifiable information, and the ability to determine any personally identifiable information, is removed.

3.6. As used in this Agreement, “securely destroy” is defined as removing confidential student records and information from the Contractor’s systems, paper files, hard-copy and electronic records, databases and any other media regardless of format, in accordance with the standard detailed in the National Institute of Standards and Technology (“NIST”) SP 800-88 Guidelines for Media Sanitization, so that the confidential student records and information are permanently irretrievable in the Contractor’s normal course of business.

3.7. As used in this Agreement, “eligible student” is defined as a student who is at least 18 years of age or who is legally emancipated.

4. **Ownership of Confidential Student Records, Information.** All confidential student records and information shall remain the exclusive property of the District and all rights, title and interest in the confidential student records and information, including but not limited to intellectual property rights in the confidential student records and information, belong to and are retained solely by the District. The District hereby grants to the Contractor a limited, nonexclusive license to access, view, collect, generate and use confidential student records and information solely for the purpose of performing its obligations under this Agreement.

5. **Security of Confidential Student Records and Information.**

5.1. The Contractor shall store and process confidential student records and information in accordance with commercial best practices, including implementing appropriate administrative, physical and technical safeguards that are no less rigorous than those outlined in CIS Critical Security Controls, as amended, to secure such confidential student records and information from unauthorized access, disclosure, alteration and use. The Contractor shall ensure that all such safeguards, including the manner in which confidential student records and information is collected, accessed, used, stored, processed, disposed of and disclosed, comply with all applicable federal and state data protection and privacy laws, regulations and directives,

including but not limited to Colorado's Student Data Transparency and Security Act, C.R.S. §§ 22-16-101 to -112. Without limiting the foregoing, and unless expressly agreed to the contrary in writing, the Contractor warrants that all electronic confidential student records and information will be encrypted in transmission and at rest in accordance with NIST Special Publication 800-57, as amended.

5.2. The Contractor shall conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. The Contractor shall promptly notify the District in the event of: (a) any security or privacy breach concerning confidential student records and information; and/or (b) any use or disclosure of student personally identifiable information not authorized under this Agreement.

## 6. **Use of Confidential Student Records and Information.**

6.1. Under the Agreement, Contractor may access, view, collect, generate and/or use confidential student records and information only under the following terms and conditions: (a) except as provided in section 6.2 below, Contractor shall not disclose confidential student records and information, in whole or in part, to any other party; (b) Contractor shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) Contractor shall access, view, collect, generate and use confidential student records and information only to the extent necessary to perform its obligations under the Agreement; and (d) at the conclusion of the term of the Agreement the Contractor shall, as directed by the District, either securely destroy all confidential student records and information in its possession, custody or control, or return such confidential student records and information to the District.

6.2. Contractor may to the extent necessary to perform its obligations under the Contract disclose confidential student records and information to subcontractors as identified in Exhibit F ("Subcontractors") pursuant to written subcontracts specifying the purpose of the disclosure and providing that: (a) Subcontractors shall not disclose confidential student records and information, in whole or in part, to any other party; (b) Subcontractors shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) Subcontractors shall access, view, collect, generate and use confidential student records and information only to the extent necessary to assist Contractor in performing its obligations under the Agreement; and (d) at the conclusion of their work under their subcontracts Subcontractors shall, as directed by the District through the Contractor, either securely destroy all confidential student records and information in their possession, custody or control, or return such confidential student records and information to the District.

6.3. Contractor and Subcontractors may use de-identified confidential student records and information for purposes of research, the improvement of its products and services, and/or the development of new products and services. In no event shall the Contractor or Subcontractors re-identify or attempt to re-identify any de-identified confidential student records and information.

6.4. Contractor and Subcontractors shall promptly furnish to the District upon request all confidential student records and information they have collected and/or generated and

not in the District's possession. Such requests may include but shall not be limited to those made in order to respond to parent/guardian and eligible student requests to inspect and review education records as authorized under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and/or under the Colorado Open Records Act, C.R.S. §§ 24-72-200.1 *et seq.* ("CORA"). The District, not the Contractor or Subcontractors, shall respond to all parent/guardian and eligible student requests to inspect and review records, data and other information.

7. **School Service Contract Provider.** If Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"), the Contract is amended to add the language in this section 7. Under the Act, a "school service contract provider" is defined as an entity (other than the Colorado Department of Education, a K-12 public education entity or an institution of higher education) that enters into a formal, negotiated contract with the District to provide a "school service." Under the Act, a "school service" is defined as an Internet website, online service, online application or mobile application that: (a) is designed and marketed primarily for use in a preschool, elementary school or secondary school; (b) is used at the direction of District teachers or other District employees; and (c) collects, maintains or uses confidential student records and information.

7.1. As a school service contract provider under the Act, the Contractor has provided the following information the attached Exhibit F: (a) the data elements of confidential student records and information that Contractor collects under the Contract, regardless of whether the data elements are initially collected or ultimately held individually or in the aggregate using protocols that are effective for preserving the anonymity of each student included in the data; (b) the learning purpose for which Contractor collects the confidential student records and information; and (c) how the Contractor uses and shares the confidential student records and information. Contractor shall update this information as necessary to maintain accuracy.

7.2. Contractor shall facilitate the District's access to and correction of any factually inaccurate confidential student records and information as required in response to correction requests from parents/guardians and eligible students.

8. **Remedies.** If Contractor fails to comply with any of the foregoing requirements in sections 4, 5, 6 or 7 at any time during or after the term of the Agreement the District may, as applicable, terminate the Agreement and/or disqualify Contractor from future contracts and subcontracts with the District.

9. **Access to District Server.** If access to any District server is necessary for the functionality of the Contractor's services. Upon written approval by the Chief Technology Officer or designee, the District grants the Contractor limited access to the District server for the sole purpose of providing Services

9.1. The Contractor agrees to protect the confidentiality, integrity and availability of all electronic District or student information at all times.



9.2. The Contractor agrees to take proper steps to ensure the security of the device in which they connect to the District's systems remotely. The Contractor agrees not to copy information accessed remotely to local devices and or portable devices. Printing information is not permitted unless specific authorization has been granted.

9.3. The Contractor shall not share passwords, codes, credentials or user accounts with others.

9.4. The Contractor shall have a valid and up-to-date antivirus agent installed to ensure protection against malware and viruses upon connection to the District network.

9.5. The Contractor acknowledges that if the District determines in its discretion that remote access has been compromised by unauthorized parties, or that remote access has been misused, the Contractor's access will be disabled or terminated immediately.

10. **Notices and Communications.** All notices and communications required or permitted under this Agreement shall be in writing and shall be: (a) sent via certified mail, return receipt requested and postage prepaid, to the address of the other party set forth below; or (b) sent via e-mail to the other party via the e-mail address set forth below.

Poudre School District R-1  
Attn: Tracy Stibitz  
2407 LaPorte Avenue  
Fort Collins, CO 80521  
E-mail: [tstibitz@psdschools.org](mailto:tstibitz@psdschools.org)

Amplify Education Inc.  
Attn: Legal  
55 Washington Street, Suite 800  
Brooklyn, NY 11201-1071  
[legal@amplify.com](mailto:legal@amplify.com)

With a Copy To:

With a Copy To:

Poudre School District R-1  
Attn: Director of Curriculum  
2407 LaPorte Avenue  
Fort Collins, CO 80521  
E-mail: [jpassant@psdschools.org](mailto:jpassant@psdschools.org)

Amplify Education Inc.  
Attn: Monty Lammers  
55 Washington Street, Suite 800  
Brooklyn, NY 11201-1071  
[mlammers@amplify.com](mailto:mlammers@amplify.com)

11. **Insurance.** Contractor shall procure and maintain the required insurance specified below for the duration of this Agreement, which insurance shall be written for not less than the amounts specified or greater if required by law. Specified coverages and amounts may be provided by a combination of a primary policy plus an umbrella or following form excess policy. If not otherwise required by law, lower amounts may be acceptable upon review and written approval by the District's Director of Records and Risk Management. All insurance shall be with a carrier licensed in the state of Colorado and shall have a minimum A.M. Best rating of A- VII. Contractor shall furnish the District's Director of Records and Risk Management with certificates of the required insurance prior to the District's approval and signing of this Agreement, and with renewal certificates prior to the expiration of any required insurance that expires during the term of this Agreement. Certificates of Insurance and all communication regarding insurance shall be sent to:

Poudre School District  
Attention: Risk Management  
2407 Laporte Ave  
Fort Collins, CO 80521  
Email: coi@psdschools.org

Any insurance and/or self-insurance carried by the District is excess of the coverage extended to the District by Contractor. Contractor shall provide at least thirty (30) days' advance written notice to the District prior to cancellation, change of coverage, or non-renewal. The insurance requirements specified in this section 11 shall not reduce the indemnification liability that Contractor has assumed in section 12.

### **Commercial General Liability**

#### Minimum Limits

- |  |             |
|--|-------------|
| a. Each Occurrence Bodily Injury & Property Damage   | \$2,000,000 |
| b. General Aggregate   | \$3,000,000 |
| c. Products/Completed Operations Aggregate   | \$2,000,000 |
| d. Personal/Advertising Injury   | \$2,000,000 |
| e. Coverage must be written on an "occurrence" basis.  |             |
| f. Poudre School District R-1 and its elected officials, employees, agents, and volunteers shall be named as an additional insured and shall be insured to the full limits of liability purchased by the Contractor even if those limits of liability are in excess of those required by this Agreement. |             |

### **Technology Errors and Omissions Liability (Professional Liability, including Network Security and Privacy Liability)**

#### Minimum Limits

- |  |             |
|--|-------------|
| a. Per Loss  | \$1,000,000 |
| b. Aggregate   | \$3,000,000 |
| c. Liability extends for a period of three (3) years beginning at the time work under this Agreement is completed. Contractor shall maintain continuous coverage, as required by the Agreement, for this period. |             |
| d. The policy shall provide a waiver of subrogation in favor of Poudre School District R-1.  |             |

The insurance shall provide coverage for:

- a. Liability arising from theft, dissemination and/or use of confidential information (defined term including but not limited to bank account, credit card account, personal information such as name, address, social security numbers, etc. information) stored or transmitted in electronic form.
- b. Network Security Liability arising from the unauthorized access to, use of or tampering with computer systems including hacker attacks, inability of an authorized third party to gain access to Contractor's services including denial of service, unless caused by a mechanical or electrical failure.

- c. Liability arising from the introduction of a computer virus into, or otherwise causing damage to, a District or third person's computer, computer system, network, or similar computer related property and the data, software, and programs thereon.

**Workers' Compensation and Employers' Liability**

If Contractor is exempt under the Colorado Workers' Compensation Act, this requirement will be waived if proof a current Workers' Compensation Coverage Rejection is on file with the Colorado Department of Labor and Employment, Division of Worker's Compensation and a copy is submitted to the District.

Minimum Limits

- a. State of Colorado Statutory
- b. Employer's Liability \$100,000 Each Accident  
\$500,000 Disease – Policy Limit  
\$100,000 Disease – Each Employee
- c. Waiver of subrogation in favor of Poudre School District R-1

12. **Indemnification.** The Contractor shall indemnify and hold harmless the District and the District's Board members, employees, representatives and agents from and against any and all liability arising from any suit, action, third party claims, grievance, or proceeding, including all attorneys' fees, costs and expenses, incurred as a result of any negligent or intentional act or omission by Contractor, or its employees, agents, Subcontractors, or assignees related to the terms of this Agreement and any Services provided under this Agreement.

12.1. Contractor's obligations under this section are conditioned on (i) District providing notice of such proceedings promptly after District receives notice thereof; (ii) Contractor's exclusive control over the defense and settlement of the proceeding; (iii) District providing such assistance in the defense and settlement of the proceeding as Contractor may reasonably request, and (iv) District's compliance with any settlement or court order made in connection with such proceeding.

12.2. With respect to infringement, Contractor's obligations under this section will not apply to any infringement to the extent arising out of (a) any use or combination of Contractor's products and Services with any other products, goods, services or other items furnished by anyone other than Contractor; (b) any modification or change not made by Contractor; (c) the use of an infringing version of the products or Services when a comparable non-infringing version has been made available to District; or (d) any products developed to specifications which District has supplied or required of Contractor.

12.3. In the event that Contractor reasonably believes it will be required to discontinue use of the products and/or Services because such products and/or Services might infringe intellectual property rights of a third party, Contractor will, at its option, either (a) obtain for District the right to continue use of the products and/or Services, or (b) modify the relevant product and/or Service to make it non-infringing. If Contractor is not reasonably able to

accomplish the foregoing, Contractor may terminate the license of the infringing product and/or Service and refund District a pro rata portion of any pre-paid fees District paid for such product and/or Service.

13. **Governmental Immunity.** It is specifically understood and agreed that nothing contained in this Agreement shall be construed as an express or implied waiver by the District of any of the immunities, rights, benefits, protections, or other provisions of the Colorado Constitution or Governmental Immunity Act, C.R.S. §§ 24-10-101 *et seq.*, as now or hereafter amended.

14. **General Provisions.**

14.1. **No Assignment.** The Contractor shall not assign this Agreement or any of its rights, interests or obligations under this Agreement without the prior written consent of the District, which consent may be withheld for any reason or no reason as determined by the District in its sole discretion, , unless such assignment is to an affiliate or in the event of a merger, acquisition, reorganization, or a sale of substantially all of the Contractor's assets relating to this Agreement

14.2. **No Waiver.** The parties agree that no assent or waiver, express or implied, to any breach of any one or more of the covenants of this Agreement shall be construed as or deemed to be an assent to or a waiver of any subsequent breach.

14.3. **Press Contacts/News Releases.** The Contractor shall not initiate any press, media, or social media, contact nor respond to press, media or social media requests regarding this Agreement and/or any related matters concerning the District without the prior written approval of the District.

14.4. **Amendment or Modification.** No amendment or modification of this Agreement shall be valid unless set forth in writing and executed by the District and the Contractor through written amendments to the Agreement, in the same manner and with the same formality as was done for this Agreement.

14.5. **Conflict of Terms.** In the event of any conflict of terms found between this Agreement, any incorporated exhibits, any other terms and conditions, end user license agreements or privacy policies, the terms of this Agreement shall prevail.

14.6. **Survival of Certain Contract Terms.** Notwithstanding anything herein to the contrary, the parties understand and agree that all terms and conditions of this Contract and the exhibits and/or attachments hereto which may require continued performance, compliance, or effect beyond the termination date of the Contract shall survive such termination date and shall be enforceable by the District as provided herein in the event of such failure to perform or to comply by the Contractor.

14.7. **Severability Clause.** Should any provision of this Agreement be determined to be void, invalid, unenforceable or illegal for whatever reason, such provision(s) shall be null and void; provided, however, that the remaining provisions of this Agreement shall be unaffected thereby and shall continue to be valid and enforceable.

14.8. **Governing Law and Venue.** All issues regarding the formation, performance and/or legal enforcement of the Contract shall be governed by and construed in accordance with the laws of the State of Colorado. Venue for the resolution of any disputes arising out of or relating to the Contract shall be in Larimer County, Colorado.

14.9. **No Third-Party Beneficiary.** Enforcement of the terms and conditions of this Agreement, and all rights of action relating to such enforcement, shall be strictly reserved to the District and the Contractor. Nothing contained in this Agreement shall give or allow any claim or right of action whatsoever by any third person other than the District or the Contractor. It is the express intent of the parties that any third person receiving services or benefits pursuant to this Agreement shall be deemed an incidental beneficiary only.

14.10. **Binding Arbitration Prohibited.** The District does not agree to binding arbitration by any extra-judicial body or person. Any provision to the contrary is null and void.

14.11. **Attorney Fees and Costs.** In the event it becomes necessary for either party to institute litigation to enforce any provision of this Agreement, the substantially prevailing party in such litigation shall receive, as part of any judgment or award entered, its reasonable attorney fees and costs, including expert witness fees.

14.12. **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, legal representatives, successors and permitted assigns.

14.13. **Headings.** The headings used in this Agreement are for convenience only and shall have no effect upon the construction or interpretation of this Agreement.

14.14. **Entire Agreement.** This Agreement constitutes the entire Agreement of the parties regarding the subject matter addressed herein and supersedes all prior Agreements, whether oral or written, pertaining to said subject matter.

14.15. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes. This Agreement may be signed in counterparts, and each counterpart shall be deemed an original, and all the counterparts taken as a whole shall constitute one and the same instrument.

14.16. **Warranty of Authority.** The individuals signing below represent and warrant that they have the authority to execute this Agreement on behalf of their respective organizations and bind their respective organizations to the terms of this Agreement.


THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.


IN WITNESS WHEREOF, the District and the Contractor have signed this Agreement as of the date first set forth above.


AMPLIFY EDUCATION INC.

POUDRE SCHOOL DISTRICT R-1

By: Alexandra Walsh  
Name: Alexandra Walsh  
Title: Chief Product Officer

By:   
[rpetterson@psdschools.org](mailto:rpetterson@psdschools.org) [rpetterson@psdschools.org](mailto:rpetterson@psdschools.org) (Apr 6, 2023 10:04 MDT)  
Robert Petterson  
President, Board of Education

By:   
[jbrunner@psdschools.org](mailto:jbrunner@psdschools.org) (Apr 6, 2023 10:07 MDT)  
Jill Brunner  
Secretary, Board of Education

By:   
[bkingsley@psdschools.org](mailto:bkingsley@psdschools.org) (Mar 31, 2023 14:59 MDT)  
Brian Kingsley  
Superintendent of Schools

By:   
[mgross-taylor@psdschools.org](mailto:mgross-taylor@psdschools.org) (Mar 31, 2023 14:43 MDT)  
Marlena Gross-Taylor  
Chief Equity and Academic Officer

# Exhibit A



**POUDRE SCHOOL DISTRICT R-1  
REQUEST FOR PROPOSALS  
K-5 ELA CURRICULUM  
RFP 23-630-00**

**RFP SCHEDULE**

<b>RFP Issued</b>	<b>September 21, 2022</b>
<b>Supplier Questions Due</b>	<b>October 5, 2022, at 2:00 p.m. MT</b>
<b>Q&amp;A/Addendum Issued</b>	<b>October 7, 2022</b>
<b>RFP Closing Date</b>	<b>October 20, 2022, at 2:00 p.m. MT</b>
<b>Sample Materials Due to District</b>	<b>October 20, 2022, at 2:00 p.m. MT</b>
<b>RFP Consideration Period</b>	<b>October 2022 - January 2023</b>
<b>Supplier Presentations (if required)</b>	<b>November - December 2022</b>
<b>Award Announced</b>	<b>February 2023</b>
<b>Approval, Board of Education</b>	<b>April 2023</b>
<b>Delivery Deadline for Materials Ordered</b>	<b>June 2023</b>



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### **EXHIBIT A - SAMPLE DISTRICT AGREEMENT**

### **EXHIBIT B – SCOPE OF WORK**

**REQUEST FOR PROPOSALS  
K-5 ELA CURRICULUM  
RFP 23-630-001**

Poudre School District R-1 (the “District”) is requesting electronic proposals from professional and qualified partners (Suppliers) to provide a comprehensive core curriculum solution in Grades K-5 English Language Arts (“ELA”) that aligns with the Colorado Academic Standards (“CAS”), aligns with Common Core Shifts for ELA/Literacy, and is an Approved Program on the Colorado Department of Education’s Advisory List of Core Instructional Programming.

Links to the programs listed above are listed here:

<https://www.cde.state.co.us/coreadingwriting/2020cas-rw-p12>

<http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>

<https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020#core>

The District shall provide copies of this Request for Proposal (“RFP”) to Suppliers through the electronic solicitation platform [www.bidnetdirect.com](http://www.bidnetdirect.com) where registered Suppliers are required to submit their electronic RFP response along with the first and last name, telephone number and e-mail address of the employee within their organization who will be designated as the District’s primary contact with respect to this RFP and their Supplier’s response thereto. The District may provide copies of this RFP to other Suppliers upon request, who are also requested to provide the first and last name, telephone number and e-mail address of the employee within their organization who will be designated as the District’s primary contact with respect to this RFP and their response thereto.

Questions regarding this RFP must be in writing and shall only be directed to the District via the BidNet platform any time after the issuance of this RFP through and including 2:00 p.m. MT on October 5, 2022. Questions received after the date/time and/or not submitted electronically through the BidNet platform may not be addressed. Each question submitted, as well as the District’s response thereto, shall be provided in a questions and answers document via [www.bidnetdirect.com](http://www.bidnetdirect.com)

Note: Every question must be submitted individually. Multiple questions per entry will not be answered.

The District will only accept and consider electronically submitted proposals from Suppliers, which must be submitted and received in the [www.bidnetdirect.com](http://www.bidnetdirect.com) electronic solicitation portal on or before 2:00 p.m. MT on October 20, 2022. at which time the submission portal will close, and no further submissions be allowed or considered.

It is the sole responsibility of the Supplier to see that the proposals are submitted through the BidNet portal by the submission deadline.

The sample instructional materials and access to online resources, software, training and professional learning materials and services, as requested in Section 3.0 of this RFP must be physically received on or before 2:00 p.m. MT on Monday, October 20, 2022, and shall be in a sealed packaged and marked RFP# 23-630-001 K-5 ELA Curriculum and mailed or delivered to:

Poudre School District R-1  
Curriculum, Instruction and Assessment  
Attn: David Lawrence – RFP# 23-630-001 - K-5 ELA Curriculum  
1502 South Timberline Road  
Fort Collins, CO 80524

Sales Prohibited/Conflict of Interest: No officer, employee, or member of the School Board, shall have a financial interest in the sale to the school district of any real or personal property, equipment, material, supplies or services where such officer or employee exercises directly or indirectly any decision-making authority concerning such sale or any supervisory authority over the services to be rendered. This rule also applies to subcontracts with the School District. Soliciting or accepting any gift, gratuity favor, entertainment, kickback, or any items of monetary value from any person who has or is seeking to do business with the District is prohibited.

Collusive or sham proposals: Any proposal deemed to be collusive, or a sham proposal will be rejected and reported to authorities as such. Your authorized signature on this proposal assures that such proposal is genuine and is not a collusive or sham proposal.

The District reserves the right to reject any and all proposals and to waive any irregularities or informalities.

Sincerely,  
Jon Babcock  
Senior Procurement Agent  
[jbabcock@psdschools.org](mailto:jbabcock@psdschools.org)

**REQUEST FOR PROPOSALS  
K-5 ELA CURRICULUM  
RFP 23-630-001**

**BACKGROUND**

Poudre School District is a high-performing district, covering more than 1,800 square miles in northern Colorado with diverse school settings. The District's instructional program is centered around District Ends, under the Policy Governance model, developed to support a comprehensive curriculum.

While more than 70% of the District's families choose to send their children to their neighborhood school, the District does support school choice and offers a wide spectrum of educational programs to fit any child's needs. Program options include International Baccalaureate, Core Knowledge, Bilingual/Dual Language Immersion, Hybrid/Online, Expeditionary Learning, Science, Technology, Engineering and Math (STEM) along with extra-curriculars and athletics. The District has two LEED certified school buildings and over 30 Energy Star awards and supports operational sustainability in all areas of work.

Our Schools:

- 32 elementary schools
- 10 middle schools
- 4 comprehensive high schools
- 2 combined middle/high schools
- 6 option (100% choice) schools
- 3 alternative high schools
- 5 charter schools
- 1 online school

The District is fully accredited by the Colorado Department of Education Accreditation and Accountability Unit and is subject to periodic monitoring to ensure continued compliance with accreditation standards.

The District is committed to being a responsible steward of our natural resources and believes that public education should provide leadership in developing an ethic of sustainability in all its practices. In the District, we have both Energy Conservation and Waste Management policies and espouse these values, making environmental stewardship and integral part of the physical plant operation.

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## **1.0 GENERAL CONDITIONS**

- 1.1 Information and materials submitted in response to this solicitation may be considered public records subject to disclosure under the Colorado Open Records Act ("CORA"), C.R.S. §§ 24-72-200.1 to -205.5. Information and materials that Supplier believes are confidential and not subject to disclosure under CORA must be submitted separately with a citation to the section of CORA and any other relevant law under which Supplier believes they are confidential. The District, not Supplier, shall determine whether information and materials so identified will be withheld as confidential, but will inform Supplier in advance of disclosure to give it an opportunity to take legal action to protect its interests vis-à-vis the party making the CORA request.
- 1.2 This is a solicitation for an offer and is not an offer to contract for goods or services.
- 1.3 Supplier must provide all requested information. Failure to do so may result in rejection of the proposal at the option of the District.
- 1.4 Proposals must meet or exceed specifications contained in this document.
- 1.5 The District is exempt from city, county, state, and federal sales/excise taxes. Tax exempt certificates will be issued upon request.
- 1.6 Each Supplier, its employees, representatives, and subcontractors, agrees to abide by all applicable federal, state, and local codes, laws, rules and regulations.
- 1.7 The successful Supplier shall furnish all supplies, which conform to all applicable safety codes and regulations.
- 1.8 Contact with District personnel regarding this RFP, other than inquiries to the specific Procurement Agent identified in this document, may be grounds for elimination from the selection process.
- 1.9 Proposals shall contain a signature of an authorized representative in the space provided on the Proposal Certification Form. Failure to properly sign the proposal may invalidate same and it may not be considered for award.
- 1.10 The accuracy of the solicitation is the sole responsibility of the Supplier. No changes in the proposal shall be allowed after the submission deadline, except when the Supplier can show clear and convincing evidence that an unintentional factual mistake was made, including the nature of the mistake.
- 1.11 For services requiring Supplier's presence on District property and the project site(s), the Supplier must provide proof of insurance that meets the insurance requirements stated in Section 6.0 of this document.

- 1.12 **Health and Safety Standards.** The Supplier shall have and maintain a set of protocols and guidelines to meet evolving health and safety requirements and implement any applicable communicable disease protocols, which must follow guidance and orders from state and/or local public health officials and be no less strict than the District's protocols.
- 1.12.1 Supplier shall ensure all individuals providing Services under this agreement for the Supplier wear appropriate personal protective equipment as designated in this section 1.12, at all times while on District property.
- 1.12.2 If the District is directed, or the District determines to limit or restrict access to any or all of its facilities or District Location due to a public health or safety concern, the District may, at its discretion, temporarily delay or stop Supplier's services, with or without prior notice.
- 1.13 The successful Supplier is not permitted to transfer any interest in the project whether by assignment or otherwise, without prior written consent of the District's Strategic Sourcing Department.
- 1.14 Suppliers are required to complete the Reference Form included in this solicitation as described.
- 1.15 Supplier must note in the solicitation response any intent to use subcontractors. The subcontractor's name, address, phone number and three client references, along with the type of work to be performed must be included. Use of subcontractors may be considered as a factor in the District's evaluation process. If the Supplier fails to notify the District of its intent to use subcontractors in the proposal submittal, the proposal may be considered a void offer. Subcontractors will be allowed only by written permission of the District. The Supplier agrees that it is fully responsible to the District for the acts or omissions of its subcontractors, or any persons employed by them, in the same way as it is for the acts and omissions of persons directly employed by the Supplier. Nothing contained in the contract, or any subcontract shall create any contractual relation between any subcontractor and the District.
- 1.16 The District reserves the right to reject any and all proposals or any part thereof, to waive any formalities, and further, to award the proposal to the responsible Supplier as deemed in the best interest of the District.
- 1.17 There is no expressed or implied obligation for the District to reimburse responding Suppliers for any expenses incurred in preparing proposals in response to this request.
- 1.18 The District reserves the right to negotiate further with one or more Suppliers or to request additional information. The District may make such inquiries and conduct such investigations as it deems necessary to determine the qualifications

and ability of the Supplier to provide the services called for under the RFP and/or represented in the Supplier's response. Suppliers shall timely provide information to the District in connection with such inquiries and investigations. Suppliers may be asked to give presentations to the District regarding their proposals.

1.19 Should the District determine, in its sole discretion, that only one Supplier is fully qualified or that one Supplier is clearly more highly qualified than the others under consideration, a contract may be negotiated and awarded to that Supplier.

1.20 **Individuals Providing Services for Supplier Under this Agreement.** The Supplier shall not utilize any laborer or employee who has been convicted of a violent crime or a crime of such nature (e.g., child related offenses) as to categorize the person as being unsuitable for working around school children or has engaged in such conduct as to be similarly categorized. In the event the District has reasonable grounds to believe that any individual assigned to perform work under this Agreement has a criminal record, is a registered sex offender, has exhibited violent behavior or is under the influence of alcohol or an illegal substance, including marijuana, while performing the Services or based upon other information the District deems reliable, the District may exclude such individual from any District property or impose reasonable conditions upon such individual's presence at any District Location unless the Supplier submits a copy of a completed security/background check on the employee. In the judgement of the District, if the Services cannot be performed as a result of such action, the Agreement may be terminated with cause. Removal of a specific person(s) will not relieve the Supplier from timely performance of work completion and will not be considered grounds for a request for additional funds or time extension to complete the Services.

1.21 **Independent Contractor**

1.21.1 The Supplier shall provide the services as an independent contractor of the District. As such, the Supplier shall have the right to determine how and by whom the services will be provided, subject to and consistent with the terms and conditions of this solicitation.

1.21.2 The Supplier shall be exclusively responsible for: (a) all compensation, employment tax withholdings and payments, and all fringe benefits for its employees in full compliance with all applicable federal, state and local laws; (b) all insurance coverages and benefits for its employees in full compliance with all applicable federal, state and local laws, including but not limited to pension or retirement benefits, workers' compensation, unemployment compensation, and Social Security benefits; and (c) all payments to its suppliers and subcontractors for goods and/or services directly or indirectly related to this solicitation.

1.21.3 Nothing in this solicitation or as a result of this solicitation shall be construed as creating a single enterprise, partnership, joint venture or



employer-employee relationship between a future Supplier and the District. The future Supplier will not be considered a partner, agent or representative of the District and will not represent itself to be a partner, agent, or representative of the District. The District is not a partner, agent or representative of any future Supplier and shall not represent itself to be a partner, agent, or representative of the Supplier.

1.22 **Certification Regarding a Worker Without Authorization.** Supplier certifies, represents, warrants and agrees that it will not knowingly employ or contract with a worker without authorization to provide services under this Agreement, and will not enter into a contract with a subcontractor that fails to certify to Supplier that the subcontractor will not knowingly employ or contract with a worker without authorization to provide services under this Agreement. Supplier also certifies, represents, warrants and agrees that it will confirm the employment eligibility of all its employees who are newly hired for employment to provide services under this Agreement through Supplier’s participation in either: (a) the E-Verify Program created under federal law and jointly administered by the Department of Homeland Security and the Social Security Administration; or (b) the Colorado Department of Labor and Employment Program (“Department Program”) established pursuant to C.R.S. § 8-17.5-102(5)(c).

1.22.1 Supplier shall not use either the E-Verify Program or the Department Program procedures to undertake preemployment screening of job applicants while this Agreement is being performed. If Supplier obtains actual knowledge that a subcontractor providing services under this Agreement knowingly employs or contracts with a worker without authorization, Supplier shall notify the subcontractor and the District within three (3) days that Supplier has such actual knowledge and terminate the subcontract within three (3) days of providing the notice if the subcontractor has not stopped employing or contracting with the worker without authorization. Supplier shall comply with any reasonable request made by the Department of Labor and Employment in the course of an investigation undertaken pursuant to the authority of C.R.S. § 8-17.5-102(5). If Supplier participates in the Department Program, it shall: (a) notify the District and the Department of Labor and Employment of such participation as required by law; and (b) within twenty (20) days after hiring an employee to provide services under this Agreement, provide to the District a written notarized copy of an affirmation that it has examined the legal work status of such employee, retained file copies of the documents required by 8 U.S.C. § 1324a, and not altered or falsified the identification documents for such employee.

### 1.23 **Qualifications of Supplier**

1.23.1 The District may make such reasonable investigations as deemed proper and necessary to determine the ability of the Supplier to perform the work



and the Supplier shall furnish to the District all such information and data for this purpose as may be requested.

1.23.2 The District further reserves the right to reject any proposal if the evidence submitted by, or investigations of, such Supplier fails to satisfy the District that such Supplier is properly qualified to carry out the obligations of the contract and to complete the work/furnish the item(s) contemplated therein.

1.24 **Warranty/Guarantee Laws and Regulations.** By acceptance of an Agreement as a result of this RFP, in addition to the guarantees and warranties provided by law, Supplier expressly guarantees and warrants as follows:

1.24.1 That the articles to be delivered hereunder will be in full conformity with the specifications or with the approved sample submitted and agreed that this warranty shall survive acceptance of delivery and payment for the articles and that the Supplier will bear the cost of inspecting and/or testing articles rejected.

1.24.2 That the articles to be delivered hereunder will not infringe on any valid patent, trademark, trade name, or copyright, and that the Supplier will, at his own expense, defend all actions or suits charging such infringement. The Supplier will save and hold harmless Poudre School District, its Board of Education, officers, employees, agents, and representatives from any and all claims, losses, liabilities and suits arising there from.

1.24.3 That the articles to be delivered hereunder will be manufactured, sold and/or installed in compliance with the provisions of all applicable Federal, State, and local laws and regulations.

1.24.4 That nothing contained herein shall exclude or affect the operation of any implied warranties otherwise arising in favor of Poudre School District.

1.25 **Miscellaneous**

1.25.1 **Equal Opportunity.** It is agreed that no otherwise qualified Supplier shall be excluded from participating in, be denied the benefits of, or be subject to discrimination, including harassment, under any provision of this Agreement on the basis of race; creed; color; national origin; age; sex; pregnancy; physical recovery from childbirth or a related condition; sexual orientation; marital status; veteran status; religion; genetic information; gender expression; gender identity; ancestry; or disability.

1.25.2 **Appeal of Award.** The Supplier may appeal the award by submitting, in writing, a request for re-consideration to the District's Executive Director of Finance within seventy-two (72) hours after the receipt of the notice of award.

- 1.25.3 In the event the awarded Supplier defaults on its contract or the contract is terminated for cause due to performance, the District reserves the right to re-procure the Services from the next lowest Supplier or from other sources during the remaining term of the terminated/defaulted contract. Under this arrangement, the District shall charge the awarded Supplier any differences between its price and the price to be paid to the next lowest Supplier, as well as any costs associated with the re-solicitation effort which resulted from such default or termination.
- 1.25.4 This solicitation does not commit the District to award a contract or to pay any costs incurred in the preparation of a proposal or to procure a contract for the services. The District reserves the right to accept or reject any or all proposals received as a result of this request or to cancel in part or in its entirety this solicitation if it is deemed to be in the best interest of the District. The District reserves the right to accept any portion of the proposal, or the entire proposal as deemed in the best interest of the District.
- 1.25.5 For the purposes of solicitation evaluation, Supplier must indicate any variances to the specifications and terms and conditions, no matter how slight. If variations are not stated in the Supplier's response, it shall be construed that the proposal fully complies with the specifications and terms and conditions. Notwithstanding the above, it is hereby agreed and understood that the District reserves the right to reject these variations if they individually or, as a whole, do not meet the standards established in the specifications. Modifications to this RFP document and/or exhibit will not be considered valid and may be cause for disqualification. Award of this solicitation does not constitute the District's acceptance of the Supplier's proposed variations.
- 1.25.6 Sustainability. The District is committed to be a responsible steward of our natural resources and believes that public education should provide leadership in developing an ethic of sustainability in all its practices. In the District we have both Energy Conservation and Waste Management policies and espouse these values, making environmental stewardship and integral part of the physical plant operation.

## 1.26 **Cooperative Purchasing Efforts**

- 1.26.1 Poudre School District is a member of, or affiliated with, several regional professional procurement organizations within Colorado and Wyoming. These organizations are comprised of governmental purchasing agents, or agency representatives responsible for the purchasing function.
- 1.26.2 These organizations include:

- a. Colorado Educational Purchasing Council (CEPC) - A cooperative purchasing organization comprised of purchasing agents/buyers representing all Colorado public school districts.
- b. Multiple Assembly of Procurement Officials (MAPO) - A cooperative purchasing organization comprised of procurement representatives from state, county, municipal, governments, special districts or school districts along the front range of the Rocky Mountains in Colorado.
- c. Rocky Mountain Governmental Purchasing Association (RMGPA) - A chapter member of the National Institute of Governmental Purchasing (NIGP), consisting of public procurement professionals and their representative agencies which include approximately 100 state, county, and municipal governments; school districts and higher education; and other special districts.

1.26.3 Members of these organizations, at their discretion, may request use of the contracts or awards that result from this solicitation. Each governmental entity which uses a contract(s) resulting from this solicitation would establish its own contract, issue its own orders, schedule deliveries, be invoiced individually, make its own payments, and issue its own exemption certificates as required by the Supplier. It is understood and agreed that Poudre School District is not a legally binding party to any contractual agreement made between another governmental entity and the Supplier as a result of this solicitation. The District shall not be liable for any costs or damages incurred by any other entity. Usage by any other entity shall not have a negative impact on the District in the current term or in any future terms.

## **2.0 SPECIAL CONDITIONS**

- 2.0 The curriculum, instructional materials and services must be aligned to the Colorado Academic Standards.
- 2.1 The curriculum, instructional materials and services must produce evidence of usability and efficacy with a full range of students (i.e., advanced learners, English language learners and students with disabilities).
- 2.2 The curriculum, instructional materials and services must provide all students with rich learning experiences that build critical knowledge and skills fostering readiness for college and career.
- 2.3 The instructional materials and services may include technology and online resources designed to support and enhance student learning.
- 2.4 Training and information must be furnished that enable the District to provide job-embedded supports (i.e., observation and feedback, coaching, technical expertise,

etc.) to assist its teachers in using the instructional materials and accessing the instructional services in a manner that meets the diverse needs of the students they teach.

- 2.5 Professional learning opportunities and resources must be provided to support teachers at all levels of knowledge and experience in successfully implementing the curriculum and continuously improving their methods to drive student achievement throughout the 10-year period the District plans to use the curriculum, instructional materials, and services.
- 2.6 Evaluating teachers may pilot the top scoring programs in their classrooms. The pilot period, if needed, will take place between October 2022 and January 2023. Suppliers agree to make available to teachers the grade level appropriate teacher materials and enough student materials (textbooks and digital online access) to successfully complete a pilot. Suppliers also agree to provide appropriate training on how to use the materials prior to the pilot period and will work with the District's Information Technology staff to ensure student and teacher access to digital materials.
  - 2.6.1 As part of the pilot program, should the Supplier offer an online component or digital materials that includes access to student information, Supplier will be required to enter into a pilot agreement with the District and provide the required information from section 4.13. Pilot agreement is not an offer to contract with the District for the curriculum adoption and does not guarantee final award.
- 2.7 The Supplier with whom the District contracts must ensure that the instructional materials are delivered to the District on or before June 2023, and that the District is able to acquire additional instructional materials to accommodate increases in student enrollment over the 10-year period it plans to use the materials. The Supplier with whom the District contracts must also ensure that the instructional services are accessible by the District on or before June 2023 and continuing throughout the 10-year period the District plans to use the services, with allowances for increases in student enrollment.

### **3.0 SCOPE OF WORK**

As set forth in more detail below, the District is requesting from each Supplier in response to this RFP: (a) a written proposal for a K-5 ELA Curriculum with Instructional Materials and Services; (b) written Supplier profile; and (c) sample materials and access to online services associated with Supplier's curriculum, which will be reviewed by District staff during the proposal consideration period.

- 3.1 Supplier proposals shall provide the following for the curriculum with instructional materials:
  - 3.1.1 A title and description of the instructional materials for use by students and teachers including student editions and teacher editions.

- 3.1.2 ISBN numbers (where applicable).
- 3.1.3 Provide pricing for the District's initial purchase of instructional materials for the number of teachers and students in the table below. The quantities listed are estimates and do not obligate the District to purchase the quantities listed. The District reserves the right to adjust or reduce the quantities ordered in conjunction with this solicitation.

Number of Teachers	Number of Sections	Number of Students
585	585	1,705

- 3.1.4 A description of the technology and online resources for use by students and teachers.
- 3.1.5 Provide price for District's initial purchase of technology and online resources for use by students and teachers.
  - 3.1.5.1 Provide pricing structure for subsequent purchases of instructional materials, technology, and online resources to accommodate increases in student enrollment during the 10-year period the District plans to use the materials. The District requires access to the materials during the 10-year period.
  - 3.1.5.2 Provide your anticipated support timeline for your proposed curriculum.
  - 3.1.5.3 Provide your most competitive shipping quote for the instructional and technology materials. The District reserves the right to utilize a third-party carrier for shipment of awarded and ordered materials.
- 3.1.6 A detailed description of all training, resources, and professional learning opportunities available to the District and its teachers to support the curriculum implementation and use of related instructional materials, technology and online resources during the 10-year period the District plans to use them.
- 3.1.7 Provide pricing for training, resources and professional learning opportunities referenced in section 3.1.6 of this RFP.
- 3.1.8 Statement as to whether Supplier intends to use one (1) or more subcontractors or third parties in connection with its provision of materials and/or services included in its response to this RFP. For each such subcontractor and third party, Supplier shall: (a) provide its name, address, phone number and e-mail address; and (b) describe the work it will perform.

3.2 Supplier proposals shall include the following information:

- 3.2.1 Full legal name of business as it appears on IRS Form W-9, as well as any other names under which Supplier does business.
- 3.2.2 A description of Supplier's business and organization, including: (a) products and services offered; (b) address of headquarters and location of branch offices; (c) number of employees; and (d) number of years Supplier has been in business.
- 3.2.3 Supplier's website address/Internet URL.
- 3.2.4 First and last name, telephone number and e-mail address of the employee within Supplier's organization designated as the District's primary contact with respect to this RFP and Supplier's response thereto.
- 3.3 Supplier shall provide the following for review by District staff during the proposal consideration period:
  - 3.3.1 One (1) English language student edition set (per grade level) of instructional materials and one (1) English language teacher edition set of instructional materials.
  - 3.3.2 Access to online resources and/or software for use by students and teachers in connection with the instructional materials. Access will be required for (8) teacher reviewers and (50) student reviewers.
  - 3.3.3 Access to the training, resource and professional learning materials and services that support the curriculum implementation and use of Supplier's related instructional materials, online resources, and software.

#### **4.0 AGREEMENT TERMS**

- 4.1 Successful award is contingent upon a successfully negotiated and executed Agreement. A sample District Agreement that is subject to change is included in this RFP as Exhibit A.
- 4.2 The successful Supplier will be required to enter into and sign a formal negotiated Agreement with the District. The Agreement will be in effect for the duration of the Agreement term. The Agreement language will control over any language contained within this RFP that conflicts with the signed and fully executed Agreement.
- 4.3 Submission of a proposal is deemed as acceptance of all terms, conditions and specifications contained in the District's solicitation package initially provided to the Supplier. Any proposed modification must be accepted in writing by the District prior to award of the contract.
- 4.4 The District intends for the contract to commence upon complete execution of a



successfully negotiated agreement and continue in full force and effect through and including June 30, 2033, unless earlier terminated by the District as provided in Section 1.27 below. The final award and contract start date is contingent upon a successfully negotiated and fully executed contract between the District and the recommended Supplier. The intended date is provided for planning purposes only.

- 4.5 Pricing will remain fixed and firm for the length of the ten (10) year agreement.
- 4.6 Notwithstanding any other term or provision of this Request for Proposal, the District's obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) a contract is in effect. In no event shall the District's obligations in a contract constitute a multiple-fiscal year direct or indirect debt or other financial obligation under Article X, Section 20(4)(b) of the Colorado Constitution.
- 4.7 Notwithstanding the provisions of sections 2.1 and 2.2 above, either party may terminate this Agreement at any time in that party's sole discretion for any reason, with or without cause, by providing the other party with sixty (60) days' advance written notice. In the event of such termination: (a) the District shall pay Supplier for all Services performed under and in accordance with this Agreement up to the date of termination; and (b) Supplier shall reimburse the District for all payments made in excess of Services performed up to the date of termination.
- 4.8 Once the evaluation is complete and the Intent to Award has been issued to the recommended Supplier, the recommended Supplier will work with the District's Contract Administrator to successfully negotiate an agreement.
- 4.9 Governing Law and Venue. All issues regarding the formation, performance and/or legal enforcement of the Contract shall be governed by and construed in accordance with the laws of the State of Colorado. Venue for the resolution of any disputes arising out of or relating to the Contract shall be in Larimer County, Colorado.
- 4.10 Any response which fails to conform to the material requirements of this Solicitation may be rejected as nonresponsive. Offers which impose conditions that modify material requirements or any terms and conditions of the Solicitation, no matter how slight may be rejected. Suppliers will not be given an opportunity to correct any material nonconformity. Any deficiency resulting from a minor informality may be cured or waived at the sole discretion of the Strategic Sourcing Department.
- 4.11 For the purposes of solicitation evaluation, Supplier must indicate any variances within their response to the specifications and terms and conditions, no matter how slight. If variations are not stated in the Supplier's response, it shall be construed that the proposal fully complies with the specifications and terms and conditions. Notwithstanding the above, it is hereby agreed and understood the District reserves the right to reject these variations if they individually, or as a whole, do not meet the standards established in the specifications.
- 4.12 Modifications to this RFP document and/or exhibit will not be considered valid and

may be cause for disqualification.

4.13 If the Supplier selected by the District offers a component which collects, maintains or uses student personally identifiable information, as defined in Colorado State Statute §§22-16-103(13), through the use of an internet website, online service, online application or mobile application, they will be required to sign District Agreement which includes language to meet compliance with Colorado State Statute §§22-16-101 et seq.

4.13.1 The successful Supplier as part of the contracting process, will be required to provide at a minimum:

4.13.1.1 All data elements and the purpose for collecting the data which are generated collected, maintained, or inferred, that the Supplier collects regardless of whether it is initially collected or ultimately held individually or in the aggregate, in a format understandable to the layperson.

4.13.1.2 All third-party Suppliers and their purpose, to which the Supplier shares student personally identifiable information, including those who receive data in an encrypted format.

4.13.1.3 Agreement to comply with maintaining a comprehensive information security program that is reasonably designed to protect the security, privacy, confidentiality, and integrity of student personally identifiable information, that are no less rigorous than those outlined in CIS Critical Security Controls, National Institute of Standards and Technology (“NIST”) SP 800-88 Guidelines for Media Sanitization and the NIST Special Publication 800-57.

## **5.0 REVIEW AND ASSESSMENT**

5.1 Responses to this solicitation will be independently evaluated by an evaluation committee to be established for such purpose.

5.2 Proposals submitted will be evaluated using pre-determined objective rating criteria. Those that are clearly non-responsive to the stated requirements may be eliminated prior to the evaluation. Prior to proposal submission, Supplier are encouraged to check the BidNet website to ensure additional requirements are incorporated into its submissions.

5.3 Instructional Materials will be evaluated using the same rubric as the self-evaluation rubric found in Exhibit B.

5.4 District staff shall review the written Supplier proposals, profiles, sample instructional materials, online resources, software, training, and professional learning materials and services submitted in response to this RFP during the proposal



consideration period commencing October 2022 and continuing through and January 2023. During the proposal consideration period, questions may be asked of and additional information may be requested from individual Suppliers by the Procurement Agent or designee and select Suppliers may be asked to give presentations to District staff regarding their RFP responses.

- 5.5 Sample materials will be returned to Supplier after the conclusion of the proposal consideration period, at Supplier's request, upon Supplier's arrangements acceptable to the District for payment of shipping and all other return fees and costs, with no expense to the District. Include a comprehensive list of all the materials submitted for evaluation in your proposal. An electronic copy or hard copy of the sample materials must be furnished to the District for our permanent records at no expense. Requests must be made in writing to: Jon Babcock, [jbabcock@psdschools.org](mailto:jbabcock@psdschools.org) and copy Dave Lawrence [dlawrence@psdschools.org](mailto:dlawrence@psdschools.org)
- 5.6 After January 2023, the District may select one (1) or more Suppliers with which it wishes to contract for the curriculum with instructional materials and services. The selected Supplier's provision of such curriculum, instructional materials and services is subject to and conditioned on: (a) Agreement by the District and Supplier regarding the terms of a written Agreement between the parties, including but not limited to the terms specified in Exhibit A of this RFP; (b) negotiation of Agreement; and (c) execution of the written Agreement by authorized representatives of the District and Supplier.
- 5.7 This RFP does not commit the District to select or contract with any Supplier that provides a response, or to pay any costs incurred by Suppliers in responding to the RFP or negotiating an Agreement. The District reserves the right to reject any and all responses to this RFP at any point in the process, to waive any irregularities and/or informalities with respect to the RFP procedures and deadlines, and to select the Supplier whose response it deems in its sole discretion to be in the best interest of the District.
- 5.8 The District may at its discretion, elect to interview one (1) or more Suppliers that submit a proposal, but is not required to do so.
- 5.9 The determination of whether to conduct interviews with the finalists shall be made by the District based solely on its determination of whether interviews would be helpful in evaluating the proposals.
- 5.10 Any Supplier selected for an interview will be expected to make an introductory presentation followed by a question-and-answer period at a Poudre School District location in Fort Collins, CO 80521. The exact location will be determined and announced to selected Supplier(s). The District will not reimburse any travel related or other expenses related to an interview.

## 6.0 **INSURANCE**

Supplier shall procure and maintain the required insurance specified below for the duration of this Agreement, which insurance shall be written for not less than the amounts specified or greater if required by law. Specified coverages and amounts may be provided by a combination of a primary policy plus an umbrella or following form excess policy. If not otherwise required by law, lower amounts may be acceptable upon review and written approval by the District’s Director of Records and Risk Management. All insurance shall be with a carrier licensed in the state of Colorado and shall have a minimum A.M. Best rating of A- VII. Supplier shall furnish the District’s Director of Records and Risk Management with certificates of the required insurance prior to the District’s approval and signing of this Agreement, and with renewal certificates prior to the expiration of any required insurance that expires during the term of this Agreement. Certificates of Insurance and all communication regarding insurance shall be sent to:

Poudre School District  
 Attention: Risk Management  
 Email: [risk@psdschools.org](mailto:risk@psdschools.org) (preferred method of communication)  
 2407 Laporte Ave  
 Ft. Collins, CO 80521

Any insurance and/or self-insurance carried by the District is excess of the coverage extended to the District by Supplier. Supplier shall provide at least thirty (30) days’ advance written notice to the District prior to cancellation, change of coverage, or non-renewal. The insurance requirements specified in this section 6.0 shall not reduce the indemnification liability that Supplier has assumed in section 6.1.

Commercial General Liability

**Minimum Limits**

- a. Each Occurrence Bodily Injury & Property Damage \$2,000,000
- b. General Aggregate \$3,000,000
- c. Products/Completed Operations Aggregate \$2,000,000
- d. Personal/Advertising Injury \$2,000,000
- e. Coverage must be written on an “occurrence” basis.
- f. Poudre School District R-1 and its elected officials, employees, agents, and volunteers shall be named as an additional insured and shall be insured to the full limits of liability purchased by the Supplier even if those limits of liability are in excess of those required by this Agreement.

**Technology Errors and Omissions Liability (Professional Liability, including Network Security and Privacy Liability)**

**Minimum Limits**

- a. Per Loss \$1,000,000
- b. Aggregate \$3,000,000
- c. Liability extends for a period of three (3) years beginning at the time work under this Agreement is completed. Supplier shall maintain continuous coverage, as required by the Agreement, for this period.

- d. The policy shall provide a waiver of subrogation in favor of Poudre School District R-1.

**The insurance shall provide coverage for:**

- a. Liability arising from theft, dissemination and/or use of confidential information (defined term including but not limited to bank account, credit card account, personal information such as name, address, social security numbers, etc. information) stored or transmitted in electronic form.
- b. Network Security Liability arising from the unauthorized access to, use of or tampering with computer systems including hacker attacks, inability of an authorized third party to gain access to Supplier's services including denial of service, unless caused by a mechanical or electrical failure.
- c. Liability arising from the introduction of a computer virus into, or otherwise causing damage to, a District or third person's computer, computer system, network, or similar computer related property and the data, software, and programs thereon.

6.1 Indemnification. The Supplier shall indemnify and hold harmless the District and the District's Board members, employees, representatives and agents from and against any and all liability arising from any suit, action, grievance, charge or proceeding brought in connection with or related to: (a) the Supplier's operations; (b) the Supplier's provision of the Services; (c) the Supplier's actual or alleged infringement of any third party's patent or copyright; and/or (d) the conduct of any of the Supplier's employees, volunteers, agents or representatives. The indemnification and hold harmless obligation hereunder shall include all attorney fees, costs and expenses incurred by the District and/or the District's Board members, employees, representatives and/or agents in defense of said suits, actions, grievances, charges and/or proceedings. Nothing in this section 6.1 or otherwise in this Agreement shall be construed in any way or applied in any manner as a compromise or waiver of the District's rights and protections under the Colorado Constitution or the Colorado Governmental Immunity Act.

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**7.0 PROPOSAL CERTIFICATION FORM**

**K-5 ELA Curriculum  
RFP# 23-630-001**

**Proposals must be submitted and received in BidNet’s electronic solicitation portal on or before 2:00 p.m. MT on October 20, 2022.**

The sample instructional materials and access to online resources, software, training and professional learning materials and services, all as requested in Section 3.0 of this RFP must be physically received on or before **2:00 p.m. MT on Monday, October 20, 2022** and shall be in a sealed packaged and marked **RFP# 23-630-001 K-5 ELA Curriculum** and mailed or delivered to:

**Poudre School District R-1  
Curriculum, Instruction and Assessment  
Attn: David Lawrence – RFP# 23-630-001– K-5 ELA Curriculum  
1502 South Timberline Road  
Fort Collins, CO 80524**

The undersigned hereby affirms that:

- He/she is a duly authorized agent of the company issuing this proposal and that all information provided in the proposal is true and accurate.
- Supplier has read the conditions, including the insurance requirements and technical specifications, which were made available to the company in conjunction with this RFP, and fully understands and accepts these terms unless specific variations have been expressly requested in the response submitted by the Supplier. Requested variations will be reviewed by the District and approved on a case-by-case basis if deemed appropriate.
- The company will adhere to all terms and conditions and provide, at a minimum, all services as expressed in the solicitation and/or the company’s proposal responding to the solicitation.
- The company meets or exceeds all of the required criteria as specified by this solicitation, or if not, has submitted a Justification for Consideration addressing any failure to meet the criteria.
- The company’s proposal is being offered independently of any other Supplier and in full compliance with the terms specified in Sections 1 and 2 of the solicitation.
- The company will accept any awards made to it, contingent on contract negotiation, as a result of this solicitation for a minimum of ninety (90) calendar days following the date and time of the solicitation opening.

Company Name: \_\_\_\_\_

Signature of Agent: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Mailing address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Contact Person: \_\_\_\_\_

\_\_\_\_\_  
(If different from Agent, include e-mail address and phone number)

**NOTE: Proposals submitted without the signature of an authorized agent of the company may be considered non-responsive and ineligible for the award.**

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**8.0 REFERENCE FORM**

**K-5 ELA CURRICULUM  
RFP 23-630-001**

List three (3) references for which your company has completed similar materials/services for projects of similar scope. Colorado K-12 public school references are preferred, if available.

8.1 Company Name \_\_\_\_\_  
Address \_\_\_\_\_  
Contact Person \_\_\_\_\_  
Telephone \_\_\_\_\_  
Email \_\_\_\_\_  
Describe type of work/service performed or items supplied \_\_\_\_\_  
\_\_\_\_\_

8.2 Company Name \_\_\_\_\_  
Address \_\_\_\_\_  
Contact Person \_\_\_\_\_  
Telephone \_\_\_\_\_  
Email \_\_\_\_\_  
Describe type of work/service performed or items supplied \_\_\_\_\_  
\_\_\_\_\_

8.3 Company Name \_\_\_\_\_  
Address \_\_\_\_\_  
Contact Person \_\_\_\_\_  
Telephone \_\_\_\_\_  
Email \_\_\_\_\_  
Describe type of work/service performed or items supplied \_\_\_\_\_  
\_\_\_\_\_

9.0 **MODEL FORMAT OF PROPOSAL**

To simplify the review process and obtain the maximum degree of comparability, proposals should be organized in a manner specified by this RFP as follows:

9.1 **Title Page**

9.1.1 Show the RFP subject, the name of the proposing Supplier, local address, telephone number, name of the contact person, and the date. Show the state and address that the principal place of business resides. **Include a comprehensive list of the materials submitted for evaluation (Section 3).**

9.2 **Table of Contents**

9.2.1 Include a clear identification of the material by section and by page number.

9.3 **Letter of Transmittal** – Limit to three (3) pages.

9.3.1 Briefly state the proposers understanding of the work to be done. Make a positive statement that deadlines specified in the RFP will be met.

9.3.2 Briefly provide your company’s background. The District reserves to request financial information during the evaluation.

9.3.3 State the names of the persons who will be authorized to make representations for the proposer, their titles, addresses, and telephone numbers.

9.4 **Proposer’s Approach**

9.4.1 Submit a plan to accomplish the scope defined in section 3.0 Scope of Work and respond to the requirements found in section 4.0 - Agreement Terms and Exhibit A - Sample Agreement.

9.5 **Cost Component of Proposal**

9.5.1 Submit the information requested in section 3.0 of this RFP and supplemental quote(s) for the referenced materials and shipping costs.

9.6 **Proposal Self-Evaluation**

9.6.1 Submit a self-evaluation of your proposal and materials as outlined in Section C of Exhibit B – Scope of Work.

9.7 **Proposal Certification Form**

9.7.1 Submit the completed form in section 7.0.

9.8 **Reference Form**

9.8.1 Submit the completed form in section 8.0.



**CURRICULUM SERVICES AGREEMENT  
BETWEEN {CONTRACTOR}  
AND POUDBRE SCHOOL DISTRICT R-1**

This Curriculum Services Agreement (“Agreement”) is entered into this {Effective Date}, by and between Poudre School District R-1 (the “District”) and {Company Name} (the “Contractor”). The District and the Contractor are collectively referenced herein as the “parties.” In consideration of the mutual covenants and promises contained in this Agreement, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Term of Agreement.**

1.1. This Agreement shall commence on {START DATE} and continue through and including {END DATE}, unless earlier terminated as provided herein.

1.2. Notwithstanding any other term or provision of this Agreement, the District’s obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) an Agreement is in effect. In no event, shall the District’s obligations in an Agreement constitute a multiple-fiscal year direct or indirect debt or other financial obligation under Article X, Section 20(4)(b) of the Colorado Constitution.

1.3. **Termination For Cause.** Notwithstanding the provisions of section 1.2 above, if either party is in breach of an obligation or covenant under this Agreement the non-breaching party may give written notice to the breaching party describing the breach and demanding that it be cured. If the breach is not cured within seven (7) days after the breaching party’s receipt of said notice, the non-breaching party may immediately terminate the Agreement and avail itself of any and all remedies available at law or in equity.

1.4. **Termination Without Cause.** Notwithstanding the provisions of sections 1.2 and 1.3 above, the District or the Contractor may terminate this Agreement at any time in its sole discretion for any reason, with or without cause, by giving the other party thirty (30) days’ advance written notice of the termination.

2. **Deliverables and Purchase Price.**

2.1. The Contractor’s responsibility under this Agreement is to provide {SERVICE DESCRIPTION} for the District. The parties agree to the following, as specified in:

2.1.1. {SOLICITATION}, which is part of this agreement and attached hereto as Exhibit X.

2.1.2. Contractor’s Response to {SOLICITATION}, which is part of this agreement and attached hereto as Exhibit X.

2.2. All documents which are made a part of this Agreement (hereinafter the “Services”) and incorporated herein by reference.

2.3. The total cost for all Services under this contract as set forth on the attached Exhibit {EXHIBIT FOR PRICING}, shall not exceed {Total Written Out Price} (\$ {DOLLAR AMOUNT PRICE}), due and payable thirty (30) days from receipt of Contractor's invoice.

2.4. Access to Services shall be available for a ten (10) year subscription.

2.5. Additional Services may be purchased at the prices listed in Exhibit {XX} for the full length of the contract.

2.6. Contractor shall ensure teacher Materials are shipped to be received no later than {DATE}.

2.6.1. Contractor shall separate and bundle Materials by District School for shipment.

2.7. Contractor shall ensure grade-level classroom Materials are shipped to be received no later than {DATE}.

2.7.1. Contractor shall separate and bundle Materials by District School for shipment.

2.8. Contractor shall provide support for implementation of Services during the first year, at no cost for the following:

2.9. {PROFESSIONAL DEVELOPMENT SERVICES}

2.10. Fulfillment of Services under the terms and conditions set forth in this Agreement shall be exclusively through the issuance of a District purchase order.

2.10.1. The Contractor shall provide the District a quote for Services conforming to the pricing, which shall be payable by the District thirty (30) days after receipt of Contractor's invoice.

2.10.2. Site-based credit cards and/or site-based restricted checks shall not be permitted for payment.

2.10.3. Services provided by Contractor without conforming to section 2.9 of the Agreement shall be considered unauthorized and payment shall not be issued by the District.

2.10.4. Contractor shall assure compliance with the District Policy DJG/DJGA, attached as Exhibit {NUMBER} and hereby made part of this Agreement, direct communication with schools or sales must be approved by contact in section 11 of this agreement.

2.11. **Book Quality.**

2.11.1. All books and associated materials shall be new copy.

- 2.11.2. All books shall be furnished with Contractor bindings, rebound, glued, or sewn paperbacks, where possible.
- 2.11.3. Contractor shall provide detailed warranty information for each binding type.
- 2.11.4. Print books shall include the hardbound option type. The company will be responsible for rebinds as necessary for the life of the book.
- 2.11.5. Hardbound books are preferred however, paperbacks will be accepted if hardbound books are not available.

2.12. **Shipping.**

- 2.12.1. Delivery of books shall be FOB destination with all transportation and handling charges paid by the awarded Contractor.
- 2.12.2. Contractor shall replace any book that is damaged in shipment or otherwise not in compliance with the order, at no charge to the District.
- 2.12.3. Contractor's fill rate shall exceed 90% and the Contractor shall provide a written verification statement regarding its ability to guarantee on-time delivery of books.
- 2.12.4. Contractor shall indicate if it has a warehouse to store inventory or if it receives shipments directly from the publishers.
- 2.12.5. Shipping costs for any books, materials or other related items shall be established and approved by the District prior to the Contractor shipping any products.
- 2.12.6. Shipping costs shall be paid directly to the Contractor, even if a third party shipper is selected, unless approved by the District's Textbook Program Manager or designee ("Program Manager") in writing.
- 2.12.7. If the Contractor elects to use a third-party shipper, the District shall approve such use in writing prior to any commitments to a third-party shipper.
  - 2.12.7.1. The District shall schedule and establish arrangements with the third-party shipper, unless approved in writing by the District's Textbook Program Manager.
- 2.12.8. District staff will not be responsible for off-loading trucks, bring Deliveries inside the buildings or assisting in any manner.

2.12.9. Each order shall be separated, packaged, or palletized per District location by the Contractor, as to not have any loose items.

2.12.10. Delivery cartons shall be labeled with the following:

- 2.12.10.1. Purchase Order Number,
- 2.12.10.2. District Location,
- 2.12.10.3. District Location Address,
- 2.12.10.4. Contractor Name,
- 2.12.10.5. Statement of Contents, and
- 2.12.10.6. Attn: Poudre School District

2.12.11. All Deliveries must be accompanied by Delivery tickets or packing slips, and shall contain the following information for each item delivered in shelf list order:

- 2.12.11.1. Purchase Order Number,
- 2.12.11.2. Contractor Name,
- 2.12.11.3. Name and description of Delivered Item,
- 2.12.11.4. District Location,
- 2.12.11.5. Item Number,
- 2.12.11.6. Quantity Ordered, and
- 2.12.11.7. Quantity Delivered.

2.13. **Product Delays.** If the Contractor experiences a back order of items from its distributor or manufacturer, the Contractor shall ensure that such back orders are filled within 60 days from delivery date and shall not delay the timeline for completion identified in section 3.5.

2.13.1. The Contractor shall not invoice the District for back ordered items until items are delivered and accepted by the Program Manager. The District shall determine what constitutes a reasonable period of time and cancel back orders and seek the items from another Contractor.

2.13.2. Contractor must notify the Program Manager in writing for all Products that are discontinued and provide a recommendation in writing for a comparable Product substitute.

2.13.2.1. Program Manager must be notified no less than thirty (30) days from receipt of the District's Product list for all discontinued Products and allowed to review Product substitute for approval or denial of Product substitute.

2.13.2.2. In the event the substitute is denied by the Program Manager, the District retains the right to request alternate Products.

2.13.2.3. Substitutions shall only be permitted if approved in writing by the Program Manager. All products not approved in

writing by the Program Manager shall be rejected and payment not due by the District.

2.14. **Inspection.** Payment for Services furnished under the Contract shall not constitute acceptance thereof. The Program Manager shall have the right to inspect Services provided, the product of such Services, and to reject any or all of which are in the District's judgment defective or nonconforming. In addition to the District's other rights, Services rejected, and Services supplied in excess of quantities specified in the Contract may be returned to Contractor at Contractor's expense. The District may charge Contractor all expenses of examining, repairing and correcting such Services. In the event the District receives Services where defects or nonconformity is not apparent upon examination, the District may require replacement and/or payment of damages upon discovery of the defects or nonconformity. Nothing contained herein shall relieve, in any way, Contractor from the obligation of testing, inspection, and quality control.

2.14.1. Delivery will be inspected by the Program Manager within five (5) working days of project completion to confirm award specifications have been met.

2.14.2. Defective, damaged, or non-conforming items shall be replaced by the Contractor at no cost to the District within seven (7) days from notice provided by the District.

2.15. **Acceptance of Services.** Services are considered complete, only after the Program Manager has inspected and formally accepted Services in writing. Payments will not be made until Services are formally accepted.

2.15.1. The Program Manager reserves the right to cancel Services at any time upon written notice, including Services which may have been requested and have not been completed.

2.16. **Invoicing.** Contractor will provide invoices for the Services at the rate specified in {EXHIBIT NUMBER OR SECTION}. Invoices shall be submitted to the Accounts Payable Department within thirty (30) days of receipt of Purchase Order. Invoices for Services shall include name of provider, dates of Services conforming to section 1.1, location for Services and a description of the Services provided.

2.16.1. Invoices received from the Contractor pursuant to this Agreement will be reviewed and approved by the District's representative, indicating that services have been rendered in conformity with the Agreement and then will be sent to the Finance Department for payment. Payment for Services not approved by the District in writing, shall not be considered valid and the District will not be responsible for covering associated costs. Invoices will generally be paid within thirty (30) days following the District representative's approval.

2.16.2. Invoices which do not conform with the agreement will be paid thirty (30) days from receipt of a revised and corrected invoice.

2.16.3. All invoices must be submitted within 30 days of fiscal year end June 30 and may not include items received by the District outside of the fiscal year July 1 – June 30.

2.16.4. Invoices shall be sent to ap@psdschools.org.

2.16.5. **Tax Exemption.** The District is exempt from federal and state taxes under Colorado Tax Exempt Number 98-03335.

2.17. The Contractor grants the District a non-exclusive, non-transferable, non-sublicenseable license to access and use, and permit authorized users to access and use the Services solely in the United States during the term of the Agreement.

2.18. The District shall access and use the Services solely for non-commercial instructional and administrative purposes within the District. Further, the District shall not, except as expressly authorized or directed by the Contractor: (a) copy, modify, translate, distribute, disclose or create derivative works based on the contents of, or sell, the Services, or any part thereof; (b) decompile, disassemble or otherwise reverse engineer Services or otherwise use the Services to develop functionally similar products or services; (c) modify, alter or delete any of the copyright, trademark, or other proprietary notices in or on the Services; (d) rent, lease or lend the Services or use the Services for the benefit of any third party; (e) avoid, circumvent or disable any security or digital rights management device, procedure, protocol or mechanism in the Services; or (f) permit any authorized user or third party to do any of the foregoing. The District also agrees that any works created in violation of this section are derivative works, and, as such, the District agrees to assign, and hereby assigns, all right, title and interest therein to the Contractor.

2.19. The District agrees, subject to the limited rights expressly granted hereunder, that all rights, title and interest in and to all Services, including all related IP Rights, are and shall remain the sole and exclusive property of Contractor or its third-party licensors. “IP Rights” means, collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. The District shall notify Contractor of any violation of Contractor’s IP Rights in the Services, and shall reasonably assist Contractor as necessary to remedy any such violation. Contractor Services are protected by patents.

2.20. The District understands and agrees that its students’ access to and use of the Services under this Agreement may require that it disclose confidential student records and information, as that term is defined below, to the Contractor. The Contractor understands and agrees that if it fails to comply with any of the requirements under sections 4, 5, 6 or 7 below at any time during or after the term of this Agreement the District may, as applicable, terminate the Agreement and/or disqualify the Contractor from future agreements with the District.

### 3. **Definitions.**

3.1. As used in this Agreement, “personally identifiable information” is defined as information (including metadata) that, alone or in combination, is linked or linkable to a specific student so as to allow a reasonable person in the school community, who does not have

personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Personally identifiable information includes but is not limited to: (a) the student's name; (b) the name of the student's parent or other family members; (c) the address or phone number of the student or student's family; (d) personal identifiers such as the student's social security number, student number or biometric record; and (e) indirect identifiers such as the student's date of birth, place of birth or mother's maiden name.

3.2. As used in this Agreement, "education records" is defined as records, files, documents and other materials that: (a) contain information directly related to a student; and (b) are maintained by the District, or by a party acting for the District such as the Contractor.

3.3. As used in this Agreement, "confidential student records and information" is defined as education records and personally identifiable information concerning District students, including but not limited to confidential student records and information disclosed to, collected by and/or generated by the Contractor. Confidential student records and information does not include "de-identified confidential student records and information," as defined in section 3.5 below.

3.4. As used in this Agreement, "collect" is defined as the gathering of data and other information by any means, including but not limited to the use of logs, cookies, tracking pixels, etc.

3.5. As used in this Agreement, "de-identified confidential student records and information" is defined as confidential student records and information from which all personally identifiable information, and the ability to determine any personally identifiable information, is removed.

3.6. As used in this Agreement, "securely destroy" is defined as removing confidential student records and information from the Contractor's systems, paper files, hard-copy and electronic records, databases and any other media regardless of format, in accordance with the standard detailed in the National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization, so that the confidential student records and information are permanently irretrievable in the Contractor's normal course of business.

3.7. As used in this Agreement, "eligible student" is defined as a student who is at least 18 years of age or who is legally emancipated.

4. **Ownership of Confidential Student Records, Information.** All confidential student records and information shall remain the exclusive property of the District and all rights, title and interest in the confidential student records and information, including but not limited to intellectual property rights in the confidential student records and information, belong to and are retained solely by the District. The District hereby grants to the Contractor a limited, nonexclusive license to access, view, collect, generate and use confidential student records and information solely for the purpose of performing its obligations under this Agreement.

5. **Security of Confidential Student Records and Information.**

5.1. The Contractor shall store and process confidential student records and information in accordance with commercial best practices, including implementing appropriate administrative, physical and technical safeguards that are no less rigorous than those outlined in CIS Critical Security Controls, as amended, to secure such confidential student records and information from unauthorized access, disclosure, alteration and use. The Contractor shall ensure that all such safeguards, including the manner in which confidential student records and information is collected, accessed, used, stored, processed, disposed of and disclosed, comply with all applicable federal and state data protection and privacy laws, regulations and directives, including but not limited to Colorado's Student Data Transparency and Security Act, C.R.S. §§ 22-16-101 to -112. Without limiting the foregoing, and unless expressly agreed to the contrary in writing, the Contractor warrants that all electronic confidential student records and information will be encrypted in transmission and at rest in accordance with NIST Special Publication 800-57, as amended.

5.2. The Contractor shall conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. The Contractor shall promptly notify the District in the event of: (a) any security or privacy breach concerning confidential student records and information; and/or (b) any use or disclosure of student personally identifiable information not authorized under this Agreement.

6. **Use of Confidential Student Records and Information.**

6.1. Under the Agreement, Contractor may access, view, collect, generate and/or use confidential student records and information only under the following terms and conditions: (a) except as provided in section 6.2 below, Contractor shall not disclose confidential student records and information, in whole or in part, to any other party; (b) Contractor shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) Contractor shall access, view, collect, generate and use confidential student records and information only to the extent necessary to perform its obligations under the Agreement; and (d) at the conclusion of the term of the Agreement the Contractor shall, as directed by the District, either securely destroy all confidential student records and information in its possession, custody or control, or return such confidential student records and information to the District.

6.2. Contractor may to the extent necessary to perform its obligations under the Contract disclose confidential student records and information to subcontractors as identified in Exhibit {EXHIBIT NUMBER} ("Subcontractors") pursuant to written subcontracts specifying the purpose of the disclosure and providing that: (a) Subcontractors shall not disclose confidential student records and information, in whole or in part, to any other party; (b) Subcontractors shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) Subcontractors shall access, view, collect, generate and use confidential student records and information only to the extent necessary to assist Contractor in performing its obligations under the Agreement; and (d) at the conclusion of their work under their subcontracts Subcontractors shall, as directed by the District through the Contractor, either securely destroy all confidential student records and information in their possession, custody or control, or return such confidential student records and information to the District.



6.3. Contractor and Subcontractors may use de-identified confidential student records and information for purposes of research, the improvement of its products and services, and/or the development of new products and services. In no event shall the Contractor or Subcontractors re-identify or attempt to re-identify any de-identified confidential student records and information.

6.4. Contractor and Subcontractors shall promptly furnish to the District upon request all confidential student records and information they have collected and/or generated and not in the District's possession. Such requests may include but shall not be limited to those made in order to respond to parent/guardian and eligible student requests to inspect and review education records as authorized under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and/or under the Colorado Open Records Act, C.R.S. §§ 24-72-200.1 *et seq.* ("CORA"). The District, not the Contractor or Subcontractors, shall respond to all parent/guardian and eligible student requests to inspect and review records, data and other information.

7. **School Service Contract Provider.** If Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"), the Contract is amended to add the language in this section 7. Under the Act, a "school service contract provider" is defined as an entity (other than the Colorado Department of Education, a K-12 public education entity or an institution of higher education) that enters into a formal, negotiated contract with the District to provide a "school service." Under the Act, a "school service" is defined as an Internet website, online service, online application or mobile application that: (a) is designed and marketed primarily for use in a preschool, elementary school or secondary school; (b) is used at the direction of District teachers or other District employees; and (c) collects, maintains or uses confidential student records and information.

7.1. As a school service contract provider under the Act, the Contractor has provided the following information the attached Exhibit {EXHIBIT FOR DATA AND THIRD PARTY}: (a) the data elements of confidential student records and information that Contractor collects under the Contract, regardless of whether the data elements are initially collected or ultimately held individually or in the aggregate using protocols that are effective for preserving the anonymity of each student included in the data; (b) the learning purpose for which Contractor collects the confidential student records and information; and (c) how the Contractor uses and shares the confidential student records and information. Contractor shall update this information as necessary to maintain accuracy.

7.2. Contractor shall facilitate the District's access to and correction of any factually inaccurate confidential student records and information as required in response to correction requests from parents/guardians and eligible students.

8. **Remedies.** If Contractor fails to comply with any of the foregoing requirements in sections 4, 5, 6 or 7 at any time during or after the term of the Agreement the District may, as applicable, terminate the Agreement and/or disqualify Contractor from future contracts and subcontracts with the District.

9. **Access to District Server.** If access to any District server is necessary for the functionality of the Contractor's services. Upon written approval by the Executive Director of Information Technology or designee, the District grants the Contractor limited access to the District server for the sole purpose of providing Services

9.1. The Contractor agrees to protect the confidentiality, integrity and availability of all electronic District or student information at all times.

9.2. The Contractor agrees to take proper steps to ensure the security of the device in which they connect to the District's systems remotely. The Contractor agrees not to copy information accessed remotely to local devices and or portable devices. Printing information is not permitted unless specific authorization has been granted.

9.3. The Contractor shall not share passwords, codes, credentials or user accounts with others.

9.4. The Contractor shall have a valid and up-to-date antivirus agent installed to ensure protection against malware and viruses upon connection to the District network.

10. The Contractor acknowledges that if the District determines in its discretion that remote access has been compromised by unauthorized parties, or that remote access has been misused, the Contractor's access will be disabled or terminated immediately.

11. **Notices and Communications.** All notices and communications required or permitted under this Agreement shall be in writing and shall be: (a) sent via certified mail, return receipt requested and postage prepaid, to the address of the other party set forth below; or (b) sent via e-mail to the other party via the e-mail address set forth below.

Poudre School District R-1  
Attn: Tracy Stibitz  
2407 LaPorte Avenue  
Fort Collins, CO 80521  
E-mail: tstibitz@psdschools.org

{Company Name}.  
Attn: {Notice Name}  
{Vendor Address}  
{City, State Zip Code}  
Email: {Vendor email address}

12. **Insurance.** {INSURANCE SECTION}

13. **Indemnification.** The Contractor shall indemnify and hold harmless the District and the District's Board members, employees, representatives and agents from and against any and all liability arising from any suit, action, third party claims, grievance, or proceeding, including all attorneys' fees, costs and expenses, incurred as a result of any negligent or intentional act or omission by Contractor, or its employees, agents, Subcontractors, or assignees related to the terms of this Agreement and any Services provided under this Agreement.

14. **Governmental Immunity.** It is specifically understood and agreed that nothing contained in this Agreement shall be construed as an express or implied waiver by the District of any of the immunities, rights, benefits, protections, or other provisions of the Colorado Constitution or Governmental Immunity Act, C.R.S. §§ 24-10-101 *et seq*, as now or hereafter amended.

15. **General Provisions.**

15.1. **No Assignment.** The Contractor shall not assign this Agreement or any of its rights, interests or obligations under this Agreement without the prior written consent of the District, which consent may be withheld for any reason or no reason as determined by the District in its sole discretion.

15.2. **No Waiver.** The parties agree that no assent or waiver, express or implied, to any breach of any one or more of the covenants of this Agreement shall be construed as or deemed to be an assent to or a waiver of any subsequent breach.

15.3. **Press Contacts/News Releases.** The Contractor shall not initiate any press, media, or social media, contact nor respond to press, media or social media requests regarding this Agreement and/or any related matters concerning the District without the prior written approval of the District.

15.4. **Amendment or Modification.** No amendment or modification of this Agreement shall be valid unless set forth in writing and executed by the District and the Contractor through written amendments to the Agreement, in the same manner and with the same formality as was done for this Agreement.

15.5. **Conflict of Terms.** In the event of any conflict of terms found between this Agreement, any incorporated exhibits, any other terms and conditions, end user license agreements or privacy policies, the terms of this Agreement shall prevail.

15.6. **Survival of Certain Contract Terms.** Notwithstanding anything herein to the contrary, the parties understand and agree that all terms and conditions of this Contract and the exhibits and/or attachments hereto which may require continued performance, compliance, or effect beyond the termination date of the Contract shall survive such termination date and shall be enforceable by the District as provided herein in the event of such failure to perform or to comply by the Contractor.

15.7. **Governing Law and Venue.** All issues regarding the formation, performance and/or legal enforcement of the Contract shall be governed by and construed in accordance with the laws of the State of Colorado. Venue for the resolution of any disputes arising out of or relating to the Contract shall be in Larimer County, Colorado.

15.8. **No Third-Party Beneficiary.** Enforcement of the terms and conditions of this Agreement, and all rights of action relating to such enforcement, shall be strictly reserved to the District and the Contractor. Nothing contained in this Agreement shall give or allow any claim or right of action whatsoever by any third person other than the District or the Contractor. It is the express intent of the parties that any third person receiving services or benefits pursuant to this Agreement shall be deemed an incidental beneficiary only.

15.9. **Binding Arbitration Prohibited.** The District does not agree to binding arbitration by any extra-judicial body or person. Any provision to the contrary is null and void.

15.10. **Attorney Fees and Costs.** In the event it becomes necessary for either party to institute litigation to enforce any provision of this Agreement, the substantially prevailing party in such litigation shall receive, as part of any judgment or award entered, its reasonable attorney fees and costs, including expert witness fees.

15.11. **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, legal representatives, successors and permitted assigns.

15.12. **Headings.** The headings used in this Agreement are for convenience only and shall have no effect upon the construction or interpretation of this Agreement.

15.13. **Entire Agreement.** This Agreement constitutes the entire Agreement of the parties regarding the subject matter addressed herein and supersedes all prior Agreements, whether oral or written, pertaining to said subject matter.

15.14. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes. This Agreement may be signed in counterparts, and each counterpart shall be deemed an original, and all the counterparts taken as a whole shall constitute one and the same instrument.

15.15. **Warranty of Authority.** The individuals signing below represent and warrant that they have the authority to execute this Agreement on behalf of their respective organizations and bind their respective organizations to the terms of this Agreement.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

IN WITNESS WHEREOF, the District and the Contractor have signed this Agreement as of the date first set forth above.

{COMPANY NAME}

POUDRE SCHOOL DISTRICT R-1

By: \_\_\_\_\_

By: \_\_\_\_\_

{SIGNATORY NAME}  
{SIGNATORY TITLE}

R. David Montoya  
Executive Director of Finance

By: \_\_\_\_\_

{DISTRICT SIGNATORY NAME}  
{DISTRICT SIGNATORY TITLE}

SAMPLE ONLY: MODIFICATIONS TO THIS DOCUMENT ARE NOT PERMITTED

**A. Introduction**

Poudre School District R-1 (the “District”) is requesting electronic proposals from professional and qualified partners (“Suppliers”) to provide a comprehensive core curriculum solution in Grades K-5 English Language Arts (“ELA”) that aligns with the Colorado Academic Standards (“CAS”), aligns with Common Core Shifts for ELA/Literacy, and must be an Approved Program on the Colorado Department of Education’s Advisory List of Core Instructional Programming.

Links to the programs listed above are listed here:

<https://www.cde.state.co.us/coreadingwriting/2020cas-rw-p12>

<http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>

<https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020#core>

**B. Background**

The District is seeking outside partners that will provide a resource to support the intersection of the standards and educational equity and culture, empower educators, and help all students meet the challenges of higher standards. All of which support student success in three District priorities: 1) Increase students’ literacy rates to support college and career readiness; 2) Prepare students to graduate with options; 3) Promote student connections and well-being.

Two strategies that provide direction for detailed work plans in schools and departments are 1) focus on what matters most – the content, teachers, and students of our instructional core and 2) manage our performance. Proposals must outline how the materials will provide a guaranteed viable curriculum for every student in all schools across the district and focus on what matters most to academic achievement, the instructional core: how **students** participate in their own education, the knowledge and skill of the **teacher**, and the level and complexity of the **content** students are asked to learn.

All spending will directly support these goals and strategies including a focus on ensuring equitable access and understanding of a guaranteed viable curriculum and that all students within the school system are provided with effective core instruction that is standards aligned and rigorous.

Interested Suppliers will include online blended, and face-to-face implementation and ongoing job-embedded professional learning for teachers, literacy facilitators/coaches, and administrators as well as district-level personnel.

**C. Objectives of this RFP**

Our goal in the District is to implement and support a systematic and explicit curriculum that allows for students to experience rigorous standards-aligned instruction based on the instructional shifts. All materials must be culturally relevant, anti-racist, and provide multiple perspectives where students can recognize and draw on their own perspective and culture and come to understand other perspectives and cultures. In addition, teachers must have the

necessary professional learning to implement the curriculum and to build their own early literacy knowledge and skill set. In order to meet these high expectations, Suppliers shall state how their proposal meets or does not meet the specification for each section below and district requirements in technology and professional development. This self-evaluation of your proposal shall be submitted as part of your proposal (section 9.6).

**INSTRUCTIONAL MATERIALS**

For each indicator, describe, to what extent, your partnership can provide:

Criteria	Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>NON-NEGOTIABLE 1 High Quality Text</b> Anchor texts are worthy of students’ time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.</p>	<p><b>REQUIRED</b> 1a) K-2: Texts intended for reading aloud are rich and above students’ current reading abilities. 1a) 2-5: Anchor texts have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)</p>	
	<p><b>REQUIRED</b> 1b) Anchor texts (including those selected for reading aloud) in the materials are of publishable quality and worthy of especially careful reading; they include a mix of 50% informational texts and 50% literature.</p>	
	<p><b>REQUIRED</b> 1c) Texts are culturally relevant, anti-racist, and unbiased where students can recognize and draw on their own perspective and culture and come to understand other perspectives and cultures.</p>	
	<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability</p>	

	because listening skills in elementary school generally outpace reading skills.	
	1e) Additional text options to support readers as part of Tier 2 and/or Tier 3 of an MTSS framework. Texts should fit characteristics above as well as provide a level of hi-interest low readability.	

<b>NON-NEGOTIABLE 2 Evidence-based Discussion and Writing:</b> Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.	<b>REQUIRED</b> 2a) At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text specific.	
	<b>REQUIRED</b> 2b) Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.	
	2c) Materials provide tiered tasks or discussion routines for students to learn how to follow and appropriately challenge students at every level.	

<b>Non-Negotiable 3: Building Knowledge:</b> Materials build knowledge systematically through reading,	<b>REQUIRED</b> 3a) Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.	
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writing, speaking, and listening, and language study.	3b) Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned or texts of their own choosing.	
	3c) Materials provide opportunities that encourages talk among children, including discussions of print or digital texts.	
	3d) Materials provide instruction of morphology, including common word roots, inflections, prefixes, affixes, and syntax.	
	3e) Materials that attend to word relations.	
	3f) Materials provide explicit instruction in both general academic and content area vocabulary during reading and disciplinary instruction.	
	3g) Materials provide a wide variety of reading that exposes them to rich and discipline-specific academic language and provides the opportunity for vocabulary learning in the context of reading.	
	3h) Materials provide opportunities for students to use new vocabulary in a variety of contexts and modes.	
	3i) Materials include additional explicit instruction opportunities and practice for students who struggle and may be served via Tier 2/Tier 3 instruction within an MTSS framework.	

<p><b>Non-Negotiable 4: Foundational Skills:</b> Materials develop foundational reading skills systematically, using research based and transparent methods.</p> <p><i>*Foundational Skills are only for Grades K-5.</i></p>	<p><b>REQUIRED</b></p> <p>4a) Materials provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency in a research-based and transparent progression in each grade level.</p>	
	<p><b>REQUIRED</b></p> <p>4b) K-2 materials include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills. These materials Include decodable texts for students to practice the phonics skill they have learned in connected text to build automaticity and fluency.</p>	
	<p><b>REQUIRED</b></p> <p>4c) Materials provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.</p>	
	<p><b>REQUIRED</b></p> <p>4d) K-2 materials allow teachers to guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.</p>	
	<p><b>REQUIRED</b></p> <p>4e) Materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level text as required by the Foundational Skills Standards.</p>	

	<p><b>REQUIRED</b></p> <p>4f) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade level words, including high-frequency words, by using sound symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</p> <p>4f) In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	
	<p><b>REQUIRED</b></p> <p>4g) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	
	<p>4h) Materials promote phonological awareness development, particularly phonemic awareness development, through explicit explanation, demonstration, play with sounds in words, and engaged study of words. Please reference the General Education Leadership Network’s <a href="#">Essential Instructional Practices in Early Literacy</a> (specifically Practices #4 &amp; #5).</p>	

	<p>4i) Materials reflect the instructional advice presented in the recommendations within the <i>IES Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide</i>.</p>	
<p><b>Non-Negotiable 5: Range and Quality of Text</b> Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.</p>	<p><b>REQUIRED</b> 5a) In grades K-5, materials include a balance of texts and instructional time of 50% literature and 50% informational text and includes both print and non-print texts.</p>	
	<p><b>REQUIRED</b> 5b) A large majority of texts included in the instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.</p>	
	<p><b>REQUIRED</b> 5c) For grades 3-5, support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards.</p>	
	<p><b>REQUIRED</b> 5d) Materials include print and non-print texts of different formats (e.g., a range of film, art, music, charts, etc.) and lengths (e.g., short stories and novels).</p>	
	<p>5e) Grades K-2 sets of texts are thematically and conceptually related and offer opportunities for students to learn that they may not yet be able to experience independently. These texts also have child-friendly explanations of words.</p>	
	<p>5f) Grades 3-5 texts should include books and other materials connected to the</p>	

	<p>children’s interest and reflect children’s background and cultural experiences, including class- and child-made books. Reading material should expose students to rich language and vocabulary learning.</p>	
	<p>5g) Range of complex text options (print or digital) in the materials that are available and appropriate for academically gifted and advanced readers.</p>	

<p><b>Non-Negotiable 6: Questions, Tasks, and Assignments</b> Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.</p>	<p><b>REQUIRED</b></p> <p>6a) K-2: High-quality sequences of text-dependent questions designed for comprehension are prevalent in the materials, whether designed to be read aloud or accessed by students directly and build to a deep understanding of the knowledge and central ideas of the text (including those selected for reading aloud).</p> <p>6a) 3-5: High-quality sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text/s and units of study.</p>	
	<p><b>REQUIRED</b></p> <p>6b) K-2: Questions and tasks in the materials designed for comprehension, whether designed to be read aloud or accessed by students directly, support students in understanding the academic language (vocabulary and syntax) prevalent in texts (including those selected for reading aloud).</p> <p>6b) 3-5: Questions and tasks in the materials support students in understanding</p>	

	the academic language (vocabulary and syntax) prevalent in complex texts.	
	<b>REQUIRED</b> 6c) Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.	
	<b>REQUIRED</b> 6d) 3-5: Materials address grade-level standards for foundational skills by providing instruction and diagnostic support in phonics, word recognition, and fluency through a research-based and transparent progression to develop proficient readers.	
<b>Non-Negotiable 7: Building Knowledge with Texts, Vocabulary, and Tasks</b> Materials build students' knowledge across topics and content areas.	<b>REQUIRED</b> 7a) Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.	
	<b>REQUIRED</b> 7b) Materials require students to engage in many shared (K-2 only), short, and focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.	
	<b>REQUIRED</b> 7c) Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.	

<p><b>Non-Negotiable 8: Explicit Writing Instruction</b> Materials provide explicit writing instruction and guided practice using writing processes and strategies with opportunities to study text models of and write texts for a variety of purposes and audiences.</p>	<p><b>REQUIRED</b> 8a) Materials support students’ developing writing skills over the course of the school year. For K-2, this includes writing opportunities that are prominent and varied and reflect the types and purposes for writing.  For 3-5, this includes writing opportunities that are prominent and varied.  For 3-5: Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion).</p>	
	<p><b>REQUIRED</b> 8b) Materials provide opportunities to study text models of and write texts for a variety of purposes and audiences, particularly opinion, informative/explanatory, and narrative texts.</p>	
	<p>8c) Materials include time and content for students to write across disciplines, including opportunities for students to write using digital tools.</p>	
	<p><b>REQUIRED</b> 8d) Materials include explicit instruction of the grammar and conventions standards for grade levels as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.</p>	
	<p><b>REQUIRED</b> 8e) Materials include explicit instruction around spelling strategies, capitalization, punctuation, and sentence construction.</p>	

	8f) Materials provide explicit instruction in and practice using writing processes and strategies, particularly those involving researching, planning, drafting, revising, and editing.	
	8g) Materials provide interactive writing experiences as well as daily time for children to write in grades K-1.	
	<b>REQUIRED</b> 8h) Materials include explicit instruction in letter formation for manuscript and cursive (3rd - 5th grades)	
	8i) Materials include additional explicit instruction opportunities and practice for students who may be served via Tier 2/Tier 3 instruction within an MTSS Framework.	
<b>Non-Negotiable 9: Access to the Standards for All Students</b> Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CAS	<b>REQUIRED</b> 9a) Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.	
	<b>REQUIRED</b> 9b) Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.	
	<b>REQUIRED</b> 9c) Materials regularly include extensions and/ or more advanced opportunities for students who read, write, speak, or listen above grade level.	



	<p><b>REQUIRED</b></p> <p>9d) Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).</p>	
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**OBSERVATION & ASSESSMENTS**

For each indicator, describe, to what extent, your partnership can provide:

Criteria	Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>Non-Negotiable 1: Observation &amp; Assessments</b></p> <p>Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>1a) Measurement of progress via assessments includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	
	<p>1b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	
	<p>1c) Materials use varied modes of assessment, including a range of diagnostic, pre-, formative, summative, and self-assessment measures.</p> <ul style="list-style-type: none"> <li>● Includes formative/benchmark assessments to monitor progress in literacy development and to guide instructional decision-making (e.g., differentiated</li> </ul>	

	<p>instruction, recommendations for additional support (Tier 2/Tier 3)) for all students, including adding additional supports for students performing below grade level and additional opportunities for enrichment.</p> <ul style="list-style-type: none"> <li>● Diagnostic and ongoing assessments that can be used to collect data to identify where students need support, and to design intensive, systematic instruction that focuses on identified learning needs.</li> </ul>	
	<p>1d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	
	<p>1e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	
	<p>1f) Materials include opportunities for teachers to provide explicit feedback where they point out what the learner is doing correctly and incorrectly, related to reading and writing development, building on earlier feedback using observation and other assessments.</p>	
	<p>1g) Materials prioritize observation during actual reading, writing, speaking, and listening.</p>	

	1h) Performance tasks and assessments align to the scope & sequence of the curriculum to use for instructional purposes.	
	1i) Data collected on assessments are collected in a digital format that could be incorporated into district-aligned systems.	
	1j) Includes progress monitoring materials & resources that align to state and district benchmark data (e.g., DIBELS, NWEA).	

**MOTIVATION & ENGAGEMENT**

**Deliberate, research-informed efforts to foster motivation, engagement, and social emotional learning within and across lessons** to provide academic and life success such as resiliency, self-management, and responsible decision-making skills. For each criterion, describe, to what extent, your partnership can provide:

Criteria	Justification/Comments with Example/s
Materials provide daily opportunities for children to make choices in their reading and writing.	
Materials provide opportunities for children to use voice and choice in their learning, to know how they learn best.	
Materials provide regular opportunities for children to collaborate with peers in reading and writing, such as through small-group discussion of texts of interest and opportunities to write within group projects.	
Materials establish meaningful purposes for children to read and write beyond being assigned or expected to do so, such as writing for enjoyment/interest, to answer general or discipline specific questions about the natural and social world, to address community needs, or to communicate with specific audiences.	

Materials build positive learning environments that encourage children to be partners in the learning with the teacher to set and achieve goals as well as promote student independence.	
Materials attend to and cultivate student interest and create their awareness of self and others by connecting literacy experiences to students' family and community and how they relate to the world.	
Materials provide CAS cross-curricular connections within the resource which combines content and skills from multiple disciplines into one engaging learning experience. Centering student reading around a particular topic (content area-informational) or theme (literary) can help make materials more meaningful or relevant.	
Materials provide opportunities for concept-based instruction for gifted and advanced readers.	
Materials provide opportunities for students to evaluate how they contributed to the learning.	

**CAPACITIES OF DISTRICT GRADUATE**

Describe, to what fullness and regularity (low, medium, high), does your provided curriculum, instructional materials, and professional learning, support the capacities of Poudre School District desired qualities. For each criterion, describe, to what extent your partnership can provide:

Criteria	Justification/Comments with Example/s
<p><b>They demonstrate independence.</b>            Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. They demonstrate command of standard English and know when and where to use it. They acquire and use a wide-ranging vocabulary. They become self-directed learners, effectively seeking out and using resources to assist them,</p>	

<p>including teachers, peers, and print and digital reference materials. They make sense of problems and can persevere in solving them.</p>	
<p><b>They build strong content knowledge.</b>  Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.</p>	
<p><b>They respond to the varying demands of audience, task, purpose, and discipline.</b>  Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science) and different application of skills in speaking, writing, reading, and listening). Students take action to improve conditions, viewing themselves as players in the world and participating reflectively.</p>	
<p><b>They comprehend as well as critique.</b>  Students are engaged and open-minded but discerning readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning. They are skilled at asking questions about inequity and challenging the status quo. They are passionate about constructing their own knowledge.</p>	
<p><b>They use technology and digital media strategically and capably.</b>  Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and</p>	

mediums and can select and use those best suited to their communication goals.	
<p><b>They recognize and draw on their own perspective and culture.</b></p> <p>Students investigate the world beyond their immediate environment. Students are aware of and can articulate their own cultural worldview. Students recognize the culture and experiences they bring to learning are a key resource. Students from both dominant and non-dominant cultures can translate the logical structures of their knowledge and map them onto the school curriculum. Through this understanding of their own cultural perspective and the perspectives of others, students can facilitate their own learning.</p>	
<p><b>They come to understand other perspectives and cultures.</b></p> <p>Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures, who also represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they can communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading works of literature and nonfiction and informational texts representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.</p>	

### PROFESSIONAL LEARNING AND SUPPORT

As well as a viable curriculum consisting of high-quality instructional materials, the District is specifically looking for a partnership that ensures implementation with integrity through *extensive* professional learning experiences and support. Use [Learning Forward’s Standards for Professional Learning](#) as a springboard. For each criterion, describe, to what extent (low, medium, high), your partnership can provide:

Criteria	Justification/Comments with Example/s
Supplier has the organizational structure, processes, and support capacity to provide engaging and interactive professional learning that considers the complexities of a large district to ensure adult capacity and student outcomes	<b>LOW    MEDIUM    HIGH</b>

(i.e., moving beyond “train the trainer” models). Current research indicates at least 50+ hours of professional learning).	
Provide a district support implementation plan and processes that includes program activation, implementation, and support, both short term (existing personnel) and long term (onboarding new personnel).	<b>LOW    MEDIUM    HIGH</b>
Provide differentiated tracks of professional learning for multiple adult audiences including district leadership, specialists and coaches, school leadership, content teachers, English Language teachers, Exceptional Children teachers, gifted teachers, etc.	<b>LOW    MEDIUM    HIGH</b>
Professional learning that appeals to a wide variety of adult learning styles including, but not limited to, face-to-face, synchronous, and asynchronous digital learning, micro-credentialing courses, job-embedded learning, etc.	<b>LOW    MEDIUM    HIGH</b>
Provide support through coaching through a variety of models (e.g., in-person, observation & feedback, virtual coaching meetings, modeling, PLC support, etc.).	<b>LOW    MEDIUM    HIGH</b>
Supporting professional materials should include videos, articles, research, teacher, and student exemplars of work, modeled lessons that are based in real-world application and move beyond theory.	<b>LOW    MEDIUM    HIGH</b>
Supplier focuses on increasing leader and educator effectiveness and improving the use of technology and data analytics.	<b>LOW    MEDIUM    HIGH</b>
Supplier will provide a tool for teachers, literacy leads, and central office staff to use to evaluate the professional development sessions. Supplier will personalize professional development based on the data collected from evaluation.	<b>LOW    MEDIUM    HIGH</b>
Digital materials that are seamlessly compatible with the district’s current technology platforms while simultaneously able to adapt to upcoming advances, such as providing, modifying, and creating customized resources to align to the needs to the district.	<b>LOW    MEDIUM    HIGH</b>

Professional learning that includes novice, intermediate and expert level development in content AND coaching.	<b>LOW</b>	<b>MEDIUM</b>	<b>HIGH</b>
Providing relevant district, state, national and international data that supports continuous, focused improvement. Professional Learning should include experiences that enhance data literacy and move participants to greater capacity for gathering and interpreting their own, PLC, school, and district data.	<b>LOW</b>	<b>MEDIUM</b>	<b>HIGH</b>
Professional learning is grounded in the CAS and Common Core Shifts to move all participants to greater pedagogical understanding, knowledge, and skills.	<b>LOW</b>	<b>MEDIUM</b>	<b>HIGH</b>

### ASSURANCE OF ACCESSIBILITY STANDARDS

Assure materials are accessible to all students, including students identified as blind, visually impaired or print disabled. Assurance that materials are compliant with the standards, recommendations, and guidelines specified assists educators in the selection and use of accessible versions of materials that can be used with all students, including those with different kinds of challenges and assistive devices. For each criterion, describe, to what extent (yes, no), your partnership can provide:

<b>Criteria</b>	<b>Notes/Comments</b>	
Materials are available in PDF Format	<b>YES</b>	<b>NO</b>
Materials in <a href="#">ePUB Format</a>	<b>YES</b>	<b>NO</b>
Materials are available in an accessible media format and includes alternate text or subtitles	<b>YES</b>	<b>NO</b>
Materials includes alternate text (image)	<b>YES</b>	<b>NO</b>
Materials includes captions and subtitles (video)	<b>YES</b>	<b>NO</b>
Materials include functionality that provide accessibility	<b>YES</b>	<b>NO</b>
Materials comply with <a href="#">W3C</a> recommendations for web pages	<b>YES</b>	<b>NO</b>
Is a <a href="#">508 compliant</a> website	<b>YES</b>	<b>NO</b>



Available in the <a href="#">National Accessible Instructional Materials Standard Format - Accessible XML</a>	<b>YES</b>	<b>NO</b>
Complies with National Instructional materials Accessibility Standard (NIMAS) <a href="#">Guidelines</a> for Movies, Web, and Multimedia	<b>YES</b>	<b>NO</b>

**TECHNOLOGY PLATFORM AND HIGH-LEVEL ARCHITECTURAL DESIGN**

Supplier shall provide a detailed response to what extent they can support the specifications requested. Any additional information provided should clearly state the referenced technical specification in an organized and easily read format. For each criterion, describe, to what extent your partnership can provide:

Criteria	Response/Comments with Example/s
Supplier shall describe how their product handles authentication including single sign (SSO) on capabilities. A description of all supported SSO capabilities offered should be included in the response.	
Supplier shall describe how the product handles authorization. This should include a description of the authorization/security model as well as how role/group/scope changes can be automated.	
Supplier shall describe the capabilities of the application/service to automate rostering of students/teachers/staff. This description should include data formats and file transmission options.	
Supplier shall describe how their product handles account creation, additions and deletions for both student and staff users.	
Supplier shall describe how administrative functions are separated into different roles such as district, school, teacher, etc.	
Supplier shall describe how the methods and means by which the security of District data is ensured. Describe the methods and practices in place to protect against unauthorized access, destruction, use, modification, and disclosure of District data.	

Supplier shall describe all personally identifiable information that is collected through use of the application, site or service and describe the method(s) by which that data is secured.	
Supplier shall describe the method by which a parent may exercise the right to inspect and amend a student’s educational records stored in the application, site, or service.	

Supplier shall fully describe technical requirements if application, site, or service is hosted on-premises. Supplier shall describe cloud-hosted delivery options for application, site, or service.	
Supplier shall describe in detail all system and network requirements. This description shall include internet browser compatibility, third-party browser plug-in requirements, and end-user workstation minimum specifications.	
Supplier shall describe the capabilities of the application/service to be used on mobile tablet and smartphone devices, whether native or hybrid apps are available and for which mobile operating systems and versions.	
Supplier shall describe the product(s) support model for both technical and functional district support needs. Include expected time to respond to support requests for technical or service-related issues and/or any SLAs you offer via your products and services.	
Supplier shall describe their approach to converting and migrating data into and out of their solution.	
Supplier shall describe the reporting features for district and school-based administrators, teachers, and students. (Attach sample reports.)	
Supplier shall describe the reporting feature on an individual student level including how the student is compared to like peers. (Attach sample reports.)	
Supplier shall describe compliance with website accessibility requirements.	
Supplier shall describe how it complies with IMS Global (now 1EdTech) standards for content including Common	

cartridge, QUI, and any unique integration solutions for learning management systems.	
Supplier shall describe the methods or plans for data deletion upon termination of the agreement.	

**TECHNCAL REQUIREMENTS**

Supplier shall provide a detailed response to what extent they meet the requirements listed. Any additional information provided should clearly state the referenced technical requirement in an organized and easily read format.

Criteria	Comments with Example/s
1. Database Access <ul style="list-style-type: none"> <li>a. Are your system’s databases accessible to our District’s IT team to access? If so, how?</li> <li>b. Indicate, and explain, if there are specific tables that would not be accessible by our District’s IT team.</li> <li>c. List technical documentation available specific to database structure of your system.</li> </ul>	
2. API Access <ul style="list-style-type: none"> <li>a. Does your application have an API accessible to our District’s IT team?</li> <li>b. Indicate, and explain, if there are specific data elements not available through the API.</li> <li>c. List the technical documentation available specific to your system’s API.</li> </ul>	
3. System Requirements <ul style="list-style-type: none"> <li>a. Explain your compatibility, functionality, and system requirements for Chromebook, Chrome OS, iOS, and Windows 10+</li> <li>b. Acknowledge your systems use HTML5 and not flash.</li> </ul>	
4. Explain hosting options available for your system. Where will any student data created or stored by your system be stored?	
5. List the reports, including data elements, exportable from the front-end of your application.	
6. Describe your system’s RBAC (Role-Based Access Control), including if administrative credentials are available to our District’s IT Team.	

7. Explain what data elements your application ingests via integrations? a. List the technical documentation available specific to integration specifications.	
8. Explain your system’s data integration processes including data integration schedule options.	

**OTHER SUPPLIER RESPONSIBILITIES**

For each criterion, describe, to what extent (yes, no), your partnership can provide:

Criteria	Notes/Comments	
Product is an Approved Program on the Colorado Department of Education’s Advisory List of Core Instructional Programming.	<b>YES</b>	<b>NO</b>
Supplier shall review-the Common Core Shifts for ELA/Literacy K-5 as outlined in the <a href="#">Instructional Materials Evaluation Tool (IMET)</a> and certify that their proposal is compatible and compliant.	<b>YES</b>	<b>NO</b>
Supplier shall understand how teachers are provided guidance on the why and how of the instructional practices aligned to the standards and shifts within the resource and certify that their proposal is compatible and compliant.	<b>YES</b>	<b>NO</b>
Supplier shall provide product development plans, technical architecture, and implementation approaches that can support a district of this size, to better predict implementation and professional development support.	<b>YES</b>	<b>NO</b>
Supplier shall provide fidelity checks (e.g., walk-through, observation tools) that include metrics as part of the implementation plan.	<b>YES</b>	<b>NO</b>
Supplier shall provide materials that are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	<b>YES</b>	<b>NO</b>
Research conducted by objective third party is included that demonstrates the effectiveness of the curriculum.	<b>YES</b>	<b>NO</b>
Supplier shall have a comprehensive, independent evaluation. The District strongly prefers evaluations conducted by	<b>YES</b>	<b>NO</b>

<p>EdReports (<a href="http://www.edreports.org">www.edreports.org</a>), an independent nonprofit designed to improve K-12 education that offers reviews of K-12 instructional materials that focus on alignment to college and career-ready standards and other indicators of high quality as recommended by educators. The District reserves the right to consider other external independent evaluations comparable to EdReports, but such independent evaluations must be robust and comparable in scale, depth, and methodology. For materials that have EdReports ratings (using Gateways described on <a href="http://EdReports.org">EdReports.org</a>). The District reserves the right to reject products that do not meet expectations for Text Quality or Building Knowledge.</p>	
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**PARTNERSHIP REQUIREMENTS**

The following requirements shall be provided by vendor in an organized, easily identifiable manner that allows for quick reference. For each criterion, describe, to what extent, your partnership can provide:

Criteria	Comments/Links to Examples
<p><b>Supplier Plan for Implementation</b> Describe your implementation methodology and approach to resources including options to train district implementation staff to the end user including any learning videos, handouts, and other implementation resources that may be made available online. Include a plan for teacher development of your defined resources that meets the diverse strengths and needs of our teachers.</p>	
<p><b>Supplier Profile</b> Supplier shall provide company profile information (company background, number of employees, type of company, financial information, capacity for handling services, location of company)</p>	
<p><b>Supplier Experience</b> Supplier shall demonstrate experience with public sector clients with similar or greater size and complexity to the Poudre School District. Supplier shall provide information as to the qualifications and experience of all executive,</p>	

<p>managerial, legal, and professional personnel to be assigned to this project, including resumes citing experience with similar projects and the responsibilities to be assigned to each person.</p>	
<p><b>Technical Approach</b>  Supplier’s proposal shall include, in narrative, outline and/or graph form the Supplier’s approach to accomplishing the tasks outlined in the Scope of Work section of this document. A description of each task and deliverable and the schedule for accomplishing each shall be included.</p>	
<p><b>Materials to Sample</b>  Publishers are required to send materials which include special instructions, written correlations, publisher’s presentation, and samples of the major tool (student edition and teacher edition) in an electronic or digital format. These samples must be in final form (i.e., must be the product that will be available to the district).</p>	

**D. RFP Process**

Suppliers are requested through this RFP to provide information regarding K-5 comprehensive ELA curriculum solution as listed under the “Objectives of this RFP” section above. Certain vendors will be requested as a result of this RFP to engage in deep discussion, demonstration, and field testing of their proposed solution. The discussions will be scheduled during the Fall of 2022. This RFP does not obligate the District to any purchase or to any action as a result of the information received. If selected for the demonstration (vendor review) process, selected companies will receive additional follow-up questions and information to be addressed at the demonstration.

# Questions & Answers - 1

**Solicitation** 23-630-00 - K-5 ELA Curriculum  
**Buying Organization** Poudre School District

No	Question/Answer	Question Date
Q1	<p><b>Question: Non-Negotiable 4: Foundational Skills</b>            May a vendor respond to only the "Non-Negotiable 4: Foundational Skills" requirements for Grades K-3?</p> <p><b>Answer:</b> Yes, they may.</p>	09/23/2022
Q2	<p><b>Question: Supplemental Programming</b>            IS the district willing to accept supplemental programming as part of this solicitation?</p> <p><b>Answer:</b> Yes, that will be acceptable.</p>	09/23/2022
Q3	<p><b>Question: Scope of Work Response</b>            Are vendors required to provide written answer responses to each item list in Section 3.0 Scope of Work, or will all of this information be provided to you in the responses vendors provide in Exhibit B - Scope of Work (Proposal Self-Evaluation)?</p> <p><b>Answer:</b> Only items not addressed in Exhibit B – Scope of Work will need to be submitted for Section 3.0 Scope of Work. Duplication of information is not required.</p>	09/26/2022
Q4	<p><b>Question: Supplemental</b>            Is the district willing to consider reviewing supplemental materials in addition to core materials for this bid?</p> <p><b>Answer:</b> Yes, that will be acceptable.</p>	09/27/2022
Q5	<p><b>Question: Professional Learning</b>            In Section 2.4, the RFP discusses job-embedded supports. Do you want Vendors to include job-embedded coaching with its proposal? If so, how many teachers/instructional coaches is needed and for how many years? Or are you looking for program training that will allow District staff to assist its teachers?</p> <p><b>Answer:</b> Job-embedded supports will be considered and would be appreciated. We currently have 585 teachers who will be implementing the materials. We are not expecting teacher-level job-embedded coaching from the vendor.</p>	09/29/2022
Q6	<p><b>Question: Question 1</b>            Can you please provide us with the # of student per grade and the # of classrooms per grade for K-5?</p> <p><b>Answer:</b> See answers to questions 10 and 12.</p>	09/30/2022
Q7	<p><b>Question: Question 2</b>            When will the pilot materials need to be delivered by?</p> <p><b>Answer:</b> November 15, 2022, from selected</p>	09/30/2022
Q8	<p><b>Question: Question 3</b>            Does the district anticipate purchasing materials for all schools in the first year?</p> <p><b>Answer:</b> Yes, that is the intention.</p>	09/30/2022

No	Question/Answer	Question Date
Q9	<p><b>Question: Question 4</b></p> <p>In addition to our teacher manuals and student books, our program includes various ancillary materials to support and enhance instruction. Would you also like to see sample copies of the ancillary materials?</p> <p><b>Answer:</b> Yes, that will be acceptable.</p>	09/30/2022
Q10	<p><b>Question: Classroom Quantities</b></p> <p>How many classrooms are there per grade level?</p> <p><b>Answer:</b> Currently K = 86, G1 = 91, G2 = 89, G3 = 94, G4 = 90, G5 = 92</p>	09/30/2022
Q11	<p><b>Question: Students in Total</b></p> <p>Could you confirm the number of students in total?</p> <p><b>Answer:</b> Approximately 11,000</p>	09/30/2022
Q12	<p><b>Question: Students Per Grade Level</b></p> <p>Could you confirm the number of students per grade level?</p> <p><b>Answer:</b> Currently K = 1729, G1 = 1865, G2 = 1779, G3 = 1958, G4 = 1918, G5 = 2066</p>	09/30/2022
Q13	<p><b>Question: Demo Accounts - Logins</b></p> <p>Can we provide less than 50 logins if the logins can be shared by multiple users simultaneously?</p> <p><b>Answer:</b> Yes. Our review team will have approximately 40 members covering 25 schools or so.</p>	10/05/2022
Q14	<p><b>Question: Correction to section 3.1.3</b></p> <p>Correction to the data given as number of students in section 3.1.3</p> <p><b>Answer:</b> The number of students in section 3.1.3 should read 11,315.</p>	10/06/2022



# Exhibit B

# 1. Title Page

**Poudre School District R-1**  
**Request For Proposals K-5 ELA Curriculum RFP 23-630-00**  
 October 20, 2022

**PROPOSING SUPPLIER:**

Amplify Education, Inc.  
 55 Washington St., Suite 800  
 Brooklyn, NY 11201  
 (212) 213-8177  
[Proposals@amplify.com](mailto:Proposals@amplify.com)

**CONTACT:**

Monty Lammers, Senior Account Executive, (719) 964-4501, [mlammers@amplify.com](mailto:mlammers@amplify.com)

**Materials Submitted for Evaluation:**

Please note that materials submitted for review contain one copy of all student material. The classroom kit quoted in Section 5 will include 25 copies of student readers.

Items	ISBN
1 - Amplify CKLA Grade K Complete Classroom Kit	978-1-63948-748-6
1 - Amplify CKLA Grade 1 Complete Classroom Kit	978-1-63948-753-0
1 - Amplify CKLA Grade 2 Complete Classroom Kit	978-1-63948-753-7
1 - Amplify CKLA Grade 3 Complete Classroom Kit	978-1-63948-755-4
1 - Amplify CKLA Grade 4 Complete Classroom Kit	978-1-63948-756-1
1 - Amplify CKLA Grade 5 Complete Classroom Kit	979-8-88576-375-2

\*The materials submitted for evaluation were sent separately from our formal proposal.

\*G3 materials were only submitted electronically for evaluation.

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*Include a clear identification of the material by section and by page number.*

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## 3. Letter of Transmittal

*Limit to three pages*

### 3.1 Understanding of Scope

1. *Briefly state the proposers understanding of the work to be done. Make a positive statement that deadlines specified in the RFP will be met.*

Amplify Education, Inc. is excited to submit **Amplify Core Knowledge Language Arts (CKLA) for grades K-5 in response to the RFP for Poudre School District R-1 K-5 ELA Curriculum RFP 23-630-001. Amplify CKLA**, grounded in the Science of Reading, is based on decades of cognitive science and classroom-based research, showing that fluent decoding, a large vocabulary (including academic vocabulary), and broad knowledge are essential to reading comprehension and literacy.

Amplify is providing a comprehensive core curriculum solution in Grades K-5 English Language Arts that meets and exceeds the following requirements requested by the District:

- Aligns to the following standards
  - The Colorado Academic Standards.
  - The Common Core Shifts for ELA/Literacy.
  - Is an approved program on the Colorado Department of Education’s Advisory List of Core Instructional Programming.
- Usability and efficacy - Amplify CKLA is grounded in the Science of Reading that helps and guides the full range of students to succeed. Research is provided in the Attachments for further reading of our program’s usability and efficacy.
- Rich learning experiences - Amplify CKLA builds rich background knowledge and explicit, systematic skills fostering readiness for college and career.
- Technology and online resources - Amplify CKLA’s technology and online resources (such as the Teachers Resource Site and the Amplify CKLA Hub) are designed to support and enhance student learning.
- Professional learning opportunities and resources - We have provided extensive and effective support for teachers at all levels of knowledge and experience in order to successfully implement the curriculum.

Our solution provides realistic district-approved deadlines that will provide Poudre School District with the curriculum and professional development training needed to successfully implement Amplify CKLA.

## 3.2 Company's Background

***2. Briefly provide your company's background. The District reserves to request financial information during the evaluation.***

A pioneer in K–12 education since 2000, Amplify is leading the way in high-quality curriculum and assessment. Our captivating core and supplemental programs in ELA, SLA, math, and science engage all students in rigorous learning and inspire them to think deeply, creatively, and for themselves. Our formative assessment and intervention products turn data into practical instructional support to help students at every skill level build a strong foundation in early reading and math. All of our programs provide teachers with powerful tools that help them understand and respond to the needs of every student. Today, with a staff of over 1000 employees, Amplify works with more than 4,000 districts and 21,000 schools, serving 10 million students in all 50 states. We work exclusively in K-12 education, with our entire staff focused on understanding how educators work and what they need.

Our team includes top education experts from across the country, including former teachers and principals. Our partnerships have included over twenty state-level implementations, thousands of district-wide implementations in large urban school districts, and partnerships with small and/or rural school districts with limited technology infrastructure. Our partners include:

- New York City Department of Education, New York
- Texas Education Agency, Texas
- Colorado Department of Education, Colorado
- Seattle Public Schools, Washington
- Utah State Office of Education, Utah
- Chicago Public Schools, Illinois
- Los Angeles Unified School District, California
- Jefferson County Public Schools, Colorado
- Baltimore City Public Schools, Maryland
- Denver Public Schools, Colorado



## 3.3. Authorized Representatives

*3. State the names of the persons who will be authorized to make representations for the proposer, their titles, addresses, and telephone numbers.*

**Primary Points of Contact:**

Monty Lammers

Senior Account Executive

mlammers@amplify.com

(719) 964-4501

Julia Steinberg

Customer Success Manager

jsteinberg@amplify.com

**Executive Signatories for Amplify:**

Richard Morris

Senior Vice President, Finance

rmorris@amplify.com

Phone: 212-213-8177

\*Please also copy [proposals@amplify.com](mailto:proposals@amplify.com) on all communication

## 4. Proposer’s Approach

*Submit a plan to accomplish the scope defined in section 3.0 Scope of Work and respond to the requirements found in section 4.0 - Agreement Terms and Exhibit A - Sample Agreement.*

### 4.1 Response to Section 3.0 Scope of Work

Requirements	Amplify’s Response
<p><i>3.1 Supplier proposals shall provide the following for the curriculum with instructional materials:</i></p>	
<p>3.1.1 A title and description of the instructional materials for use by students and teachers including student editions and teacher editions.</p>	<p>Please see Section 4.2 Title and Description of Instructional Materials.</p>
<p>3.1.2 ISBN numbers (where applicable).</p>	<p>Please see Section 1 Title Page.</p>
<p>3.1.3 Provide pricing for the District's initial purchase of instructional materials for the number of teachers and students in the table below. The quantities listed are estimates and do not obligate the District to purchase the quantities listed. The District reserves the right to adjust or reduce the quantities ordered in conjunction with this solicitation.</p>	<p>Please see Section 5 Cost Component of Proposal.</p>
<p>3.1.4 A description of the technology and online resources for use by students and teachers.</p>	<p>For more information, please see Section 4.2.3.5 Digital &amp; Multimedia.</p>

3.1.5 Provide price for District's initial purchase of technology and online resources for use by students and teachers.

Please see Section 5 Cost Component of Proposal.

3.1.5.1 Provide pricing structure for subsequent purchases of instructional materials, technology, and online resources to accommodate increases in student enrollment during the 10-year period the District plans to use the materials. The District requires access to the materials during the 10-year period.

Please see Section 5 Cost Component of Proposal.

3.1.5.2 Provide your anticipated support timeline for your proposed curriculum.

Specific and detailed Implementation Plan and Project Schedule will be delivered within the first 30 days following the RFP award. Depending on the final timing determined (mutually between Poudre School District R-1 and Amplify) for these milestones, timing of all activities can be adjusted.

Key milestones to project success include:

Milestone/Task	Timing
<b>Project kickoff and Agreed to schedule</b>	TBD- Effective date of contract is used to determine many of the activities in the initial implementation phase
<b>Customer Onboarding Kick-off Call</b>	Typically 10 days from effective date of contract
<b>Weekly onboarding calls</b>	Begin weekly after the onboarding call
<b>Materials deliveries- logistics collection and set-up</b>	Typically collected within the first 10 days
<b>Delivery of materials</b>	Within 45 days of

<b>to schools</b>	receipt of the required shipping information or individual POs from district
<b>Establishment of year-long project plan</b>	Within the first 30 days
<b>Enrollment configuration and testing</b>	Within the first 30 days
<b>Account Review Check ins</b>	Monthly
<b>MOY Account Data Review</b>	Typically February
<b>EOY Account Data Review</b>	Typically June

3.1.5.3 Provide your most competitive shipping quote for the instructional and technology materials. The District reserves the right to utilize a third- party carrier for shipment of awarded and ordered materials.

Please see Section 5 Cost Component of Proposal.

3.1.6 A detailed description of all training, resources, and professional learning opportunities available to the District and its teachers to support the curriculum implementation and use of related instructional materials, technology and online resources during the 10-year period the District plans to use them.

A detailed description of all training, resources and learning opportunities are described in depth in Section 4.2.7 Professional Development and Training.

3.1.7 Provide pricing for training, resources and professional learning opportunities referenced in section 3.1.6 of this RFP.

Please see Section 5 Cost Component of Proposal.

3.1.8 Statement as to whether Supplier intends to use one (1) or more subcontractors or third parties in connection with its provision of materials and/or services included in its response to this RFP. For each such subcontractor and third party, Supplier shall: (a) provide its name, address, phone number and e-mail address; and (b) describe the work it will perform.

N/A

*3.2 Supplier proposals shall include the following information:*

3.2.1 Full legal name of business as it appears on IRS Form W-9, as well as any other names under which Supplier does business.

Amplify Education, Inc.

3.2.2 A description of Supplier's business and organization, including: (a) products and services offered; (b) address of headquarters and location of branch offices; (c) number of employees; and (d) number of years Supplier has been in business.

Amplify Education, Inc. is a for-profit, C-Corporation that offers next-generation curriculum and formative assessment programs.

Amplify currently employs 1050 professionals across two main offices:

Headquarters:

55 Washington Street

Suite 800

Brooklyn, NY 11201

Additional Office:

200 North Point Center East

Suite 510

Alpharetta, GA 30022

Amplify has been in business for over 22 years.

3.2.3 Supplier's website address/Internet URL. <https://amplify.com/>

3.2.4 First and last name, telephone number and e-mail address of the employee within Supplier's organization designated as the District's primary contact with respect to this RFP and Supplier's response thereto.

Monty Lammers  
Senior Account Executive  
(719) 964-4501  
mlammers@amplify.com

*3.3 Supplier shall provide the following for review by District staff during the proposal consideration period:*

3.3.1 One (1) English language student edition set (per grade level) of instructional materials and one (1) English language teacher edition set of instructional materials.

Amplify has provided all grade level instructional materials for both students and teachers. For more information on how to access the materials, please refer to Attachment 1.

3.3.2 Access to online resources and/or software for use by students and teachers in connection with the instructional materials. Access will be required for (8) teacher reviewers and (50) student reviewers.

Per Addendum 1, Q13, we have provided five teacher and five student logins since they can be shared by multiple users simultaneously.

To access online resources, please refer to Attachment 1 for login information and instructions.

3.3.3 Access to the training, resource and professional learning materials and services that support the curriculum implementation and use of Supplier's related instructional materials, online resources, and software.

Please see Section 4.2.7 Professional Development and Training to learn about access to the training, resource, and professional learning materials and services that will support the implementation of Amplify CKLA.



## 4.2.2 How it Works

### Science of Reading

The **Science of Reading** refers to the pedagogy and practices proven by extensive research to effectively teach children how to read. To easily understand the complex combination of skills that result in reading fluency, there are two main frameworks: The **Simple View of Reading** and **Scarborough's Rope**.

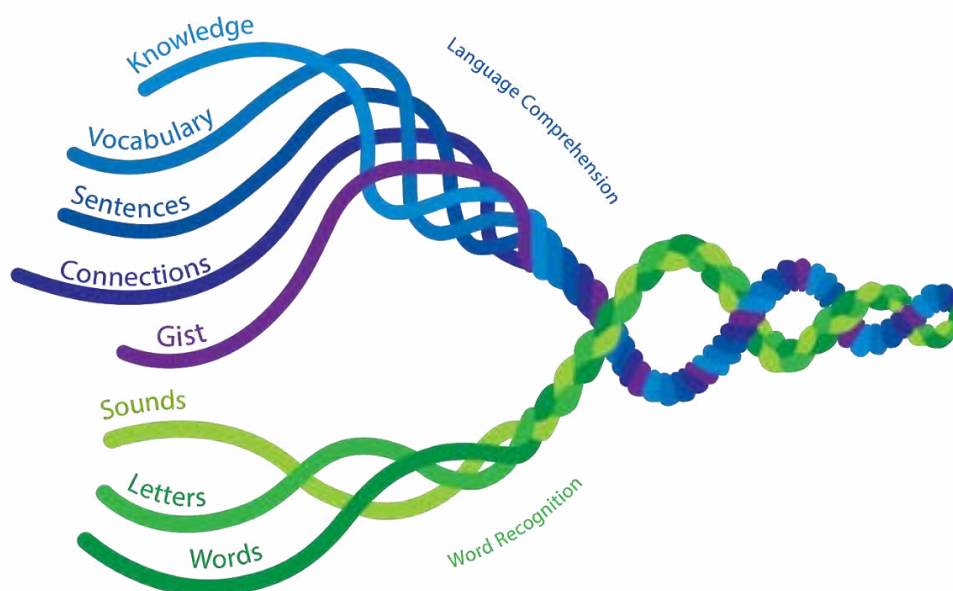
### Simple View of Reading

In short, the Simple View of Reading is a theory that defines how an individual can extract meaning from a text. In order for students to gain meaning from reading, they need to learn the following elements: Students need to convert written words into speech (Decode), and students need to be able to understand that speech (Language Comprehension).



### Scarborough's Rope

Scarborough's Rope represents the idea that in order to be a successful reader, students need to have word recognition to actually read the text and have the background knowledge necessary to make meaning of





what they've read. The strands of the rope represent the components that fall under word recognition and language comprehension.

Amplify CKLA has been developed using the frameworks of both the Simple View of Reading and Scarborough's Reading Rope. In grades **K-2**, the program is organized into two strands:

**The Knowledge Strand** focuses on complex narrative and informational Read-Aloud texts, teaching oral language development (listening and speaking), oral analysis of complex text, knowledge and vocabulary acquisition, as well as shared and independent written responses to the content of Read-Alouds.

**The Skills Strand** focuses on the fundamentals of print and phonological awareness, phonics and word recognition (sound/letter patterns for decoding and encoding and high frequency words), fluent reading with comprehension, writing mechanics, structure, and processes.

**Grades 3-5** offer **Skills and Knowledge** integrated units that will let students move fluidly between reading, writing, speaking and listening, and language activities.

Amplify CKLA effectively combines the knowledge and skills strands guiding students to become skilled readers. Furthermore, Amplify CKLA helps students build a strong foundation in the English language arts, helping them make connections from year to year.

## 4.2.2.1 Principles of Amplify CKLA

In order to read successfully--or to gain meaning from a text--students need to master two things: they must convert the written words into speech, and they must be able to understand that speech. In other words, students must be able to decode the words and comprehend their individual meanings, then synthesize those into the text's overall message. Each aspect of this process is important: a student who can decode but not comprehend is not reading successfully. Nor is a student who cannot decode.

Amplify CKLA reflects this process by teaching explicit foundational skills and building students' background knowledge.

*Amplify CKLA offers explicit foundational skills and language instruction.*

On average, it takes a child two to three years to learn to decode English. It is the toughest alphabetic writing system in the world. Explicitly teaching foundational skills from the early grades is essential to helping students master the code and learn to read words automatically and effortlessly. Amplify CKLA's explicit instruction in spelling patterns transitions students from spending excess energy on decoding (learning to read) to fluent automaticity so they can focus on comprehension and analysis (reading to learn). Students apply the conventions of English grammar, punctuation, and spelling, both orally and in writing.



Start with the sound



Build to the phoneme



Crack the code



Grow in complexity

*Amplify CKLA builds knowledge across content and topic areas.*

If you can't decode, you can't read, but decoding isn't enough on its own. Students also need the vocabulary and background knowledge necessary to comprehend complex text. Therefore, knowledge is at the center of all Amplify CKLA content, and students encounter both literary and informational text throughout the program. In early grades, students are still learning to read (and are not yet ready for reading to learn), so the program introduces both literature and informational text. The amount of informational text—technical diagrams and graphics, historical artifacts, and scientific writing—gradually increases each year, reaching a balance with literary text—classic and contemporary fiction, poetry, and drama—by later grades. For example, students in Grade 1 read fables, fairy tales, and stories from different lands, as well as text on the human body, astronomy, and early world civilizations.



In Grade 4, students read poetry and excerpts from contemporary fiction while also studying text about the Middle Ages, inventions, Geology, and the American Revolution.

## Units



Unit 3  
Poetry



Unit 4  
Eureka! Student Inventor



Unit 5  
Geology



Unit 6  
Contemporary Fiction including...



Unit 7  
American Revolution

Amplify CKLA units and domains expose students to a series of carefully sequenced, increasingly complex text organized around rich domains of knowledge. The knowledge sequence's breadth of content ensures that students encounter authentic, relevant texts that reflect the text characteristics and genres specifically required by standards at each grade level.

### *Amplify CKLA supports text-based discussions.*

Amplify CKLA includes explicit instructions for facilitating interactive, guided discussions of text. In daily reading and Read-Aloud exercises, students participate in discussions that require textual evidence, helping develop deeper analysis and comprehension skills.

Amplify CKLA offers extended practice through the use of original, decodable Student Readers. In Grades K-2, Skills Strand Student Readers are fully decodable grade-level text, as they consist of words using the specific letter-sound correspondences that students have already learned. These highly engaging chapter books are used in instruction for code practice, fluency, comprehension, and vocabulary development. A text-based discussion follows each text selection.



Knowledge Strand Read-Aloud texts are organized around specific content domains. Because research shows that students' listening comprehension outpaces their reading comprehension in early years, Amplify CKLA Read-Aloud text is positioned well above students' decoding ability, allowing them to hear complex syntax modeled regularly. Students encounter rich content with robust vocabulary, helping build comprehension and a strong foundation for text-based responses through close reading.

Because students in Grades 3-5 have mastered the code, Student Readers are no longer phonetically controlled. They still fill a variety of instructional purposes, though, through offering more complex text and guidance for reading in Grades 3-5 as well as increasing emphasis on small group, partner, and individual reading in later grades. Read-Alouds continue throughout the upper grades. By the end of Grade 5, Read-Alouds are only used in a highly targeted fashion, as entry into texts and reinforcement of particular ideas.

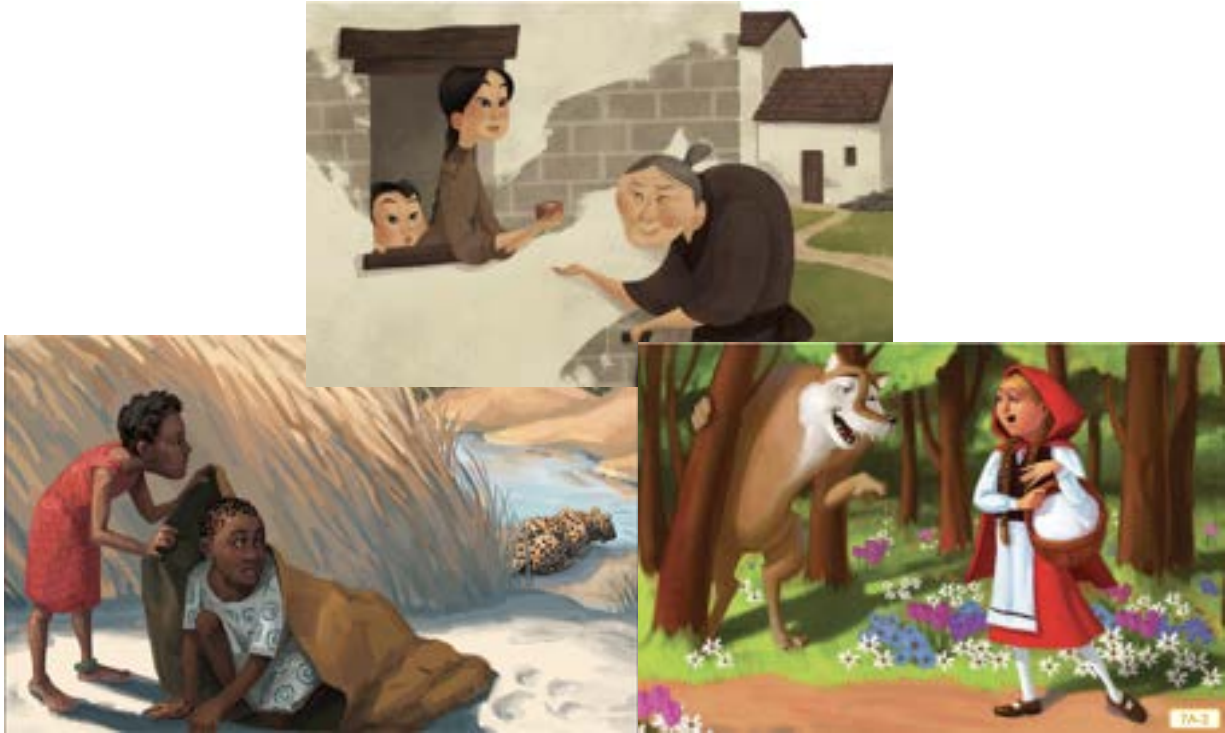
### *Amplify CKLA promotes diversity*

Amplify CKLA's K-2 Skills Student Readers are specifically designed with diversity, inclusivity, and authenticity at the center so students can engage and connect with characters and stories that reflect their own experiences, but also the experiences of others.



Amplify CKLA ensures that students become familiar with civilizations from around the world, and learn that people from everywhere have made important contributions. Amplify CKLA lessons and knowledge domains expose students to a diverse array of subjects, cultures, genres, authors, and time periods, offering opportunities for students to recognize themselves in familiar characters and open their minds to new perspectives—all while developing a lifelong love of reading and learning.





Many Amplify CKLA texts help students develop an appreciation for diverse cultures. For example, in the Different Lands, Similar Stories domain, students identify similarities and differences in stories like “Little Red Riding Hood” from Germany, “Hu Gu Po” from China, and “Tselane” from Botswana. Other units, such as Personal Narratives and Poetry, showcase an ethnically and culturally diverse group of individuals, many of whom are figuring out their own unique identities.

The tribes of the Great Plains are certainly not alone in the Americas. There are others, and if you walk far enough in any direction, you will find them. North, south, east, or west, there are different tribes in every habitable place. Over thousands of years, they have learned to survive.



Throughout Amplify CKLA, students study the experiences of Native Americans, African Americans, Latinos, and others. They learn about people who have advocated change, both in topical units such as Fighting for a Cause and in individual texts, such as excerpts from “My Story” by Rosa Parks and “Step by Step” by Bertie Bowman. Through domains such as Immigration and texts such as Richard Blanco’s “The First Real San Givng Day” and Naomi Shihab Nye’s “My Father and the Fig Tree,” students learn about the challenges of being in a new place and culture.

## 4.2.3 Amplify CKLA in the Classroom

### 4.2.3.1 Amplify CKLA Grades K-2

Research shows if a student’s mental energy is devoted to decoding (as is the case in the earliest grades), it is difficult for them to simultaneously evaluate the meaning of the text. In Grades K-2, Amplify CKLA has two instructional strands based on the premise that students cannot critically examine a text if they cannot decode its words.

#### The Knowledge Strand

The Amplify CKLA program’s daily Knowledge lessons ensure that students are well prepared in the transition from learning to read to reading to learn. At the heart of this strand are authentic Read-Aloud texts and corresponding application activities. The Read-Aloud texts are grouped into academic domains, such as fables from around the world, insects, early Asian civilizations, the five senses, and mythology. These lessons create interactive opportunities for text-based questions, discussion, and writing. As the class remains focused on a topic for several weeks of instruction, the Read-Alouds grow increasingly complex.



The Read-Alouds are written by storytellers and accomplished children's authors. Lesson plans constructed around each Read-Aloud offer consistent exposure to academic vocabulary drawn from the text and reinforce background knowledge from each domain.

In addition, the domains are carefully organized to build on one another within and across grades based on the Core Knowledge Sequence, which was developed as a content guide for Grades PreK–8 and has been in use for over 20 years in schools across the United States. Research indicates that this focused, coherent, and systematic approach is the most efficient and effective way to build students’ knowledge and vocabulary.

The Knowledge Strand includes the following components:

- Knowledge Teacher Guides (one per teacher per domain) provide all Read-Aloud passages organized in 180 lessons with step-by-step guidance.
- Flip Books (one per teacher per domain) provide dynamic full-color images for Knowledge Read-Alouds.
- Multiple Meaning Word Posters (one per teacher per domain) support vocabulary acquisition and activities such as Word Work.
- Image Card Sets (one per teacher per domain) provide additional full-color images in smaller format to support other lesson work.
- Student Activity Books (one per student per domain) contain write-on consumable activity sheets and student take-home materials.



## The Skills Strand

Amplify CKLA's daily Skills lessons teach reading and writing in tandem, helping support learning related to phonemic awareness, sound/letter patterns (or spelling patterns), decoding, and writing mechanics, structure, and processes. Student Readers introduce authentic, decodable stories starting in Kindergarten and continuing through Grade 2. Students' handwriting lessons are integrated into this strand because research demonstrates that the physical act of writing letters aids in reading development.

The Skills Strand is based on an extensive review of reading research, with special emphasis on the findings of the National Reading Panel, Diane McGuinness, Marilyn Jager Adams, and Louisa Moats. The Amplify CKLA approach to teaching decoding in Grades K–2 is based on three principles:

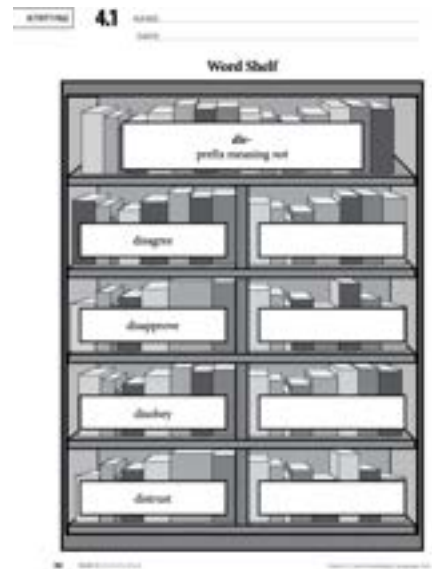
- Phonics is a more effective way to teach decoding than “whole language” or whole word methods.
- Synthetic phonics, or linguistic phonics, in which instruction is oriented from sound to letter, is an especially powerful way to teach phonics.
- Repeated oral reading is a proven method of improving fluency.

The Skills Strand is fully in accord with the findings of the National Reading Panel and the goals put forth in the Reading Foundation Skills section of the CCSS.

Skills strand components include:

- Skills Teacher Guides (one per teacher per unit) provide outlines and comprehensive guidance for 180 days of skills instruction.

- Student Activity Books (one per student per unit) contain write-on consumable activity and practice pages, plus take-home copies of Student Readers.
- Student Readers (one per student per unit, beginning in Grade K, Unit 6) contain 100% decodable text aligned to the sequence of phonics instruction. These readers give students the opportunity to practice recently taught spellings, and as units and grades progress, their engaging chapter-book format inspires students to read more.
- Big Books (one per teacher in 5 units in Grade K and 3 units in Grade 1) are large-format replicas of Student Readers that teachers use for modeled and shared reading.
- Other unique grade-level resources are used across multiple units:
  - Blending Picture Cards (Grade K)
  - Sound Poster and Sound Cards (Grade K)
  - Large Letter Card Sets (Grades K and 1)
  - Student Chaining Folder (Grade K)
  - Small Letter Cards for use in Chaining Folder (Grade K)
  - Code Flip Books (Grades 1 and 2)
  - Spelling Cards (Grades 1 and 2)
  - Individual Code Chart (Grades 1 and 2)





## K-2 Lesson at a Glance

### Skills Strand

- **Foundational Skills:** Students learn print concepts, phonological and phonemic awareness, phonics and word recognition, and fluency.
- **Language:** Students focus on writing mechanics, language conventions, spelling, and vocabulary.
- **Reading:** Students practice decoding and Comprehension with decodable chapter books, text-based questions, and written response activities.
- **Writing:** Students learn about the writing process and the key text types.
- **Speaking and Listening (integrated into other segments):** Students engage in collaborative discussion, including partner and small group work.

Unlike in the Knowledge Strand, the structure varies depending on the lesson for the day; however, elements are ordered consistently. The precise timing and activities within each lesson are reflective of the skills being taught and whether they are new exposure or practice.

### Knowledge Strand

**Core Connections (Lesson 1 only):** Review prior knowledge from past domains and previous years of CKLA.



**Introducing the Read-Aloud:** Review the previous day's Read-Aloud and introduce the day's topic.



**Presenting the Read-Aloud:** Teachers present the day's complex read aloud, asking text-dependent questions and engaging students with rich visuals. Read-alouds also include Word Work.



**Application:** Students Apply what they've learned through dynamic collaboration and writing activities.

### 4.2.3.2 Amplify CKLA Grades 3-5

Of course, adults rarely decode words in isolation; making meaning from written text requires both decoding and comprehending in rapid succession. Therefore, in Grades 3–5, Amplify CKLA integrates skills and knowledge content into a single instructional strand. The program builds students’ knowledge, starting with the smallest sound units (phonemes) and moving to the smallest meaning units, as outlined in the standards. Because students acquire the entire code in Grades K-2, Grade 3 begins to introduce morphology and word study. In the integrated instructional strand, students move fluidly between reading, writing, speaking and listening, and language activities. Through these activities students continue to build background knowledge, with an increasing emphasis on individual and small group interaction with complex text.

In Grades 3–5, students are expected to show increasing independence as they read, analyze, and discuss texts. Students not only practice fluency and grammar, but also study morphology, spelling, and vocabulary. As students get older, texts, such as those in the Poetry units in Grades 4 and 5, become more nuanced and open to interpretation. Activities welcome and emphasize debate and discussion, and writing becomes increasingly independent. While instruction consistently emphasizes using textual evidence and discussing studied literary devices, the range of potential answers and the possibilities of self-expression increase enormously as students become more sophisticated readers and writers.



Amplify CKLA also introduces **Quests** in Grades 3-5, providing an array of immersive opportunities for students to work with complex texts in unique ways. For example, Grade 3 students participate in *Far From Home: A Viking’s Journey*, a Quest that accompanies *The Viking Age*, while students in Grades 4 and 5 pursue *The Contraption* and *The Robot*, both designed to build a classroom culture of frequent, enjoyable, low-stakes writing. Core instruction in the upper grades also includes Quests: in Grade 4, *Eureka! Student Inventor* uses a game show environment to guide students through rich content about significant inventors and inventions through history, while Grade 5’s, *A Midsummer Night’s Dream* immerses students in Shakespeare’s magical comedy. Throughout each Quest, students develop standards-based skills in an immersive, engaging environment.



Amplify CKLA Grades 3-5 include the following components:

- Teacher Guides (one per teacher per unit) provide outlines and comprehensive guidance for 180 days of instruction.
- Student Activity Books (one per student per unit) contain write-on consumable activity and practice pages, plus take-home copies of Student Readers in selected units.
- Student Readers (one per student per unit) contain the key texts for instruction.
- Other unique grade-level resources are used across multiple units:
  - Image Cards (selected units)
  - Spelling Cards (Grade 3)
  - Cursive Activity Book (Grades 3 and 4)
  - Student Writer's Journal (Grade 4)
  - Poet's Journal (Grades 4 and 5)
  - Quest materials vary by unit



## 3-5 Lesson at a Glance

### Integrated Approach

Lessons each take 120 minutes of daily instruction in Grade 3 and 90 minutes of instruction in Grades 4 and 5.



- **Core Connections (Lesson 1 only):** Review prior knowledge from past domains and previous years of CKLA.
- **Reading:** Each lesson is organized around knowledge-rich reading on the unit's topic.
- **Writing:** Close reading and writing are interconnected as students take on more complex writing projects.
- **Language:** Students sharpen their grammar, morphology, and spelling skills.
- **Speaking and Listening:** As read-alouds become less prominent, Speaking and Listening is integrated into other segments in later grades (4-5).

The precise ordering and time of lesson segments vary: instruction emerges from the text rather than being imposed on it, and this creates a natural variety in routine and activities.

### 4.2.3.3 Formal and Informal Assessments

Amplify CKLA offers a robust suite of assessments to ensure that teachers have all the information they need to monitor student progress, make appropriate placement and interventions, and adapt instruction to fit student needs. Assessments range from low-stakes, informal formative assessment opportunities to more formal summative assessments, as seen in the following diagram. Teachers may strategically implement the desired assessments to help them measure student progress and amend instruction.



Each CKLA lesson is organized around primary focus objectives (aligned to the standards) that specifically describe what students should know and be able to do by the end of the lesson.

**Daily checks for understanding**, delivered briefly during instruction, allow teachers to monitor progress on each primary focus objective and adjust instruction as needed.

**Daily formative assessments** aligned to each lesson allow students to demonstrate learning success on that day's instruction. These assessments are completed during instructional time or as take-home activities.

**Content and mid-unit assessments** allow teachers to monitor progress during the unit or domain and tailor remaining instructional time, such as flexible Pausing Point days, to best suit student needs.

**Unit assessments** offer summative assessments of students' progress related to the instruction. These assessments, which typically take one instructional period, include support for analysis of errors and assessment charts to record student progress.

**Beginning-, Middle- and End-of-Year assessments** are multi-day assessments that help teachers gauge student mastery of grade-level material and direct placement and intervention.

## 4.2.3.4 Supporting a Diverse Range of Learners

### Gifted and Talented Students

Amplify CKLA offers substantial differentiation options for students in need of an additional challenge. Challenge sidebar supports in each lesson offers in-the-moment strategies for advanced work. Materials highlight enrichment texts for students who are prepared for additional rigor, and the Pausing Point days in every unit provide a large range of extension activities. Advanced students will also benefit from Amplify's Digital Library, which supports independent reading and offers texts that may be used as a springboard for additional enrichment activities.

Additionally, Amplify CKLA provides scaffolding of the focus content for various student populations, as described below.

### English Language Learners (ELLs)

Amplify CKLA is centered around what educators and researchers have learned about good reading instruction.

The Skills Strand provides students with systematic, explicit, and comprehensive instruction in the code of the English language. Amplify CKLA's sound-first approach is particularly supportive of ELs, as it lets them focus first on the sounds in words and then make the translation to how that sound is represented in the

English alphabet. The Skills Strand’s explicit grammar lessons are focused on building the foundational language skills needed to learn a second language.

Within the Amplify CKLA Knowledge Strand, vocabulary work, multiple meanings exercises, guided listening supports, and text exposure further benefit ELs.

Access Supports, found in the Teacher Guide sidebars of both strands, provide specific EL support at the point of use in core instruction that address three ELD proficiency levels—Entering/Emerging, Transitioning/Expanding, and Bridging.

## Intervention Materials for Struggling Learners

To support students who are struggling, the program offers:

- Core instructional support in Support and Access sidebars embedded in each lesson.
- Additional Support section following each Skills lesson for immediate support and remediation after the lesson.
- Pausing Point days provide additional time and activities for re-teaching, remediation, and practice.
- The Assessment and Remediation Guide (ARG) and Decoding and Encoding Remediation Guide (DERG), both available online, provide teachers with additional lessons and activities for intervention that meet different levels of support for students. In addition, these resources are also available in a free online resource called the *Intervention Toolkit*. The various lesson templates and materials are categorized by skill, offering multiple access points to address students’ needs in all grade levels.

For students needing Tier 2 strategic intervention, the ARG provides pre-teaching, re-teaching, and reinforcement activities that focus on the developmental progression for skills in the areas of phonics, fluency, comprehension, and early writing. Each Skills unit has a parallel set of activities in the ARG so teachers create small groups based on need and target Tier 2 instruction to specific goals. To further support students in Grades 4-5, teachers may use the online DERG.

Intensive intervention, or Tier 3, can be supported with activities in the guides in conjunction with additional Tier 3 materials from other sources.

### 4.2.3.5 Digital & Multimedia

Amplify CKLA offers a number of digital and multimedia resources to support instruction and enhance the student experience. These resources, which are part of the core program, include the following items:





## Teacher Resource Site

All teacher and student materials are posted on this site for planning and information purposes, including Teacher Guides, Readers, Activity Books, Ancillary Materials, videos, additional resources, and links to other useful sites, such as the Professional Learning site.

## The Professional Learning site

This site includes training materials, best practices, and other resources to develop program expertise. Access professional development anywhere, anytime.

## Intervention Toolkit

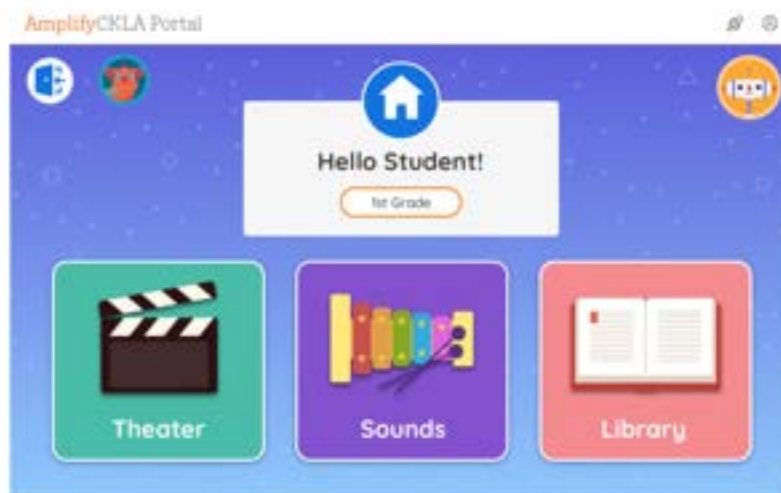
The Intervention Toolkit provides easy-to-use resources to assist teachers in filling gaps in students' foundational skills. Teachers will find hundreds of activities to support phonics, fluency, comprehension, handwriting, and other key skills.

## The Science of Reading: The Podcast

Hosted by Susan Lambert, delivers the latest insights from researchers and practitioners in early reading. Each episode takes a conversational approach and explores a timely topic related to the Science of Reading.

## Amplify CKLA Hub

The Amplify CKLA Hub provides students digital access to materials both at school and at home. On the CKLA Hub, K-2 students can read the audio-enabled Student Readers in the Library, watch Knowledge Builder videos in the Theater, or watch and listen to videos featuring the 44 phonemes. Students in Grades 3-5 can access the Student Readers, the Vocab App, and Biblioteca, the Spanish translations of the unit Readers. Teachers also have access to the site.



**More details on digital and multimedia resources available on the Teacher Resource site and/or the CKLA Hub:**

**Avatar Builder:** Students can truly immerse themselves in the digital classroom by creating their own avatars. This fun feature makes learning a more engaging, personalized experience for each student.



**Audiobooks:** Amplify CKLA audiobooks feature the same grade-level content as the Amplify CKLA Student Readers in an accessible audiobook format. Each Student Reader is read by a professional narrator and follows the corresponding text.

**E-books:** The complete library of Student Readers is available in interactive e-book format.

**Spanish Readers:** These Spanish translations of selected Amplify CKLA Student Readers allow teachers to flexibly support a variety of dual language and bilingual models as well as individual student needs in Grades 3-5. These readers are available as interactive e-books or as downloadable/printable PDFs.

**Sound Library:** The Amplify CKLA Sound Library contains many tools to reinforce the phonemic awareness students learn in the K-2 Skills Strand. The Sound Library features pronunciation guidance for every phoneme. Sound Videos combine modeling, repetition, guided practice, and engaging animation as they demonstrate letter formation, pronunciation, and articulation. Sound Songs foster students' love of language.

**Knowledge Builder videos:** Knowledge Builder videos introduce selected domains in Grades K-2, activating content and vocabulary knowledge, supporting reading comprehension, and generating student engagement. Each video has an accompanying guide with suggestions for follow-up questions and extension activities.



**Novel Guides:** Novel Guides equip teachers to introduce students in Grades 3-5 to award-winning and acclaimed novels that present diverse, relatable characters and help students build ELA skills and social-emotional learning capacities.



**Vocab App:** The Amplify Vocab App helps students in Grades 3-5 practice Amplify CKLA Tier-2 vocabulary words with fun, interactive games. The dynamic, digital format adapts to each student’s learning needs and is delivered directly to their device, while online progress monitoring and data-driven reports make it easy for teachers to track student performance.

## Digital Experience Interactive Classroom

Amplify CKLA also offers an interactive teaching and learning experience for Grades K-5 that enables teachers to conduct digital lessons and students to participate and complete Activity Pages online. Called the *Digital Experience Interactive Classroom*, the platform features instruction in a student-friendly slide format. Everything needed to teach the lesson is included in the slides that teachers can project. In addition, the platform is accessed by the students as well. In the platform, teachers can direct the lessons or set the lesson for independent access by students. Students can respond in multiple ways, including drawing, writing, typing, audio recording, or uploading pictures. The Digital Experience Interactive Classroom makes instruction more flexible for both students and teachers in remote, hybrid, or in-person classrooms. Teachers can assign lessons through Google Classroom, Microsoft Teams, or through their LMS by copying links. Digital Experience Interactive Classroom requires licenses that are purchased separately.

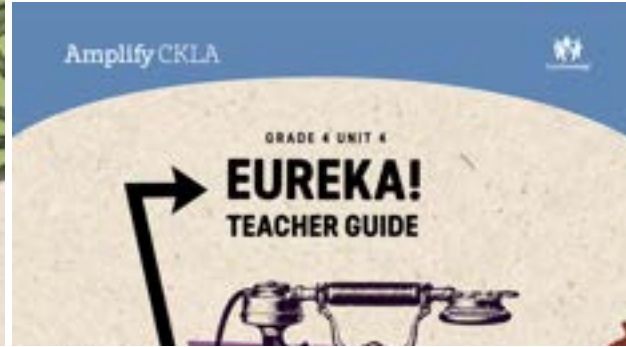


Student interactive Activity Page

## Quests (Grades 3-5)- A unique learning experience for teachers and students

Quests weave adventure into the development of analytical and writing skills required by the standards. Through week-long interactive explorations, students extend their knowledge and apply it in new ways.

Students sail to create the first Norse settlement in North America with *Vikings* (3), learn about the process of invention through *Eureka! Student Inventor* (4), or spend their time in the Athenian woods in a *Midsummer Night’s Dream* (5) — all while applying reading and writing skills. No matter what adventure your students embark on, our Quests ensure they stay engaged while inspiring active learning and rich language development.



## Student experience

Students learn to read complex fictional and informational texts closely, use textual evidence, and use reasoning deductively. Students work to build a well-organized argument by competing with or working collaboratively with other students to explore, analyze, and document solutions.

## Teacher guide

Whether working pen and paper or working digitally, each Quest provides options for all classrooms. Teachers are provided with everything they need so that, even with little time for preparation, they can create an enticing and immersive learning experience for students.

## 4.2.4 Companion Programs

Amplify CKLA also offers a pair of companion programs, Language Studio and Writing Studio.

### 4.2.4.1 Language Studio

Language Studio, Amplify CKLA's content-based companion program for English Language Development, is an optional intervention program that provides effective, targeted instruction to address the specific needs of English Language Learners (ELLs). Built on the Amplify CKLA knowledge domains, Language Studio combines engaging content with targeted supports and strategies to leverage the program's knowledge-rich Read-Alouds, vocabulary, and texts so that ELLs of all proficiency levels are able to access grade-level content knowledge as they develop academic English and effective expression across domains.

Language Studio supports teachers and students through the following:

- 1:1 correspondence between Language Studio and core lessons provides unparalleled opportunity to deepen knowledge and acquire domain and academic vocabulary.
- Access Supports are specific and tailored to five ELD proficiency levels—Entering, Emerging, Transitioning, Expanding, and Bridging—to allow for differentiation in every lesson segment.
- Flexible daily instruction is carefully designed around the language domains: speaking, writing, listening and reading.

- Language Proficiency Assessment rubrics in each lesson assist teachers in monitoring progress toward objectives.
- Features of Academic Language Tables arm teachers with tools to support each lesson’s vocabulary and language demands.

## 4.2.4.2 Writing Studio

Writing Studio uses the content knowledge developed in Amplify CKLA as a springboard for students to strengthen and practice their writing skills. With Writing Studio, students in Grades K-5 apply the skills and knowledge they have gained in the core program while focusing deeply on the three text types—opinion, informative/explanatory, and narrative writing.

Writing Studio does not replace Amplify CKLA primary instruction, which offers a strong foundation for writing. Rather, it extends that instruction with standards-driven lessons containing thorough scaffolding and extensive models. Writing Studio offers students more opportunities to apply and deepen the content knowledge they gain in Amplify CKLA while pushing students to grapple with content and apply domain vocabulary in new contexts.

Writing Studio lessons:

- Allow teachers to differentiate through Support and Challenge prompts for students at all levels
- Access Supports for English Language Learners.
- Spark creativity with authentic writing projects that call on students to engage deeply with rich topics and sources.
- Implement careful design and provide rubrics so that students’ growth in writing skills can be visibly tracked throughout the year and their elementary school careers.

## 4.2.5 Spanish Language Arts

### 4.2.5.1 Amplify Caminos

**Amplify Caminos al Conocimiento Esencial**, or simply **Amplify Caminos**, is a complete Spanish language arts program for Grades K-5 that builds knowledge and cultivates curiosity while honoring the Spanish language.

Amplify Caminos was developed by a bilingual team from across the Latin American and Hispanic diaspora in a concerted effort to create culturally relevant connections for students with diverse backgrounds so their classroom experience strikes a balance between the security of the familiar and the excitement of the unknown.

The perfect partner to Amplify CKLA, Amplify Caminos is built on the Science of Reading and provides core Spanish language arts instruction. Together Amplify Caminos and Amplify CKLA form a powerful dual language suite that inspires and engages your students to become confident and biliterate readers, writers, speakers, and thinkers.

## 4.2.6 Parents/Guardians Tools and Resources

Students in all grades will be able to access multimedia resources and engage in a new digital experience on the CKLA Hub. Unlike ever before, students can access digital resources independently from anywhere, taking full advantage of the instructional multimedia experiences that Amplify CKLA has to offer. Students can access the Hub at home with family members, in the classroom, and on the go, making it ideal for remote learning. The Caregiver Hub is also available in English and Spanish which can help educators and school families prepare for the new school year. Amplify CKLA offers the following additional resources to further support family involvement in the learning process.

### 4.2.6.1 Grades K-2

It is important for a child's development that education continues at home and that family members are involved. Therefore, students regularly receive take-home letters that reinforce main lesson objectives and demonstrate vocabulary and knowledge content.

Using these materials and those available on the CKLA Hub, family members can reinforce in-class lessons and have quality discussions with their children. They can also become actively involved with spelling and vocabulary lessons. Children learn best through repetition. When family members know what words their children just gained access to in school, they can assist in the learning process. The CKLA Hub's Sound Library offers additional resources families may use to reinforce concepts from Skills lessons.

Family members are often surprised by the depth of content knowledge and what their children are learning about the world around them, even in Kindergarten. Having enriching experiences and discussions because of an expanded understanding of the world outside the classroom is a huge factor in Amplify CKLA's success. Family members are also encouraged to read to their children to continue providing

additional content knowledge that falls within the categories of the CKLA domains. Family members may use the CKLA Hub to explore the program’s texts or watch Knowledge Builder videos designed to enhance and extend content knowledge in particular domains. Helpful lists of specific resources are easily found on the Amplify CKLA website, and family members are also encouraged to use the Internet and public library to gain access to further information. Short resource lists are also provided to family members in



take-home letters (below) in the Knowledge Strand.

As students return to the classroom, teachers can make time to engage in small group or classroom discussions about new information that students have learned at home. In order for students to make connections to lessons with their experiences or with their imagination, time is allocated in lessons for students to make these connections, either orally or in writing.

It is also important for students to read at home to develop their areas of personal interest and to develop a true love of reading. Family members can help children make selections, share their personal favorites from their childhood, allocate time during the week at home for independent reading, and discuss the books with children after reading.

## 4.2.6.2 Grades 3-5

Grades 3-5 students receive periodic take-home letters that reinforce main lesson objectives and demonstrate vocabulary and knowledge content.

Family members can reinforce those lessons and have quality discussions with their children. They can also become actively involved with spelling and vocabulary lessons. Children learn best through repetition.

When family members know what words their children just gained access to in school, they can assist in the learning process. Using the CKLA Hub, families can explore the Student Readers together, and students can teach their family members about what they are learning about specific content domains. Family members are also encouraged to read to their children to continue providing additional content knowledge that falls within the categories of the CKLA domains. Helpful lists of specific resources are easily found on the Amplify CKLA website, and family members are also encouraged to use the Internet and public library to gain access to further information.

## 4.2.7 Professional Development and Training

For more than a decade, Amplify’s professional development has driven significant and sustained changes in student achievement and educator effectiveness in schools, districts, and states across the country. We know that successful implementation of a new curriculum requires upfront and ongoing support to educators, and we have partnered with thousands of schools to support them in successfully and seamlessly implementing Amplify CKLA. We create and deliver robust professional learning opportunities that not only build understanding of the curricular and assessment resources but also enhance educator practices related to literacy instruction and data-driven instructional planning.

For effective and sustainable implementation, professional development must *directly prioritize classroom instruction* and develop necessary capacity among key stakeholders -- principals, literacy coaches, and teachers. **Professional development includes both training and coaching support** over multiple years to incrementally develop the knowledge and skills needed for a self-sustaining implementation. **Training** equips stakeholders with the information and tools they need for a successful program implementation and initially, focuses heavily on updating day to day processes, activities, tools, and protocols to ensure a coherent approach to literacy instruction. **Coaching** provides real-time context for application and skill building to develop effective habits of teaching that produce excellent student outcomes.

We recognize that educators have differing levels of experience and proficiency with our programs, which is why our suite of professional development offerings are designed to meet the needs of those new to the program and those who are experienced to the program. In addition, we understand educators have a limited amount of time and have different preferences for when and how they learn. Given this, each of our professional development offerings are designed with the following principles:

- **Scaffolded, phased professional learning:**
  - Our professional development opportunities go far beyond initial product trainings and take participants through different stages of learning:
    - **Launch** sessions introduce administrators and teachers to their new curriculum and/or assessment program -- including the core features, materials, and research behind its design -- and give teachers the opportunity to practice in a collaborative environment.
    - **Strengthen** sessions advance administrators’ and teachers’ understanding of their curriculum and/or assessment program and support them in taking their instructional practice to the next level. They also deepen content knowledge,

planning, instructional, and/or data analysis practices; for example, Strengthen session topics may include examining student writing or planning and targeted intervention instruction to effectively address your students' needs.

- **Coach** sessions incorporate each school's specific needs by offering a menu of popular topics or working with an Amplify coach to customize the time spent together. These sessions provide administrators and teachers with in-the-moment feedback, grade-level planning support, and more.
- **Differentiation by audience**
  - We offer multiple, differentiated professional development options to various key audiences, such as teachers, instructional coaches, and administrators in order to support the evolving needs of educators at all levels.
- **Variety of modalities for maximum reach and efficiency**
  - Delivery methods include the following:
    - **Onsite:** sessions are delivered in person (up to 30 participants)
    - **Remote:** sessions are delivered remotely through webinars (up to 30 participants)
    - **Online:** Amplify CKLA courses are taken independently by participants and are self-paced (individual)
    - **On Demand:** complimentary asynchronous training resources are included on the Amplify CKLA Professional Learning site and can be accessed anytime; resources include remote and hybrid instructional and planning resources, a self-study course for new teachers, recorded webinars, classroom videos, professional training materials, and more.

Amplify has a national team of exceptional, highly experienced professional development facilitators, each a former educator, with hands-on classroom teaching, school administration, and/or district administration leadership experience. Our facilitators and coaches are highly qualified, with established presentation skills, technical competence, specialized and professional certifications, and experience supporting teachers and administrators with district-wide implementations across the nation.

We are eager to partner with to provide strong, ongoing professional learning opportunities for leaders and teachers, which will elevate literacy instruction and change learning outcomes for students. Amplify welcomes the opportunity to work with Poudre School District R-1 to customize an Amplify CKLA professional development package to meet the District's needs and scheduling and budgetary constraints.

## **Amplify CKLA Training and Coaching Sessions**

Should Poudre School District R-1 or individual schools prefer to purchase specific training and coaching sessions, below is a list of Amplify's training options that may be adjusted based on district/school need and updated catalog offerings. We offer half-day, one-day, and two-day training and coaching engagements, available onsite or remote. Our individual training and coaching sessions accommodate up



to 30 onsite and remote participants on the topics listed below. Again, Amplify welcomes the opportunity to work with Poudre School District R-1 to select the best offerings for the right audience and create a customized plan to meet the District’s needs.

Amplify CKLA		
Session Titles	Duration	Modality
<b>Launch: Instructional Leaders</b>		
Initial Training for Instructional Leaders, K-5	One-day	Onsite
Initial Training for Instructional Leaders, K-5	Half-day	Onsite or Remote
<b>Launch: Teachers</b>		
Initial Training, K-2 Teachers	Two-day consecutive	Onsite
Initial Training, K-2 Teachers	One-day	Onsite
Initial Training, K-2 Teachers	Two half-days	Remote
Program Overview, K-2 Teachers	Half-day	Onsite or Remote
Initial Training, 3-5 Teachers	Two-day consecutive	Onsite
Initial Training, 3-5 Teachers	One-day	Onsite
Initial Training, 3-5 Teachers	Two half-days	Remote
Program Overview, 3-5 Teachers	Half-day	Onsite or Remote
Foundational Online Modules, K-5 Teachers	Self-Paced	Online
<b>Strengthen: Instructional Leaders</b>		
Enhancing Observations for Instructional Leaders, K-5	Half-day	Onsite or Remote
<b>Strengthen: Teachers</b>		
Enhancing Planning & Practice, K-2 Teachers	Half-day	Onsite or Remote
Small Group Instruction, K-2 Teachers	Half-day	Onsite or Remote
Writing, K-2 Teachers	Half-day	Onsite or Remote
Enhancing Planning & Practice, 3-5 Teachers	Half-day	Onsite or Remote
Small Group Instruction, 3-5 Teachers	Half-day	Onsite or Remote
Writing, 3-5 Teachers	Half-day	Onsite or Remote
Strengthening Consultation Package, K-5 Teachers	Three 1-hour sessions	Remote



Strengthening Consultation, K-5 Teachers	1 hour	Remote
Enhancing Planning & Instruction for English Language Learners, K-5 Teachers	Half-day	Onsite
Enhancing Planning & Instruction for Students with Special Needs, K-5 Teachers	Half-day	Onsite
<b>Coach: Instructional Leaders and Teachers</b>		
Coaching, K-5 Instructional Leaders and Teachers	Two days consecutive	Onsite
Coaching, K-5 Instructional Leaders and Teachers	One-day	Onsite or Remote
Coaching, K-5 Instructional Leaders and Teachers	Half-day	Remote

\*Recommended year 1 sessions

## Amplify Writing Studio and Language Studio Sessions

Language Studio and Writing Studio are supplemental curriculums designed to support CKLA instruction. Language Studio provides additional lessons to support English language learners with writing instruction occurring during primary instruction. Writing Studio helps to extend writing instruction that students complete during primary instruction.

Amplify Writing Studio		
Session Titles	Duration	Modality
<b>Launch: Teachers</b>		
Writing Studio Initial Training, K-5 Teachers	Half-day	Onsite or Remote

Amplify Language Studio		
Session Titles	Duration	Modality
<b>Launch: Teachers</b>		
Language Studio Initial Training, K-2 Teachers	Half-day	Onsite or Remote
Language Studio Initial Training, 3-5 Teachers	Half-day	Onsite or Remote

\*Please see Section 5 Cost Component of Proposal for pricing.

## 4.2.8 Research

Using a fundamentally different approach to language arts, Amplify Core Knowledge Language Arts (CKLA) is built on decades of early literacy research that demonstrates the importance of wide-ranging background knowledge and explicit and systematic instruction in foundational skills. More and more districts are choosing Amplify CKLA because they know they'll see results. Amplify CKLA meets the criteria for Tier II-Moderate Evidence as an education intervention under ESSA.

For more information regarding Amplify CKLA's efficacy and research base please review the Resources section on Amplify's site (also linked below):

<https://amplify.com/research-and-case-studies/amplify-ckla-research/>

### Efficacy Study

Researchers at Florida State examined the efficacy of content-rich elementary ELA instruction via a controlled, experimental research study. Amplify CKLA was chosen for the test group because researchers identified the program as a specific instantiation of a knowledge-based curriculum designed to improve linguistic comprehension, per the simple view of reading.

Findings from [the study](#) indicate that the CKLA group performed statistically significantly better than the control group on both proximal measures (curriculum aligned tests created by the researchers) of vocabulary, science knowledge, and social studies knowledge, as well as standardized assessment measures of expressive vocabulary and science knowledge.

The statistically significant impact on standardized measures of language and science knowledge stand out because few programs have actually shown transfer to more generalized learning as measured via a standardized assessment.

## 4.2.9 Successful Results

CKLA has been piloted and implemented successfully with excellent results. We describe the experience in New York City and other school districts below.

### CKLA in New York City

The *Core Knowledge Language Arts* (CKLA) materials were the subject of a three-year study by the New York City Department of Education (DOE) Research and Policy Support Group. The Core Knowledge Foundation worked closely with the DOE group on the selection of measures and interpretation of results. The study followed a cohort of New York City students from kindergarten through second grade. In ten pilot schools, this group of students learned to read with the CKLA program, while students in ten demographically similar control schools received more traditional reading instruction.

The Grade 2 assessments at the end of the 2010-2011 school year revealed that students in the CKLA program had “significantly greater gains over the course of the school year in Year 3 than comparison school students on nearly all measures of literacy,” according to the DOE study. Assessments of literacy, science, and social studies achievement at the end of Year 3 (Grade 2) revealed significantly higher levels of achievement among Core Knowledge students than those in comparison schools.

Prior to the New York City program, field testing (2007) was undertaken in 10 elementary schools across Georgia, Florida, Oklahoma, North Carolina, Indiana, and Massachusetts. Of the original ten pilot schools, 50% were urban schools; 20 % rural; and 30% suburban. Four of the schools in the ongoing pilot had a high percentage of students receiving free or reduced-price lunch (71%-90%).

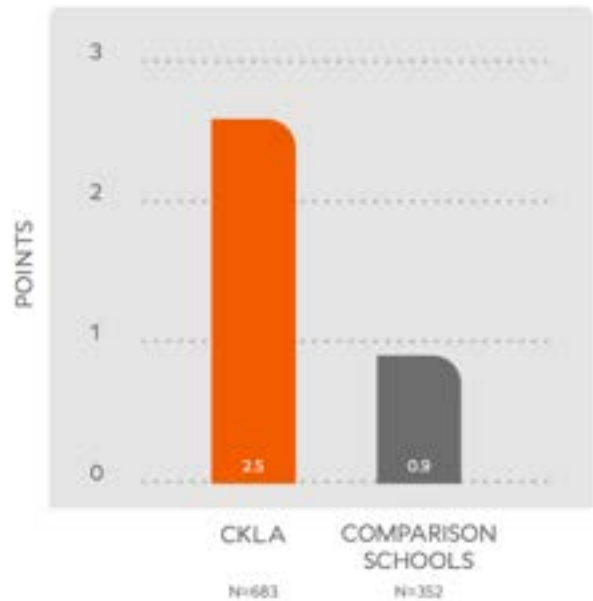
Since this work, Amplify has supported the implementation of Amplify CKLA in 86 New York City schools.

This chart shows the gains scored by Grade 2 NYC students using the program over this period versus a comparison set of students not using CKLA.

For more reports and studies please see the following link:

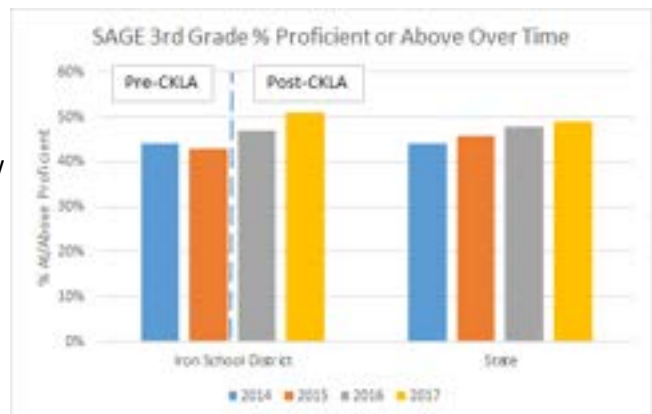
<http://www.coreknowledge.org/research>.

Average Fall-Spring Gain in Scale Score Points  
Woodcock-Johnson (Brief Reading Test)



## Iron County School District (Utah)

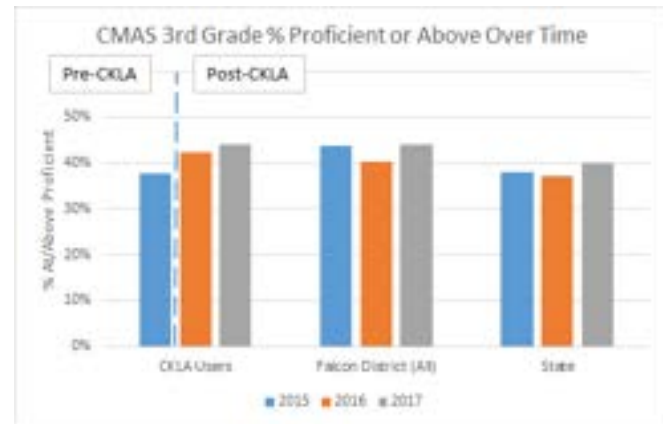
Iron County is **outpacing state growth** on the high-stakes SAGE third-grade reading assessment. Before Amplify CKLA, the district was performing below the state average—now, Iron is surpassing the state average (which has also grown). In their very first year of Amplify CKLA Iron **grew by 4 percentage points** on the SAGE assessment. Overall, Iron has seen a **growth of 8 percentage points** with Amplify CKLA.



## Falcon School District (Colorado)

Falcon 49 School District is using Amplify CKLA in 5 schools within the district. Since using Amplify CKLA, third grade proficiency rates on the CMAS high stakes third-grade test have grown across the schools using Amplify CKLA **by 6 percentage points**, while the district as a whole has not improved, and the state has improved by 2 percentage points. Amplify CKLA schools in Falcon have grown year over year since using the program, **growing 4 percentage points the first year of Amplify CKLA and an additional 2 percentage points the following year.**

To continue reading about this case study, please see Attachment 2 Case Study District 49 in Colorado Springs, CO.



## Bryant Elementary (Riverside, California)

Prior to implementing Amplify CKLA, Bryant Elementary ranked 27th out of 29 elementary schools in the district academically; **today it is seventh.** - [The 74 Article](#) - February 11, 2018

## Kalkaska Public Schools, Michigan (Traverse Bay Area Intermediate School District)

“A report provided by Kalkaska Public Schools **showed 63 percent** of its first-grade students showed growth **between two semesters** of using new Core Knowledge Language Arts curriculum.

Based on the hard work of our staff and the Amplify CKLA program’s resources, students were able to obtain catch-up growth as the report indicated,” said Arica Zenner, Birch Street Elementary principal. **‘Eighty-nine percent of our students are now working on grade level skills.’** - [Traverse City Local Newspaper](#) - January 18, 2018

## 4.2.10 Key Personnel

### Monty Lammers, Senior Account Executive

Monty Lammers is responsible for partnering with districts throughout Colorado for their assessment, intervention and curriculum needs. Prior to joining Amplify, Monty was a principal, curriculum director and zone superintendent in Colorado. A former Amplify customer and a parent of children using Amplify products, Monty understands the needs and challenges facing our customers and how to best support them. He holds a BS in Elementary Education from Dakota State University (DSU) and a BS in Early Childhood Education from South Dakota State University (SDSU), and a Master's Degree in Supervision and Instruction from the University of Phoenix.

### Julia Steinberg, Customer Success Manager

Amplify Customer Success Managers (CSMs) are trusted advisors in complex state, district and school implementations. CSMs partner closely with key stakeholders, developing deep relationships to ensure thorough planning and effective use of Amplify resources, programs, and services. CSMs are passionate about helping teachers save time, extend their reach, and deepen their understanding of each student. Services provided by Amplify CSMs throughout implementation include:

- Best-in-class implementation project management
- Guidance in applying high-quality practices that accompany new assessment and instructional resources
- Planning sessions with leadership to refine district goals and help educators better understand available tools
- Data reviews to help stakeholders identify emerging data stories about program effectiveness
- Personal check-ins that ensure progress toward program milestones
- Communications materials designed to help administrators and teachers establish buy-in at the building level

*CSMs help districts and schools build the foundation for program success*

### Susan Lambert, Chief Academic Officer, Elementary Humanities

Susan Lambert joined Amplify in 2013 after over 15 years of experience working in K12 education at school districts across the country. She served as a teacher and Graduation Standards Coach at Rochester Community Schools (Rochester, Minnesota) and Curriculum Coordinator at the Network of International Christian Schools (Southaven, Mississippi). Immediately prior to joining Amplify, Susan spent 8+ years with the National Heritage Academies (Grand Rapids, Michigan) serving as Principal, Director of Curriculum, Senior Director of Curriculum and Assessment, and Senior Director of Specialized Learning Programs. Susan holds a B.S. and M.S., Elementary Education from Winona State University and has completed advanced coursework in Educational Policy at Michigan State University.

## **Sharon Kim, Executive Director of Professional Development**

Sharon leads Amplify's Professional Development team and manages the design and scope of Amplify's onsite and remote professional development offerings throughout the country. While at Amplify, Sharon coaches and prepares over 50 remote facilitators to deliver professional development and collaborates extensively with internal teams to integrate information from future releases into our training programs and assets. Sharon also currently oversees the data coaching program in Mississippi.

Prior to joining Amplify, Kim was the Director of Humanities and a founding principal at Rocketship Education, a charter school network serving over 5,000 students across the country. As the Director of Humanities, Kim set a vision for a balanced literacy block for the network and managed the creation and delivery of high quality, relevant professional development sessions for over 40 school leaders and 100 teachers. She managed the design of various Common Core aligned humanities curricular materials and regularly observed and coached school leaders. As a founding principal, Kim led her school site to be the highest ranking school across the network in terms of student academic performance. Kim is a participant of Relay Graduate School of Education's Principal Fellowship and has engaged in professional development content from books such as *Driven by Data*, *Leverage Leadership*, *Practice Perfect*, and *Teach Like a Champion*. Kim holds a B.A. in Government and History from Cornell University.

## **LaShon Ormond, Senior Vice President & General Manager, K-12 Humanities**

At Amplify, LaShon focuses on strategic partnerships, providing comprehensive project and program management for our K-12 customers. LaShon also leads a team of educational partnership managers who are charged with developing strong relationships with Amplify's customers and delivering support to each of them in alignment with their instructional goals. LaShon's primary driver is to provide assurance to our customers that Amplify's professional development, product development and implementation roadmaps align with the strategic vision our partners have set forth. LaShon is currently leading our implementations in San Francisco Unified School District and Chicago Public Schools. She has also managed Amplify Science pilots and field trials, nationally. LaShon's leadership in and knowledge of education best practices and her dedication to our partners have resulted in strengthened relationships and an increase of Amplify presence in our LAUSD, Tulsa, and Miami-Dade engagements and an expansion of KIPP Charter Schools' Amplify Science initiative. Her ability to work cross-functionally has resulted in her playing a critical role in supporting the evolution of our digital curriculum products as Amplify seeks to build instructional materials in support of the educational goals of customers across the nation.

## **Catherine Mackay, COO and President**

Catherine leads the core curriculum, supplemental instruction, and assessment businesses, overseeing the product development, technology, marketing, services, research, operations, and finance functions across Amplify's portfolio. Catherine previously ran Amplify's digital curriculum business, including core programs in English language arts and science, and supplemental products in math and English language arts. Prior to joining Amplify, Catherine held a number of senior management positions at Bertelsmann and Pearson.

## 4.2.11 Development Background

### 4.2.11.1 Diversity, Equity, and Inclusion

We believe we have a responsibility to provide literacy instruction that gives every student equal opportunity to succeed and excel. Amplify CKLA builds students’ knowledge about the world, helping students see people who resemble them and familiar situations or experiences while also exposing them to people whose appearances, lives, beliefs, and backgrounds differ from their own.

In addition to teaching all students to crack the written code (which is vital for equity), the Amplify CKLA program helps students see the strengths and experiences we all share while celebrating their own unique identities and experiences.

### 4.2.11.2 Authentic Text

All of the Amplify CKLA Student Readers have been redesigned and re-illustrated to increase student engagement and sense of connection with the decodable stories and their characters. We aim to make students know that we see and celebrate their differences and experiences.

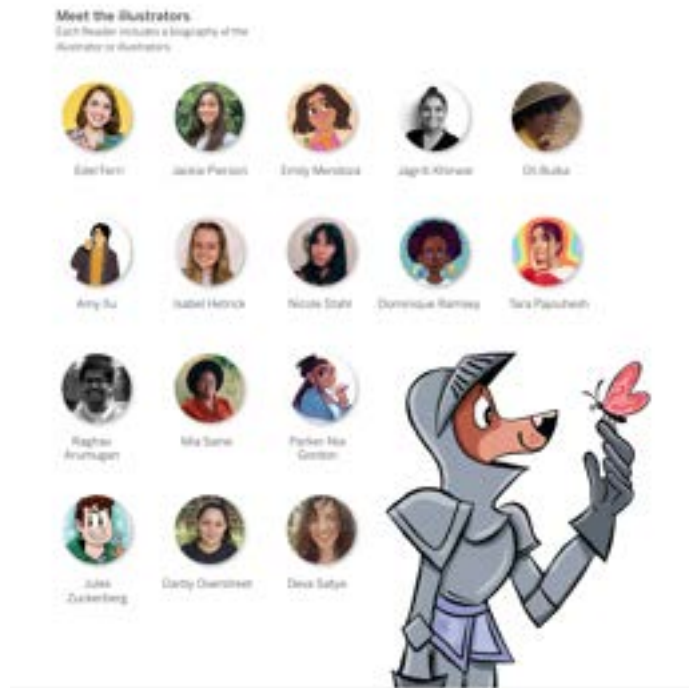
Stories with human characters now have improved inclusivity and authenticity and feature individuals with a broad range of identity factors, including socioeconomic status, age, ability, race, ethnicity, country of origin, religion, and more. Other stories feature fantastical creatures to bring excitement and whimsy to the tales.





## 4.2.11.3 Illustrators

Each illustrator was specifically chosen not only for their enormous artistic talent, but also for their unique abilities to tell a wonderful story through pictures. Their diverse experiences, points of view, and personal backgrounds bring new life, creativity, humor, and imagination to these stories.



## 4.3 Response to section 4.0 Agreement Terms & Exhibit A - Sample Agreement

For Amplify's acceptance of terms and conditions, and submission of proposed modifications, please see Section 7 for the signed **Proposal Certification Form** and legal modifications/exceptions.



## 5. Cost Component of Proposal

Submit the information requested in section 3.0 of this RFP and supplemental quote(s) for the referenced materials and shipping costs.

3.1.3 Provide pricing for the District's initial purchase of instructional materials for the number of teachers and students in the table below. The quantities listed are estimates and do not obligate the District to purchase the quantities listed. The District reserves the right to adjust or reduce the quantities ordered in conjunction with this solicitation.

Component Description	ISBN	Qty	Unit Price	Cost
Amplify CKLA Grade K Complete Classroom Kit	978-1-63948-748-6	86	\$2,999.00	\$257,914.00
Amplify CKLA Grade 1 Complete Classroom Kit	978-1-63948-753-0	91	\$2,499.00	\$227,409.00
Amplify CKLA Grade 2 Complete Classroom Kit	978-1-63948-753-7	89	\$2,899.00	\$258,011.00
Amplify CKLA Grade 3 Complete Classroom Kit	978-1-63948-755-4	94	\$1,999.00	\$187,906.00
Amplify CKLA Grade 4 Complete Classroom Kit	978-1-63948-756-1	90	\$1,499.00	\$134,910.00
Amplify CKLA Grade 5 Complete Classroom Kit	979-8-88576-375-2	92	\$1,699.00	\$156,308.00
Amplify CKLA Grade K Activity Book Set, 10yr	978-1-64383-676-8	1729	\$380.00*	\$657,020.00
Amplify CKLA Grade 1 Activity Book Set, 10yr	978-1-63602-493-6	1865	\$380.00*	\$708,700.00
Amplify CKLA Grade 2 Activity Book Set, 10yr	978-1-63602-457-8	1779	\$380.00*	\$676,020.00
Amplify CKLA Grade 3 Activity Book Set, 10yr	978-1-63948-490-4	1958	\$380.00*	\$744,040.00
Amplify CKLA Grade 4 Activity Book Set, 10yr	978-1-94201-043-2	1918	\$380.00*	\$728,840.00
Amplify CKLA Grade 5 Activity Book Set, 10yr	979-8-88576-368-4	2066	\$380.00*	\$785,080.00
Total Price for Physical Materials				<b>\$5,522,158.00</b>

\*Activity Book Sets are priced at \$38.00 per year. The cost above represents an initial purchase of 10-years worth of materials per student.

## Optional Additional Purchases

<b>Component Description</b>	<b>ISBN</b>	<b>Unit Price</b>
Amplify CKLA Grade K Writing Studio Kit	978-1-68391-261-3	\$199.00
Amplify CKLA Grade 1 Writing Studio Kit	978-1-68391-262-0	\$199.00
Amplify CKLA Grade 2 Writing Studio Kit	978-1-68391-263-7	\$199.00
Amplify CKLA Grade 3 Writing Studio Kit	978-1-68391-264-4	\$199.00
Amplify CKLA Grade 4 Writing Studio Kit	978-1-68391-265-1	\$199.00
Amplify CKLA Grade 5 Writing Studio Kit	978-1-68291-266-8	\$199.00
Amplify CKLA Grade K Language Studio Classic Kit	978-1-68391-000-8	\$299.00
Amplify CKLA Grade 1 Language Studio Classic Kit	978-1-68391-003-9	\$299.00
Amplify CKLA Grade 2 Language Studio Classic Kit	978-1-68391-006-0	\$299.00
Amplify CKLA Grade K Language Studio Prime Kit	978-1-68391-106-7	\$1,199.99
Amplify CKLA Grade 1 Language Studio Prime Kit	978-1-68391-107-4	\$1,199.99
Amplify CKLA Grade 2 Language Studio Prime Kit	978-1-68391-108-1	\$1,199.99

**3.1.5 Provide price for District's initial purchase of technology and online resources for use by students and teachers.**

<b>Component Description</b>	<b>ISBN</b>	<b>Qty</b>	<b>Unit Price</b>	<b>Cost</b>
Amplify CKLA Grade K Student Digital Experience License, 10yr	979-8-88576-650-0	1729	\$77.63**	\$134,222.27
Amplify CKLA Grade 1 Student Digital Experience License, 10yr	979-8-88576-651-7	1865	\$77.63**	\$144,779.95
Amplify CKLA Grade 2 Student Digital Experience License, 10yr	979-8-88576-652-4	1779	\$77.63**	\$138,103.77
Amplify CKLA Grade 3 Student Digital Experience License, 10yr	979-8-88576-653-1	1958	\$77.63**	\$151,999.54
Amplify CKLA Grade 4 Student Digital Experience License, 10yr	979-8-88576-654-8	1918	\$77.63**	\$148,894.34
Amplify CKLA Grade 5 Student Digital Experience License, 10yr	979-8-88576-655-5	2066	\$77.63**	\$160,383.58
<b>Total Price for Digital Materials</b>				<b>\$878,383.45</b>

*\*\*For purchases made for the 2023-2024 school year, the first year of student licenses are free with purchase of grade-level Classroom Kits. Pricing provided above represents the first year free of the 10-year license.*

*One Teacher Digital Experience License is provided free with purchase of each grade-level Classroom Kit for the length of the adoption. If additional Teacher Digital Experience Licenses are needed, a la carte pricing is available.*

**3.1.5.1 Provide pricing structure for subsequent purchases of instructional materials, technology, and online resources to accommodate increases in student enrollment during the 10-year period the District plans to use the materials. The District requires access to the materials during the 10-year period.**

<b>Component Description</b>	<b>ISBN</b>	<b>Unit Price</b>
Amplify CKLA Grade K Activity Book Set	978-1-64383-676-8	\$38.00
Amplify CKLA Grade 1 Activity Book Set	978-1-63602-493-6	\$38.00
Amplify CKLA Grade 2 Activity Book Set	978-1-63602-457-8	\$38.00
Amplify CKLA Grade 3 Activity Book Set	978-1-63948-490-4	\$38.00
Amplify CKLA Grade 4 Activity Book Set	978-1-64201-043-2	\$38.00
Amplify CKLA Grade 5 Activity Book Set	979-8-88576-368-4	\$38.00
Amplify CKLA Grade K Student Digital Experience License, 1yr	978-1-63602-763-0	\$13.00
Amplify CKLA Grade K Student Digital Experience License, 2yr	978-1-63602-775-3	\$25.00
Amplify CKLA Grade K Student Digital Experience License, 3yr	978-1-63602-787-6	\$36.00
Amplify CKLA Grade K Student Digital Experience License, 4yr	978-1-63602-799-9	\$46.00
Amplify CKLA Grade K Student Digital Experience License, 5yr	978-1-63602-811-8	\$54.00
Amplify CKLA Grade K Student Digital Experience License, 6yr	978-1-63602-343-4	\$60.00
Amplify CKLA Grade K Student Digital Experience License, 7yr	978-1-63602-926-9	\$65.00
Amplify CKLA Grade K Student Digital Experience License, 8yr	978-1-63602-938-2	\$69.00
Amplify CKLA Grade K Student Digital Experience License, 9yr	979-8-88576-644-9	\$77.63
Amplify CKLA Grade 1 Student Digital Experience License, 1yr	978-1-63602-764-7	\$13.00
Amplify CKLA Grade 1 Student Digital Experience License, 2yr	978-1-63602-776-0	\$25.00
Amplify CKLA Grade 1 Student Digital Experience License, 3yr	978-1-63602-788-3	\$36.00
Amplify CKLA Grade 1 Student Digital Experience License, 4yr	978-1-63602-800-2	\$46.00
Amplify CKLA Grade 1 Student Digital Experience License, 5yr	978-1-63602-812-5	\$54.00
Amplify CKLA Grade 1 Student Digital Experience License, 6yr	978-1-63602-344-1	\$60.00
Amplify CKLA Grade 1 Student Digital Experience License, 7yr	978-1-63602-927-6	\$65.00
Amplify CKLA Grade 1 Student Digital Experience License, 8yr	978-1-63602-939-9	\$69.00

Amplify CKLA Grade 1 Student Digital Experience License, 9yr	979-8-88576-645-6	\$77.63
Amplify CKLA Grade 2 Student Digital Experience License, 1yr	978-1-63602-765-4	\$13.00
Amplify CKLA Grade 2 Student Digital Experience License, 2yr	978-1-63602-777-7	\$25.00
Amplify CKLA Grade 2 Student Digital Experience License, 3yr	978-1-63602-789-0	\$36.00
Amplify CKLA Grade 2 Student Digital Experience License, 4yr	978-1-63602-801-9	\$46.00
Amplify CKLA Grade 2 Student Digital Experience License, 5yr	978-1-63602-813-2	\$54.00
Amplify CKLA Grade 2 Student Digital Experience License, 6yr	978-1-63602-345-8	\$60.00
Amplify CKLA Grade 2 Student Digital Experience License, 7yr	978-1-63602-928-3	\$65.00
Amplify CKLA Grade 2 Student Digital Experience License, 8yr	978-1-63602-940-5	\$69.00
Amplify CKLA Grade 2 Student Digital Experience License, 9yr	979-8-88576-646-3	\$77.63
Amplify CKLA Grade 3 Student Digital Experience License, 1yr	978-1-63602-766-1	\$13.00
Amplify CKLA Grade 3 Student Digital Experience License, 2yr	978-1-63602-778-4	\$25.00
Amplify CKLA Grade 3 Student Digital Experience License, 3yr	978-1-63602-790-6	\$36.00
Amplify CKLA Grade 3 Student Digital Experience License, 4yr	978-1-63602-802-6	\$46.00
Amplify CKLA Grade 3 Student Digital Experience License, 5yr	978-1-63602-814-9	\$54.00
Amplify CKLA Grade 3 Student Digital Experience License, 6yr	978-1-63602-346-5	\$60.00
Amplify CKLA Grade 3 Student Digital Experience License, 7yr	978-1-63602-929-0	\$65.00
Amplify CKLA Grade 3 Student Digital Experience License, 8yr	978-1-63602-754-8	\$69.00
Amplify CKLA Grade 3 Student Digital Experience License, 9yr	979-8-88576-647-0	\$77.63
Amplify CKLA Grade 4 Student Digital Experience License, 1yr	978-1-63602-767-8	\$13.00
Amplify CKLA Grade 4 Student Digital Experience License, 2yr	978-1-63602-779-1	\$25.00
Amplify CKLA Grade 4 Student Digital Experience License, 3yr	978-1-63602-791-3	\$36.00
Amplify CKLA Grade 4 Student Digital Experience License, 4yr	978-1-63602-803-3	\$46.00
Amplify CKLA Grade 4 Student Digital Experience License, 5yr	978-1-63602-815-6	\$54.00
Amplify CKLA Grade 4 Student Digital Experience License, 6yr	978-1-63602-347-2	\$60.00

Amplify CKLA Grade 4 Student Digital Experience License, 7yr	978-1-63602-930-6	\$65.00
Amplify CKLA Grade 4 Student Digital Experience License, 8yr	978-1-63602-755-5	\$69.00
Amplify CKLA Grade 4 Student Digital Experience License, 9yr	979-8-88576-648-7	\$77.63
Amplify CKLA Grade 5 Student Digital Experience License, 1yr	978-1-63602-768-5	\$13.00
Amplify CKLA Grade 5 Student Digital Experience License, 2yr	978-1-63602-780-7	\$25.00
Amplify CKLA Grade 5 Student Digital Experience License, 3yr	978-1-63602-792-0	\$36.00
Amplify CKLA Grade 5 Student Digital Experience License, 4yr	978-1-63602-804-0	\$46.00
Amplify CKLA Grade 5 Student Digital Experience License, 5yr	978-1-63602-816-3	\$54.00
Amplify CKLA Grade 5 Student Digital Experience License, 6yr	978-1-63602-348-9	\$60.00
Amplify CKLA Grade 5 Student Digital Experience License, 7yr	978-1-63602-931-3	\$65.00
Amplify CKLA Grade 5 Student Digital Experience License, 8yr	978-1-63602-756-2	\$69.00
Amplify CKLA Grade 5 Student Digital Experience License, 9yr	979-8-88576-649-4	\$77.63

***3.1.5.3 Provide your most competitive shipping quote for the instructional and technology materials. The District reserves the right to utilize a third-party carrier for shipment of awarded and ordered materials.***

All physical materials are subject to an additional 8% charge for shipping and handling.

***3.1.7 Provide pricing for training, resources and professional learning opportunities referenced in section 3.1.6 of this RFP.***

Pricing for the recommended Year 1 Professional Development plan outlined in 3.1.6 of this RFP is shown below and priced based on teacher counts provided in the Q&A. Amplify can offer the recommended Year 1 Professional Development plan (up to 88.5 days) free with a full implementation of materials as priced above.

Amplify CKLA					
Session Titles	Duration	Modality	Number of Sessions (based on Teacher and Site counts)	Unit Price	Total
<b>Launch: Instructional Leaders</b>					
Initial Training for Instructional Leaders, K-5	Half-day	Onsite	3	\$2,500.00	\$47,500.00
<b>Launch: Teachers</b>					
Initial Training, K-2 Teachers	Two-day consecutive	Onsite	9	\$4,800.00	\$43,200.00
Initial Training, 3-5 Teachers	Two-day consecutive	Onsite	10	\$4,800.00	\$48,000.00
<b>Strengthen: Instructional Leaders</b>					
Enhancing Observations for Instructional Leaders, K-5	Half-day	Onsite	3	\$2,500.00	\$47,500.00
<b>Strengthen: Teachers</b>					
Enhancing Planning & Practice, K-2 Teachers	Half-day	Onsite	9	\$2,500.00	\$22,500.00
Enhancing Planning & Practice, 3-5 Teachers	Half-day	Onsite	10	\$2,500.00	\$25,000.00
<b>Coach: Instructional Leaders and Teachers</b>					
Coaching, K-5 Instructional Leaders and Teachers	Two days consecutive	Onsite	19	\$4,800.00	\$91,200.00

Additional sessions are available at the following pricing:

Session Type	Price
2 Consecutive Day Onsite	\$4,800.00
Full Day Onsite	\$3,200.00
Half Day Onsite	\$2,500.00
Full Day: Remote <i>Consisting of two half-days remote</i>	\$1,500.00
Half Day: Remote	\$750.00
Three 1-Hour Remote	\$1,000.00
1-Hour Remote	\$350.00

More favorable pricing may be available depending on scope of district implementation. For more detailed offerings, please view the online Professional Development Catalogs:

Amplify CKLA: <https://amplify.com/professional-development-amplify-ckla-2e/>



## 6. Proposal Self-Evaluation

*Submit a self-evaluation of your proposal and materials as outlined in Section C of Exhibit B – Scope of Work.*

### 6.1 Section C of Exhibit B – Scope of Work

#### 6.1.1 Instructional Materials

For each indicator, describe, to what extent, your partnership can provide:

##### NON-NEGOTIABLE 1

**High Quality Text** Anchor texts are worthy of students’ time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.

Key for Examples Abbreviations :	
<p><b>TE</b> = Teacher Edition/Guide    <b>SE</b> = Student Reader    <b>G</b> = Grade Level    <b>L</b> = Lesson number  <b>S</b> = Skills Strand Unit number (Grades K-2)    <b>K</b> = Knowledge Strand Domain number (Grades K-2)  <b>U</b> = Unit number (Grades 3-5)    <b>AP</b> = Student Activity Book Pages</p>	
Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>REQUIRED</b></p> <p>1a) K-2: Texts intended for reading aloud are rich and above students’ current reading abilities.</p> <p>1a) 2-5: Anchor texts have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)</p>	<p>1a) The Amplify CKLA 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.</p> <p>Students listen to Read-Aloud texts in the younger grades and experience a combination of read-aloud, shared reading, and independent reading in the older grades. Each lesson includes pauses for comprehension before, during, and after the reading. This instructional approach allows for students to process and make connections with the text. The Application segment in Knowledge Strand</p>

lessons provides the practice and scaffolding students need to collectively research and integrate content from what they have learned through the Read-Alouds.

Amplify CKLA's Read-Alouds of carefully sequenced texts provide a powerful way to build young students' vocabulary by ensuring multiple exposures to new words and the ideas they represent. These Read-Alouds are more sophisticated than what younger students can read on their own, so the teacher facilitates classroom discussions that get students to use the words they are learning. By hearing complex texts on a coherent and systematically ordered set of topics, students begin connecting words to each other and to words they already know, forming a web of words that they will continue to construct throughout their lives. These words, and their connections, become students' mental encyclopedia, allowing them to access continually, and ever more easily, the knowledge they need to understand what they read.

Amplify CKLA includes explicit instructions for facilitating interactive, guided discussions of text. In daily reading and Read-Aloud exercises, students participate in discussions that require textual evidence, helping develop deeper analysis and comprehension skills.

Read-Alouds are frequently used in Grade 3, and to a more limited extent in Grades 4 and 5.

1a) 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 CKLA Student

Readers only contain words with sound-spelling correspondences students have previously learned and they are aligned to grade-level lexiles.

The 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 Grades 3–5, students are exposed to texts that are increasingly open to multiple interpretations and have many layers of meaning. 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 and 5, the language demands of texts increase. Students spend significantly more time considering the precise use of words, including figurative and ambiguous phrasing, starting with the first unit, Personal Narratives, and progressing throughout the year. In Grades 4 and 5, students exclusively read grade-level complex text that increases in complexity throughout the school year. Complete text complexity information about all of the program’s anchor texts are available in [Amplify CKLA’s Text Complexity Guide](#).

Examples:

GK Text Complexity Guide, p. 14  
G1 Text Complexity Guide, p. 32

	<p>G2 Text Complexity Guide, p. 50          G3 Text Complexity Guide, p. 69          G4 Text Complexity Guide, p. 75          G5 Text Complexity Guide, p. 83</p>
<p><b>REQUIRED</b></p> <p>1b) Anchor texts (including those selected for reading aloud) in the materials are of publishable quality and worthy of especially careful reading; they include a mix of 50% informational texts and 50% literature.</p>	<p>1b) CKLA includes a balance of texts and instructional time across Grades K–5. While the emphasis in Kindergarten is on familiar, literary text, the amount of informational text gradually increases, reaching at least 50% by Grade 3. Textual complexity combines qualitative and quantitative factors, and the challenge of Amplify CKLA’s Student Readers increases substantially in content, length, and vocabulary as students progress through the program. CKLA students in the upper grades continue reading rich, robust works of literature—including poetry, drama, and fiction—but also read substantial, serious informational text, including primary sources.</p> <p>Examples:</p> <p>GK TE K6 L8: Read-Aloud, p. 112-114          G1 TE S6 L6: Reading, p. 61-63          G2 TE S4 L2: Reading, p. 23-26          G3 TE U2 L2: Reading, p. 29-36          G4 TE U3 L14: Reading, p. 176-178          G5 TE U5 L11: Reading, p. 289-291</p>
<p><b>REQUIRED</b></p> <p>1c) Texts are culturally relevant, anti-racist, and unbiased where students can recognize and draw on their own perspective and culture and come to understand other perspectives and cultures.</p>	<p>1c) Amplify CKLA’s unique knowledge-centered approach allows students to explore great civilizations, meet remarkable people, and examine world-changing events and ideas—all while developing them as proficient readers, writers, and conversationalists with sophisticated ability in textual analysis. And in the process, it helps prepare them to engage with many facets of the world and its people, to understand and appreciate their perspectives, values, beliefs, and contributions. Amplify CKLA brings the world to kids—and helps them appreciate the world.</p>

	<p>Amplify CKLA includes teacher guidance for addressing social justice and equity content in every domain (Grades K-2) and unit (Grades 3-5). The program’s systematic Knowledge Sequence ensures that as students progress through each grade of study, they gain significant information about the different cultural, historical, and social contexts relevant to each knowledge domain.</p> <p>The Amplify CKLA Equity Guides highlight activities within each domain (Grades K-2) and unit (Grades 3-5) that support students’ understanding of issues related to diversity, equity, inclusion, and social justice. The guide for each grade details how each domain of the Knowledge Strand (K-2) or each unit (3-5) aligns to outcomes identified in the Teaching Tolerance Social Justice Standards. This tool enables teachers to understand how students work toward these outcomes through the Amplify CKLA program. It also includes a DEI question for each domain or unit that teachers may use to further develop students’ understanding of how the content area connects to these issues.</p> <p>Examples:</p> <p>GK TE K6 L3: Read-Aloud, p. 37-41  G1 TE S2 L13: Reading, p. 155-157  G2 TE K11 L4: Read-Aloud, p. 50-53  G3 TE U8 L11: Reading, p. 223-228  G4 TE U1 L10: Reading, p. 169-174  G5 TE U1 L8: Reading, p. 139-147</p>
<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>1d) CKLA provides high-quality original, authentic, and engaging texts selected to increase students’ knowledge, comprehension, and range of reading and listening experiences. Read-Aloud texts feature specially commissioned, knowledge-rich texts by children’s authors on topics such as the human body, early world civilizations, early</p>

exploration, and U.S. history. Informational texts build within and across grades, developing a solid foundation of knowledge that can be applied in later grades. These texts also increase in complexity, both in terms of academic and domain-specific language, as topics range from astronomy, animals and habitats, and ecology to early American and ancient Greek civilizations, early Asian civilizations, and Native Americans. In these informational texts, students are increasingly required to analyze and integrate information to understand scientific concepts or historical events.

Students also explore the world of literature at every grade, beginning with classic nursery rhymes and fables in Kindergarten, and moving on to fables and stories in Grade 1. In Grade 2, students explore more fairy tales and tall tales before moving on to classic Greek myths. Several Knowledge domains that present informational texts include literary selections that relate to the content.

The K–2 Student Readers, used by students to practice and build fluency, are uniquely designed as chapter books, engaging students with interesting characters and story lines. Readers incorporate literary fiction and literary non-fiction type texts that build in complexity across the course of the school year.

Student Readers in Grades 3–5 feature literary classics and specially commissioned, knowledge-rich texts by children’s authors on topics such as the human body, world civilizations in the Middle Ages, chemistry, Native Americans, and U.S. history. Informational texts build upon previous domains in earlier grades, asking students to delve into a topic with increasing focus. These

	<p>texts also increase in complexity, both in terms of academic and domain-specific language. In these informational texts, students are increasingly required to analyze graphics and integrate information to understand scientific concepts or historical events.</p> <p>CKLA students also read literary texts in various genres, including adapted fictional classics such as <i>Alice’s Adventures in Wonderland</i>, <i>Treasure Island</i>, and <i>Adventures of Don Quixote</i>; personal narratives by authors such as Beverly Cleary, Rosa Parks, and astronaut Michael Massimino; poetry by William Carlos Williams, Langston Hughes, Pat Mora, and others. Literary texts range in complexity, offering students the opportunity to master figurative language, form, and other literary devices and preparing them to interpret and enjoy more advanced literary works such as Shakespeare’s play <i>A Midsummer Night’s Dream</i>, which they encounter near the end of Grade 5.</p> <p>Examples:</p> <p>GK TE K5 L6: Read- Aloud, p. 71-74  G1 TE K8 L6: Read- Aloud, p. 91-97  G2 TE K8 L5: Read- Aloud, p. 67-71  G3 TE U2 L2: Speaking and Listening, p. 37-46  G4 TE U5 L1: Reading, p. 15-31  G5 TE U9 L1: Reading, p. 10-21</p>
<p>1e) Additional text options to support readers as part of Tier 2 and/or Tier 3 of an MTSS framework. Texts should fit characteristics above as well as provide a level of hi-interest low readability.</p>	

**NON-NEGOTIABLE 2**

**Evidence-based**

**Discussion and Writing:** Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>REQUIRED</b></p> <p>2a) At least 80% of all questions, tasks, and assignments in the materials are text dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text specific.</p>	<p>2a) The overwhelming majority of questions, tasks, and assignments in CKLA materials are text-dependent. Students are asked in daily reading and Read-Aloud instruction, both in discussion and through short and later, longer-answer written responses, to answer text-dependent questions about literary and informational texts. These questions are identified as literal, inferential, and evaluative.</p> <p>Literal questions assess students’ recall of key details from the text. These are text-dependent questions that require students to paraphrase and/or refer back to the portion of the text where the specific answer is provided. Inferential questions ask students to infer information from the text and to think critically. These text-dependent questions require students to summarize and/or reference the portions of the text that lead to and support the inference they are making. Evaluative questions ask students to build on what they have learned from the text using analytical and application skills, often to form an opinion or make a judgment. These questions require students to paraphrase and/or cite the textual evidence that substantiates their argument or opinion.</p> <p>Student writing frequently incorporates textual evidence. In many cases, students gather evidence from the text in graphic organizers or other tools that they consult when planning and drafting their work. Students also write in response to text in assignments that ask them to use textual evidence to support their argument or opinion. Activities that cover citations require students to identify the</p>



	<p>paragraph or page of the text on which they located the evidence for their work.</p> <p>Examples:</p> <p>GK TE S7 L10: Reading &amp; Wrap-Up, p. 121-122          G1 TE S7 L2: Read “Martez, Martez, Martez”, p. 23          G2 TE S5 L13: Read “The Letter”, p. 150-151          G3 TE U5 L17: Sharing Articles and Discussion, p. 328-330          G4 TE U2 Pt.1 L9: Lesson Wrap-Up, p. 221          G5 TE U5 L3: Writing, p. 91-94</p>
<p><b>REQUIRED</b></p> <p>2b) Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.</p>	<p>2b) Every CKLA unit is based around key texts, and students are expected to refer to these texts consistently and coherently in their writing and discussions. The vast majority of writing tasks and discussion opportunities require students to cite the text as the basis for their responses. Students are often asked to generate additional questions based on the texts. Students further demonstrate understanding in writing by applying what they have learned and providing evidence from the text to back up their answers and opinions. Arguments, whether oral or written, must be founded in a clear understanding and analysis of text. For example, Grade 3 students learning about sea exploration write a paragraph from the perspective of a sailor on John Cabot’s ship, stating their opinion of whether or not the hardships they experienced are worth the adventure or glory and citing examples from the text to support their response. Grade 5 students studying <i>Adventures of Don Quixote</i> write a four-paragraph persuasive essay arguing whether they believe Don Quixote’s good intentions justify his often calamitous actions, using reasons and evidence from the text to support their claims.</p> <p>Amplify CKLA student learning centers on reading and/or listening to text, interpreting</p>

	<p>meaning, analyzing purposes and text structure, and responding in a variety of ways that require using evidence from the text to support their responses or claims.</p> <p>Examples:</p> <p>GK TE S9 L2: Wrap-Up, p. 28          G1 TE K10 L4: Application, p. 63-64          G2 TE S6 L26: Reading, p. 282-285          G3 TE U3 L1: Discussing the Read-Aloud, p. 23-24          G4 TE U1 L2: Identify Character Traits, p. 42-43          G5 TE U4 L3: Writing, p. 85-90</p>
<p>2c) Materials provide tiered tasks or discussion routines for students to learn how to follow and appropriately challenge students at every level.</p>	<p>Amplify CKLA provides guidance for teachers on differentiating instruction for all learners. All Amplify CKLA lessons provide suggestions for small groups and partnering opportunities that can be arranged based on student need. Within daily lessons, Supports designed to give all students in-the-minute support to access activities are provided in sidebars. Access sidebars include tiered tasks and discussion prompts. For example, a Teacher Guide may suggest multiple ways to support various learners including asking simple yes/no questions, to providing sentence starters, to listening and responding to peers. Challenge sidebars include stretching questions and more academically rigorous activities.</p> <p>Examples:</p> <p>GK TE K8 L1: Speaking and Listening sidebar, p. 20          G1 TE S4 L4: Challenge sidebar, p. 53          G2 TE K7 L1: Speaking and Listening sidebar, p. 19          G3 TE U5 L2: Exchange Information and Ideas sidebar, p. 35          G4 TE U2 Pt1 L2: Language sidebar, p. 52          G5 TE U2 L2: Writing sidebar, p. 63</p>

**Non-Negotiable 3: Building Knowledge:**

Materials build knowledge systematically through reading, writing, speaking, and listening, and language study.

Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>REQUIRED</b></p> <p>3a) Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.</p>	<p>3a) 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 complex texts and material later in elementary school.</p> <p>Students spend several weeks at a time learning about topics as varied as the five senses, the human body, astronomy, geology, chemistry, early civilizations, medieval empires, early world and American civilizations, and Native Americans. Knowledge about the topic is built up over the weeks, with a diverse range of speaking and listening, writing, and reading activities, providing repeated exposure to new vocabulary and ideas. For example, in Kindergarten, students study plants and how they grow, building understanding about the natural world and the basic needs of living things. In Grade 1, students learn about the diversity of both plants and animals in Domain 8, Animals and Habitats. Students in Grade 2 can use this background knowledge when learning about more natural world topics presented in Domain 6, Cycles in Nature, and Domain 8, Insects. In this way, Amplify CKLA systematically structures knowledge domains so that students gain an increasingly deep understanding of topics.</p> <p>Examples:</p> <p>Literature Connections: GK K1: Nursery Rhymes and Fables → GK K3: Stories → G1 K1: Fables and Stories</p>

	<p>→ G1 K3: Different Lands, Similar Stories → G2 K1: Fairy Tales and Tall Tales → G2 K4: Greek Myths → G3 U1: Classic Tales → G4 U3: Poetry → G4 U8: Treasure Island → G5 U3: Poetry → G5 U7: A Midsummer Night’s Dream</p> <p>Human Body Connections: GK K2: The Five Senses → G1 K2: The Human Body → G2 K10: The Human Body: The Building Blocks of Nutrition → G3 U3: The Human Body: Systems and Senses</p> <p>History Connections: GK K6: Native Americans → G1 K4: Early World Civilizations → G1 L5: Early American Civilizations → G2 K2: Early Asian Civilizations → G2 K3: The Ancient Greek Civilization → G3 U9: Early Explorations of North America → G4 U7: American Revolution → G5 U8: Native Americans</p> <p>Science Connections: GK K4: Plants → GK K5: Farms → G1 K8: Animals and Habitats → G2 K6: Insects → G2 K8: Cycles in Nature → G3 U11: Ecology → G4 U5: Geology → G5 U9: Chemical Matter</p>
<p>3b) Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned or texts of their own choosing.</p>	<p>3b) Students regularly engage in a volume of reading both assigned texts (related to the anchor texts) or texts of their own choosing, in or outside of class. Throughout CKLA Skills units, students receive Take-Home copies of the text to read to someone at home. In addition, each Student Reader includes additional stories/chapters students may read independently in class (particularly when they have completed their daily assignment). Pausing Points provide students another opportunity to engage in Additional Reading. For example, Grade 2 Skills Unit 4 suggests students read “The Visit” and/or “Battery Park.” The Activity Book includes story comprehension questions (Activity Pages PP.41–PP.44) that may be completed in conjunction with these stories.</p> <p>Beginning in Grade 2, Skills Unit 4, it is highly recommended that students read independently at home for 20 minutes each night. Students keep a Reader’s Log (provided in Teacher Resources, TG p. 279) of what they read at home, and/or of what they read independently in class.</p>

Teachers are encouraged to infuse the Knowledge curriculum with authentic domain-related literature. A list of trade books that reinforce the concepts covered in each domain is provided in Recommended Resources and as a Take-Home activity page. A Family Letter offers guidelines and suggestions for additional ways to engage in content and skills at home. Teachers are also prompted to create a classroom lending library, enabling students to select domain-related books to read independently.

Reading opportunities are vast and include guidance for independent, small group, whole group, and partner reading in Grades 3-5. Discussion questions and activity pages provide a source of accountability for independent reading, both in and outside of class. 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.

The Teacher Resource site contains a Trade Book List of authentic texts that can help students extend the knowledge built throughout Amplify CKLA. The texts selected for each domain reflect characters and subjects with a wide range of backgrounds, cultures, and identity factors, ensuring that all students find connections between domain knowledge and their own lives. These texts also help students learn about cultures with which they may be unfamiliar, ensuring that students continue growing in their understanding of others and their appreciation of the world's diversity.

	<p>Teachers are also prompted to create a classroom lending library, enabling students to select domain-related books to read independently. Amplify CKLA’s Independent Reading Facilitation Guide (Attachment 3) offers additional guidance in building a culture of independent reading.</p> <p>Examples:</p> <p>GK TE S9 Pausing Point: Read Decodable Stories, p. 229-230  G1 TE S6 Pausing Point: Read Decodable Stories, p. 271-273  G2 TE S4 Pausing Point: Additional Reading, p. 275-276  G3 CKLA Teacher Resource site (online)&gt;Grade 3&gt;Daily Instruction&gt;Novel Guides&gt;“Stella Díaz Has Something to Say”  G4 CKLA Teacher Resource site (online)&gt;Grade 4&gt;Daily Instruction&gt;Novel Guides&gt;“The Season of Styx Malone”  G5 CKLA Teacher Resource site (online)&gt;Grade 5&gt;Daily Instruction&gt;Novel Guides&gt;“You Don’t Know Everything, Jilly P!”</p>
<p>3c) Materials provide opportunities that encourages talk among children, including discussions of print or digital texts.</p>	<p>3c) One of the goals of the CKLA 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. 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>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.</p> <p>Examples:</p> <p>GK TE S9 L3: Wrap-Up, p. 40  G1 TE S6 L20: Observation - Sequence Events, p. 209  G2 TE K6 L2: Think Pair Share, p. 30</p>
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	<p>G3 TE U5 L17: Speaking and Listening, p. 328-330            G4 TE U8 L19: Writing, p. 332-333            G5 TE U9 L5: Speaking and Listening, p. 82-83</p>
<p>3d) Materials provide instruction of morphology, including common word roots, inflections, prefixes, affixes, and syntax.</p>	<p>3d) Amplify CKLA materials provide instruction of morphology including roots, inflectional endings, prefixes, affixes, and syntax. In K-2, CKLA students study morphology in the context of decoding and spelling, such as prefixes, affixes, and inflectional endings. Throughout Grades 3–5, students will study word parts, such as prefixes, suffixes, and root words. Oral and written activities present opportunities to apply morphology skills.</p> <p>Examples:</p> <p>GK TE K2 L3: Word Work, p. 35-36            G1 TE S5 L5: Language, p. 62-63            G2 TE S5 L4: Language, p. 44-45            G3 TE U8 L3: Language, p. 66-69            G4 TE U7 L2: Morphology, p. 50-51            G5 TE U5 L2: Morphology, p. 63- 66</p>
<p>3e) Materials that attend to word relations.</p>	<p>3e) Words and language are key focuses of Amplify CKLA. Students learn about words and their meaning(s) in context and build semantic maps in their brains connecting words and ideas together. As their internal maps increase, so do their abilities to discern differences and the nuances between similar words. In Amplify CKLA, students tackle understanding of figurative language, word relationships, and nuances in word meanings. In Grades 4 and 5, the language demands of texts increase. Students spend significantly more time considering the precise use of words, including figurative and ambiguous phrasing, starting with the first unit, <i>Personal Narratives</i>, and progressing throughout the year.</p> <p>Examples:</p> <p>GK TE K7 L3: Word Work, p. 43            G1 TE K3 L5: Word Work, p. 82</p>



	<p>G2 TE K5 L7: Sayings and Phrases, p. 112          G3 TE U8 L7: Word Work &amp; Sayings and Phrases, p. 154-155          G4 TE U1 L10: Language, p. 167-169          G5 TE U1 L15: Language, p. 182-184</p>
<p>3f) Materials provide explicit instruction in both general academic and content area vocabulary during reading and disciplinary instruction.</p>	<p>3f) Amplify CKLA exposes students to many areas of study, all enhanced with rich domain-specific vocabulary and general academic vocabulary. 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, which provides students opportunities to engage with the identified vocabulary both in isolation and in context. Students are also introduced to phrases, sayings, and the uses and differences of literal and figurative language. Throughout the unit, students are prompted to use newly-acquired vocabulary during discussions and in written tasks. Through repeated exposure to words in each unit, students implicitly gain a greater understanding of many different words.</p> <p>Examples:</p> <p>GK TE K1 L1: Read-Aloud &amp; Word Work, p. 10- 13          G1 TE K2 L1: Read-Aloud &amp; Word Work, p. 11- 16          G2 TE S5 L4: Reading, p. 46- 50          G3 TE U7 L1: Word Work &amp; Reading, p. 24- 29          G4 TE U7 L1: Word Work, p. 30          G5 TE U4 L4: Reading, p. 99- 114</p>
<p>3g) Materials provide a wide variety of reading that exposes them to rich and discipline-specific academic language and provides the opportunity for vocabulary learning in the context of reading.</p>	<p>3g) The Core Knowledge Sequence has been intentionally developed to further deepen students’ vocabulary. Amplify CKLA students receive explicit vocabulary instruction, but because they are immersed in rich content domains, they also encounter a wide range of vocabulary related to those domains. As</p>

CKLA students acquire knowledge of diverse topics in science, social studies, and the arts, they also inevitably acquire the vocabulary necessary to speak about those topics with clarity, depth, and nuance. CKLA takes a multifaceted approach to vocabulary development. Vocabulary is carefully chosen according to domain content (Tier 3 vocabulary), appropriate and transferable academic vocabulary for textual analysis and writing (Tier 2 vocabulary), and links to decoding and encoding instruction (Tier 1 vocabulary).

Students are exposed to above-grade-level Read-Alouds on a regular basis. These allow students to encounter, use, and practice domain-specific vocabulary on a topic over several weeks. Academic vocabulary is also learned implicitly, with opportunities and instructions to use Tier 2 vocabulary throughout the lessons. Through the Knowledge Strand's Read-Alouds, students develop a broad, deep, and flexible vocabulary that prepares them to read increasingly complex texts and write with precision and detail. In addition to using their expanding vocabulary, students use academic English in complete sentences to further solidify syntactic connections. Immediately following most Read-Aloud lessons, there is a five-minute Word Work activity (based on research of Beck, McKeown, and Kucan, 2002). This activity provides in-depth focus on a specific vocabulary word from the text. Students review the word, its meaning, and an additional context for using the word. Finally, students complete a follow-up activity to extend their understanding of the targeted word.

Examples:

GK TE K4 L3: Word Work, p. 35-36

	<p>G1 TE K3 L9: Word Work, p. 140-141            G2 TE K7 L5: Word Work, p. 74            G3 TE U8 L9: Word Work, p. 197- 198            G4 TE U7 L1: Word Work, p. 30            G5 TE U2 L1: Word Work, p. 33</p>
<p>3h) Materials provide opportunities for students to use new vocabulary in a variety of contexts and modes.</p>	<p>3h) A primary goal of the Amplify CKLA program is to coherently build students’ knowledge from Kindergarten through Grade 5 and to provide both exposure to and instruction with Tier 1 and Tier 2 academic and domain-related vocabulary. This knowledge and vocabulary development, connected within each grade level and across the grades, allows students to gain skill and confidence as readers and writers. The texts and associated instructional materials within each unit have been crafted to provide repeated exposure to, and experiences with, selected vocabulary words embedded within domains of knowledge related to history, geography, science, culture, and the arts. Each domain-based unit spans several weeks of instruction, during which students read a number of unique texts or chapters. This approach allows for the domain immersion needed to acquire new vocabulary as well as breadth and depth of domain knowledge. Through repeated exposure to words in each unit, students implicitly gain a greater understanding of many different words. Implicit vocabulary learning is an efficient and effective way to build a broad, rich vocabulary base. Although the primary mechanism for acquiring new vocabulary is through implicit vocabulary learning, each lesson also highlights a number of vocabulary words in a more explicit way.</p> <p>Examples:</p> <p>GK TE K1 L12: Application, p. 172-173            G1 TE K3 L1: Application, p. 17            G2 TE K4 L4: Vocabulary Instructional Activities, p. 61            G3 TE U2 L12: Word Work, p. 260            G4 TE U7 L15: Word Work, p. 308-309            G5 TE U4 L11: Language, p. 278</p>

<p>3i) Materials include additional explicit instruction opportunities and practice for students who struggle and may be served via Tier 2/Tier 3 instruction within an MTSS framework.</p>	<p>Amplify CKLA lessons provide suggestions for whole group, small group, or individual support and scaffolds that can be implemented based on need before, during, or after lessons for core instruction support. Tiered supports are integrated into each lesson segment. These supports are both specific to the mastery of the standards for the lesson and aligned to Primary Focus objectives. They provide suggestions for adjusting the pacing of instruction, providing specific guidance and instruction for academic and domain-specific vocabulary, and offering deeper support for syntactic awareness. They also feature instructional tools to adjust required modes of participation, expressive language demands, and timing/immediacy of support.</p> <p>Additional resources are available in the online unit-by-unit Assessment and Remediation Guides (K-3) and the Decoding and Encoding Supplements (4-5), which contain large volumes of additional remediation instruction and the online Intervention Toolkit. Teachers may use flexible Pausing Point days to reteach and differentiate as needed. These Pausing Point days occur with every unit, ensuring that students may receive remediation before the class progresses to another unit of study.</p> <p>Examples:</p> <p>GK - CKLA Teacher Resource site (online)&gt;Grade K&gt;Daily Instruction&gt;Skills 7&gt;Intervention&gt; ARG (Skills 7)</p> <p>G1 - CKLA Teacher Resource site (online)&gt;Grade 1&gt;Daily Instruction&gt;Skills 4&gt;Intervention&gt; ARG (Skills 4)</p> <p>G2 - CKLA Teacher Resource site (online)&gt;Grade 2&gt;Daily Instruction&gt;Skills 3&gt;Intervention&gt; ARG (Skills 3)</p> <p>G3 - CKLA Teacher Resource site (online)&gt;Grade 3&gt;Daily Instruction&gt;Intervention&gt;ARG</p>
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	<p>G4 - CKLA Teacher Resource site (online)&gt;Grade 4&gt;Daily Instruction&gt;Intervention&gt;Decoding and Encoding Remediation Guide</p> <p>G5 - CKLA Teacher Resource site (online)&gt;Grade 5&gt;Daily Instruction&gt;Intervention&gt;Decoding and Encoding Remediation Guide</p>
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**Non-Negotiable 4: Foundational Skills:**

Materials develop foundational reading skills systematically, using research based and transparent methods. \*Foundational Skills are only for Grades K-5

Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>REQUIRED</b></p> <p>4a) Materials provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency in a research-based and transparent progression in each grade level.</p>	<p>4a) The focus of the Skills Strand in K–2 is to build a strong set of foundational skills for early literacy students. The Skills Strand provides comprehensive instruction in print concepts, phonological awareness, phonics and word recognition, and fluency; language skills, including vocabulary development, conventions of English, syntax, spelling, and grammar; reading comprehension; and writing instruction.</p> <p>Amplify CKLA Skills instruction provides systematic instruction in synthetic phonics built on a detailed scope and sequence to ensure that students are exposed to the 44 sounds of the English language and 240 elements of the written code.</p> <p>It is not enough to teach students to be familiar with letters and sounds. To create strong, fluent readers, instruction must help students read words automatically and effortlessly. Explicit instruction in, and extensive practice with, the spelling patterns of the English language is the only way that students can transition from</p>

learning to read (in which their mental energy is mostly focused on decoding) to reading to learn (in which, since decoding has become automatic, their mental energy can be devoted to comprehension of more complex texts and topics). Teachers using Amplify CKLA Skills are provided daily explicit instruction, built on the systematic scope and sequence, along with all the instructional materials necessary to implement the program with fidelity.

In Grades 3-5, 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.

By Grade 3, students have had explicit instruction on basic and advanced coding skills. Students will continue to apply these skills daily, in decoding words and reading with accuracy and fluency. Amplify CKLA provides additional teacher resources for students who may need additional support on foundational reading skills, with resources such as the Assessment and Remediation Guide (Grade 3), Intervention Tool Kit, Fluency Packets, and Decoding and Encoding Remediation Guide (Grades 4 and 5).

	<p>Examples:</p> <p>GK TE S6 L17: Unit Assessment, p. 200-203          G1 TE S1 L8-10: Individual Assessments, p. 96-108          G2 TE S3 L5: Language &amp; Foundational Skills, p. 67-68          G3 TE U1 L2: Short and Long Vowel Review, p. 60-61          G4 TE U2 L4: Morphology, p. 102-103          G5 TE U5 L6: Spelling, p. 180-182</p>
<p><b>REQUIRED</b></p> <p>4b) K-2 materials include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills. These materials include decodable texts for students to practice the phonics skill they have learned in connected text to build automaticity and fluency.</p>	<p>4b) CKLA’s student materials are especially designed to provide for systemic, regular, and frequent practice of foundational skills with engaging, chapter book-type texts and additional materials. These materials include:</p> <ul style="list-style-type: none"> <li>• Student Readers—Each Skills unit includes a Student Reader. These stories are 100% decodable, meaning they only use words and spellings that have been explicitly taught and practiced. The last page of each Reader summarizes the code knowledge that is assumed at the beginning of the Reader (i.e., the code knowledge that has been taught in previous units) and identifies new code knowledge introduced in the current unit, noting the first story in which these new skills are practiced.</li> <li>• Student Activity Books—The Activity Book is organized by lesson and consists of activity pages that provide practice exercises for reinforcement of skills, assessment pages, homework, and Take-Home copies of the stories read in class.</li> <li>• Individual Code Charts—Students use the Individual Code Chart to record the vowel sound/spelling correspondences and selected consonant sound/spelling correspondences that they learn. Spellings are arranged in order from the most frequent to the least frequent spelling. These charts provide a useful</li> </ul>

	<p>reference for students and may be used when reading and writing independently.</p> <ul style="list-style-type: none"> <li>• Additional Fluency Practice: available in the online Assessment and Remediation Guide in K–2, and as a Fluency Packet in Grade 2.</li> <li>• CKLA Student Hub: The Amplify CKLA Hub is a K-5 digital student experience that connects students to the high-quality media and apps available within the Amplify CKLA program. K–2 students have access to Knowledge Builder videos, the Sound Library, Student Reader ebooks and audiobooks. CKLA’s Student Hub for Grade 3-5 also contains audio-enhanced Student Reader ebooks, Spanish Readers, and the Vocabulary App.</li> </ul> <p>Examples:</p> <p>GK S9 AP 5.1, p. 17-19  GK S10 SE, p. 28-31  G1 S4 AP 3.1, p. 9-12  G2 S6 AP 9.1, p. 41-42  G2 S4 SE, p. 14-21</p>
<p><b>REQUIRED</b></p> <p>4c) Materials provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.</p>	<p>4c) CKLA’s assessments, including Skills Unit 1 diagnostic and placement assessments in Grades 1 and 2, provide teachers with specific information about each student’s knowledge in phonemic awareness, phonics knowledge, word recognition, and fluency with connected text. Detailed information about these assessments (Word Recognition, Independent Story Reading, Pseudoword Reading, Code Knowledge, and Letter Names) and how to administer them is provided immediately preceding the first assessment. Information on scoring, analyzing, and interpreting student performance for grouping and placement purposes is provided immediately following the final assessment. An End-of-Year Assessment is administered in all grades. End-of-unit Student Performance</p>



	<p>Assessment(s) are included in the final lesson(s) of each unit.</p> <p>In addition, formative assessments and checks for understanding are clearly marked throughout each unit for monitoring class and individual student performance and progress in key skills. Teachers are directed to collect and analyze student performance on specific activity pages and/or prompted to observe and record individual student performance utilizing formal observation records provided.</p> <p>Students complete three benchmark assessments in Grades 3–5—Beginning-of-Year, Middle-of-Year, and End-of-Year. Students should be offered additional support and remediation depending on their performance.</p> <p>A separate online-only publication, the Assessment and Remediation Guides (K-3) and the Decoding and Encoding Remediation Supplement (4-5), provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found on the Teacher Resource site. The purpose of this guide is to assist in providing targeted remedial instruction to students who may be struggling with occasional gaps in letter-sound knowledge. The materials are also available in the online Intervention Toolkit.</p> <p>Additional Progress Monitoring Assessments are available in Additional Support activities as well as the online Assessment and Remediation Guide. These activities can be used with any students needing additional help, including students with special needs and English Language Learners.</p>
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	<p>Examples:</p> <p>GK TE S1 L10: Student Performance, p. 95- 98  G1 TE S1 L6: Word Recognition Assessment, p. 86- 87  G2 TE S1 L10: Placement Overview, p. 104- 114  G3 TE U1 L7: Assessment, p. 176- 178  G4 TE U1 Beginning of Year Assessment: Word Reading In Isolation Assessment, p. 251- 257  G5 TE U1 Beginning of Year Assessment: Reading Comprehension Assessment, p. 276- 281</p>
<p><b>REQUIRED</b></p> <p>4d) K-2 materials allow teachers to guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.</p>	<p>4d) CKLA lessons provide teachers with the support and guidance needed to ensure students read with purpose, have opportunities to engage with text for deeper understanding, and gain increased fluency through the reading, and rereading of connected text.</p> <p>Additional Support activities at the end of each lesson in the CKLA Skills strand provide teachers with optional remediation activities to implement for students who need additional practice with particular foundational skills.</p> <p>Examples:</p> <p>GK TE S9 L2: Purpose for Reading, p. 27  G1 TE S1 L19: Purpose for Reading, p. 210  G1 TE S4 L4: Purpose for Reading, p. 51  G2 TE S4 L9: Purpose for Reading, p. 124  G2 TE S5 L3: Purpose for Reading, p. 38</p>
<p><b>REQUIRED</b></p> <p>4e) Materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level text as required by the Foundational Skills Standards.</p>	<p>4e) CKLA Skills Strand contains a variety of opportunities for students to engage in a range and volume of reading with grade-level texts. Student Activity books contain Take-Home copies of the text to read to someone at home. The CKLA Student Reader includes additional stories/chapters students may read independently in class (particularly when they have completed their daily assignment). The Student Hub contains the range of student readers in an ebook version that can be viewed on most internet enabled devices. In addition,</p>

	<p>Pausing Points provide students another opportunity to engage in Additional Reading. For example, Grade 2 Skills Unit 2 suggests students read stories from either The Cat Bandit or Bedtime Tales.</p> <p>Students practice fluency throughout Grades 3–5, both formally and informally through daily student-centered activities. Students routinely read in different configurations, including independently and in small- and whole-group settings. Teachers can continue to build student interest by selecting books from the Trade Book List for independent or whole group reading. The online Fluency Supplement consists of selections from a variety of genres, including poetry, folklore, fables, and other selections. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). Pausing Points contain additional reading opportunities with complex texts found in the student readers that are directly related to the unit’s content.</p> <p>Examples:</p> <p>GK AP S9 Take-Home 4.2: The Bad Crab, p. 23-25  G1 TE S4 Pausing Point: Read Decodable Stories, p. 303  G2 AP S5 Take-Home 2.3: The Beginning, p. 7-10  G3 TE U5 Pausing Point 2: Reading, p. 333-335  G4 CKLA Teacher Resource site (online)&gt;Grade 4&gt;Daily Instruction&gt;Intervention&gt;Fluency Packet  G5 TE U2 Pausing Point: Enrichment, p. 330</p>
<p><b>REQUIRED</b></p> <p>4f) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade level words, including high-frequency words, by using sound symbol knowledge and knowledge of syllabication and regular practice in</p>	<p>4f) Amplify CKLA materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade level words, including high-frequency words. Instructional materials include consistent systematic and explicit instruction in phonics skills with repeated teacher modeling across all Skills lessons. Amplify CKLA includes</p>

<p>encoding (spelling) the sound symbol relationships of English. (Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</p> <p>4f) In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	<p>phonics instruction, but the instruction differs from the phonics traditionally taught, in that it begins with sounds and then attaches those sounds to spellings.</p> <p>The term “Tricky Word” is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word. When teaching a Tricky Word, the teacher emphasizes the parts of the words that are NOT tricky that follow regular code rules, and teaches the part(s) that are tricky explicitly.</p> <p>The term “sight word” is often used to describe a common word students should practice reading and learn to recognize rapidly. At the same time, a sight word may describe a Tricky Word. It is necessary to distinguish between words that are genuinely tricky (words like one, of, two, who, and could) and words that are high-frequency but pronounced as expected (words like in, at, on, this, that, and up). Words in this last category are not taught as Tricky Words, because there is actually nothing tricky about them. They can be read via blending, and students are taught to read them that way.</p> <p>Tricky Words are introduced in a scaffolded manner using the Picture Reader resource in Kindergarten. The Picture Reader presents one Tricky Word at a time with colorful rebus pictures. Each page in the Picture Reader has a very limited amount of written text, coupled with different rebus pictures.</p> <p>Examples:</p> <p>GK TE S3 L13: Introduce Tricky Words, p. 128-131  G1 TE S5 L5: Language, p. 62-63  G2 TE S1 L14: Foundational Skills, p. 159-163</p>
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	<p>4f) Amplify CKLA materials in Grades 3-5 provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words. Throughout Grades 3–5, students will study word parts, such as prefixes, suffixes, and root words. Oral and written activities present opportunities to apply morphology skills. Pronunciation and syllabication information is provided so the teachers can present any new, unfamiliar spelling words in a way that reinforces the manner in which students were taught to decode and encode in the earlier grades.</p> <p>Examples:</p> <p>G3 TE U2 L4: Language, p. 93-96          G4 TE U5 L6: Morphology and Spelling, p. 146-151          G5 TE U5 L6: Morphology and Spelling, p. 178-181</p>
<p><b>REQUIRED</b></p> <p>4g) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>4g) Student Readers are built according to the program and the code students have been introduced to, allowing for self-monitoring and self-correction.</p> <p>Examples:</p> <p>GK TE S8 L3: Read “Fun at the Pond”, p. 44-45          G1 TE S3 L8: Read “The Two Mules”, p. 102          G2 TE S3 L10: Read “Kim’s Training”, p. 132          G3 TE U3 L13: Small Group Reading, p. 294</p>
<p>4h) Materials promote phonological awareness development, particularly phonemic awareness development, through explicit explanation, demonstration, play with sounds in words, and engaged study of words. Please reference the General Education Leadership Network’s <a href="#">Essential Instructional Practices in Early Literacy</a> (specifically Practices #4 &amp; #5).</p>	<p>4h) The CKLA Skills Strand in K-2 provides comprehensive instruction in foundational reading skills including phonological awareness. The Amplify CKLA Skills scope and sequence was carefully designed to ensure that all students receive standards-based foundational instruction in phonological awareness and phonemic awareness. Some of the phonological skills that are taught include:</p>

	<ul style="list-style-type: none"> <li>• Demonstrate understanding of spoken words, syllables, and sounds</li> <li>• Distinguish long from short vowel sounds in spoken single-syllable words</li> <li>• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words</li> <li>• Blend and segment onsets and rimes of single-syllable spoken words</li> </ul> <p>Instructional materials include a variety of activities for phonological awareness, providing students with ample opportunities to engage with phonological awareness activities daily. Materials provide systematic and explicit instruction for students in phonological awareness throughout all lessons. Activities include:</p> <ul style="list-style-type: none"> <li>•Recognizing and producing rhyming words</li> <li>•Sorting pictures, objects, and words by sound</li> <li>•Segmenting by syllables and phonemes in words</li> <li>•Blending phonemes into words using hand and arm gestures.</li> <li>•Chaining to support decoding and encoding unknown words</li> </ul> <p>Examples:</p> <p>GK TG S3 L1: Foundational Skills, p. 17- 18            G1 TG S4 L2: Word Sort, p. 25            G2 TG S2 L3: Foundational Skills, p. 46- 49            G3 TG U1 L5: Foundational Skills, p. 127- 129</p>
<p>4i) Materials reflect the instructional advice presented in the recommendations within the IES Foundational Skills to Support</p>	<p>4i) Amplify CKLA materials reflect the instructional advice and our program includes all four recommendations within the IES</p>

<p>Reading for Understanding in Kindergarten Through 3rd Grade <a href="#">Practice Guide</a>.</p>	<p>Foundational Skills to Support Reading for Understanding. Amplify CKLA instruction includes:</p> <ol style="list-style-type: none"> <li>1. <i>Teaching students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.</i></li> </ol> <p>Through the Knowledge Strand, students are exposed to above-grade-level Read-Alouds on a daily basis. These allow students to encounter, use, and practice domain-specific and academic Tier 2 and Tier 3 vocabulary on a topic over several weeks. Through Read-Alouds, students develop a broad, deep, and flexible vocabulary that they are comfortable using in context. This gives them an enormous advantage in reading complex texts and writing with precision and detail. In addition to using their expanding vocabulary, students are given specific and general opportunities to use academic English in complete sentences to further solidify syntactic connections.</p> <p>Within the Skills Strand in grades K-2, new vocabulary is actively previewed and discussed before it is encountered. Students have a structured environment within which to clarify, discuss, and ask questions about new vocabulary. Within the Knowledge Strand, Word Work—daily short activities around new domain-specific vocabulary—provides additional explicit teaching. There are also frequent activities, such as brainstorming connections to domain specific vocabulary and presentations using academic vocabulary, designed so that students consciously use new vocabulary and connect it to other concepts and ideas they have already learned.</p> <p>Students in Grades 3-5 continue to learn new vocabulary in Word Work lessons, as well as new vocabulary in context used in the Student</p>
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Readers. Robust discussion following reading encourages students to understand and use new vocabulary in context. This continued exposure within the texts, coupled with specific language lessons that include spelling, morphology, and grammar, provide students with a strong foundation of word knowledge.

*2. Develop awareness of the segments of sound in speech and how they link to letters.*

Amplify CKLA focuses on sounds, or phonemes, rather than letters as the primary organizing principle of the program. This approach to phonics instruction may differ from how many teachers have previously taught phonics. In CKLA phonics instruction students are first introduced to the sound (for example, /m/) and participate in interactive, engaging oral language exercises in which they repeatedly say and hear the sound /m/. Once students are familiar with the sound, they learn to “draw a picture” of the sound (the letter ‘m’). CKLA consistently focuses on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes such as –ick and initial clusters such as st– are not taught as units but as combinations.

*3. Teach students to decode words, analyze word parts, and write and recognize words.*

The Amplify CKLA program (particularly within Grades K–2) is typically described as a synthetic-phonics approach; however, the lessons actually take a multi-prong approach to teaching children phoneme-letter patterns, sight words, and word patterns. Thus, Amplify CKLA reflects a blended approach consistent with the latest research on phonics instruction.



In Amplify CKLA, the Kindergarten year is the year that most strongly adheres to a strict synthetic-phonics approach. In Kindergarten, children are first taught to relate a single spelling to each of the 44 sounds of English. Amplify CKLA seeks to minimize the challenges of this approach (i.e., that children will encounter exceptions to what they know) by teaching children the most common and least ambiguous spelling for each sound of English (e.g., a\_e is taught for a long “a” sound because there are few exceptions). The instructional approach taken in Grades 1 and 2 is a blended approach, where children are still given information in single sound-letter patterns, but this information is introduced in ways that also builds their understanding of larger-grained units of words (e.g., syllables, rimes). For example, research states that the rime pattern –ight occurs approximately 90 times in English, thus making it a potentially useful rime pattern to know (Goswami, 2005). Although the Amplify CKLA program would not teach –ight as a whole, it will teach that “igh” is an alternative spelling for the long “i” sound. Within such a lesson, children will examine words that have this “igh” spelling versus words with other spellings of the long /ie/ sound (e.g., i\_e) and will—explicitly and with teacher guidance—examine lists of words following these two spelling patterns and discuss commonalities among words. In this way, the Amplify CKLA approach, while synthetic in its premise, actually embeds instruction around phoneme-level and word-, syllable-, rime-level information. Thus, it shows consistency with the research that speaks to the value of learning multiple strategies when learning to read English.

	<p>4. <i>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</i></p> <p>Amplify CKLA offers extended practice through the use of original, decodable Student Readers. In Grades K-2, Skills Strand Student Readers are fully decodable grade-level text, as they consist of words using the specific letter-sound correspondences that students have already learned. These highly engaging chapter books are used in instruction for code practice, fluency, comprehension, and vocabulary development. A text-based discussion follows each text selection.</p> <p>Examples:</p> <p>GK TE S3 L2: Foundational Skills, p. 26- 28          G1 TE S4 L3: Foundational Skills, p. 37- 38          G2 TE S2 L2: Read, p. 37- 38          G3 TE U1 L4: Reading, p. 108- 113</p>
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**Non-Negotiable 5: Range and Quality of Text**

Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.

Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>REQUIRED</b></p> <p>5a) In grades K-5, materials include a balance of texts and instructional time of 50% literature and 50% informational text and includes both print and non-print texts.</p>	<p>5a) CKLA includes a balance of texts and instructional time across Grades K–5. While the emphasis in Kindergarten is on familiar, literary text, the amount of informational text gradually increases, reaching at least 50% by Grade 3. Textual complexity combines qualitative and quantitative factors, and the challenge of Amplify CKLA’s Student Readers increases substantially in content, length, and vocabulary as students progress through the program. CKLA students in the upper grades continue reading</p>

	<p>rich, robust works of literature—including poetry, drama, and fiction—but also read substantial, serious informational text, including primary sources. CKLA includes a variety of both print and non-print text. For more information on the balance of texts, please see the <a href="#">CKLA Text Complexity Guide</a>.</p> <p>Examples:</p> <p>GK - CKLA Text Complexity Guide, p. 7          G1 - CKLA Text Complexity Guide, p. 29          G2 - CKLA Text Complexity Guide, p. 47          G3 - CKLA Text Complexity Guide, p. 65          G4 - CKLA Text Complexity Guide, p. 73          G5 - CKLA Text Complexity Guide, p. 81</p>
<p><b>REQUIRED</b></p> <p>5b) A large majority of texts included in the instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.</p>	<p>5b) CKLA units, designed around the Knowledge Sequence, expose students to a series of carefully sequenced, increasingly complex texts organized around rich domains of knowledge related to history, geography, science, world cultures and societies, and the arts. The knowledge sequence’s breadth of content ensures that students encounter authentic, relevant texts that reflect the text characteristics and genres specifically required by the Standards at each grade level.</p> <p>Throughout CKLA, students encounter both literary text, including classic and contemporary fiction, poetry, and drama, and informational text, including technical diagrams and graphics; historical artifacts such as letters and diary entries. In K-2, scientific writing explains concepts in life science, astronomy, weather and climate, and other scientific fields; and literary nonfiction.</p> <p>In Grades 3-5, scientific writing explains concepts in geology, astronomy, chemistry, and</p>

	<p>other scientific fields; and literary nonfiction such as personal narratives.</p> <p>Students work increasingly individually in Grades 3–5, with large numbers of cross-curricular activities found in Activity Books, ranging from short answer questions to long projects. These can and should be used as frequent feedback and assessment opportunities.</p> <p>Examples:</p> <p>GK Stories: see K3 TE p. 2          G1 Fables and Stories: see K1 TE p. 2          G2 Early Asian Civilizations: see K2 TE p. 2          G3 Classic Tales: see U1 TE p. 2          G4 Geology: see U5 TE p. 1          G5 Early American Civilization: see U2 TE p. 1</p>
<p><b>REQUIRED</b></p> <p>5c) For grades 3-5, support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade level complex text as required by the Foundational Skills Standards.</p>	<p>5c) Students practice fluency throughout Grades 3–5, both formally and informally through daily student-centered activities. Students routinely read in different configurations, including independently and in small- and whole-group settings. Teachers can continue to build student interest by selecting books from the Trade Book Guide for independent or whole group reading. The online Fluency Supplement consists of selections from a variety of genres, including poetry, folklore, fables, and other selections. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). Pausing Points contain additional reading opportunities with complex texts found in the student readers that are directly related to the unit’s content.</p> <p>Examples:</p> <p>G3 TE U5 Pausing Point 2: Reading, p. 333-335          G4 CKLA Teacher Resource site (online)&gt;Grade 4&gt;Daily Instruction&gt;Intervention&gt;Fluency Packet          G5 TE U2 Pausing Point: Enrichment, p. 330</p>

<p><b>REQUIRED</b></p> <p>5d) Materials include print and non-print texts of different formats (e.g., a range of film, art, music, charts, etc.) and lengths (e.g., short stories and novels).</p>	<p>Amplify CKLA materials include print and non-print texts of different formats and lengths. Amplify CKLA texts are available as digital eReaders with options for narration in the CKLA Student Hub. The CKLA Hub also provides students and teachers access to the Sound Library which provides sample pronunciations, songs, and videos. The Knowledge Builder videos are short, fun animated stories with an emphasis on engagement. Knowledge Builder videos come with video guides and activity pages, giving teachers additional ways to get students excited about what they are about to learn. In addition, the CKLA Read-Alouds are available as videos read by professional narrators.</p> <p>The Quest Units in Grades 3-5 are immersive, narrative-driven units that form close reading adventures. Students will appreciate the immersive digital learning experiences gained during these unique units. The Quests create an enjoyable multimedia environment with audio and video features while attending to grade level standards. For example, Grade 5 students will read, write, act, direct, design, and watch <i>A Midsummer Night’s Dream</i>. Students in Grade 3 take the roles of Vikings who have set sail with Leif Erikson to create the first Norse settlement in North America. The Amplify CKLA Student Hub is a digital student experience designed to connect students to various types of media within the program. Students in all grades can access audio-enabled eReaders (Student Readers) in the Library, read with the audio on or off, and highlight text. In Grades 3-5, students are also able to make notes in the texts. Other features include an interactive table of contents and bookmarking.</p> <p>Examples:</p>
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	<ul style="list-style-type: none"> <li>•GK - CKLA Teacher Resource site (online)&gt;Grade K&gt;Daily Instruction&gt;Knowledge 3&gt;Knowledge Builders&gt;Stories video</li> <li>•G1 - CKLA Teacher Resource site (online)&gt;Grade 1&gt;Daily Instruction&gt;Skills 1&gt;E-book and Audiobook&gt;“Snap Shots”&gt;Open E-book App</li> <li>•G2 CKLA Teacher Resource site (online)&gt;Grade 2&gt;Daily Instruction&gt;Skills 1&gt;Sound Library</li> <li>•G3 - CKLA Teacher Resource site (online)&gt;Grade 3&gt;Daily Instruction&gt;Unit 6&gt; Additional Materials&gt; Quest&gt; Open App &amp; Start</li> <li>•G4 - CKLA Teacher Resource site (online)&gt;Grade 4&gt; Daily Instruction&gt;Unit 4&gt;Video&gt;“Welcome to Eureka”</li> <li>•G5- CKLA Teacher Resource site (online)&gt;Grade 5&gt; Daily Instruction&gt; Unit 8&gt;E-book and AudioBook</li> </ul>
<p>5e) Grades K-2 sets of texts are thematically and conceptually related and offer opportunities for students to learn that they may not yet be able to experience independently. These texts also have child friendly explanations of words.</p>	<p>5e) The core texts for K-2 students are the Student Readers. Each student receives one Reader per unit of instruction. These decodable Readers, structured as chapter books, were developed on Amplify CKLA’s scope and sequence for phonics, directly connecting instruction to student practice in connected texts. These decodable readers are written as chapter books with stories that develop over time. For example, the Reader for Grade 1 Unit 4 is <i>The Green Fern Zoo</i>. The main character, Vern, introduces students to all different types of animals, from mandrills to puffins. While Vern is a fictional character, the information in the book is factual, making this an informational text. In Grade 2 Unit 3, the Reader for this unit is Kids Excel. This fictional Reader consists of profiles of kids who excel at various activities—spelling, swimming, playing soccer, jumping rope, splashing, math, rock skipping. Each profile progresses across several selections.</p> <p>Students use the Readers to practice decoding, fluency, and comprehension during shared reading lessons, targeted close reading sessions, in small groups, and independently. Big Books are enlarged versions of the Student Readers</p>

	<p>used in Kindergarten and Grade 1 during shared reading. An additional pre-decodable Picture Reader combines rebus pictures with high frequency words.</p> <p>Examples:</p> <p>GK S7 Reader: Seth          GK TE S7 L11: Reading, p. 134- 135          G1 S4 Reader: The Green Fern Zoo          G2 TE S3 L2: Reading, p. 29- 31</p>
<p>5f) Grades 3-5 texts should include books and other materials connected to the children’s interest and reflect children’s background and cultural experiences, including class- and child-made books. Reading material should expose students to rich language and vocabulary learning.</p>	<p>5f) Amplify CKLA understands that students must be able both to respect their own backgrounds and experiences and confidently communicate and work with peers from around the world. To that end, the program offers many opportunities for students to recognize themselves in familiar characters and to open their minds to new perspectives—all while developing a lifelong love of reading and learning. Based on an analysis of all grade level texts, over 50% of CKLA texts include representations of minorities.</p> <p>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 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/Latino cultures, tracing their history from their earliest civilizations up through their many contributions to contemporary society.</p>

Amplify CKLA contains tools to help teachers offer culturally relevant and relational instruction connected to each domain of study. Each lesson contains suggestions for in-the-moment support and challenge, while Pausing Point days built into each unit and domain offer dedicated time and suggested activities for customized instruction based on specific student populations. Additionally, each Student Reader contains enrichment texts that students can select to further pursue their specific interests. For example, the Grade 5 Poet’s Journal includes additional poems by Jimmy Santiago Baca and Langston Hughes. See Grade 5, Unit 3 (Poetry). Additionally, the Amplify CKLA Trade Book Collection includes authentic, award-winning trade texts spanning diverse cultures, traditions, backgrounds, and interests. Trade Book Guides for each text provide teachers with supplemental activities and discussion questions to invite students to explore and think critically about the content.

For more information on the diversity of our texts, authors, and artists please see Section 4.2.11 Development Background.

Because Amplify CKLA provides high-quality original, authentic, and engaging texts, students are often exposed to rich language and vocabulary learning. As the texts increase in complexity, so does the academic and domain-specific language.

**Examples:**

G3 TE U8 L9: Speaking and Listening: 188- 196

G4 TE U3 L10: Reading, p. 130- 132

G5 TE U3: Pausing Point, p. 181- 182



<p>5g) Range of complex text options (print or digital) in the materials that are available and appropriate for academically gifted and advanced readers.</p>	<p>5g) CKLA provides multiple opportunities for challenge and enrichment. In-lesson Challenge sidebars offer stretching questions and activities within the lesson. Lessons provide frequent suggestions for students to delve more deeply into the material. These include guidelines for independent and small group research that can be extended by asking for alternative sources or deeper analysis. Writing tasks provide additional opportunities for extension, including prompts to use more complex and descriptive vocabulary; incorporate figurative language into their writing; write multi-clause sentences with more complex joining words; create longer or richer opinion, explanatory, and narrative pieces; and evaluate the use of informational textual characteristics and implement them in their own writing (e.g., headers, bullets).</p> <p>Student Readers frequently include additional stories/chapters which may be used for enrichment, practice, and/or assessment. The Student Activity Books offer a large range of additional activities, with instructional guidance in the Pausing Point section of Teacher Guides. Extension activities within the Pausing Points provide a large range of additional independent and 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.</p> <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. For example, students in Grade 3 will appreciate the</p>
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	<p>strengths found in other non-dominant populations, including a neurodiverse character featured in the Novel Guide for <i>Flora and Ulysses</i>.</p> <p>The CKLA Teacher Resource site contains a Trade Book List of authentic texts that can help students extend the knowledge built throughout Amplify CKLA. The texts selected for each domain reflect characters and subjects with a wide range of backgrounds, cultures, and identity factors, ensuring that all students find connections between domain knowledge and their own lives. These optional texts also help students learn about cultures with which they may be unfamiliar, ensuring that students continue growing in their understanding of others and their appreciation of the world’s diversity.</p> <p>Examples:</p> <p>GK K5 Pausing Point: Extend Knowledge, p. 66          G1 K2 Pausing Point: Domain- Related Trade Book or Student Choice, p. 82          G2 TE K4 L8: Sidebar Challenge, p. 119          G3 TE U7 L5: Sidebar Challenge, p. 99          G4 TE U3 L5: Sidebar Challenge, p. 70          G5 TE U6 L2: Sidebar Challenge, p. 71</p>
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### Non-Negotiable 6: Questions, Tasks, and Assignments

Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade level academic language.

Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>REQUIRED</b></p> <p>6a) K-2: High-quality sequences of text dependent questions designed for comprehension are prevalent in the materials,</p>	<p>6a) In daily reading and Read-Aloud text experiences, students are asked, both in discussion and through short and longer-answer written responses, to answer text-dependent literal, evaluative, and inferential questions</p>

<p>whether designed to be read aloud or accessed by students directly and build to a deep understanding of the knowledge and central ideas of the text (including those selected for reading aloud).</p> <p>6a) 3-5: High-quality sequences of text dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text/s and units of study.</p>	<p>about literary and informational texts. Students frequently return to the same passages multiple times for deeper analysis.</p> <p>CKLA includes explicit instructions for facilitating an interactive, guided discussion of text read in the Student Readers, or listened to during Read-Aloud instruction. These lessons are carefully crafted to focus students' reading/listening and help them derive deeper meaning through close examination of the text. Throughout CKLA, but particularly in close reading lessons, students consider the precise choices that have been made in texts and the effect these have. This varies from precise analysis with clear correct answers (such as the use of particular technical terms) to more subtle interpretations (such as explaining why the author chose a word or phrase). Students often return to the same text multiple times to further their understanding, including in specific close reading lessons.</p> <p>6a) Similarly, students in Grades 3-5 are asked, both in discussion and through short and longer-answer written responses, to answer text-dependent literal, evaluative, and inferential questions about literary and informational texts. Students frequently return to the same passages multiple times for deeper analysis. CKLA includes explicit instructions for utilizing a close reading approach with particular excerpts from the Student Readers. These lessons are carefully crafted to focus students' reading and help them derive deeper meaning through close examination of the text.</p> <p>The units in Grades 3–5 build upon domains in K–2, using our unique knowledge sequence. Prior background knowledge is deliberately activated in new units, and there</p>
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	<p>are also opportunities to use students’ own cultural backgrounds and understanding. Comprehension is a core element of daily instruction in CKLA from Grades 3-5. Students read progressively more complex text and make more sophisticated inferences from them. Most instructional days include reading comprehension activities involving literal, inferential, and evaluative questions. Focus is also placed on determining the themes and main ideas, author’s choice of language and structures. Instructional time is dedicated to explaining the key components of literary and informational text. Students are taught to understand, analyze, and apply the literary elements and informational components they discover. In addition, teacher modeling is found throughout the units. To enhance access for English Language Learners and other students, the teacher is given supports with a clear focus on reading comprehension (as well as writing), so that language acquisition does not become the sole focus.</p> <p>Examples:</p> <p>GK TE S10 L7: Discussion Questions for “Cake and Grapes”, p. 81  G1 TE S7 L6: Reading, p. 61-62  G2 TE S4 L8: Close Read “The Diner”, p. 109-113  G3 TE U3 L4: Close Reading, p. 84-89  G4 TE U7 L16: Close Reading “Rip Van Winkle”, p. 313-314  G5 TE U8 L9: Reading, p. 210-223</p>
<p><b>REQUIRED</b></p> <p>6b) K-2: Questions and tasks in the materials designed for comprehension, whether designed to be read aloud or accessed by students directly, support students in understanding the academic language (vocabulary and syntax)</p>	<p>6b) CKLA exposes K-2 and 3-5 students to rich domain-specific vocabulary and general academic vocabulary. The texts and associated instructional materials within each unit provide repeated exposure to, and experiences with, selected vocabulary words embedded within domains of knowledge related to history,</p>

<p>prevalent in texts (including those selected for reading aloud).</p> <p>6b) 3-5: Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<p>geography, science, culture, and the arts. Each domain-based unit spans approximately three weeks of instruction, during which students read a variety of unique texts. This approach allows for the domain immersion needed to acquire new vocabulary as well as breadth and depth of domain knowledge. Through repeated exposure to words in each unit, students implicitly gain a greater understanding of many different words.</p> <p>Tier 2 academic vocabulary has been targeted for intentional focus in each unit. Academic vocabulary words support reading comprehension and may appear across a variety of materials in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions to students. Where applicable, these words are used throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places. Such appearances reinforce student mastery of these words.</p> <p>Examples:</p> <p>GK TE K4 L3: Application, p 37-38  G1 TE K4 L7: Vocabulary Instructional Activity, p. 102-103  G2 TE K12 L1: Vocabulary Instructional Activity, p. 21  G3 TE U5 L12: Writing, p. 278  G4 TE U1 L6: Vocabulary Presentations, p. 96-97  G5 AP Take-Home 1.3, p. 15</p>
<p><b>REQUIRED</b></p> <p>6c) Materials integrate speaking and listening into lessons, questions, and tasks and build in</p>	<p>6c) One of the goals of the CKLA program is fostering “wonderful conversationalists.” By discussing engaging, content-rich texts, students develop the ability to present, debate, and build</p>

<p>frequent opportunities for collaborative discussions.</p>	<p>upon each others’ responses. Their excitement in mastering content fosters intense curiosity. 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>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</p>
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	<p>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.</p> <p>Examples:          GK TE S9 L3: Wrap-Up, p. 40          G1 TE S6 L20: Observation - Sequence Events, p. 209          G2 TE K6 L2: Think Pair Share, p. 30          G3 TE U5 L17: Speaking and Listening, p. 328-330          G4 TE U8 L19: Writing, p. 332-333          G5 TE U9 L5: Speaking and Listening, p. 82-83</p>
<p><b>REQUIRED</b></p> <p>6d) 3-5: Materials address grade-level standards for foundational skills by providing instruction and diagnostic support in phonics, word recognition, and fluency through a research-based and transparent progression to develop proficient readers.</p>	<p>6d) By Grade 3, students in CKLA have learned all basic and advanced code spellings. In Grades 3–5, students continue to apply these skills daily, decoding words and reading with accuracy. The online unit-by-unit Assessment and Remediation Guide (Grade 3) and Decoding and Encoding Supplement (Grades 4 and 5) may be used to provide targeted remedial instruction to students who are struggling with foundational skills.</p> <p>In Grade 3, students review key Foundational Skills. Students are also given opportunities throughout the unit to practice reading</p>

	<p>independently and with partners, as well as to demonstrate oral fluency.</p> <p>Examples:            G3 TE U1 L11: Foundational Skills, p. 296-299            G4 TE U5 L1: Advanced Preparation - Fluency, p. 9            G5 TE U2 L6: Advanced Preparation - Fluency, p. 132</p>
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**Non-Negotiable 7:**

**Building Knowledge with Texts, Vocabulary, and Tasks**

Materials build students’ knowledge across topics and content areas.

Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>REQUIRED</b></p> <p>7a) Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.</p>	<p>7a) During the Application segment of the K-2 Knowledge Strand lessons, students regularly complete culminating tasks in which they demonstrate their knowledge of a topic. For example, in GK K8, students keep a weather diary in which they use drawing to describe characteristics of the weather and make predictions about the weather. At the end of the domain, they complete a writing activity to predict the weather and orally present their predictions in a weather report. In G2 K12, students write a free verse poem in which they express an opinion about the achievements of the individuals they hear about in each text selection. At the end of the domain, students select one poem to revise, edit, and publish. In G1 K6, students pretend to be astronomers as they learn about outer space. They use astronomy journals to record observations and facts about outer space. In addition, every CKLA Knowledge domain includes one day dedicated to Culminating Activities which may be used for students to further demonstrate their knowledge of a topic.</p>



	<p>Because CKLA instruction focuses on knowledge domains, students gain deep, sophisticated awareness of many diverse topics spanning literature, culture, history, and science. Students demonstrate and extend the knowledge they have gained through CKLA lessons through culminating tasks for each unit, which regularly integrate student learning about writing and speaking while developing a deeper understanding of the content. For example, after studying <i>Treasure Island</i>, Grade 4 students compose their own adventure narratives, while Grade 5 students complete a codex that reflects the information they have learned about ancient Maya, Inca, and Aztec communities.</p> <p>Examples:</p> <p>GK TE K12 L8: Application, p. 113-114          G1 TE K6 L9: Application, p. 145-147          G2 TE K12 Culminating Activities: Enrichment, p. 155-156          G3 TE U9 L13: Explorers Unit Review, p. 299-300          G4 TE U4 L10: Finale, p. 325-327          G5 TE U2 L13: Assemble the Pieces, p. 297</p>
<p><b>REQUIRED</b></p> <p>7b) Materials require students to engage in many shared (K-2 only), short, and focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.</p>	<p>7b) K–2 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.</p> <p>Amplify CKLA offers varied opportunities for students to learn through meaningful and relevant activities that promote student choice. For example, the Application segment in the K-2 Knowledge Strand lessons provides the practice and scaffolding students need to collectively research and integrate content from what they</p>

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.

Students in Grades 3-5 also engage in a variety of meaningful research and other projects. 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.

Through the implementation of Amplify CKLA's new Research Units, students have additional opportunities to develop inquiry skills and research writing. These dynamic Research Units increase student's content knowledge while supporting essential research and inquiry skills through a range of topics including art, history, adventure stories, aviation across the globe, and the musical genre of jazz. Each lesson in the domain builds students' research skills as they ask questions, gather information, and write about their findings. For example, Kindergarten students will explore the genre of research writing in the Art and the World Around Us Research Unit. Through graphic organizers, each

	<p>lesson will build students’ understanding of the research process, including brainstorming, asking questions, gathering information from texts, and writing about what they have learned. To show what they have learned, students will write a paragraph about their chosen adventure topic.</p> <p>Examples:</p> <p>GK TE K11 L10: Application, p. 134-135          G1 TE K8 L9: Application, p. 142-143          G2 TE K5 L8: Application, p. 126          G3 TE U5 L14: Writing, p. 302-304          G4 TE U4 L3: Researching the Light Bulb, p. 94-103          G5 TE U5 L8: Writing, p. 233-236</p>
<p><b>REQUIRED</b></p> <p>7c) Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.</p>	<p>7c) The Core Knowledge Sequence has been intentionally developed to further deepen students’ vocabulary. CKLA students receive explicit vocabulary instruction, but because they are immersed in rich content domains, they also encounter a wide range of vocabulary related to those domains. As CKLA students acquire knowledge of diverse topics in science, social studies, and the arts, they also inevitably acquire the vocabulary necessary to speak about those topics with clarity, depth, and nuance.</p> <p>A brief Word Work activity (based on research of Beck, McKeown, and Kucan, 2002) follows most reading lessons. This activity provides in-depth focus on a specific vocabulary word from the text. Students review the word, its meaning, its part of speech, and an additional context for using the word. Finally, students complete a follow-up activity to extend their understanding of the targeted word.</p> <p>Examples:</p> <p>GK TE K4 L7: Word Work, p. 82          G1 TE K3 L2: Word Work, p. 31          G2 TE K7 L1: Word Work, p. 20</p>

	<p>G3 TE U8 L1: Word Work, p. 19          G4 TE U7 L3: Word Work, p. 59          G5 TE U2 L3: Word Work, p. 77-78</p>
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### Non-Negotiable 8: Explicit Writing Instruction

Materials provide explicit writing instruction and guided practice using writing processes and strategies with opportunities to study text models of and write texts for a variety of purposes and audiences.

Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>REQUIRED</b></p> <p>8a) Materials support students’ developing writing skills over the course of the school year. For K-2, this includes writing opportunities that are prominent and varied and reflect the types and purposes for writing.</p> <p>For 3-5, this includes writing opportunities that are prominent and varied.</p> <p>For 3-5: Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion).</p>	<p>Amplify CKLA K-2 students write multiple texts in each of the major text types, and writing instruction is integrated with reading instruction. Writing projects vary between daily writing (e.g. drawing, labeling, word, sentence and paragraph writing), responding to questions about text, and longer projects taught and implemented over multiple sittings.</p> <p>Over the course of the year, students learn to develop more complex and effective writing. In Grade 1, students are introduced to a writing process involving planning, drafting, and editing text. Publishing is added as a formal step in Grade 2. Writing is frequently revised and edited in order to strengthen formal writing pieces. These techniques are applied to descriptive writing, fictional and personal narratives, opinion pieces, instructional writing, research, and more.</p> <p>In the Skills Strand from late Kindergarten onward, students answer comprehension questions about text in writing. In first grade, they are introduced to a clear writing process. This allows students to evaluate the information they wish to communicate; communicate clearly to a specific audience for a specific purpose; and understand the importance of revising their</p>

written work. In Grades 1 and 2, students use this process in a wide range of writing projects, including research projects and informative, narrative, and persuasive writing.

CKLA students in Grades 3-5 also routinely write over a single sitting or two as well as over extended time (including research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences. Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. In addition to specific writing lessons, there are numerous writing opportunities throughout the CKLA program. For example, students regularly engage in writing short answers in response to text-based questions. In these writing opportunities, students focus on the use of evidence from the text and individual sentence construction. Students in each grade also work on longer, multi-lesson writing projects in each major text type, which allows them to practice working on the various steps of the writing process and to take a piece from the research and planning stages through drafting, revising and editing in response to feedback, and publishing their work. Students write multiple texts in each major text type, and writing instruction is integrated with reading instruction. Writing projects vary between rapid daily writing (e.g., in journals), single-sitting writing prompts, and long projects taught and implemented over multiple sittings. Although some assignments do offer blended forms, the program asks students to produce writing in the required text type proportions.

CKLA's companion program, Writing Studio, provides an additional fifty-six mini-lessons per grade that build on the deep content knowledge developed in CKLA primary

	<p>instruction, using it as a springboard for students to strengthen and practice their writing skills. With Writing Studio, students in Grades 3-5 apply the skills and knowledge they have gained in the core program while focusing deeply on the three text types—opinion, informative/explanatory, and narrative writing.</p> <p>Examples:</p> <p>GK TE K3 L8: Application, p. 104-105          G1 TE S5 L17: Writing, p. 204-206          G2 TE K5 L3: Write a Persuasive Speech, p. 51          G3 TE U1 L10: Writing, p. 257-258          G4 TE U2 Pt.1 L3: Writing, p. 74-77          G5 TE U4 L4: Writing, p. 118-120</p>
<p><b>REQUIRED</b></p> <p>8b) Materials provide opportunities to study text models of and write texts for a variety of purposes and audiences, particularly opinion, informative/explanatory, and narrative texts.</p>	<p>8b) Narrative and informational texts are studied in all grade levels and students write in connection to the texts in the three major text types (narrative, informative, opinion). Because Amplify CKLA has two strands of lessons in Grades K-2, Skills and Knowledge, students are exposed to both types of texts throughout the year. In Grades 3-5, the integrated units feature study in literary, informational, or a mix of both types of texts, depending on the content of the unit.</p> <p>Writing instruction provides a clear progression through the text types in each grade. Grades K–2 introduce and establish the key elements of each text type, allowing students to gain comfort and confidence writing narratives, opinions, and informative texts. This enables students to practice thinking about content in different ways, offering more depth and breadth to their understanding of core content and of the writing text types. By Grade 3, students will have gained significant practice in narrative, opinion/argumentative, and informational/explanatory forms of writing and</p>

	<p>will continue to apply those skills through Grade 5.</p> <p>Examples:</p> <p>GK TE K3 L6: Application, p. 79- 80          G1 TE S4 L21: Writing, p. 233- 236          G2 TE S3 L23: Writing, p. 281- 282          G3 TE U5 L15: Writing, p. 311- 314          G4 TE U4 L6: Document Your Materials, p.230- 236          G5 TE U9 L2: Writing, p. 31</p>
<p>8c) Materials include time and content for students to write across disciplines, including opportunities for students to write using digital tools.</p>	<p>8c) Amplify CKLA includes time and content for students to write across disciplines and includes opportunities for students to write using digital tools. Students spend several weeks at a time learning about topics across other disciplines as varied as literature, science, American and world history, and the arts. Knowledge about the topic is built up over the weeks, with a diverse range of speaking and listening, writing, and reading activities, providing repeated exposure to new vocabulary and ideas. Writing in multiple genres is taught through a process that builds from three highly scaffolded steps to seven flexible steps. For example, Grade 3 students will learn to conduct research, take and organize notes, and use the writing process to plan, draft, revise, edit and publish the final newspaper article. The project can be done with or without the use of technology, but having students use computers to research, write, and publish their projects is highly recommended.</p> <p>Examples:</p> <p>GK TE K12 L3: Application, p. 46          G1 TE K7 L7: Friendly Letter, p. 116          G2 TE S2 L14: Writing, p. 191          G3 TE U5 L16: Publishing, p. 323          G4 TE U5 L10: Sidebar Challenge, p. 252          G5 TE U5 L18: Edit A Biography, p. 412</p>

<p><b>REQUIRED</b></p> <p>8d) Materials include explicit instruction of the grammar and conventions standards for grade levels as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.</p>	<p>8d) Grammar instruction in Grades K-2, including both morphology and syntax, is taught explicitly within the Skills Strand. This includes understanding the different parts of speech and using them correctly orally and in writing; analyzing and creating correct sentences (e.g., identifying and correcting run-on sentences); and adding appropriate details, including adjectives and adverbs. The Introduction at the beginning of each Teacher Guide contains detailed guidance on the language skills taught in the unit. Punctuation, capitalization, and spelling are also taught explicitly. Skills lessons are divided into Foundational Skills, Language, Reading, and Writing so teachers can identify when there is explicit language instruction. Language instruction is explicitly reinforced with Syntactic Awareness Activities, based in context, in most units of the Knowledge Strand.</p> <p>Grammar instruction continues in Grades 3–5 during the Language lesson segment. Student results on the grammar section of the Beginning-of-Year Assessment provide important insight for teachers. Explicit grammar instruction is highlighted in the lessons and each Teacher Guide’s introduction includes a summary of the grammar skills addressed. Grammar instruction includes parts of speech; analyzing and creating correct sentences; and adding appropriate details. Punctuation, capitalization, and spelling are also taught explicitly.</p> <p>Examples:  GK TE K2 L3: Word Work, p. 35  G1 TE S3 L10: Identifying Verbs, p. 121  G2 TE S5 L1: Introduce Adjectives, p. 14- 15  G3 TE U11 L7: Language, p. 127- 129  G4 TE U7 L6: Language, p. 123- 127  G5 TE U6 L2: Morphology, p. 67</p>
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<p><b>REQUIRED</b></p> <p>8e) Materials include explicit instruction around spelling strategies, capitalization, punctuation, and sentence construction.</p>	<p>8e) Explicit spelling instruction begins in Kindergarten, but is formally assessed starting in Grade 1. Weekly word lists and exercises that focus on the spellings of given sounds are included, followed by a weekly assessment. The spelling exercises provide a systematic review of the letter-sound correspondences that students have learned. The weekly assessment can also provide insight as to which students may have gaps in their code knowledge and may require remedial attention.</p> <p>In the Grades 3–5 spelling lessons, students will continue to sound out unfamiliar words syllable by syllable. Spelling lessons and spelling assessments initially focus on words in isolation. This is an important aspect of a language arts program, and students should be expected to perform well on the spelling assessments. It is also important, however, to focus on spelling within the broader context of students’ daily written work. In most units’ spelling lessons, students will practice spelling words related to the content of the Reader and words related to the morphology features taught. Each set of spelling words will consist of between ten and fifteen words.</p> <p>Punctuation, capitalization, and sentence structure are also taught explicitly in CKLA. For example, Kindergarten instruction includes attention to the conventions of standard English including use of question words, prepositions and plural nouns in oral speech, as well as capitalization and end punctuation in writing. Grade 1 students receive explicit grammar instruction using parts of speech, such as nouns and verbs, and different forms of sentences, tenses, and punctuation.</p>
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	<p>Examples:</p> <p>GK TE S5 L13: Teacher Demonstration, p. 150- 151</p> <p>G1 TE S4 L6: Introduce Spelling Words, p. 71- 72</p> <p>G2 TE S5 L11: Foundational Skills, p. 129- 130</p> <p>G3 TE U5 L3: Language, p. 54- 55</p> <p>G4 TE U5 L11: Grammar: Sequencing Adjectives, p. 276- 279</p> <p>G5 TE U4 L4: Language: 115- 116</p>
<p>8f) Materials provide explicit instruction in and practice using writing processes and strategies, particularly those involving researching, planning, drafting, revising, and editing.</p>	<p>8f) Amplify CKLA provides explicit instruction in and practice using writing processes and strategies that involve research, planning, drafting, revising, and editing. Writing instruction is integrated with reading instruction. The K-2 Skills Strand not only teaches writing mechanics and processes but requires a range of written responses to texts. These range from short-answer, opinion, and evaluative responses to text, to longer multi-day writing projects. In the K-2 Knowledge Strand, students complete frequent writing projects, combining textual analysis and creativity based on the rich content they are encountering. Students are led through a process of developing sophisticated and effective writing. In Grade 1, students are introduced to a writing process involving planning, drafting, and editing text. Publishing is added as a formal step in Grade 2. Writing is frequently revised and edited to strengthen. These techniques are applied to descriptive writing, fictional and personal narratives, opinion pieces, instructional writing, research, and more. In third grade they use a five-step writing process involving planning, drafting, revising, editing, and publishing text. In Grades 4–5, students expand this to a seven-step process that includes sharing and evaluating writing. Crucially, the process becomes less linear, and instead students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p>

	<p>Examples:</p> <p>GK TE K6 L7: Application, p. 107            G1 TE K4 L3: Application, p. 47            G2 TE K3 L4: Application, p. 59- 60            G3 TE U5 L13: Writing, p. 294- 297            G4 TE U8 L13: Revise Introduction of an Adventure Story, p. 278- 279            G5 TE U9 L5: Writing, p. 80- 81</p>
<p>8g) Materials provide interactive writing experiences as well as daily time for children to write in grades K-1.</p>	<p>8g) Amplify CKLA includes interactive writing experiences and daily time for children to write. The concepts and content knowledge obtained from Knowledge lessons provides a springboard for students to strengthen and practice their writing skills. Students can use their experiences with fiction and nonfiction texts to create purposeful writing in the three text types—opinion, informative/explanatory, and narrative. Students also respond in writing to the Read-Alouds. Writing can be found in the Lesson at a Glance in the Teacher Guide, under Application. Students start in Kindergarten with a familiar activity, such as drawing, to introduce them to expression from textual information. They rapidly move to using a range of graphic organizers, engaging in shared writing projects, and then progressing to individual writing work. Informal writing opportunities occur regularly that include shared writing activities and responding to text.</p> <p>Examples:</p> <p>GK TE K3 L3: Application, p. 39- 40            GK TE K7 L5: Application, p. 65            G1 TE K2 L1: “My Body Systems Paragraph,” p. 18            G1 TE K2 L3: Application, p.43            G2 TE K2 L11: Bookmarks (Publish a Book), p, 161- 162</p>

<p><b>REQUIRED</b></p> <p>8h) Materials include explicit instruction in letter formation for manuscript and cursive (3rd - 5th grades)</p>	<p>8h) Amplify CKLA includes explicit instruction in letter formation for manuscript in cursive. Unit 1 of Grade 3 contains fourteen lessons of instruction in cursive writing. CKLA’s cursive program covers the lower and upper-case alphabets and, with the accompanying Cursive Activity Book, provides students with many opportunities to work toward, and achieve, legible and fluid cursive penmanship. The fourteen lessons are also included in the first unit of Grade 4 to provide both a solid introduction to fourth graders who are new to cursive and a timely refresher to more experienced students. Although the cursive lessons are all contained in the Grade 3 and Grade 4 Unit 1 Teacher Guides, the lessons are not designed to be completed in the time allotted for those units. Rather, teachers should proceed at a pace that is right for their classes, allowing new students of cursive to become comfortable writing each letter or letter group before introducing new ones. Students reviewing cursive can sharpen their penmanship skills with periodic assignments from the Activity Book. Once students have learned all the letters, teachers are encouraged to have them practice by completing select writing assignments in cursive. A Cursive Supplement will be available on the Teacher Resource site for Grade 5. Additional practice is available for manuscript and print through activities in the Intervention Toolkit.</p> <p>Examples:</p> <p>G3 TE U1: Cursive Program Lesson 2, p. 10  G3 TE U1: Cursive Program Lesson 3, p. 11  G4 TE U1: Cursive Program Lesson 5, p. 10  G4 TE U1: Cursive Program Lesson 7, p. 11-12</p>
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<p>8i) Materials include additional explicit instruction opportunities and practice for students who may be served via Tier 2/Tier 3 instruction within an MTSS Framework.</p>	<p>Amplify CKLA includes explicit instruction writing. Writing instruction is integrated with reading instruction. The Skills Strand not only teaches writing mechanics and processes but requires a range of written responses to texts. These range from short-answer, opinion, and evaluative responses to text, to longer multi-day writing projects. In the Knowledge Strand, students complete frequent writing projects, combining textual analysis and creativity based on the rich content they are encountering. Writing lessons include supports and scaffolds that can be used for a variety of students.</p> <p>CKLA’s companion program, Writing Studio provides fifty-six additional mini-lessons per grade that build on the deep content knowledge developed in CKLA primary instruction, using it as a springboard for students to strengthen and practice their writing skills. Writing Studio offers many new ways for students to access or apply content knowledge. For example, in Grade 4, CKLA students learn about poetry in Unit 3 of primary instruction. That unit’s writing activities ask students to apply that knowledge by writing their own poems. In the Writing Studio aligned to this unit, students further develop their knowledge of poetry for a new purpose: to create informative texts that explain the elements of a poem. Therefore, students who receive both primary and Writing Studio instruction practice thinking about the core content in different ways, gaining more depth and breadth in understanding that content.</p> <p>Examples:</p> <p>GK TE Writing Studio U7 L2: Purposeful Writing, p. 294-295</p> <p>G1 TE Writing Studio U3 L2: Introducing Opinion Writing, p. 115-118</p>
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	<p>G2 TE Writing Studio U6 L2: Developing Informative Writing, p. 237-239</p> <p>G3 TE Writing Studio U5 L2: Developing Narrative Writing, p. 213-215</p> <p>G4 TE Writing Studio U2 L2: Introducing Informative Writing, p. 59-61</p> <p>G5 TE Writing Studio U3 L2: Introducing Narrative Writing, p. 125-129</p>
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### Non-Negotiable 9: Access to the Standards for All Students

Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CAS.

Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>REQUIRED</b></p> <p>9a) Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.</p>	<p>9a) Amplify CKLA is appropriately paced for school schedules, with a reasonable number of lessons and some flexible instructional components. For example, through additional Pausing Point days included in every unit, CKLA builds in time teachers may use at their discretion to review, reinforce, extend, and/or assess content and skills. Pacing Guides are available for each grade level on the CKLA Professional Learning site.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● GK CKLA Teacher Resource site (online)&gt; Grade K&gt;Daily Instruction&gt;Planning Documents&gt; Pacing Guide</li> <li>● G1 CKLA Teacher Resource site (online)&gt; Grade 1&gt;Daily Instruction&gt;Planning Documents&gt; Pacing Guide</li> <li>● G2 CKLA Teacher Resource site (online)&gt; Grade 2&gt;Daily Instruction&gt;Planning Documents&gt; Pacing Guide</li> <li>● G3 CKLA Teacher Resource site (online)&gt; Grade 3&gt;Daily Instruction&gt;Planning Documents&gt; Pacing Guide</li> <li>● G4 CKLA Teacher Resource site (online)&gt; Grade 4&gt;Daily Instruction&gt;Planning Documents&gt; Pacing Guide</li> <li>● G5 CKLA Teacher Resource site (online)&gt; Grade K&gt;Daily Instruction&gt;Planning Documents&gt; Pacing Guide</li> </ul>

<p><b>REQUIRED</b></p> <p>9b) Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.</p>	<p>9b) Amplify CKLA provides a range of methods for all students, including English Language Learners (ELL) to navigate and demonstrate learning. CKLA proves particularly useful for ELL and SPED populations, as the Skills Strand provides systematic, explicit, and comprehensive instruction in the English language code. This sound-first approach particularly supports ELs by letting them focus first on the sounds in words, then learn how the English alphabet represents each sound. The Skills Strand also features explicit grammar lessons, reflecting the best thinking about building the foundational language skills needed to learn a second language. Teachers using the Skills materials with diverse students indicate that these materials are accessible to all learners, including ELLs.</p> <p>Amplify CKLA includes a variety of Technology supports including digital and audiobook versions of the Student Reader. Access supports are integrated into each lesson segment. These supports are both specific to the mastery of the standards for the lesson and aligned to Primary Focus objectives. Lesson segments also include frequent Support and Challenge suggestions that provide guidance for providing additional support or enrichment for the lesson content. Additional strategies that go beyond the instructional materials to support the needs of all students are included in the Universal Access section of Advance Preparation.</p> <p>English Language Learners supports are integrated into each lesson segment and offer in-the-moment strategies teachers may use to support English Learners at different levels (entering, transitioning, bridging, etc...). These scaffolded supports align to the lesson</p>
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	<p>objectives and are therefore specific to the mastery of standards for the lesson. Lesson segments also include frequent Support sidebars for providing additional support for the lesson content.</p> <p>Each Skills lesson includes 30 minutes of additional instruction in Phonological Awareness, Phonics, and Fluency and Comprehension. These activities may be used for day-to-day practice and/or remediation. The online unit-by-unit Assessment and Remediation Guides and the Intervention Toolkit contain large volumes of additional remediation instruction.</p> <p>English Language learners benefit from additional instruction in CKLA’s companion program, Language Studio. Language Studio is built on CKLA’s Knowledge domains and combines engaging content knowledge with targeted supports and research-based strategies to help students move swiftly toward language proficiency. It includes opportunities for ELLs to practice reading, writing, speaking, and listening while providing teachers with scaffolding strategies and differentiated instruction for five English proficiency levels.</p> <p>Examples:  GK TE S9 L1: Additional Support, p. 18-19  G1 TE S3 L16: Reading Sidebar, p. 187  G2 TE K3 L4: Speaking and Listening Sidebar, p. 50  G3 TE U2 L3: Reading Closely Sidebar, p. 69  G4 TE U2 Pt.1 L3: Speaking and Listening Sidebar, p. 62  G5 TE U2 L3: Writing Sidebar, p. 85</p>
<p><b>REQUIRED</b></p> <p>9c) Materials regularly include extensions and/or more advanced opportunities for students</p>	<p>9c) CKLA provides multiple opportunities for challenge and enrichment. In-lesson Challenge Sidebars offer stretching questions and activities within the lesson. Lessons in the Knowledge</p>



<p>who read, write, speak, or listen above grade level.</p>	<p>Strand provide frequent suggestions for students to delve more deeply into the material. These include suggestions for independent and small group research that can be extended by asking for alternative sources or deeper analysis. Writing tasks provide additional opportunities for extension, including prompts to use more complex and descriptive vocabulary; incorporate figurative language into their writing; write multi-clause sentences with more complex joining words; create longer or richer opinion, explanatory, and narrative pieces; and evaluate the use of informational textual characteristics and use in their own writing (e.g., headers, bullets).</p> <p>Every Student Reader in the Skills Strand includes additional stories/chapters which may be used for enrichment, practice, and/or assessment. Both strands offer a large range of activities in Student Activity Books, with guidance in the Pausing Point section of Teacher Guides. Pausing Point days include extensive enrichment opportunities.</p> <p>Examples:</p> <p>GK TE K2 L8: Challenge Sidebar, p. 97  G1 TE K9 Culminating Activities: Enrichment, p. 159-162  G2 TE S4 L16: Challenge Sidebar, p. 195  G3 TE U2 Pausing Point 1: Independent Centers, p. 173-175  G4 TE U6 L6: Challenge Sidebar, p. 120  G5 TE U2 Pausing Point: Enrichment, p. 330</p>
<p><b>REQUIRED</b></p> <p>9d) Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery</p>	<p>9d) All CKLA lessons provide suggestions for small group and partnering opportunities that can be arranged based on student need. Within daily lessons, supports designed to give all students in-the-minute support to access activities are provided in sidebars. Specific supports designed to support reading</p>

<p>options, suggestions for addressing common student difficulties, remediation strategies).</p>	<p>comprehension and effective expression in writing accompany Reading and Writing exercises. Tiered Access supports provide suggestions for adjusting the pacing of instruction, providing specific guidance and instruction for academic and domain-specific vocabulary, and offering deeper support for syntactic awareness. They also feature instructional tools to adjust required modes of participation, expressive language demands, and timing/immediacy of support. Tiered Access supports are integrated into each lesson segment. These supports are both specific to the mastery of grade level standards for the lesson and aligned to Primary Focus objectives.</p> <p>Lesson segments also include frequent Support and Challenge suggestions that provide guidance for providing additional support or enrichment for the lesson content. Additional strategies that go beyond the instructional materials to support the needs of all students are included in the Universal Access section of Advance Preparation. Specific projects such as writing assignments, research reports, or presentations include rubrics that set expectations for both teachers and students. Teacher materials also include general rubrics for presenting and discussions as well as rubrics to score a variety of text types (narratives, opinion, and informative writing). The online unit-by-unit Assessment and Remediation Guides (K-3) and Decoding Supplement (4-5) contain large volumes of additional remediation instruction. In addition, the Intervention Toolkit is a comprehensive resource site designed to help teachers provide tiered support using materials directly aligned to core instruction. Teachers may use flexible Pausing Point days to reteach and differentiate as needed.</p>
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	<p>Examples:</p> <p>GK TE S8 L9: Differentiated Instruction, p. 102-103          G1 TE S3 L4: Reading, p. 53-54          G2 TE S5 L14: Differentiated Instruction, p. 157          G3 TE U8 L2: Writing Sidebar, p. 47          G4 TE U2 Pt. 2 L17: Read Introductory Paragraphs, p. 28          G5 TE U3 L2: Writing Sidebar, p. 32</p>
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## 6.1.2 Observation & Assessments

For each indicator, describe, to what extent, your partnership can provide:

### Non-Negotiable 1: Observation and Assessments

Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.

Indicators of Superior Quality	Justification/Comments with Example/s
<p>1a) Measurement of progress via assessments includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>1a) CKLA has a progression of moment-to-moment assessment opportunities to more comprehensive benchmark assessments. In-lesson checks for understanding are designed to adjust instruction within the context of the lesson. Formative assessments range from in-the-moment adaptation to opportunities for individual, small group, and whole class reteach and review. Checks for Understanding and formative assessments also provide information to decide whether additional support and practice are appropriate. The Knowledge Strand includes Exit Passes where students demonstrate their learning at the end of a lesson. Mid-unit, end-of-unit, and benchmark assessments can be used to direct remediation and differentiate instruction. Assessment and feedback give the necessary inputs to differentiate instruction effectively,</p>

	<p>from informal and minute-by-minute opportunities to lessons designed to remediate, enrich, and offer targeted practice.</p> <p>There is a range of formal assessment opportunities found throughout CKLA units, including but not limited to Spelling, Word Recognition, Reading Comprehension, and Fluency. Some, such as spelling assessments, are done weekly. Others are done at the middle and end of the unit. These assessments are accompanied by directions and support for analysis of errors. They are also accompanied by assessment charts to record student progress. Students also complete three benchmark assessments in the Skills Strand—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 progress.</p> <p>Each Skills unit includes materials for teachers to record, track, and evaluate student progress. For example, the G2 S4 Teacher Resources includes a Reader’s Log, Anecdotal Reading Record, Discussion Questions Observation Record, Spelling Analysis Directions and Analysis of Student Errors, Reading Comprehension Assessment Record Sheet, Grammar Assessment Record Sheet, Fluency Assessment Record Sheet, and Dictation Identification Assessment Record Sheet.</p> <p>Examples:</p> <p>GK TE S8 L18: Foundational Skills/Assessment, p. 196-197  G1 TE S6 L25: Reading Comprehension Assessment, p. 247-248  G2 TE S6 L33: End-Of-Year Assessment-Silent Reading Comprehension Assessment, p. 343-344</p>
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	<p>G3 TE U8 L13: Student Skills Assessment, p. 257            G4 TE U1 Beginning-Of-Year Assessment, p. 243-247            G5 TE U8 L15: Unit Assessment, p. 325-327</p>
<p>1b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>1b) Amplify CKLA includes a variety of aligned rubrics and assessment guidelines to interpret student performance. Generic grade-level rubrics are provided on the CKLA Teacher Resource Site for each of the writing genres (e.g., narrative, opinion/argumentative, and informational/explanatory) as well as for Speaking and Listening standards related to collaborative conversations and presentations. Specific rubrics related to a particular instructional activity are contained within individual units.</p> <p>Examples:</p> <p>GK TE S10 Teacher Resources: Analysis and Interpretation of the End-of-Year Assessment, p. 380- 381            G1 TE S6 Teacher Resources: Spelling Analysis Directions and Analysis of Student Errors, p. 296- 297            G2 TE K12 Teacher Resources: Free Poetry Rubric, p. 159            G3 TE U5 L15: Newspaper Article, p. 332            G4 TE U7 L10: Guidance for Teacher Use of Rubrics, p. 199- 200            G5 TE U4 L3: Introduce Rubric for Unit Project, p. 91- 92</p>
<p>1c) Materials use varied modes of assessment, including a range of diagnostic, pre-, formative, summative, and self-assessment measures.</p> <ul style="list-style-type: none"> <li>• Includes formative/benchmark assessments to monitor progress in literacy development and to guide instructional decision-making (e.g., differentiated instruction, recommendations for additional support (Tier 2/Tier 3)) for all students, including</li> </ul>	<p>1c) Amplify CKLA has a progression of moment-by-moment to benchmark assessments as indicated in the diagram. Checks for Understanding are designed to allow you to adjust instruction within the context of the lesson. Formative Assessments range from in-the-moment adaption to opportunities for individual, small group, and whole class reteach and review. Checks for Understanding and Formative Assessments also provide information</p>

<p>adding additional supports for students performing below grade level and additional opportunities for enrichment</p> <ul style="list-style-type: none"> <li>• Diagnostic and ongoing assessments that can be used to collect data to identify where students need support, and to design intensive, systematic instruction that focuses on identified learning needs.</li> </ul>	<p>to decide whether additional supports and practice (found at the end of the lesson and in the additional guides) are appropriate. Mid-unit, end-of-unit, and benchmark assessments should be used to direct remediation, Pausing Point days, and to differentiate instruction.</p> <p>Examples:</p> <p>GK TE S1 L6: Prerequisite Writing Skills, p. 62          G1 TE S6 L10: Spelling Assessment, p. 103          G2 TE S6 L34: Fluency Assessment, p. 352- 355          G3 TE U3 L13: Sidebar Support, p. 294          G4 TE U8 End-of-Year Assessment: Assessment Day 1-Day 3, p. 334-357          G5 TE U3 L13: Writing Assessment, p. 174-177</p>
<p>1d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	<p>1d) Amplify CKLA materials assess student understanding of the topics, themes, and ideas presented in the unit texts and read-alouds. Each unit has an assessment that will help measure students’ mastery of content and will allow teachers to respond appropriately, providing additional challenges, remediation, or support to students. Checks for Understanding are quick Formative Assessments to determine if students are ready to move on with the rest of the lesson. These are marked with a special icon in the text. Formative Assessments, also found in every lesson, provide more formal opportunities to read student work or listen to student responses.</p> <p>Examples:</p> <p>GK TE K2: Domain Assessment, p. 102-104          G1 TE K6: Domain Assessment, p. 151-153          G2 TE S6 L27: The War of 1812 Unit Assessment, p. 294          G3 TE U3 L14: Written Reflection, p. 316          G4 TE U7 L7: Writing, p. 149-151          G5 TE U7 L6: Upper Class, Workmen, and Fairies, p. 113- 120</p>

<p>1e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>1e) Amplify CKLA has a range of assessments to determine student proficiency. Amplify materials undergo numerous phases of review, including sensitivity and bias review from both subject matter experts and educators, to ensure that students encounter diverse, age-appropriate texts. The program’s careful text progression gives all students the opportunity to see themselves represented and to use their increasing knowledge of self to better understand both the commonalities and the rich complexity of the human experience.</p> <p>Examples:</p> <p>GK TE S7 L11: Reading Assessment (Part 1), p. 130-131  G1 TE S6 L24: Foundational Skills, p. 241  G2 TE S4 L22: Reading Comprehension Assessment, p. 256-257  G3 TE U5 L14: Reading, p. 300-301  G4 TE U8 End-of-Year Assessment: Assessment Day 1-Assessment Day 3, p. 334-357  G5 TE U9 L15: Unit Assessment, p. 223-226</p>
<p>1f) Materials include opportunities for teachers to provide explicit feedback where they point out what the learner is doing correctly and incorrectly, related to reading and writing development, building on earlier feedback using observation and other assessments.</p>	<p>1f) Regular, consistent feedback from a variety of sources is crucial to successful learning. Our assessment cycle is a vital input to allow appropriate feedback to students, but it is not the only mechanism in the program. In Knowledge and Skills, guided reading and guided listening supports are designed to test student comprehension and map to the primary focus of lessons. It is important that different students respond to the questions in each consecutive lesson; this allows feedback on misconceptions of language, comprehension, and inference. Feedback can also be attained through embedded Wrap-Up questions and Checks for Understanding.</p> <p>Wrap-up and comprehension questions at the end of lessons are particularly useful in testing</p>

	<p>comprehension and providing targeted feedback and rereading. Checks for Understanding are also designed for this purpose. Writing lesson components also provide opportunities for students to receive feedback. The writing process is built upon planning, drafting, editing, and publishing (Grade 2). Each of these allows the opportunity to review and assess student work. Between drafting and editing students are asked to share or self-check, evaluate, and revise; this is an opportunity for the teacher to provide feedback which the student then enacts independently or with others. Peer feedback opportunities are provided throughout CKLA as well through partner work and collaborative projects. Peer feedback is also an important part of CKLA through structured partner and small group discussion as well as collaborative group projects.</p> <p>Examples:</p> <p>GK TE S8 L10: Check for Understanding, p. 111          G1 TE S4 L12: Read “Things with Wings”, p. 138          G2 TE S3 L24: Support Sidebar, p. 288          G3 TE U4 L8: Partner Opinion Essay, p. 206          G4 TE U2 Pt. 1 L3: Check for Understanding, p. 74          G5 TE U9 L5: Peer Feedback and Revision, p. 81</p>
<p>1g) Materials prioritize observation during actual reading, writing, speaking, and listening.</p>	<p>1g) Amplify CKLA materials prioritize observation during a variety of activities. Teacher Guides include Observation Record forms in the Teacher Resource section. The Teacher Guides include special notes for when and how to utilize these forms. For example in Grade 2, Skills 2 the Teacher Guide notes, “At the start of each week, prepare the Discussion Questions Observation Record provided in Teacher Resources. Over the course of the week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student’s ability to respond in complete sentences and answer</p>



	<p>literal, inferential, and evaluative questions about characters, setting, and main events.”</p> <p>Examples:</p> <p>GK TE S2 L1: Observation: Oral Blending Observation Record, p. 12</p> <p>G1 TE S5 L2: Observation: Anecdotal Reading Record, p. 32</p> <p>G2 TE S2 L1: Advance Preparation, p. 12</p> <p>G3 TE U1 L14: Reading, p. 350</p> <p>G4 TE U6 Pausing Point: Pausing Point for Differentiation of Instruction, p. 249</p> <p>G5 TE U6 L2: Establish Small Groups, p. 49</p>
<p>1h) Performance tasks and assessments align to the scope &amp; sequence of the curriculum to use for instructional purposes.</p>	<p>1h) Amplify CKLA contains ample opportunities for teachers to assess students’ mastery of content through performance tasks. Checks for Understanding found in every lesson offer chances for teachers to listen to student responses and make appropriate adjustments. Other formative assessments, also found in every lesson, provide more formal opportunities to evaluate student work on a frequent basis, allowing for fine-grained, standards-based analysis of student mastery. These formative assessments reflect the lesson’s primary focus objectives and, like those objectives, align to grade-level standards.</p> <p>Each unit or domain includes a unit-level assessment or performance task, which measures students’ mastery of content, so teachers can respond appropriately, providing additional challenges, remediation, or support to students.</p> <p>There are a number of other tools including Rubrics, Portfolios and Journals that support teachers in providing specific feedback to students and monitoring and tracking student progress over time. These tools can be used</p>

	<p>broadly and flexibly across grades or very specifically for targeted instruction purposes. For example in Grade 3 Unit 7 Lesson 20, the Teacher Guide prompts the use of a Rubric to score an Informative Writing assignment.</p> <p>Examples:</p> <p>GK TE K11 Domain Assessment, p. 139-140          G1 TE S6 Unit Assessment: Reading Comprehension, p. 247-248          G2 TE S5 L27: Decoding Assessment, p. 280-281          G3 TE U7 L19: Introducing the Performance Task, p. 315-318          G4 TE U7 L10: Writing, p. 196-200          G5 TE U2 L4: Introducing the Codex Project and Rubric, p. 107-109</p>
<p>1i) Data collected on assessments are collected in a digital format that could be incorporated into district aligned systems.</p>	<p>1i) In addition to the assessments described above, our mCLASS assessments provide even more insight into the foundational literacy skills students may be struggling with. As most elementary schools in Poudre School District currently use our mCLASS assessments as part of Colorado’s ELAT program, educators are well equipped to integrate Amplify CKLA into existing district systems.</p>
<p>1j) Includes progress monitoring materials &amp; resources that align to state and district benchmark data (e.g., DIBELS, NWEA).</p>	<p>1j ) By using mCLASS, Poudre School District educators already have a powerful tool to provide individualized instruction to students based on their DIBELS results. By combining the results from mCLASS assessments with Amplify CKLA instruction, educators will have CKLA lessons and activities focused to provide timely, targeted instruction specific to the risk levels and skills gaps of your students. After progress monitoring or benchmark assessments mCLASS users will have access to recommended CKLA lessons for introducing, practicing, and remediating the specific literacy skill that a student is struggling with.</p>

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## 6.1.3 Motivation & Engagement

**Deliberate, research-informed efforts to foster motivation, engagement, and social emotional learning within and across lessons** to provide academic and life success such as resiliency, self-management, and responsible decision-making skills. For each criterion, describe, to what extent, your partnership can provide:

Criteria	Justification/Comments with Example/s
Materials provide daily opportunities for children to make choices in their reading and writing.	<p>Core Knowledge Language Arts (CKLA) Reading is designed to develop and enhance students' reading experiences and abilities. The program aims to promote and instill a love of reading. Exposure to a wide variety of books will improve reading fluency, vocabulary acquisition, and comprehension skills. Reading widely will develop critical-thinking skills and enable students to acquire a greater understanding of the world in which they live. Amplify CKLA has created a digital Independent Reading Facilitation Guide that encourages and enables students to:</p> <ul style="list-style-type: none"> <li>• Read chapter books, picture books, informational text, and literature, including fiction, poetry, and plays</li> <li>• Select books of personal interest</li> <li>• Become engaged learners</li> <li>• Develop keen critical-thinking skills</li> <li>• Become independent thinkers and lifelong readers</li> <li>• Explore and understand the power of language</li> </ul> <p>CKLA students are provided choice in their writing as well. For example, Grade 3 students choose an animal from one of the five</p>

	<p>vertebrate groups that they learned about from the read-alouds and readings to write an informational paragraph. Choices are also available for a variety of projects found within the Pausing Point and Culminating Activities.</p> <p>Examples:</p> <p>GK TE K7 Pausing Point Activities, p. 114-116          G1 TE S5 Pausing Point Activities, p. 257-259          G2 TE K6 Culminating Activities, p. 141-144          G3 TE U6 L10: Reading, p. 150          G4 TE U3 L3: Visualizing Detail, p. 46          G5 TE U5 L8: Writing, p. 233-238</p>
<p>Materials provide opportunities for children to use voice and choice in their learning, to know how they learn best.</p>	<p>Amplify CKLA includes opportunities for children to use their voice and choice in their learning. The Knowledge Strand allows students to closely evaluate and respond to above-grade-level complex text as a Read-Aloud. As students progress through the early grades, they are asked to demonstrate literal, evaluative, and inferential comprehension of the text. They extend and apply new knowledge through participation in meaningful Application activities, either later in the lesson, domain, or year. These Application activities frequently ask students to share their thoughts on the domain topics and offer choices within activities. For example, in GK K3 students will write their opinion about a hero and give a reason for their opinion. Challenge, Support, and Access sidebars within the lesson segment offer teachers options for differentiation. Additional ideas for student choice and voice are provided in the Culminating Activities and Pausing Points.</p> <p>Examples:</p> <p>GK TE K3 L6: Application, p. 70-80          G1 TE K7 L4: Application, p. 64-65          G2 TE K2 Domain Review: Class Book, p. 204          G3 TE U4 Pausing Point 2: Independent, p. 309-311          G4 TE U1 L1: Writing, p. 28-29</p>

	G5 TE U5 L8: Writing, p. 233
<p>Materials provide regular opportunities for children to collaborate with peers in reading and writing, such as through small-group discussion of texts of interest and opportunities to write within group projects.</p>	<p>Amplify CKLA consistently promotes collaboration, and students work together on shared goals in the majority of 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.</p> <p>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 <i>Far From Home: A Viking’s Journey</i> 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</p>

	<p>communities they encounter. Similarly, in Grade 4’s <i>Eureka! Student Inventor</i>, 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.</p> <p>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.</p> <p>Examples:</p> <p>GK TE S10 L2: Reread “Scott and Lee,” p. 30  G1 TE S5 L4: Spelling Tree, p. 52-53  G2 TE S5 L3: Reading, p. 36-38  G3 TE U1 L2: Writing, p. 59  G4 TE U8 L13: Lesson Wrap- Up, p. 279  G5 TE U6 L1: Wrap- Up, p. 40</p>
<p>Materials establish meaningful purposes for children to read and write beyond being assigned or expected to do so, such as writing for enjoyment/interest, to answer general or discipline specific questions about the natural and social world, to address community needs, or to communicate with specific audiences.</p>	<p>Students routinely demonstrate their creativity through Amplify CKLA. Throughout the program, they apply what they have learned about different literary genres to create their own examples of these works. For example, younger students write original poems about historical figures who have advocated for causes in which they believed; in later grades, they write list poems, rhyming poems, poems that pose questions and tell stories, and other such literary texts. They also write original personal narratives, a process that helps students reflect on, share, and celebrate their own unique histories.</p> <p>In addition to longer writing activities, Amplify CKLA includes many other opportunities for students to build and showcase their creativity.</p>

	<p>Students who are studying drama use their knowledge of the genre to design original costumes and to conceive of and stage a scene from the play. While learning about significant innovators, students create their own inventions and pitch them to an audience in a game-show format. And through immersive Quests, students dive into unfamiliar and exciting worlds, learning what life might be like in a different time and place. Taken together, these experiences demonstrate how Amplify CKLA consistently pushes students to imagine a new world--and gives them the skills they will need to create it.</p> <p><b>Examples:</b>          GK TE K4 Culminating Activities: Enrichment, p. 134-135          G1 TE K6 L9: Challenge sidebar, p. 146          G2 TE K6 L5: Challenge sidebar, p. 66          G3 TE U3 L5: Challenge sidebar, p. 104          G4 TE U3 L4: Challenge sidebar, p. 62          G5 TE U2 Pausing Point: Enrichment, p. 330</p>
<p>Materials build positive learning environments that encourage children to be partners in the learning with the teacher to set and achieve goals as well as promote student independence.</p>	<p>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.</p> <p>Amplify CKLA’s gradual release approach to both foundational skills and content knowledge ensures that students progress with confidence as they become increasingly literate. In the Skills</p>

	<p>Strand, K-2 students read and analyze text with increasing independence, and in the Knowledge Strand, the demands on student responses and discussion increase over time. In Grades 3–5 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. Students further develop their deep thinking skills through debate and discussion, which are welcomed and emphasized in a range of activities. Writing also becomes increasingly independent. While there is a consistent emphasis on using textual evidence and learned literary devices, the range of potential answers and the possibilities of self-expression increase enormously as students become more sophisticated readers and writers, able to tackle complex ideas and issues.</p> <p>Examples:</p> <p>GK TE K10 L4: Introducing the Read-Aloud, p. 48-49          G1 TE S5 L17: Writing, p. 204-208          G2 TE S6 L9: Reading, p. 108          G3 TE U6 L1: Making Predictions, p. 16-17          G4 TE U2 Pt1 L4: Establish Small Groups, p. 83          G5 TE U1 L1: Think-Pair-Share, p. 11-12</p>
<p>Materials attend to and cultivate student interest and create their awareness of self and others by connecting literacy experiences to students’ family and community and how they relate to the world.</p>	<p>Amplify CKLA contains tools to help teachers offer culturally relevant and relational instruction connected to each domain of study. Each lesson contains suggestions for in-the-moment support and challenge, while Pausing Point days built into each unit and domain offer dedicated time and suggested activities for customized instruction based on specific student populations. Additionally, each Student Reader contains enrichment texts that students can select to further pursue their specific interests. For example, the Grade 5 Poet’s Journal includes additional poems by Jimmy Santiago Baca and Langston Hughes.</p>



	<p>Additionally, the Amplify CKLA Trade Book Collection includes authentic, award-winning trade texts spanning diverse cultures, traditions, backgrounds, and interests. Trade Book Guides for each text provide teachers with supplemental activities and discussion questions to invite students to explore and think critically about the content.</p> <p>Examples:</p> <p>GK TE K11 L10: Comprehension Questions, p. 132          G1 TE K3 L9: Read-Aloud, p. 136-40          G2 TE K12 L8: Read-Aloud, p. 123-129          G3 TE U8 Pausing Point: Independent Student Activities, p. 160-161          G4 TE U4 L1: Collaboration Building Challenge, p. 38-45          G5 TE U3 Pausing Point: Enrichment Performance Activities, p. 184-185</p>
<p>Materials provide CAS cross-curricular connections within the resource which combines content and skills from multiple disciplines into one engaging learning experience. Centering student reading around a particular topic (content area informational) or theme (literary) can help make materials more meaningful or relevant.</p>	<p>CKLA takes an interdisciplinary approach toward content, establishing foundational reading skills while maximizing student engagement and interest. The program is designed to give students a breadth and depth of content in history/ social studies, science, and the arts that builds knowledge and vocabulary by keeping students engaged and curious. The units, designed around the Knowledge Sequence, expose students to a series of carefully sequenced, increasingly complex texts organized around rich domains of knowledge related to history, geography, science, world cultures and societies, and the arts.</p> <p>Students stay on a single domain for two to three weeks of instruction. This approach allows for the immersion needed to acquire new vocabulary as well as understanding of the content. Content builds both within and across grades, allowing students to gradually learn to</p>

	<p>comprehend increasingly complex texts and conceptual knowledge. CKLA provides high-quality texts that are written to engage students fully. Some of these texts were written by children’s authors specifically for the program and are original, authentic, and engaging fiction and nonfiction texts; others are carefully selected from classic literature. Each unit supports students’ acquisition of the concepts and vocabulary needed to be successful with fiction and nonfiction texts later on.</p> <p>Terminology learned in the Plants and Farms domains in Kindergarten, for instance, will lend itself well to some of the science and social studies domains in Grade 1. Most of the domains work together in this regard and give context and meaning to not just vocabulary but entire concepts that, once fully comprehended, will lead to a greater understanding across the disciplines. This design is intentional and meant to produce and stimulate individual confidence and group discussion, as well as maintain high interest levels in all of the different disciplines.</p> <p>Examples:</p> <p>GK TE K12 L8: Read-Aloud, p. 108-112  G1 TE K6 L6: Read-Aloud, p. 95-99  G2 TE K3 L7: Read-Aloud, p. 97-101  G3 TE U11 L6: Whole Group Reading, p. 104-110  G4 TE U5 L5: Read “Earth’s Shakes and Quakes”, p. 110-119  G5 TE U2 L8: Close Reading, p. 171-181</p>
<p>Materials provide opportunities for concept-based instruction for gifted and advanced readers.</p>	<p>CKLA provides multiple opportunities for challenge and enrichment. In-lesson Challenge Sidebars offer stretching questions and activities within the lesson. Lessons in the Knowledge Strand provide frequent suggestions for students to delve more deeply into the material. These include suggestions for independent and small group research that can be extended by asking</p>

	<p>for alternative sources or deeper analysis. Writing tasks provide additional opportunities for extension, including prompts to use more complex and descriptive vocabulary; incorporate figurative language into their writing; write multi-clause sentences with more complex joining words; create longer or richer opinion, explanatory, and narrative pieces; and evaluate the use of informational textual characteristics and use in their own writing (e.g., headers, bullets).</p> <p>Every Student Reader in the Skills Strand includes additional stories/chapters which may be used for enrichment, practice, and/or assessment. Both strands offer a large range of activities in Student Activity Books, with guidance in the Pausing Point section of Teacher Guides. Pausing Point days include extensive enrichment opportunities.</p> <p>In addition to the Student Readers, Amplify CKLA offers curated suggestions of texts that allow students to extend their learning and interests from the core content. These suggestions, found in the CKLA Trade Book List, recommend additional texts (authentic trade books) aligned to each unit of instruction. These texts may be used for extension, enrichment, and further development of the rich knowledge webs students develop throughout Amplify CKLA. The texts selected for each domain or unit reflect characters and subjects with a wide range of backgrounds, cultures, and identity factors, ensuring that all students find connections between domain knowledge and their own lives. These texts also help students learn about cultures with which they may be unfamiliar, ensuring that students continue growing in their</p>
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	<p>understanding of others and their appreciation of the world’s diversity.</p> <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>Examples:</p> <p>GK TE K8 Culminating Activities: Enrichment, p. 122-124  G1 TE S5 Pausing Point: Read Decodable Stories, p. 280-281  G2 TE K6 Culminating Activities: Enrichment, p. 141-144  G3 - CKLA Teacher Resource site (online)&gt;Grade 3&gt;Daily Instruction&gt;Novel Guides&gt;”Stella Díaz Has Something to Say”  G4 TE U6 Culminating Activities: Enrichment, p. 249-254  G5 TE U3 Pausing Point: Enrichment, p. 178-185</p>
<p>Materials provide opportunities for students to evaluate how they contributed to the learning.</p>	<p>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 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>Examples:</p> <p>GK TE K3 L1: Universal Access p. 7 &amp; Introducing the Read-Aloud, p. 9-10          G1 TE K3 L1: Introducing the Read-Aloud, p. 8-9          G2 TE K12 L1: Introducing the Read-Aloud, Support sidebar, p. 9          G3 TE U11 L1: Partner Journals, p. 18-19          G4 TE U1 L7: Brainstorm Narrative Topics, p. 125-126          G5 TE U1 L5: Free Writing About Name, p. 98-99</p>
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## 6.1.4 Capacities of District Graduate

Describe, to what fullness and regularity (low, medium, high), does your provided curriculum, instructional materials, and professional learning, support the capacities of Poudre School District desired qualities. For each criterion, describe, to what extent your partnership can provide:

Criteria	Justification/Comments with Example/s
<p><b>They demonstrate independence.</b>            Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. They demonstrate command of standard English and know when and where to use it. They acquire and use a wide-ranging vocabulary. They become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials. They make sense of problems and can persevere in solving them.</p>	<p>As stated previously, Amplify CKLA’s gradual release approach to both foundational skills and content knowledge ensures that students progress with confidence as they become increasingly literate. In the Skills Strand, K-2 students read and analyze text with increasing independence, and in the Knowledge Strand, the demands on student responses and discussion increase over time. In Grades 3–5 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. Students further develop their deep thinking skills through debate and discussion, which are welcomed and emphasized in a range of activities. Writing also becomes increasingly independent. While there is a consistent emphasis on using textual evidence and learned literary devices, the range of</p>

	<p>potential answers and the possibilities of self-expression increase enormously as students become more sophisticated readers and writers, able to tackle complex ideas and issues.</p> <p>Examples:</p> <p>GK TE S8 L2: Reading, p. 31-32  G1 TE S3 L13: Reading, p. 158  G2 TE S3 L18: Foundational Skills, p. 221-222  G3 TE U7 L1: Independent Reading, p. 26-30  G4 TE U2 Pt 1 L5: Practice Writing, p. 118-119  G5 TE U6 L2: Establish Small Groups, p. 49-50</p>
<p><b>They build strong content knowledge.</b>  Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.</p>	<p>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.</p> <p>Examples:</p> <p>GK TE K2 L5: Read-Aloud, p. 54-57  G1 TE K8 L2: Read-Aloud, p. 25-30  G2 TE K9 L5: Read-Aloud, p. 72-77  G3 TE U9 L5: Independent Reading, p. 124-130  G4 TE U7 L6: Reading, p. 105-120  G5 TE U5 L5: Read Chapter 4 for Gist, p. 125-143</p>
<p><b>They respond to the varying demands of audience, task, purpose, and discipline.</b>  Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing,</p>	<p>Amplify CKLA provides students opportunities that focus on central ideas or themes of a text and analyze their development through meaningful questions and tasks. Across grades,</p>

<p>speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science) and different application of skills in speaking, writing, reading, and listening). Students take action to improve conditions, viewing themselves as players in the world and participating reflectively.</p>	<p>students always start with the text. During lessons, students routinely engage in writing tasks centered on texts for a range of discipline-specific tasks, purposes, and audiences. Students are expected to use textual evidence in their writing, whether it is to respond to a question about literary fiction; to paraphrase, quote, or record facts and details for informative/expository writing; or to back up their opinions/arguments using evidence from the text(s). For example, students regularly engage in writing short answers in response to text-based questions. In these writing opportunities, students focus on the use of evidence from the text and individual sentence construction.</p> <p>Examples:</p> <p>GK TE K7 L5: Application, p. 65  G1 TE Research Unit, L14: Application p. 121-123  G2 TE K8 L5: Application, p. 77-78  G3 TE Research Unit, L14: Writing, p. 200-202  G4 TE Research Unit, L15: Presentation, p. 145-146  G5 TE Research Unit, L3: Writing, p. 45-50</p>
<p><b>They comprehend as well as critique.</b>  Students are engaged and open-minded but discerning readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning. They are skilled at asking questions about inequity and challenging the status quo. They are passionate about constructing their own knowledge.</p>	<p>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</p>

	<p>consumers, literate in any media paradigm to which they are exposed.</p> <p>Examples:</p> <p>GK TE K5 L7: Comprehension Questions, p. 84-85          G1 TE K4 L9: Comprehension Questions, p. 125          G2 TE K7 L9: Check for Understanding, p. 139          G3 TE U10 L5: Discussing the Read-Aloud, p. 120          G4 TE U1 L2: Class Discussion, p. 40-41          G5 TE U4 L2: Chapter Discussion and Lesson Wrap-Up, p. 49</p>
<p><b>They use technology and digital media strategically and capably.</b>          Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.</p>	<p>In CKLA, students are exposed to a wide variety of technology and media and are taught to apply the same critical reading strategies they use for text across all platforms. This approach ensures that students can be literate in any media paradigm to which they are exposed. They are also given multiple opportunities to create using those same platforms.</p> <p>Examples:</p> <p>GK TE K11 L10: Application, p. 134-135          G1 TE K11 L11: Advance Preparation, p. 146          G2 TE S4 L16: Writing, p. 196          G3 TE U7 L20: Advance Preparation, p. 325          G4 TE U8 L18: Writing, p. 328          G5 TE U5 L18: Advance Preparation, p. 410</p>
<p><b>They recognize and draw on their own perspective and culture.</b>          Students investigate the world beyond their immediate environment. Students are aware of and can articulate their own cultural worldview. Students recognize the culture and experiences they bring to learning are a key resource. Students from both dominant and non-dominant cultures can translate the logical structures of their knowledge and map them onto the school curriculum. Through this understanding of their own cultural perspective and the perspectives of others, students can facilitate their own learning.</p>	<p>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 real kids around their own age in their own community. ReadWorks 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</p>



	<p>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. Additional activities within lessons support students' connections; for example, in Kindergarten, Domain 8 (Seasons and Weather), 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>Examples:</p> <p>GK TE K3 L1: Universal Access p. 7 &amp; Introducing the Read-Aloud, p. 9-10          G1 TE K3 L1: Introducing the Read-Aloud, p. 8-9          G2 TE K12 L1: Introducing the Read-Aloud, Support sidebar, p. 9          G3 TE U11 L1: Partner Journals, p. 18-19          G4 TE U1 L7: Brainstorm Narrative Topics, p. 125-126          G5 TE U1 L5: Free Writing About Name, p. 98-99</p>
<p><b>They come to understand other perspectives and cultures.</b> Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures, who also represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they can communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading works of literature and nonfiction and informational texts representative of a variety of</p>	<p>Throughout Amplify CKLA, students encounter a broad range of texts and traditions designed to help them understand different points of view from the past to modern day. Students consult primary and secondary sources, learning to explore historical events from a variety of accounts and perspectives. For example, the program frequently pairs historical (secondary) texts on events such as the civil rights movement, immigration, and Native American life with primary sources such as memoirs, speeches, letters, and other documents representing different points of view on the events. For example, Grade 2 students study immigration (Domain 11) and the civil rights</p>

<p>periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.</p>	<p>movement (Domain 12) while Grade 5 students read excerpts from Rosa Parks’s memoir about the Montgomery Bus Boycott, Richard Blanco’s memoir about his family’s life after immigrating to Miami from Cuba, and Virgil Suárez’s poetry about his own immigration experience.</p> <p>One of the advantages of CKLA’s knowledge-rich program is that 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. CKLA aims to instill cultural literacy and foster students who can interact and engage with a diverse and complex world.</p> <p>Examples:</p> <p>GK TE K6 L2: Read-Aloud, p. 26-29  G1 TE K3 L9: Read-Aloud, p. 136-140  G2 TE K11 L7: Read-Aloud, p. 97-102  G3 TE U8 L5: Read-Aloud, p. 100-108  G4 TE U1 L3: Reading, p. 49-54  G5 TE U1 L1: Speaking and Listening, p. 18-23</p>
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## 6.1.5 Professional Learning and Support

As well as a viable curriculum consisting of high-quality instructional materials, the District is specifically looking for a partnership that ensures implementation with integrity through extensive professional learning experiences and support. Use [Learning Forward’s Standards for Professional Learning](#) as a springboard. For each criterion, describe, to what extent (low, medium, high), your partnership can provide:

Criteria	Justification/Comments with Example/s
Supplier has the organizational structure, processes, and support capacity to provide engaging and interactive professional learning	<p><b>LOW</b>    <b>MEDIUM</b>    <b>HIGH</b></p>

<p>that considers the complexities of a large district to ensure adult capacity and student outcomes (i.e., moving beyond “train the trainer” models). Current research indicates at least 50+ hours of professional learning).</p>	<p>Amplify provides resource tools, professional development sessions and ongoing support to enable all educators to become proficient in using the CKLA program.</p> <p>Please see section 4.2.7 for additional information regarding professional development.</p>
<p>Provide a district support implementation plan and processes that includes program activation, implementation, and support, both short term (existing personnel) and long term (onboarding new personnel).</p>	<p><b>LOW</b>    <b>MEDIUM</b>    <b>HIGH</b></p> <p>Amplify’s year 1 professional development recommendations are outlined in section 4.2.7. Additional offerings accompany the recommendations for subsequent years. Amplify welcomes the opportunity to work with Poudre School District R-1 to customize an Amplify CKLA professional development package to meet the District’s needs</p>
<p>Provide differentiated tracks of professional learning for multiple adult audiences including district leadership, specialists and coaches, school leadership, content teachers, English Language teachers, Exceptional Children teachers, gifted teachers, etc.</p>	<p><b>LOW</b>    <b>MEDIUM</b>    <b>HIGH</b></p> <p>The professional development sessions and coaching opportunities within Amplify CKLA and its supplemental programs are designed to reach a variety of adult audiences.</p> <p>Please see section 4.2.7 for additional information regarding the intended audience of each designed session. Amplify welcomes the opportunity to work with Poudre School District R-1 to customize an Amplify CKLA professional development sessions to meet the District’s needs</p>
<p>Professional learning that appeals to a wide variety of adult learning styles including, but not limited to, face-to-face, synchronous, and asynchronous digital learning, microcredentialing courses, job-embedded learning, etc.</p>	<p><b>LOW</b>    <b>MEDIUM</b>    <b>HIGH</b></p> <p>Amplify offers a wide variety of professional development to meet the learning styles of adult learners to include onsite, remote, asynchronous learning modules, and coaching.</p>

	<p>Please see section 4.2.7 for additional information regarding professional development.</p>
<p>Provide support through coaching through a variety of models (e.g., in-person, observation &amp; feedback, virtual coaching meetings, modeling, PLC support, etc.).</p>	<p><b>LOW</b>    <b>MEDIUM</b>    <b>HIGH</b></p> <p>Amplify’s coaching sessions incorporate each school’s specific needs by offering a menu of popular topics or working with an Amplify coach to customize the time spent together. These sessions provide administrators and teachers with in-the-moment feedback, grade-level planning support, modeling lesson components and more!</p>
<p>Supporting professional materials should include videos, articles, research, teacher, and student exemplars of work, modeled lessons that are based in real-world application and move beyond theory.</p>	<p><b>LOW</b>    <b>MEDIUM</b>    <b>HIGH</b></p> <p>Amplify’s Professional Learning site includes training materials, planning resources, Science of Reading articles, assessment information, classroom videos best, and several other resources to develop program expertise.</p>
<p>Supplier focuses on increasing leader and educator effectiveness and improving the use of technology and data analytics.</p>	<p><b>LOW</b>    <b>MEDIUM</b>    <b>HIGH</b></p> <p>Amplify’s professional development is designed to increase leader and educator effectiveness when implementing and utilizing CKLA and supplemental programs. Amplify welcomes the opportunity to work with Poudre School District R-1 to customize an Amplify CKLA professional development session to meet the District’s needs.</p>
<p>Supplier will provide a tool for teachers, literacy leads, and central office staff to use to evaluate the professional development sessions. Supplier will personalize professional development based on the data collected from evaluation.</p>	<p><b>LOW</b>    <b>MEDIUM</b>    <b>HIGH</b></p> <p>A survey is given at the conclusion of each professional development session. The survey results can be used to inform future sessions in relation to customization of standard professional development offerings.</p>

<p>Digital materials that are seamlessly compatible with the district’s current technology platforms while simultaneously able to adapt to upcoming advances, such as providing, modifying, and creating customized resources to align to the needs to the district.</p>	<p><b>LOW</b>    <b>MEDIUM</b>    <b>HIGH</b></p> <p>Amplify is continually enhancing the digital student and educator experience in Amplify CKLA. New or improved functionality and minor content updates are released on an ongoing basis without disrupting instruction. Our product teams are always doing research on usage and collecting feedback from customers on ways we can improve functionality and add supplemental content to make teachers’ lives easier. We are open to discussing customized resources that align to the needs of the district.</p>
<p>Professional learning that includes novice, intermediate and expert level development in content AND coaching.</p>	<p><b>LOW</b>    <b>MEDIUM</b>    <b>HIGH</b></p> <p>Amplify’s professional development includes Launch, Strengthen, and Coaching sessions. Our Launch sessions encompass our initial training , while our Strengthening sessions are designed to meet the needs of learners as they develop their teaching and understanding of the program. Coaching sessions meet the teacher and/or instructional leaders where they are to aid in further development.</p> <p>Please see section 4.2.7 for more information.</p>
<p>Providing relevant district, state, national and international data that supports continuous, focused improvement. Professional Learning should include experiences that enhance data literacy and move participants to greater capacity for gathering and interpreting their own, PLC, school, and district data.</p>	<p><b>LOW</b>    <b>MEDIUM</b>    <b>HIGH</b></p> <p>Amplify actively seeks feedback from our partners to improve our products as well as our professional development sessions. In addition we offer sessions that increase educators’ understanding of their CKLA assessment data.</p>
<p>Professional learning is grounded in the CAS and Common Core Shifts to move all participants to</p>	<p><b>LOW</b>    <b>MEDIUM</b>    <b>HIGH</b></p> <p>As stated in the CKLA Program Guide, “The CCSS were built on an identical research and concept</p>

greater pedagogical understanding, knowledge, and skills.	base as CKLA, we have a unique philosophical and practical alignment with the standards. CKLA is grounded in the standards and our professional development is aligned.
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## 6.1.6 Assurance of Accessibility Standards

Assure materials are accessible to all students, including students identified as blind, visually impaired or print disabled. Assurance that materials are compliant with the standards, recommendations, and guidelines specified assists educators in the selection and use of accessible versions of materials that can be used with all students, including those with different kinds of challenges and assistive devices. For each criterion, describe, to what extent (yes, no), your partnership can provide:

Criteria	Justification/Comments with Example/s
Materials are available in PDF Format	<b>YES</b>
Materials in <a href="#">ePUB Format</a>	<b>NO</b>
Materials are available in an accessible media format and includes alternate text or subtitles	<b>YES</b>
Materials includes alternate text (image)	<b>YES</b>
Materials includes captions and subtitles (video)	<b>YES</b>
Materials include functionality that provide accessibility	<b>YES</b>
Materials comply with <a href="#">W3C</a> recommendations for web pages	<b>YES</b>
Is a <a href="#">508 compliant</a> website	<b>YES</b>

Available in the <a href="#">National Accessible Instructional Materials Standard Format - Accessible XML</a>	YES
Complies with National Instructional materials Accessibility Standard (NIMAS) <a href="#">Guidelines</a> for Movies, Web, and Multimedia	YES

## 6.1.7 Technology Platform And High-Level Architectural Design

Supplier shall provide a detailed response to what extent they can support the specifications requested. Any additional information provided should clearly state the referenced technical specification in an organized and easily read format. For each criterion, describe, to what extent your partnership can provide:

Criteria	Justification/Comments with Example/s
Supplier shall describe how their product handles authentication including single sign (SSO) on capabilities. A description of all supported SSO capabilities offered should be included in the response.	Amplify supports SSO with a variety of methods, including SAML v2.0, Active Directory Federation Services v2.x and v3.x, OAuth 2, and LDAP, via our integration partners Google, ClassLink, GG4L, and Clever. Amplify also supports direct SAML integration with customer identity providers and LTI integration with popular Learning Management Systems.
Supplier shall describe how the product handles authorization. This should include a description of the authorization/security model as well as how role/group/scope changes can be automated.	Amplify provides multi-level security for system administrators, teaching staff, and students.  Permissions within Amplify are designed on the principle that school districts control access to all student data. To facilitate this, Amplify applications are designed so that roles and permissions flow from the district to the individual user. Amplify applications are also

	<p>developed to minimize security vulnerabilities and ensure industry-standard application security controls are in place. Role-based access controls apply to district administrators, school staff, students, and internal Amplify system administrators.</p>
<p>Supplier shall describe the capabilities of the application/service to automate rostering of students/teachers/staff. This description should include data formats and file transmission options.</p>	<p>Amplify supports a variety of roster synchronization options, including direct OneRoster CSV via secure HTTPS or SFTP, and via integration partners GG4L, ClassLink, and Clever. We will work with the district to determine the best integration option.</p>
<p>Supplier shall describe how their product handles account creation, additions and deletions for both student and staff users.</p>	<p>Amplify supports bulk uploads of CSVs in OneRoster v1.1 format via SFTP and can process changes continuously. Amplify will work with the district to determine the best integration option.</p>
<p>Supplier shall describe how administrative functions are separated into different roles such as district, school, teacher, etc.</p>	<p>As stated above, Amplify provides multi-level security for system administrators, teaching staff, and students.</p> <p>Permissions within Amplify are designed on the principle that school districts control access to all student data. To facilitate this, Amplify applications are designed so that roles and permissions flow from the district to the individual user. Amplify applications are also developed to minimize security vulnerabilities and ensure industry-standard application security controls are in place. Role-based access controls apply to district administrators, school staff, students, and internal Amplify system administrators.</p>



Supplier shall describe how the methods and means by which the security of District data is ensured. Describe the methods and practices in place to protect against unauthorized access, destruction, use, modification, and disclosure of District data.

As a provider of technology solutions to schools, Amplify's commitment to data privacy and security is essential to our organization. As described at <https://amplify.com/security>, Amplify maintains a comprehensive information security program based on the National Institute of Standards and Technology (NIST) Cybersecurity Framework and the NIST SP 800-53 Rev. 5 family of information security controls. These provide a robust framework of best practices from which an organization can build its security policies and protocols based on identified risks, compliance requirements, and business needs. They cover critical practice areas, including access control, configuration management, incident response, security training, and other information security domains.

Controls include but are not limited to:

#### Access control

- Amplify's access control principles dictate that all student data we store on behalf of customers is only accessible to district-authorized users and to a limited set of internal Amplify users who may only access the data for purposes authorized by the district. Districts maintain control over their internal users and may grant or revoke access.
- In limited circumstances and strictly for the purposes of supporting school districts and maintaining the functionality of systems, certain Amplify users may access Amplify systems with student data. All such access to student data by Amplify technicians or customer

support requires both authentication and authorization to view the information.

## Encryption

- Data encryption is an important element of our protection of sensitive data at rest and in transit, and is reviewed and updated as appropriate annually, based on the latest standards and guidelines published by OWASP and NIST.
- In transit: Amplify encrypts all student data in transit over public connections, using Transport Layer Security (TLS), commonly known as SSL, using industry-standard protocols, ciphers, algorithms, and key sizes.
- At rest: Amplify encrypts student data at rest using the industry-standard AES-256 encryption algorithm.

## Building security controls into applications

- Amplify applications are also developed to minimize security vulnerabilities and ensure industry-standard application security controls are in place.
- As part of the development process, Amplify has a set of application security standards that all applications handling student data are required to follow, including:
  - Student data is secured using industry standard encryption when in transit between end-users and Amplify systems.
  - Applications are built with password brute-force attack prevention.
  - User sessions expire after a fixed period of time.

- We also conduct manual and automated static code analysis as well as dynamic application security testing to preemptively identify vulnerabilities published by industry leaders such as OWASP (Open Web Application Security Project)

#### Risk assessments

- Amplify periodically engages a security consulting firm to conduct risk assessments, aimed at identifying and prioritizing security vulnerabilities. The Information Security Committee coordinates remediation of the vulnerabilities. The security consulting firm also provides ongoing advice on current risks and advises on remediation of vulnerabilities and incident response.

#### Penetration testing

- Amplify engages third-party firms to continually conduct application penetration testing. The purpose of this testing is to test for application security vulnerabilities in the production environment. We work with third party penetration testing program partners. Third-party testing involves a combination of automated and manual testing.

#### Vulnerability management

- Amplify ensures that its systems are free of known vulnerabilities in several ways. Every production server runs vulnerability detection software that compares the installed software against a global database of known

	<p>vulnerabilities. Secondly, we employ real time network monitoring that reports on any potentially malicious traffic. In addition, a third-party security firm continually reviews all of our system logs for potential security breaches. Lastly we continually test our applications against common malicious internet traffic. Violations in any of these areas will alert one of our operations teams, who are available around the clock.</p> <ul style="list-style-type: none"> <li>• In addition, Amplify participates in a private bug bounty program through HackerOne, working with the security community to find security vulnerabilities and support our efforts to keep our data and systems safe and secure.</li> </ul>
<p>Supplier shall describe all personally identifiable information that is collected through use of the application, site or service and describe the method(s) by which that data is secured.</p>	<p>Please refer to Attachment 9 - Schedule of Student Data for the personally identifiable information collected through our systems.</p> <p>Amplify encrypts personally identifiable information at rest using the industry-standard AES-256 encryption algorithm.</p>
<p>Supplier shall describe the method by which a parent may exercise the right to inspect and amend a student’s educational records stored in the application, site, or service.</p>	<p>Parents or guardians may contact the district to inspect and amend their student’s educational records stored in Amplify’s application. In accordance with FERPA and applicable state law, Amplify will work with the district to enable access and correction of such education records, as directed by the district. Please refer to our Customer Privacy Policy at the following site for more information: <a href="https://amplify.com/customer-privacy">https://amplify.com/customer-privacy</a></p>

<p>Supplier shall fully describe technical requirements if application, site, or service is hosted on-premises. Supplier shall describe cloud-hosted delivery options for application, site, or service.</p>	<p>Amplify's digital products are delivered as web-based SaaS (Software as a Service), so on-premise software installations are not required. See below for end user requirements.</p>
<p>Supplier shall describe in detail all system and network requirements. This description shall include internet browser compatibility, third-party browser plug-in requirements, and end-user workstation minimum specifications.</p>	<p>Amplify products are delivered as web-based SaaS (Software as a Service). For more information, please review our customer requirements page located at <a href="https://amplify.com/customer-requirements">https://amplify.com/customer-requirements</a></p> <p>Supported platforms are:</p> <p>iPad® 5+            Description: 1024 x 788 or higher, 32GB or higher            Operating system: iOS 13+            Browser: Safari 13+</p> <p>PC            Description: 1.4 GHz dual core or greater, 1024 x 768 or higher, 4GB of RAM or higher            Operating system: Windows: 10+            Browser: Chrome (latest 2 versions)</p> <p>Chromebook            Description: 1.4 GHz dual core or greater, 1024 x 768 or higher, 4GB of RAM or higher            Operating system: Chrome OS            Browser: Chrome (latest 2 versions)</p> <p>Mac®            Description: 1.4 GHz dual core or greater, 1024 x 768 or higher, 4GB of RAM or higher            Operating system: OS 10.13+            Browser: Safari 13+, Chrome (latest 2 versions)</p>
<p>Supplier shall describe the capabilities of the application/service to be used on mobile tablet and smartphone devices, whether native or</p>	<p>Amplify is delivered with a SaaS model, via browsers on supported devices.</p>

<p>hybrid apps are available and for which mobile operating systems and versions.</p>	<p>For more information, please review our customer requirements page located at <a href="https://amplify.com/customer-requirements">https://amplify.com/customer-requirements</a></p>
<p>Supplier shall describe the product(s) support model for both technical and functional district support needs. Include expected time to respond to support requests for technical or service-related issues and/or any SLAs you offer via your products and services.</p>	<p>Our support team includes specialists for troubleshooting technology and former educators for matters related to instruction. They are available by phone at (800) 823-1969, Monday–Friday 7:00AM - 7:00PM ET.</p> <p>Issues can be e-mailed to our customer support team at <a href="mailto:help@amplify.com">help@amplify.com</a> 24 hours a day, 7 days a week.</p> <p>Amplify has a chat icon within the curriculum for teachers only. Teachers can access Amplify Chat while in lessons.</p>
<p>Supplier shall describe their approach to converting and migrating data into and out of their solution.</p>	<p>Amplify partners with customers to help meet their data reporting goals. Administrative users can download detailed student-level data in CSV format. Upon request, Amplify can arrange for regular delivery (via secure file transfer or API) of student performance and usage data. Amplify has deep experience with major charter networks, large districts, and multiple states in data delivery and integration.</p>
<p>Supplier shall describe the reporting features for district and school-based administrators, teachers, and students. (Attach sample reports.)</p>	<p>If Poudre School District purchases the Amplify CKLA digital experience, administrators can see an overview of student and teacher activity through the new Usage reports, including:</p> <p>Number of log-ins, broken down:</p> <ul style="list-style-type: none"> <li>● In total</li> <li>● By school (or class, when viewing school-level reports)</li> <li>● By grade</li> </ul>

	<p>Additionally, the mCLASS reporting suite is immediate and accessible by different user levels, including teachers, administrators and district-level users. mCLASS provides immediate, real-time feedback and instructional guidance, helping teachers, administrators, and District personnel interpret and act on the data in real time. Please refer to Attachment 10 for information about our reporting tools.</p>
<p>Supplier shall describe the reporting feature on an individual student level including how the student is compared to like peers. (Attach sample reports.)</p>	<p>With the Amplify CKLA digital experience, administrators can see an overview of student and teacher activity through the new Usage reports, including:</p> <p>Number of log-ins, broken down:</p> <ul style="list-style-type: none"> <li>● In total</li> <li>● By school (or class, when viewing school-level reports)</li> <li>● By grade</li> </ul> <p>Additionally, mCLASS reporting provides comparison reports to show how students compare to their peers.. Please refer to Attachment 10 for information about our reporting tools.</p>
<p>Supplier shall describe compliance with website accessibility requirements.</p>	<p>Amplify is committed to building products that address the needs of all learners, including those with disabilities. We do so by methodically integrating accessibility considerations into our product development lifecycle and implementing training and vendor management programs that support compliance with accessibility guidelines and best practices.</p>

	<p>Amplify works with external experts in digital accessibility to ensure that we build our products according to the WCAG 2.0 AA guidelines and best practices. This includes engaging accessibility experts to conduct assessments and committing to a remediation plan for identified deficiencies. We are also implementing WCAG 2.0 training programs to support integration of accessibility concerns into the decision-making process of our product design and development teams.</p>
<p>Supplier shall describe how it complies with IMS Global (now 1EdTech) standards for content including Common cartridge, QUI, and any unique integration solutions for learning management systems.</p>	<p>Amplify is a supporter and leader in ed-tech interoperability, as an 1EdTech (formally IMS Global) Contributing Member and signatory to the Project Unicorn interoperability pledge. Amplify products support standards including OAuth 2, SAML v2.0, IMS Learning Tools Interoperability (LTI) v1.1, IMS Global Common Cartridge v1.3, IMS OneRoster v1.1, the IMS CASE Network, and the Experience API (xAPI). Amplify certifications can be viewed at <a href="https://site.imsglobal.org/certifications?query=amplify">https://site.imsglobal.org/certifications?query=amplify</a></p>
<p>Supplier shall describe the methods or plans for data deletion upon termination of the agreement.</p>	<p>Upon notice from our school customers, Amplify will return, delete, or destroy student personally identifiable data stored by Amplify in accordance with applicable law and customer requirements. Unless otherwise notified by our school customer, we will delete or de-identify student PII after termination of our Agreement with the customer.</p> <p>Student Data is disposed or de-identified in accordance with applicable law and customer requirements, aligned to guidance including NIST IR 8053, HIPAA Privacy Rule 164.514(a), and NIST SP 800-88 rev 1.</p>



	Amplify will certify data deletion or destruction upon customer request.
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## 6.1.8 Technical Requirements

Supplier shall provide a detailed response to what extent they meet the requirements listed. Any additional information provided should clearly state the referenced technical requirement in an organized and easily read format.

Criteria	Justification/Comments with Example/s
<p>1. Database Access</p> <p>a. Are your system’s databases accessible to our District’s IT team to access? If so, how?</p> <p>b. Indicate, and explain, if there are specific tables that would not be accessible by our District’s IT team.</p> <p>c. List technical documentation available specific to database structure of your system.</p>	<p>a. Databases are not directly accessible to Districts IT team. Amplify programs are delivered as multi-tenant SaaS</p> <p>b. N/A</p> <p>c. N/A</p>
<p>2. API Access</p> <p>a. Does your application have an API accessible to our District’s IT team?</p> <p>b. Indicate, and explain, if there are specific data elements not available through the API.</p> <p>c. List the technical documentation available specific to your system’s API.</p>	<p>a. No, Amplify does not have an API directly accessible by District IT Team. Amplify supports interoperability with many industry-standard APIs and formats, including SAML, Oauth, OneRoster, LTI, and Common Cartridge.</p> <p>b. N/A</p> <p>c. N/A</p>
<p>3. System Requirements</p> <p>a. Explain your compatibility, functionality, and system requirements for Chromebook, Chrome OS, iOS, and Windows 10+</p>	<p>iPad® 5+</p> <p>Description: 1024 x 788 or higher, 32GB or higher</p> <p>Operating system: iOS 13+</p> <p>Browser: Safari 13+</p>

<p>b. Acknowledge your systems use HTML5 and not flash.</p>	<p>PC Description: 1.4 GHz dual core or greater, 1024 x 768 or higher, 4GB of RAM or higher Operating system: Windows: 10+ Browser: Chrome (latest 2 versions)</p> <p>Chromebook Description: 1.4 GHz dual core or greater, 1024 x 768 or higher, 4GB of RAM or higher Operating system: Chrome OS Browser: Chrome (latest 2 versions)</p> <p>Mac® Description: 1.4 GHz dual core or greater, 1024 x 768 or higher, 4GB of RAM or higher Operating system: OS 10.13+ Browser: Safari 13+, Chrome (latest 2 versions)</p> <p>B. Our systems use HTML5, and do not require Flash.</p>
<p>4. Explain hosting options available for your system. Where will any student data created or stored by your system be stored?</p>	<p>A key principle of Amplify's approach to privacy is customer control: The school district controls who has access to that data and with whom it is shared. As described in the Amplify Customer Privacy Policy at <a href="https://www.amplify.com/customer-privacy">https://www.amplify.com/customer-privacy</a>, we will retain personal information collected from our customers for the period necessary to fulfill the purposes outlined in the Policy and our agreement with that customer. Specifically, at the direction of our customers, Amplify will return or destroy personal information stored by Amplify in accordance with applicable law and customer requirements.</p>
<p>5. List the reports, including data elements, exportable from the front-end of your application.</p>	<p>Amplify partners with customers to help meet their data reporting goals. Administrative users can download detailed student-level data in CSV</p>

	<p>format. Upon request, Amplify can arrange for regular delivery (via secure file transfer or API) of student performance and usage data. Amplify has deep experience with major charter networks, large districts, and multiple states in data delivery and integration.</p>
<p>6. Describe your system’s RBAC (Role-Based Access Control), including if administrative credentials are available to our District’s IT Team.</p>	<p>Amplify provides multi-level security for system administrators, teaching staff, and students.</p> <p>Permissions within Amplify are designed on the principle that school districts control access to all student data. To facilitate this, Amplify applications are designed so that roles and permissions flow from the district to the individual user. Amplify applications are also developed to minimize security vulnerabilities and ensure industry-standard application security controls are in place. Role-based access controls apply to district administrators, school staff, students, and internal Amplify system administrators.</p>
<p>7. Explain what data elements your application ingests via integrations?</p> <p>a. List the technical documentation available specific to integration specifications.</p>	<p>Amplify supports a variety of roster synchronization options, including direct OneRoster CSV via secure HTTPS or SFTP, and via integration partners GG4L, ClassLink, and Clever. We will work with the district to determine the best integration option.</p> <p>Technical documentation for roster integrations is available at:</p> <p><a href="https://my.amplify.com/help/en/collections/273033-getting-started#enrollment">https://my.amplify.com/help/en/collections/273033-getting-started#enrollment</a></p>
<p>8. Explain your system’s data integration processes including data integration schedule options.</p>	<p>Integration processes depend on the integration method selected, but generally involve real-time or nightly synchronization from the district-supplied data source into</p>

	Amplify's rostering and authentication services.
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## 6.1.9 Other Supplier Responsibilities

For each criterion, describe, to what extent (yes, no), your partnership can provide:

Criteria	Justification/Comments with Example/s
Product is an Approved Program on the Colorado Department of Education's Advisory List of Core Instructional Programming.	<b>YES</b> Amplify CKLA is an approved program on the Colorado Department of Education's Advisory List of Core Instructional Programming.
Supplier shall review-the Common Core Shifts for ELA/Literacy K-5 as outlined in the <a href="#">Instructional Materials Evaluation Tool (IMET)</a> and certify that their proposal is compatible and compliant.	<b>YES</b> Amplify CKLA is compatible and compliant with the Common Core Shifts for ELA/Literacy K-5 as outlined in the Instructional Materials Evaluation Tool. Please see Section 6.1.1 to read on Amplify CKLA's superior qualities indicated on the IMET.
Supplier shall understand how teachers are provided guidance on the why and how of the instructional practices aligned to the standards and shifts within the resource and certify that their proposal is compatible and compliant.	<b>YES</b> As described in Section 4.2.7 Professional Development and Training, Amplify will provide guidance to teachers regarding how to effectively use Amplify CKLA to meet the District's needs. We have provided research and our alignment to the standards in the Attachments sections.
Supplier shall provide product development plans, technical architecture, and implementation approaches that can support a district of this size, to better predict implementation and professional development support.	<b>YES</b> . Amplify has deep experience supporting large districts like Poudre School District, Los Angeles Unified School District, New York City Public Schools among others. Our cloud-hosted technical architecture ensures our products are

	<p>scalable and can support any sized school district or implementation. Accordingly, we have developed implementation, professional development, and ongoing support that are aligned to the scope and scale of our implementations. We have provided a description of our implementation approach in Section 4.0 Proposer’s Approach and our Professional Development Support in Section 4.2.7 Professional Development and Training.</p>
<p>Supplier shall provide fidelity checks (e.g., walk-through, observation tools) that include metrics as part of the implementation plan.</p>	<p><b>YES</b></p> <p>The Customer Success Manager will meet monthly with the district to develop district desired outcomes. The CSM will share an implementation matrix to help support the district in ensuring a healthy implementation along the way. Once implementation outcomes have been developed, the CSM will work with the district to solve any key barriers that the district may have in reaching their desired outcomes.</p>
<p>Supplier shall provide materials that are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<p><b>YES</b></p> <p>Amplify CKLA is an effective, efficient, and user-friendly curriculum for both students and teachers. Teachers will receive a Teacher Guide for every Skills and Knowledge domains. The Knowledge Teacher Guides provide all Read-Aloud passages organized into lessons with step-by-step guidance. Additionally, the Skills Teacher Guides also provide outlines and comprehensive guidance for skills instruction. Reading selections are easily and centrally located and the center of focus.</p> <p>Teacher Guides also include the following sections: Primary Focus of Lesson, Reading Materials, Formative Assessments, Lesson at a Glance, Advanced Preparation Section, Support and Challenges for students, and more.</p>

<p>Research conducted by objective third party is included that demonstrates the effectiveness of the curriculum.</p>	<p><b>YES</b></p> <p>Amplify has provided research conducted by an objective third party. Please see Attachment 4 Building Content Knowledge to Boost Comprehension in the Primary Grades and Attachment 5 Amplify CKLA ESSA Report to read about the effectiveness of our curriculum. Please also refer to the following website for more information:</p> <p><a href="https://amplify.com/research-and-case-studies/amplify-ckla-research/">https://amplify.com/research-and-case-studies/amplify-ckla-research/</a></p>
<p>Supplier shall have a comprehensive, independent evaluation. The District strongly prefers evaluations conducted by EdReports (<a href="http://www.edreports.org">www.edreports.org</a>), an independent nonprofit designed to improve K-12 education that offers reviews of K12 instructional materials that focus on alignment to college and career-ready standards and other indicators of high quality as recommended by educators. The District reserves the right to consider other external independent evaluations comparable to EdReports, but such independent evaluations must be robust and comparable in scale, depth, and methodology. For materials that have EdReports ratings (using Gateways described on <a href="http://EdReports.org">EdReports.org</a>). The District reserves the right to reject products that do not meet expectations for Text Quality or Building Knowledge.</p>	<p><b>YES</b></p> <p>Amplify CKLA has been recognized by professionals in the many districts and schools that use the programs, and it has been acknowledged in an independent review by EdReports, having earned the highest “all-green” rating. Amplify is proud to create curricula that are rigorous and riveting, empowering teachers to personalize instruction for every student and create a thriving classroom community of engaged learners.</p> <p>Please click on the link to read about Amplify <a href="#">Core Knowledge Language Arts</a> and the rating it received.</p> <p>Please click on the link to read about Amplify <a href="#">CKLA Skills</a> and the rating it received.</p>

## 6.1.10 Partnership Requirements

The following requirements shall be provided by vendor in an organized, easily identifiable manner that allows for quick reference. For each criterion, describe, to what extent, your partnership can provide:

Criteria	Justification/Comments with Example/s
<p><b>Supplier Plan for Implementation</b> Describe your implementation methodology and approach to resources including options to train district implementation staff to the end user including any learning videos, handouts, and other implementation resources that may be made available online. Include a plan for teacher development of your defined resources that meets the diverse strengths and needs of our teachers.</p>	<p>Please see Section 4.2.7 Professional Development and Training to read about the resources and options to train district implementation staff.</p>
<p><b>Supplier Profile</b> Supplier shall provide company profile information (company background, number of employees, type of company, financial information, capacity for handling services, location of company)</p>	<p>A pioneer in K–12 education since 2000, Amplify is leading the way in high-quality curriculum and assessment. Today, with a staff of over 1000 employees, Amplify works with more than 4,000 districts and 21,000 schools, serving 10 million students in all 50 states. Amplify works exclusively in K-12 education, with our entire staff focused on understanding how educators work and what they need.</p> <p>Our team includes top education experts from across the country, including former teachers and principals. Our partnerships have included over twenty state-level implementations, thousands of district-wide implementations in large urban school districts, and partnerships with small and/or rural school districts with limited technology infrastructure.</p> <p>Amplify Education, Inc. is a C corporation based in Brooklyn, NY.</p>
<p><b>Supplier Experience</b> Supplier shall demonstrate experience with public sector clients with similar or greater size and complexity to the Poudre School District.</p>	<p>Please see Section 4.2.9 Successful Results and Section 8 Reference Form to read about our experience an qualifications with clients with</p>

<p>Supplier shall provide information as to the qualifications and experience of all executive, managerial, legal, and professional personnel to be assigned to this project, including resumes citing experience with similar projects and the responsibilities to be assigned to each person.</p>	<p>similar or greater size and complexity to the Poudre School District.</p> <p>To read about our key personnel that have been assigned to this project, please see Section 4.2.10.</p>
<p><b>Technical Approach</b></p> <p>Supplier’s proposal shall include, in narrative, outline and/or graph form the Supplier’s approach to accomplishing the tasks outlined in the Scope of Work section of this document. A description of each task and deliverable and the schedule for accomplishing each shall be included.</p>	<p>Please see Section 3.1.5.2 for more information about Amplify’s Technical Approach.</p>
<p><b>Materials to Sample</b></p> <p>Publishers are required to send materials which include special instructions, written correlations, publisher’s presentation, and samples of the major tool (student edition and teacher edition) in an electronic or digital format. These samples must be in final form (i.e., must be the product that will be available to the district).</p>	<p>Amplify has provided both physical samples and digital demos of our Amplify CKLA curriculum. Samples include both the student and teacher materials. Like requested by the district, the demo information and instructions are provided in section 4.1 Response to Section 3.0 Scope of Work requirement 3.3.2. Physical samples have also been mailed to the district to ensure the district can sample all materials. These samples will be the same products that will be available to the district. For a list of all of the materials included in our curriculum, please see Attachment 6 CKLA Start Here Guide.</p>



## 7. Proposal Certification Form

**7.0 PROPOSAL CERTIFICATION FORM**

**K-5 ELA Curriculum  
RFP# 23-630-001**

**Proposals must be submitted and received in BidNet’s electronic solicitation portal on or before 2:00 p.m. MT on October 20, 2022.**

The sample instructional materials and access to online resources, software, training and professional learning materials and services, all as requested in Section 3.0 of this RFP must be physically received on or before **2:00 p.m. MT on Monday, October 20, 2022** and shall be in a sealed packaged and marked **RFP# 23-630-001 K-5 ELA Curriculum** and mailed or delivered to:

**Poudre School District R-1  
Curriculum, Instruction and Assessment  
Attn: David Lawrence – RFP# 23-630-001– K-5 ELA Curriculum  
1502 South Timberline Road  
Fort Collins, CO 80524**

The undersigned hereby affirms that:

- He/she is a duly authorized agent of the company issuing this proposal and that all information provided in the proposal is true and accurate.
- Supplier has read the conditions, including the insurance requirements and technical specifications, which were made available to the company in conjunction with this RFP, and fully understands and accepts these terms unless specific variations have been expressly requested in the response submitted by the Supplier. Requested variations will be reviewed by the District and approved on a case-by-case basis if deemed appropriate.\*
- The company will adhere to all terms and conditions and provide, at a minimum, all services as expressed in the solicitation and/or the company’s proposal responding to the solicitation.
- The company meets or exceeds all of the required criteria as specified by this solicitation, or if not, has submitted a Justification for Consideration addressing any failure to meet the criteria.
- The company’s proposal is being offered independently of any other Supplier and in full compliance with the terms specified in Sections 1 and 2 of the solicitation.
- The company will accept any awards made to it, contingent on contract negotiation, as a result of this solicitation for a minimum of ninety (90) calendar days following the date and time of the solicitation opening.

Company Name: Amplify Education, Inc.

Signature of Agent: *Richard Morris*

Printed Name: Richard Morris

Title: SVP, Finance

E-mail address: proposals@amplify.com

Mailing address: 55 Washington Street, Suite 800, Brooklyn, NY 11201

Telephone: 212-213-8177

Contact Person: Richard Morris

(If different from Agent, include e-mail address and phone number)

**NOTE: Proposals submitted without the signature of an authorized agent of the company may be considered non-responsive and ineligible for the award.**

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\* Per this bullet point, Amplify is providing requested variations/ exceptions to legal terms following this document.

AMPLIFY EDUCATION, INC.

October 12, 2022

PROPOSAL TO POUUDRE SCHOOL DISTRICT R-1

**REQUEST FOR PROPOSAL #23-630-000**

K-5 ELA CURRICULUM

In connection with this proposal (the “**Proposal**”), Amplify Education, Inc. (“**Amplify**”) has reviewed Section 1.0 General Conditions (“**Sec. 1**”), Section 3.0 Scope of Work (“**Sec. 3**”), Section 4.0 Agreement Terms (“**Sec. 4**”), Section 6.0 Insurance (“**Sec. 6**”), Exhibit A- Sample District Agreement (“**Ex. A**”), and other legal terms set forth in the above referenced Request for Proposal, (the “**RFP**”), and while most terms are acceptable, Amplify requests some exceptions and/or clarifications with respect to certain of the proposed terms, including the items listed below. Amplify trusts that it will have an opportunity to discuss and negotiate the terms and conditions with Poudre School District R-1 (“**District**” or “**Customer**”) in subsequent phases of the procurement process and that the parties will enter into mutually acceptable definitive agreement (the “**Definitive Agreement**”) that may incorporate certain provisions of Amplify’s standard customer terms and conditions, attached hereto.

**Taxes (Sec. 1 § 1.5; Ex. A § 2.16.5):** Amplify wishes to clarify that Customer shall be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides Amplify with a then-current tax exemption certificate in advance of (as applicable) the delivery, license or performance of any deliverable.

**Insurance (Sec. 1 § 1.11; Sec. 6; Ex. A § 12):** Amplify wishes to clarify that it carries adequate insurance based on industry standards and benchmarks. Any variances between Amplify’s coverage and Customer requirements shall be discussed and agreed by the parties and, if necessary, set forth in the Definitive Agreement. Amplify wishes to clarify that while its insurance carrier can provide prior notice of cancellation of policies, it does not provide notice of amendments to policies.

**Assignment (Sec. 1 § 1.13; Ex. A § 15.1):** Amplify wishes to clarify that assignment would be permitted to an affiliate or in the event of a merger, acquisition, or reorganization or a sale of substantially all of Amplify’s assets relating to this Agreement.

**Subcontractors (Sec. 1 § 1.15; Sec. 3 § 3.1.8; Sec. 4 § 4.2.1.2):** Amplify wishes to clarify that, in the ordinary course of business or for purposes that are incidental or ancillary to the provision of services hereunder, (i) Customer’s advance written approval for subcontractors would not be required with respect to independent contractors engaged by Amplify, and (ii) Amplify reserves the discretion to engage such subcontractors on terms consistent with Amplify’s standard business practices. Amplify assumes full responsibility for the actions of any such parties, including their compliance with applicable laws and regulations.

**Workers Without Authorization (Sec. 1 § 1.22):** Amplify is committed to complying with all applicable laws related to hiring of employees and contractors, where applicable. Amplify has well-established internal processes for verifying employment eligibility for work in the United States and does not knowingly employ illegal aliens. To the extent Amplify is required to participate in the “Basic Pilot

Program” administered by the United States Department of Homeland Security, Amplify looks forward to discussing the specifics of this requirement and reaching agreement with Customer and, if necessary, setting forth adequate parameters in the Definitive Agreement. For purposes of submitting this RFP, Amplify executes the Certification subject to this clarification.

**Hierarchy (Sec. 1 § 1.25.5; Sec. 4 § 4.3; Ex. A § 15.5):** When a Definitive Agreement is entered into by the parties, its terms will supersede any conflicting terms contained in the RFP, its attachments, or this Proposal.

**Background Checks (Sec. 1 § 1.19):** Amplify conducts background checks on all of its employees as of the beginning of their employment as well as annual updates. Amplify relies on a nationally recognized vendor, Justifacts, Inc., to conduct its background checks. However, due to legal restrictions, Amplify cannot make results of such background checks available to the Customer. Instead, Amplify can certify to conducting the checks described above or request consultants assigned to providing services under the Definitive Agreement to submit to background checks to be conducted by the Customer.

**Termination (Sec. 1 §§ 1.20, 1.25.3; Sec. 4 §§ 4.4, 4.6, 4.7; Ex. A §§ 1.3, 1.4, 2.20, 8):** The Definitive Agreement may be terminated only by written agreement of Amplify and Customer, provided that a party shall have the right to terminate the Definitive Agreement if the other party materially breaches any term, provision, warranty or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice of such breach. Upon termination : (a) Customer will: (i) cease using products supplied by Amplify; (ii) return, purge or destroy (as directed in writing by Amplify) all copies of the product; (iii) pay Amplify any fees due and owing under the Definitive Agreement, including fees for all services rendered through the date of termination based on rates in Amplify’s then current rate card; (iv) not be entitled to a refund of any fees previously paid, unless such fees were paid in advance for services not yet rendered at the time of termination, and (v) will not be entitled to cost of replacement or cover. A provision for termination for lack of funding would be considered.

**Warranty (Sec. 1 § 1.24; Ex. A §§ 2.11.3, 2.14.2):** The products and services are provided “as is”. Amplify expressly disclaims any warranty not explicitly set forth in the Definitive Agreement, in particular, as to merchantability or fitness for a particular purpose or use with respect to its products. Amplify makes no warranty that the product will be error-free or free from interruptions or other failures or that the product will meet customer’s requirements. In addition, any warranty would be subject to the limitation of liability described below.

**Limitation of Liability:** Amplify wishes to clarify that neither party shall be liable for (a) any indirect or consequential loss, damage, and/or expense, including economic loss or loss of profit, or loss of data or goodwill, (b) any amounts in excess of the fees actually paid to Amplify pursuant to the Definitive Agreement, provided that these limitations do not apply to breaches of confidentiality obligations or intellectual property representations.

**Acceptance (Sec. 1 § 1.24.1; Ex. A §§ 2.14, 2.15 ):** While Amplify agrees that District shall have the right to inspect goods delivered to the District, such goods must be inspected, and the District must notify Amplify within 60 calendar days after delivery (the “acceptance period”) of any goods that the District finds defective or nonconforming. Upon receipt of such notice, Amplify will work with District to determine the appropriate method of replacement or remediation. After such acceptance period, all goods delivered will be deemed accepted by the District and Amplify will not agree to replacement,

refunds, or payment of damages on any goods delivered to the District, regardless of whether the defect is apparent on examination. In addition, Amplify shall only bear its own costs for inspection or testing of rejected products. Review, acceptance and payment for deliverables under this contract will be governed by the applicable provisions in the Definitive Agreement.

**Indemnification (Sec. 1 § 1.24.2; Sec. 6 § 6.1; Ex. A §§ 10.6, 13):** Under the Definitive Agreement, Amplify would indemnify and hold Customer harmless from third party claims of the nature set forth in these sections, provided that Customer notifies Amplify of such proceeding promptly after Customer receives notice thereof, Amplify has exclusive control over the defense and settlement of the proceeding, Customer provides such assistance in the defense and settlement of the proceeding as Amplify may reasonably request, and Customer complies with any settlement or court order made in connection with such proceeding.

With respect to infringement, Amplify's obligations under this Section will not apply to any infringement to the extent arising out of (a) any use or combination of Amplify products and services with any other products, goods, services or other items furnished by anyone other than Amplify; (b) any modification or change not made by Amplify; (c) the use of an infringing version of the products or services when a comparable non-infringing version has been made available to Customer; or (d) any products developed to specifications which Customer has supplied or required of Amplify.

In the event that Amplify reasonably believes it will be required to discontinue use of the products and/or services because such products and/or services might infringe intellectual property rights of a third party, Amplify will, at its option, either (a) obtain for Customer the right to continue use of the products and/or services, or (b) modify the relevant product and/or service to make it non-infringing. If Amplify is not reasonably able to accomplish the foregoing, Amplify may terminate the license of the infringing product and/or service and refund Customer a pro rata portion of any pre-paid fees Customer paid for such product and/or service. THIS SECTION STATES THE ENTIRE LIABILITY OF AMPLIFY WITH RESPECT TO INFRINGEMENT BY ANY AMPLIFY PRODUCT OR RESULTING FROM THE PERFORMANCE OF SERVICES BY AMPLIFY.

**Cost of Cover (Sec. 1 § 1.25.3):** This Section appears to describe a "cost of cover" remedy to vendor breach, in that a noncompliant vendor would be liable for Customer's re-procurement of services. Such a remedy is not appropriate for contracts dealing with proprietary goods and services procured based on a negotiated price. This would mean that a defaulting low-cost vendor could be required to pay for a different higher-cost alternative that the Customer opted not to procure precisely because it was too expensive. In addition, in no event should a vendor be liable for more than it has been paid under a contract.

**Shipping (Sec. 3 § 3.1.5.3; Ex. A §2.12):** Amplify wishes to clarify that it provides a range of shipping services at competitive rates and can accommodate the full spectrum of delivery requirements. At this time we do not offer integration with third party shipping providers. Also, Amplify wishes to clarify that our delivery SLA is 15 business days from an accurate PO and confirmation of all necessary shipping logistics information.

**Agreement (Sec. 3 § 4.1; Section 5 § 5.6; Ex. A):** Amplify trusts that it will have an opportunity to discuss and negotiate the terms with the District in subsequent phases of the procurement process and that the parties will enter into mutually acceptable Definitive Agreement.

**Confidential Student Records and Information (Sec. 4 § 4.13; Ex. A §§ 5, 6, 7):** While Amplify agrees to comply with all applicable laws and regulations, including FERPA, Amplify wishes to discuss the proper scope and terms of student data protections as part of negotiating the Definitive Agreement, which may incorporate parts of Amplify's Customer Privacy Policy and Amplify's privacy and security practices, available at <https://amplify.com/customer-privacy> and [www.amplify.com/privacy-security/](http://www.amplify.com/privacy-security/) respectively, and attached to this proposal.

**Payment Terms (Ex. A §§ 2.3, 2.16):** Amplify wishes to clarify that Customer will pay to Amplify the fees specified in the purchasing document in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing.

**Product Delays (Ex. A § 2.13):** Amplify wishes to clarify that if selected by the District, Amplify and the District will negotiate the appropriate specific terms and timing of Section 2.13 in subsequent phases of the procurement process and negotiation of the Definitive Agreement.

## 8. Reference Form

***Submit the completed form in section 8.0.***

List three (3) references for which your company has completed similar materials/services for projects of similar scope. Colorado K-12 public school references are preferred, if available.

8.1

**Company Name:** Denver Public Schools

**Address:** 1860 Lincoln Street, Denver, CO 80831

**Contact Person:** Taryn Rawson, Principal, Goldrick Elementary

**Telephone:**

**Email:** taryn\_rawson@dpsk12.org

**Describe type of work/service performed or items supplied:** Goldrick Elementary, part of the Denver Public Schools system was a pilot school for Amplify CKLA in 2021.

8.2

**Company Name:** School District 49

**Address:** 10850 East Woodmen Road, Peyton, CO 80831

**Contact Person:** Stacey Franklin, Coordinator of Literacy Performance

**Telephone:** 7189-494-8953

**Email:** sfranklin@d49.org

**Describe type of work/service performed or items supplied:** Falcon 49 School District began to use mCLASS:DIBELS Next in K-3 during the 2013-2014 school year when they joined the Early Literacy Assessment Tool Project through the Colorado Department of Education. Some individual schools and Zones chose to use DIBELS Next with their 4th and 5th grade students. Some schools also purchased Burst:Reading as their reading intervention tool. Since then more Falcon 49 SD schools have added these solutions to assist with monitoring student growth and helping teachers make instructional changes. Schools/zones started purchasing CKLA in the Spring of 2014-2015. Since then, several schools have added this curriculum to provide their teachers with a more systematic approach to teaching. Professional Development has been part of all implementations.



Falcon 49 and Amplify have partnered to create on-going support for teachers and leaders as they determine the instructional needs of schools and students. As a result, teachers have had the necessary tools to adjust instruction for students and ultimately see growth. Falcon 49 School District is one of few districts in Colorado that has shown year-over-year growth of students when measured by the DIBELS Next Probes.

8.3

**Company Name:** Los Angeles Unified School District

**Address:** 334 South Beaudry Avenue, 17th Floor; Los Angeles, CA 90017

**Contact Person:** Carlen Powell, Administrator Elementary Instruction

**Telephone:** 213-241-5333

**Email:** carlen.powell@lasud.net

**Describe type of work/service performed or items supplied:** Our partnership with the LAUSD has involved successful implementation of assessment at scale, as well as extensive support through professional services and account management, including: product trainings; an on-site Support Package including more than 1,700 on-site support sessions delivered via the Instructional Leaders Sessions - “DIBELS Data Analysis for Instructional Leaders;” custom trainings for central office staff and ESCs; and locally based account management, program management, and consultant support team. A recent survey of LAUSD teachers shows that they are enthusiastic about this and other enhancements made to DIBELS.

In 2020, we began piloting Amplify CKLA in the district and in 2022 expanded the pilot to include Amplify Caminos. We also launched a training training plan to ensure schools and teachers were prepared to implement our rigorous, science of reading-based program.

The longevity of Amplify’s partnership with LAUSD is a testament to our commitment in collaborating with the district to create paths to reading proficiency for all of the students in LAUSD. Amplify engages with LAUSD stakeholders to strategically plan, implement and execute early literacy objectives that create systems of support across local districts and schools. Our service model ensures all stakeholders have access to multiple levels of support from product development to personalized literacy data analysis for strategic planning. We continue to work side by side with the district at all stages of implementation as evidenced by our work, ranging from a new product adoption (Amplify Reading), to school level coaching and implementation support (LaSalle Avenue Elementary), and to new product development (TRC Atlas Spanish Text Sets) in response to specific LAUSD goals and stated outcomes.

## 9. Attachments

1. Attachment 1 - Digital Sample Logins
2. Attachment 2 - CKLA Case Study - Falcon 49
3. Attachment 3 - CKLA Independent Reading Facilitation Guide
4. Attachment 4 - Study: Building Content Knowledge to Boost Comprehension in the Primary Grades
5. Attachment 5 - CKLA ESSA Requirements
6. Attachment 6 - CKLA Start Here Guide
7. Attachment 7 - CKLA K-5 Program Guide
8. Attachment 8 - Amplify CKLA: Colorado Academic Standards Alignment
9. Attachment 9 - Schedule of Student Data
10. Attachment 10 - Reporting Guide

## Attachment 1 - Digital Sample Logins

Go to [learning.amplify.com](https://learning.amplify.com) and select "Log in with Amplify".

The password for all accounts listed below is: **Amplify1-poudre-ckla**

The expiration date for these accounts is: **February 01, 2023**

These credentials include access to: **G1 Writing Studio, GK Writing Studio, G5 California Language Studio, G1 California Language Studio, CKLA Grade 1 TRS + Hub, CKLA Grade 5 TRS + Hub, CKLA Grade 2 TRS + Hub, CKLA Grade 3 TRS + Hub, CKLA Grade K TRS + Hub, CKLA Grade 4 TRS + Hub, G5 Writing Studio, G2 Writing Studio, G4 California Language Studio, G3 California Language Studio, G4 Writing Studio, GK California Language Studio, G3 Writing Studio, G2 California Language Studio.**

### Teacher Logins

[t1.poudre-ckla@demo.tryamplify.net](mailto:t1.poudre-ckla@demo.tryamplify.net)

[t2.poudre-ckla@demo.tryamplify.net](mailto:t2.poudre-ckla@demo.tryamplify.net)

[t3.poudre-ckla@demo.tryamplify.net](mailto:t3.poudre-ckla@demo.tryamplify.net)

[t4.poudre-ckla@demo.tryamplify.net](mailto:t4.poudre-ckla@demo.tryamplify.net)

[t5.poudre-ckla@demo.tryamplify.net](mailto:t5.poudre-ckla@demo.tryamplify.net)

### Student Logins

[s1.poudre-ckla@demo.tryamplify.net](mailto:s1.poudre-ckla@demo.tryamplify.net)

[s2.poudre-ckla@demo.tryamplify.net](mailto:s2.poudre-ckla@demo.tryamplify.net)

[s3.poudre-ckla@demo.tryamplify.net](mailto:s3.poudre-ckla@demo.tryamplify.net)

[s4.poudre-ckla@demo.tryamplify.net](mailto:s4.poudre-ckla@demo.tryamplify.net)

[s5.poudre-ckla@demo.tryamplify.net](mailto:s5.poudre-ckla@demo.tryamplify.net)



## CASE STUDY

Grades K–5

# District 49 in Colorado Springs, CO

District 49 serves more than 21,000 students and employs over a thousand full-time teachers. The district has recently made it a priority to achieve literary gains by implementing a K–5 curriculum based on the science of reading.

In 2015, District 49 began the search for a new English Language Arts curriculum. District leaders knew of schools in the area that had seen learning gains from impactful new curricula. These leaders wanted a new curriculum with rigorous content that would engage students and differ from what they'd used in the past. In their research, they learned that Amplify Core Knowledge Language Arts (CKLA) not only met these qualifications, but was also grounded in the science of reading—their number one priority. With support from the district, two schools decided to pilot Amplify CKLA.

“CKLA is not structured like a typical ELA curriculum. I’ve never seen one like it in my 25 years in education. **It’s raised the rigor and expectations in the classroom...** making the students and teachers extend their own minds, and teachers love that. Teachers are learners, too! I would encourage someone to go visit a CKLA classroom so they can see it for themselves.”

—Stacey Franklin, Coordinator of Literacy Performance

**Race and ethnicity scope:  
Falcon School District 49**

Percentage of the total population

- White: 73.2%
- Hispanic: 13.4%
- Black: 5.4%
- Asian: 3.3%
- Mixed: 3.9%
- Other: 0.8%

Source: statisticalatlas.com

**A new approach to reading instruction**

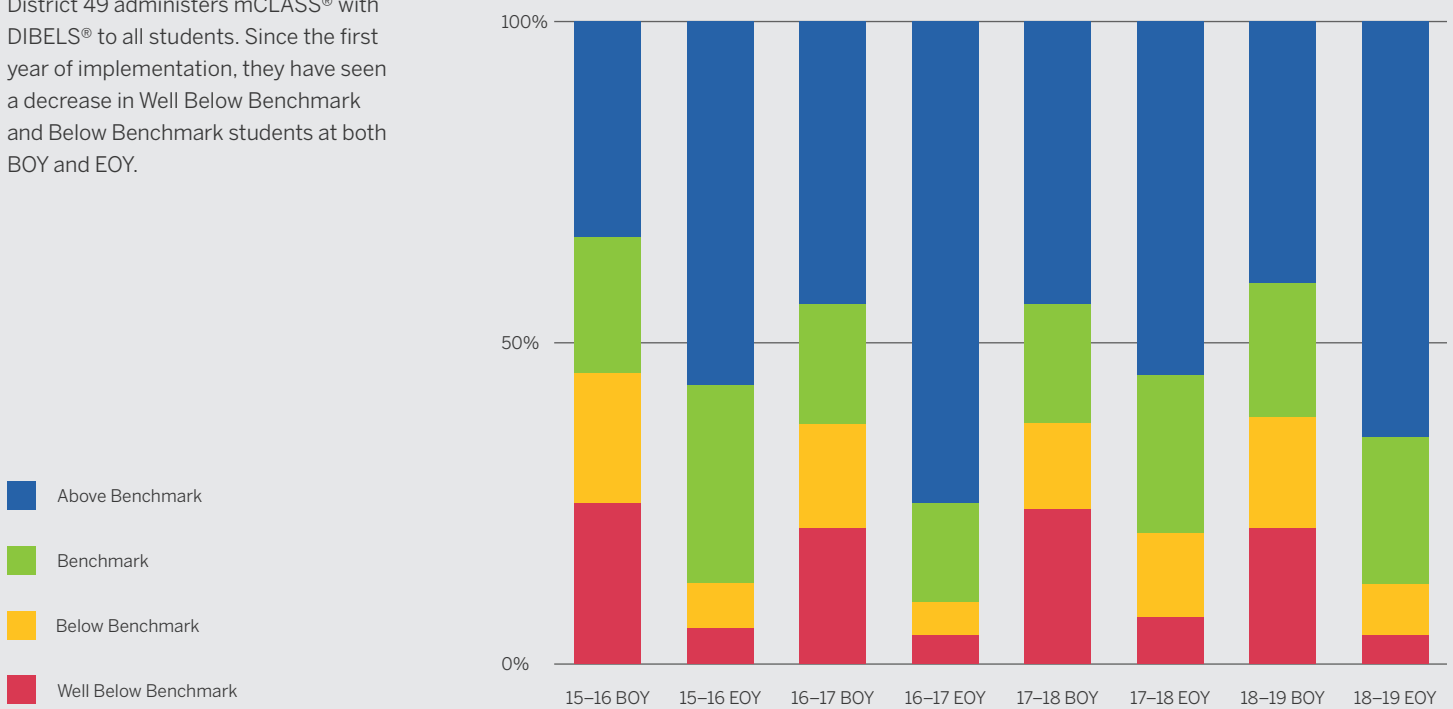
Piloting a new comprehensive program like Amplify CKLA made some teachers apprehensive at first, but once they received professional development courses and saw the resources in action, the initial challenges started disappearing. Teachers liked the two-strand approach of explicit phonics instruction taught with rich background knowledge. They also found the Teacher Resource Site easy to use and liked the variety of resources available. By implementing the program with fidelity, the district is seeing significant growth.

Once the district saw the tremendous success and learning gains made in their classrooms, they began to roll out the CKLA curriculum in more schools. Today, 11 out of 18 elementary schools in District 49 teach CKLA.

**School: Grand Peak Academy**

District 49 administers mCLASS® with DIBELS® to all students. Since the first year of implementation, they have seen a decrease in Well Below Benchmark and Below Benchmark students at both BOY and EOY.

**Accelerating growth and reducing the number of at-risk students**



“In our fifth year as partners, D49 and Amplify together have made a **significant impact on our young literacy learners!** Assessment fidelity, data analysis conversations, and instructional decision making have vastly improved and, as a result, student performance in D49 defies national trends.”

—Amber Dawn Whetstine, Executive Director of Learning Services



# CKLA Independent Reading

Kindergarten - Grade 5

## Facilitation Guide

# Independent Reading with Core Knowledge Language Arts®

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*“The more that you read, the more things  
you will know. The more you learn, the  
more places you’ll go.”*

— Dr. Seuss

*“Many of the things we need can wait. The  
child cannot. Right now is the time his bones  
are being formed, his blood is being made,  
and his senses are being developed. To him we  
cannot answer ‘Tomorrow,’ his name is today.”*

—Gabriela Mistral

*“I have a passion for teaching kids to become  
readers, to become comfortable with a book,  
not daunted. Books shouldn’t be daunting, they  
should be funny, exciting, and wonderful; and  
learning to be a reader gives a terrific advantage.”*

—Roald Dahl

# Introduction

Core Knowledge Language Arts (CKLA) Reading is designed to develop and enhance students' reading experiences and abilities. The program aims to promote and instill a love of reading. Exposure to a wide variety of books will improve reading fluency, vocabulary acquisition, and comprehension skills. Reading widely will develop critical-thinking skills and enable students to acquire a greater understanding of the world in which they live.

- CKLA Independent Reading encourages and enables students to:
  - Read chapter books, picture books, informational text, and literature, including fiction, poetry, and plays
  - Select books of personal interest
  - Become engaged learners
  - Develop keen critical-thinking skills
  - Become independent thinkers and lifelong readers
  - Explore and understand the power of language



# Step into CKLA

## Independent Reading

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### **KINDERGARTEN–GRADE 2: LEARNING TO READ**

In the early grades, CKLA focuses on oral language development through carefully sequenced, content-rich Read-Alouds as well as systematic instruction in reading and writing skills.

### **GRADES 3–5: READING TO LEARN**

In later grades, CKLA continues to advance students' knowledge and vocabulary through Read-Alouds and in-depth discussions, while also immersing students in complex texts and advanced writing assignments that draw on the academic content they've been engaged in since preschool. CKLA Grades 3–5 combine features of both strands and further develop good reading practices and habits, including the promotion of independent reading.

CKLA Independent Reading gives students the opportunity to select books of their choice, including books that may enhance or expand upon what they have learned in CKLA content domains.

### **INTRODUCING CKLA INDEPENDENT READING**

Because words give form to our thoughts, dreams, and concerns, reading is, without a doubt, an essential form of engagement. As a result of the knowledge we gain through reading, we're more able to interact, understand, and contribute to the world in which we live. And, as a result of reading widely, we develop a greater understanding of our shared experiences. Reading develops empathy, curiosity, and a sense of belonging. It enables us to become better citizens.

However, in order to become successful and engaged independent readers, students need tools to evaluate and select texts on their own. They will learn to select reading material based on their interest and the text's content. They will become decision-makers, and in doing so, they will help guide their own educational progress.

Through independent reading, students are encouraged to set off on a journey of exploration into the pages of books that may transport them to a bustling foreign city, a rainforest, or a faraway land full of magic and mystery. And, like true adventurers and seekers of knowledge, the students are in charge of their own journey.

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## CONNECTING STUDENTS WITH BOOKS

A key part of an independent reading program involves ensuring that students have access to a variety of books. The following list includes suggestions for where students may select texts for independent reading.

- CKLA Student Reader
  - Many Student Readers include enrichment text selections that students may read independently.
- Classroom library
  - If you need additional text options in your classroom library, you may wish to consult the CKLA Recommended Trade Book List or acquire the CKLA Knowledge Collection (Grades K-2).
- School library
  - Consider scheduling a library session for your students to browse and select books they would like to read independently. Your librarian may also be able to work with students who would like personalized recommendations. This kind of session can offer an opportunity for library skills sessions; for example, students may learn how to research books by a favorite author or on a particular topic of interest.
- Local public library
  - Remind students that local libraries have different selections than the school library. Some students may benefit from learning how to acquire a library card.
  - Many local libraries also host events and programs for students; you may wish to remind students and their families about such events.
- Area bookstores
  - Students and their families may be unaware that many bookstores host events such as story hours and author visits or book signings. These events are typically free and open to all.
  - Bookstores are also able to order books for purchase, so if students are looking for a text they cannot locate elsewhere, the bookstore may be able to get it for them.
- Book swaps
  - One fun way to provide students with different reading options while also building a classroom community is to host a classroom book swap. Students should each bring in a text they have already read and would like to trade with a peer. Students can exchange books with one another. After reading the book, students can exchange with new partners. You can repeat this process throughout the year, allowing students to read multiple new texts.
  - After several students have read a particular book, you may wish to group them and facilitate discussion or other activities around that book.

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## COMMUNICATING EXPECTATIONS

When introducing CKLA Independent Reading, explain to students the guidelines for your class. The materials that follow offer a simple, step-by-step guide for implementing a successful independent reading program, but you should customize the implementation to best suit your students' needs.

Some options you may wish to consider including appear below.

- Explain that independent reading is an opportunity for them to freely, yet wisely, select and read books that they find interesting.
- Identify a routine for independent reading, such as naming a designated time and place for regular independent reading.
- Ask students to keep a log of the books they read.
- Ask students to conference with their teacher, a peer, or within a group.
- Challenge students to continue to read outside of the classroom and to invite their parents, guardians, siblings, and friends to participate in their reading experiences.
- Provide students opportunities to share with others their enjoyment and opinions of the books they are reading.

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## SEVEN STEPS TO IMPLEMENTATION OF A SUCCESSFUL INDEPENDENT READING PROGRAM

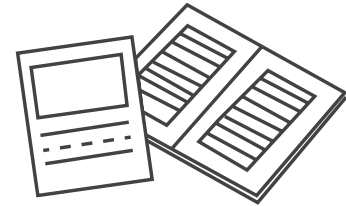
1. Establish structure and procedures by creating a designated time and place for independent reading.
2. Manage and maintain a successful independent reading program by monitoring, assessing, and encouraging reading experiences.
3. Ensure that students understand that their role as independent readers is to engage, interact, and make good choices.
4. Ensure that there are regular opportunities for conferencing and interaction with students.
5. Maintain regular communications with parents, guardians, and other adults (i.e., a librarian).
6. Set achievable goals for students and monitor outcomes.
7. Communicate the power and joy of reading.

# Seven Steps to Implementing a Successful Independent Reading Program



Create a designated time, place, and routine for independent reading.

1



2

Monitor, assess, and encourage reading experiences.



Equip students to engage, interact, make good choices, and be accountable.

3

4



Provide regular opportunities for conferencing and interaction with students.

5

Maintain regular communications with parents, guardians, and other adults (such as a librarian).



6



Help students set achievable goals and monitor outcomes.

7

Communicate the power and joy of reading.



**Step One:**

# Create a Designated Time, Place, and Routine for Independent Reading

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It is essential to provide a time and place for students to explore a range of books freely and independently. Therefore, regular exposure to books—to language, content, art, graphics, and the other creative forces that enable us to communicate on many different levels—is the fundamental goal of CKLA Independent Reading. The cycle of reading, learning, and sharing nurtures intellectual growth.

<b>Create a Designated Time, Place, and Routine for Independent Reading</b>	
<b>Time</b>	Recommended minimum: Twice a week for at least thirty minutes. However, teachers should encourage independent reading whenever time allows (rainy days inside the classroom, first ten minutes of the school day, five minutes after lunch, last ten minutes of the school day, etc.).
<b>Place</b>	Consider whether or not students have an inviting space for reading. Is that space conducive to reading quietly and thoughtfully? If students are not moving to a designated place, make sure there is clear instruction that quiet reading time has begun at their desks.
<b>Books</b>	Prior to your first independent reading session, review resources where students may locate books. You may also wish to schedule time for students to procure books for independent reading; for example, you may consider arranging a library visit. Ensure that your classroom library has several back-up text options in case students forget their book on independent reading days.
<b>Procedure</b>	Before students begin quiet and independent reading time, check in with them. Did they: <ul style="list-style-type: none"><li>• Select a book they are interested in?</li><li>• Set reading goals?</li><li>• Remember to fill out their reading log information?</li></ul>

## Step Two:

# Monitor, Assess, and Encourage Reading Experiences

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The most important element of building a successful independent reading program is creating a classroom culture that values and celebrates reading. Students who believe that their excitement about books matters to their peers and to adults are more likely to read widely and frequently. The following list includes ideas for promoting this kind of culture.

- Ask students what they are reading for fun or on their own on a regular, even daily, basis.
- Share your own reading experiences with students. You might casually mention a trip to the library or describe (with age-appropriate language and context) a book you are reading. It is important for students to see adult readers.
- Share memories of your favorite childhood books. If possible, curate a selection of these for students to read during independent reading time.
- Invite guest readers to your classroom. These may be older students, teachers or other school employees, parents, or community members. If possible, select a wide range of readers so that students come to understand that people in all professions and walks of life enjoy reading. (Students may expect the librarian to have a favorite book, but it might surprise them to learn that their physical education coach has one, too!) These readers might read aloud to your class and also discuss a book they loved reading as a child.
- Host a classroom, grade-level, or school-wide character parade, in which students dress as their favorite book character and parade together to celebrate their costumes. Alternatively, create a character wall and allow students to draw their favorite book character.
- Host a character conversation in which students work in partners or small groups. Each student should identify a favorite character, name the character's book, and offer a brief description of the character. Students should then have conversations with each other in the role of their characters. Challenge students to think about would happen if Harry Potter met Laura Ingalls Wilder, for example, then to use their conversations to explore the possibilities.
- Have students give each other book recommendations. You may wish to provide sentence starters or frames, such as *If you enjoyed \_\_\_\_\_, you'd really like \_\_\_\_\_.* or *I think you would enjoy reading \_\_\_\_\_.*
- Partner with a teacher of older students to create year-long reading buddies. Each younger student would have an older reading buddy (a student from the other class) who reads to him or her one-on-one.
- Have students write letters to their favorite characters or authors.

## Monitor, Assess, and Encourage Reading Experiences

<b>Monitor and Assess</b>	<ul style="list-style-type: none"><li>• Set reading goals and provide strategies for helping students meet these goals. For example, if a student's goal is to read twenty-five pages each week, help them understand that they need to read five pages per weekday to reach their goal.</li><li>• Whenever possible, allow students to set their own reading goals.</li><li>• Model the book selection process by discussing the process aloud.</li><li>• Create a chart for students to refer to as they select their books. For example, you may wish to create recommendations based on the CKLA Trade Book List so that if students want to learn more about a particular domain, they have some suggestions for additional texts on that domain content.</li><li>• Track goals and progress on a regular basis, preferably when each student completes a book. This will give them a sense of accomplishment and provide evidence of their growth and development as a reader.</li></ul>
<b>Book Selection</b>	<p>Students will, over time, be able to take full ownership of their book selections. Initially, though, a certain degree of guidance may help students find success and enjoyment.</p> <p>Use feedback sessions to understand students' reactions to books they have selected and read. If students did not enjoy a previous selection, consider how they made their selection. Students, particularly those who are in younger grades or who are new to independent reading, may need support making selections they will enjoy reading. Remember, though, that the goal of an independent reading program is to equip and empower students to make their own choices. Any support should be helping students find texts that interest them rather than dictating what they must read.</p>

**Step Three:**

# Equip Students to Engage, Interact, Make Good Choices, and Be Accountable

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Independent reading is, for the most part, a solitary experience. However, the knowledge, inspiration, and creative forces acquired as a result of reading can and should be shared. Therefore, provide frequent times for students to share and discuss their thoughts about the books they read. Encourage discussion and debate. These sharing experiences will provide students with the opportunity to articulate their ideas and develop their critical-thinking skills.

<b>Equip Students to Engage, Interact, Make Good Choices, and Be Accountable</b>	
<b>Book Talks and Sharing</b>	Book talks and sharing experiences give students the opportunity to develop their critical thinking skills, as well as a chance to share the knowledge they have gained. Students can give book talks and share with a partner, a small group, or the whole class. Students may also enjoy and gain motivation from sharing with external groups such as parents or other family members, an older reading buddy, a librarian, or others.
<b>Discussion and Debate</b>	Discussion is a fun and interactive way for students to share and learn from each other. Students can be placed in discussion groups based on varying criteria, including text topic or theme, text genre, text format, or other factors. Students will benefit in working with both heterogeneous and homogeneous groups throughout the year.  Older students may enjoy staging book debates, which may take many forms. Students may nominate books or characters, then debate which is best, funniest, or so forth. Students may also debate the merits of character decisions or behaviors, incorporating textual evidence to support their ideas.
<b>Writing</b>	Writing is, of course, powerfully integrated with reading. Whenever possible, allow for writing opportunities that connect with independent reading. Students may enjoy writing letters to an author, journaling about what they have read, writing a book review, composing a creative piece inspired by what they have read, or other such activities.
<b>Visuals</b>	Many visual activities and supports can help enliven works students have read; they can also help students express what they have learned from a text. You may wish to create book-related visuals or art to hang in the classroom. You may also wish to have students illustrate a book they have read, design an alternative cover for the text, or create a poster for a movie version of the text. Advanced students may enjoy drawing a character or scene; they may also imagine what a setting for the text might look like and create a drawing, painting, diorama, or other visual representation of that setting.
<b>Performing</b>	Whenever possible, bring words to life by encouraging students to perform dramas or skits, recite poetry aloud, or use multimedia (such as audio or videos).



**Step Four:**

# Provide Regular Opportunities for Conferencing and Discussion with Students

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Strategic reflection develops students' awareness of how they read and how they can improve upon their reading experiences. Build in time for reflection through one-on-one conferencing. Encourage them to maintain a reading log. (Several types of reading logs are provided in the Additional Resources section of this guide.) Carefully crafted, reflective questions will focus students' attention on how and what they read. Continue to monitor their reading choices and outcomes.

<b>Provide Regular Opportunities for Conferencing and Discussion with Students</b>	
<b>Conferencing</b>	<p>Conferencing is an opportunity to inspire students as readers and to nurture their exploration of ideas. It is also an opportunity to assess student progress. Offer pertinent prompts and questions, such as:</p> <ul style="list-style-type: none"><li>• What kinds of books do you enjoy?</li><li>• Tell me about the book you're currently reading.</li><li>• What is the best thing about the book you are reading?</li><li>• What is one thing you wish were different about the book you are reading?</li><li>• What kind of book would you like to read next?</li></ul> <p>Help students explore the text more critically by providing open-ended questions. (Samples are included in the back of this guide.)</p> <p>Encourage students to brainstorm questions and to make connections across high-level concepts for a deeper understanding of texts they have read.</p>
<b>Reading</b>	<p>Ask students to be aware of when, where, and how long they are reading. Encourage them also to consider how their environment affects their reading experience.</p>

## Provide Regular Opportunities for Conferencing and Discussion with Students

<b>Setting Goals</b>	<p>Work with students to set strategic goals. One example of a strategic goal is a SMART goal: "I will read 20 pages of <i>Green Eggs and Ham</i> by Friday."</p> <p>SMART stands for:</p> <ul style="list-style-type: none"><li>• <b>Specific:</b> Student has selected a specific book, <i>Green Eggs and Ham</i></li><li>• <b>Measurable:</b> Student will read twenty pages</li><li>• <b>Achievable:</b> Student has time to read twenty pages by Friday</li><li>• <b>Relevant:</b> Student enjoys Dr. Seuss books</li><li>• <b>Time-bound:</b> Student will complete reading by Friday</li></ul> <p>When students set SMART goals, they can track those goals and feel a sense of accomplishment each time they achieve one.</p>
<b>Progress Review</b>	<p>Be sure to incorporate a review of reading progress during one-on-one conferencing or at other times in the classroom. During this time, you may record progress, discuss that progress with the student, and celebrate students' reading successes.</p>
<b>Log</b>	<p>Use a log that allows students to think critically about book selection.</p>

**Step Five:**

# Maintain Regular Communications with Parents, Guardians, and Other Adults (Such as a Librarian)

It is essential to establish regular forms of communication with parents, guardians, and other important family members. Consider sharing weekly updates on reading experiences, which could take the form of a letter or newsletter or could consist of a student-produced item, such as a report on the text they read in the previous week. Alternatively, students could take their individual reading logs home for a family member to review.

<b>Maintain Regular Communications with Parents, Guardians, and Other Adults (Such as a Librarian)</b>	
<b>Home Component</b>	<p>The following suggestions help advise family members on how to create a home environment that support independent reading.</p> <ul style="list-style-type: none"><li>• Initiate frequent communication with parents and guardians regarding the books students are reading, and include suggestions for discussion topics at home. Weekly updates will provide a bridge between home and classroom reading expectations and successes.</li><li>• Involve siblings and friends in students' reading experiences.</li><li>• Assign reading time to take place outside the classroom.</li><li>• Encourage students to discuss the books they are reading with family members, and provide questions to help family members generate discussion.</li></ul>
<b>Bridging the In- and Out-of-Classroom Reading Experiences</b>	<p>Reading comes alive when students can apply the knowledge they acquire to their everyday lives. Create opportunities for students to discuss their independent reading experiences.</p> <ul style="list-style-type: none"><li>• Make time for students to discuss connections between the books they are reading and their day-to-day lives.</li><li>• Make time for students to discuss the reading experiences they've had outside of the classroom.</li><li>• Provide time for students to discuss life experiences that might connect with their in-school reading and learning experiences.</li></ul>

**Step Six:**

# Help Students Set Achievable Goals and Monitor Outcomes

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Help students establish clear and realistic expectations. For example, students may read a certain number of pages per week, or they may select a date to complete a book review or give a book talk. Continually invite them to discuss the books they are reading. Revise expectations based on monitoring and assessments of reading progress.

<b>Help Students Set Achievable Goals and Monitor Outcomes</b>	
<b>Achievable Goals</b>	<p>Each week, establish reading goals and expectations.</p> <ul style="list-style-type: none"><li>• Check in with students at the end of each independent reading block</li><li>• Set reading targets (number of pages)</li><li>• Check reading logs and charts</li><li>• Adjust goals and expectations according to student needs</li></ul>

**Step Seven:**

# Communicate the Power and Joy of Reading

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Discuss books frequently. Select a book of the week to highlight and profile in the classroom. Share examples of reading experiences and goals. Encourage students to speak, share, critique, dramatize, and promote the books they're reading. Most of all, share the joy of reading by celebrating students' reading successes and experiences.

<b>Communicate the Power and Joy of Reading</b>	
<b>The Joy of Reading</b>	<p>Discuss books as often as possible. Begin or end each day with a fun fact about a book, author, or other literary topic.</p> <ul style="list-style-type: none"><li>• Read quotes or citations from classical texts.</li><li>• Challenge students to memorize favorite age-appropriate lines or stanzas.</li><li>• Share your favorite books, plays, or poems.</li><li>• Introduce students to work by celebrated authors.</li></ul>

# Additional Resources

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The following materials are intended to support implementation of an independent reading program. These Blackline Masters may be reproduced for students and family members.

Teachers may use these materials flexibly to support independent reading. Not all teachers will use all materials. For example, different versions are provided for some student-facing materials; teachers should select the form that best suits their students' needs. It is acceptable to use different forms in one classroom; for example, different reading logs may best suit students of various reading abilities.

Younger students may need adult support in completing materials such as the reading log; however, teachers may instruct students to use drawings, check marks, or other such notations as appropriate.

- Family Member Letter (English and Spanish versions)
- Reading Log Templates
- Book Review Templates
- Independent Reading Enrichment Activities
- Discussion Questions and Application Activities
- KWL Chart Templates
- Setting SMART Goals & Goal Guide
- Character Weather Report
- Supporting Independent Reading at Home
- Reading Selection Guide
- Reading Preview
- Vocabulary Organizer
- Reading Reflection Templates
- Author Letter Template
- Book Talk Guide

Dear Parent/Guardian,

Date:

This week your child \_\_\_\_\_

is reading the book \_\_\_\_\_

by \_\_\_\_\_.

Reading independently is an essential part of your child's education. Please encourage your child to read after school. Whenever possible, read with your child and/or listen to your child read. Try to find opportunities to discuss the book he/she is reading. To encourage discussion, you may ask your child some of the following questions, which will apply to a range of books your child will be reading during the year.

1. Why did you choose this book?
2. Do you like to book you are reading? Why or why not?
3. Is the book you are reading literature or informational text? How do you know?
4. Can you tell me three things about the book you are reading?
5. Would you recommend this book to others? Why or why not?
6. What kinds of books do you enjoy reading?
7. Do you have a favorite book?
8. What book do you hope to read next?

In addition, ask your child specific questions about the book he or she is reading.

Please make sure that you or your child record the relevant information on the home reading log provided. This will ensure that you and your child's teacher can monitor his or her reading progress. Please record any comments or feedback you have in the box provided below.

Thank you for supporting and encouraging your child to become an engaged and accomplished independent reader.

Parent/Guardian Comments:

Estimado padre o guardián,

Fecha:

Esta semana, su niño(a) \_\_\_\_\_

está leyendo el libro \_\_\_\_\_

de \_\_\_\_\_.

Por favor, anímelo(a) a leer después de la escuela. Cuando sea posible, lean juntos y/o escuche mientras él(ella) está leyendo. Busque oportunidades para conversar sobre el libro y, si puede, use las preguntas que incluimos a continuación y que pueden aplicarse a una gama de libros que se leerán durante el año.

1. Por qué elegiste este libro?
2. Te gusta el libro que estás leyendo? ¿Por qué?
3. Es de ficción o no ficción?
4. Me puedes contar tres cosas sobre el libro que estás leyendo?
5. Se lo recomendarías a otra persona? ¿Por qué?
6. Qué tipo de libro te gusta más?
7. Tienes un libro favorito?
8. Qué libro te gustaría leer después?

También hágale preguntas específicas sobre el libro que está leyendo.

Asegúrese de que su niño(a), o usted, anote la información pertinente en el registro de lectura en casa que se le ha proveído. De ese manera, usted y el maestro podrán monitorear cómo su niño(a) va avanzando en la lectura. Leer independientemente es una parte esencial de la educación de su niño(a). Anote cualquier comentario que tenga en la casilla de abajo.

Gracias por apoyar y ayudar a que su niño(a) aprenda a leer bien de manera independiente y confiada.

Estimado padre o guardián comentarios:



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading Log

Reading Homework	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday & Sunday
<b>Reading with someone</b> 						
<b>Listening to someone read</b> 						

Book Title	Author	Goals / Thoughts

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading Log

Reading Homework	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday & Sunday
<b>Reading independently</b> 						
<b>Reading with someone</b> 						
<b>Listening to someone read</b> 						

Book Title	Author	Goals / Thoughts

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

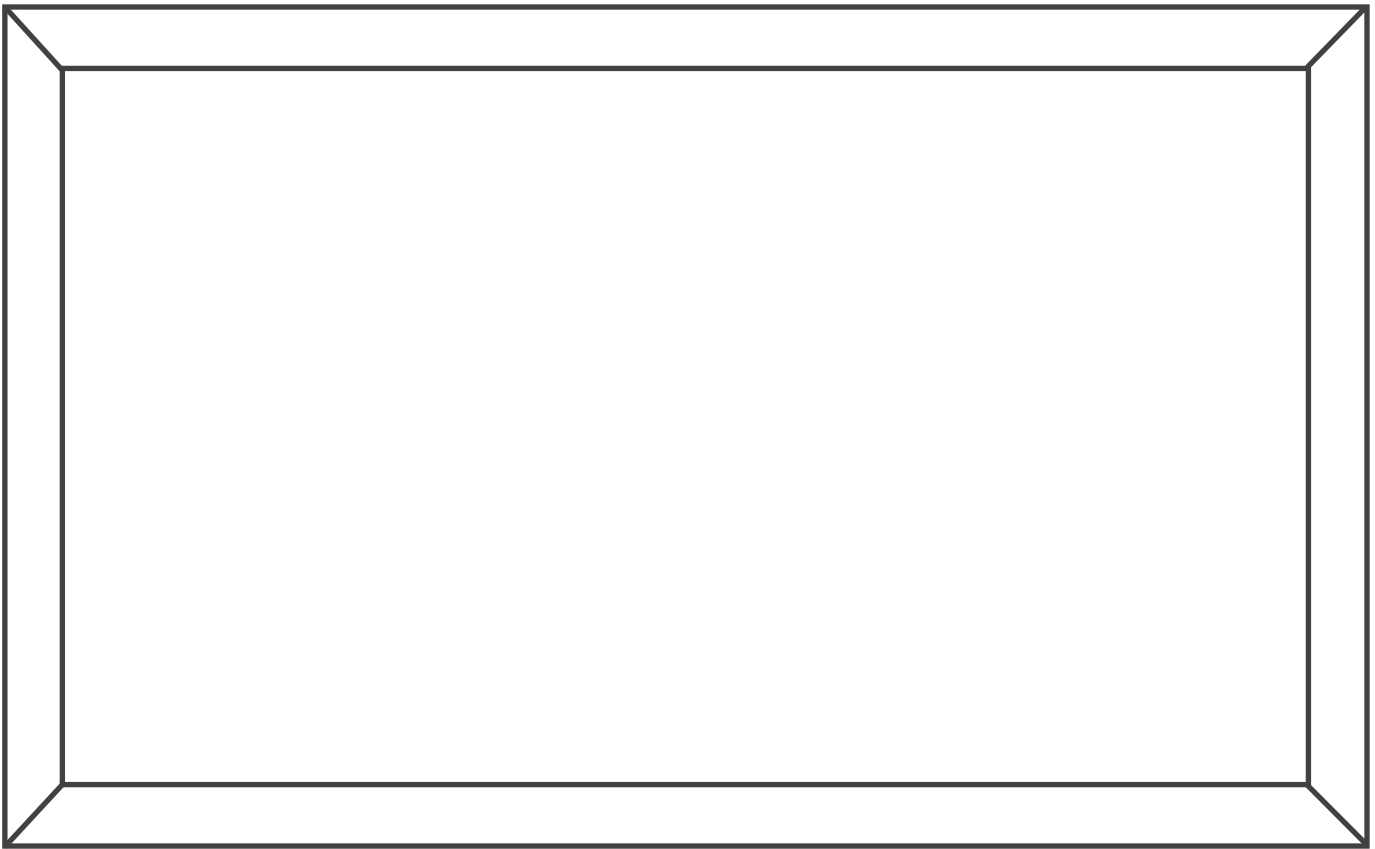
Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Book Review

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Students should complete the title and author of the book (with adult support if needed) and draw an illustration or cover for the book. They should write something they thought about this book on the line below their illustration.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

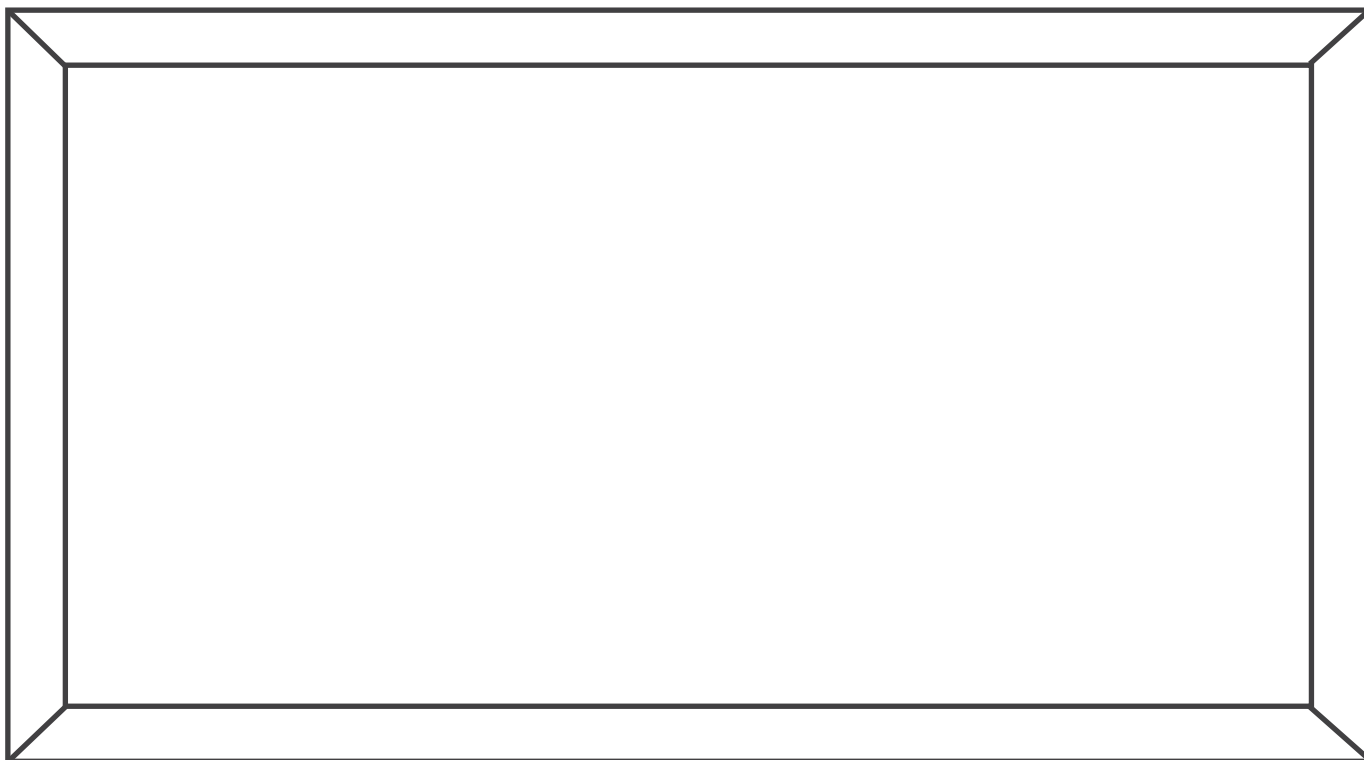
Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Book Review

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Students should complete the title and author of the book, then use the framed space to create an image associated with the text. They might draw an illustration or cover for the book, create a poster advertising a movie version of the text, or construct another kind of image. They should write their review about this book on the lines below their illustration.



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# Independent Reading Enrichment Activities

Students who read independently often grow excited about what they are learning. Teachers may offer these additional enrichment activities for students to share or apply what they are learning. Alternatively, students may complete these for enrichment at home.

**Fast Facts:** Have students make a poster sharing the five most important facts they learned from an informational text.

**Graphic Novel:** Ask students to create a graphic novel version of a text they have read.

**Focus On:** Invite a group of students to orally present a short profile on a historical figure they have read about.

**Creative Expression:** Ask students to create a creative text, such as a poem based on the book or a new scene for a fictional work.

**Drama:** Challenge students to create and present a short skit based on a book they have read.

**Recitation:** Ask students to recite a passage they have memorized from a book they have read.

**Art:** Have students illustrate key parts of a text they have read, design posters for a film version of the book, or create covers for the book. Create an art gallery to display students' work and provide time for students to conduct a gallery walk and view their peers' creations.

# Discussion Questions and Application Activities

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Use the following prompts, questions, and activities to help students reflect on, explore, and apply what they have read.

## **Items for literary or informational text:**

1. Summarize the text you read in a paragraph or several sentences.
2. Draw a picture of what you read today and write a caption or sentence about your picture. Be prepared to explain your image.
3. After reading this text, I wonder. . .
4. Would you recommend this text to a friend? Why or why not?
5. Write a letter recommending this text to a friend and giving at least three reasons for your recommendation.
6. Write a review of what you read and describe whether or not you liked it. Make sure to include reasons for your opinion.
7. If you could be any character in the text you read today, who would you be and why? Give three reasons for your choice.
8. Invent a conversation or dialogue between two characters or persons in the text you read. Write what each character says in the dialogue. Remember to use quotation marks.
9. Was there anything in the text that surprised you? Explain what it was and why it surprised you.
10. Describe a problem that someone in the text faced and what he or she did about it.
11. Make a timeline of three to five events that took place in your text.
12. Pretend you are a reporter who has to interview the main character or person in the text you read, and write down five questions you would ask.
13. Make a prediction about what will happen next in the text. Explain why you think this will happen.
14. Write a diary entry from the perspective of a character or person in the text you read.
15. Talk about something in the text you read today that is similar to another work you have already read.
16. Draw a Venn diagram to show the similarities and differences between yourself and a person in the text you read.
17. Draw a Venn diagram that compares and contrasts your home with how, when, and where a person from your text lives.
18. Imagine you had to write a new title for the work you read. Suggest several new titles for it.
19. If your text included any words you did not know, write them down. Use a dictionary to look up their meaning. Write that meaning down and use each word in a new sentence.
20. Name three questions you would like to ask the author of the work you read.

21. Imagine that the author asked your advice on how to make the text better. Give the author a few ideas of things that might be changed, added, or removed to improve the text.
22. Imagine that your book was made into a movie, then draw a movie poster for it.

### **Items for Fiction or Drama:**

1. Describe the setting.
2. Describe the plot.
3. Describe your favorite character. Write three reasons why this character is your favorite.
4. Describe your least favorite character, giving three reasons for your choice.
5. Is there anything in your book that could never happen in real life? Why or why not?
6. Record as many examples as you can of personification, transition or linking words, or figurative language in the text you read.
7. Draw a line down the center of your paper. On one side write the title of your favorite story and on the other side write the title of what you are reading today. Compare and contrast the main character, the setting, and the plot from each text.
8. Write a different ending to the text.

### **Informational Text:**

1. Describe something that you learned from the text.
2. Think about the topic of your text, then write at least three questions about new things you would like to learn on this topic.

### **Poetry:**

1. Read the poem aloud and write down any rhyming words it contains.
2. Write down any metaphors or similes found in the poem. If the poem has no metaphors or similes, write one to add to it.
3. Rewrite the poem in paragraphs instead of lines. Read the paragraphs and describe what changes when you change the way the text is written. Pick out which form you prefer and give a reason for your choice.
4. Write a poem that responds to the poem you have read.
5. Write a poem that imagines what happens after the events in the poem you have read.
6. List the word at the end of each line of the poem you read, then write down a word that rhymes with each word on your list. Use the list of new rhyming words to write your own poem.
7. Write a poem with the same number of lines as a poem you read.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# KWL Chart

Instructions: Write down the topic of the book you are about to read. Think about the topic, then write down at least one thing you already know about the topic (K) and at least one thing you want to know about the topic (W). After you have read the book, write down at least one thing you have learned about it (L).

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Topic \_\_\_\_\_

<b>K</b>	<b>W</b>	<b>L</b>



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# KWL Chart

Instructions: Write down the topic of the book you are about to read. Think about the topic, then write down at least one thing you already know about the topic (K) and at least one thing you want to know about the topic (W). After you have read the book, write down at least one thing you have learned about it (L).

Topic \_\_\_\_\_

K	W	L

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Alternative Choices Chart

Instructions: Write down your text's main character and one of the main events or problems the character experiences. Then list the choice the character makes about that event. Write down any consequences the character experiences as a result of that choice. Then name alternative choices the character could have made and the consequences you think those choices would have. At the bottom of the page, write down which choice you think the character should have made. If you think the character should make a different choice than what happened in the book, write an alternate ending that shows what would happen with that choice.

Character \_\_\_\_\_

Event or Problem \_\_\_\_\_

Character's actual choice in the book \_\_\_\_\_

Consequence or Result \_\_\_\_\_

Alternative Choice 1 \_\_\_\_\_

Consequence or Result \_\_\_\_\_

Alternative Choice 2 \_\_\_\_\_

\_\_\_\_\_

Consequence or Result \_\_\_\_\_

\_\_\_\_\_

Alternative Choice 3 \_\_\_\_\_

\_\_\_\_\_

Consequence or Result \_\_\_\_\_

\_\_\_\_\_

Best Choice \_\_\_\_\_

\_\_\_\_\_

Reason \_\_\_\_\_

\_\_\_\_\_

If you would like, you may also use notebook paper to write an alternative ending that shows what would happen if the character made the choice you recommend.

# Setting SMART Goals

If you want to improve at something, it's important to set goals. But not just any goal will do—you want to set SMART goals! This kind of goal is called SMART because the name reminds you what your goal should be like.

## **S—specific**

- Goals should name one thing you will do.
- Sometimes if you have a really big idea, you might need to break it down into pieces to develop SMART goals. For example, let's say you want to get better grades. That's a good idea, but it's not specific. You need to pick a place to start, so you might set a SMART goal of learning all this week's spelling words.
- Get better at school—not specific
- Learn all this week's spelling words—specific

## **M—measurable**

- This means you will be able to tell if you succeed or not.
- If your goal is to get better grades, how will you know if you met it? Do you have to get better grades in every class, or just in one subject? Do you mean on one test or on your overall report card?
- Get better grades—not very measurable
- Get an A on the next spelling assessment—measurable

## **A—achievable**

- This means you can accomplish your goal. Sometimes, you might really want to do something, but it's just not possible. For example, let's say you bombed your last spelling assessment. You can't change that now.

## **R—relevant**

- This means your goal is connected to something you want. For example, if you want to make better grades, your goal should relate to that somehow. It wouldn't make sense to set a goal such as "learn to sing" unless you are taking a music class! A better goal might be to get an A on the next spelling assessment.
- Learn to sing—not relevant to getting better grades
- Get an A on the next spelling assessment—relevant to getting better grades

## **T—time-bound**

- This means that your goal is something you will accomplish by a certain date or benchmark. You know when you will do it.
- Get an A in spelling—not clearly time-bound
- Get an A on the next spelling assessment—time-bound

Now that you know how to set SMART goals, you can use the Goal Guide to set goals for yourself. Good luck—you've got this!

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Goal Guide

Instructions: Use the following guide to help you set a goal and plan how you will reach it.

First name something you would like to be able to do or accomplish during your independent reading time.

I would like to \_\_\_\_\_

Now let's make your goal SMART!

**S**— \_\_\_\_\_  
Use the line above to write how you can make your goal SPECIFIC.

**M**— \_\_\_\_\_  
Use the line above to write how you can make your goal MEASURABLE.

**A**— \_\_\_\_\_  
Use the line above to write how you can make your goal ACHIEVABLE.

**R**— \_\_\_\_\_  
Use the line above to write how you can make your goal RELEVANT.

**T**— \_\_\_\_\_  
Use the line above to write how you can make your goal TIME-BOUND.

Rewrite your goal, incorporating all the above elements.

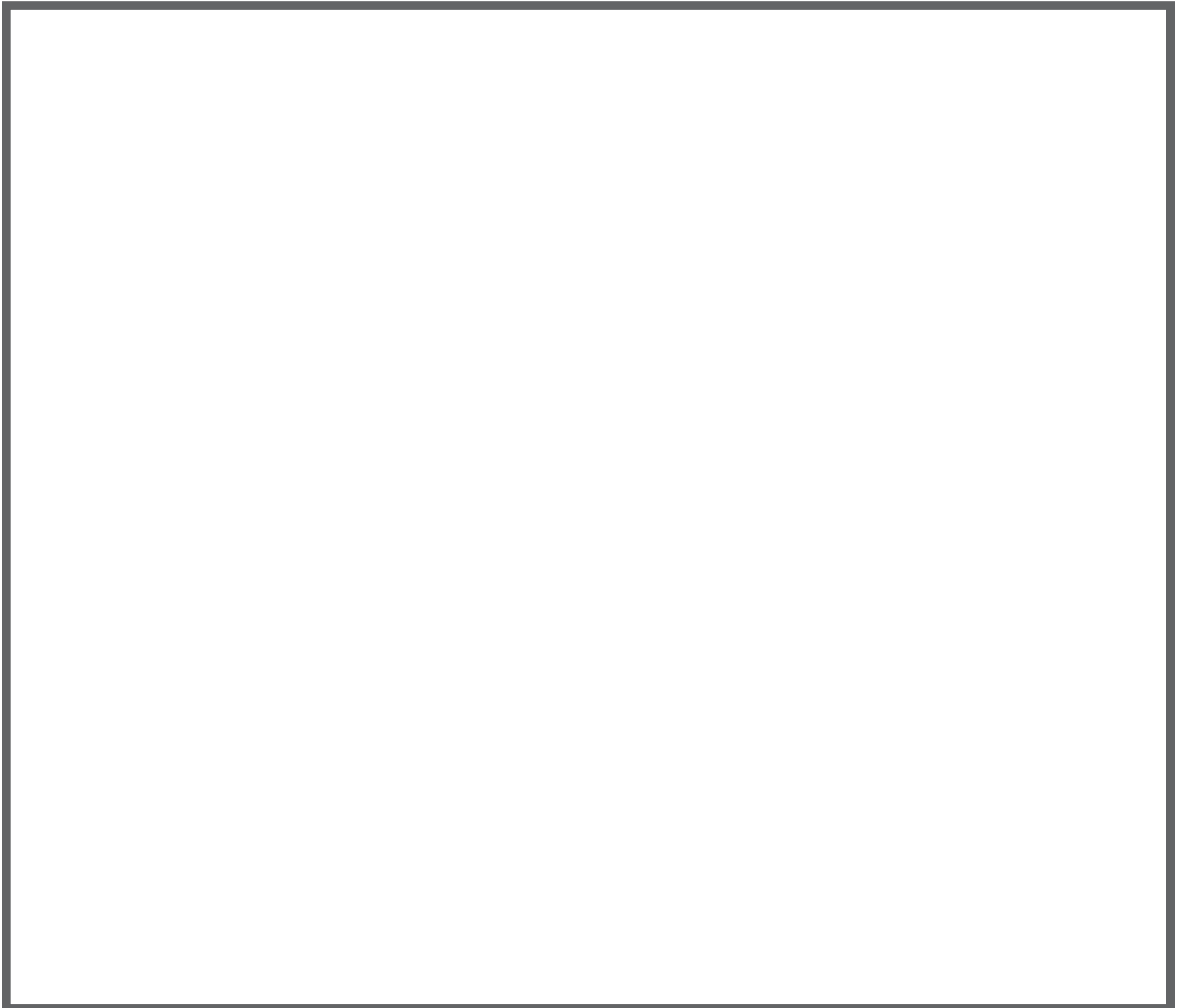
MY SMART goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now that you've identified your SMART goal, you're all set! Good luck!

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Character Weather Report

Instructions: Consider how the main character in the text feels in the last section you read. Then imagine what that character's mood would look like if it were weather. For example, if the character feels happy, would the weather be sunny and warm or full of thunderstorms? Decide what kind of weather the character's mood would be and draw a picture of that weather in the box below.





# Supporting Independent Reading at Home

Family members who would like to support a child's independent reading can consider the following strategies.

- Read to your child or listen to your child reading aloud.
- Take your child to the public library for a wide range of books to read and explore.
- Many libraries offer free children's educational programs, such as story time, reading hours, or author visits; such events help promote a love of reading.
- Make reading part of your daily home routine. You may wish to let your child read for a set amount of time during the day. Another option is to have a family reading time in which all family members read. When adults model a love of reading, it often rubs off on children!

**Note:** In determining a reading routine, consider how to establish a time that will not be interrupted or overlooked. For example, many parents report that reading before bedtime often gets rushed or skipped at the end of a busy day, when children may be overtired or well past their bedtime. They have found more success by establishing a reading time earlier in the day—and then if their children also read at night, all the better.

- Ask your child detailed questions about what he or she has read. Encourage children to explain what they liked or disliked about a text; to describe the characters, plot points, or settings of a fictional text; or to explain what they learned from an informational text.
- When possible, build family outings or recreational activities around what children are reading. For example, if your child enjoyed a book on the National Parks, you might plan to explore a park in your area. Even if you do not live near a National Park, you could visit a state or local park for a family picnic or hike.
- Ask your children to identify a topic they would like to learn more about, then declare that topic a “Family Focus” for a specific period of time. During this time, have every family member read an age-appropriate book about the topic. When the time concludes, have a special event in which everyone shares what they learned about the topic.

**Note:** The special event does not have to be elaborate. The point is to designate a time and place to focus on sharing. For example, if your family focused on Hawaii, the special event could simply be discussion over a family dinner. If you wanted to be elaborate, you could serve pineapple (which was traditionally grown in Hawaii) as dessert and have everyone try hula dancing after eating!

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading Selection Guide

Instructions: Answer the following questions. Use the completed sheet to decide what kind of book you would like to read next. If you need help finding this kind of book, ask a teacher or librarian for help.

1. I am interested in books that \_\_\_\_\_

\_\_\_\_\_.

2. I would like to learn more about \_\_\_\_\_

\_\_\_\_\_.

3. The worst book I have read is \_\_\_\_\_.

I did not like it because \_\_\_\_\_.

4. If I had to reread any book I have already read, I would want to reread

\_\_\_\_\_ because \_\_\_\_\_.

5. The most important part of a book is \_\_\_\_\_  
\_\_\_\_\_

6. When I think about reading a kind of book I have not read before, I feel  
\_\_\_\_\_

Once you have selected a book, write its title here \_\_\_\_\_  
\_\_\_\_\_

After you have read the book, record your review of it on the lines below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading Preview

Instructions: After you select the next book you will read, but before you start reading it, answer the following questions.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

1. I picked this book because \_\_\_\_\_

\_\_\_\_\_

2. I think this book will make me \_\_\_\_\_

\_\_\_\_\_



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Vocabulary Organizer

As you read a new book, write down any unfamiliar words you encounter. There is also space for you to record the page number where you found it, along with the sentence from the book that includes each word. Complete the chart by using a dictionary to look up the word and record its definition, then write a new sentence using the word.

Book Title: \_\_\_\_\_

<b>New Vocabulary Word</b>	<b>Page Number</b>	<b>Sentence from the book that uses the word</b>	<b>Definition</b>	<b>New sentence that uses the word</b>

New Vocabulary Word	Page Number	Sentence from the book that uses the word	Definition	New sentence that uses the word

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading Reflection

After reading a book, answer the following questions to record your thoughts about it.

The book I read is titled \_\_\_\_\_

1. I picked this book because \_\_\_\_\_

\_\_\_\_\_

2. This book was surprising because \_\_\_\_\_

\_\_\_\_\_

3. This book made me \_\_\_\_\_

\_\_\_\_\_



4. After reading this book, I \_\_\_\_\_  
\_\_\_\_\_ .

5. When imagining reading another book like this, I \_\_\_\_\_  
\_\_\_\_\_ .

6. If I had to grade this book, I would give it \_\_\_\_\_  
\_\_\_\_\_ .

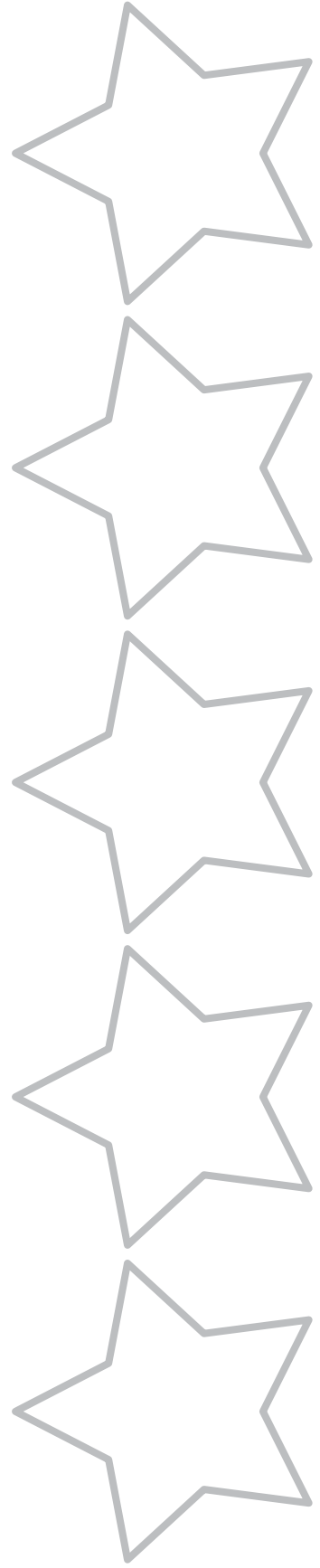
Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading Reflection

Tell students that they will rate or grade the book they have just read. Ask students to color the correct number of stars for their book. Remind them that five stars would be the very best rating, while one star would be the worst rating. If necessary, assist students in recording the title and author of the book.

Title: \_\_\_\_\_

Author: \_\_\_\_\_



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Dear \_\_\_\_\_,  
(author name)

I just read your book \_\_\_\_\_.  
(title)

I thought it was \_\_\_\_\_. My favorite part was  
(word describing the book)

\_\_\_\_\_  
(something you liked about the book)

One question I have is \_\_\_\_\_?  
(a question you would like to ask the author)

\_\_\_\_\_  
(friendly closing)

\_\_\_\_\_  
(your name)

# Book Talk Guide

If you are planning a book talk, make sure to include the following things.

- Title of book
- Author of book
- Kind of book (chapter, picture, informational text, fiction, poetry, graphic novel, etc.)
- The book's subject or topic
- Something you learned from or enjoyed about this book
- What kind of readers might enjoy this book
- Is this book like any others your class has read?
- Your overall rating of the book (for example, if you loved it, you might give it five stars) and a reason or reasons for that rating
- Would you recommend that your classmates read this? Why or why not?



# Building Content Knowledge to Boost Comprehension in the Primary Grades

Sonia Q. Cabell

HyeJin Hwang

Florida State University, Tallahassee,  
USA

## ABSTRACT

Well-established theoretical models and a body of empirical research elucidate the critical role of content knowledge in comprehending texts. However, the potential of supporting knowledge in service of enhancing linguistic and reading comprehension has been a relatively neglected topic in the science of reading. The authors explicate why knowledge building in English language arts instruction (i.e., content-rich instruction) can support language and content knowledge, leading to better linguistic and reading comprehension, based on theoretical arguments and empirical studies. In particular, the authors review the evidence on this claim, paying special attention to experimental trials conducted in K-2 settings. The authors also share preliminary findings from a novel intervention study testing one instantiation of a widely used content-rich English language arts curriculum. Whereas this growing literature base demonstrates evidence of promise, further rigorous trials are needed to examine the efficacy of this integrative approach to teaching reading for understanding.

Discussion of the science of reading in popular media outlets tends to focus on enhancing beginning readers' foundational skills through systematic and explicit phonics instruction during the early grades (e.g., Goldstein, 2020). The research community has been quick to point out that the science of reading is much broader, including skills related to both decoding and linguistic comprehension, per the simple view of reading (Castles, Rastle, & Nation, 2018; Hoover & Tunmer, 2018; Language and Reading Research Consortium [LARRC], 2015). Yet, the national attention paid to foundational skills may inadvertently reinforce narrow conceptualizations of the primary grades as a time to learn to decode words, at the expense of other important learning (Cervetti & Hiebert, 2019). Although automatic decoding plays a central role in reading comprehension, it is necessary but not sufficient for successful comprehension of complex texts (RAND Reading Study Group, 2002). The conversation on the science of reading would be remiss if it did not also include careful consideration of how to simultaneously develop linguistic comprehension during the early grades.

The  $C$  in the simple view of reading's equation ( $R = D \times C$ ) denotes *linguistic comprehension* (also referred to as language or listening comprehension; Hoover & Tunmer, 2018; LARRC, 2017) and makes an indispensable contribution to reading comprehension. When considering the skills that influence linguistic comprehension ( $C$ ), well-informed primary-grade educators point to the critical role of language, which includes understanding the meanings of words (i.e., vocabulary) and the ways that

words and sentences are combined to reflect written discourse. Indeed, a substantial body of research indicates that early language development underlies and supports comprehension ability (e.g., Kendeou, van den Broek, White, & Lynch, 2009; LARRC, 2015; LARRC, Jiang, & Logan, 2019; Scarborough, 2009; Storch & Whitehurst, 2002; Vellutino, Tunmer, Jaccard, & Chen, 2007). Young children develop language through frequent, fine-tuned conversational interactions with adults who provide them with exposure to sophisticated vocabulary and advanced language models (Landry, Smith, & Swank, 2006; Vasilyeva & Waterfall, 2011). In K–2 settings, the use of interactive read-alouds to explicitly teach academic vocabulary and other language skills (i.e., inferential, narrative) is a recommended practice (Foorman et al., 2016) that is frequently included in popular English language arts (ELA) reading programs (e.g., Wright & Neuman, 2013).

However, the other key contributor to linguistic comprehension (C) is often forgotten, namely, the knowledge that a person brings to a text, and theoretical models of reading comprehension consistently showcase its essential role in reading comprehension (Cromley & Azevedo, 2007; Kintsch, 2013; Stafura & Perfetti, 2017). Yet, in practice, knowledge has been largely relegated to activation of the knowledge that students already have instead of systematically building new content knowledge. Building content knowledge (i.e., knowledge related to the natural and social world; Connor et al., 2017; Kim et al., 2020) to enhance linguistic comprehension is just beginning to gain traction in the national conversation (Wexler, 2019). The accumulated science of reading clearly points to the necessity of building content knowledge, and there is a growing evidence base on the science of teaching reading through integrated literacy and knowledge-building supports (e.g., Cervetti, Wright, & Hwang, 2016; Connor et al., 2017; Guthrie, Anderson, Alao, & Rinehart, 1999; Kim et al., 2020; Neuman & Kaefer, 2018; Vitale & Romance, 2012; Williams et al., 2016; Wright & Gotwals, 2017). In current U.S. practice in the primary grades across many large school districts, this has translated into explicitly building both language and knowledge through the use of content-rich ELA instruction.

Our central claim in this article is that content-rich ELA instruction in the primary grades can cultivate the abilities that influence linguistic comprehension (i.e., language, knowledge). We first provide a rationale for the importance of building students' content knowledge in the primary grades and how this knowledge-building support relates to language, knowledge, and comprehension. Next, we provide a review of the research that describes the effects of integrating literacy and content area instruction on vocabulary and comprehension outcomes, paying special attention to rigorous studies in K–2 settings that have examined content-rich ELA approaches or curricula. We then report the preliminary results from

an ongoing longitudinal research study examining the efficacy of a widely used content-rich ELA curriculum on kindergarten students' language and knowledge outcomes. Finally, we call for future directions to further grow the evidence base on integrating knowledge building into ELA instruction.

## The Role of Content Knowledge in Comprehension

Although reading serves as a foundation for content area learning, it is also true that science and social studies content knowledge is a malleable factor driving individual differences in later reading comprehension outcomes (Cervetti & Wright, 2020). Students' content knowledge on a topic can help them better understand a text about that topic. Schema theorists, for example, have long noted that “poor readers are likely to have gaps in knowledge... the less [the reader] knows the less [the reader] can comprehend” (Anderson & Pearson, 1984, p. 286). Why might this be the case? As we read or listen to a text read aloud, we are tasked with connecting the ideas across sentences in ways that build an understanding of the author's message, and it is content knowledge that guides how ideas can be connected to one another (i.e., constructing the textbase in the construction–integration model of text comprehension; Kintsch, 1998, 2013).

Content knowledge also supports making inferences about the missing information in texts (Ozuru, Dempsey, & McNamara, 2009). Authors typically omit information with the assumption that readers approach a text with some knowledge of the topic; otherwise, reading would be exceedingly tedious and boring if authors included all information needed to fully understand a given text. Thus, the gap-filling process of content knowledge for missing information in texts is crucial in comprehending what the texts say (Kintsch, 2013). Moreover, to achieve a more advanced level of comprehension (e.g., critically examining the author's point of view), students need to integrate the textbase with their preexisting content knowledge to create a mental model about the overall idea of a text (i.e., the situation model in the construction–integration model of text comprehension; Kintsch, 1998, 2013; Pearson & Cervetti, 2015). This integration process is better facilitated when students have stronger content knowledge (Cervetti & Wright, 2020).

## Knowledge and Learning

Content knowledge is important not only in comprehending a text but also in learning from it (i.e., gaining new knowledge). Knowledge is expanded when it is integrated with the textbase (i.e., constructing the situation model), because it is how new information learned from

text is stored in long-term memory (Kintsch, 1998, 2013). Moreover, content knowledge also aids in the processing of information from a text in memory (Willingham, 2017). Content knowledge enables information to be chunked or stored together in working memory, freeing up space for other information to be understood or learned from the text (see Willingham, 2006).

Because students will be exposed to increasing amounts of informational texts across content areas as they progress in their academic careers, having broad content knowledge can provide them with an advantage (Kintsch, 2009; Stanovich & Cunningham, 1993). Students with broad content knowledge are more likely to have familiarity with the range of science or social studies topics that they will encounter in texts. Indeed, it has been observed that having broad knowledge about the social and/or natural world predicts reading comprehension in general (Grissmer, Grimm, Aiyer, Murrah, & Steele, 2010; Hwang, 2019; Hwang & Duke, 2020). Moreover, when students possess broad content knowledge, it is likely that they have developed complex and coherent knowledge structures around multiple topics in science and social studies domains (i.e., deeper conceptual understanding in domains; Gelman & Kalish, 2006), which can facilitate the process of retrieving relevant information and integrating old and new information (Anderson & Pearson, 1984). Given the potential of broad knowledge, cultivating students' content knowledge should go beyond a specific topic related to a text (e.g., Kim et al., 2020). Because reading comprehension tests in later grades tend to require knowledge of science and social studies topics, broad content knowledge that is built systematically over time, starting with the earliest grades, is necessary (Hwang, in press).

### **Knowledge and Language**

Knowledge is intimately related to language. In particular, theorists have long thought of vocabulary as being the tip of the iceberg of a person's conceptual knowledge (e.g., Anderson & Freebody, 1981). Thus, it is reasonable to surmise that building knowledge can also accelerate language skills. Students who are knowledgeable about plants, for example, are likely to know meanings of words such as *stems* and *roots*. Indeed, Cervetti et al. (2016) demonstrated that cultivating conceptual knowledge can facilitate students' incidental word learning related to a concept. This exposure to related words around concepts provides students with wider and stronger semantic networks to draw on when listening to or reading a text (Willingham, 2006). In addition to incidental word learning, explicitly building students' language skills within the context of teaching content knowledge is also a sound practice. Some intervention studies have explicitly taught meanings of words connected to concepts, as well as relations among the words, and have demonstrated positive effects on vocabulary

outcomes in early grades (e.g., Gonzalez et al., 2011; Kim et al., 2020; Neuman & Kaefer, 2018; Neuman, Newman, & Dwyer, 2011). Enhancing vocabulary and content knowledge simultaneously through content-rich ELA instruction can have a synergistic, positive effect on reading development because knowledge and vocabulary work together to help a reader successfully construct meaning from text (Stahl, Hare, Sinatra, & Gregory, 1991).

## **Building Language and Knowledge in the Context of Content-Rich ELA Instruction**

Reading instruction is traditionally disconnected from knowledge building in science and social studies (Palincsar & Duke, 2004). At the same time, content area learning currently receives inadequate instructional time in the primary grades (Cox, Parmer, Strizek, & Thomas, 2017), likely because reading became a driving national focus of federal initiatives and instruction in the early 2000s and forward (e.g., Reading First). Given the current school day schedule, coupled with guidance to systematically build knowledge (e.g., ELA Common Core State Standards), it is no surprise that there has been a recent upsurge in the development and use of content-rich ELA curricula in the primary grades. In addition, the process of knowledge development is cumulative and exponential (Neuman & Roskos, 2012).

Thus, it makes sense to infuse content area learning into literacy instruction where possible. Because the primary avenue through which young students acquire content knowledge is through oral language, many of these programs involve reading aloud to students and explicitly teaching academic vocabulary words that aid in the comprehension of texts, a key strategy endorsed by a summary of the extant literature on building reading for understanding in the primary grades (Foorman et al., 2016). Employing ELA instruction to supplement existing science and social studies teaching by systematically teaching content knowledge may be a means for reducing later gaps in reading comprehension outcomes.

## **What Research Says About Integrating Literacy and Content Area Instruction**

We have established that knowledge plays an important role in comprehension development and that language skills that underlie reading can be strengthened within the context of teaching content knowledge. We now systematically review the studies conducted to date to



understand what research has found about the effectiveness of integrating literacy and content area instruction in the early grades. Because the testing of integrated literacy and knowledge-building approaches is a growing area of inquiry, and there have been relatively few experimental studies in K–2 settings and even fewer that have tested content-rich ELA instruction, we briefly review the strength of the effects in the literature base more broadly, in K–5 settings. We then narrow our focus to closely examine the handful of (quasi-)experimental studies conducted in K–2 settings that have employed rigorous methodological designs.

### **Effects of Integrated Literacy and Content Area Instruction in K–5 Settings**

After a systematic search of the extant literature, we identified 31 (quasi-)experimental studies from peer-reviewed journals or dissertations that appeared in search engines through the end of March 2020 (Hwang, Cabell, & Joyner, 2020). These studies compared the vocabulary and/or comprehension outcomes of elementary-age (i.e., K–5) students who received integrated instruction in literacy and content areas (i.e., treatment) with those of students who received traditional literacy and content area instruction separately (i.e., control or comparison group). Preliminary results of the meta-analysis demonstrated large (for benchmarks to interpret effect sizes, see Kraft [2020]) and statistically significant average effect sizes for vocabulary (Hedges'  $g = 1.04$ ,  $p < .01$ ,  $n = 30$ ) and comprehension outcomes ( $g = 0.44$ ,  $p < .001$ ,  $n = 146$ ), where  $n$  indicates the number of effect sizes. In addition, a supplementary analysis revealed that integrated instruction has a large and statistically significant average effect size for content knowledge outcomes ( $g = 1.01$ ,  $p < .001$ ,  $n = 51$ ). In summary, the meta-analysis shows that although the number of studies conducted in this area is relatively small, the findings of these studies have suggested a promising effect on students' vocabulary and comprehension while, at the same time, building content knowledge.

### **Effects of Content-Rich ELA Instruction in K–2 Settings**

When considering studies that specifically have examined content-rich ELA approaches in K–2 settings, there were four studies in the larger corpus that met a rigorous standard for methodological design (informed by the *What Works Clearinghouse Standards Handbook*; Institute of Education Sciences, 2017). We discuss the findings from these studies and then describe common practices across them.

Connor et al. (2017) implemented the 12-week Content-Area Literacy Instruction program that supplemented

literacy instruction to build science and social studies knowledge in K–4 students. The researchers found a positive effect of the program on proximal science and social studies knowledge outcomes. Yet, Connor et al. did not detect any effect on standardized comprehension and vocabulary outcomes in grades K–2.

The other three studies focused on cultivating science knowledge in service of comprehension and/or vocabulary development. Neuman and Kaefer (2018) found positive effects of implementing the World of Words program that supplemented literacy instruction for 20 weeks; pre-kindergarten and kindergarten students who received the intervention outperformed those who did not on proximal vocabulary and science knowledge measures, but there were no statistically significant effects on standardized vocabulary outcomes. Vitale and Romance (2012) implemented the longest intervention among the four studies. They demonstrated that first- and second-grade students who received Science IDEAS instruction (conducted as supplemental to literacy instruction) during one school year did better on standardized reading comprehension and science knowledge measures than those who did not. The fourth study showcased the program developed and tested by Kim et al. (2020), the Model of Reading Engagement, which replaced traditional literacy instruction for 10 days. They reported positive effects of the program on proximal vocabulary and linguistic comprehension, as well as on standardized reading comprehension measures in first-grade students. Caution must be exercised in drawing conclusions based on the small number of studies, but it is worth mentioning that the advantage of content-rich ELA programs in supporting students' comprehension was observed in the lengthiest program (Vitale & Romance, 2012) and the program that replaced traditional literacy instruction, despite its brief implementation (Kim et al., 2020).

In terms of teaching strategies, the ELA instructional approaches represented by the four studies were characterized by instructional frameworks organized around logical sequencing of content knowledge. Sessions systematically progressed toward teaching students increasingly complex ideas, building on ideas learned from previous sessions. For example, teachers in the intervention by Kim et al. (2020) read aloud two books about polar bears in earlier classes, and then in later classes, teachers involved students in researching different Arctic animals to support students to become Arctic animal experts. Texts were presented in conceptually coherent sets. For example, teachers in the intervention by Neuman and Kaefer (2018) read aloud five books that are conceptually connected to one another (e.g., parts of plants). The text set consisted of predictable, narrative, and informational text. Students were involved in reading, writing, discussion, and/or hands-on activities for the purpose of learning content in a cumulative way. For example, in the

economic unit about money and needs/wants, first-grade students in Connor et al.'s (2017) study planned a business to sell snacks (hands-on activities) based on their reading about the economic concepts. The planning also involved students in writing and discussing a business plan.

This characteristic of leveraging literacy instruction to cumulatively learn content is notably different from traditional ELA instruction, in which sessions are sequenced based on literacy skill progressions, regardless of content (e.g., reading about alpaca to identify main ideas, then reading about the sun to practice comprehension monitoring). Moreover, three studies (Kim et al., 2020; Neuman & Kaefer, 2018; Vitale & Romance, 2012) explicitly taught words connected to concepts and relations among the words. For example, teachers in the intervention by Neuman and Kaefer (2018) explicitly explained meanings of words (e.g., *camel*, *scorpion*) and their relations to higher taxonomic categories (e.g., animals in the desert). In addition to the explicit explanations, teachers in the interventions by Kim et al. (2020) and Vitale and Romance (2012) used concept maps to visually show the relations among conceptually connected words (see the supplemental materials in Kim et al., 2020).

In summary, this small but growing literature base demonstrates evidence of promise, but further rigorous trials are needed to examine the efficacy of content-rich ELA instruction in the primary grades. There are a handful of ELA curricula in wide use in the United States that have received high-quality ratings with regard to knowledge-building components (see <https://www.edreports.org/>). These curricula require rigorous testing to ascertain whether they actually meet the needs of students by building language and content knowledge.

## A Recent Evaluation of a Content-Rich ELA Program in Kindergarten Classrooms

We now turn our attention to a test of a widely used content-rich ELA program that employs knowledge building as the context to build language skills and content knowledge simultaneously in the primary grades. Our team conducted two randomized controlled trials in kindergarten of the Core Knowledge Language Arts: Knowledge Strand (CKLA: Knowledge; Core Knowledge Foundation & Amplify Education, 2017), whose instructional approach aligns with the key practices found in the extant literature. Specifically, CKLA: Knowledge employs read-alouds of coherent text sets, systematically ordered to sequentially build broad content knowledge in science and social studies topics, while at the same time explicitly

building vocabulary and other language skills through discussion and application of learning. In many ways, CKLA: Knowledge is a specific instantiation of a knowledge-based curriculum designed to improve linguistic comprehension, per the simple view of reading. (The parallel CKLA: Skills Strand focuses on decoding.)

Two trials, each conducted in a large urban U.S. school district, were represented in this ongoing longitudinal study (Cabell, White, Kim, Hwang, & Gale, 2019). Both trials followed identical procedures (i.e., direct replication), in 2017–2018 and 2018–2019. In the first trial, 23 schools in a district in a mid-Atlantic state were randomly assigned to either the treatment ( $n = 11$ ) or the business-as-usual control condition ( $n = 12$ ). In the second trial, 24 schools in a district in a Southern state were randomly assigned to either the treatment ( $n = 12$ ) or the business-as-usual control condition ( $n = 12$ ). Kindergarten teachers ( $n = 65$ ) in treatment schools implemented CKLA: Knowledge for one semester. Students ( $n = 1,218$ ) were individually tested in the fall (prior to randomization of schools) and spring (post intervention) on a battery of proximal and standardized assessments of language and knowledge. Proximal measures were created by researchers and examined whether students learned the words and knowledge that they were taught in the curriculum. Standardized measures gauged students' general learning in the areas of receptive vocabulary, expressive vocabulary, linguistic comprehension, and content knowledge in science and social studies.

Preliminary analyses for both trials involved multi-level modeling, with students nested within schools. To increase precision across the effect size estimates, we meta-analyzed the standardized results across the trials. In summary, findings indicated statistically significant main effects on proximal measures of vocabulary (average effect size [ES] = 0.55), science knowledge (average ES = 0.26), and social studies knowledge (average ES = 0.97), as well as standardized measures of expressive vocabulary (average ES = 0.09) and science knowledge (average ES = 0.12). Statistically significant main effects were not found for standardized measures of receptive vocabulary, linguistic comprehension, and social studies knowledge.

Findings for the proximal measures were in keeping with the larger meta-analysis of previous studies, as well as the K–2 content-rich ELA studies specifically, in terms of the positive effects of the curriculum on both taught vocabulary words (Kim et al., 2020; Neuman & Kaefer, 2018) and content knowledge (Connor et al., 2017; Neuman & Kaefer, 2018; Vitale & Romance, 2012). Differences in the magnitude of effects between the proximal science and social studies knowledge outcomes likely reflect the topics being assessed. Specifically, for the proximal science measure, students were asked to tell everything they knew about plants (a common kinder-

garten topic), whereas for the social studies measure, students were asked about Native Americans (a topic only taught in the treatment group).

Although modest, the statistically significant impact on standardized measures of language and science knowledge stand out because relatively few interventions actually have shown transfer to more generalized learning as measured via a standardized assessment (e.g., Elleman, Lindo, Morphy, & Compton, 2009). Indeed, large-scale randomized controlled trials typically have demonstrated an average effect size of 0.01 on kindergarten outcomes and 0.01 on language outcomes across grades (Lortie-Forgues & Inglis, 2019). Yet, statistically significant findings did not extend to standardized measures of receptive vocabulary, linguistic comprehension, or social studies knowledge. Although the receptive and expressive modalities of vocabulary generally reflect a single construct (Lonigan & Milburn, 2017), the extant literature documents that some read-aloud interventions have had a larger impact on a single modality (e.g., Gonzalez et al., 2011; Mol, Bus, de Jong, & Smeets, 2008). With regard to linguistic comprehension, this statistically nonsignificant finding is in keeping with Connor et al.'s (2017) study, and it may be the case that the relation between the intervention and comprehension is indirect, mediated through vocabulary or knowledge (e.g., LARRC et al., 2019). One reason for differences in standardized science and social studies measures could be that treatment teachers felt more comfortable teaching science than social studies, demonstrated by survey results of the specific topics covered in the curriculum.

In sum, the results of this work indicate that early content-rich ELA instruction, involving students interacting with complex, systematically organized texts, can lead to enhanced learning in vocabulary and content knowledge. It is important to note that this work is ongoing and that the second trial continued implementation into first grade, spanning two academic years. This type of longitudinal investigation is needed to more fully understand the impact of a content-rich ELA program on linguistic comprehension over time, as well as the eventual impact on reading comprehension.

## Future Directions

The evidence base in this area is growing, and considerably more work will need to be done to understand the impact of content-rich ELA programs on comprehension in the primary grades. Not surprisingly, we advocate for more experimental research in this area. With the number of content-rich ELA programs increasing, evaluations of these programs are necessary. Moreover, language and knowledge take time to build and are not only cumulative but also exponential in their growth (Neuman, 2006).

Thus, longitudinal studies that test programs implemented for multiple years can ascertain the long-term impact on linguistic comprehension to better understand the extent to which early and sustained knowledge building matters for later reading comprehension.

There are many unanswered questions, such as the content of instruction, how it should be structured, and its effects on different groups of students. Whose knowledge is taught is a highly politicized concern, and research has not clearly delineated what knowledge is best to teach, nor is it clear whether instruction should prioritize a broad set of topics systematically built over time or deeper instruction on a smaller set of topics. However, adjusting instruction to be culturally relevant for students can support their engagement and development in reading (see Au, 1980), and successful instruction often builds on students' prior knowledge and experiences (e.g., Souto-Manning, Llerena, Martell, Maguire, & Arce-Boardman, 2018). There are also differences among effective integrated approaches with regard to explicit instruction in comprehension strategies, with evidence that knowledge building and strategy instruction can be combined to enhance comprehension without diminishing its impact on knowledge (Elleman & Compton, 2017; Williams et al., 2016). In addition, we have little understanding of the effects of content-rich ELA instruction on English learners (cf. Neuman & Kaefer, 2018) or how to tailor knowledge-building support for this population (e.g., Lesaux & Harris, 2015). Given the few programs that have been tested thus far, we expect that new approaches will be developed that take advantage of the science of reading in this area. Most content-rich ELA programs that are currently used in K-2 settings are not designed to replace science and social studies instruction, but rather serve to complement existing content area teaching. This could result in disjointed knowledge building for students across the day or replacement of content areas that was not intended by curriculum developers. Programs are needed that align ELA and the content areas for seamless learning, addressing both ELA and content area standards, and these integrative programs should be rigorously tested.

## Conclusion

The simple view of reading ( $R = D \times C$ ) serves as a useful lens to understand the malleable factors that improve reading comprehension. For this article, our aim was to help the field transcend narrow conceptualizations of the science of reading that often view linguistic comprehension ( $C$ ) as synonymous with building language skills. Indeed, strengthening students' language skills, including vocabulary, at the earliest grade levels is critical for reading for understanding (Foorman et al., 2016), but it is only part of the picture. Building content knowledge is also essential, because the main determinant of

understanding a text is how much knowledge a reader brings to reading (Anderson & Pearson, 1984). In the context of knowledge building, language and knowledge can grow together to have a synergistic effect on linguistic comprehension and eventual reading comprehension. A relatively small but robust evidence base demonstrates that content-rich ELA instruction can serve as an important context for simultaneously building both language and knowledge. As these approaches are increasingly used across the United States, further research is needed to strengthen the science of teaching reading in this area.

## NOTES

Portions of this work were funded by the Institute of Education Sciences, U.S. Department of Education (grant R305A170635; principal investigator: Sonia Cabell). The opinions expressed are those of the authors and do not represent views of the Institute of Education Sciences or the U.S. Department of Education. We offer special thanks to James Kim and Thomas White, who provided feedback on drafts of this article and served as coinvestigators for the grant that supported portions of the work reported here. We would also like to thank the school district leadership teams, teachers, and students who participated in the research reported in this article, as well as project staff and research collaborators, with special mention of Marcy Wyatt, Charles Gale, and Rachel Joyner.

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Submitted May 2, 2020  
 Final revision received June 12, 2020  
 Accepted June 15, 2020

**SONIA Q. CABELL** (corresponding author) is an assistant professor in the School of Teacher Education and the Florida Center for Reading Research at Florida State University, Tallahassee, USA; email [scabell@fsu.edu](mailto:scabell@fsu.edu). Her research is focused on how to accelerate early reading and writing skills, particularly among young students living in poverty.

**HYEJIN HWANG** is a postdoctoral research associate in the Florida Center for Reading Research at Florida State University, Tallahassee, USA; email [hhwang4@fsu.edu](mailto:hhwang4@fsu.edu). Her research is focused on literacy development in the elementary years, particularly among English learners.



## DO YOU WANT TO...

- **Get more involved in the literacy conversation?**
- **Network with colleagues in your state and learn about global literacy?**
- **Be the first to hear about special literacy events near you?**

**Learn more, and join the ILA Network!**

INTERNATIONAL  
**LITERACY**  
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[literacyworldwide.org/networks](http://literacyworldwide.org/networks)

# Amplify is proud to announce that *Core Knowledge Language Arts* meets the Every Student Succeeds Act’s evidence-based requirements.

## What to Know About ESSA

ESSA requires that schools use educational programs and strategies that are evidence-based and proven to drive student progress. To meet the criteria, programs must show a statistically significant and positive effect on student learning outcomes. ESSA’s evidence tiers are categorized by research design:

ESSA Evidence Tier	Research Study Design
Strong Evidence	At least 1 well-designed, well-implemented, experimental [randomized] study
Moderate Evidence	At least 1 well-designed, well-implemented, quasi-experimental [matched] study
Promising Evidence	At least 1 well-designed, well-implemented, correlational study

**CKLA meets ESSA’s Moderate Evidence<sup>1</sup> criteria through three studies that show statistically significant student outcomes when using CKLA or the Core Knowledge approach.**

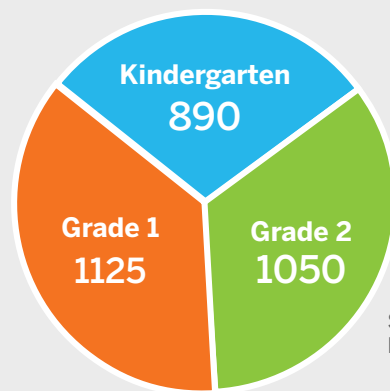
### CKLA New York City Pilot Study

A pilot study conducted by the New York City Department of Education found that the fall-to-spring literacy gains of CKLA students were more than double the gains of students at demographically matched comparison schools.

#### Study Design

This longitudinal study evaluated whether students receiving CKLA beginning in Kindergarten across three full years show higher growth on Woodcock-Johnson and TerraNova measures than students at demographically matched comparison schools. CKLA schools implemented CKLA from September through June.

The NYC pilot study was conducted across 20 elementary schools that service ethnically diverse, lower-income student populations within the tri-state area.



Sample size of NYC pilot study

<sup>1</sup> Evaluation of studies conducted by Amplify research team.

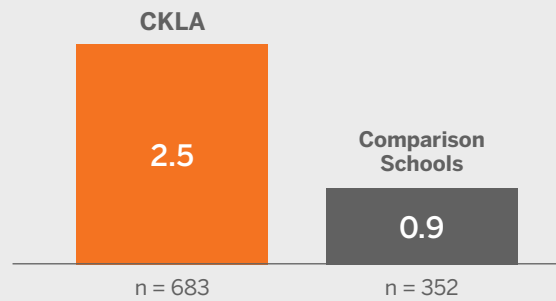
## CKLA's Impact

In 1, 2, and 3 years of implementation, CKLA students scored significantly higher than control students on Woodcock-Johnson measures of basic reading skills, oral reading comprehension, decoding, phonemic awareness, and spelling.

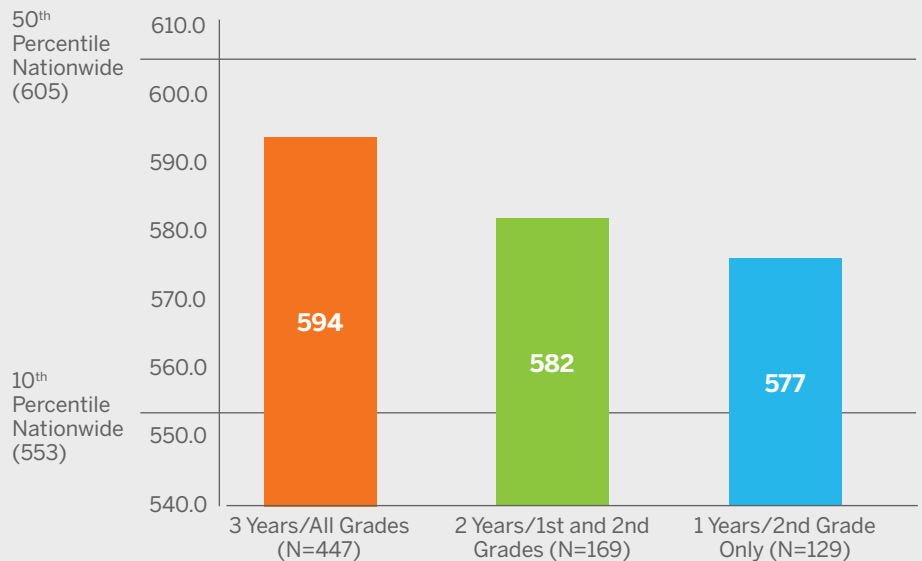
The longer students were in the CKLA program, the higher their TerraNova scores.

CKLA had the largest impact among students who were new to the program. The highest ultimate scores were found among those had been in the program longest.

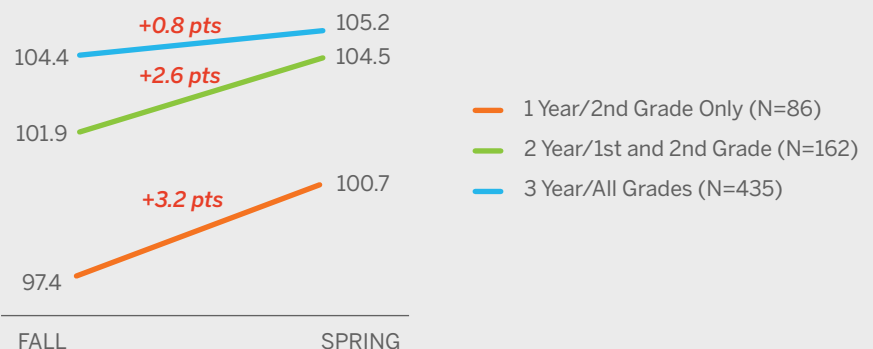
### Average Fall-Spring Gain in Scale Score Points Woodcock-Johnson (*Brief Reading Test*)



### Average Spring Scale Score Points By Years in CKLA Program TerraNova (*Brief Reading*)



### Average Fall and Spring Scale Score Points By Years in CKLA Program in Year 3 Woodcock-Johnson (*Brief Reading*)





## The Core Knowledge Approach: The Datnow and the Whitehurst-Hall Studies

The Datnow and the Whitehurst-Hall studies evaluated the effectiveness of the Core Knowledge approach, based on the Core Knowledge Sequence.

Core Knowledge is a method of teaching literacy to students first presented by E.D. Hirsch, Jr. in 1987 that focuses on explicit instruction in background knowledge and listening practices to build reading comprehension.

- The **Datnow study**<sup>1</sup> was conducted across 8 elementary schools in *Texas, Washington, Maryland, and Florida* that were matched based on demographic characteristics.
- The **Whitehurst-Hall study**<sup>2</sup> was conducted at two public middle schools (7th and 8th grade) in *Georgia* matched based on demographic characteristics.

### Demographic of the 2,351 Core Knowledge school students:

- 50% Free or Reduced Lunch
- 8% Limited English Proficient
- 50% White, 25% Black, 24% Latino, 1% Asian, less than 1% Other

### Demographic of the 110 Core Knowledge school students:

- 47% Black, 53% White
- 58% Female
- 28% Gifted
- 1% Special Education

The Datnow and the Whitehurst-Hall studies found that students at Core Knowledge schools implementing the Core Knowledge approach with fidelity demonstrated statistically significant improvements in reading and math skills.

## CKLA's Unique Approach

CKLA is a uniquely structured knowledge-rich program based on the Core Knowledge approach. The program is built on decades of early literacy research that demonstrates the importance of wide-ranging background knowledge and explicit and systematic foundational skills. CKLA is in use in over 25,000 diverse classrooms across the country and driving significant student progress.

## Ongoing Research

Amplify is committed to ongoing research on the effectiveness of CKLA and its instructional strategies. A randomized longitudinal study spanning from 2016 through 2021 is underway at the University of Virginia to evaluate the efficacy of CKLA's read-aloud program for Kindergarten through Grade 2 students.

**For more information on CKLA's research-based design, [click here](#).**

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<sup>1</sup>Datnow, Amanda, Geoffrey Borman, and Sam Stringfield, "School Reform Through a Highly Specified Curriculum: Implementation and Effects of the Core Knowledge Sequence," *The Elementary School Journal*, Vol. 101, No. 2, 2000, pp. 167-192.

<sup>2</sup>Whitehurst-Hall, Jerri Ann, *The Impact of the Core Knowledge Curriculum on the Achievement of Seventh and Eighth Grade Students*, Ph.D. dissertation, Faculty of Education, University of Georgia, Athens, 1999.

Read  
Me  
First!

Start Here



**CKLA 2nd Edition**

# Welcome

Dear CKLA™ Educator,

Thank you for including Core Knowledge Language Arts as an integral part of your literacy curriculum. Amplify partnered with the Core Knowledge Foundation to bring you a program with a content-rich knowledge sequence and systematic approach to foundational skills based on the research of some of the most prominent cognitive scientists and leading experts in education.

This guide will help you in the very earliest days of your implementation, from receiving your materials to the first day of instruction. As always, we will support you every step of the way. For immediate concerns, please contact our Educational Support Team at (800) 823-1969, Monday through Friday, 7 a.m. to 7 p.m. ET, or [edsupport@amplify.com](mailto:edsupport@amplify.com).

Sincerely,

Susan Lambert  
Vice President of Amplify CKLA

# Get to Know the Program

For a deeper look at what makes up CKLA, please refer to the Program Guides available on the Teacher Resource site. The Program Guides detail the philosophy of instruction used in the creation of CKLA. They serve as succinct introductions to the program and its design.

The different components at each grade level are shown below to give an overview of the program structure.



## Kindergarten

### Knowledge Strand



12 Teacher Guides



2 Activity Books



12 Flip Books



12 Image Card Sets

### Skill Strand



10 Teacher Guides



10 Activity Books



5 Readers



5 Big Books



Sound Cards



Large Letter Cards



Sound Posters



Blending Picture Cards



Chaining Folder



Picture Reader



Small Letter Card Box

### Language Studio



3 Teacher Guides



3 Activity Books



1 Program Guide

# Grade 1

## Knowledge Strand



11 Teacher Guides



2 Activity Books



11 Flip Books



11 Image Card Sets

## Skills Strand



7 Teacher Guides



7 Activity Books



7 Readers



3 Big Books



Spelling Cards



Large Letter Cards



Consonant Code Flip Book



Vowel Code Flip Book



Individual Code Chart

## Language Studio



3 Teacher Guides



3 Activity Books



1 Program Guide

# Grade 2

## Knowledge Strand



12 Teacher Guides



2 Activity Books



12 Flip Books



11 Image Card Sets

## Skills Strand



6 Teacher Guides



6 Activity Books



6 Readers



Timeline Cards



Spelling Cards



Consonant Code Flip Book



Vowel Code Flip Book



Individual Code Chart

## Language Studio



3 Teacher Guides



3 Activity Books



1 Program Guide



# Grade 3

## Single Strand



11 Teacher Guides



11 Activity Books



11 Readers



8 Image Card Sets



Spelling Cards

## Quests for the Core



### Far From Home: A Viking's Journey

A five-lesson Reading, Writing, and Speaking and Listening experience. Students are immersed in history, acting out the adventures of the Vikings and discussing the details of Norse society.

# Grade 4

## Single Strand



8 Teacher Guides



6 Activity Books



6 Readers



Student Poet's Journal



Student Writer's Journal

## Quests for the Core



### The Contraption

A multi-unit Writing and Speaking and Listening experience. Students interact with a strange device that is fueled by their writing. The class establishes a regular writing routine over many weeks.



### Eureka! Student Inventor

Students must save the game show Eureka! by working in teams, combining research, writing, and presenting skills to become inventors.

## Single Strand



9 Teacher Guides



8 Activity Books



8 Readers



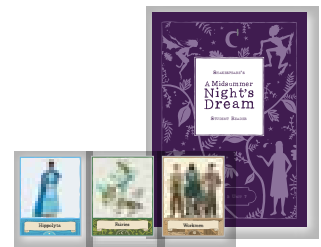
Student Poet's Journal

## Quests for the Core



### The Robot

A multi-unit Writing and Speaking and Listening experience. Students interact with a classroom pet that can learn and grow using their writing. The class establishes a regular writing routine over many weeks.



### A Midsummer Night's Dream

Students are immersed in the mystery and magic of Shakespeare's comedy, analyzing character and language and bringing the play to life.

# Before the delivery



The materials will be either shipped directly to your school or to your district's warehouse for distribution by your district, as determined by previous communication with our Implementation Team. There will be a large number of boxes, depending on the size of your order.

## How to Prepare:

- Get an overview of CKLA by browsing the K–2 and 3–5 Program Guides, available on the CKLA Teacher Resource site. The Program Guides contain information about CKLA, including a list of the core components.
- Understand what the components are and how they are packed to better facilitate organization and distribution using the Program Guides and information included in this Start Here Guide. This guide is distributed through email to your school or district's key contacts.
- Ensure that there is enough space to receive and sort the order.



# Delivery and organization

Step 1. Sort delivery by classroom or grade level.



How you organize your shipment when it arrives depends on the delivery method you chose during the implementation process. If you are receiving **freight** delivery, one grade level kit for each classroom is assembled on a separate pallet and covered with a protective box. If you are not receiving freight delivery, the materials can be quickly sorted using the information on the color-coded labels. The labels list the grade, strand, component, and box number of each kit.

## Sample Box Label

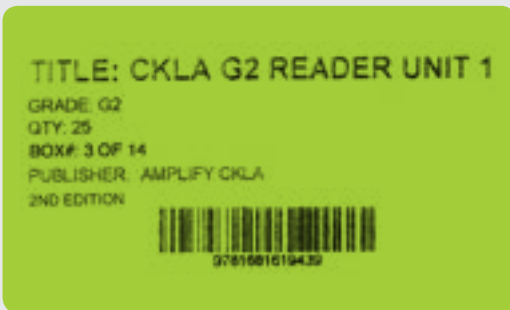


## Step 2. Sort and count the boxes by classroom.

In Grades K–2 the two strands, Skills and Knowledge, are divided into two sets containing multiple boxes. The labels on the boxes indicate the strand and the box number.

### Both Strands = One Complete Kit

Grade Level	# of Skills Boxes	# of Knowledge Boxes	Total # of Boxes
K	19	5	24
1	16	5	21
2	14	5	19



The sample label at left is from Box 3 of 14 from the Skills strand. For Grade 2, there will be an additional five boxes of Knowledge strand materials for a total of 19 boxes for one Grade 2 classroom.

Make sure that each classroom has the correct number of boxes and the correct sequence of boxes. Using the Grade 2 example above, three separate classrooms would each have a Box 3 of 14 of Skills Strand materials

In Grades 3–5, the strands are integrated into single units.

### Integrated Strands = One Complete Kit

Grade Level	Total # of Boxes
3	26
4	20
5	21

### Step 3. Unbox.

Once the boxes are sorted by grade and classroom, use this guide to help with organizing and inventorying the materials. On the top or side of some key interior boxes, there is a complete list of the components inside. This will help you find what you need more quickly.



### Step 4. Take inventory.



To ensure you have all the print materials you need for instruction, use the inventory list on the following pages. We do our best to ensure that each component is in the correct box, but if you find any missing or damaged components, please contact our Educational Support Team at (800) 823-1969, Monday through Friday, 7 a.m. to 7 p.m. ET, or [edsupport@amplify.com](mailto:edsupport@amplify.com) **as soon as possible after delivery.**

# Inventory list

The following is a complete list of print materials in the program, organized by grade and box. Please check this list against your delivery to ensure you have what you need for instruction. Inventory lists are based on complete kits at each grade level with classroom materials for twenty-five students. Your order may have more student materials based on what was ordered for you.



Need to find something right away? For your convenience, we've highlighted all the boxes at each grade level where essential Unit 1 and Domain 1 materials can be found so you can locate them quickly for training or instruction.

Also included in the inventory section is information about two additional CKLA products, CKLA PreK and our English language development companion program, Language Studio. Those kit descriptions and inventory lists begin on page 18.

CKLA Hybrid users have digital Teacher Guides and Flip Books. There is a special note in each grade level section explaining which print materials will be shipped for CKLA Hybrid.

**Kindergarten: Knowledge strand**

<b>Box</b>	<b>Description</b>	<b>Quantity</b>	<b>✓</b>
Box 1 of 5	Domains 1–12: Teacher Guides	1 ea.	
Box 2 of 5	Domains 1–12: Flip Books	1 ea.	
Box 3 of 5	Domains 1–12: Image Cards	1 ea.	
Box 4 of 5	Domains 1–6: Activity Books	25	
Box 5 of 5	Domains 7–12: Activity Books	25	

**Kindergarten: Skills strand**

Box 1 of 19	Ancillary: Unit 4, 5, 6, 7, and 8 Big Books, Large Letter Card set, Sound Card and Poster sets, plastic sleeves with instructions, Blending Picture Cards, Small Letter Card set	1 ea.	
Box 2 of 19	Teacher Guides: Units 1–10	1 ea.	
Box 3 of 19	Chaining Folders	25	
Box 4 of 19	Unit 6 Student Reader	25	
Box 5 of 19	Unit 7 Student Reader	25	
Box 6 of 19	Unit 8 Student Reader	25	
Box 7 of 19	Unit 9 Student Reader	25	
Box 8 of 19	Unit 10 Student Reader	25	
Box 9 of 19	Picture Reader	25	
Box 10 of 19	Unit 1 Activity Books	25	
Box 11 of 19	Unit 2 Activity Books	25	
Box 12 of 19	Unit 3 Activity Books	25	
Box 13 of 19	Unit 4 Activity Books	25	
Box 14 of 19	Unit 5 Activity Books	25	
Box 15 of 19	Unit 6 Activity Books	25	
Box 16 of 19	Unit 7 Activity Books	25	
Box 17 of 19	Unit 8 Activity Books	25	
Box 18 of 19	Unit 9 Activity Books	25	
Box 19 of 19	Unit 10 Activity Books	25	

Special Note: CKLA Hybrid users will receive all the above print materials except Boxes 1 and 2 from the Knowledge Strand and Box 2 from the Skills Strand.

Grade One: Knowledge strand			
Box	Description	Quantity	✓
Box 1 of 5	Domains 1–11: Teacher Guides	1 ea.	
Box 2 of 5	Domains 1–11: Flip Books	1 ea.	
Box 3 of 5	Domains 1–11: Image Cards	1 ea.	
Box 4 of 5	Domains 1–6: Workbooks	25	
Box 5 of 5	Domains 7–12: Workbooks	25	
Grade One: Skills strand			
Box 1 of 16	Ancillary: Unit 1, 2, and 3 Big Books, Code Flip Books (Consonants and Vowels), Large Letter Card set, Spelling Card set, Individual Code Charts	1 ea. (Individual Code Charts: 25)	
Box 2 of 16	Teacher Guides: Units 1–7	1 ea.	
Box 3 of 16	Unit 1 Student Reader	25	
Box 4 of 16	Unit 2 Student Reader	25	
Box 5 of 16	Unit 3 Student Reader	25	
Box 6 of 16	Unit 4 Student Reader	25	
Box 7 of 16	Unit 5 Student Reader	25	
Box 8 of 16	Unit 6 Student Reader	25	
Box 9 of 16	Unit 7 Student Reader	25	
Box 10 of 16	Unit 1 Activity Books	25	
Box 11 of 16	Unit 2 Activity Books	25	
Box 12 of 16	Unit 3 Activity Books	25	
Box 13 of 16	Unit 4 Activity Books	25	
Box 14 of 16	Unit 5 Activity Books	25	
Box 15 of 16	Unit 6 Activity Books	25	
Box 16 of 16	Unit 7 Activity Books	25	

Special Note: CKLA Hybrid users will receive all the above print materials except Boxes 1 and 2 from the Knowledge Strand and Box 2 from the Skills Strand.

Grade Two: Knowledge strand			
Box	Description	Quantity	✓
Box 1 of 5	Domains 1–12: Teacher Guides	1 ea.	
Box 2 of 5	Domains 1–12: Flip Books	1 ea.	
Box 3 of 5	Domains 1–12: Image Cards	1 ea.	
Box 4 of 5	Domains 1–6: Activity Books	25	
Box 5 of 5	Domains 7–12: Activity Books	25	
Grade Two: Skills strand			
Box 1 of 14	Ancillary: Spelling Card set, Code Flip Books (Consonants and Vowels), Timeline Card set, Individual Code Charts	1 ea. (Individual Code Charts: 25)	
Box 2 of 14	Teacher Guides: Units 1–6	1 ea.	
Box 3 of 14	Unit 1 Student Reader	25	
Box 4 of 14	Unit 2 Student Reader	25	
Box 5 of 14	Unit 3 Student Reader	25	
Box 6 of 14	Unit 4 Student Reader	25	
Box 7 of 14	Unit 5 Student Reader	25	
Box 8 of 14	Unit 6 Student Reader	25	
Box 9 of 14	Unit 1 Activity Books	25	
Box 10 of 14	Unit 2 Activity Books	25	
Box 11 of 14	Unit 3 Activity Books	25	
Box 12 of 14	Unit 4 Activity Books	25	
Box 13 of 14	Unit 5 Activity Books	25	
Box 14 of 14	Unit 6 Activity Books	25	

Special Note: CKLA Hybrid users will receive all the above print materials except Boxes 1 and 2 from the Knowledge Strand and Box 2 from the Skills Strand.

Grade Three			
Box	Description	Quantity	✓
Box 1 of 25	Teacher Guides: Units 1–11; Cursive Activity Book	1 ea.	
Box 2 of 25	Unit 1 Student Reader	25	
Box 3 of 25	Unit 2 Student Reader	25	
Box 4 of 25	Unit 3 Student Reader	25	
Box 5 of 25	Unit 4 Student Reader	25	
Box 6 of 25	Unit 5 Student Reader	25	
Box 7 of 25	Unit 6 Student Reader	25	
Box 8 of 25	Unit 7 Student Reader	25	
Box 9 of 25	Unit 8 Student Reader	25	
Box 10 of 25	Unit 9 Student Reader	25	
Box 11 of 25	Unit 10 Student Reader	25	
Box 12 of 25	Unit 11 Student Reader	25	
Box 13 of 25	Unit 1 Activity Books	25	
Box 14 of 25	Unit 2 Activity Books	25	
Box 15 of 25	Unit 3 Activity Books	25	
Box 16 of 25	Unit 4 Activity Books	25	
Box 17 of 25	Unit 5 Activity Books	25	
Box 18 of 25	Unit 6 Activity Books	25	
Box 19 of 25	Unit 7 Activity Books	25	
Box 20 of 25	Unit 8 Activity Books	25	
Box 21 of 25	Unit 9 Activity Books	25	
Box 22 of 25	Unit 10 Activity Books	25	
Box 23 of 25	Unit 11 Activity Books	25	



Grade Three			
Box	Description	Quantity	✓
Box 24 A of 25	Unit 4: Vikings Quest Teacher's Kit: Teacher Guide, Resource Poster, Map Poster, Resource Cards	1 ea.	
Box 24 B of 25	Unit 4: Vikings Quest Activity Books	25	
Box 25 of 25	Image Card Sets: Domain 1, 3–5, 7–10; Spelling Card set	1 ea.	

Note: There are 26 total boxes in the kit; labels indicate 25 due to “A” and “B” boxes for certain components.

Special Note: CKLA Hybrid users will receive all the above print materials except Box 1. The Cursive Activity Book will be shipped in an envelope with the rest of the materials.

Grade Four			
Box	Description	Quantity	✓
Box 1 of 17	Teacher Guides: Units 1–8; Cursive Activity Book	1 ea.	
Box 2 of 17	Unit 1 Activity Books	25	
Box 3 A of 17	Unit 2 Part 1 Activity Books	25	
Box 3 B of 17	Unit 2 Part 2 Activity Books	25	
Box 4 of 17	Unit 3 Poet’s Journal (Readers/Activity Books)	25	
Box 5 of 17	Unit 4 Eureka Quest: Inventor’s Notebook (Activity Books); Inventor Cards; Lab Stickers (7)	25	
Box 6 of 17	Unit 5 Activity Books	25	
Box 7 of 17	Unit 6 Writer’s Journal (Activity Books)	25	
Box 8 of 17	Unit 7 Activity Books	25	
Box 9 of 17	Unit 8 Activity Books	25	
Box 10 of 17	Unit 1 Student Reader	25	
Box 11 of 17	Unit 2 Student Reader	25	
Box 12 of 17	Unit 4 Student Reader (Eureka Quest)	25	
Box 13 of 17	Unit 5 Student Reader	25	
Box 14 of 17	Unit 7 Student Reader	25	
Box 15 of 17	Unit 8 Student Reader	25	
Box 16 A of 17	Contraptions Quest Teacher Kit: Teacher Guide, Details Poster, Sharing Poster, Handouts, Controller Box	1 ea.	
Box 16 B of 17	Contraptions Quest: Student Folders	25	
Box 16 C of 17	Contraptions Quest: Student Notebooks	25	
Box 17 of 17	Unit 4: Eureka Quest Teacher’s Kit: Invention Cards (25); Quiet/Applause Sign (1); Light Bulb of Glory (1), Wheel of Invention (6), Wedge Sets (6), Velcro dots (36)	See description	

Note: There are 20 total boxes in the kit; labels indicate 17 due to “A”, “B”, and “C” boxes for certain components.

Special Note: CKLA Hybrid users will receive all the above print materials except Box 1. The Cursive Activity Book will be shipped in an envelope with the rest of the materials.

Grade Five			
Box	Description	Quantity	✓
Box 1 of 18	Teacher Guides: Units 1–9; Character Card Set (Midsummer Quest)	1 ea.	
Box 2 of 18	Unit 1 Activity Books	25	
Box 3 of 18	Unit 2 Activity Books	25	
Box 4 of 18	Unit 3 Poet’s Journal (Readers/Activity Books)	25	
Box 5 of 18	Unit 4 Activity Books	25	
Box 6 of 18	Unit 5 Activity Books	25	
Box 7 of 18	Unit 6 Activity Books	25	
Box 8 of 18	Unit 7 Activity Books	25	
Box 9 of 18	Unit 8 Activity Books	25	
Box 10 of 18	Unit 9 Activity Books	25	
Box 11 of 18	Unit 1 Student Reader	25	
Box 12 of 18	Unit 2 Student Reader	25	
Box 13 of 18	Unit 4 Student Reader	25	
Box 14 of 18	Unit 5 Student Reader	25	
Box 15 of 18	Unit 6 Student Reader	25	
Box 16 of 18	Unit 7 Student Reader	25	
Box 17 of 18	Unit 8 Student Reader	25	
Box 18 of 18	Unit 9 Student Reader	25	
Box 1 of 3	The Robot Quest Teacher Kit: Teacher Guide (1); Details Poster (1); Sharing Poster (1), Postcards (4), Handouts (3 sets of 25); Controller	See description	
Box 2 of 3	The Robot Quest: Student Activity Books	25	
Box 3 of 3	The Robot Quest: Student Folders	25	

Note: There are 18 boxes in the kit, with an additional 3 boxes for The Robot Quest.

Special Note: CKLA Hybrid users will receive all the above print materials except Box 1. The Character Card Set (Midsummer Quest) will be shipped in an envelope with the rest of the materials.

The Core Knowledge Language Arts PreK Program (CKLA PreK) is a comprehensive English Language Arts curriculum designed for students who will be entering Kindergarten the following year. The program explicitly develops early language and early literacy skills while simultaneously laying the foundation of background knowledge in topics including literature, science, and social studies.

CKLA PreK			
Box	Description	Quantity	✓
Box 1 of 3	Flip Books: Domains 1–5, Classic Tales and Important People; Big Book: Classic Tales; Posters: Nursery Rhymes and Songs	1 ea.	
Box 2 of 3	Teacher Guides: Domains 1–5, Classic Tales and Important People; General Overview Guide; Transition and Learning Center Cards set; Image Card set	1 ea.	
Box 3 of 3	Trade Book set (18 books)	1 ea.	

Note: PreK student workbooks do not come in the CKLA PreK kit and must be ordered separately. They will arrive in additional boxes, depending on the size of your order.

Language Studio (sold separately) is the designated English language development companion for CKLA. Language Studio provides effective, targeted instruction to address specific needs of English language learners in grades K–2. The Language Studio Classic kit is for primary CKLA teachers who will also be teaching ELL students within the classroom. The Language Studio Prime kit is intended for dedicated ELL teachers who may be using a pull-out or push-in model for ELL instruction.

Primary teachers who will be teaching CKLA and Language Studio will need only the materials included in the Language Studio Classic kit. There is one kit for each grade level, K–2.

Language Studio Classic Grade K, 1, or 2			
Box	Description	Quantity	✓
Box 1 of 1	Teacher Guides: 3 Volumes; Student Activity Book set (3 volumes for each student for 5 students); Language Studio Program Guide	1 ea.	

Dedicated ELL teachers who will be using a pull-out or push-in model need primary instruction materials included in the Language Studio Prime kit. There is one kit for each grade level, K–2.

Language Studio Prime Grade K			
Box	Description	Quantity	✓
Box 1 of 4	Teacher Guides: 3 Volumes; Student Activity Book set (3 volumes for each student for 5 students); Language Studio Program Guide	1 ea.	
Box 2 of 4	Domains 1–12: Read-Aloud Anthologies (Teacher Guides)	1 ea.	
Box 3 of 4	Domains 1–12: Flip Books	1 ea.	
Box 4 of 4	Domains 1–12: Image Cards	1 ea.	

Language Studio Prime Kit Grade 1			
Box	Description	Quantity	✓
Box 1 of 4	Teacher Guides: 3 Volumes; Student Activity Book set (3 volumes for each student for 5 students); Language Studio Program Guide	1 ea.	
Box 2 of 4	Domains 1–11: Read-Aloud Anthologies (Teacher Guides)	1 ea.	
Box 3 of 4	Domains 1–11: Flip Books	1 ea.	
Box 4 of 4	Domains 1–11: Image Cards	1 ea.	
Language Studio Prime Grade 2			
Box 1 of 4	Teacher Guides: 3 Volumes; Student Activity Book set (3 volumes for each student for 5 students); Language Studio Program Guide	1 ea.	
Box 2 of 4	Domains 1–12: Read-Aloud Anthologies (Teacher Guides)	1 ea.	
Box 3 of 4	Domains 1–12: Flip Books	1 ea.	
Box 4 of 4	Domains 1–12: Image Cards	1 ea.	

Note: Additional Student Activity Book sets are available.

For more information  
call 1-800-823-1969 or visit [amplify.com](http://amplify.com).



[ckla.amplify.com](http://ckla.amplify.com)

Amplify CKLA

2ND EDITION 2022

# Program Guide





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# Amplify CKLA helps you bring the world to students.

With Amplify Core Knowledge Language Arts® (CKLA), we want to help you teach students how to read and give them reasons to read. That's how students develop into engaged, active readers—the kind who can go on their own adventures into texts.

“I like that the kids are learning things that I wouldn’t have thought to teach to a first-grader. It helps bring the learning alive.”

—Michael, Amplify CKLA Teacher, California



# How it works

## Knowledge

Through complex read-alouds with an emphasis on classroom interactivity, oral comprehension, and contextual vocabulary, students start to build their awareness of the world around them—and the way the reading skills they’re building give them access to it.



Knowledge

Vocabulary

Sentences

Connections

Gist

## Skills

Starting with sounds, students practice their phonemic awareness, handwriting skills, vocabulary, spelling, and grammar. Through daily practice, students become aware of the connection between reading and writing, building confidence as they go.



Sounds

Letters

Words

## CKLA is built on the science of how kids learn to read.

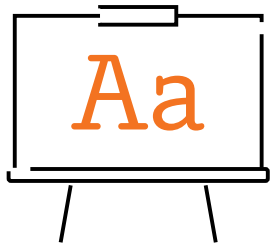
Every day in grades K–2, students complete one full lesson that builds foundational reading skills, as well as one full lesson that builds background knowledge. In grades 3–5, students start to master the basic skills of reading, further opening up their worlds.



## Integration

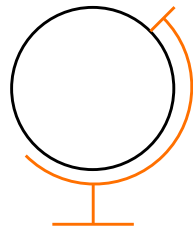
Lessons begin to combine skills and knowledge with increasingly complex texts, close reading, and a greater writing emphasis. Students start to use their skills to go on their own independent reading adventures.

# What's our approach?



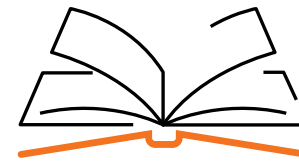
## Strong skills foundation

You know great reading instruction starts with helping students develop great reading skills. Built on the Science of Reading, Amplify CKLA features an explicit, systematic approach that leverages multisensory instruction. By building a solid foundation of phonological awareness and phonics, reading the words on the page becomes automatic, opening the door for deep comprehension and critical thinking.



## Deep content knowledge

Research shows that reading comprehension increases when students have background knowledge about a topic. We've designed CKLA around topics that interest kids, from science to world history to great literature and art. Students build connections across domains and grades, deepening their understanding and engagement with each year.



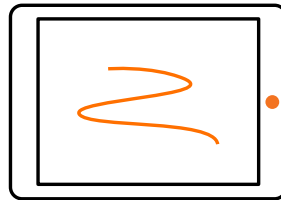
## Authentic, diverse texts

Diverse texts provide both windows and mirrors, helping students better understand themselves and the world around them. CKLA provides students with a variety of texts—including rich authentic literature, novel studies, Student Readers, and more. Our K–2 decodable chapter books feature relevant characters and gorgeous illustrations that honor students' diverse backgrounds within an authentic reading experience.



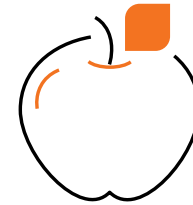
## Equitable English and Spanish

Amplify CKLA is available in both English and Spanish. Amplify Caminos, our robust Spanish language arts companion, supports multiple teaching models, including dual language immersion and transitional classrooms.



## Rich digital materials

With Amplify CKLA, teachers have access to ready-to-use and customizable lesson presentation slides, complete with all the prompts from the print Teacher Guide. As teachers deliver each lesson, students engage with the content in one cohesive digital experience.



## Extensive teacher support

We provide easy-to-use Teacher Guides for all our lessons, with point-of-use scaffolds to differentiate instruction for all learners, digital versions of all instructional materials, planning resources to help make sure your students are meeting standards, and effective on-site and online professional development.



# Equity is at the center of our instruction.

We believe we have a responsibility to provide literacy instruction that gives every student equal opportunity to succeed and excel. Amplify CKLA builds students' knowledge about the world, helping students see people who resemble them and familiar situations or experiences while also exposing them to people whose appearances, lives, beliefs, and backgrounds differ from their own.

In addition to teaching all students to crack the written code (which is vital for equity), the Amplify CKLA program helps students see the strengths and experiences we all share while celebrating their own unique identities and experiences.



## Authentic literature

Authentic literature exposes students to a variety of text types and perspectives to deepen their knowledge of fascinating topics in social studies, science, literature, and the arts. Authentic texts support text-to-self, text-to-world, and text-to-text connections for readers.



## Student Readers

Amplify CKLA is built on the conviction that equitable instruction is vital to an effective program. Decodable Student Readers are newly re-designed to celebrate students' diverse experiences and feature individuals with a broad range of identity factors, including socio-economic status, age, ability, race, ethnicity, country of origin, religion, and more.

## ReadWorks partnership

Amplify CKLA and ReadWorks® have partnered to deliver high-quality texts curated to support the Amplify CKLA Knowledge Sequence and to extend student learning. Texts include high-interest nonfiction articles in topics in social studies, science, literature, and the arts.

These texts are accompanied by vocabulary supports and standards-aligned formative assessment opportunities. Teachers can monitor their students' progress using the ReadWorks reporting features.



ReadWorks articles expand students' knowledge and are accompanied by vocabulary supports and formative assessment opportunities.

# Making connections year by year

## PreK



## Kindergarten



## Grade 1



- All About Me
- Families and Communities
- Plants
- Animals
- Habitats

- Classic Tales**
- Important People in American History**

- Nursery Rhymes and Fables
- The Five Senses
- Stories**
- Plants
- Farms
- Native Americans

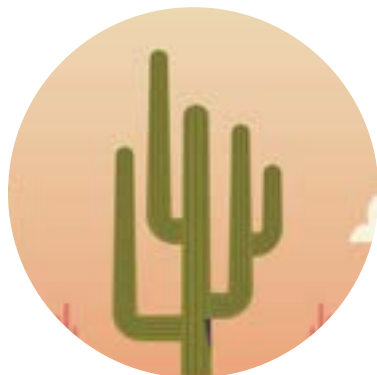
- Kings and Queens
- Seasons and Weather
- Columbus and the Pilgrims
- Colonial Towns and Townspeople**
- Taking Care of the Earth
- Presidents and American Symbols

- Fables and Stories**
- The Human Body
- Different Lands, Similar Stories
- Early World Civilizations
- Early American Civilizations
- Astronomy
- The History of the Earth
- Animals and Habitats
- Fairy Tales
- A New Nation: American Independence
- Frontier Explorers**

Literature connections

History connections

## Grade 2



- Fairy Tales and Tall Tales
- Early Asian Civilizations
- The Ancient Greek Civilization
- Greek Myths**
- The War of 1812
- Cycles in Nature
- Westward Expansion**
- Insects
- The US Civil War
- The Human Body
- Immigration
- Fighting for a Cause

## Grade 3



- Classic Tales: *The Wind in the Willows***
- Animal Classification
- The Human Body
- The Ancient Roman Civilization
- Light and Sound
- The Viking Age
- Astronomy: Our Solar System and Beyond
- Native Americans: Regions and Cultures
- Early Explorations of North America**
- Colonial America
- Ecology

## Grade 4



- Personal Narratives
- Empires in the Middle Ages
- Poetry
- Eureka!* Student Inventor
- Geology
- Contemporary Fiction**
- The American Revolution**
- Treasure Island*

## Grade 5



- Personal Narratives
- Early American Civilizations
- Poetry**
- The Adventures of Don Quixote*
- The Renaissance
- The Reformation
- A Midsummer Night's Dream*
- Native Americans**
- Chemical Matter

# Students grow from week to week...

Kindergarten



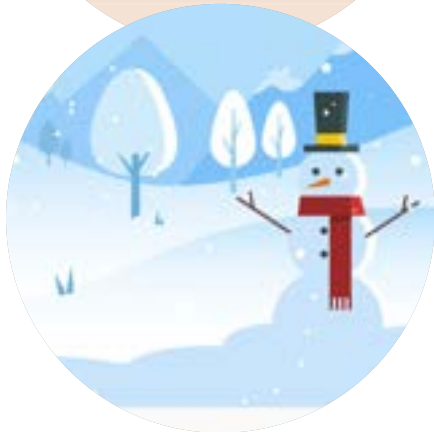
## Plants

Students learn that plants are living things that need food, water, and space to live and grow.



## Farms

Students learn that the plants we use for food grow through a seasonal cycle of planting and harvesting.



## Seasons and weather

Students learn more about the cycle of the seasons and how they connect to weather events like rain, snow, and sun.

Plants

Leaves

Seedlings

Germinate

Crops

Produce

Cycle

# ...and year to year

Kindergarten

Grade 3

Grade 4



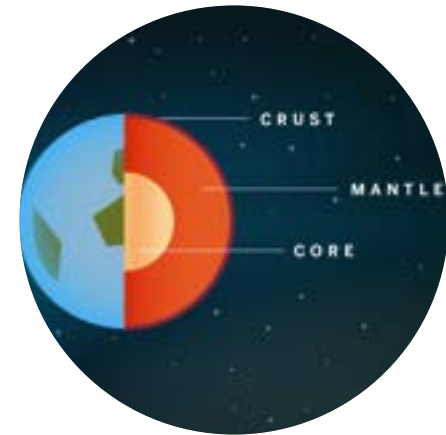
## Plants

Students learn that plants are living things that need food, water, and space to live and grow.



## Ecology

Students learn that decomposer organisms recycle carbon dioxide from once-living things.



## Geology

Students learn that sedimentary rock is formed in part by the decomposition process.

Plants

Nutrient

Decay

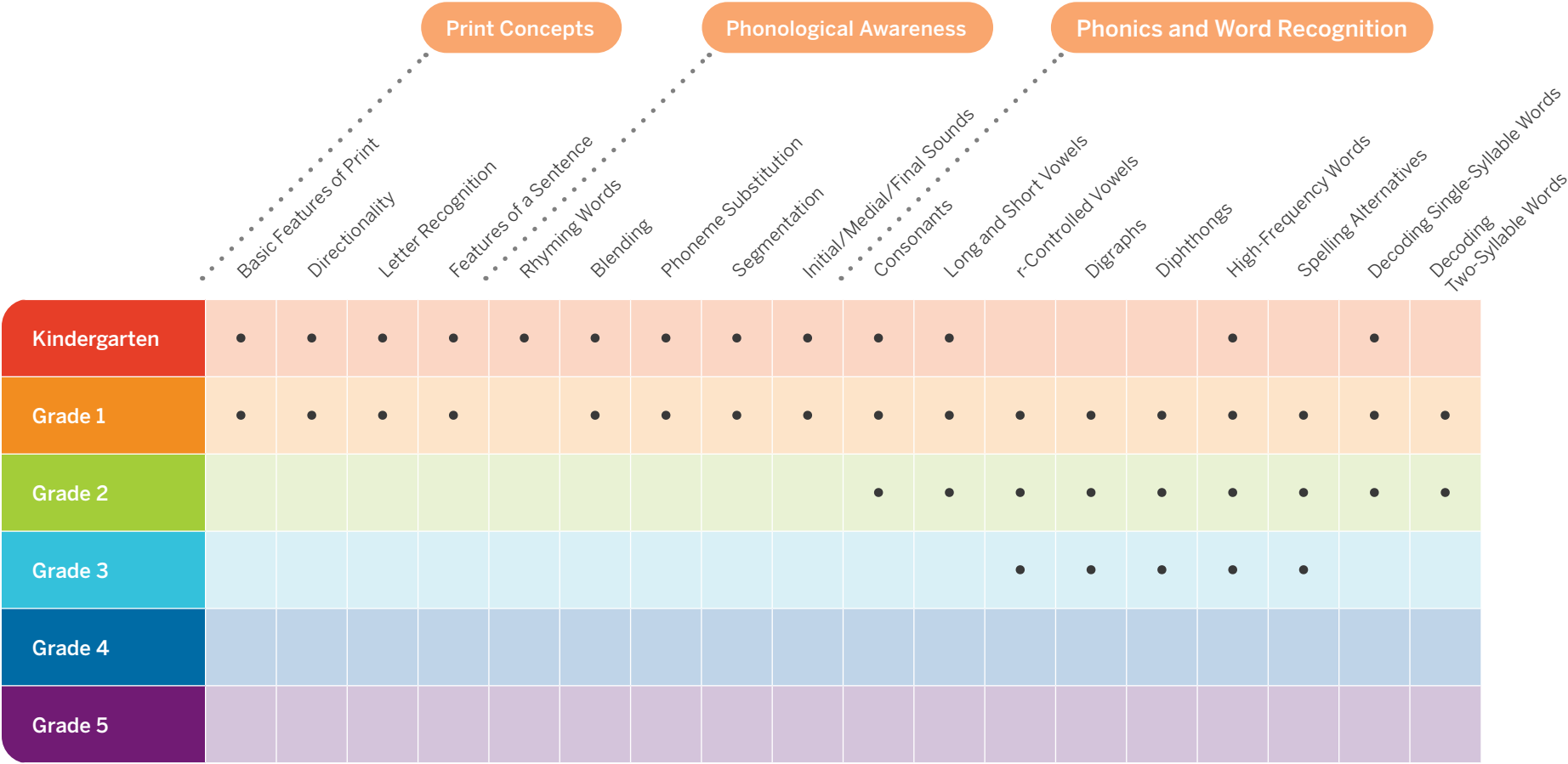
Petrified

Sediments

Sedimentary



# Foundational skills by year



	Decoding Multisyllabic Words	Inflectional Endings	Prefixes and Suffixes	Derivational and Latin Suffixes	Root Words	Irregularly Spelled Words	Homonyms	Synonyms/Antonyms	Multiple Meaning Words	Singular/Plural Nouns	Proper Nouns	Pronouns	Verbs	Irregular Verbs	Verb: to be/to have	Verb Tense	Subject and Predicate	Adjectives	Adverbs	Contractions	Capitalization/Punctuation	
					•			•	•		•	•									•	
	•			•	•	•		•	•	•	•	•	•		•		•		•		•	
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Grammar



# PreK



This is where it all begins! Students will learn why flies buzz and how the turtle cracked his shell, draw sound pictures, hear about astronaut Sally Ride, and delve into the secrets of the Initial Sound Mystery Box.

## Skills

### Print Knowledge

- Alphabet Knowledge
- Print Concepts

### Handwriting

- Motor Skills
- Strokes
- Writing Letters

### Phonological Awareness

- Syllable Segmenting and Blending
- Initial Sounds
- Final Sounds
- Sound-Letter Correspondence

## Domains

### All About Me

Learn about the five senses and how the body moves.

### Families and Communities

Who's in my family? What are our traditions and celebrations?

### Animals

An introduction to animals and their needs.

### Plants

How do plants live and grow and what does that have to do with "cycles"?

### Habitats

Now that we know about plants and animals, let's learn more about how they both live.

### Important People in American History

Some important Americans who've changed our world.

### Classic Tales

An introduction to some of the stories and fables children have loved for generations.

## Trade books

- *Shades of People* by Shelley Rotner and Sheila M. Kelly
  - *My Amazing Body: A First Look at Health and Fitness* by Pat Thomas
  - *My Five Senses* by Aliki
- 
- *Families* by Ann Morris
  - *Houses and Homes* by Ann Morris and photography by Ken Heyman
  - *Full, Full, Full of Love* by Trish Cooke and illustrated by Paul Howard
  - *Career Day* by Anne Rockwell and illustrated by Lizzy Rockwell
- 
- *What Do You Do with a Tail Like This?* by Steve Jenkins and illustrated by Robin Page
  - *Is Your Mama a Llama?* by Deborah Guarino and illustrated by Steven Kellogg
  - *See Me Grow* by Penelope Arlon and Tory Gordon-Harris
- 
- *A Fruit is a Suitcase for Seeds* by Jean Richards and illustrated by Anca Hariton
  - *Flowers* by Vijaya Khisty Bodach
  - *Sunflower House* by Eve Bunting and illustrated by Kathryn Hewitt
- 
- *Here is The Southwestern Desert* by Madeleine Dunphy and illustrated by Anne Coe
  - *In the Woods: Who's Been Here?* by Lindsay Barrett George
  - *Life in a Pond* by Carol K. Lindeen
- 
- *Happy Birthday, Martin Luther King Jr.* by Jean Marzollo and illustrated by J. Brian Pinkney
- 
- *The True Story of the 3 Little Pigs!* by Jon Scieszka and illustrated by Lane Smith

# Kindergarten



In kindergarten, students will develop phonemic awareness with storybook characters like Zack and Ann Chang; draw a chart to identify different smells; learn about the Lenape, Wampanoag, and Lakota Sioux; and pay homage to classic nursery rhymes by jumping a candlestick.

## Skills

### Print Concepts

- Basic Features of Print
- Directionality
- Letter Recognition
- Features of a Sentence

### Phonological Awareness

- Rhyming Words
- Blending
- Phoneme Substitution
- Segmentation
- Initial/Medial/Final Sounds

### Phonics and Word Recognition

- Consonants
- Long and Short Vowels
- High-Frequency Words
- Decoding Single-Syllable Words
- Irregularly Spelled Words
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Pronouns
- Verbs
- Capitalization/Punctuation

## Domains

### Nursery Rhymes and Fables

Start learning about literature with these classic Mother Goose rhymes.

### The Five Senses

Learning about the body starts with learning about how we experience the world.

### Stories

We learn about the parts of a book and some of the stories that go in one.

### Plants

The life cycle of plants and the history of George Washington Carver.

### Farms

Now we know how plants make their food...but what about animals?

### Native Americans

Who were the first people in America? A look at the Lenape, Wampanoag, and Lakota Sioux.

### Kings and Queens

To understand fairy tales, it's best to first understand royalty.

### Seasons and Weather

The study of natural cycles continues with the weather and why it happens.

### Columbus and the Pilgrims

A look at the first contact between Europe and the Americas, and some of its results.

### Colonial Towns and Townspeople

Before the War for Independence, how did the town and country depend on one another?

### Taking Care of the Earth

We only have one Earth—here are some ways to help care for it.

### Presidents and American Symbols

Start learning about government through the lives of five presidents.

## Trade books

*Hush: A Thai Lullaby* by Minfong Ho

*Rainbow Joe and Me* by Maria Diaz Strom

*Red Riding Hood* by James Marshall

*The Tiny Seed* by Eric Carle

*The Cazuela that the Farm Maiden Stirred*  
by Samantha R. Vamos

*D is for Drum: A Native American Alphabet*  
by Michael Shoulders

*Princess Hyacinth* by Florence Parry Heide

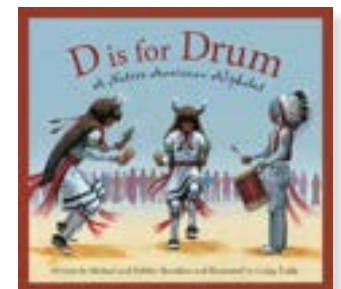
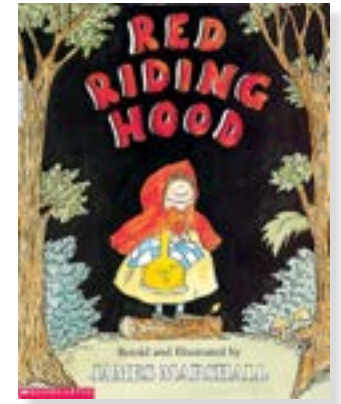
*Thunder Cake* by Patricia Polacco

*Pilgrims of Plymouth* by Susan E. Goodman

*Ox-Cart Man* by Donald Hall

*The Wump World* by Bill Peet

*If I Were President* by Catherine Stier



# Grade 1



In grade 1, students will sing about a fabulous fox, learn to tell the difference between fairy tale heroes and villains, write an opinion statement about the worst part of going to the moon, and learn ancient Egyptian techniques for mummifying an apple.

## Skills

### Print Concepts

- Basic Features of Print
- Directionality
- Letter Recognition
- Features of a Sentence

### Phonological Awareness

- Blending
- Phoneme Substitution
- Segmentation
- Initial/Medial/Final Sounds

### Phonics and Word Recognition

- Consonants
- Long and Short Vowels
- r-Controlled Vowels
- Digraphs
- Diphthongs
- High-Frequency Words
- Spelling Alternatives
- Decoding Single-Syllable Words
- Decoding Two-Syllable Words
- Inflectional Endings
- Root Words
- Irregularly Spelled Words
- Homonyms
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Verb Tense
- Adjectives
- Contractions
- Capitalization/Punctuation



## Domains

### Fables and Stories

Learn some of the key elements of a story through classic fables.

### The Human Body

What are germs? What are the organs? And what does it all have to do with health?

### Different Lands, Similar Stories

A world tour of storytelling, and the stories that stay the same across the world.

### Early World Civilizations

Rivers, farming, writing, and laws: Just what does it take to build a civilization?

### Early American Civilizations

What will we find in the great temples of the Aztec, Maya, and Inca civilizations?

### Astronomy

How the earth relates to the moon, the sun, and the rest of the planets.

### The History of the Earth

Just what lies beneath the earth's surface, and what can it teach us about the past?

### Animals and Habitats

A look at the connection between how animals live and where they make their homes.

### Fairy Tales

What do fairy tales have to teach us about how stories are told?

### A New Nation: American Independence

The story of the birth of the United States out of the thirteen colonies.

### Frontier Explorers

The story of the journey west from the newborn US to find the Pacific Ocean.

## Trade books

*Tunjur! Tunjur! Tunjur! A Palestinian Tale*  
by Margaret Read MacDonald

*The Busy Body Book: A Kid's Guide to Fitness*  
by Lizzy Rockwell

*Lon Po Po: A Red-Riding Hood Story from China*  
by Ed Young

*Gilgamesh the King* by Ludmila Zeman

*Rain Player* by David Wisniewski

*Once Upon a Starry Night* by Jacqueline Mitton

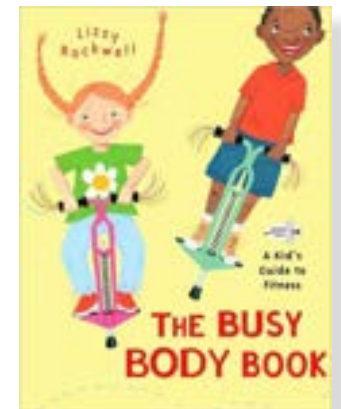
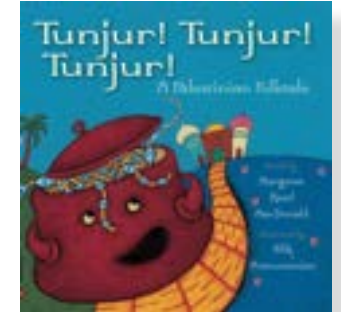
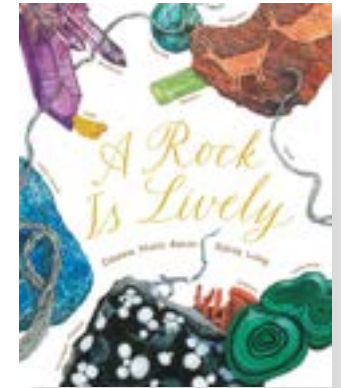
*A Rock is Lively* by Dianna Hutts Aston

*Wonderful Nature, Wonderful You*  
by Karin Ireland

*The Great Fairy Tale Disaster* by David Conway

*A More Perfect Union: The Story of Our Constitution*  
by Betsy Maestro

*Lewis and Clark: Explorers of the American West*  
by Steven Kroll



# Grade 2



In grade 2, students will thrill to the crimes of the Cat Bandit, assemble books about ancient Chinese culture, write their own Greek myths, and learn the story of the people who escaped to freedom from slavery by “following the Drinking Gourd.”

## Skills

### Phonics and Word Recognition

- Consonants
- Long and Short Vowels
- r-Controlled Vowels
- Digraphs
- Diphthongs
- High-Frequency Words
- Spelling Alternatives
- Decoding Single-Syllable Words
- Decoding Two-Syllable Words
- Decoding Multisyllabic Words
- Inflectional Endings
- Prefixes and Suffixes
- Root Words
- Irregularly Spelled Words
- Homonyms
- Synonyms/Antonyms
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Irregular Verbs
- Verb: to be/to have
- Verb Tense
- Subject and Predicate
- Adjectives
- Adverbs
- Contractions
- Capitalization/Punctuation

## Domains

### Fairy Tales and Tall Tales

Learn about exaggeration and characterization on the frontier.

### Early Asian Civilizations

Tour the world of classical civilization, starting with India and China.

### Ancient Greek Civilization

The tour continues with the philosophy and politics of Greece.

### Greek Myths

Dive deep into the characters and storytelling of classic myths.

### The War of 1812

Learn about America's "Second War for Independence."

### Cycles in Nature

Introducing the natural cycles that make our lives possible.

### Westward Expansion

Why did pioneers go west? What happened to the people who were there?

### Insects

Lay the grounds for animal classification by looking at solitary and social insects.

### The US Civil War

Begin to grapple with US history's central crisis over slavery.

### Human Body: Building Blocks and Nutrition

A deeper dive into the digestive system and the nutrition process.

### Immigration

Why did people immigrate to the US, and what did they find here?

### Fighting for a Cause

How people can do extraordinary things to make the world better for everyone.

## Trade books

*Swamp Angel* by Anne Isaacs

*Ancient China (A True Book)* by Mel Friedman

*Pythagoras and the Ratios* by Julie Ellis

*King Midas and the Golden Touch* by Charlotte Craft

*The Star-Spangled Banner in Translation* by Elizabeth Raum

*The Snowflake: A Water Cycle Story* by Neil Waldman

*Dandelions* by Eve Bunting

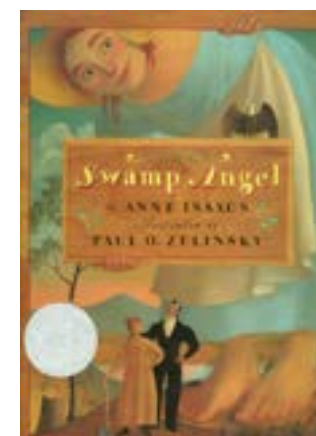
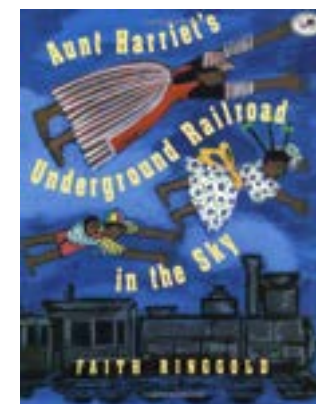
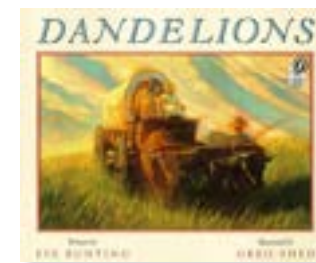
*Insect Bodies* by Molly Aloian

*Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold

*Baby Doctor's Guide to Anatomy and Physiology* by Baby Professor

*Emma's Poem: The Voice of the Statue of Liberty* by Linda Glaser

*For the Right to Learn: Malala Yousafzai's Story* by Rebecca Langston-George





# Grade 3



In grade 3, students will write a newspaper story about the invention of the telephone, go on a digital quest in company with Viking explorers, reflect on the stars with astronomy lab notes, and learn the secret to writing an excellent narrative ending.

## Skills

### Phonics and Word Recognition

- r-Controlled Vowels
- Digraphs
- Diphthongs
- High-Frequency Words
- Spelling Alternatives
- Decoding Multisyllabic Words
- Inflectional Endings
- Prefixes and Suffixes
- Derivational and Latin Suffixes
- Root Words
- Irregularly Spelled Words
- Homonyms
- Synonyms/Antonyms
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Irregular Verbs
- Verb: to be/to have
- Verb Tense
- Subject and Predicate
- Adjectives
- Adverbs
- Contractions
- Capitalization/Punctuation

## Domains

### Classic Tales: *The Wind in the Willows*

A deep dive into character, theme, and POV in classic stories from around the world.

### Animal Classification

How do we classify different animals by their appearance and behavior?

### The Human Body: Systems and Senses

Let's take a closer look at how the skeleton, muscles, and nervous system all work.

### The Ancient Roman Civilization

What is Rome's greatest cultural contribution? In this unit, your students decide.

### Light and Sound

The science behind all the ways we see and hear the world.

### The Viking Age

An immersive narrative experience about what life was like in Viking communities.

### Astronomy: Our Solar System and Beyond

More about our universe, including a writing project about daily life on a space station.

### Native Americans: Regions and Cultures

How did Native American nations change their ways of life in different parts of the world?

### Early Explorations of North America

What was it like to sail to North America with the early European explorers?

### Colonial America

A study of the very different ways of life in the different pre-US colonies.

### Ecology

Students keep ecologist journals to learn about our world and how best to protect it.

## Novel Guides

*Flora & Ulysses* by Kate DiCamillo

*Stella Diaz Has Something to Say* by Angela Dominguez



# Grade 4



In grade 4, students will take part in a dramatic invention competition judged by Thomas Edison, George Washington Carver, and Hedy Lamarr; use writing to investigate the function of a mysterious contraption; become poets; and bring their reading skills to bear on contemporary novel *The House on Mango Street*.

## Skills

### Phonics and Word Recognition

- Decoding Multisyllabic Words
- Inflectional Endings
- Prefixes and Suffixes
- Derivational and Latin Suffixes
- Root Words
- Irregularly Spelled Words
- Homonyms
- Synonyms/Antonyms
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Irregular Verbs
- Verb: to be/to have
- Verb Tense
- Subject and Predicate
- Adjectives
- Adverbs
- Contractions
- Capitalization/Punctuation

## Domains

### Personal Narratives

Read stories of personal experience...and learn to reflect on your own.

### Empires in the Middle Ages

Explore the medieval history of Europe and the Middle East.

### Poetry

Study the poetry of many nations, and begin to write your own.

### Eureka! Student Inventor

Transform the class into a lab for students to build and present inventions.

### Geology

Plate tectonics, volcanoes, erosion: all the forces that shape the Earth.

### Contemporary Fiction

Explore the *The House on Mango Street*...and write a book while doing it.

### American Revolution

Why did America seek independence? Let's investigate the causes and effects.

### Treasure Island

Seek the treasure of plot in this detailed study of a classic fiction adventure.

## Novel Guides

*Hello, Universe* by Erin Entrada Kelly

*The Season of Styx Malone* by Kekla Magoon



# Grade 5



In grade 5, students will learn about villanelles and Mayan codices, read and perform Shakespeare’s *A Midsummer Night’s Dream*, use their writing skills to teach a robot about human emotions, and solve a scientific mystery involving ancient fossils.

## Skills

### Phonics and Word Recognition

- Decoding Multisyllabic Words
- Inflectional Endings
- Prefixes and Suffixes
- Derivational and Latin Suffixes
- Root Words
- Irregularly Spelled Words
- Homonyms
- Synonyms/Antonyms
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Irregular Verbs
- Verb: to be/to have
- Verb Tense
- Subject and Predicate
- Adjectives
- Adverbs
- Contractions
- Capitalization/Punctuation



## Domains

### Personal Narratives

Through writing and sharing their writing, students begin to identify themselves as writers.

### Early American Civilizations

Each student crafts a codex to explain the rise and fall of the Maya, Aztec, and Inca people.

### Poetry

Students close read many forms of poetry...and learn to write them.

### *The Adventures of Don Quixote*

Was Don Quixote right to fight the windmill? In this full-length novel study, students decide.

### The Renaissance

Exploring the art and literature of the Renaissance through works of its masters.

### The Reformation

How did the printing press transform the religion and society of Europe?

### *A Midsummer Night's Dream*

Students enter the world of Shakespeare by reading, designing, and acting his work.

### Native Americans

How did the policies of the US government impact Native American culture and lives?

### Chemical Matter

Students use knowledge of chemistry to solve a mystery of missing fossils.

## Novel Guides

*The Science of Breakable Things* by Tae Keller

*You Don't Know Everything, Jilly P!* by Alex Gino



# Skills

Every day in the CKLA classroom, students will practice their existing reading skills while stretching themselves toward new goals. In K–2, each day includes dedicated skills time to help you give students a solid foundation. In the upper grades, skills instruction becomes integrated with Knowledge lessons, and students engage with increasingly complex content-rich texts and writing activities.

“To see my students grow from week to week ... it makes me feel really proud and it makes me feel really effective.”

—Heidi, Amplify CKLA Teacher, New York





# The Science of Reading: Skills



## Start with the sound

All instruction starts with phonological awareness, which research has shown to benefit the greatest number of students. Students begin by learning to recognize sounds, as well as to articulate them.



## Build to the phoneme

Over time, students build up their awareness of phonemes. We give teachers a variety of tools, including multisensory gestures, to help early learners develop this awareness.



## Crack the code

Once students can recognize sounds, they learn to form the corresponding letter codes. CKLA starts by teaching the sound-spellings that appear most frequently in English, which lets your students read and write as many words as possible, as soon as possible.



## Grow in complexity

The lessons continue to challenge students as they progress, introducing complications like multisyllabic words, “tricky words,” and homophones. In each case, students encounter complications as they become ready for them.



## Start with the sound

Skills instruction always starts by introducing the sound first.  
(Research shows that's what works best for students.)

**Check for Understanding**  
Scan the word cards that students hold up in response to each word you say.

**INTRODUCE THE SOUND /OO/ (10 MIN.)**

**I'm Thinking of Something**  
**Note:** Be careful not to confuse the /oo/ sound as in *look* in this lesson with the /oo/ sound in *soon* that was practiced in earlier lessons.

- Tell students that today they will listen for a new sound, /oo/, as in *look*.
- Have students say the /oo/ sound several times.
- Ask students to repeat a number of words that have the /oo/ sound in the middle: *foot, cook, hook, hood, book, look*.
- Ask students if /oo/ is a vowel sound or a consonant sound. (Vowel sound, made with an open mouth and an unobstructed airflow.)
- Tell students that you are thinking of a word that has /oo/ as its middle sound; you want them to guess what it is, but first you will give them a clue.
- Read the first clue and see if anybody can guess the answer. If students are stumped, read the second clue.

**Cook**

1. I'm thinking of someone who works in the kitchen.
2. This person makes yummy food.

- Once students guess the answer and say the word, have them isolate and say the /oo/ sound once more.
- Work through the remaining items.

**Foundational Skills**

**Foundational Literacy Skills**  
Prior to introducing words with the /oo/ sound in the middle, show students the pictures of *foot, cook, hook, hood, book, and look*. Ask students to repeat each word.

Opportunities for assessment are integrated throughout all Teacher Guides.

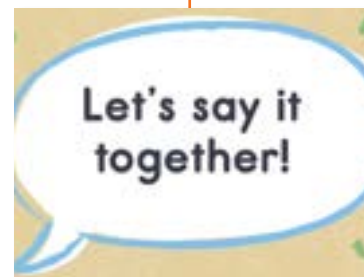
Skills lessons make it easy to keep your focus on teacher–student interaction.

Deliberate practice steps keep students laser-focused on acquiring new skills.

Interactive steps keep students engaged while learning.

## Sound Library

The Sound Library provides additional digital support and practice. Sound videos show mouth movements to help students practice articulating new sounds, while sound songs with fun, catchy lyrics help children learn to recognize the sounds they've just learned.






# Build to the phoneme

Once students are familiar with a sound, they'll learn to analyze it in terms of phonemes, which begins to build the bridge between sounds and letter codes. We support you and your students with a variety of techniques and remediations designed to integrate well into your existing classroom.

SKILLS

**PRACTICE BLENDING (20 MIN.)**

**Challenge**  
Instead of choosing classroom objects, tell students you are thinking of colors, animals, or numbers. This gives students less support because there are no visual clues.

**Support**  
If students are unsure, say the word in a segmented fashion: ray ... /r/.  


**Foundational Skills**  
Foundational Literacy Skills  
When saying the stimulus words, show pictures of the following words: rain, race, rake

**I Spy**  
**Note:** This exercise will strengthen students' blending skills.  
• Look around the room and mentally note items with names containing three sounds (e.g., a book, a rug, a light, a pen, a box, etc.).  
• Say to the class, "I spy with my little eye a /b/ ... /oo/ ... /k/."  
• Have students blend the word, using the arm motions, and point to the object in the room.  
• Repeat until students have had sufficient blending practice.

**Observation: Oral Blending Observation Record**  
As you listen to students blend the sounds, make notes regarding their individual blending ability in the Oral Blending Observation Record.

**Add a Sound**  
• Remind students a sound can be added to a word to make a new word.  
• Say ray. Have students repeat the word.  
• Ask students to name the word you would make by adding the /n/ sound to the end of ray. (rain)  
• Repeat with the remaining words. Explain that items 6–10 involve adding a sound to the beginning of a word as opposed to the end.

1. ray > rain (/n/ added)	6. eat > meat (/m/ added)
2. ray > raise (/z/ added)	7. eat > feat (/f/ added)
3. ray > race (/s/ added)	8. eat > seat (/s/ added)
4. ray > rake (/k/ added)	9. eat > heat (/h/ added)
5. ray > rail (/l/ added)	10. eat > sheet (/sh/ added)

Skills lessons adapt to challenge or support your students as needed.

Multimodal gestures help students map sounds to multisyllable words.

Lessons provide formative assessments tied to lesson objectives.

Every lesson also includes a full assessment and remediation guide that'll help you provide specific support to your students to help get them back on track.

Students connect sounds to phonemes to letter codes, organically building their skills.





# Crack the code

Once students learn to recognize a sound in the words they hear, they'll learn to write it, then practice decoding it in text.

SKILLS

• Point to the 'oo' spelling and explain that today, when students see the double-letter spelling 'oo', they should say the /oo/ sound as in cook.

• Turn to **Vowel Code Flip Book page 12**. Show students the Spelling Card for 'oo' > /oo/ (look). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.

**Vowel Code Flip Book**

1. 'oo' > /oo/ (look) **page 12**

• Have students turn to **Individual Code Chart page 4**. Have them trace the code information for 'oo' > /oo/ in green marker.

• Tell students that whenever the spelling 'oo' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

**PRACTICE /OO/ > 'OO' (10 MIN.)**

**Write the Spelling/Word Box**

- Distribute Activity Page 5.2.
- Write the /oo/ spelling on the board/chart paper. Remind students that 'oo' is a letter team.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Look at the back of the activity page together as a class.
- Read the words in the box at the top of the activity page, and name the pictures below.
- Tell students to write the correct word underneath the picture. Review the activity page together as a class.

**Digital Component 1.1**

### Support

One way to show the difference between /oo/ and /oo/ is to draw two small eyes inside the 'oo' for /oo/, as in look.



### Code Materials



### Activity Page 5.3



oo soon, room, bear

Suggestions for giving students extra support are found throughout the Teacher Guides, right where you need them.

Students keep track of the code knowledge they're acquiring as they progress.

The design of all course materials provides detailed support for newly developing skills.

Take-home reading encourages students to practice their skills outside of class and keeps parents involved in learning.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **5.3** Take Home

**Dear Family Member:**  
 This is a story your child has probably read once, possibly several times at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

**The Two Dogs**

Once two dogs met. One of them was a tame dog who made his home with men. One was a dog who ran free.

The dog who ran free stared at the tame dog and said, "Why is it that you are so plump and I am so thin?"

"Well," said the tame dog, "I am plump because the men feed me. I do not have to run all the time to get my food. My job is to keep the home safe when the men are in their beds."




Letter cards give students a simple and effective way to practice letter codes as a group.







# Grow in complexity

As students progress through the grades, skills practice continues but becomes integrated with the overall curriculum. Students use the skills foundations they developed in grades K–2 to take on more challenging tasks.

SKILLS

**Support**  
Have students take on the roles of Seth and Bonnie in the example sentences and say the dialogue aloud.  
Have them cup their hands around their mouths as they speak the words in quotation marks.

**Check for Understanding**  
Have students punctuate the third example of dialogue with both commas and quotation marks.  
• "My favorite color," Bonnie said, "is purple."  
• If students cannot punctuate the sentence correctly, have them review the previous example and discuss why it is punctuated the way it is.

**Activity Page 6.2**  
+ Have students turn to Activity Page 6.2. Guide them through the first sentence. Make sure they rewrite the sentence properly, adding commas and quotation marks in the appropriate locations. Have students complete the rest of Activity Page 6.2 for homework, or if you feel they need more assistance, complete the activity page as a teacher-guided activity.

**MORPHOLOGY: INTRODUCE ROOT RUPT (15 MIN.)**  
**Primary focus:** Students will identify the meaning of the root rupt and use these words in sentences. [L.4.4]

- Remind students that prefixes are added to the beginning of root words, and suffixes are added to the end of root words to make new words. Ask students to give examples of prefixes and suffixes that they remember from earlier lessons.
- Tell students that today they will focus on a word part that is a Latin root and can appear at different places within a word.
- Remind students that a root is a main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning.

Now that students have mastered basic code, writing and usage skills come to the foreground.

Multimodal gestures are still important, even with older students!

Students in higher grades of CKLA are prepared to take on more advanced foundational skills, including morphology, Latin roots, and suffixes.

Vocabulary in CKLA units is tied to the unit’s knowledge content, helping students master skills in context.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**6.3** TAKE-HOME


**Root rupt**

*Write the correct word to complete each sentence. You may need to add -ed, -ing, or -s to make the word correctly fit in the sentence.*

uninterrupted	erupt	disrupt
rupture	abrupt	eruption

1. A volcanic \_\_\_\_\_ is usually sudden and violent.
2. When my friend lied to me, it caused a(n) \_\_\_\_\_ in our friendship.
3. My parents say it’s bad for me to spend \_\_\_\_\_ hours watching television, so they limit how much I can watch.
4. Old Faithful is a geyser in Yellowstone National Park that \_\_\_\_\_ several times a day.
5. Sometimes my dog \_\_\_\_\_ my sleep when she barks in the middle of the night.
6. During an argument, my brother left the room in a(n) \_\_\_\_\_ way instead of continuing the conversation.

Amplify.




**Science of Reading:  
The Podcast**

We have lots more to say about the Science of Reading—so much that we started a podcast about it! Check out Science of Reading: The Podcast, available through all the usual podcast channels.

## Skills practice: Student Readers

As students continue to move through the curriculum, their understanding of the code will become more sophisticated. Decodable Readers are designed to progress in skills, and lessons are developed around these readers.



Josh, Jen, and Gran hike **deep** in the **cave**. They get lost. They are a bit **scared**, but just then Sam's bells ring.

Sam's bells help them get back to the camp **site**.

When they get back, Jen hugs the **mule** and says, "Sam, **you** and **your** bells **saved** us!"

80

81

New sounds in each unit are introduced in bold. Students are gradually introduced to "tricky" spelling concepts, such as different sounds that use the same letter code.

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 diversity, inclusivity, and authenticity, while others have fantastical creatures to bring more excitement and whimsy to the tales.





Readers are uniquely designed to provide intensive practice with the CKLA code while students read compelling and engaging stories and informational texts for the first time.



Textual complexity increases substantially in content, length, and vocabulary as students progress through the grades.



**What River Otters Look Like**

Otters have short, strong legs with webbed paws and sharp claws. The webbing helps the otters swim fast and get their food. River otters hunt for fish, frogs, and crabs.

**River Otter Homes**

When it is time for bed, the river otters scamper to their den. They have nests on land that are lined with grass, moss, and bark.

River otters have short legs with webbed paws and short claws.

All readers are also available as ebooks and audiobooks.

# Skills practice: Writing

Throughout the K–2 Skills units, we ask students to practice their writing skills along with their reading. Student book reports on the readers and other reflective assignments help build good writing habits early and prepare students for the challenges ahead.

**Teacher Resource: Editing Marks**

1. Cross out punctuation mistakes and write the correct punctuation mark above the wrong one.
2. Cross out capitalization mistakes and write the correct uppercase/lowercase letter above the wrong one.
3. Write a caret (^) where a word or punctuation mark needs to be inserted. Write the word or punctuation mark above the caret.
4. Correct spelling mistakes if students notice or question them. You should accept plausible spellings that use the sound/spelling correspondences taught thus far.

- You can also ask students if they have any other suggestions that would improve the student's writing. Explain that they should make any suggestions by asking a question.
- Model this by saying, "Would it make the writing even better if we . . . ?" Using this phrasing will make it clear that students are making suggestions for consideration, rather than mandating changes that must be made.
- If changes are suggested, check with the class to see if everyone agrees. Make the changes on the display book report. At this stage, two or three suggestions are probably enough.


- When you have completed the editing checklist with the class, be sure to once again thank the author for having volunteered his or her draft.

**Students Edit Their Own Drafts**

**Note:** Students may wish to edit in a different-colored pencil.

- Tell students that they will all now edit their own drafts. Hand back Activity Page 6.3.
- You will read the items on the editing checklist, and they will look at their own papers to see if they need edits.
- Ask the class if their own draft has the name of the tale, or title. If they do, tell them to give you a thumbs-up sign. If they are missing the name of the tale

Activity Page 6.3



Teachers are given the information they need to help assess student work in a way that meets students where they are with their skills.

Students learn to view writing as an ongoing process, giving them confidence to experiment and learn from feedback.

Lessons integrate useful collaboration skills.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.3** Activity Page  
CONTINUED

This tale tells us \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I liked/did not like this tale because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

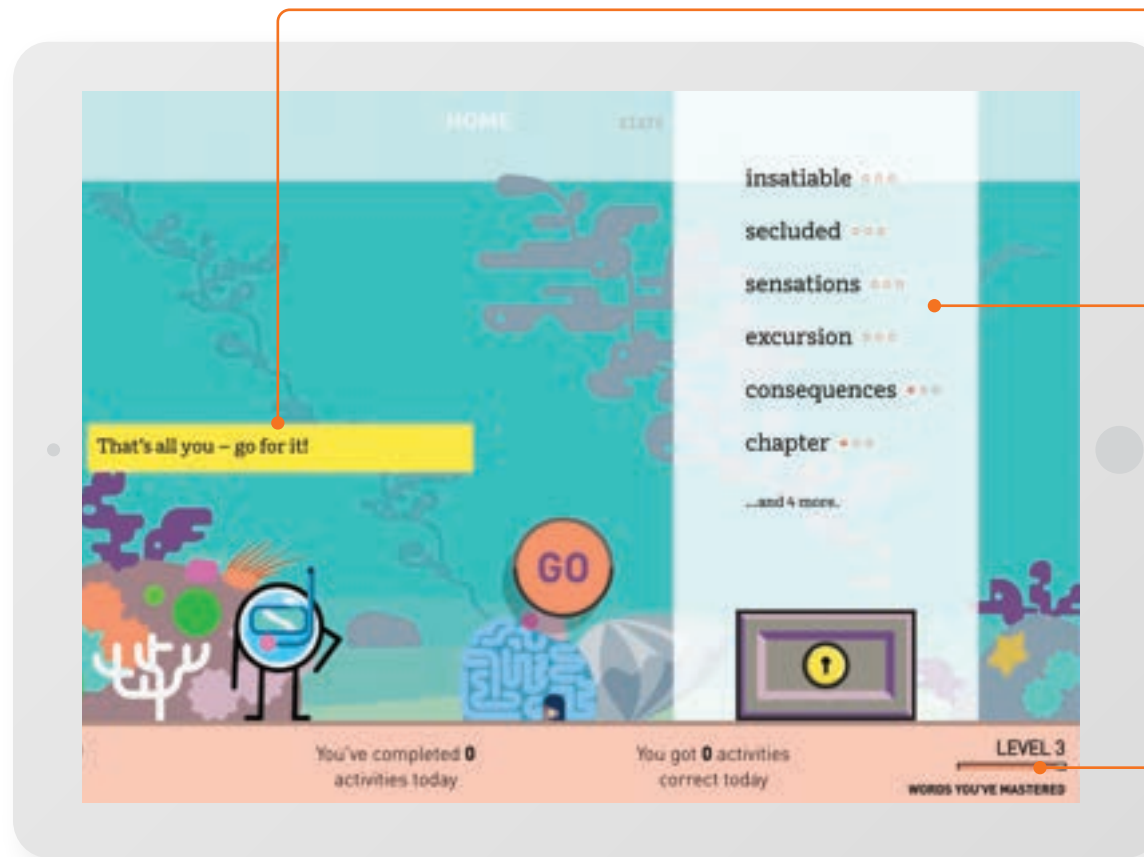
Reading and writing work together. ("Read to write, write to read.")

Handwriting is an important part of writing!

Students are taught not just to write, but to think and to defend their thoughts.

## Skills practice: Vocabulary

In grades 3–5, students gain access to the Vocab App, a digital tool for practicing vocabulary. Assisted by a cartoon helper, students complete different activities.

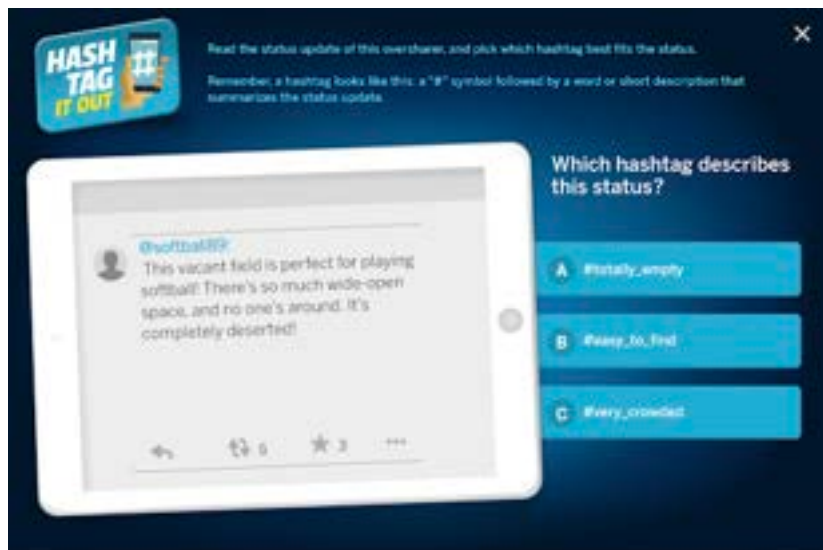


The setting evolves as the student becomes more proficient—discovery creates the motivation to keep practicing.

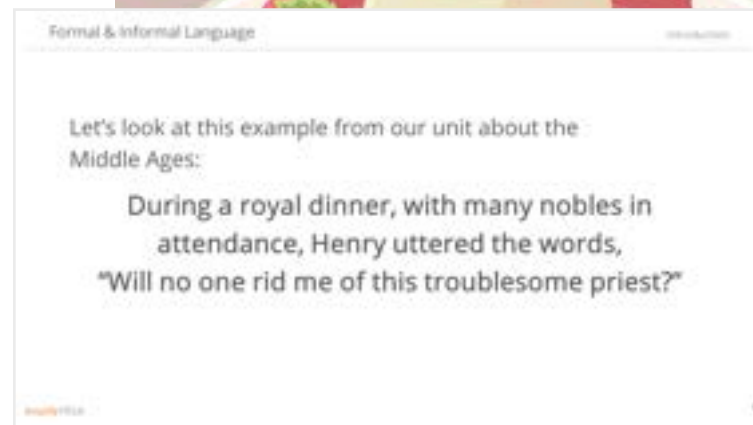
All words in the Vocab App are tied to the units—students practice the words they see in context.

The progress bar encourages students to set and meet personal vocabulary goals.





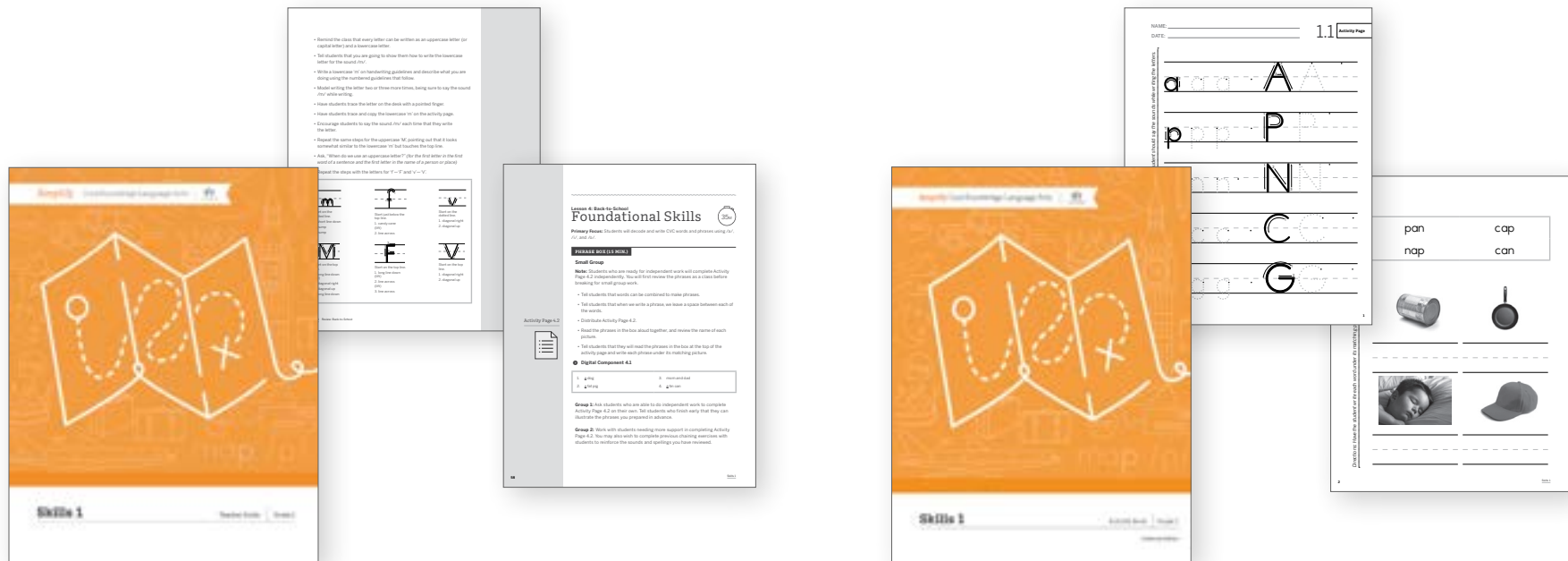
Humorous activities with cultural relevance help students relate their vocabulary practice to their lives.



In addition to the Vocab App, a comprehensive digital skills deck uses vocabulary from the Knowledge Domains to give students practice with context.



# What's included in Amplify CKLA Skills?



## Teacher Guides

Teacher Guides contain comprehensive guidance for 180 days of foundational skills instruction and additional targeted support. Each guide represents one Skills unit.

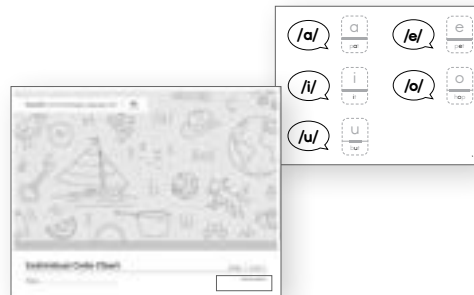
## Student Activity Books

Activity Books contain daily formative assessments and practice pages linked to each lesson's objectives. An Activity Book accompanies each Skills unit.



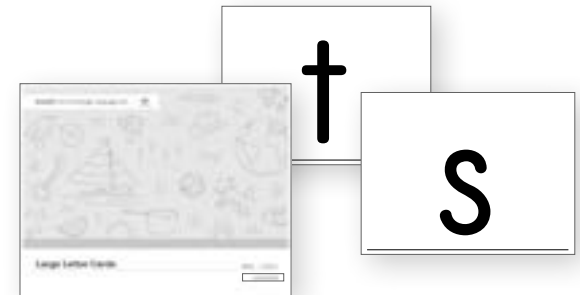
## Spelling Cards

Students can sort, decode, or manipulate these Spelling Cards to build short and long words independently during small-group instruction.



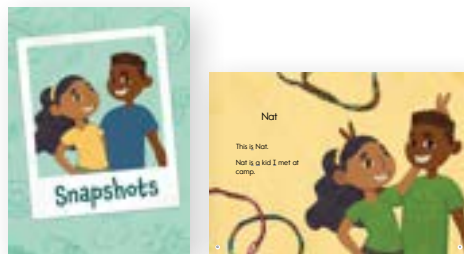
## Individual Code Chart

Students use this chart to record the consonant and vowel sound-spelling correspondences they have learned.



## Large Letter Cards

Large Letter Cards are used for teaching and reviewing sounds and spellings.



## Student Readers

Diverse and engaging, student readers are the basis for the instruction of foundational skills.



## Big Books (K-1)

Big Books are large-scale replicas of the Student Readers used for teacher demonstration in several units of kindergarten and first-grade instruction.



## Code Flip Books

These are used with Spelling Cards to learn or review sound-spelling correspondences.

# Knowledge

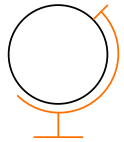
While students are learning how to read, Knowledge Domains give them authentic and engaging reasons to read. Students will use their skills to explore domains that relate to storytelling, science, and the history of our world as seen through the eyes of many different groups. With these domains, you'll bring the world to your students, showing them how reading can become an exciting, rewarding, and useful part of their lives.

“A lot of people didn’t like to do ELA, but now we do. We get to do experiments and learn all about people we didn’t know about before, and a lot of people like it now! Especially me.”

—Mariana, 4th-grade student, California



# The Science of Reading: Knowledge



## Build connections and context

Each CKLA Knowledge Domain gives students a base of vocabulary and concepts, building on what they've learned in previous domains. This helps students make connections within and across grades, building a base of background knowledge that will help them navigate new and more complex texts.



## Emphasis on interactivity

We emphasize interactions with students, challenging them and encouraging them to think about the material rather than simply receive it. Each lesson includes many options for formative assessment and immediate adjustment to your class's needs.



## Listen and understand

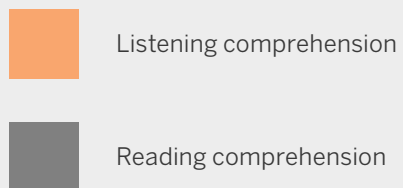
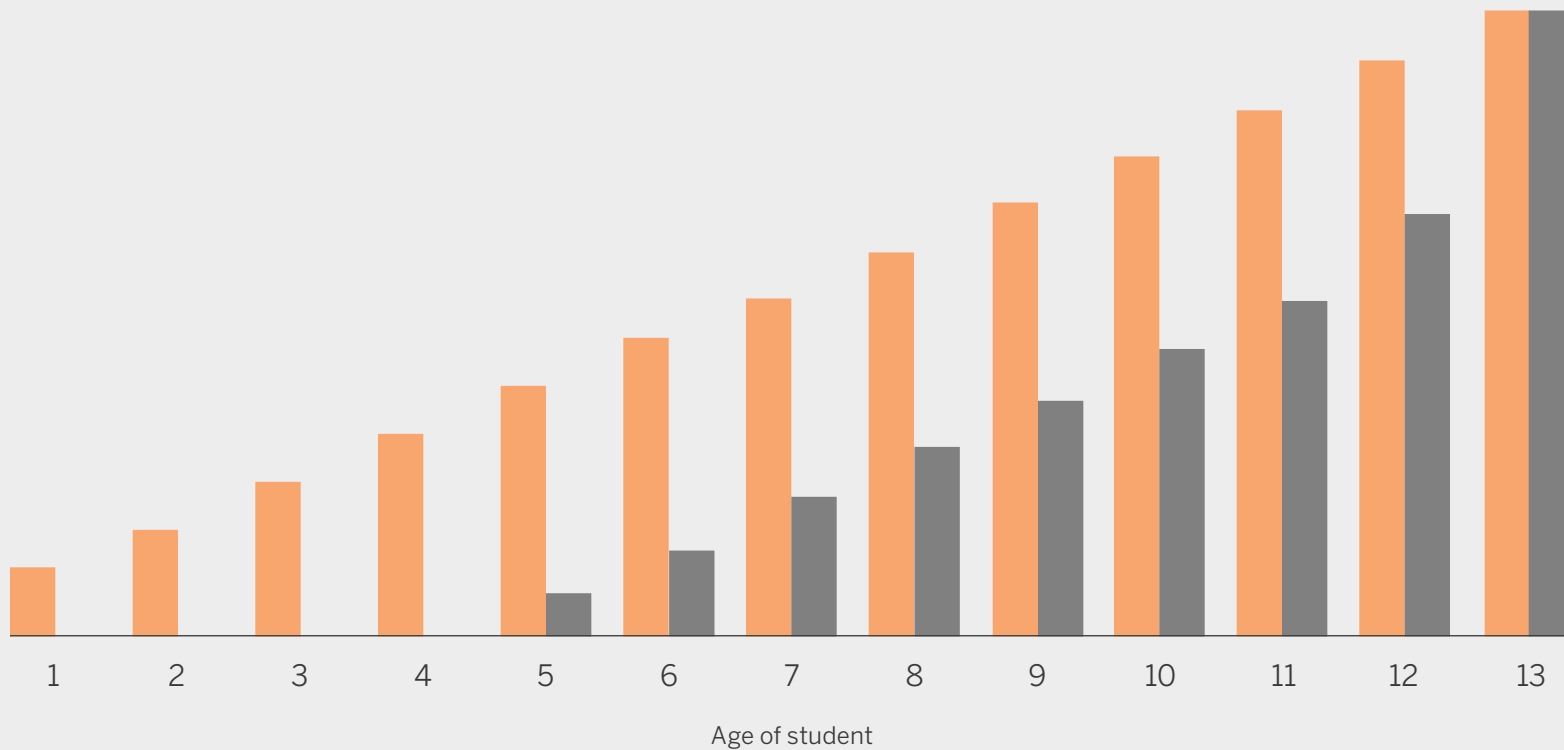
Students learn to listen and understand before they learn to read. By delivering knowledge through classroom read-alouds, we teach students the key comprehension skills they'll use throughout their reading lives.



## Assess what's important

End-of-domain digital assessments for Knowledge Domains are fully voice acted, ensuring that each student's comprehension skills are being authentically tested. This not only helps build student test-taking confidence, but also gives you a more accurate picture of your class.

## The direct relationship between listening and reading comprehension



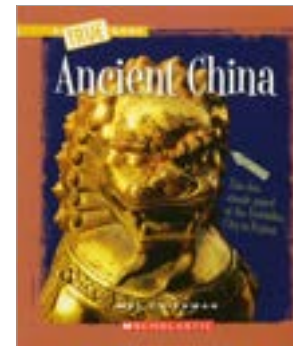
Students' listening comprehension outpaces their reading comprehension until age thirteen. We've designed our read-aloud lessons around this fundamental understanding to make sure that students interact with complex texts and background knowledge from day one.

T.G. Sticht, 1974, 1984

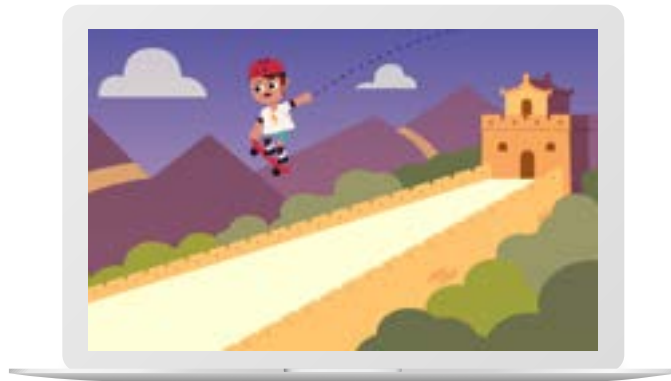
# What's in a CKLA Knowledge lesson?

Here's a deep dive into one of our lessons—this one from grade 2, Domain 2, Early Asian Civilizations—to give a sense of what your students will encounter in a typical CKLA Knowledge lesson.

## Trade Books and Guides



## Knowledge Builders



## Video/Activity guide



## Teacher Guide



• Activity Book



• Digital components



End-of-Domain Assessment

• Flip Book



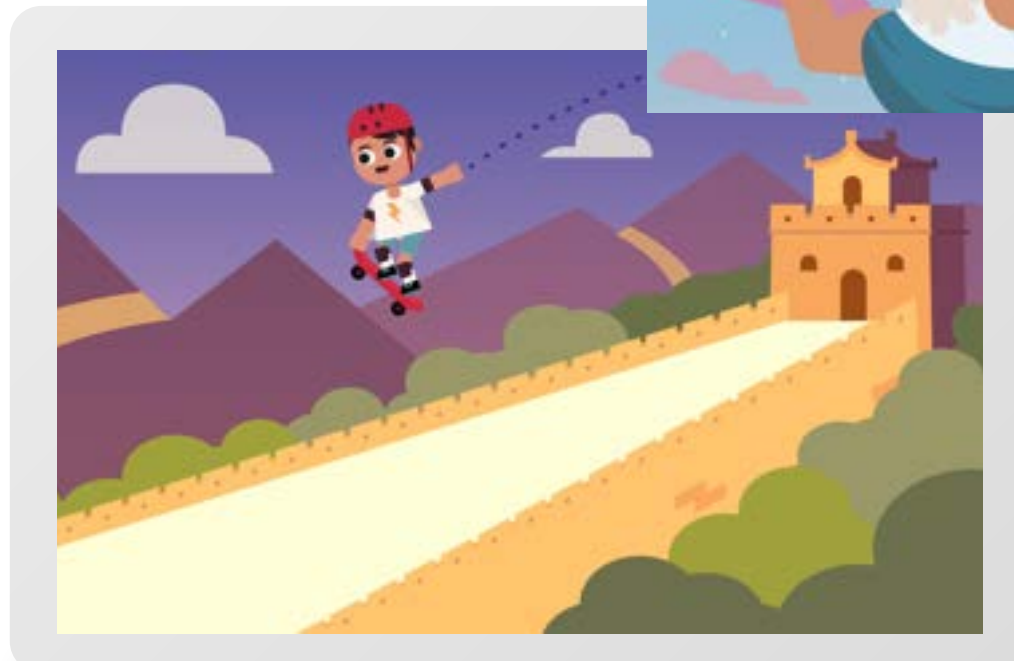
• Image Cards





## ..... Knowledge Builders .....

Each Knowledge Domain starts with a Knowledge Builder video: a short, fun animated story with an emphasis on engagement. In this domain, a young boy named Kuài Zi teaches students the history of the Great Wall of China—by jumping over it on a skateboard.



Knowledge Builder videos come with video guides and activity pages, giving you additional ways to get your students excited about what they're about to learn.

**GRADE 2 - DOMAIN 2**  
**Early Asian Civilizations**

Before or after showing the video, use one or more of the following activities to introduce and/or reinforce the concepts in this domain.

**Talk About It!**

- Fill out a K-W-L chart with students about what they know and what they want to know about Asia, India, and/or China. As you continue throughout the domain, have students fill out the K-W-L chart with what they have learned about the continent or those countries.
- Remind students that these ancient civilizations were built on the Yellow and Ganges rivers. Ask them why people would build a civilization on or near a river.
- Ask students how learning about ancient civilizations might be useful to their lives today.

**Figure It Out!**

- Read *Grandfather Tang's Story* by Ann Tompert. This story introduces tangrams, Chinese geometric puzzles in which one can arrange seven pieces into various shapes. You may also wish to print a free template for tangram pieces, then have students use these pieces to make the animal puzzles in the book.
- During Chinese New Year, it is customary for people to hand out red envelopes with money in them. Use some red envelopes, or make red envelopes out of construction paper, and fill them with various amounts of play money. Have students count the money in each envelope.

**Write It!**

- Read *Do Unto Others* by Laurie Keller, a book about the Golden Rule and treating "others" the way you would like to be treated. When you finish, have students write and illustrate a sentence or two about how they would like to be treated, then compile their work into a class book.
- Many of Confucius's teachings wound up as proverbs, basic truths based on experience or common sense. Have students create their own proverbs, a sentence or two based on wisdom they have gained in their lives.
- During Chinese New Year, people write riddles on the side of a red lantern, and others try to solve the riddles for a small prize or gift. Have students write a riddle, starting with the answer in mind, then writing clues about the answer. Take turns trying to solve them.

**Extend It!**

- India has many traditional dances, ragas, dances, the fan dance, S dance. Have students create six or more from their own lives, and share them.
- China's New Year celebrates new beginnings, and each year honors one of twelve animals. Print out the Chinese zodiac wheel, and have students figure out which animal they are, based on the year of their birth. Each animal is associated with different qualities. Have students read about the qualities of their animal and whether or not it bears any resemblance to their personality.
- The Great Wall of China is one of the Wonders of the World. Using paper cubes and liquid glue, have students try to recreate this marvel. For added fun, combine the students' walls for a Great Wall of your very own!

AmplifyCK12

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AmplifyCK12

# Introduction

Each Knowledge lesson in K–2 begins with a review of previous knowledge, helping learners connect the knowledge they’re building as they grow as readers.

The screenshot shows a lesson page for 'The Indus River Valley, Part I'. On the left, a vertical purple bar contains the word 'KNOWLEDGE' and a large number '1'. The page header includes 'LESSON' and '1'. The main title is 'EARLY ASIAN CIVILIZATIONS The Indus River Valley, Part I'. Below the title, a section titled 'PRIMARY FOCUS OF LESSON' lists four standards: Speaking and Listening (SL.2.1), Reading (RI.2.3), Language (L.2.5, L.2.5a), and Writing (W.2.8). A section titled 'FORMATIVE ASSESSMENT' includes 'Activity Page 1.2' and 'Write About It: The Indus River Valley' with a writing prompt and standard W.2.8. Two orange lines with circular endpoints point from the text on the right to the 'PRIMARY FOCUS OF LESSON' and 'FORMATIVE ASSESSMENT' sections.

Each Knowledge lesson aligns to multiple key standards.

Opportunities for formative assessment during lessons are clearly highlighted to save you time.

Knowledge Domains  
give students context to  
understand vocabulary words.

Students will slowly fill in this map  
as they gain knowledge about each  
civilization in this domain.

**CORE VOCABULARY**

**common, adj.** known by most people; ordinary

Example: Almost every student in Mr. Davis's class was out sick with the common cold.

Variation(s): none

**cultivate, v.** to grow or tend to a crop or plant

Example: Every summer, Trevon and his mother would cultivate tomatoes and cucumbers in their garden.

Variation(s): cultivates, cultivated, cultivating

**fertile, adj.** rich in the materials or nutrients needed to produce many strong, healthy crops

Example: Because Kiara's farmland was so fertile, she always grew the biggest crops in the county.

Variation(s): none

**Indus River, n.** the river at the center of the first civilization in early India

Example: The Indus River flows through the countries of Pakistan and India.

Variation(s): none

**Irrigation canals, n.** ditches cut into the ground to send water where needed

Example: The Egyptians used irrigation canals to move water from the Nile River to their crops.

Variation(s): irrigation canal

Vocabulary Chart for "The Indus River Valley, Part 1"

Type	Tier 3 Domain Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Indus River irrigation canals	cultivate (cultivar) fertile (ferti)	
Multiple Meaning			
Sayings and Phrases	spring up river valley		

Directions: Lesson 1: Label the continent of Asia on the title line above the map. Color in brown the border around the area formed by the present-day countries of India and Pakistan; label this area "ancient India." Color in brown the caret marks showing the mountains in ancient India; label these mountains "Himalayas." Label and color the Indus River in blue. Color the dot that represents the city of Mohenjo-daro next to the Indus River in red.  
Lesson 3: Label and color the Ganges River in blue.  
Lesson 6: Color in brown the border of China; label this area "China." Color in brown the caret marks showing the mountains in China; label these mountains "Bayankala Mountains." Label and color the Yellow River in yellow and the Yangtze River in blue. Add several dots in red around these rivers to represent cities that formed.

Title \_\_\_\_\_



Knowledge 2

# Interactive Read-Aloud

Students will begin their journey through ancient Asian civilizations with a Read-Aloud about rivers and cities. Through careful questions, students will start to piece together how these two concepts might connect.

**Lesson 1: The Indus River Valley, Part 1**

## Introducing the Read-Aloud

**Speaking and Listening:** Students will review key components of a civilization and locate Asia, India, and China on a map or globe. [SL.2.1]

**10m**

**CORE CONNECTIONS (5 MIN)**

**What Do We Know?**

- Students who used Core Knowledge Language Arts in Grade 1 should have an idea of what an ancient civilization is and be able to describe the key components, or parts, of a civilization (cities, jobs, leaders, writing, religion). This knowledge provides the foundation for understanding the civilizations discussed in this domain.
- Review the key components of ancient civilizations:
  - What does the word ancient mean? (Ancient means very old.)
  - What does the word civilization mean? (A civilization is an advanced or very developed society that often has cities, farming, leaders, writing, and/or a religion.) So, an ancient civilization is one that is very old and was formed many, many years ago.
  - What ancient civilizations do you remember learning about in first grade? (Maya, Aztec, Inca, Egyptian, Mesopotamian) What do you remember about them? (Answers may vary.)
- Use the following Flip Book images to help students visualize and recall the key components of civilizations. (cities, jobs, leaders, writing, religion)

**Show image 1A.1: Three pyramids**  
An important job in many ancient cities was farming. Cities often formed around large rivers so that people could farm, the ancient Egyptian civilization in Africa along the Nile River. This is an image of that civilization. Which two components of a civilization are represented by this image? (jobs and cities)

**Speaking and Listening**  
Exchanging information and ideas  
**Entering/Emerging**  
Reframe open-ended questions as simple yes/no questions (e.g., "Does ancient mean really young?")  
**Transitioning/Expanding**  
Provide students with a specific sentence frame (e.g., "Ancient means really...")  
**Bridging**  
Encourage students to use key details in complete sentences (e.g., "An ancient civilization is one that existed a long time ago.")

Read-Alouds have clear goals and are tightly aligned to standards.

Each Read-Aloud begins by reviewing previous material, helping students understand how knowledge fits together.

English language learner (ELL) supports are built into every lesson and provide specific guidance for ELLs across language proficiency levels.



Read-Alouds are supported by vivid images, increasing engagement and understanding.



Read-Alouds emphasize interactivity and critical thinking about the content.

A listening comprehension approach lets students focus on engaging with the content.

Embedded differentiation give teachers in-the-moment opportunities for enrichment and extra support.

As their communities grew, these people worked together to plan and build permanent cities by the river. An irrigation canal is a ditch cut into the earth that directs water to needed areas.



**Show image 1A-11: Mohenjo-daro, layout, walls, citadel**

There were many permanent cities by the Indus River. Not so very long ago, archaeologists uncovered Mohenjo-daro [moe\*han\*jee-dar\*oo], one of the most thriving cities of the ancient Indus River Valley.

A city enclosed by brick walls, Mohenjo-daro was designed in a square, grid-like pattern. The citadel, the fortress or protected area at the city's center, housed its leaders—priests, who were members of the ruling class that performed both religious and governmental duties. Beyond the citadel, spreading out in all directions of the city, a web of roads led to the homes of countless workers. Everyone had a job to do: some farmed the land outside the city walls; some made bricks from the river's muddy soil, and others fashioned these baked bricks into buildings. What key components of a civilization did the Indus River Valley have? (city of Mohenjo-daro, religion, jobs such as farmers, brick makers, bricklayers)



**Show image 1A-12: Stone seal**

Other people in the Indus River Valley had other jobs. For example, fine craftsmen designed jewelry and distinctive stone seals carved with pictures of buffalo, elephants, and tigers, a form of writing. Archaeologists uncovered many of these stone seals, but they are not sure of the purpose of the seals.



**Show image 1A-13: City street with bull cart**

And all over the city, merchants bought and sold their wares, or goods they made to sell, such as pottery, jewelry, or bread. The city's wide streets, lined with flat-topped, brick

**Support**

Archaeologists are scientists who study the way people lived in the past. Archaeologists who studied the history of the Indus River Valley found that the ancient city of Mohenjo-daro was one of the largest and most successful cities near the Indus River.

# Application

After each Read-Aloud, students will apply what they've learned through word work and other writing and critical thinking activities.

### WRITE ABOUT IT: THE INDUS RIVER VALLEY (10 MIN)

**Show image 1A-9: Indus River Valley**



- Tell students that they will be using this image to write two or three sentences describing the river and the mountains in the image, and explaining how the river and mountains in this part of Asia allowed civilizations to form long ago.
- Have students turn to Activity Page 1.2 and note that a smaller version of image 1A-9 appears at the top of this activity page. Tell students they will write their sentences on Activity Page 1.2. Emphasize that they will be writing descriptive sentences about the river and mountains, as well as a sentence about the way in which that river and the mountains affected the formation of ancient civilizations.
- Explain that a descriptive sentence is one that describes, or gives detailed information about, the way something looks, sounds, smells, etc. A descriptive sentence enables someone to imagine the thing being described, even without actually seeing, hearing, or smelling that thing.

**Check for Understanding**

Read the following sentences. If the sentence is descriptive, or gives information about the way something looks, sounds, smells, etc., students should stand up. If the sentence is not descriptive, students should remain in their seats.

- I ate my lunch. (sit down)
- The white, puffy clouds floated peacefully in the bright blue sky. (stand up)
- The dog ran. (sit down)
- The shiny, black cat jumped gracefully from chair to chair. (stand up)
- The screeching, red fire engine roared down the street, racing to the fire. (stand up)

Activity Page 1.2



**Writing**

**Writing to Describe**

**Entering/Emerging**  
Allow students to dictate one or two descriptive sentences to an adult.

**Transitioning/Expanding**  
Allow students to work collaboratively with an adult or peers to create one or two descriptive sentences.

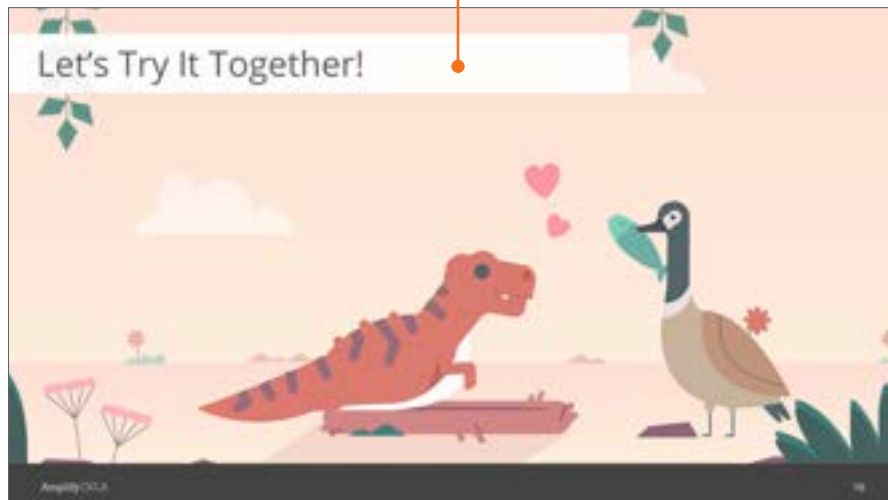
**Bridging**  
Have students write independently to create one or two descriptive sentences.

Based on the Read-Aloud, students get to practice informative and evocative writing.

Each lesson provides opportunities for informal checks to measure understanding.

Sidebar contains options for differentiated learning, including for ELLs.

Many lessons have digital vocabulary lessons to help reinforce key vocabulary concepts in a domain.



**Grade 2: Domain 2**  
**Ancient China**

**Summary:** This book is part of Scholastic's True Book, Ancient Civilizations series. Ancient China helps readers understand what is unique and distinctive about ancient China as well as its influence on some of the practices of the modern world. Topics covered include its history and rulers, art, music, entertainment, and everyday life.

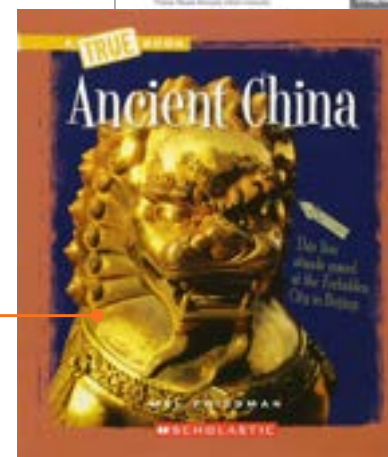
**Essential Question:**  
What was life like in ancient Asian civilizations?

**Note:** You may choose to read this book with a series of mini-lessons.

**Before Reading:** Create the following chart on the board before reading. Review the table of contents with students, pointing out that it matches the chart you created. Tell students that together you will take notes on each chapter, recording interesting and important information.

**During Reading:** Stop after each chapter and ask students to recall interesting and important information to add to the chart.

Chapter Title	Notes
Origins	
History	
Age of Thought	
Language	
Art	
At the Gateway	



All our Knowledge Domains are paired with Trade Books, extending the knowledge students are learning through an authentic text.



## Knowledge 3–5

By grades 3–5, students have mastered the basics of decoding and are hungry to use what they’ve learned to reach out to the world. Although Read-Alouds remain an important part of lessons, students are also encouraged to practice independent reading starting in grade 3—striking a balance between strong teacher support and developing their autonomy and confidence as readers.

When you were a baby, you did not need to learn how to breathe. Your **lungs** worked **automatically**, bringing air into and out of your body. You also did not need to learn how to use your vocal cords to make sounds. When you were a baby, you made lots of **funny noises and grunts**. Ask your parents!

You did, however, need to learn how to change those grunts and noises into words so you could talk. You did this by listening to the people who talked to you when you were a baby. You practiced saying the same sounds and words. You learned to speak whatever language all of those people were speaking to you. **If your family spoke only English** to you, you learned to speak English. If your family spoke only Spanish to you, you learned to speak Spanish. People can learn to speak more than one language. Maybe you or some of your classmates speak more than one language.

Vocabulary words are highlighted, encouraging students to learn them in context.

All readers are also available as audiobooks and ebooks through the resource site.

Informational and literary texts engage students and motivate them to reflect on their experiences.

When you were a baby, you did not need to learn how to breathe. Your **lungs** worked **automatically**, bringing air into and out of your body. You also did not need to learn how to use your vocal cords to make sounds. When you were a baby, you made lots of funny noises and grunts. Ask your parents!

You did, however, need to learn how to change those grunts and noises into words so you could talk. You did this by listening to the people who talked to you when you were a baby. You practiced saying the same sounds and words. You learned to speak whatever language all of those people were speaking to you. If your family spoke only English to you, you learned to speak English. If your family spoke only Spanish to you, you learned to speak Spanish. People can learn to speak more than one language. Maybe you or some of your classmates speak more than one language.



When you were a baby, you learned to speak the same language that the people around you were speaking.

94

95

**Pages 94–95**

- Draw students' attention to the images on **page 95** and ask them to predict how they learned to speak.
- Have several students share their predictions.
- If you have students who speak languages other than English, have them share some words in their native language with the class.
- Ask students to read **page 94** to themselves to find out how people learn to speak.
- When students have finished reading, restate the question and ask a student to answer.
  - Babies practice what they hear and learn to speak whatever language they are hearing.

Lessons emphasize analysis, inference, and critical thinking.

Independent reading is tied explicitly to learning about the world.

# Writing and language

As students progress from K–5, writing activities start to emphasize analysis, creativity, and independent thinking about the material students are learning.

**Activity Page 11.1**

**Lesson 11: The Human Voice**

## Writing

**20M**

**Primary Focus:** Students will use vocabulary and concepts from the reading and read-aloud to write a descriptive paragraph about a particular sound. **(W.3.1.L.3.3a)**

**DESCRIPTIVE WRITING (20 MIN.)**

- Have students turn to Activity Page 11.1.
- Tell students they will write a paragraph **describing a sound without naming the sound, such as a telephone ringing or a bird singing. What is the sound like? What is its pitch and intensity? What kind of rhythm does it have? How do people respond when they hear the sound?**
- Have students write for about 15 minutes. Tell them that you will be collecting the paragraphs so to make sure that they use the unit vocabulary words, descriptive and sensory words, and complete sentences. Remind them that adjectives and adverbs make their writing much more interesting.
- During the last 5 minutes of the lesson, have students read their paragraphs aloud **so that other students can guess what the sound is.**
- Collect Activity Page 11.1.

**Lesson 11: The Human Voice**

## Language

**20M**

**Primary Focus:** Students will read and write words using alternate spellings for the /ae/ sound. **(L.3.2f)**

**SPELLING (20 MIN.)**

- Tell students that this week **they will review the spellings of /ae/**
- As you introduce each of the spelling words, write them on the board, pronouncing each word as you write it.

**Writing Writing**

**Entering/Emerging**  
Provide 1:1 prompting and support as students write their paragraphs.

**Transitioning/Expanding**  
Ask students to read each sentence to look for places to add descriptive and/or sensory words.

**Bridging**  
Encourage students to use a variety of descriptive and sensory words, adding adverbs for effect.

**Support**  
Pull together a small group of students and work with them to generate descriptive and sensory words. Some students may benefit from brainstorming words for categories such as pitch, intensity, people's reactions, adjectives, adverbs, etc.

**Challenge**  
Have students use a thesaurus, dictionary, or other resource to find descriptive words to describe sounds.

Imaginative writing activities challenge students to both think and engage emotionally.

Writing is presented as a way of communicating rather than a rote exercise.

Differentiation cues help you meet and challenge students at any point in their journey as writers.

Skills work is less of a focus, but still present to keep students sharp.

# Core Quests: Transforming the classroom

Each of the levels in grades 3–5 contains a Core Quest. In these special units, all the normal rules of the classroom change, and students engage with language in surprising new ways. Here in this grade 5 example, they learn to love the dense Shakespearian language of *A Midsummer Night's Dream* through imagery, close reading, and performance.



**Lesson 12: Performing Shakespeare's Work**

## Performing Shakespeare's Work

90

**Primary focus:** Students will identify the main ideas of Act 3, Scene 1. [RL.5.1]  
Students will perform scenes from Act 3, Scene 1, using appropriate gestures. [SL.5.4]

**LANGUAGE WARM-UP: DONKEY SOUNDS (5 MIN.)**

- Invite students to the front of the classroom in groups and have them put on their Bottom transformation costumes. When they are up front, tell them to warm up by giving a big "Hee-Haw."
- If students have any particularly original transformation props, interview their creators about their inspiration.

**Variation:** Have the whole class stand and warm up together.

**Variation:** Remind students that, shortly after his transformation, Bottom sings in addition to making donkey noises. Ask for song recommendations and invite the class to sing them in the style of Bottom as a donkey. Encourage students to give a reason that links Bottom to the song they suggest.

- You may want to establish some volume restrictions. Consider telling students that Bottom is suffering from minor laryngitis from all his acting over time and can only sing very softly.
- If shyness is not an issue for your class, have students sing in small groups of two to four.

**Challenge**

Ask students how they think Bottom would be singing in a group of actors, based on what they have read in the text.

# Teacher support resources

The classroom can be taxing for both students and teachers. We aim to make your shift to the Science of Reading as painless and rewarding as possible by providing support and extension through professional development, embedded differentiation and assessment, ready-made lesson presentation slides, and robust student engagement supplements.

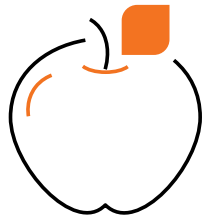
“This has been the single most powerful curriculum implementation I have seen in my 16 years in education.”

—Deanna, Assistant Principal, Tennessee



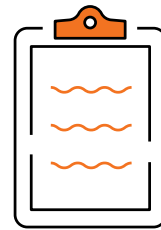
# The Science of Reading: Supporting instruction

CKLA provides tools for measuring and understanding the different learners in each classroom, while empowering teachers with resources they need, too.



## Teacher resources

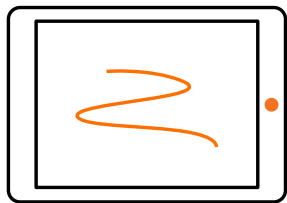
From digital Teacher Guides to the Sound Library, we provide all the support instructors need to plan and execute each CKLA lesson.



## Effective assessment

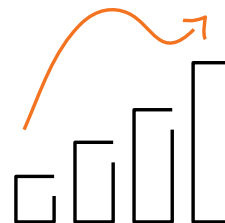
Student assessment gives the necessary inputs needed to differentiate instruction effectively—from informal and minute-by-minute opportunities to lessons designed to remediate, enrich, and offer targeted practice.





## Robust multimedia and digital experience

Amplify CKLA includes rich multimedia such as songs, videos, and ebooks to deepen learning. With the slides-based digital experience equipped with LMS integration, it's never been easier to plan and present lesson content.



## Ongoing professional learning

Amplify offers a range of different professional development opportunities, including on-site training, webinars, and self-paced online courses. Our Professional Learning site gives teachers and administrators access to free PD professional development modules, model lessons, and a wealth of resources to develop expertise.



# Streamlined assessments to inform your instruction

We believe that giving you frequent and timely assessments is the key to classroom success.

TEACHER SUPPORT

Daily formative assessments

## Check for Understanding

Each lesson segment incorporates Checks for Understanding to increase engagement and to let you make real-time adjustments where they count most for your students.

**Challenge**

Slowly rotate the globe so your town is full in the path of the light and full out of the path of light and ask students what is happening in your town at that moment. (Turned) Continue rotating the globe counterclockwise and ask what happens as your town goes back into shadow. (Turned)

Activity Page 1.1

**Observation 2:** Help students observe that it is nighttime in your town when the sun is shining on the opposite side of the globe and your town is in shadow.

Now continue slowly spinning the globe counterclockwise until the sticker is once again directly in the beam of light.

**Observation 3:** Help students observe that when the earth spins all the way around one time, one whole day—or twenty-four hours—has passed on the earth.

**Check for Understanding**

What does the rotation of the earth on its axis cause? (the cycle of daytime and nighttime)

Give students Activity Page 1.1. Read the prompts for each question and tell students to circle the appropriate answer.

Collect Activity Page 1.1 to ensure that students understand how the rotation of the earth causes daytime and nighttime.

## Formative Assessment

Each lesson goal is standards-aligned and tied to a formative assessment opportunity, allowing you to see which students need more support with an objective.

**Speaking and Listening**  
Students will review how the earth's revolution and tilt cause the four seasons. [SL.2.2]

**Reading**  
Students will describe the life cycle of a flowering plant. [RI.2.3]

**Language**  
Students will demonstrate an understanding of the Tier 2 word protective. [L.2.3a]

**Writing**  
Students will sequence and write a summary of the life cycle of a flowering plant. [W.2.3]

**FORMATIVE ASSESSMENT**

Activity Page 4.1	Flowering Plant Life Cycle Students will sequence and write a summary of the life cycle of a flowering plant. [W.2.3]
-------------------	---

## Mid- and End-of-Unit Assessments

Each unit and domain includes a Mid-Unit and End-of-Unit Assessment, providing valuable information on the skills and content students have mastered. Digital end-of-unit assessments are available on a variety of platforms.

## Benchmark Assessments

Benchmark Assessments help you set goals and monitor the growth of each student, providing a baseline at the beginning of the year and ensuring students are advancing toward grade-level objectives.



NAME: \_\_\_\_\_ 7.2 Assessment  
 DATE: \_\_\_\_\_

### Prince Vincent

Once there was a prince named Vincent. Vincent came from France. He was a proud man with a loud voice.

Once, a bee stung Vincent on his cheek.

“Ouch!” said Vincent, grabbing his cheek. “What bee has stung me? What bee would dare to sting me?”

The bee buzzed.

“Look at me!” Vincent shouted at the bee. “I am the prince of France! You are a foolish bee if you think you can sting a prince like me!”

The bee buzzed off.

# Embedded differentiation to meet the needs of all students

Amplify CKLA provides built-in differentiation strategies in every lesson for all students, including supports for ELLs.

TEACHER SUPPORT  
Embedded differentiation in all lessons

## Access supports for ELLs

Integrated ELD supports in each lesson segment for ELLs are specific to students' mastery of the lesson's objectives.

## Support and Challenge for all learners

Lessons include Support and Challenge suggestions that provide assistance or opportunities for more advanced work toward the goal of the lesson. These supports are suitable for all learners, including ELLs.

The screenshot shows a lesson page with a grey sidebar on the left containing differentiation strategies. The main content area includes a 'Reading' section with 'Reading/Viewing Closely', 'Entering/Emerging', and 'Bridging' supports. Below that is a 'Support' section with a word bank. The main lesson content is titled 'Lesson 23: Write a Paragraph Writing' with a 15-minute timer icon. It includes a 'Primary Focus' section, a 'CREATE A PARAGRAPH' section with a list of instructions, and a 'Check for Understanding' section with a list of questions. The page number '258' is in the bottom left and 'Skills 6' is in the bottom right.

**Reading**

**Reading/Viewing Closely**

**Entering/Emerging**  
Rephrase the questions on the activity page as yes/no questions and ask several of these questions to help students answer the question listed.

**Transitioning/Expanding**  
Encourage students to use the question stem as a sentence frame in answering the questions.

**Bridging**  
Provide minimal support as students answer the questions.

**Support**

Show students pictures you prepared in advance and provide students with a word bank to help them generate sentences about summer (e.g., *hot, swimming, picnic, ice cream, fireworks, library*).

**Activity Page 23.2**

**Activity Page 23.1: Chapter Questions**

Collect and review Activity Page 23.1. Students who did not correctly answer the questions may benefit from rereading the chapter and orally answering the questions in addition to practicing looking back in the text to find answers.

**Lesson 23: Write a Paragraph Writing** 15M

**Primary Focus:** Students will create a paragraph by writing three sentences to follow a short topic sentence. [W.2.1]

**CREATE A PARAGRAPH**

- Remind students that in the previous lesson you worked on finding the topic sentence for a paragraph.

**Check for Understanding**

Ask students to explain what a paragraph and a topic sentence are.

- Tell students that today you will work on creating a paragraph when a topic sentence has been provided.
- Write the following sentence on the board/chart paper: *I like summer.*
- Remind students that all of the sentences in the paragraph must be about summer.
- Take a few minutes to generate possible sentences about summer with the students.
- Record these sentences on the board/chart paper.
- After you have about five or six sentences to choose from, write the sentences in paragraph form either on the board/chart paper. As you write, point out when you are indenting, using capital letters and correct punctuation, etc.

258 Skills 6



## Lesson 23: Foundational Skills Remediation Additional Support

### MORE HELP WITH CREATING A PARAGRAPH

- Make a copy of **Activity Page TR 23.1** for each student.
- **Digital Component 22.1**
- Review the definitions of *paragraph* and *topic sentence* on display.
- Explain the directions. Students read what the topic sentence will be for a paragraph. Then, they must decide which of the sentences under it do not relate to the topic sentence. Students should cross those sentences out.
- Model completing the first one by reading the topic sentence, then reading each additional sentence and thinking aloud to decide if it relates to the topic sentence or not. If it does not, cross it out.
- Have students work in pairs to complete the other two paragraphs.

### MORE HELP WITH ALPHABETIZING

- Give each student an **index card**.
- Ask them to write a word on the card. You may wish to write words on several cards as well.
- Collect the cards and fold them over so only the first letter appears. Have students help you alphabetize the cards in the same manner you have done in previous lessons.

## 30 minutes of Additional Support in every Skills lesson

In the Skills Strand, every lesson concludes with an Additional Support section of recommendations for 30 minutes of extended instruction and activities, directly aligned to the skills taught in the lesson to assist students who need more support in mastering the lesson's objectives.

Acquity CKLA Intervention Toolkit

Home Intervention Toolkit Search

## Intervention Toolkit

You are ready to create a plan and begin intervention.  
Select a skill component from the navigation menu below:

- Letter / Sound Knowledge
- Comprehension
- Simple Patterns
- Multisyllabic Words
- Phonological/Phonemic Awareness
- Handwriting
- Fluency
- Complex Patterns

## Intervention Toolkit

The Intervention Toolkit provides easy-to-use resources to assist teachers in filling gaps in students' foundational skills. Teachers will find hundreds of activities to support phonics, fluency, comprehension, handwriting, and other key skills.

# Ready-to-go slides and all-in-one platform to help you deliver each lesson

The slides-based Amplify CKLA digital experience enhances instruction while saving you time. Everything you need is all in one place, making it easier than ever to plan lessons, present digital content, and review student work.

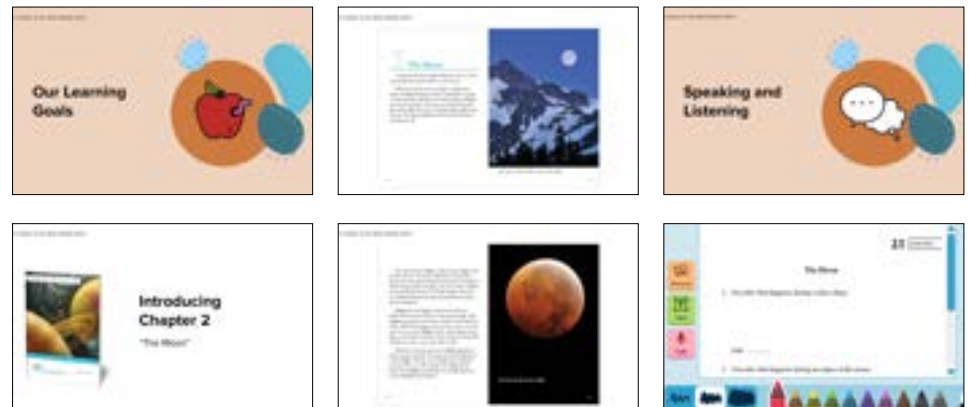
## Simplify planning and instruction

Teachers have access to ready-to-use and customizable lesson presentation slides, complete with all the prompts from the print Teacher Guide embedded in the teacher view. As teachers deliver each lesson, students can engage with the content in one cohesive experience—through Activity Books, slides, digital components, videos, Student Readers, and more.



## Interactive student activities

Through the Student Home, students can easily access digital lessons with slides, Activity Pages, ebooks, videos, and other interactive resources from one simple dashboard.



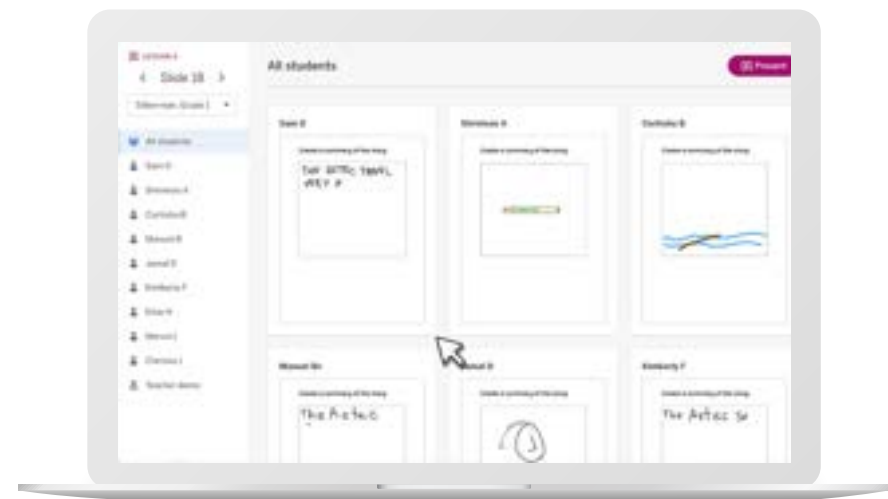
## Your teacher command center

You're provided with the tools you need to ensure a productive digital experience that's personalized to meet your students' needs. This includes a teacher home from which to launch and track lessons, LMS integrations such as Google Classroom and Microsoft Teams, and other customizations based on classroom needs.



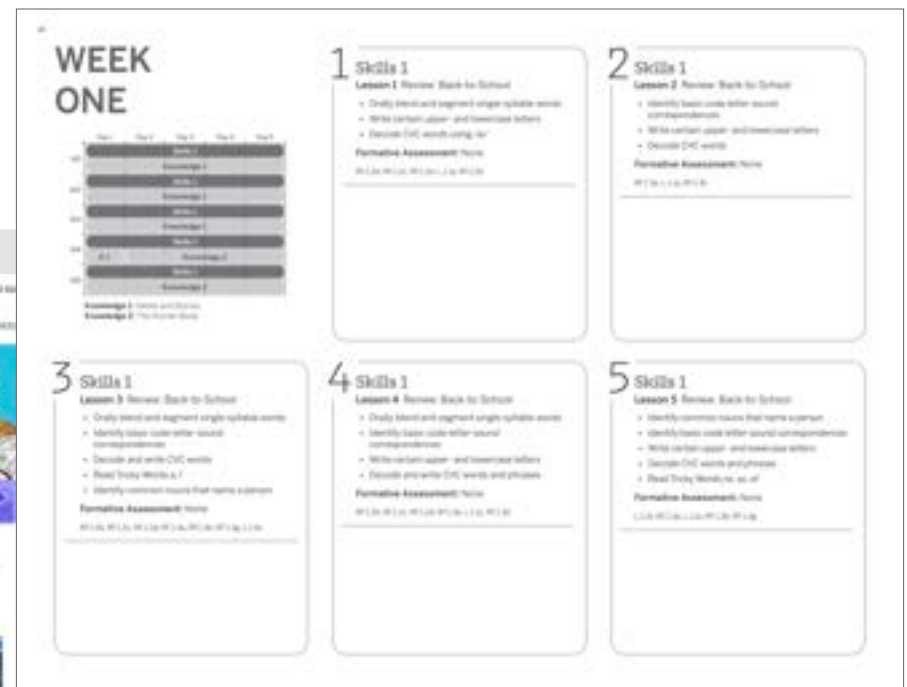
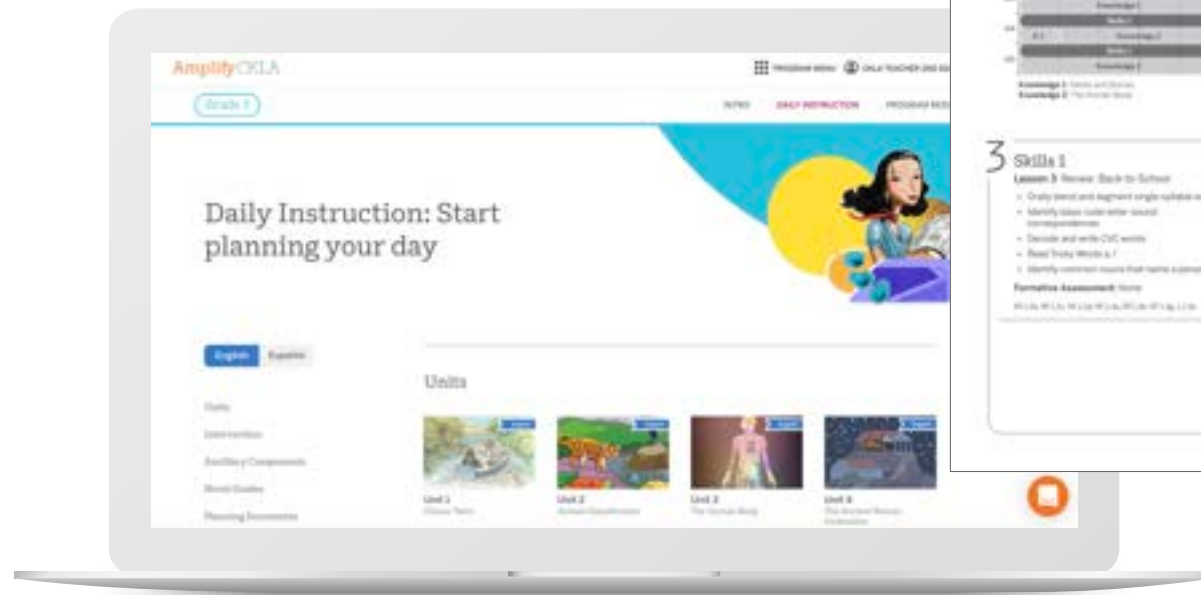
## Get real-time insights into your students' work

The innovative live review tool enables you to keep an eye on students drawing, recording audio, uploading and capturing images, and typing or writing in pre-placed text boxes in their Activity Pages.



# Supporting our teachers, every day

There's a lot in the Amplify CKLA curriculum, and we're here to help you save time navigating it. Our Teacher Resource Site contains digital versions of physical materials, along with our digital components. We've also created a full suite of planning documents, including Teacher Planners, to help keep you on course throughout Amplify CKLA.



# Flexible professional development

We offer professional development at all levels, from full foundations courses for schools adopting CKLA for the first time to strengthening and coaching sessions for experienced CKLA teachers who want to refresh and improve their skills.

We also offer comprehensive packages to match every school district's needs, including full on-site training, webinars, and a self-paced online course, and we provide unlimited real-time support from experienced educators via chat, email, and phone.

## Foundations

For new or returning customers who need to master the basics to implement successfully


## Strengthening


For new or returning customers who want to deepen their practice, particularly with data-driven instructional planning


## Coaching

For new or returning customers who want job-embedded support tailored to their needs, including modeling, observation, and collaborative planning

## Delivery method

 **Onsite support**  
In person, up to 30 participants

 **Remote support**  
Live webinar, up to 15 participants

 **Online course**  
Self-paced





# Student-friendly multimedia resources to enhance every lesson

Multimedia resources gives students direct access to the unique multimedia content in the Amplify CKLA program. We've worked to make it easy for both K-2 and 3-5 students to use, with a friendly and intuitive design and immersive onboarding help.



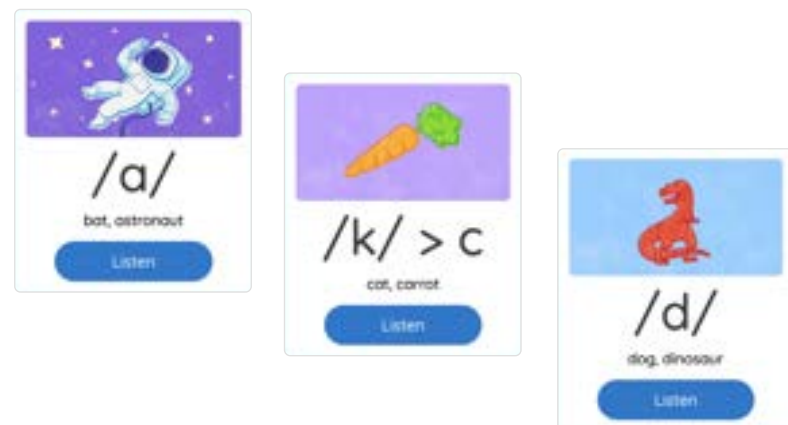
## Knowledge Builders K-2

Immerse students in a fun, educational media experience with Knowledge Builder videos! Featuring key concepts and vocabulary for each Knowledge Domain, these animated videos introduce new topics and deepen students' knowledge. Each video is accompanied by a video guide and student activities.



## Sound Library K-2

Build phonics mastery with the Sound Library. Organized by phoneme, this collection of multimedia resources supports the explicit teaching of the 44 sounds in the English language through recordings, animated videos, and fun karaoke-style songs.



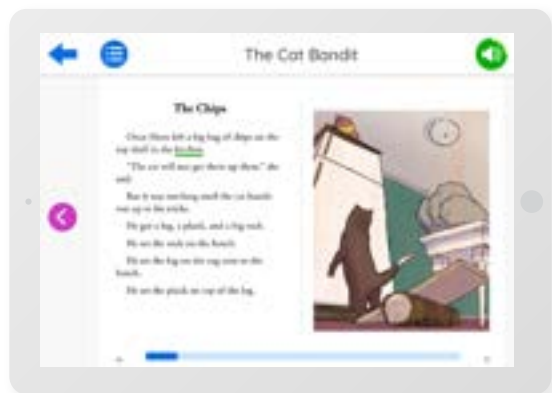


## Avatar Builder (K–5)

Students can truly immerse themselves in the digital classroom by creating their own avatars. This fun feature makes learning a more engaging, personal experience for each student.

## eReader K–5

The Hub eReader gives students an easy way to connect to the entire CKLA library of readers. An audio-enabled read-aloud function supports students who are still at the early stages of learning the letter code, and accessible controls make ebooks easy and fun even for very young readers. Grades 3–5 offer Spanish readers as well.



## Vocab App 3–5

The Vocab App offers students additional opportunities for independent practice with selected Tier 2 (academic vocabulary) words from each unit. Practicing with the Vocab App will help students master targeted vocabulary words from the domains they are studying.



## Knowledge Research units provide windows and mirrors

Make your Amplify CKLA classroom experience even more diverse, authentic, and engaging with the supplemental Knowledge Research units. Available in Spanish and English, these units examine artists, world exploration, aviation, jazz, energy innovation, and Juneteenth.

Your students will soar to new heights with Dr. Ellen Ochoa, Amelia Earhart, and the Tuskegee Airmen; feel the rhythm as they learn about jazz legends Miles Davis, Tito Puente, and Duke Ellington; and explore the far reaches of the world with Jacques Cousteau, Matthew Henson, and Eugenie Clark. Units can be implemented for extended core instruction during flex periods, district-designated Pausing Points, or enrichment periods.

Each unit features engaging high-interest authentic Trade Books that will spark curiosity and inspire inquiry. Additional components include a Teacher's Guide, Student Activity Books, Image Cards, and Digital Components (for grades K–3 and 5).



Your kindergarten students will love learning about Frida Kahlo in the "Art and the World Around Us" unit.

# Units

## Kindergarten

Art and the World Around Us

## Grade 1

Adventure Stories: Tales from the Edge of the World

## Grade 2

Up, Up, and Away: The Age of Aviation

## Grade 3

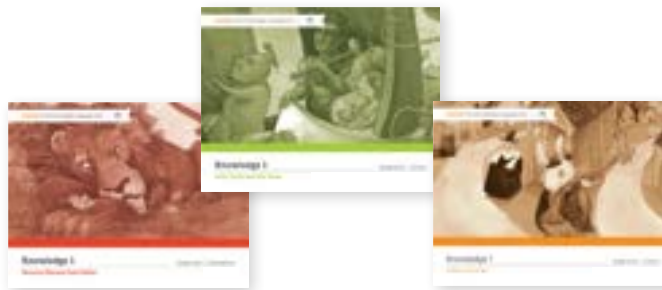
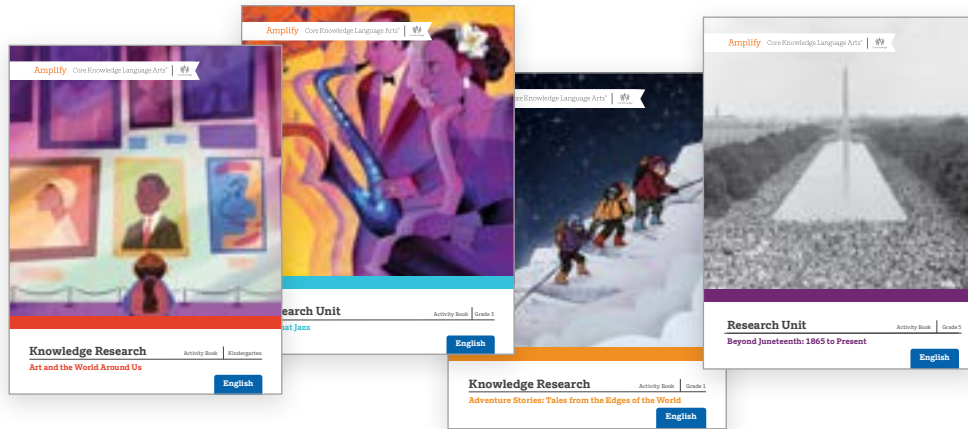
All That Jazz

## Grade 4

Energy: Past, Present, and Future

## Grade 5

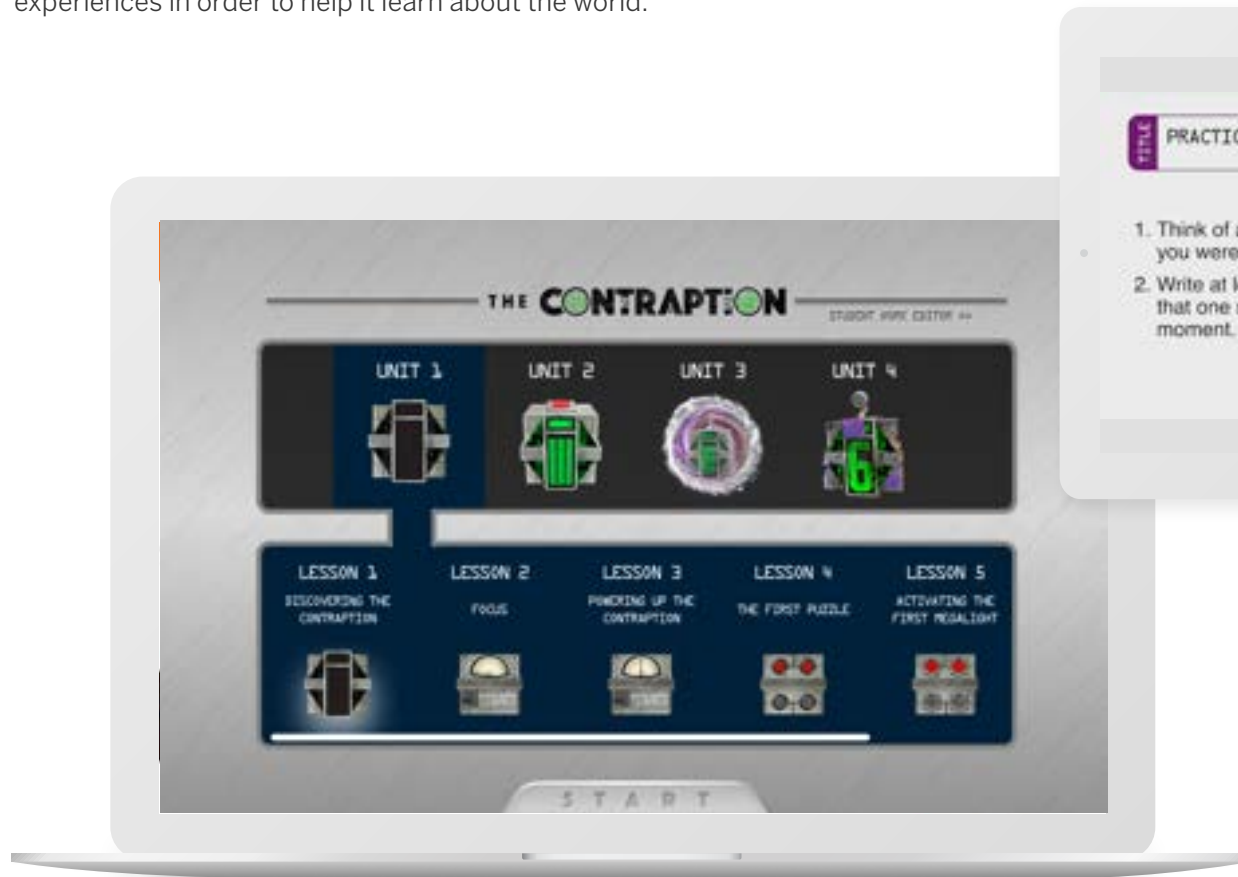
Beyond Juneteenth: 1865 to present





# Immersive writing Quests

Writing Quests are unique units that teach students key writing skills. Over the course of grades 4 and 5, students will interact with a fun and evolving robot companion that asks them to reflect on their own experiences in order to help it learn about the world.



# Novel Guides

Novel Guides bring students beyond the CKLA curriculum. We provide fifteen full days of instruction on contemporary trade books, as well as writing prompts that help students navigate the authentic literature they love.



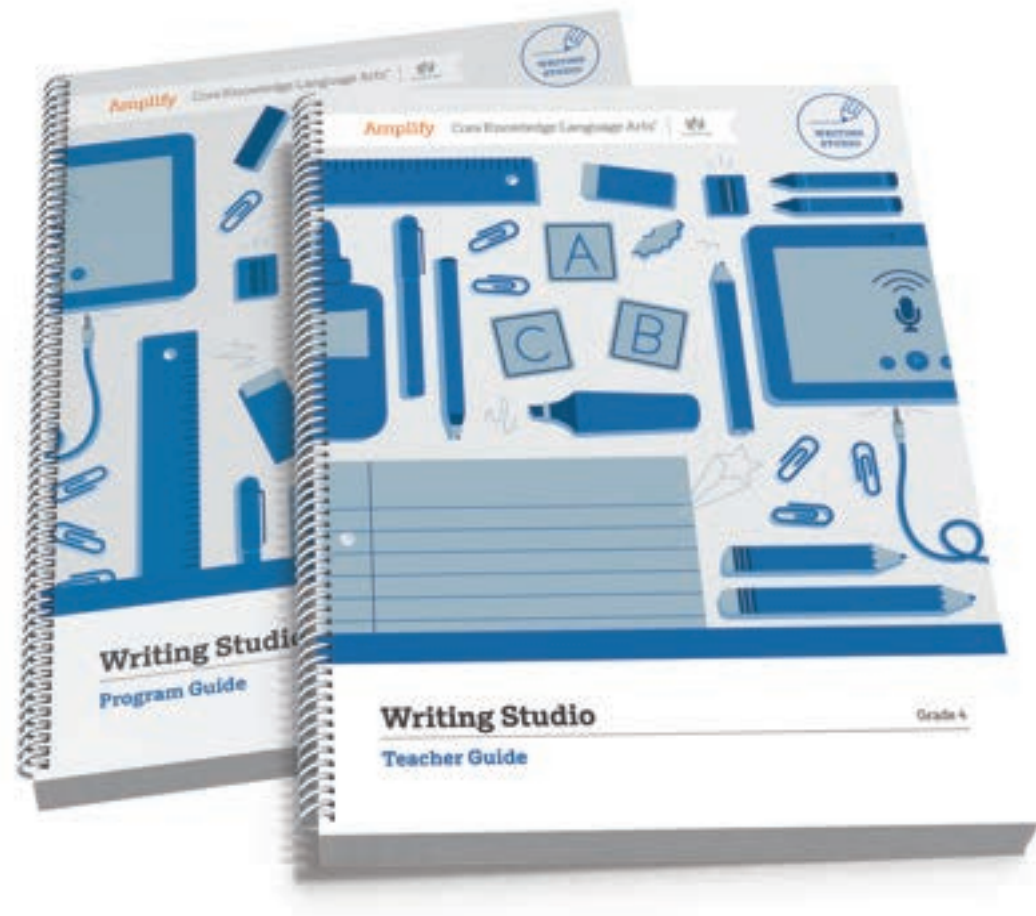
TEACHER SUPPORT

# Companion programs: Writing and language

The more options you have to bring writing and English language learning projects and activities into your classroom, the greater the benefit to your students. That's why we've developed Writing Studio and Language Studio as two rich ways to expand CKLA to laser-focus on these subjects.

## Writing Studio

Writing Studio provides you with a full sequence of targeted writing activities that are tied both to writing standards and to the CKLA domains. Each lesson offers differentiated prompts that challenge and support your writers (including ELLs), helping them hone their skills in narrative, opinion, and informative writing while also learning research techniques.



TEACHER SUPPORT

## Language Studio

Language Studio is an English language development companion program to CKLA. Our carefully developed program follows the CKLA Knowledge Domains, previewing and reinforcing skills and content from core instruction using instruction specifically built for ELLs. The program is also designed around frequent formative assessment, including assessment of language proficiency, giving you effective ways to guide and support your ELLs.





# Science of Reading: The Podcast

**Science of Reading: The Podcast**, hosted by Susan Lambert, delivers the latest insights from researchers and practitioners in early reading. Each episode takes a conversational approach and explores a timely topic related to the Science of Reading.



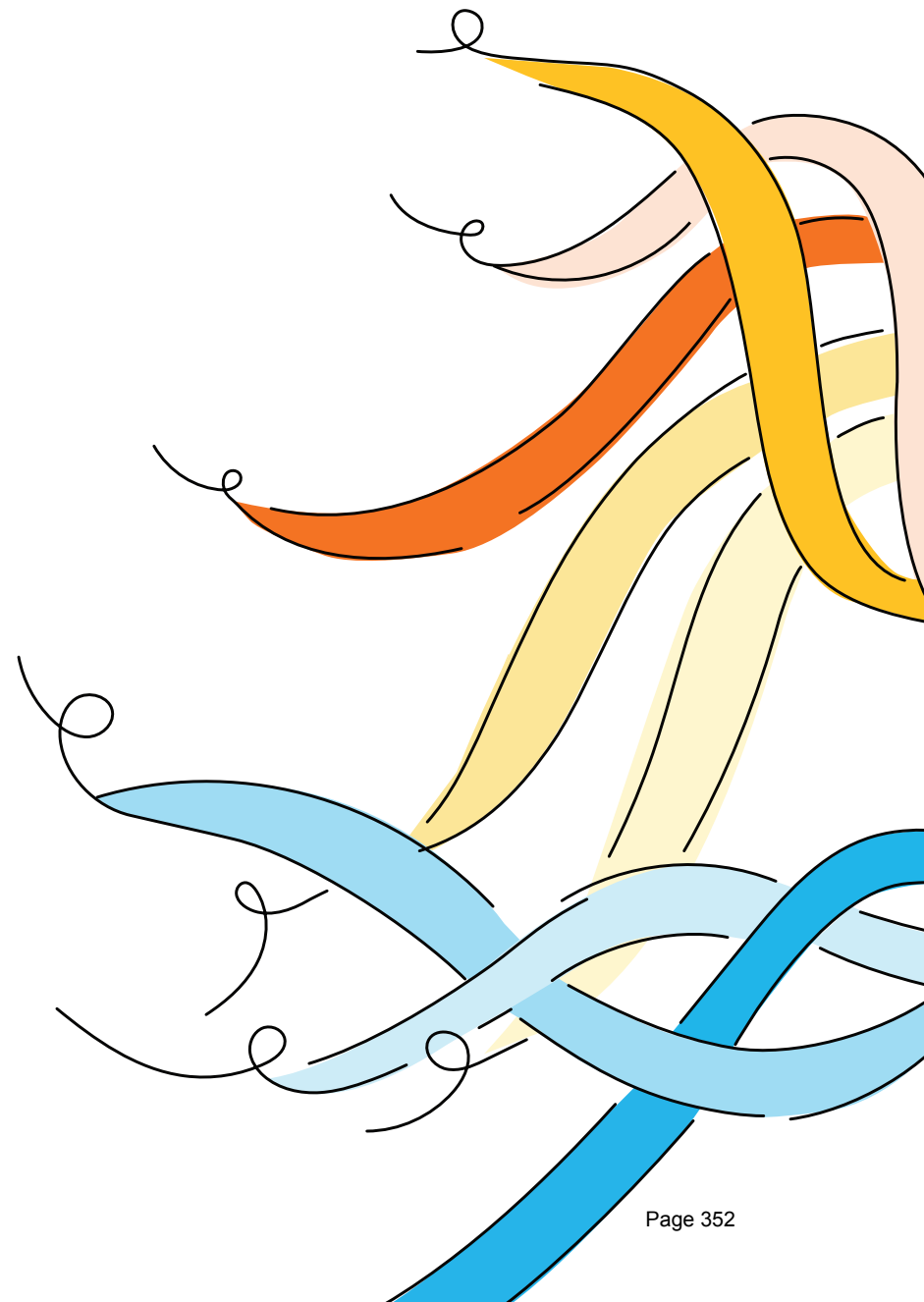
**Natalie Wexler**  
Season 1 Episode 1



**Dr. Louisa Moats**  
Season 3, Episode 3



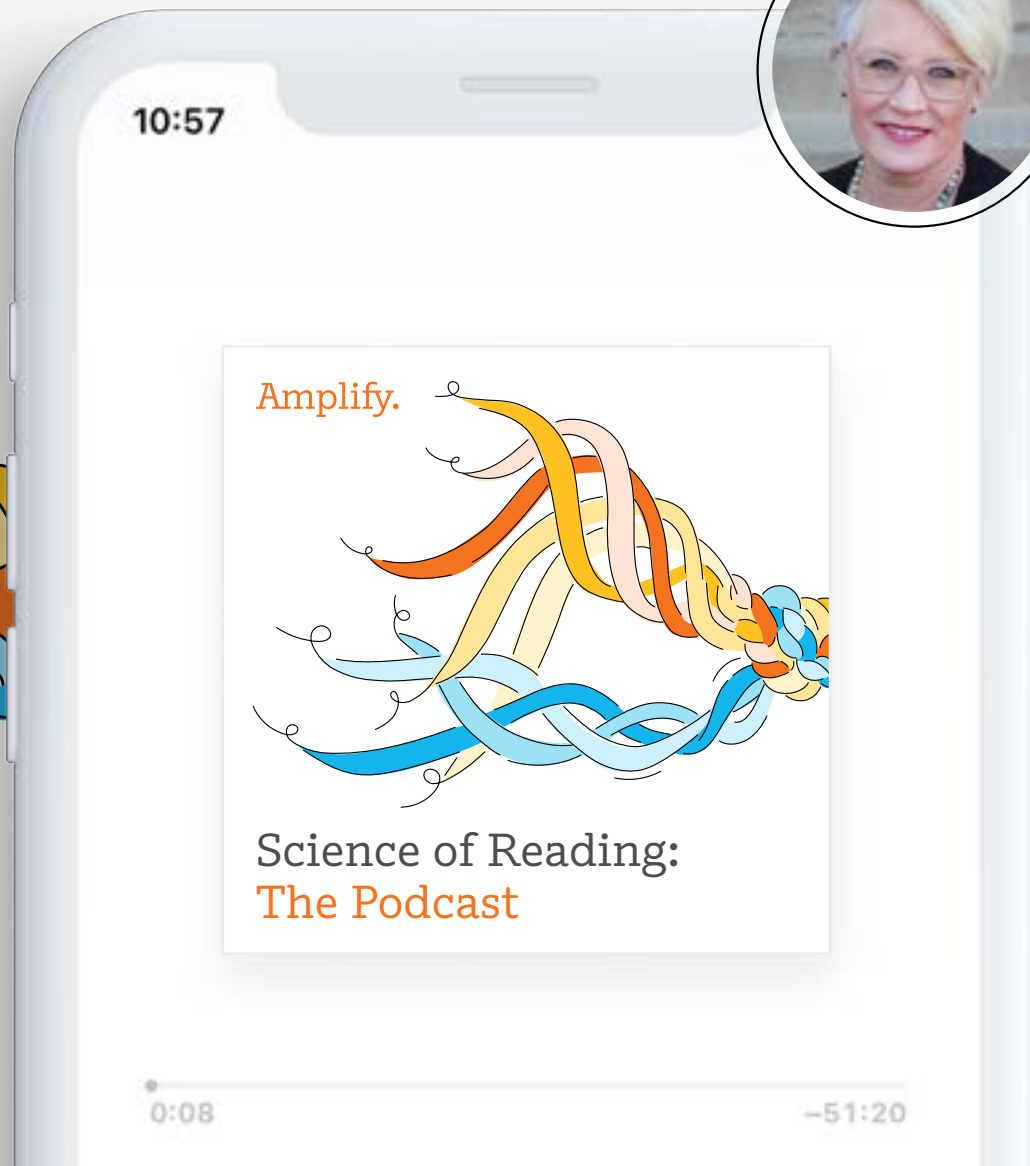
**Julie Washington**  
Season 4, Episode 7



# The Science of Reading is for everyone



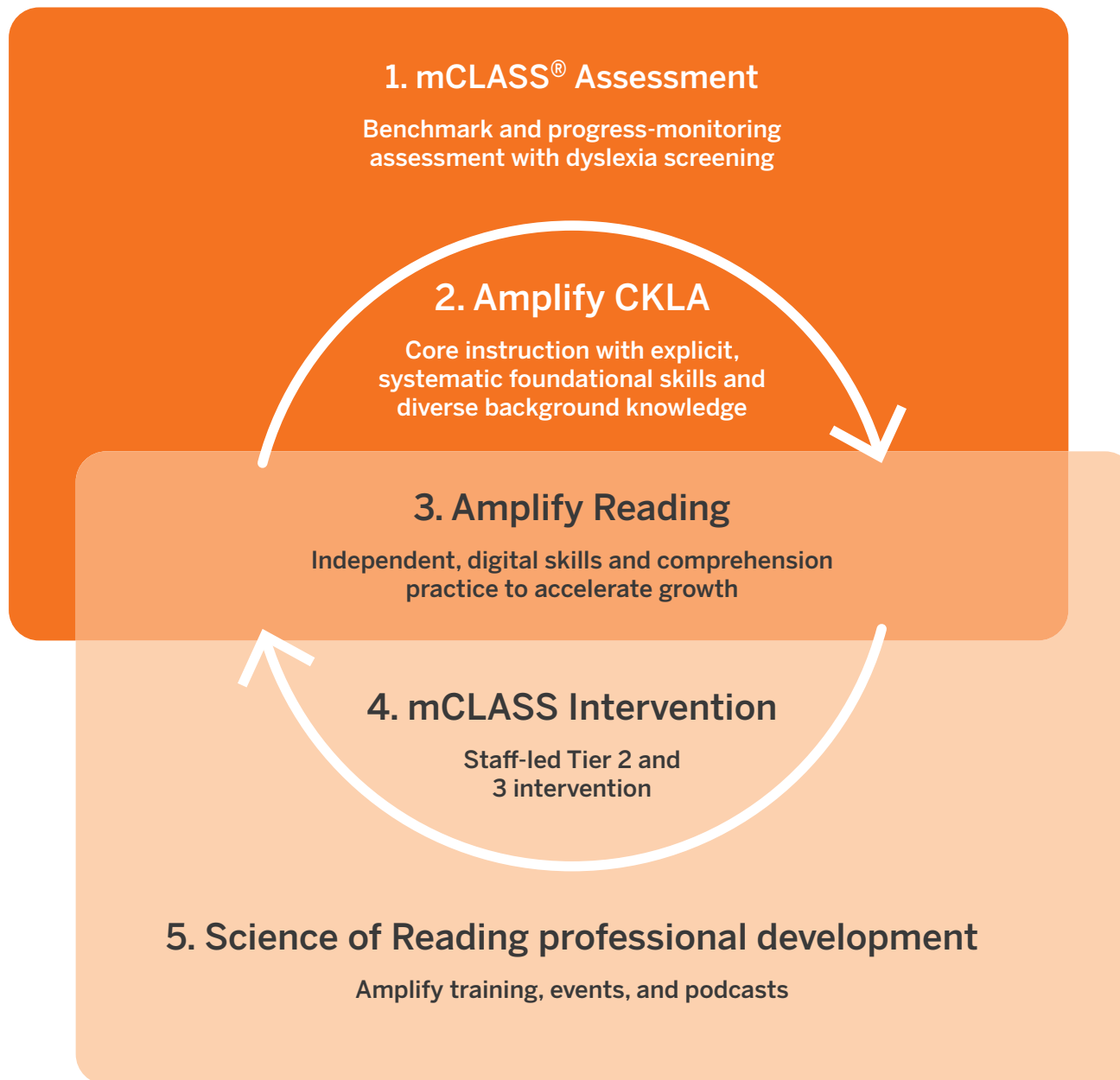
Susan Lambert  
Host



# Comprehensive literacy suite

Strong core instruction grounded in the principles of the Science of Reading is crucial—but in isolation, even that’s not enough. To be powerful and effective, a literacy system needs to bring together assessment, curriculum, intervention, personalized learning, and ongoing professional learning.

Amplify has combined these crucial elements into an early literacy suite that has everything you need. Our programs ensure that all educators are equipped to support every student on their pathway to literacy—in both English and Spanish.



# Amplify CKLA and Amplify Caminos: The perfect partners for dual language

## We build everything on the Science of Reading

At the heart of the Science of Reading is the Simple View of Reading, a formula describing how skilled reading requires both language comprehension and word recognition. In Amplify Caminos, you'll find robust knowledge building combined with explicit, systematic, and authentic Spanish foundational skills instruction.

## Designed for every dual language implementation model

Amplify Caminos supports any language model, including English as a Second Language (ESL), transitional bilingual programs, dual-language strands, and Spanish immersion programs. Like Amplify CKLA, Amplify Caminos is a full and robust language arts program—in Spanish—that will inspire and engage your students.

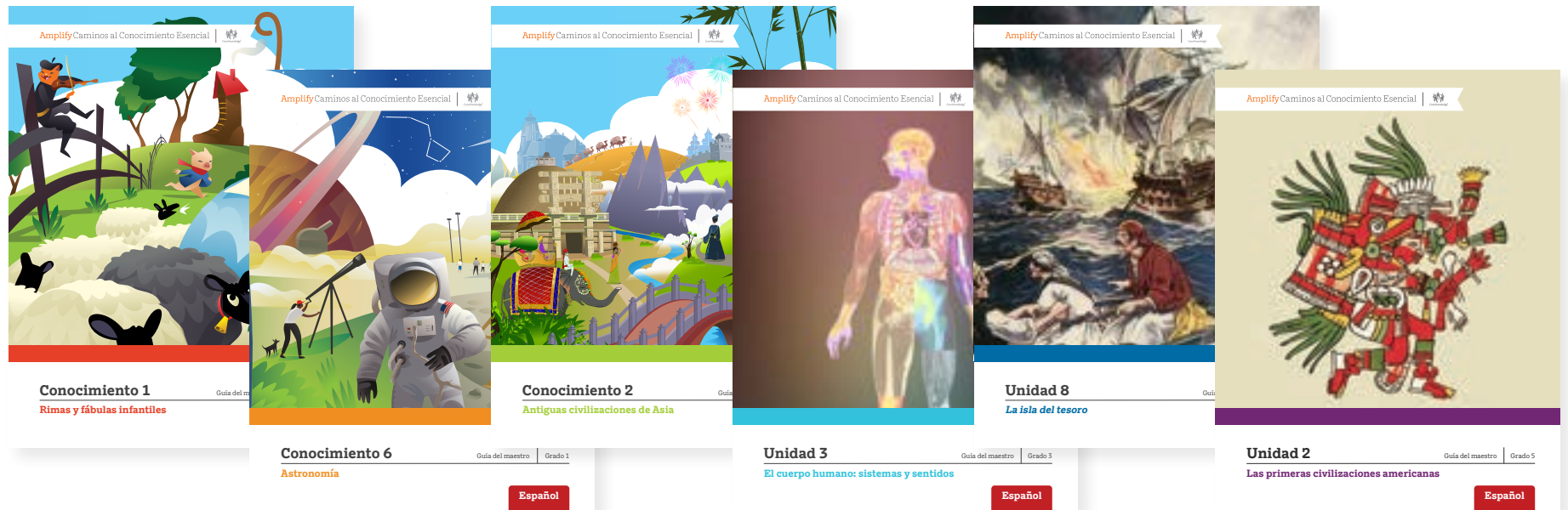


Original Spanish Decodable Student Readers celebrate diverse experiences and progress foundational skills.

## Strengthen Spanish and English language skills

Amplify Caminos uses spiral learning to reinforce every student's ability to develop skills like reading, writing, speaking, and listening in Spanish that can be transferred to English.

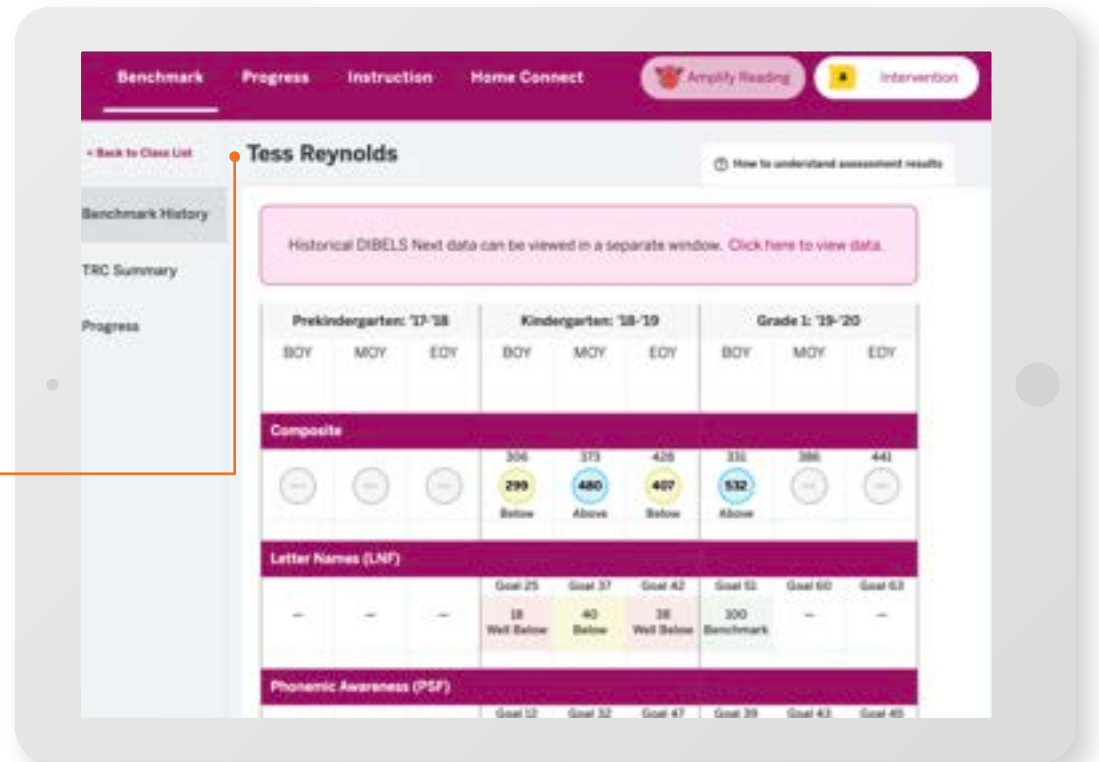
As students engage with their lessons, they explore the similarities and differences in grammar, vocabulary, writing, and language use between Spanish and English. This bridge helps students learning two languages to strengthen their knowledge in both.



# Universal screening in English and Spanish

## Grades K–6

mCLASS with DIBELS® 8th Edition gives you timely insights into your students at every skill level. mCLASS also lets you understand which students are struggling and may be at risk of learning disabilities like dyslexia, and gives you instant instructional and grouping recommendations to help you reach every student.



Detailed skill reporting for teachers, administrators, and parents



## Level the playing field in classrooms with dual language reporting

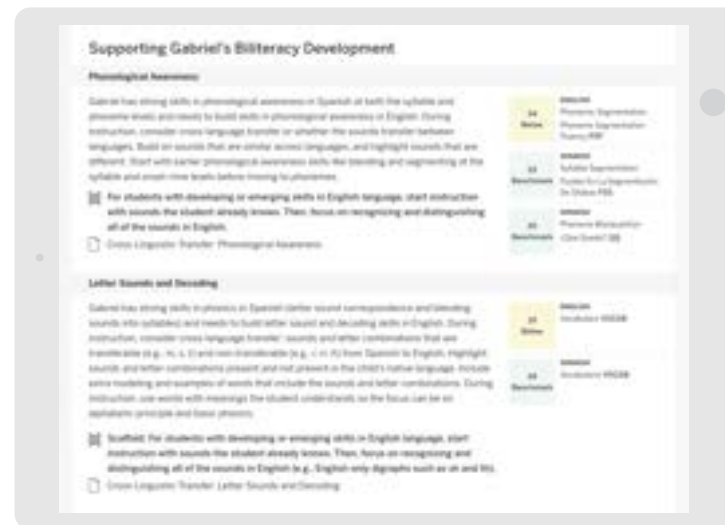
mCLASS with DIBELS® 8th Edition and mCLASS Lectura combine to deliver comprehensive assessment and reporting in both English and Spanish.

View students' English and Spanish literacy development side by side.

Identify transferrable skills across English and Spanish.



Dual language report



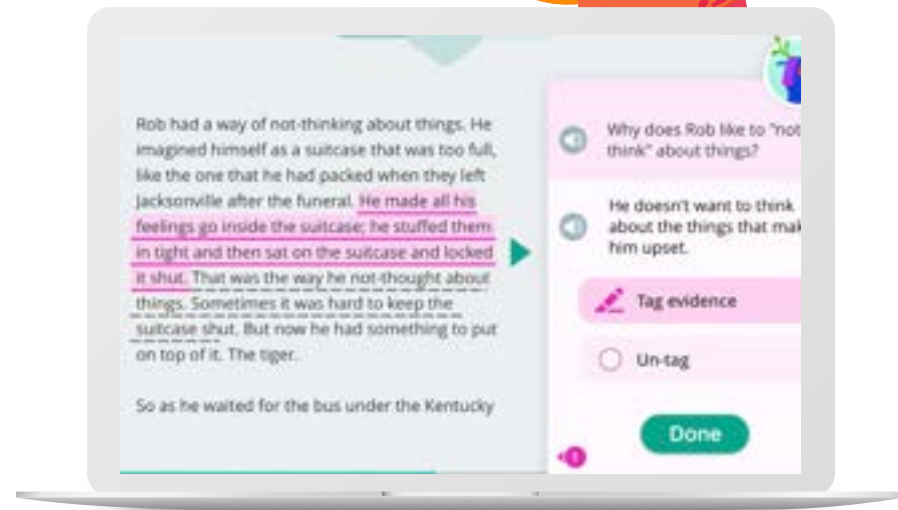
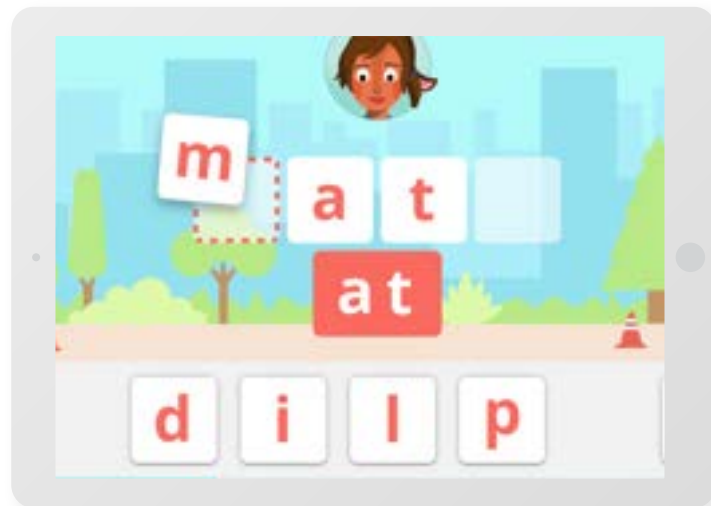
Dual language report



# Student-driven skill practice aligned to CKLA

## Grades K–5

Amplify Reading is an adaptive digital program that extends the learning in CKLA. Through fun and challenging skill games that help students practice phonological awareness, phonics, vocabulary, and comprehension, students will continue to master everything they've learned in core instruction, all while exploring narrative worlds designed to appeal to children at appropriate ages. Students get the independent practice and support they need in a way that they actively enjoy and seek out.



Amplify Reading works as a student-driven skill practice program within CKLA, providing differentiated digital instruction in both foundational skills and comprehension strategies. Because Amplify Reading is built on the same approach to reading as CKLA, students are able to extend their learning from the core program to a deeper level, at their own pace.

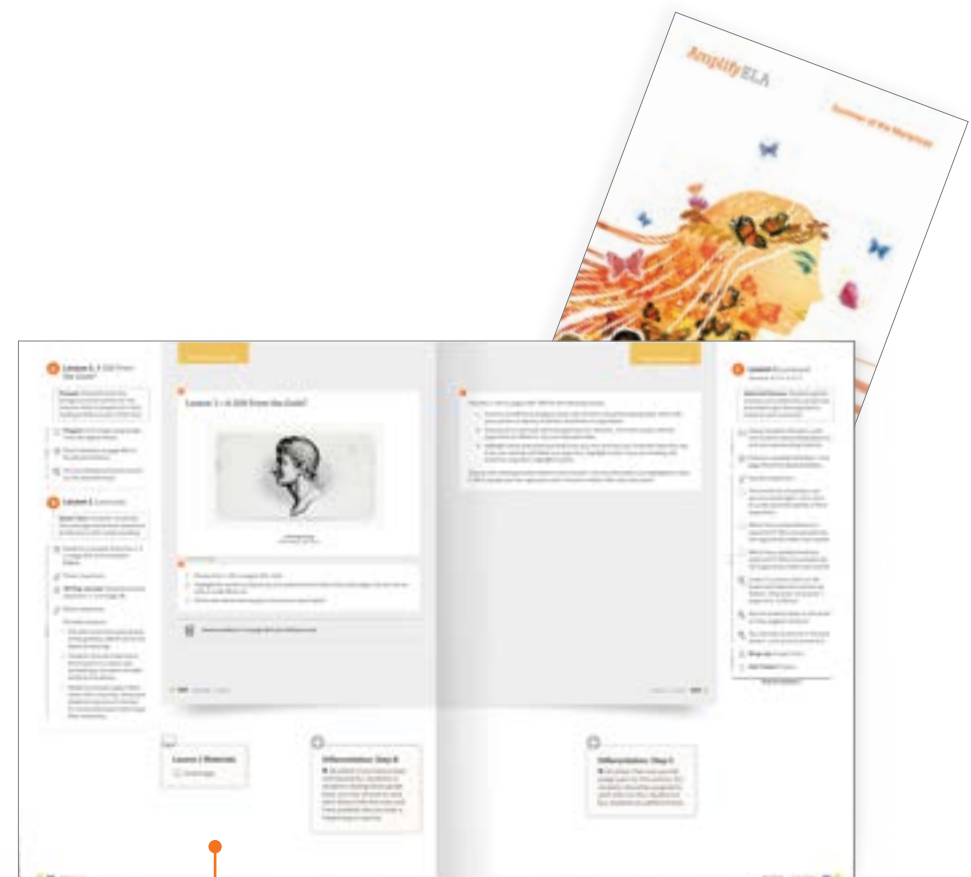
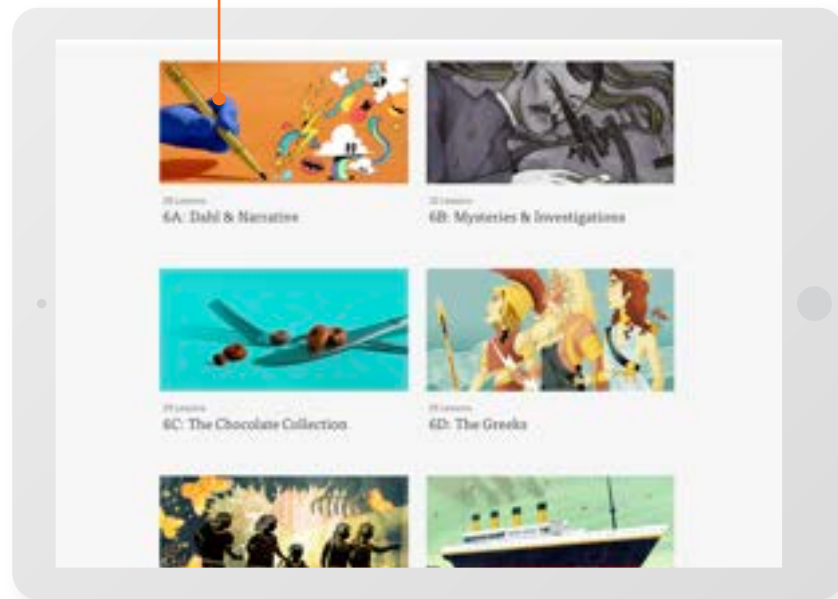


# Knowledge-rich curriculum for middle school

## Grades 6–8

As students move into middle school, they begin to strike out on their own as readers, starting to use texts to ask and answer their deeper questions about the world and their place in it. Amplify ELA supports that exploration with a beautifully designed and text-centric curriculum.

Digital Teacher Edition



Print Teacher Edition

Amplify ELA builds on the strong skills and knowledge foundation in CKLA. ELA extends CKLA Knowledge Domains into new and rich areas while encouraging students to read and reflect on a variety of challenging grade-level texts and other media. The goal is to encourage students to grow into confident, independent, critical readers throughout the entire K–8 literacy experience.



Dear teachers,

We see the work you do every day.

It's essential, it's difficult, and we want to help you do it.

With CKLA, we hope we've created something that saves you time, helps you know your students better, and helps you create the kind of rich and rigorous learning that will set them on the path to thinking deeply, creatively, and for themselves.

Thank you for all you do!

Sincerely,

Amplify



Explore the CKLA curriculum yourself with an Experience Kit, a sample that allows you to try it out in the classroom for one week. [Ask about it today!](#)



Visit [amplify.com/ckla](https://amplify.com/ckla) to get more information, or to contact a sales representative.

Amplify.

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C00413 - CKLA Program Guide 2nd Edition 2022

Kindergarten – Grade 5

# Amplify Core Knowledge Language Arts®

Colorado Academic Standards Reading, Writing and  
Communicating Unit Level Standards Alignment





# Contents

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Grade 5	75

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The following standards alignment chart identifies where each literacy standard is instructed within the Amplify Core Knowledge Language Arts program. Each numbered box represents a unit of instruction. In GK–2, the Amplify CKLA program is organized into two strands, so you will see standards alignments represented separately for each.

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# Colorado Academic Standards Reading, Writing, and Communicating

## KINDERGARTEN, STANDARD 1. ORAL EXPRESSION AND LISTENING

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group’s attainment of an objective.

<b>1. Communicate using verbal and nonverbal language.</b>												
a. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. (CCSS: SL.K.1) * [RW.K.1.1a]												
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
i. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a) [RW.K.1.1ai]												
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b) [RW.K.1.1aii]												
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2) * [RW.K.1.1b]												
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3) * [RW.K.1.1c]												
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

d. Listen with comprehension to follow two-step directions. \* [RW.K.1.1d]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6) \* [RW.K.1.1e]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

## 2. Deliver effective oral presentations for varied audiences and varied purposes.

### 2. Develop oral communication skills through a language-rich environment.

a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4) [RW.K.1.2a]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5) [RW.K.1.2b]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

c. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6) [RW.K.1.2c]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

d. Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a) [RW.K.1.2d]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b) [RW.K.1.2e]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

f. Identify real-life connections between words and their use (for example: note places at school that are colorful). (CCSS: L.K.5c) [RW.K.1.2f]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

g. Distinguish shades of meaning among verbs describing the same general action (for example: *walk, march, strut, prance*) by acting out the meanings. (CCSS: L.K.5d) [RW.K.1.2g]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

h. Use new vocabulary that is directly taught through reading, speaking, and listening. \* [RW.K.1.2h]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

i. Relate new vocabulary to prior knowledge. \* [RW.K.1.2i]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## KINDERGARTEN, STANDARD 2. READING FOR ALL PURPOSES

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

### 1. Develop and apply the concepts of print and comprehension of literary texts.

a. Use Key Ideas and Details to: [RW.K.2.1a]

i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) \* [RW.K.2.1ai]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2) [RW.K.2.1aii]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3) \* **[RW.K.2.1aiii]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

b. Use Craft and Structure to to: **[RW.K.2.1b]**

i. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4) **[RW.K.2.1bi]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Recognize common types of texts (for example: storybooks, poems). (CCSS: RL.K.5)\* **[RW.K.2.1bii]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6) **[RW.K.2.1biii]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

c. Use Integration of Knowledge and Ideas to: **[RW.K.2.1c]**

i. With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (CCSS: RL.K.7) **[RW.K.2.1ci]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9) **[RW.K.2.1cii]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

d. Use Range of Reading and Level of Text Complexity to: **[RW.K.2.1d]**

i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10) **[RW.K.2.1di]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

**4. Read a wide range of informational texts to build knowledge and to better understand the human experience.**

**2. Develop and apply the concepts of print and comprehension of informational texts.**

a. Use Key Ideas and Details to: [RW.K.2.2a]

i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1) \* [RW.K.2.2ai]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2) [RW.K.2.2aii]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3) [RW.K.2.2aiii]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

b. Use Craft and Structure to: [RW.K.2.2b]

i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4) [RW.K.2.2bi]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5) \* [RW.K.2.2bii]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6) [RW.K.2.2biii]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	



c. Use Integration of Knowledge and Ideas to: **[RW.K.2.2c]**

i. With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7) **[RW.K.2.2ci]**

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8) **[RW.K.2.2cii]**

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.K.9) **[RW.K.2.2ciii]**

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

d. Use Range of Reading and Level of Text Complexity to: **[RW.K.2.2d]**

i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10) **[RW.K.2.2di]**

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

**5. Understanding how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.**

**3. Develop basic reading skills through the use of foundational skills.**

a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)\* **[RW.K.2.3a]**

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a) **[RW.K.2.3ai]**

<b>Skills</b>	1	2	3	4	5	6	7	8	9	10			
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b) \* **[RW.K.2.3aii]**

<b>Skills</b>	1	2	3	4	5	6	7	8	9	10			
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Understand that words are separated by spaces in print (concept of word). (CCSS: RF.K.1c) \* **[RW.K.2.3aiii]**

<b>Skills</b>	1	2	3	4	5	6	7	8	9	10			
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12	

iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d) \* **[RW.K.2.3aiv]**

<b>Skills</b>	1	2	3	4	5	6	7	8	9	10			
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12	

b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2) **[RW.K.2.3b]**

<b>Skills</b>	1	2	3	4	5	6	7	8	9	10			
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12	

i. Recognize and produce rhyming words. (CCSS: RF.K.2a) \* **[RW.K.2.3bi]**

<b>Skills</b>	1	2	3	4	5	6	7	8	9	10			
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)\* **[RW.K.2.3bii]**

<b>Skills</b>	1	2	3	4	5	6	7	8	9	10			
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Blend and segment onset and rime of single-syllable spoken words. (adapted from CCSS: RF.K.2c)\* **[RW.K.2.3biii]**

<b>Skills</b>	1	2	3	4	5	6	7	8	9	10			
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12	

iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (adapted from CCSS: RF.K.2d) \* **[RW.K.2.3biv]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e) \* **[RW.K.2.3bv]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

vi. Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. \* **[RW.K.2.3bvi]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

vii. Identify phonemes for letters. \* **[RW.K.2.3bvii]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K.3) **[RW.K.2.3c]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (adapted from CCSS: RF.K.3a) \* **[RW.K.2.3ci]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b) \* **[RW.K.2.3cii]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Read common high-frequency words by sight (for example: *the, of, to, you, she, my, is, are, do, does*). \* (CCSS: RF.K.3c) **[RW.K.2.3ciii]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d) \* **[RW.K.2.3civ]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

d. Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4) **[RW.K.2.3d]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4) **[RW.K.2.3e]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

i. Identify new meanings for familiar words and apply them accurately (for example: knowing *duck* is a bird and learning the verb *to duck*). (CCSS: L.K.4a) \* **[RW.K.2.3ei]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Use the most frequently occurring inflections and affixes (for example: *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. (CCSS: L.K.4b) \* **[RW.K.2.3eii]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

f. Identify and manipulate sounds. **[RW.K.2.3f]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

i. Identify and produce groups of words that begin with the same sound (alliteration). \* **[RW.K.2.3fi]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Identify the initial, medial, and final phoneme (speech sound) of spoken words. \*

[RW.K.2.3fii]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## KINDERGARTEN, STANDARD 3. WRITING AND COMPOSITION

### 6. Craft arguments using techniques specific to the genre.

#### 1. Write opinions using labels, dictation, and drawing.

a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: *My favorite book is . . .*). (CCSS: W.K.1)

[RW.K.3.1a]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5) [RW.K.3.1b]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6) [RW.K.3.1c]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

### 7. Craft informational/explanatory texts using techniques specific to the genre.

#### 2. Write informative/explanatory texts on a topic using labels, dictation, and drawing.

a. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2) [RW.K.3.2a]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5) [RW.K.3.2b]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6) [RW.K.3.2c]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

## 8. Craft narratives using techniques specific to the genre.

### 3. Write real or imagined narratives using labels, dictation, and drawing.

a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3) [RW.K.3.3a]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5) [RW.K.3.3b]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6) [RW.K.3.3c]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**4. Use appropriate mechanics and conventions when creating simple texts.**

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.K.1) [RW.K.3.4a]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

i. Print many upper- and lowercase letters. (CCSS: L.K.1a) [RW.K.3.4ai]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b) [RW.K.3.4aii]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Form regular plural nouns orally by adding /s/ or /es/ (for example: *dog, dogs; wish, wishes*). (CCSS: L.K.1c) [RW.K.3.4aiii]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iv. Understand and use question words (interrogatives) (for example: *who, what, where, when, why, how*). (CCSS: L.K.1d) [RW.K.3.4aiv]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

v. Use the most frequently occurring prepositions (for example: *to, from, in, out, on, off, for, of, by, with*). (CCSS: L.K.1e) [RW.K.3.4av]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f) [RW.K.3.4avi]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2) **[RW.K.3.4b]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

i. Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a) **[RW.K.3.4bi]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Recognize and name end punctuation. (CCSS: L.K.2b) **[RW.K.3.4bii]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c) **[RW.K.3.4biii]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d) **[RW.K.3.4biv]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## KINDERGARTEN, STANDARD 4. RESEARCH INQUIRY AND DESIGN

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

### 1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.

a. Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7) **[RW.K.4.1a]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	



b. Identify a clear purpose for research or inquiry (for example: *If the class is learning about trees, is my need to know more about pets related?*). **[RW.K.4.1b]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

c. Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research. **[RW.K.4.1c]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

d. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking. **[RW.K.4.1d]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

e. Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation). **[RW.K.4.1e]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

f. Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.). **[RW.K.4.1f]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

g. With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (CCSS: W.K.8) **[RW.K.4.1g]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

# Colorado Academic Standards Reading, Writing, and Communicating

## FIRST GRADE, STANDARD 1. ORAL EXPRESSION AND LISTENING

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group’s attainment of an objective.

<b>1. Communicate using verbal and nonverbal language to express and receive information.</b>												
a. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. (CCSS: SL.1.1) [RW.1.1.1a]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
i. Follow agreed-upon rules for discussions (for example: listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a) [RW.1.1.1ai]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
ii. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b) [RW.1.1.1aii]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
iii. Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c) [RW.1.1.1aiii]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2) [RW.1.1.1b]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3) [RW.1.1.1c]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

## 2. Deliver effective oral presentations for varied audiences and varied purposes.

### 2. Use multiple strategies to develop and expand oral communication.

a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4) [RW.1.1.2a]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.) [RW.1.1.2b]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6) \* [RW.1.1.2c]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

d. Give and follow simple two-step directions. [RW.1.1.2d]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

## FIRST GRADE, STANDARD 2. READING FOR ALL PURPOSES

### 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

#### 1. Apply foundational reading strategies to fluently read and comprehend literary texts.

a. Use Key Ideas and Details to: [RW.1.2.1a]

i. Ask and answer questions about key details in a text. (CCSS: RL.1.1) \* [RW.1.2.1ai]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2) [RW.1.2.1aii]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3) \* [RW.1.2.1aiii]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. \* [RW.1.2.1aiv]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

b. Use Craft and Structure to: [RW.1.2.1b]

i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4) [RW.1.2.1bi]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

ii. Explain major differences between books that tell stories and books that give information. (adapted from CCSS: RL.1.5) \* [RW.1.2.1bii]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6) * [RW.1.2.1biii]											
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11
iv. Follow and replicate patterns in predictable poems. [RW.1.2.1biv]											
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11
c. Use Integration of Knowledge and Ideas to: [RW.1.2.1c]											
i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7) [RW.1.2.1ci]											
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11
ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9) * [RW.1.2.1cii]											
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11
d. Use Range of Reading and Level of Text Complexity to: [RW.1.2.1d]											
i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10) [RW.1.2.1di]											
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

**4. Read a wide range of informational texts to build knowledge and to better understand the human experience.**

<b>2. Apply foundational reading strategies to fluently read and comprehend informational texts.</b>											
a. Use Key Ideas and Details to: [RW.1.2.2a]											
i. Ask and answer questions about key details in a text. (CCSS: RI.1.1) * [RW.1.2.2ai]											
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2) **[RW.1.2.2aii]**

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3) \* **[RW.1.2.2aiii]**

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

iv. Activate schema and background knowledge to construct meaning **[RW.1.2.2aiv]**

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

b. Use Craft and Structure to: **[RW.1.2.2b]**

i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4) **[RW.1.2.2bi]**

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

ii. Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS: RI.1.5) \* **[RW.1.2.2bii]**

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6) **[RW.1.2.2biii]**

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

c. Use Integration of Knowledge and Ideas to: **[RW.1.2.2c]**

i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7) **[RW.1.2.2ci]**

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8) * [RW.1.2.2cii]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
iii. Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.1.9) * [RW.1.2.2ciii]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
d. Use Range of Reading and Level of Text Complexity to: [RW.1.2.2d]												
i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10) [RW.1.2.2di]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

**5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.**

<b>3. Refine foundational reading skills through understanding word structure, word relationships, and word families.</b>												
a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1) [RW.1.2.3a]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
i. Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). (CCSS: RF.1.1a) * [RW.1.2.3ai]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2) [RW.1.2.3b]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a) \* [RW.1.2.3bi]

<b>Skills</b>	1	2	3	4	5	6	7					
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	

ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (adapted from CCSS: RF.1.2b) \* [RW.1.2.3bii]

<b>Skills</b>	1	2	3	4	5	6	7					
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	

iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c) [RW.1.2.3biii]

<b>Skills</b>	1	2	3	4	5	6	7					
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	

iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d) \* [RW.1.2.3biv]

<b>Skills</b>	1	2	3	4	5	6	7					
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	

c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3) [RW.1.2.3c]

<b>Skills</b>	1	2	3	4	5	6	7					
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	

i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a) \* [RW.1.2.3ci]

<b>Skills</b>	1	2	3	4	5	6	7					
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	

ii. Decode regularly spelled one-syllable words. (CCSS: RF.1.3b) [RW.1.2.3cii]

<b>Skills</b>	1	2	3	4	5	6	7					
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	

iii. Know final –e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c) \* [RW.1.2.3ciii]

<b>Skills</b>	1	2	3	4	5	6	7					
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	



iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d) \* **[RW.1.2.3civ]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e) \* **[RW.1.2.3cv]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

vi. Read words with inflectional endings. (CCSS: RF.1.3f) \* **[RW.1.2.3cvi]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

vii. Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.1.3g) \* **[RW.1.2.3cvii]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

viii. Use onsets and rimes to create new words (for example: *ip* to make *dip, lip, slip, ship*) \* **[RW.1.2.3cviii]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

ix. Accurately decode unknown words that follow a predictable letter/sound relationship \* **[RW.1.2.3cix]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

d. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4) **[RW.1.2.3d]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a) **[RW.1.2.3di]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b) [RW.1.2.3dii]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c) [RW.1.2.3diii]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (CCSS: L.1.4) [RW.1.2.3e]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a) \* [RW.1.2.3ei]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b) [RW.1.2.3eii]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

iii. Identify frequently occurring root words (for example: *look*) and their inflectional forms (for example: *looks, looked, looking*). \* (CCSS: L.1.4c) [RW.1.2.3eiii]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

iv. Identify and understand compound words. \* [RW.1.2.3eiv]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

f. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5) [RW.1.2.3f]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

i. Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a) [RW.1.2.3fi]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

ii. Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b) [RW.1.2.3fii]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

iii. Identify real-life connections between words and their use (for example: note places at home that are cozy). (CCSS: L.1.5c) [RW.1.2.3fiii]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

iv. Distinguish shades of meaning among verbs differing in manner (for example: *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (for example: *large, gigantic*) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d) [RW.1.2.3fiv]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

g. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (for example: *because*). (CCSS: L.1.6) [RW.1.2.3g]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

## FIRST GRADE, STANDARD 3. WRITING AND COMPOSITION

### 6. Craft arguments using techniques specific to the genre.

#### 1. Write an opinion supported by reasons.

a. Introduce the topic or name the book they are writing about. (adapted from CCSS: W.1.1) [RW.1.3.1a]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

b. State an opinion. (adapted from CCSS: W.1.1) [RW.1.3.1b]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

c. Supply a reason for the opinion. (adapted from CCSS: W.1.1) [RW.1.3.1c]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

d. Provide some sense of closure. (adapted from CCSS: W.1.1) [RW.1.3.1d]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

## 7. Craft informational/explanatory texts using techniques specific to the genre.

### 2. Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.

a. Name a topic. (CCSS: W.1.2) [RW.1.3.2a]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

b. Supply some facts about the topic. (CCSS: W.1.2) [RW.1.3.2b]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

c. Provide some sense of closure. (CCSS: W.1.2) [RW.1.3.2c]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

**8. Craft narratives using techniques specific to the genre.**

<b>3. Recount real or imagined, sequenced events that include details and a sense of closure.</b>												
a. Recount two or more appropriately sequenced events. (CCSS: W.1.3) [RW.1.3.3a]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
b. Include some details regarding what happened. (CCSS: W.1.3) [RW.1.3.3b]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
c. Provide some sense of closure. (CCSS: W.1.3) [RW.1.3.3c]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

**9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.**

<b>4. Use appropriate grammar, spelling, capitalization, and punctuation.</b>												
a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.1.1) [RW.1.3.4a]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
i. Print all upper- and lowercase letters. (CCSS: L.1.1a) [RW.1.3.4ai]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b) [RW.1.3.4aii]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

iii. Use singular and plural nouns with matching verbs in basic sentences (for example: *He hops; We hop*). (CCSS: L.1.1c) [RW.1.3.4aiii]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

iv. Use personal, possessive, and indefinite pronouns (for example: *I, me, my; they, them, their, anyone, everything*). (CCSS: L.1.1d) [RW.1.3.4aiv]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

v. Use verbs to convey a sense of past, present, and future (for example: *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). (CCSS: L.1.1e) [RW.1.3.4av]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

vi. Use frequently occurring adjectives. (CCSS: L.1.1f) [RW.1.3.4avi]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

vii. Use frequently occurring conjunctions (for example: *and, but, or, so, because*). (CCSS: L.1.1g) [RW.1.3.4avii]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

viii. Use determiners (for example: articles, demonstratives). (CCSS: L.1.1h) [RW.1.3.4aviii]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

ix. Use frequently occurring prepositions (for example: *during, beyond,\* toward\**). (CCSS: L.1.1i) [RW.1.3.4aix]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j) [RW.1.3.4ax]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2) **[RW.1.3.4b]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

i. Write complete simple sentences. **[RW.1.3.4bi]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

ii. Capitalize dates and names of people. (CCSS: L.1.2a) **[RW.1.3.4bii]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

iii. Use end punctuation for sentences. (CCSS: L.1.2b) **[RW.1.3.4biii]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c) **[RW.1.3.4biv]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d) **[RW.1.3.4bv]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e) **[RW.1.3.4bvi]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

c. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS: W.1.5) **[RW.1.3.4c]**

<b>Skills</b>	1	2	3	4	5	6	7						
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11		

d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6) [RW.1.3.4d]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

## FIRST GRADE, STANDARD 4. RESEARCH INQUIRY AND DESIGN

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

**1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.**

a. Participate in shared research and writing projects. For example: explore a number of “how-to” books on a given topic and use them to write a sequence of instructions. (CCSS: W.1.7) [RW.1.4.1a]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

b. Write or dictate questions for inquiry that arise during instruction. [RW.1.4.1b]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

c. With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry. [RW.1.4.1c]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

d. Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information. [RW.1.4.1d]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

e. Identify a clear and significant purpose for research. (for example: *Is my purpose for researching frogs clear and is it important to understanding more about mammals?*) [RW.1.4.1e]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	



f. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8) [RW.1.4.1f]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

# Colorado Academic Standards Reading, Writing, and Communicating

## SECOND GRADE, STANDARD 1. ORAL EXPRESSION AND LISTENING

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group’s attainment of an objective.

<b>1. Engage in dialogue and learn new information through active listening.</b>													
a. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. (CCSS: SL.2.1) [RW.2.1.1a]													
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
i. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a) [RW.2.1.1ai]													
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
ii. Build on others’ talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b) [RW.2.1.1aii]													
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
iii. Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c) [RW.2.1.1aiii]													
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) * [RW.2.1.1b]													
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

c. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3) [RW.2.1.1c]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## 2. Deliver effective oral presentations for varied audiences and varied purposes.

### 2. Deliver presentations while maintaining focus on topic and be prepared to discuss.

a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4) [RW.2.1.2a]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

b. Contribute knowledge to a small group or class discussion to develop a topic. [RW.2.1.2b]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

c. Maintain focus on the topic. [RW.2.1.2c]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

d. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5) [RW.2.1.2d]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) [RW.2.1.2e]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

f. Use content-specific vocabulary to ask questions and provide information. \* [RW.2.1.2f]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## SECOND GRADE, STANDARD 2. READING FOR ALL PURPOSES

### 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

#### 1. Apply specific skills to comprehend and fluently read literary texts.

a. Use Key Ideas and Details to: [RW.2.2.1a]

i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences [RW.2.2.1ai]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (CCSS: RL.2.1) \* [RW.2.2.1aii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2) [RW.2.2.1aiii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iv. Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3) \* [RW.2.2.1aiv]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

b. Use Craft and Structure to: [RW.2.2.1b]

i. Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4) [RW.2.2.1bi]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5) \* [RW.2.2.1bii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6) **[RW.2.2.1biii]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

iv. Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry. **[RW.2.2.1biv]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

c. Use Integration of Knowledge and Ideas to: **[RW.2.2.1c]**

i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7) **[RW.2.2.1ci]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

ii. Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9) \* **[RW.2.2.1cii]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

d. Use Range of Reading and Level of Text Complexity to: **[RW.2.2.1d]**

i. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.2.10) **[RW.2.2.1di]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

**4. Read a wide range of informational texts to build knowledge and to better understand the human experience.**

**2. Apply specific skills to comprehend and fluently read informational texts.**

a. Use Key Ideas and Details to: **[RW.2.2.2a]**

i. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RI.2.1) \* **[RW.2.2.2ai]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2) **[RW.2.2.2aii]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Summarize the main idea using relevant and significant details in a variety of texts. \* **[RW.2.2.2aiii]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iv. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS: RI.2.3) **[RW.2.2.2aiv]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

b. Use Craft and Structure to: **[RW.2.2.2b]**

i. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (CCSS: RI.2.4) **[RW.2.2.2bi]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS: RI.2.5) \* **[RW.2.2.2bii]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6) \* [RW.2.2.2biii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iv. Read text to perform a specific task such as follow a recipe or play a game. \* [RW.2.2.2biv]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

c. Use Integration of Knowledge and Ideas to: [RW.2.2.2c]

i. Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7) \* [RW.2.2.2ci]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8) [RW.2.2.2cii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Compare and contrast the most important points presented by two texts on the same topic. (CCSS: RI.2.9) \* [RW.2.2.2ciii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

d. Use Range of Reading and Level of Text Complexity to: [RW.2.2.2d]

i. Adjust reading rate according to type of text and purpose for reading. [RW.2.2.2di]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.2.10) \* [RW.2.2.2dii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

**3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.**

a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3) [RW.2.2.3a]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a) \* [RW.2.2.3ai]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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ii. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) \* [RW.2.2.3aii]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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iii. Read multisyllabic words accurately and fluently. \* [RW.2.2.3aiii]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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iv. Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c) \* [RW.2.2.3aiv]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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v. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) \* [RW.2.2.3av]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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vi. Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e) \* [RW.2.2.3avi]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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vii. Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.2.3f) \* [RW.2.2.3avii]

<b>Skills</b>	1	2	3	4	5	6									
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<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12			
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b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4) [RW.2.2.3b]

<b>Skills</b>	1	2	3	4	5	6									
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<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12			
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i. Read grade-level text with purpose and understanding. (CCSS: RF.2.4a) [RW.2.2.3bi]

<b>Skills</b>	1	2	3	4	5	6									
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<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12			
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ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b) [RW.2.2.3bii]

<b>Skills</b>	1	2	3	4	5	6									
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<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12			
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iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c) \* [RW.2.2.3biii]

<b>Skills</b>	1	2	3	4	5	6									
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<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12			
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iv. Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation. \* [RW.2.2.3biv]

<b>Skills</b>	1	2	3	4	5	6									
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<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12			
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c. Compare formal and informal uses of English. (CCSS: L.2.3a) [RW.2.2.3c]

<b>Skills</b>	1	2	3	4	5	6									
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<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12			
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d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (CCSS: L.2.4) [RW.2.2.3d]

<b>Skills</b>	1	2	3	4	5	6									
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<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12			
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i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a) [RW.2.2.3di]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Determine the meaning of the new word formed when a known prefix is added to a known word (for example: *happy/unhappy, tell/retell*). (CCSS: L.2.4b) \* [RW.2.2.3dii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *addition, additional*). (CCSS: L.2.4c) \* [RW.2.2.3diii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (CCSS: L.2.4d) \* [RW.2.2.3div]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

v. Create new words by combining base words with affixes to connect known words to new words. \* [RW.2.2.3dv]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

vi. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e) [RW.2.2.3dvi]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

e. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5) [RW.2.2.3e]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

i. Identify real-life connections between words and their use (for example: *describe foods that are spicy or juicy*). (CCSS: L.2.5a) [RW.2.2.3ei]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Distinguish shades of meaning among closely related verbs (for example: *toss, throw, hurl*) and closely related adjectives (for example: *thin, slender, skinny, scrawny*). (CCSS: L.2.5b) [RW.2.2.3eii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: *When other kids are happy that makes me happy*). (CCSS: L.2.6) [RW.2.2.3f]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

g. Determine which strategies should be used to decode multisyllabic words. [RW.2.2.3g]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## SECOND GRADE, STANDARD 3. WRITING AND COMPOSITION

### 6. Craft arguments using techniques specific to the genre.

#### 1. Write pieces on a topic or book that state opinions and give supporting reasons.

a. Introduce the topic or book they are writing about. (CCSS: W.2.1) [RW.2.3.1a]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

b. State an opinion. (CCSS: W.2.1) [RW.2.3.1b]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

c. Supply reasons that support the opinion. (CCSS: W.2.1) [RW.2.3.1c]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

d. Use linking words (for example: because, and, also) to connect opinion and reasons. (CCSS: W.2.1) [RW.2.3.1d]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

e. Provide a concluding statement or section. (CCSS: W.2.1) [RW.2.3.1e]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## 7. Craft informational/explanatory texts using techniques specific to the genre.

### 2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.

a. Introduce a topic. (CCSS: W.2.2) [RW.2.3.2a]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

b. Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2) [RW.2.3.2b]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

c. Provide a concluding statement or section. (CCSS: W.2.2) [RW.2.3.2c]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

d. Write letters and “how-to’s” (for example: procedures, directions, recipes) that follow a logical order and appropriate format. [RW.2.3.2d]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

e. Organize informational texts using main ideas and specific supporting details. [RW.2.3.2e]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

f. Apply appropriate transition words to writing. [RW.2.3.2f]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

g. Writers use technology to support the writing process. [RW.2.3.2g]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## 8. Craft narratives using techniques specific to the genre.

### 3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.

a. Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3) [RW.2.3.3a]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

b. Use temporal words to signal event order. (CCSS: W.2.3) [RW.2.3.3b]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

c. Provide a sense of closure. (CCSS: W.2.3) [RW.2.3.2c]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

d. Write simple, descriptive poems. (CCSS: W.2.3) [RW.2.3.2d]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

e. Write with precise nouns, active verbs, and descriptive adjectives. [RW.2.3.2e]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

f. Apply knowledge about structure and craft gained from mentor text to narrative writing. [RW.2.3.2f]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing). [RW.2.3.2g]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

**9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.**

**4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.**

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.2.1) [RW.2.3.4a]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

i. Use collective nouns (for example: *group*). (CCSS: L.2.1a) [RW.2.3.4ai]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ii. Use reflexive pronouns (for example: *myself, ourselves*). (CCSS: L.2.1c) [RW.2.3.4aii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iii. Form and use the past tense of frequently occurring irregular verbs (for example: *sat, hid, told*). (CCSS: L.2.1d) [RW.2.3.4aiii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iv. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e) **[RW.2.3.4aiv]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

v. Apply accurate subject-verb agreement while writing. **[RW.2.3.4av]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

vi. Produce, expand, and rearrange complete simple and compound sentences (for example: *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (CCSS: L.2.1f) **[RW.2.3.4avi]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

vii. Vary sentence beginnings. **[RW.2.3.4avii]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

viii. Spell high-frequency words correctly. **[RW.2.3.4aviii]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2) **[RW.2.3.4b]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

i. Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a) **[RW.2.3.4bi]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

ii. Use commas in greetings and closings of letters. (CCSS: L.2.2b) **[RW.2.3.4bii]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c) [RW.2.3.4biii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

iv. Generalize learned spelling patterns when writing words (for example: *cage* → *badge*; *boy* → *boil*). (CCSS: L.2.2d) [RW.2.3.4biv]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e) [RW.2.3.4bv]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5) [RW.2.3.4c]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6) [RW.2.3.4d]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## SECOND GRADE, STANDARD 4. RESEARCH INQUIRY AND DESIGN

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

**1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.**

a. Participate in shared research and writing projects. For example: read a number of books on a single topic to produce a report; record science observations. (CCSS: W.2.7) [RW.2.4.1a]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	



b. Identify a variety of resources and the information they might contain (for example: dictionary, trade book, library databases, internet web page). [RW.2.4.1b]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

c. Identify a specific question and gather information from purposeful investigation and inquiry. [RW.2.4.1c]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

d. Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and bold type. [RW.2.4.1d]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

e. Use a variety of multimedia sources to answer questions of interest. [RW.2.4.1e]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

f. Ask primary questions of depth and breadth. [RW.2.4.1f]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

g. Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8) [RW.2.4.1g]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

# Colorado Academic Standards Reading, Writing, and Communicating

## THIRD GRADE, STANDARD 1. ORAL EXPRESSION AND LISTENING

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group’s attainment of an objective.

<b>1. Participate cooperatively in group activities.</b>											
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. (CCSS: SL.3.1) <b>[RW.3.1.1a]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a) <b>[RW.3.1.1ai]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
ii. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b) <b>[RW.3.1.1aii]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c) <b>[RW.3.1.1aiii]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
iv. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d) <b>[RW.3.1.1aiv]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.3.2) <b>[RW.3.1.1b]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11

c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL.3.3) [RW.3.1.1c]

Unit	1	2	3	4	5	6	7	8	9	10	11
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## 2. Deliver effective oral presentations for varied audiences and varied purposes.

### 2. Communicate using appropriate language in informal and formal situations.

a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4) [RW.3.1.2a]

Unit	1	2	3	4	5	6	7	8	9	10	11
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b. Distinguish different levels of formality. [RW.3.1.2b]

Unit	1	2	3	4	5	6	7	8	9	10	11
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c. Speak clearly, using appropriate volume and pitch for the purpose and audience. [RW.3.1.2c]

Unit	1	2	3	4	5	6	7	8	9	10	11
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d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience. [RW.3.1.2d]

Unit	1	2	3	4	5	6	7	8	9	10	11
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e. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5) [RW.3.1.2e]

Unit	1	2	3	4	5	6	7	8	9	10	11
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f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6) [RW.3.1.2f]

Unit	1	2	3	4	5	6	7	8	9	10	11
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## THIRD GRADE, STANDARD 2. READING FOR ALL PURPOSES

### 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

#### 1. Apply strategies to fluently read and comprehend various literary texts.

a. Use Key Ideas and Details to: [RW.3.2.1a]

i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1) \* [RW.3.2.1ai]

Unit	1	2	3	4	5	6	7	8	9	10	11
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ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting). \* [RW.3.2.1aii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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iii. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2) [RW.3.2.1aiii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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iv. Summarize central ideas and important details from a text. \* [RW.3.2.1aiv]

Unit	1	2	3	4	5	6	7	8	9	10	11
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v. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays. [RW.3.2.1av]

Unit	1	2	3	4	5	6	7	8	9	10	11
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vi. Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3) [RW.3.2.1avi]

Unit	1	2	3	4	5	6	7	8	9	10	11
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b. Use Craft and Structure to: [RW.3.2.1b]

i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4) \* [RW.3.2.1bi]

Unit	1	2	3	4	5	6	7	8	9	10	11
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ii. Use signal words (such as *before*, *after*, *next*) and text structure (narrative, chronology) to determine the sequence of major events [RW.3.2.1bii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5) **[RW.3.2.1biii]**

<b>Unit</b>	1	2	3	4	5	6	7	8	9	10	11
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iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6) **[RW.3.2.1biv]**

<b>Unit</b>	1	2	3	4	5	6	7	8	9	10	11
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c. Use Integration of Knowledge and Ideas to: **[RW.3.2.1c]**

i. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7) **[RW.3.2.1ci]**

<b>Unit</b>	1	2	3	4	5	6	7	8	9	10	11
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ii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9) \* **[RW.3.2.1cii]**

<b>Unit</b>	1	2	3	4	5	6	7	8	9	10	11
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d. Use Range of Reading and Complexity of Text to: **[RW.3.2.1d]**

i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RL.3.10) **[RW.3.2.1di]**

<b>Unit</b>	1	2	3	4	5	6	7	8	9	10	11
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e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation. \* **[RW.3.2.1e]**

<b>Unit</b>	1	2	3	4	5	6	7	8	9	10	11
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**4. Read a wide range of informational texts to build knowledge and to better understand the human experience.**

**2. Apply strategies to fluently read and comprehend various informational texts.**

a. Use Key Ideas and Details to: [RW.3.2.2a]

i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1) \* [RW.3.2.2ai]

Unit	1	2	3	4	5	6	7	8	9	10	11
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ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) \* [RW.3.2.2aii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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iii. Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text \* [RW.3.2.2aiii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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iv. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3) \* [RW.3.2.2aiv]

Unit	1	2	3	4	5	6	7	8	9	10	11
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b. Use Craft and Structure to: [RW.3.2.2b]

i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (CCSS: RI.3.4) [RW.3.2.2bi]

Unit	1	2	3	4	5	6	7	8	9	10	11
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ii. Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5) [RW.3.2.2bii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6) [RW.3.2.2biii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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iv. Use semantic cues and signal words (for example: *because* and *although*) to identify cause/effect and compare/contrast relationships. \* [RW.3.2.2biv]

Unit	1	2	3	4	5	6	7	8	9	10	11
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c. Use Integration of Knowledge and Ideas to: [RW.3.2.2c]

i. Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: *where, when, why, and how* key events occur). (CCSS: RI.3.7) [RW.3.2.2ci]

Unit	1	2	3	4	5	6	7	8	9	10	11
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ii. Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8) \* [RW.3.2.2cii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9) \* [RW.3.2.2ciii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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d. Use Range of Reading and Complexity of Text to: [RW.3.2.2d]

i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) \* [RW.3.2.2di]

Unit	1	2	3	4	5	6	7	8	9	10	11
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**5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.**

**3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.**

a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3) [RW.3.2.3a]

Unit	1	2	3	4	5	6	7	8	9	10	11
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i. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a) \* [RW.3.2.3ai]

Unit	1	2	3	4	5	6	7	8	9	10	11
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ii. Decode words with common Latin suffixes. (CCSS: RF.3.3b) \* [RW.3.2.3aii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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iii. Decode multisyllable words. (CCSS: RF.3.3c) * [RW.3.2.3aiii]											
Unit	1	2	3	4	5	6	7	8	9	10	11
iv. Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d) * [RW.3.2.3aiv]											
Unit	1	2	3	4	5	6	7	8	9	10	11
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4) [RW.3.2.3b]											
Unit	1	2	3	4	5	6	7	8	9	10	11
i. Read grade-level text with purpose and understanding. (CCSS.3.4a) [RW.3.2.3bi]											
Unit	1	2	3	4	5	6	7	8	9	10	11
ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b) [RW.3.2.3bii]											
Unit	1	2	3	4	5	6	7	8	9	10	11
iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c) [RW.3.2.3biii]											
Unit	1	2	3	4	5	6	7	8	9	10	11
c. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4) [RW.3.2.3c]											
Unit	1	2	3	4	5	6	7	8	9	10	11
i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) * [RW.3.2.3ci]											
Unit	1	2	3	4	5	6	7	8	9	10	11
ii. Determine the meaning of the new word formed when a known affix is added to a known word (for example: <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i> ). (CCSS: L.3.4b) * [RW.3.2.3cii]											
Unit	1	2	3	4	5	6	7	8	9	10	11
iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. * [RW.3.2.3ciii]											
Unit	1	2	3	4	5	6	7	8	9	10	11
iv. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: <i>company</i> , <i>companion</i> ). (CCSS: L.3.4c) * [RW.3.2.3civ]											
Unit	1	2	3	4	5	6	7	8	9	10	11



v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d) [RW.3.2.3cv]

Unit	1	2	3	4	5	6	7	8	9	10	11
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vi. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. \* [RW.3.2.3cvi]

Unit	1	2	3	4	5	6	7	8	9	10	11
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d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5) [RW.3.2.3d]

Unit	1	2	3	4	5	6	7	8	9	10	11
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i. Distinguish the literal and nonliteral meanings of words and phrases in context (for example: *take steps*). (CCSS: L.3.5a) [RW.3.2.3ci]

Unit	1	2	3	4	5	6	7	8	9	10	11
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ii. Identify real-life connections between words and their use (for example: describe people who are *friendly* or *helpful*). (CCSS: L.3.5b) [RW.3.2.3dii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: *knew, believed, suspected, heard, wondered*). (CCSS: L.3.5c) [RW.3.2.3diii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: *After dinner that night we went looking for them*). (CCSS: L.3.6) [RW.3.2.3e]

Unit	1	2	3	4	5	6	7	8	9	10	11
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### THIRD GRADE, STANDARD 3. WRITING AND COMPOSITION

#### 6. Craft arguments using techniques specific to the genre.

**1. Write opinion pieces on topics or texts, supporting a point of view with reasons.**  
[RW.3.3.1]

Unit	1	2	3	4	5	6	7	8	9	10	11
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a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (CCSS: W.3.1a) <b>[RW.3.3.1a]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
b. Provide reasons that support the opinion. (CCSS: W.3.1b) <b>[RW.3.3.1b]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
c. Use linking words and phrases (for example: <i>because, therefore, since, for example</i> ) to connect opinion and reasons. (CCSS: W.3.1c) <b>[RW.3.3.1c]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
d. Provide a concluding statement or section. (CCSS: W.3.1d) <b>[RW.3.3.1d]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11

**7. Craft informational/explanatory texts using techniques specific to the genre.**

<b>2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement. [RW.3.3.2]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a) <b>[RW.3.3.2a]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
b. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) <b>[RW.3.3.2b]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
c. Use linking words and phrases (for example: <i>also, another, and, more, but</i> ) to connect ideas within categories of information. (CCSS: W.3c) <b>[RW.3.3.2c]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
d. Provide a concluding statement or section. (CCSS: W.3.2d) <b>[RW.3.3.2d]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11

**8. Craft narratives using techniques specific to the genre.**

<b>3. Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure. [RW.3.3.3]</b>											
Unit	1	2	3	4	5	6	7	8	9	10	11
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a) [RW.3.3.3a]											
Unit	1	2	3	4	5	6	7	8	9	10	11
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b) [RW.3.3.3b]											
Unit	1	2	3	4	5	6	7	8	9	10	11
c. Use temporal words and phrases to signal event order. (CCSS: W.3c) [RW.3.3.3c]											
Unit	1	2	3	4	5	6	7	8	9	10	11
d. Provide a sense of closure. (CCSS: W.3.3d) [RW.3.3.3d]											
Unit	1	2	3	4	5	6	7	8	9	10	11

**9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.**

<b>4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.</b>											
a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.3.1) [RW.3.3.4a]											
Unit	1	2	3	4	5	6	7	8	9	10	11
i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) [RW.3.3.4ai]											
Unit	1	2	3	4	5	6	7	8	9	10	11
ii. Use abstract nouns (for example: <i>childhood</i> ). (CCSS: L.3.1c) [RW.3.3.4aii]											
Unit	1	2	3	4	5	6	7	8	9	10	11
iii. Form and use regular and irregular verbs. (CCSS: L.3.1d) [RW.3.3.4aiii]											
Unit	1	2	3	4	5	6	7	8	9	10	11

iv. Form and use the simple (for example: *I walked*; *I walk*; *I will walk*) verb tenses. (CCSS: L.3.1e) **[RW.3.3.4aiv]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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v. Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f) **[RW.3.3.4av]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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vi. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g) **[RW.3.3.4avi]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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vii. Use coordinating and subordinating conjunctions. (CCSS: L.3.1h) **[RW.3.3.4avii]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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viii. Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (adapted from CCSS: L.3.1i) **[RW.3.3.4aviii]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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ix. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts. **[RW.3.3.4aix]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2) **[RW.3.3.4b]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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i. Capitalize appropriate words in titles. (CCSS: L.3.2a) **[RW.3.3.4bi]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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ii. Use commas in addresses. (CCSS: L.3.2b) **[RW.3.3.4bii]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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iii. Use commas and quotation marks in dialogue. (CCSS: L.3.2c) **[RW.3.3.4biii]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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iv. Form and use possessives. (CCSS: L.3.2d) **[RW.3.3.4biv]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: *sitting, smiled, cries, happiness*). (CCSS: L.3.2e) [RW.3.3.4bv]

Unit	1	2	3	4	5	6	7	8	9	10	11
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vi. Use spelling patterns and generalizations (for example: *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. (CCSS: L.3.2f) [RW.3.3.4bvi]

Unit	1	2	3	4	5	6	7	8	9	10	11
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vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g) [RW.3.3.4bvii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3) [RW.3.3.4c]

Unit	1	2	3	4	5	6	7	8	9	10	11
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i. Choose words and phrases for effect. (CCSS: L.3.3a) [RW.3.3.4ci]

Unit	1	2	3	4	5	6	7	8	9	10	11
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ii. Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b) [RW.3.3.4cii]

Unit	1	2	3	4	5	6	7	8	9	10	11
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d. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4) [RW.3.3.4d]

Unit	1	2	3	4	5	6	7	8	9	10	11
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e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5) [RW.3.3.4e]

Unit	1	2	3	4	5	6	7	8	9	10	11
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f. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6) [RW.3.3.4f]

Unit	1	2	3	4	5	6	7	8	9	10	11
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g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.3.10) [RW.3.3.4g]

Unit	1	2	3	4	5	6	7	8	9	10	11
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**THIRD GRADE, STANDARD 4. RESEARCH INQUIRY AND DESIGN**

**10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.**

**1. Gather, interpret, and communicate information discovered during short research projects.**

a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7) [RW.3.4.1a]

Unit	1	2	3	4	5	6	7	8	9	10	11
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b. Interpret and communicate the information learned by developing a brief summary with supporting details. [RW.3.4.1b]

Unit	1	2	3	4	5	6	7	8	9	10	11
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c. Develop supporting visual information (for example: charts, maps, illustrations, models). [RW.3.4.1c]

Unit	1	2	3	4	5	6	7	8	9	10	11
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d. Present a brief report of the research findings to an audience. [RW.3.4.1d]

Unit	1	2	3	4	5	6	7	8	9	10	11
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e. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8) [RW.3.4.1e]

Unit	1	2	3	4	5	6	7	8	9	10	11
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# Colorado Academic Standards Reading, Writing, and Communicating

## FOURTH GRADE, STANDARD 1. ORAL EXPRESSION AND LISTENING

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group’s attainment of an objective.

<b>1. Pose thoughtful questions after actively listening to others.</b>									
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. (CCSS: SL.4.1) <b>[RW.4.1.1a]</b>									
Unit	1	2	3	4	5	6	7	8	
i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.4.1a) <b>[RW.4.1.1ai]</b>									
Unit	1	2	3	4	5	6	7	8	
ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b) <b>[RW.4.1.1aii]</b>									
Unit	1	2	3	4	5	6	7	8	
iii. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (CCSS: SL.4.1c) <b>[RW.4.1.1aiii]</b>									
Unit	1	2	3	4	5	6	7	8	
iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d) <b>[RW.4.1.1aiv]</b>									
Unit	1	2	3	4	5	6	7	8	
b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2) <b>[RW.4.1.1b]</b>									
Unit	1	2	3	4	5	6	7	8	



- c. Identify the reasons and evidence a speaker provides to support particular points.  
(CCSS: SL.4.3) [RW.4.1.1c]

Unit	1	2	3	4	5	6	7	8
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## 2. Deliver effective oral presentations for varied audiences and varied purposes.

### 2. Create a plan to effectively present information both informally and formally.

- a. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CCSS: SL.4.4) [RW.4.1.2a]

Unit	1	2	3	4	5	6	7	8
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- b. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5) [RW.4.1.2b]

Unit	1	2	3	4	5	6	7	8
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- c. Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6) [RW.4.1.2c]

Unit	1	2	3	4	5	6	7	8
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## FOURTH GRADE, STANDARD 2. READING FOR ALL PURPOSES

## 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

### 1. Apply strategies to comprehend and interpret literary texts.

- a. Use Key Ideas and Details to: [RW.4.2.1a]

- i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1) [RW.4.2.1ai]

Unit	1	2	3	4	5	6	7	8
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- ii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2) [RW.4.2.1aii]

Unit	1	2	3	4	5	6	7	8
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iii. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character’s thoughts, words, or actions). (CCSS: RL.4.3) [RW.4.2.1aiii]

Unit	1	2	3	4	5	6	7	8
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iv. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved). [RW.4.2.1aiv]

Unit	1	2	3	4	5	6	7	8
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b. Use Craft and Structure to: [RW.4.2.1b]

i. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). (CCSS: RL.4.4) [RW.4.2.1bi]

Unit	1	2	3	4	5	6	7	8
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ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS: RL.4.5) [RW.4.2.1bii]

Unit	1	2	3	4	5	6	7	8
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iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6) [RW.4.2.1biii]

Unit	1	2	3	4	5	6	7	8
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c. Use Integration of Knowledge and Ideas to: [RW.4.2.1c]

i. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS: RL.4.7) [RW.4.2.1ci]

Unit	1	2	3	4	5	6	7	8
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ii. Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9) [RW.4.2.1cii]

Unit	1	2	3	4	5	6	7	8
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d. Use Range of Reading and Complexity of Text to: **[RW.4.2.1d]**

i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10) **[RW.4.2.1di]**

Unit	1	2	3	4	5	6	7	8
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ii. Read familiar texts orally with fluency, accuracy, and prosody (expression) **[RW.4.2.1dii]**

Unit	1	2	3	4	5	6	7	8
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#### 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

### 2. Apply strategies to comprehend and interpret informational texts.

a. Use Key Ideas and Details to: **[RW.4.2.2a]**

i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1) **[RW.4.2.2ai]**

Unit	1	2	3	4	5	6	7	8
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ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2) **[RW.4.2.2aii]**

Unit	1	2	3	4	5	6	7	8
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iii. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3) **[RW.4.2.2aiii]**

Unit	1	2	3	4	5	6	7	8
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b. Use Craft and Structure to: **[RW.4.2.2b]**

i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4) **[RW.4.2.2bi]**

Unit	1	2	3	4	5	6	7	8
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ii. Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5) [RW.4.2.2bii]

Unit	1	2	3	4	5	6	7	8
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iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6) [RW.4.2.2biii]

Unit	1	2	3	4	5	6	7	8
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c. Use Integration of Knowledge and Ideas to: [RW.4.2.2c]

i. Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7) [RW.4.2.2ci]

Unit	1	2	3	4	5	6	7	8
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ii. Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8) [RW.4.2.2cii]

Unit	1	2	3	4	5	6	7	8
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iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9) [RW.4.2.2ciii]

Unit	1	2	3	4	5	6	7	8
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d. Use Range of Reading and Complexity of Text to:

i. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.4.10) [RW.4.2.2di]

Unit	1	2	3	4	5	6	7	8
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5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing or speaking.

**3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.**

- a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3) [RW.4.2.3a]

Unit	1	2	3	4	5	6	7	8
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- i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.4.3a) [RW.4.2.3ai]

Unit	1	2	3	4	5	6	7	8
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- b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4) [RW.4.2.3b]

Unit	1	2	3	4	5	6	7	8
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- i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a) [RW.4.2.3bi]

Unit	1	2	3	4	5	6	7	8
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- ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b) [RW.4.2.3bii]

Unit	1	2	3	4	5	6	7	8
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- iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c) [RW.4.2.3biii]

Unit	1	2	3	4	5	6	7	8
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- c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4) [RW.4.2.3c]

Unit	1	2	3	4	5	6	7	8
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- i. Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a) [RW.4.2.3ci]

Unit	1	2	3	4	5	6	7	8
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ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: *telegraph*, *photograph*, *autograph*). (CCSS: L.4.4b) [RW.4.2.3cii]

Unit	1	2	3	4	5	6	7	8
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iii. Read and understand words with common prefixes (for example: *un-*, *re-*, *dis-*) and derivational suffixes (for example: *-ful*, *-ly*, *-ness*) [RW.4.2.3ciii]

Unit	1	2	3	4	5	6	7	8
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iv. Read and understand words that change spelling to show past tense (for example: *write/wrote*, *catch/caught*, *teach/taught*) [RW.4.2.3civ]

Unit	1	2	3	4	5	6	7	8
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v. Read multisyllabic words with and without inflectional and derivational suffixes [RW.4.2.3cv]

Unit	1	2	3	4	5	6	7	8
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vi. Infer meaning of words using explanations offered within a text [RW.4.2.3cvi]

Unit	1	2	3	4	5	6	7	8
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vii. Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.4.4c) [RW.4.2.3cvii]

Unit	1	2	3	4	5	6	7	8
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d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5) [RW.4.2.3d]

Unit	1	2	3	4	5	6	7	8
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i. Explain the meaning of simple similes and metaphors (for example: *as pretty as a picture*) in context. (CCSS: L.4.5a) [RW.4.2.3di]

Unit	1	2	3	4	5	6	7	8
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ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b) [RW.4.2.3dii]

Unit	1	2	3	4	5	6	7	8
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iii. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c) [RW.4.2.3diii]

Unit	1	2	3	4	5	6	7	8
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e. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example: *quizzed, whined, stammered*) and that are basic to a particular topic (for example: *wildlife, conservation, and endangered* when discussing animal preservation). (CCSS: L.4.6)

[RW.4.2.3e]

Unit	1	2	3	4	5	6	7	8	
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## FOURTH GRADE, STANDARD 3. WRITING AND COMPOSITION

### 6. Craft arguments using techniques specific to the genre.

**1. Write opinion pieces on topics or texts supporting a point of view with reasons and information.** (CCSS: W.4.1) [RW.4.3.1]

Unit	1	2	3	4	5	6	7	8	
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a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (CCSS: W.4.1a) [RW.4.3.1a]

Unit	1	2	3	4	5	6	7	8	
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b. Provide reasons that are supported by facts and details. (CCSS: W.4.1b) [RW.4.3.1b]

Unit	1	2	3	4	5	6	7	8	
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c. Link opinion and reasons using words and phrases (for example: for instance, in order to, in addition). (CCSS: W.4.1c) [RW.4.3.1c]

Unit	1	2	3	4	5	6	7	8	
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d. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d) [RW.4.3.1d]

Unit	1	2	3	4	5	6	7	8	
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**7. Craft information/explanatory texts using techniques specific to the genre.**

**2. Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary. [RW.4.3.2]**

Unit	1	2	3	4	5	6	7	8	
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a) [RW.4.3.2a]									
Unit	1	2	3	4	5	6	7	8	
b. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, and comparison-and-contrast). [RW.4.3.2b]									
Unit	1	2	3	4	5	6	7	8	
c. Organize relevant ideas and details to convey a central idea or prove a point. [RW.4.3.2c]									
Unit	1	2	3	4	5	6	7	8	
d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b) [RW.4.3.2d]									
Unit	1	2	3	4	5	6	7	8	
e. Link ideas within categories of information using words and phrases (for example: <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> *). (CCSS: W.4.2c) [RW.4.3.2e]									
Unit	1	2	3	4	5	6	7	8	
f. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d) [RW.4.3.2f]									
Unit	1	2	3	4	5	6	7	8	
g. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e) [RW.4.3.2g]									
Unit	1	2	3	4	5	6	7	8	



**8. Craft narratives using techniques specific to the genre.**

<b>3. Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events. [RW.4.3.3]</b>									
Unit	1	2	3	4	5	6	7	8	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a) [RW.4.3.3a]									
Unit	1	2	3	4	5	6	7	8	
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b) [RW.4.3.3b]									
Unit	1	2	3	4	5	6	7	8	
c. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c) [RW.4.3.3c]									
Unit	1	2	3	4	5	6	7	8	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d) [RW.4.3.3d]									
Unit	1	2	3	4	5	6	7	8	
e. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e) [RW.4.3.3e]									
Unit	1	2	3	4	5	6	7	8	

**9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.**

<b>4. Understand why and how writers use the conventions of Standard English grammar, usage, and mechanics to clarify their meaning.</b>									
a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.4.1) [RW.4.3.4a]									
Unit	1	2	3	4	5	6	7	8	
i. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ). (CCSS: L.4.1a) [RW.4.3.4ai]									
Unit	1	2	3	4	5	6	7	8	

ii. Form and use the progressive (for example: *I was walking*; *I am walking*; *I will be walking*) verb tenses. (CCSS: L.4.1b) [RW.4.3.4a<sup>ii</sup>]

Unit	1	2	3	4	5	6	7	8
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iii. Use modal auxiliaries (for example: *can*, *may*, *must*) to convey various conditions. (CCSS: L.4.1c) [RW.4.3.4a<sup>iii</sup>]

Unit	1	2	3	4	5	6	7	8
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iv. Order adjectives within sentences according to conventional patterns (for example: *a small red bag* rather than *a red small bag*). (CCSS: L.4.1d) [RW.4.3.4a<sup>iv</sup>]

Unit	1	2	3	4	5	6	7	8
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v. Form and use prepositional phrases. (CCSS: L.4.1e) [RW.4.3.4a<sup>v</sup>]

Unit	1	2	3	4	5	6	7	8
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vi. Use compound subjects (for example: *Tom and Pat* went to the store) and compound verbs (for example: *Harry* thought and worried\* about the things he said to Jane) to create sentence fluency in writing [RW.4.3.4a<sup>vi</sup>]

Unit	1	2	3	4	5	6	7	8
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vii. Produce complete simple, compound, and complex sentences. [RW.4.3.4a<sup>vii</sup>]

Unit	1	2	3	4	5	6	7	8
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viii. Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f) [RW.4.3.4a<sup>viii</sup>]

Unit	1	2	3	4	5	6	7	8
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ix. Correctly use frequently confused words (for example: *to*, *too*, *two*; *there*,\* *their*\*). (CCSS: L.4.1g) [RW.4.3.4a<sup>ix</sup>]

Unit	1	2	3	4	5	6	7	8
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b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2) [RW.4.3.4b]

Unit	1	2	3	4	5	6	7	8
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i. Use correct capitalization. (CCSS: L.4.2a) [RW.4.3.4b<sup>i</sup>]

Unit	1	2	3	4	5	6	7	8
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ii. Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b) **[RW.4.3.4bii]**

Unit	1	2	3	4	5	6	7	8
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iii. Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c) **[RW.4.3.4biii]**

Unit	1	2	3	4	5	6	7	8
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iv. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d) **[RW.4.3.4biv]**

Unit	1	2	3	4	5	6	7	8
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c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3) **[RW.4.3.4c]**

Unit	1	2	3	4	5	6	7	8
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i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a) **[RW.4.3.4ci]**

Unit	1	2	3	4	5	6	7	8
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ii. Choose punctuation for effect. (CCSS: L.4.3b) **[RW.4.3.4cii]**

Unit	1	2	3	4	5	6	7	8
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iii. Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion). (CCSS: L.4.3c) **[RW.4.3.4ciii]**

Unit	1	2	3	4	5	6	7	8
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d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4) **[RW.4.3.4d]**

Unit	1	2	3	4	5	6	7	8
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e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5) **[RW.4.3.4e]**

Unit	1	2	3	4	5	6	7	8
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f. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6) **[RW.4.3.4f]**

Unit	1	2	3	4	5	6	7	8
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g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.4.10) [RW.4.3.4g]

Unit	1	2	3	4	5	6	7	8
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## FOURTH GRADE, STANDARD 4. RESEARCH INQUIRY AND DESIGN

### 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

#### 1. Use a variety of resources to build and communicate knowledge related to open-ended research questions.

a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7) [RW.4.4.1a]

Unit	1	2	3	4	5	6	7	8
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i. Identify a topic and formulate open-ended research questions for further inquiry and learning. [RW.4.4.1ai]

Unit	1	2	3	4	5	6	7	8
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ii. Present a brief report of the research findings to an audience. [RW.4.4.1aii]

Unit	1	2	3	4	5	6	7	8
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b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8) [RW.4.4.1b]

Unit	1	2	3	4	5	6	7	8
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c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9) [RW.4.4.1c]

Unit	1	2	3	4	5	6	7	8
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i. Apply *grade 4 Reading standards* to literature (for example: “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [for example: a character’s thoughts, words, or actions].”). (CCSS: W.4.9.a) [RW.4.4.1ci]

Unit	1	2	3	4	5	6	7	8
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ii. Apply *grade 4 Reading standards* to informational texts (for example: “Explain how an author uses reasons and evidence to support particular points in a text”). (CCSS: W.4.9.b)  
[RW.4.4.1cii]

Unit	1	2	3	4	5	6	7	8	
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# Colorado Academic Standards Reading, Writing, and Communicating

## FIFTH GRADE, STANDARD 1. ORAL EXPRESSION AND LISTENING

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group’s attainment of an objective.

<b>1. Collaborate in discussions that serve various purposes and address various situations.</b>										
a. Listen to others’ ideas and form their own opinions. [RW.5.1.1a]										
Unit	1	2	3	4	5	6	7	8	9	
b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. (CCSS: SL.5.1) [RW.5.1.1b]										
Unit	1	2	3	4	5	6	7	8	9	
i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.5.1a) [RW.5.1.1bi]										
Unit	1	2	3	4	5	6	7	8	9	
ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b) [RW.5.1.1bii]										
Unit	1	2	3	4	5	6	7	8	9	
iii. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c) [RW.5.1.1biii]										
Unit	1	2	3	4	5	6	7	8	9	
iv. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS: SL.5.1d) [RW.5.1.1biv]										
Unit	1	2	3	4	5	6	7	8	9	

c. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.5.2) **[RW.5.1.1c]**

Unit	1	2	3	4	5	6	7	8	9
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d. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS: SL.5.3) **[RW.5.1.1d]**

Unit	1	2	3	4	5	6	7	8	9
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## 2. Deliver effective oral presentations for varied audiences and varied purposes.

### 2. Present to express an opinion, persuade, or explain/provide information.

a. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (CCSS: SL.5.4) **[RW.5.1.2a]**

Unit	1	2	3	4	5	6	7	8	9
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b. Use appropriate eye contact and speak clearly at an understandable pace. **[RW.5.1.2b]**

Unit	1	2	3	4	5	6	7	8	9
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c. Include multimedia components (for example: graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.5.5) **[RW.5.1.2c]**

Unit	1	2	3	4	5	6	7	8	9
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d. Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6) **[RW.5.1.2d]**

Unit	1	2	3	4	5	6	7	8	9
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e. Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion. **[RW.5.1.2e]**

Unit	1	2	3	4	5	6	7	8	9
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**FIFTH GRADE, STANDARD 2. READING FOR ALL PURPOSES**

**3. Read a wide range of literary texts to build knowledge and to better understand the human experience.**

**1. Apply strategies to interpret and analyze various types of literary texts.**

a. Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge. [RW.5.2.1a]

Unit	1	2	3	4	5	6	7	8	9
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b. Use Key Ideas and Details to: [RW.5.2.b]

i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1) [RW.5.2.1bi]

Unit	1	2	3	4	5	6	7	8	9
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ii. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2) [RW.5.2.1bii]

Unit	1	2	3	4	5	6	7	8	9
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iii. Compare and contrast two or more character’s points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3) [RW.5.2.1biii]

Unit	1	2	3	4	5	6	7	8	9
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c. Use Craft and Structure to: [RW.5.2.1c]

i. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4) [RW.5.2.1ci]

Unit	1	2	3	4	5	6	7	8	9
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ii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5) [RW.5.2.1cii]

Unit	1	2	3	4	5	6	7	8	9
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iii. Describe how a narrator’s or speaker’s point of view influences how events are described. (CCSS: RL.5.6) [RW.5.2.1ciii]

Unit	1	2	3	4	5	6	7	8	9
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iv. Locate information to support opinions, predictions, inferences, and identification of the author’s message or theme. [RW.5.2.1civ]

Unit	1	2	3	4	5	6	7	8	9
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d. Use Integration of Knowledge and Ideas to: [RW.5.2.1d]

i. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, and poem). (CCSS: RL.5.7) [RW.5.2.1di]

Unit	1	2	3	4	5	6	7	8	9
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ii. Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9) [RW.5.2.1dii]

Unit	1	2	3	4	5	6	7	8	9
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iii. Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, and simple metaphors) to understand and respond to text. [RW.5.2.1diii]

Unit	1	2	3	4	5	6	7	8	9
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e. Use Range of Reading and Complexity of Text to: [RW.5.2.1e]

i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RL.5.10) [RW.5.2.1ei]

Unit	1	2	3	4	5	6	7	8	9
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#### 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

##### 2. Apply strategies to interpret and analyze various types of informational texts.

a. Use Key Ideas and Details to: [RW.5.2.2a]

i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1) [RW.5.2.2ai]

Unit	1	2	3	4	5	6	7	8	9
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ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2) [RW.5.2.2aii]

Unit	1	2	3	4	5	6	7	8	9
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iii. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3) **[RW.5.2.2aiii]**

Unit	1	2	3	4	5	6	7	8	9
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iv. Distinguish between fact and opinion, providing support for judgments made **[RW.5.2.2aiv]**

Unit	1	2	3	4	5	6	7	8	9
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b. Use Craft and Structure to: **[RW.5.2.2b]**

i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (CCSS: RI.5.4) **[RW.5.2.2bi]**

Unit	1	2	3	4	5	6	7	8	9
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ii. Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5) **[RW.5.2.2bii]**

Unit	1	2	3	4	5	6	7	8	9
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iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6) **[RW.5.2.2biii]**

Unit	1	2	3	4	5	6	7	8	9
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iv. Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks. **[RW.5.2.2biv]**

Unit	1	2	3	4	5	6	7	8	9
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c. Use Integration of Knowledge and Ideas to: **[RW.5.2.2c]**

i. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7) **[RW.5.2.2ci]**

Unit	1	2	3	4	5	6	7	8	9
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ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8) **[RW.5.2.2cii]**

Unit	1	2	3	4	5	6	7	8	9
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iii. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9) **[RW.5.2.2ciii]**

Unit	1	2	3	4	5	6	7	8	9
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d. Use Range of Reading and Complexity of Text to: [RW.5.2.2d]

i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RI.5.10) [RW.5.2.2di]

Unit	1	2	3	4	5	6	7	8	9
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**5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing or speaking.**

**3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.**

a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.5.3) [RW.5.2.3a]

Unit	1	2	3	4	5	6	7	8	9
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i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.5.3a) [RW.5.2.3ai]

Unit	1	2	3	4	5	6	7	8	9
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b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4) [RW.5.2.3b]

Unit	1	2	3	4	5	6	7	8	9
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i. Read grade-level text with purpose and understanding. (CCSS: RF.5.4a) [RW.5.2.3bi]

Unit	1	2	3	4	5	6	7	8	9
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ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.5.4b) [RW.5.2.3bii]

Unit	1	2	3	4	5	6	7	8	9
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iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c) [RW.5.2.3biii]

Unit	1	2	3	4	5	6	7	8	9
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c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3) [RW.5.2.3c]

Unit	1	2	3	4	5	6	7	8	9
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i. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a) **[RW.5.2.3ci]**

Unit	1	2	3	4	5	6	7	8	9
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ii. Compare and contrast the varieties of English (for example: *dialects, registers*) used in stories, dramas, or poems. (CCSS.L.5.3.b) **[RW.5.2.3cii]**

Unit	1	2	3	4	5	6	7	8	9
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d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: L.5.4) **[RW.5.2.3d]**

Unit	1	2	3	4	5	6	7	8	9
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i. Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a) **[RW.5.2.3di]**

Unit	1	2	3	4	5	6	7	8	9
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ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: *photograph, photosynthesis*). (CCSS: L.5.4b) **[RW.5.2.3dii]**

Unit	1	2	3	4	5	6	7	8	9
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iii. Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c) **[RW.5.2.3diii]**

Unit	1	2	3	4	5	6	7	8	9
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e. Read and identify the meaning of words with sophisticated prefixes and suffixes. **[RW.5.2.3e]**

Unit	1	2	3	4	5	6	7	8	9
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f. Apply knowledge of derivational suffixes that change the part of speech of the base word (for example *active* and *activity*). **[RW.5.2.3f]**

Unit	1	2	3	4	5	6	7	8	9
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g. Infer meaning of words using structural analysis, context, and knowledge of multiple meanings. **[RW.5.2.3g]**

Unit	1	2	3	4	5	6	7	8	9
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h. Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change. **[RW.5.2.3h]**

Unit	1	2	3	4	5	6	7	8	9
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i. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.5.5) [RW.5.2.3i]										
Unit	1	2	3	4	5	6	7	8	9	
i. Interpret figurative language, including similes and metaphors, in context. (CCSS.L.5.5.a) [RW.5.2.3i.i]										
Unit	1	2	3	4	5	6	7	8	9	
ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS.L.5.5.b) [RW.5.2.3i.ii]										
Unit	1	2	3	4	5	6	7	8	9	
iii. Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS: L.5.5.c) [RW.5.2.3i.iii]										
Unit	1	2	3	4	5	6	7	8	9	
j. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: <i>however, although, nevertheless, similarly, moreover, in addition</i> ). (CCSS.L.5.6) [RW.5.2.3j]										
Unit	1	2	3	4	5	6	7	8	9	

**FIFTH GRADE, STANDARD 3. WRITING AND COMPOSITION**

**6. Craft arguments using techniques specific to the genre.**

<b>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences. [RW.5.3.1]</b>										
Unit	1	2	3	4	5	6	7	8	9	
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. (CCSS: W.5.1a) [RW.5.3.1a]										
Unit	1	2	3	4	5	6	7	8	9	
b. Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b) [RW.5.3.1b]										
Unit	1	2	3	4	5	6	7	8	9	

c. Link opinion and reasons using words, phrases, and clauses (for example: *consequently, specifically*). (CCSS: W.5.1c) [RW.5.3.1c]

Unit	1	2	3	4	5	6	7	8	9
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d. Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d) [RW.5.3.1d]

Unit	1	2	3	4	5	6	7	8	9
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## 7. Craft informational/explanatory texts using techniques specific to the genre.

**2. Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.** [RW.5.3.2]

Unit	1	2	3	4	5	6	7	8	9
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a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a) [RW.5.3.2a]

Unit	1	2	3	4	5	6	7	8	9
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b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b) [RW.5.3.2b]

Unit	1	2	3	4	5	6	7	8	9
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c. Link ideas within and across categories of information using words, phrases, and clauses (for example: *in contrast, especially*). (CCSS: W.5.2c) [RW.5.3.2c]

Unit	1	2	3	4	5	6	7	8	9
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d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d) [RW.5.3.2d]

Unit	1	2	3	4	5	6	7	8	9
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e. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e) [RW.5.3.2e]

Unit	1	2	3	4	5	6	7	8	9
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**8. Craft narratives using techniques specific to the genre.**

<b>3. Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events. [RW.5.3.3]</b>									
Unit	1	2	3	4	5	6	7	8	9
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a) [RW.5.3.3a]									
Unit	1	2	3	4	5	6	7	8	9
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b) [RW.5.3.3b]									
Unit	1	2	3	4	5	6	7	8	9
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c) [RW.5.3.3c]									
Unit	1	2	3	4	5	6	7	8	9
d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d) [RW.5.3.3d]									
Unit	1	2	3	4	5	6	7	8	9
e. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e) [RW.5.3.3e]									
Unit	1	2	3	4	5	6	7	8	9

**9. Demonstrate mastery of their own progress with clear, coherent, and error-free polished products.**

<b>4. Apply understanding of the conventions of Standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.</b>									
a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.5.1) [RW.5.3.4a]									
Unit	1	2	3	4	5	6	7	8	9
i. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a) [RW.5.3.4ai]									
Unit	1	2	3	4	5	6	7	8	9

ii. Form and use the perfect (for example: *I had walked; I have walked; I will have walked*) verb tenses. (CCSS: L.5.1b) [RW.5.3.4a<sup>ii</sup>]

Unit	1	2	3	4	5	6	7	8	9
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iii. Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c) [RW.5.3.4a<sup>iii</sup>]

Unit	1	2	3	4	5	6	7	8	9
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iv. Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) [RW.5.3.4a<sup>iv</sup>]

Unit	1	2	3	4	5	6	7	8	9
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v. Use correlative conjunctions (for example: *either/or, neither/nor*). (CCSS: L.5.1e) [RW.5.3.4a<sup>v</sup>]

Unit	1	2	3	4	5	6	7	8	9
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vi. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a) [RW.5.3.4a<sup>vi</sup>]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2) [RW.5.3.4b]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

i. Use punctuation to separate items in a series. (CCSS: L.5.2a) [RW.5.3.4b<sup>i</sup>]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

ii. Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b) [RW.5.3.4b<sup>ii</sup>]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

iii. Use a comma to set off the words *yes* and *no* (for example: *Yes, thank you*), to set off a tag question from the rest of the sentence (for example: *It's true, isn't it?*), and to indicate direct address (for example: *Is that you, Steve?*). (CCSS: L.5.2c) [RW.5.3.4b<sup>iii</sup>]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

iv. Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d) [RW.5.3.4b<sup>iv</sup>]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

v. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e) [RW.5.3.4b<sup>v</sup>]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---



c. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4) [RW.5.3.4c]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

d. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5) [RW.5.3.4d]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

e. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.  
(adapted from CCSS: W.5.6) [RW.5.3.4e]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

f. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.5.10) [RW.5.3.4f]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

## FIFTH GRADE, STANDARD 4. RESEARCH INQUIRY AND DESIGN

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

### 1. Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.

a. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7) [RW.5.4.1a]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

i. Summarize and support key ideas. [RW.5.4.1ai]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

ii. Demonstrate comprehension of information with supporting logical and valid inferences.  
[RW.5.4.1aii]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

iii. Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience. **[RW.5.4.1aiii]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

b. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS: W.5.8) **[RW.5.4.1b]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

i. Develop relevant support visual information (for example: charts, maps, graphs, photo evidence, models). **[RW.5.4.1bi]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

ii. Provide documentation of sources used in a grade-appropriate format. **[RW.5.4.1bii]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9) **[RW.5.4.1c]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

i. Apply *grade 5 Reading standards* to literature (for example: “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]”). (CCSS: W.5.9a) **[RW.5.4.1ci]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

ii. Apply *grade 5 Reading standards* to informational texts (for example: “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). (CCSS: W.5.9b) **[RW.5.4.1cii]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

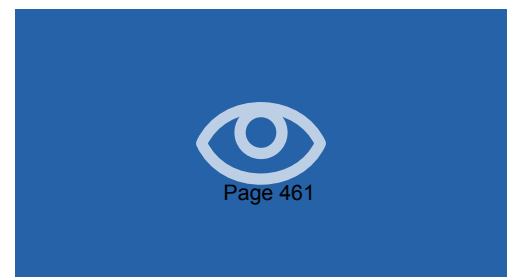
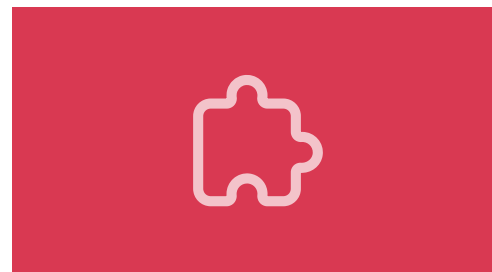
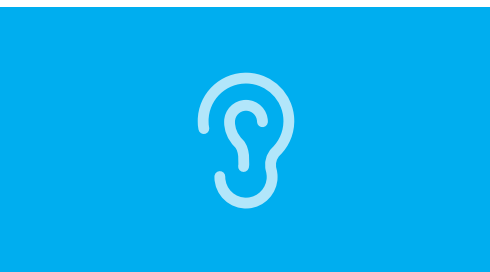
AmplifyCKLA

Category of Data	Data Elements	Purpose	Used by Amplify?	Provided by District, or Collected by Application?
<b>Application Technology Meta Data</b>	IP Addresses of users, Use of cookies etc.	For support purposes; in aggregate, to inform product improvements	Required	Collected by Application
Application Technology Meta Data	Other application technology meta data	For support purposes; in aggregate, to inform product improvements	Required	Collected by Application
Application Technology Meta Data	Other application technology meta data - Please specify:	For support purposes; in aggregate, to inform product improvements	* Browser User Agent * Operating system brand and version * Browser brand and version	Collected by Application
<b>Application Use Statistics</b>	Meta data on user interaction with application	For support purposes; in aggregate, to inform product improvements	Required	Collected by Application
Application Use Statistics	Meta data on user interaction with application - Please specify:	For support purposes; in aggregate, to inform product improvements	User interactions, timestamps, etc.	Collected by Application
<b>Demographics</b>	Gender	For optional aggregate reporting	Optional	Provided by District
Demographics	Ethnicity or race	For optional aggregate reporting	Optional	Provided by District
Demographics	Language information (native, preferred or primary language spoken by student)	To support in-app language choices, and optional aggregate reporting	Optional	Provided by District
Demographics	Other demographic information	For optional aggregate reporting	Optional	Provided by District
Demographics	Other demographic information - Please specify:	For content or feature selection	Additional CEDS-aligned demographics may be optionally supplied for aggregate reporting purposes	Provided by District
<b>Enrollment</b>	Student school enrollment	For rostering purposes	Required	Provided by District
Enrollment	Student grade level	For rostering purposes and content alignment	Required	Provided by District
Enrollment	Homeroom	For rostering purposes	Optional	Provided by District
<b>Schedule</b>	Student scheduled courses	For rostering purposes and content alignment	Required	Provided by District
Schedule	Teacher names	For rostering purposes	Required	Provided by District
<b>Special Indicator</b>	English language learner information	To support in-app language choices, and optional aggregate reporting	Optional	Provided by District
Special Indicator	Low income status	For optional aggregate reporting	Optional	Provided by District
Special Indicator	Student disability information	For optional aggregate reporting	Optional	Provided by District
Special Indicator	Specialized education services (IEP or 504)	For optional aggregate reporting	Optional	Provided by District
Special Indicator	Other indicator information	For optional aggregate reporting	Optional	Provided by District
Special Indicator	Other indicator information - Please specify:	For optional aggregate reporting	Additional CEDS-aligned demographic indicators may be optionally supplied for aggregate reporting purposes	Provided by District
<b>Student Contact Information</b>	Email	For logging in	Required	Provided by District
<b>Student Identifiers</b>	Local (School district) ID work data - Please specify	For rostering purposes	If students are rostered: Required	Provided by District
Student Identifiers	State ID number		Optional	
Student Identifiers	Student app username	For logging in	Optional	Provided by District

Category of Data	Data Elements	Purpose	Used by Amplify?	Provided by District, or Collected by Application?
Student Identifiers	Student app passwords	For logging in	Optional	Collected by Application
Student Name	First and/or Last	For rostering purposes	Required	Provided by District
Student In App Performance	Program/application performance (typing program-student types 60 wpm, reading program - student reads below grade level)	For application adaptivity and student performance reporting	Required	Collected by Application
Student work	Student generated content; writing, pictures etc.	For classroom interactivity and student performance reporting	Required	Collected by Application

# Reporting Guide

DIBELS® 8th Edition and mCLASS Lectura





# Welcome

mCLASS® gives you detailed insight into your students' reading development across foundational literacy skills. Providing literacy reports across all foundational skills in both English and Spanish, mCLASS and mCLASS Español deliver complete parity across both languages, empowering educators with instructional recommendations specific to the student's profile and identifying transferable skills from one language to another.

In this guide, you will find a wealth of valuable reporting information that the mCLASS and mCLASS Español programs provide for everyone, from classroom teachers and literacy specialists to principals and district leaders, as well as parents and guardians at home.





# The critical need to assess Spanish-speaking students in their native language

## Creating a level playing field

A 2019 University of Oregon study that compared assessing Pre-K Spanish speakers in their native language versus English found that:

**63%**

identified as needing Tier 2 or Tier 3 intervention when assessed in English,

while only

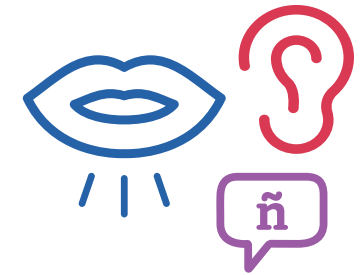
**21%**

identified as needing Tier 2 or Tier 3 intervention when assessed in Spanish.

**Assessing Spanish-speaking students in their native language is central to leveling the playing field and empowering them in their literacy journey. Why is this the case?**

- Teachers don't want to underestimate a student's ability level.
- Understanding Spanish literacy development helps teachers understand a student's English performance.
- Spanish reading skills impact English reading development.





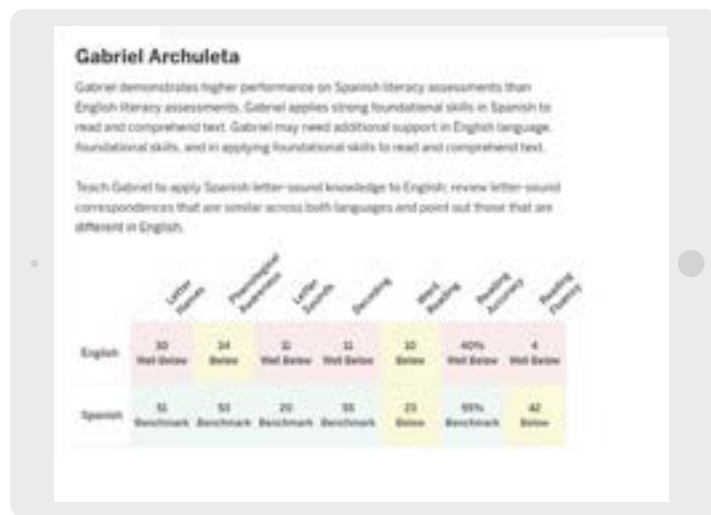
# Introducing mCLASS Lectura

## Level the playing field in classrooms with dual language reporting

mCLASS with DIBELS® 8th Edition and mCLASS Lectura combine to deliver comprehensive assessment and reporting in both English and Spanish.

View students' English and Spanish literacy development side by side.

Identify transferrable skills across English and Spanish.



Dual language report



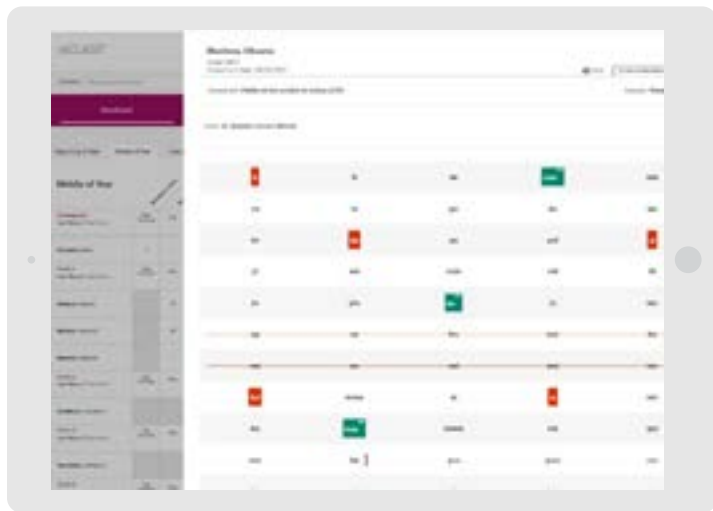
Dual language report

All mCLASS reports in this guide are available for both English and Spanish literacy measures.<sup>1</sup>

1. With the exception of mCLASS Intervention, which is not yet offered for Spanish literacy, and select growth reports undergoing validation.

# Dual language reporting for K–6

Access detailed assessment data.



Item-level assessment data

Receive targeted lessons to build English and Spanish literacy skills.

Identificar y leer palabras con los diptongos ia, ie, io mCLASS+

**Descodificación**

Los estudiantes leerán palabras con los diptongos ia, ie, ie, e identificando sus patrones de ortografía.

**Preparación**

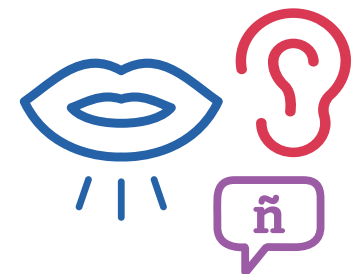
1. Imprima una copia de las tarjetas de palabras y recorte las tarjetas.
2. Imprima una copia de la tabla de diptongos.
3. Prepare un clipor y papel para cada estudiante.

**Introducción del diptongo ia: (5 min)**

Hay varios a aprender sobre tres diptongos, ia, ie e io. Señale los diptongos en la tabla de diptongos. Los diptongos son dos vocales seguidas que se pronuncian en una sola sílaba. Primero vamos a aprender sobre el diptongo ia.

1. Escribe la palabra ruba en un tamaño grande en la pizarra. Esta es la palabra ruba. Hay dos vocales después de la b, la r y la a. Señala la letra r. El sonido de esta letra es /r/. Señala la letra a. El sonido de esta letra es /a/.
2. Cuando estas dos letras aparecen juntas, se pronuncian

Instructional recommendations









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# Classroom reports for teachers

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EDUCATOR INSIGHT

“In which basic early literacy skills are students most proficient, and in which are they least proficient?”

## Classroom Skill Summary

This report is a dashboard showing benchmark performance on each skill. Teachers can use it to determine which skill areas need instructional focus at a classroom level.

	Beginning of Year	Middle of Year	End of Year	Summary			
		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency CRF
<b>Class Summary</b>	Well Below Benchmark	20% 3 Students	13% 2 Students	27% 4 Students	7% 1 Student	20% 3 Students	7% 1 Student
<b>15/15</b> Students Assessed	Below Benchmark	27% 4 Students	33% 5 Students	20% 3 Students	67% 10 Students	40% 6 Students	73% 11 Students
<b>0</b> Not Assessed	At Benchmark	33% 5 Students	40% 6 Students	13% 2 Students	27% 4 Students	20% 3 Students	13% 2 Students
<b>0</b> In Progress	Above Benchmark	20% 3 Students	13% 2 Students	40% 6 Students	0% 0 Students	20% 3 Students	7% 1 Student

Both the percentage and number of students in each performance category are displayed for each skill assessed.



## Classroom Benchmark Summary

This report is a classroom-wide view of overall reading performance. Teachers can use this report to determine if composite scores improved, declined, or remained the same each semester.

	Beginning of Year	Middle of Year	End of Year	
<b>Class Summary</b>	Well Below Benchmark	20% 3 Students	7% 1 Student	0% 0 Students
<b>15/15 Students Assessed</b>	Below Benchmark	27% 4 Students	33% 5 Students	20% 3 Students
<b>0 Not Assessed</b>	At Benchmark	33% 5 Students	40% 6 Students	53% 8 Students
<b>0 In Progress</b>	Above Benchmark	20% 3 Students	20% 3 Students	27% 4 Students

This report focuses on composite scores for each time of year.

“How many of my students improved in each benchmark period?”



## Detailed Benchmark Performance

Teachers can see each student's performance during the current school year, on each subtest as well as the overall composite. The benchmark goal displays below the subtest name when applicable.

Beginning of Year		Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Vocabulary	Spelling	Phonological Processing
Grade 1	Composite Goal 331	LNFS Goal 51	PSF Goal 39	NWF-CLS Goal 42	NWF-WRC Goal 8	WSF Goal 15	ORF-Accu Goal 67%	ORF Goal 21	VOCAB Goal 23	SPELL Goal 23	RAN Goal 62
Last Name, First Name											
Ashley, Emma	329 Below	40 Well Below	33 Below	25 Below	3 Below	8 Below	67% Benchmark	16 Below	—	—	—
Baldwin, Freddie	345 Benchmark	52 Benchmark	55 Above	44 Benchmark	8 Benchmark	17 Benchmark	88% Benchmark	21 Benchmark	—	—	—
Bell, Jon	317 Well Below	24 Well Below	21 Well Below	16 Well Below	1 Below	7 Well Below	38% Well Below	6 Below	9 Well Below	22 Below	224 Well Below
Bash, Tom	359 Above	53 Benchmark	44 Benchmark	50 Above	11 Benchmark	22 Above	93% Benchmark	43 Above	—	—	—
Chandler, Verma	313 Well Below	37 Well Below	16 Well Below	13 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	—	—
Cobb, Djan	330 Below	49 Below	33 Below	24 Well Below	1 Below	14 Below	59% Below	13 Below	—	—	—

Clicking a score opens the student assessment report's probe details.

“Which skills have my students mastered?”

“Which skills should my students continue practicing?”




“Which students need more of my support?”


The ability to sort the columns in this report gives teachers more flexibility to analyze data the way they prefer.

Beginning of Year		Lexile	Letter Names	Phoneme Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Oral Language	Vocabulary	Spelling	Phonological Processing
Grade 1	Composite Goal 330	Lexile	LNF Goal 42	PSF Goal 31	NWF-CLS Goal 30	NWF-WRC Goal 5	WRF Goal 17	ORF Accy Goal 67%	ORF Goal 10	OL Goal 17	VOCAB Goal 18	SPELL Goal 25	RAN Goal 67
All, Cameron	302 Well Below	BR045L 6 Well Below Pct: 6	30 Well Below Pct: 18	2 Well Below Pct: 6	0 Well Below Pct: 27	0 Well Below Pct: 29	Discon'd	Discon'd	14 Well Below	16 Below	20 Well Below	93 Well Below	
Archer, Aiden	327 Below	BR055L 62 Benchmark Pct: 86	14 Well Below Pct: 22	12 Well Below Pct: 18	3 Below Pct: 45	25 Above Pct: 93	62% Below Pct: 61	8 Below Pct: 38	—	19 Benchmark	—	—	
Bernal, Ana	329 Below	BR030L 34 Below Pct: 51	40 Benchmark Pct: 77	20 Well Below Pct: 54	5 Benchmark Pct: 57	10 Below Pct: 53	73% Benchmark Pct: 69	22 Benchmark Pct: 76	—	19 Benchmark	—	—	
Brown, Emmi	300 Well Below	BR005L 27 Well Below Pct: 38	4 Well Below Pct: 6	11 Well Below Pct: 12	0 Well Below Pct: 27	0 Well Below Pct: 29	Discon'd	Discon'd	15 Below	17 Below	27 Below	64 Below	
Clover, Thomas	313 Well Below	BR765L 30 Well Below Pct: 45	26 Below Pct: 43	14 Well Below Pct: 30	2 Below Pct: 42	2 Well Below Pct: 25	0% Well Below Pct: 8	0 Well Below Pct: 8	16 Below	17 Below	25 Below	89 Below	
Cullins, Noah	328 Benchmark	BR455L 41 Below Pct: 61	32 Benchmark Pct: 56	27 Below Pct: 60	4 Below Pct: 51	14 Benchmark Pct: 80	74% Benchmark Pct: 76	25 Benchmark Pct: 84	—	20 Benchmark	—	—	
Crane, Lia	309 Well Below	BR820L 14 Well Below Pct: 18	9 Well Below Pct: 12	15 Well Below Pct: 36	0 Well Below Pct: 27	0 Well Below Pct: 29	Discon'd	Discon'd	12 Well Below	11 Well Below	22 Well Below	67 Below	

Classroom reports show each student's Lexile level and the percentile they fall in for each skill.

## Dyslexia Screening and Risk Indicator

Identify students who are at risk for reading difficulties, including dyslexia, based on their results from foundational skills measures and additional measures as needed by local policies. A risk indicator icon  marks which students are at risk based on their composite score, Spelling, and RAN. This is available in both English and Spanish.

Grade 1 Last Name, First Name	Composite Goal 331	LNF Goal 51	PSF Goal 39	NWF-CLS Goal 42	NWF-WRC Goal 8	WRF Goal 15	ORF-Accu Goal 67%	ORF Goal 21	VOCAB Goal 23	SPELL Goal 23	RAN Goal 52
Ashley, Emma	329 Below	40 Well Below	33 Below	25 Below	3 Below	8 Below	67% Benchmark	16 Below	—	—	—
Baldwin, Freddie	345 Benchmark	52 Benchmark	55 Above	44 Benchmark	8 Benchmark	17 Benchmark	88% Benchmark	21 Benchmark	—	—	—
Bell, Jon	 317 Well Below	24 Well Below	21 Well Below	16 Well Below	1 Below	7 Well Below	38% Well Below	6 Below	9 Well Below	22 Below	224 Well Below
Bush, Tami	359 Above	53 Benchmark	44 Benchmark	50 Above	11 Benchmark	22 Above	93% Benchmark	43 Above	—	—	—
Chandler, Verna	313 Well Below	37 Well Below	16 Well Below	13 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	—	—
Cobb, Elijah	330 Below	49 Below	33 Below	24 Well Below	1 Below	14 Below	59% Below	13 Below	—	—	—

Educators can use the additional information collected from these measures to develop and implement targeted interventions for at-risk students

“Which of my students need intensive support to prevent further reading difficulties?”



# Progress Monitoring Summary

See which subtests have been assessed since the most recent benchmark assessment, how students performed on the three most recent progress monitoring assessments for each measure, and which students have not been progress monitored since the benchmark assessment.

Progress Monitoring								
Grade 4 Last Name, First Name	BOY Composite	Skill	BOY	Last 3 PM Scores	MOY Goal	Goal Set	Aimline to Goal Set	Last Assessed
Adams, Joseph	306 Well Below	Reading Fluency ORF	55 Well Below	56   57   75	120	102		11/22/2019
		Reading Accuracy ORF-Accu	95% Below	97%   100%   99%	99%	99%		11/22/2019
		Basic Comprehension Maze	10 Well Below	7.5   2   2.5	15.5	15.5		11/22/2019
Baldwin, Tammy	291 Well Below	Basic Comprehension Maze	14 Benchmark	11   13   8	15.5	16.5		11/22/2019
		Reading Fluency ORF	39 Well Below	61   44   61	120	83		11/20/2019
		Reading Accuracy ORF-Accu	85% Well Below	92%   94%   95%	99%	99%		11/20/2019

The Aimline displays the three most recent progress monitoring scores on a slope to show whether students are on track to reach the next benchmark goal.

“Which students are making adequate progress toward the next benchmark goal?”



“What is the minimum amount of growth my student needs to reach their goal by the next semester?”

## Goal Setting Tool

The Zones of Growth (ZoG) analysis uses a rich set of national data to determine student goals for the next benchmark period. Teachers can use the Goal Setting Tool to view these recommended goals or modify the default goals for individual students as they see fit, if the default goal is too challenging or not challenging enough.

Zones of Growth						
Grade 1	Skill	Start - BOY	Growth Rate			End - MOY
Last Name, First Name		Score	Average	Above Average	Well Above Average	Goal
Ashley, Emma	Letter Names LNF	40 Well Below	46 - 51 ○	52 - 62 ●	63+ ○	60 
	Phonemic Awareness PSF	33 Below	41 - 45 ●	46 - 53 ○	54+ ○	43 
	Letter Sounds NWF-CLS	25 Below	35 - 40 ○	41 - 48 ○	49+ ●	49 
	Decoding NWF-WRC	3 Below	8 - 10 ●	11 - 13 ○	14+ ○	10 
	Word Reading WRF	8 Below	12 ○	13 - 25 ○	16+ ●	16 
	Reading Accuracy ORF-Accu	67% Benchmark	78 - 85 ○	86 - 92 ●	93+ ○	87 

The flag indicates the benchmark performance level the student will reach by the next benchmark period for that skill, if they achieve the growth rate indicated by the purple dot.



# Growth Outcomes

Teachers and interventionists can see each student's actual growth achieved and how it compares to the goal that was set for the student.

Progress Monitoring   Goal Setting   **Growth Outcomes**   [How to read growth analysis details](#)

Time frame  
 BOY-MOY   MOY-EOY   Full Year

Grade 1 Last Name, First Name	BOY Composite 338 Benchmark	MOY Composite 389 Benchmark	Composite Growth +51 Average	Skill	Benchmark Scores		Growth		Goal	
					BOY 78 Benchmark	MOY 99 Benchmark	Needed +4 Average	Achieved +25 Well Above Average	Set 82 Benchmark	Met Yes
Ashley, Emma				Letter Names LNF	78 Benchmark	99 Benchmark	+4 Average	+25 Well Above Average	82 Benchmark	Yes
				Phonemic Awareness PSF	32 Below	27 Well Below	+9 Well Below Average	-5 Well Below Average	41 Below	No
				Letter Sounds NWF-CLS	34 Below	48 Below	+16 Above Average	+14 Average	50 Below	No
				Decoding NWF-WRC	6 Below	35 Benchmark	+2 Below Average	+30 Above Average	8 Below	Yes
				Word Reading WRF	29 Above	23 Benchmark	-14 Well Below Average	-6 Well Below Average	15 Below	Yes

Even if students did not meet the goal, teachers can offer positive reinforcement about the growth they made by comparing the number of points needed to reach the goal with the number of points students actually achieved.

“Are my students receiving effective instruction?”

“Should I adjust my tactics to help students catch up?”





“Which skills have students with similar assessment results already mastered? Which do they need to work on?”

## Small-group Instruction

The mCLASS instructional tool automatically groups students based on benchmark results and response patterns. Teachers can see that each group is associated with one main skill, and the name of the group (e.g., phonemic awareness) is based on a sub-skill that students need to master.

**DECODING** Download all activities

**GROUP 2** **Reading words with simpler patterns fluently** 3 Students

James J Alice R Ava S

**Can blend sounds into CVC words as whole words, but not consistently.**

**Need to work on** specific letter sounds and on reading whole words fluently.

Students may have repeatedly missed a particular letter or letters and need reinforcement activities on these particular letter sounds in isolation and in the context of words. Use the observed patterns below from NWF results for further identification of specific letters/sounds that need to be reviewed.

Provide students exposure to vocabulary and comprehension instruction through teacher read-alouds and oral instruction.

**Language Considerations**

**ENGLISH LANGUAGE LEARNER** **LANGUAGE VARIETY**

Native language and literacy should be assessed for potential transference to English language and literacy. Include modeling, examples, and practice sounds and letter combinations and words that include the phonic elements from both languages.

The “Need to work on” section describes the skill deficits shared by students in this group, and can be used to target instruction.



## General English learner supports

The expanded instructional tool displays more detailed information that can be used to plan instruction, including information tailored to English learners (ELs) instruction. Each profile contains a description of the skills you can build on while targeting instruction, and sometimes includes prerequisite skills. mCLASS instruction provides additional support for students who speak a language variety different from General American English.

The screenshot displays a user interface for a reporting tool. At the top, the word "DECODING" is shown in a dark box, and a "Download all activities" link is visible. Below this, a "GROUP 2" label is next to the title "Reading words with simpler patterns fluently" and a count of "3 Students". Three student names are listed in rounded buttons: "James J", "Alice R", and "Ava S".

Two columns of text describe student skills:

- Can blend sounds into CVC words as whole words, but not consistently.**
- Need to work on specific letter sounds and on reading whole words fluently.**

Below these are two paragraphs of instructional text:

- Students may have repeatedly missed a particular letter or letters and need reinforcement activities on these particular letter sounds in isolation and in the context of words. Use the observed patterns below from NWF results for further identification of specific letters/sounds that need to be reviewed.
- Provide students exposure to vocabulary and comprehension instruction through teacher read-alouds and oral instruction.

A callout box titled "Language Considerations" is highlighted with an orange border. It contains two tabs: "ENGLISH LANGUAGE LEARNER" and "LANGUAGE VARIETY" (which is selected). The text under "LANGUAGE VARIETY" reads: "Certain words, especially those with ending consonant clusters, may be systematically pronounced or read differently in the student's language variety. For example, students may only pronounce the first sound in ending consonant clusters, (e.g., *min* for *mind* and *tes* for *test*)." The word "min" is underlined in the example.

Each group contains specific information for ELLs and General American English learners based on students' response patterns.

“How can I support my ELs and General American English learners in acquiring this skill?”



“Which activities can I use with this group of students?”

## Small-group Activities

The observed patterns checklist contains observations that teachers can use to filter the activities displayed below. The activities section includes recommended activities for reinforcing the skills needed by students in the group.

**Observed patterns:**

- Accurate but slow Phonemic Awareness - NR
- Segments words with two phonemes Phonemic Awareness - NR
- Weaker with ending sounds than initial sounds Phonemic Awareness - NR

**Activities**

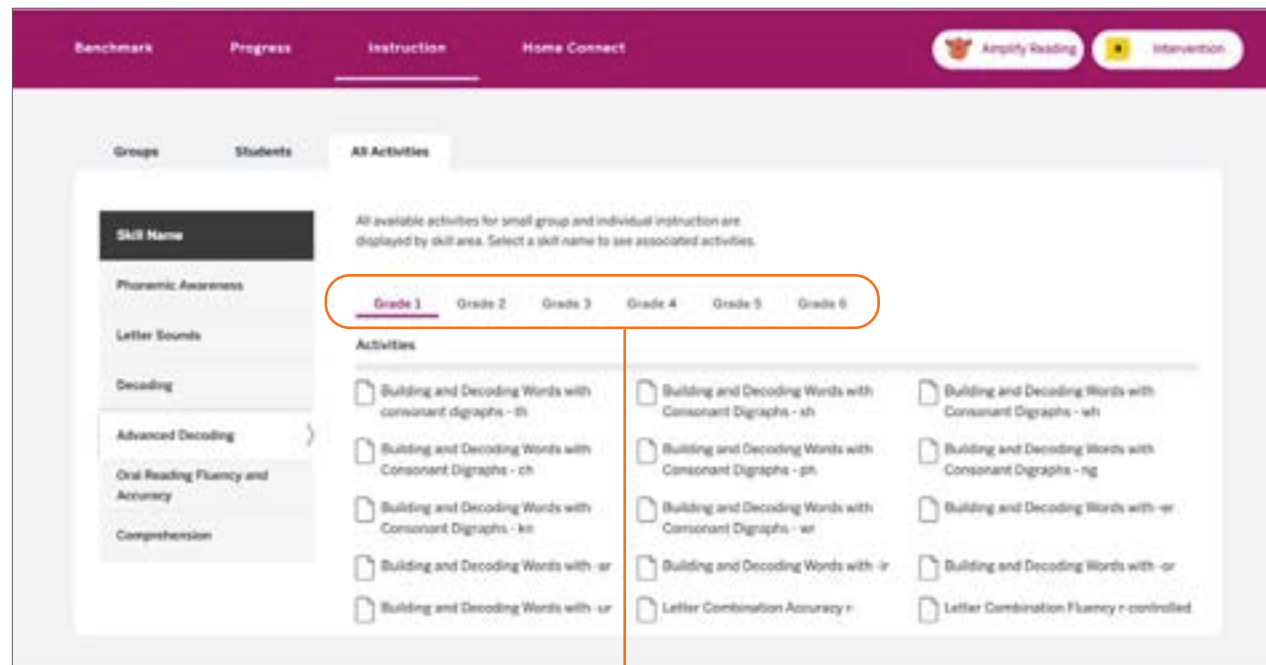
- Sound Detectives: Stump the Detectives
- Silly Substitutions
- Pull it Down: Compound Word
- Please Step Forward: Words in Sentences
- Squish-A-Word
- Picture Slide: Syllables
- Leave It Out
- Put It Together Blending Syllables Into Words
- Syllable Pocket Chart

Selecting an observed pattern filters the activities list below.



## All Activities

The All Activities tab is where teachers can quickly access hundreds of activities, organized by skill, to further target small-group and individual instruction.



Activities displayed by skill can be further filtered by grade.

“What activities can I use in my classroom to help students regularly practice their early literacy skills?”



## Intervention Progress Monitoring Report

This report (available to educators using mCLASS Intervention) includes recent progress monitoring data and intervention details such as the number of Bursts received, Burst group name, Burst instructor name, and classroom teacher's name.

Progress Monitoring								Intervention						
Grade 2	Student	Skill	MOY	Last 3 PM Scores			MOY Goal	Goal Set	Adjusted to Goal Set	Last Reassessed	Group name	# of Bursts	Burst Teacher	Classroom Teacher
Adkins, Ben	Ben	Regular Words RW	0	0	0	0				11/14/2019	Group 1	4	Johnson, Ingrid	Benson, Julie
		Irregular Words IW	0	0	1	0				11/14/2019				
		Letter Sounds WWP-CLS	37	41	43	47	54	63	64%	11/13/2019				
		Decoding WWP-WDC	10	4	9	6	23	20	87%	11/13/2019				
		Letter Sounds WWP-CLS	37	41	43	47	54	63	64%	11/13/2019				
Bennett, Corita	Corita	Irregular Words IW	3	9	7	9				11/13/2019	Group 2	4	Avery, Patricia	Benson, Julie
		Letter Combinations LC	5	9	6	9				11/13/2019				
		Regular Words RW	6	9	9	9				11/13/2019				
		Letter Sounds WWP-CLS	37	41	43	47	54	63	64%	11/13/2019				
		Decoding WWP-WDC	9	1	10	16	23	18	78%	11/13/2019				

“Which students need a different Intervention strategy?”

“Which educators can I collaborate with to determine next steps?”

The Intervention Progress Monitoring Report is available in English only. mCLASS Intervention is sold separately from mCLASS with DIBELS 8th Edition.

Teachers can identify Burst students who may need a different intensity (e.g., smaller group size) or new instructional approach (e.g., different Tier 3 intervention).



# Intervention Group Report

This report (for customers with mCLASS Intervention) helps intervention coordinators evaluate the homogeneity of each group and determine when regrouping is necessary.

The screenshot shows a navigation bar with four bursts: Burst #1 (Jan 17), Burst #2 (Feb 13), Burst #3 (Mar 11), and Burst #4 (Mar 27). Under Burst #1, there are two skills listed: Phonological Awareness and Letter Sound Knowledge. Below this are buttons for 'View PDF' and 'Download'. A section titled 'Snapshot when Burst was created on Jan 17, 2019' contains a table with columns for 'Students' and 'Skills'. The skills include Phonological Awareness, Letter Sounds, Blending, Regular Words, Irregular Words, Letter Combinations, Advanced Phonics, Reading Fluency, Vocabulary, and Comprehension Skills. An orange box highlights the first three columns (Phonological Awareness, Letter Sounds, and Blending) for three students: Natalie Batiste, John Caraway, and Ronnie Daniels. In this highlighted area, Natalie and John have blue icons in the Phonological Awareness and Letter Sounds columns, while Ronnie has a blue icon in the Letter Sounds column. All three have grey icons in the Blending column.

Students	Skills									
	Phono. Aware.	Letter Sounds	Blending	Reg. Words	Irreg. Words	Letter Combos	Adv. Phonics	Reading Flu.	Vocab.	Comp. Skills
NATALIE BATISTE	Blue icon	Blue icon	Grey icon	Grey icon	Grey icon	Grey icon	Grey icon	Grey icon	Blue icon	Grey icon
JOHN CARRAWAY	Blue icon	Blue icon	Grey icon	Grey icon	Grey icon	Grey icon	Grey icon	Grey icon	Grey icon	Grey icon
RONNIE DANIELS	Blue icon	Blue icon	Grey icon	Grey icon	Grey icon	Grey icon	Grey icon	Grey icon	Grey icon	Grey icon

Interventionists can review a snapshot of students' skill levels each time a 10-day lesson plan was generated.

“Which students are ready to advance to the next group?”

The Intervention Group Report is available in English only. mCLASS Intervention is sold separately from mCLASS with DIBELS 8th Edition.





# Individual student reports

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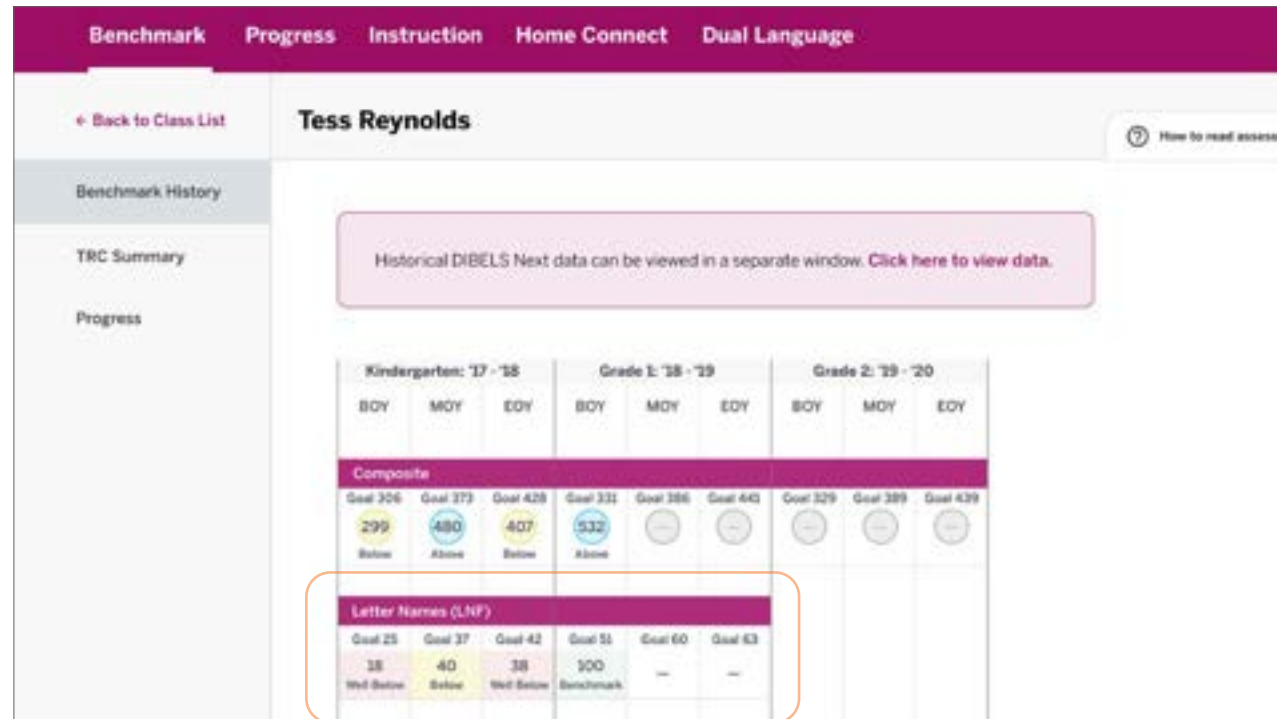
EDUCATOR INSIGHT

“Has this student mastered foundational early literacy skills from earlier grades?”

“What differentiated support does this student need to meet grade-level expectations?”

## Performance History

Teachers can review a timeline of each student’s mCLASS results from kindergarten through grade 6. These results can be used for RTI/MTSS (Response to Intervention/Multi-Tiered System of Supports), IEP (Individualized Education Plan), parent meetings, and other documentation needs.



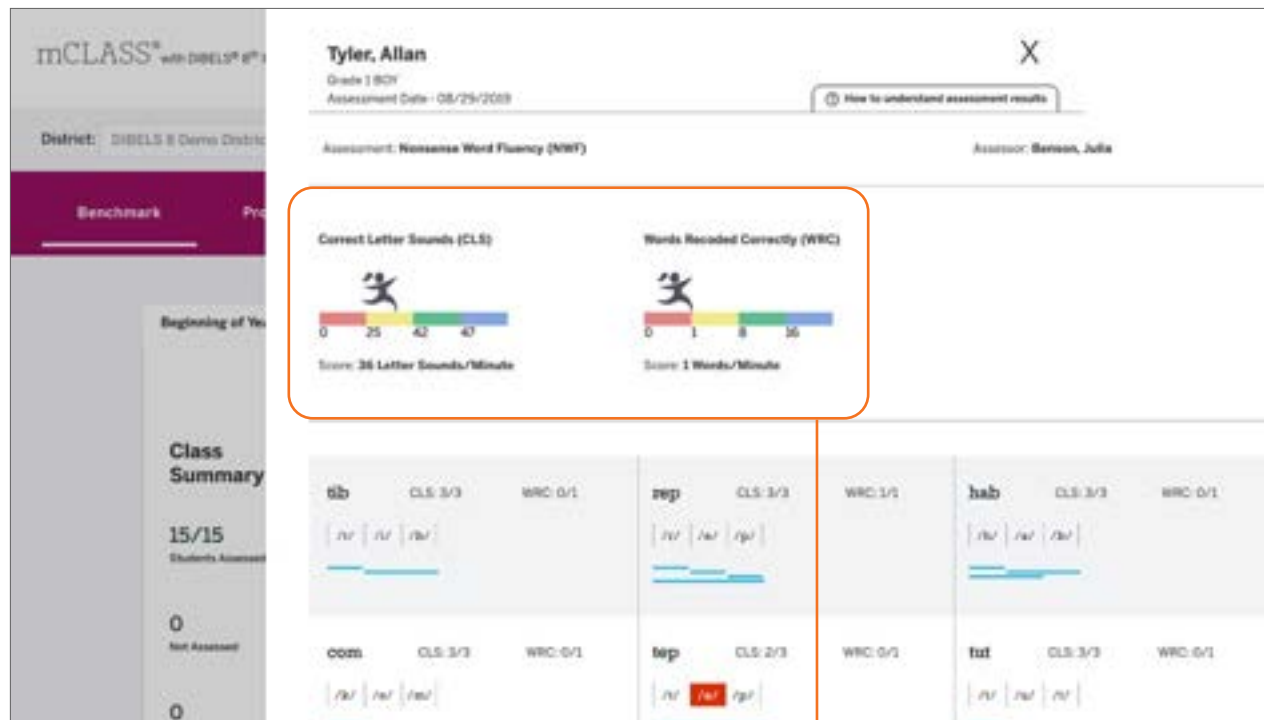
Skill names span across the grades in which the corresponding subtest is assessed.



## Probe Details

Teachers can click a student's score from any report view to open the assessment details report, which includes a documented record of student responses. The details are analyzed to reveal significant response patterns and recommend targeted group and individual instruction.

“What types of spelling patterns or words does this student need to practice?”



The running girl bar at the top of each report indicates where the student's score falls relative to the benchmark goal.



## Progress Monitoring Graphs

Teachers can review a student's benchmark and progress monitoring scores for the entire year. Each skill is shown in a separate view.



Teachers can zoom in on the graph to see a clearer view of the data points.

“Is this student progressing toward the next benchmark goal?”

“Is differentiated instruction necessary?”



## Custom goals on Progress Monitoring Graphs

Teachers can track the progress students are making toward their individual goals for each skill on the graph. A pin icon on the graph represents a modified individual goal when it is less than or greater than the default “At Benchmark” goal.



Goal setting is a helpful way of motivating students to achieve a specific outcome. When students see their progress toward a goal during check-ins with their teacher, they can celebrate the growth they have made.

“Is differentiated instruction needed?”



“What patterns have emerged from this student’s assessments?”

## Individual instruction

Teachers can review significant patterns that emerge from the student’s assessment results in a single view, and download activities that address those patterns.

District: DIBELS 8 Demo District | School: DIBELS 8 Demo School | Class/Group: Grade 1

Benchmark | Progress | **Instruction** | Home Connect | Amplify Reading | Intervention

Groups | **Students** | All Activities | Grade 1

Name	Composite
Ashley, Emma	329 Below
Baldwin, Freddie	345 Benchmark
Bell, Jon	317 Well Below
Bush, Terri	399 Above

**Emma Ashley** | Group(s): Phonemic Awareness

Emma can segment some word parts. Emma needs to work on identifying first, middle, and last sounds in words with 3+ phonemes; continue building fluency in phoneme segmentation.

**Observed patterns**

- Makes consistent errors on specific letter(s) Letter Names: List
- Accurate but slow Letter Names: List

The student’s profile description includes an analysis of the student’s assessment response patterns and the instruction group the student is assigned to.



## Student activities

Teacher-led activities are recommended for the student based on their response patterns from the assessments.

The screenshot displays a student assessment dashboard. On the left, a list of students is shown with their scores and performance levels relative to benchmarks:

Student Name	Score	Performance Level
French, Claire	322	Well Below
Gilbert, Agnes	354	Above
Jenkins, Elias	349	Benchmark
Neal, Timmy	352	Above
Parks, Sonia	346	Benchmark
Sutton, Carrie	329	Below
Todd, Kristi	348	Benchmark
Tyler, Alan	330	Below

On the right, there are three assessment items with checkboxes:

- Difficulty recoding words with ending consonant blends (Decoding: /ar/ /ic)
- Difficulty reading words with suffixes, including inflectional endings (e.g. 'ed', 'ing', 'es', 'er') (Reading Fluency: /er)
- Difficulty reading 2-syllable words (Reading Fluency: /er)

Below these items is a section titled "Activities" with a grid of activity cards:

- Ralphie Rhyme words with initial blends
- Put It Together
- Lucky Dip
- Alien Talk: Oral Blending Accuracy
- Four Words, New Word
- Name that Initial Sound: Four or More Phonemes
- What's the Secret? First Sound in Four-Phoneme Words
- Initial Sound Accuracy: Same Sound!
- Map It, Zap It! First Sound Deletion

At the bottom of the dashboard, there is a pagination bar showing "1 2 3 4 5 ... 11 >".

Activities incorporate games, images, and graphic organizers.

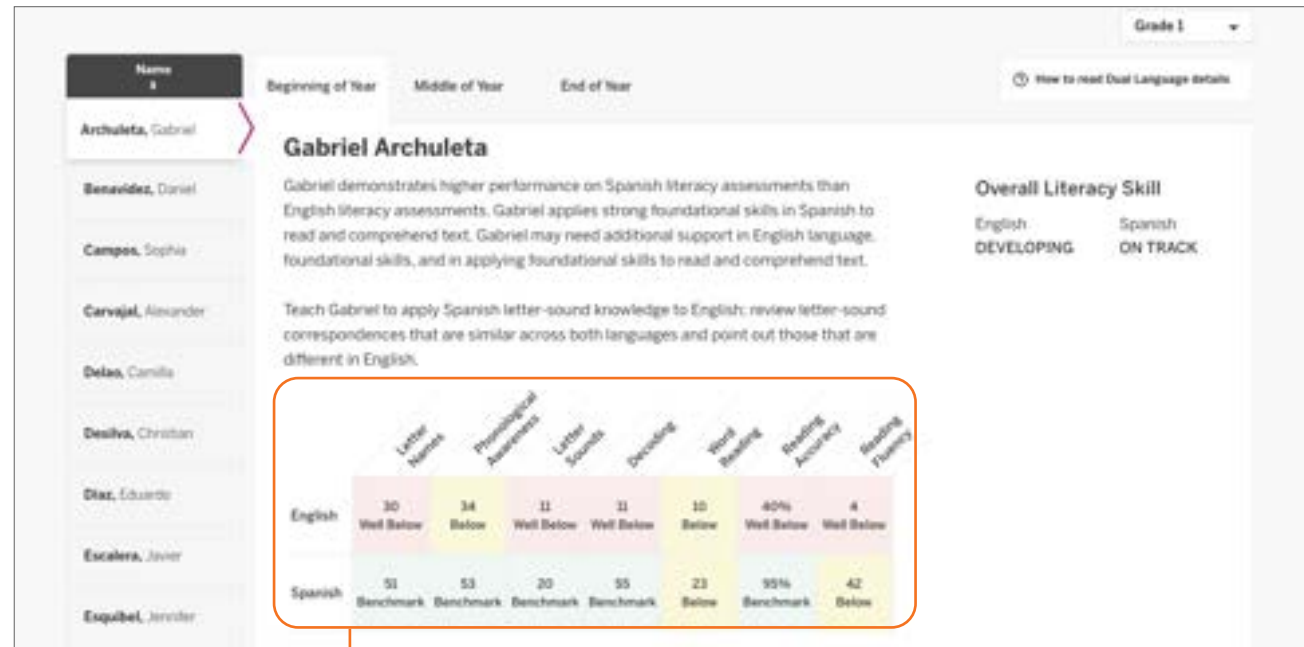
“What activities can this student do that will help move them on to more advanced skills?”



“How are my students performing in literacy skills in both English and Spanish?”

## Dual language report: Overview

View your students' biliteracy development across critical foundational skills in both English and Spanish. This report is only available to educators using mCLASS with DIBELS 8th Edition and mCLASS Lectura together.



Educators receive side-by-side reporting of skills in both languages.



# Dual language report: Cross-linguistic Transfer

Understand each of your students' biliteracy development with instructional recommendations in areas of improvement and opportunities for cross-linguistic transfer of skills. This report is only available to educators using mCLASS with DIBELS 8th Edition and mCLASS Lectura together.

The screenshot displays a student's performance across various skills in both English and Spanish. At the top, a row of colored boxes indicates performance levels: Well Below (yellow), Below (orange), and Benchmark (green). Below this, a table shows scores for English and Spanish across nine categories. A callout box titled 'Supporting Gabriel's Biliteracy Development' provides detailed instructions for two areas: Phonological Awareness and Vocabulary.

Language	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7	Category 8	Category 9
English	Well Below	Below	Well Below	Well Below	Below	Well Below	Well Below	Below	Well Below
Spanish	55 Benchmark	53 Benchmark	20 Benchmark	55 Benchmark	72 Benchmark	99% Benchmark	52 Benchmark	24 Benchmark	

### Supporting Gabriel's Biliteracy Development

#### Phonological Awareness

Gabriel has strong skills in phonological awareness in Spanish at both the syllable and phoneme levels and needs to build skills in phonological awareness in English. During instruction, consider cross-language transfer or whether the sounds transfer between languages. Build on sounds that are similar across languages, and highlight sounds that are different. Start with earlier phonological awareness skills like blending and segmenting at the syllable and onset-rime levels before moving to phonemes.

- For students with developing or emerging skills in English language, start instruction with sounds the student already knows. Then, focus on recognizing and distinguishing all of the sounds in English.
- Cross-Linguistic Transfer: Phonological Awareness

34 Below	ENGLISH Phonemic Segmentation Phonemic Segmentation Fluency PSF
55 Benchmark	SPANISH Syllable Segmentation Fluido En La Segmentación De Sílabas PSS
20 Benchmark	SPANISH Phoneme Manipulation ¿Que Quiso? QQ

#### Vocabulary

Gabriel has strong vocabulary knowledge in Spanish and needs to build vocabulary knowledge in English. During instruction, use students' knowledge of words in Spanish to uncover meanings of English words through the use of cognates.

- For students with developing or emerging English language skills, begin with basic high frequency (tier 1) words. Then focus on high frequency, high utility words that are used across domains (tier 2 words).
- Cross-Linguistic Transfer: Vocabulary

29 Below	ENGLISH Vocabulary VOCAB
24 Benchmark	SPANISH Vocabulario VOCAB

Educators also receive guidance on cross linguistic transfer of critical skills in both languages.

“How can I support my students in developing skills they may be struggling with in English and Spanish?”






“What instructional activities should I be delivering to my students?”

## Instructional activities for Spanish literacy

Educators using mCLASS Lectura receive effective activities to target the Spanish literacy skills with which students need the most support.

**Introducción del diptongo /a/: (5 mins)**



Hoy vamos a aprender sobre tres diptongos, *ia*, *ie* e *io*. Señale los diptongos en la tabla de diptongos. Los diptongos son dos vocales seguidas que se pronuncian en una sola sílaba. Primero vamos a aprender sobre el diptongo *ia*.

1. Escribe la palabra *rubia* en un tamaño grande en la pizarra. Esta es la palabra *rubia*. Hay dos vocales después de la *b*, la *i* y la *a*. Señale la letra *i*. El sonido de esta letra es /i/. Señale la letra *a*. El sonido de esta letra es /a/.
2. Cuando estas dos letras aparecen juntas, se pronuncian rápidamente, en una sola sílaba, así: *ia*. Pregúnteles: ¿Cuál es el sonido?
  - a. Identifique estudiantes que no digan el sonido. Pregúnteles: ¿Cuál es el sonido?
  - b. El sonido de estas letras es *ia*, como en *rubia*. Identifique estudiantes que estén haciendo el sonido de manera incorrecta y modele el sonido hasta que lo digan correctamente. ¡Excelente!
3. ¿Saben algunas palabras que tienen el sonido *ia*?
 

**Si responden correctamente:** ¡Muy bien! Existen muchas palabras con el sonido *ia*, como *viajes*, *comedias*, *delicias*, *gracias*.

**Si responden incorrectamente:** Vamos a intentarlo de nuevo juntos. Voy a decir una palabra: *epiano*. Presten atención al sonido *ia* de esta palabra: *epiano*. Repitan conmigo: *ia*. La palabra *epiano* tiene dos sonidos entre la *e* y la *a* que suenan casi como uno. Debemos decir estos sonidos juntos. *ia*. Repitamos esta palabra: *epiano*. Diga: Ahora escuchen estas palabras: *magia*, *bestia*, *novia*. Pida a los estudiantes que repitan las palabras haciendo énfasis en el sonido *ia*.

Señale la *i* y la *a*, deslizando su dedo debajo de cada letra.

Deles 5 segundos para pensar y luego elija estudiantes que respondan.

Educators get step-by-step instructional activities for small groups or individual students.



# Home Connect

Teachers can download a letter with student assessment results and analysis to send home to parents and guardians, or to use as a basis for discussion at conferences. Home Connect letters describe how the measures assessed relate to skills development.

**mCLASS® Home Connect**  
1st Grade, Beginning-of-Year Assessment

**Emma Ashley**

DIBELS 8 Internal Demo | DIBELS 8 Demo School  
Last assessment: September 4, 2019  
Next assessment: December 2, 2019

---

**Why is Emma being assessed?**  
The teachers and administrators at our school want Emma to read successfully. As part of this commitment, we use DIBELS® 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates Emma's performance on the literacy skills necessary to become a successful reader.

**What do the below assessments mean?**  
Emma needs additional instructional support and practice to meet grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.

**329**

**DIBELS Composite Score**  
Needs Some Support

**Performance Level Key**

Most Support	Some Support	Goal	Above Goal
<span style="color: red;">■</span>	<span style="color: yellow;">■</span>	<span style="color: green;">■</span>	<span style="color: blue;">■</span>
Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark

---

**Letter Names**  
Naming letters from print, measured by DIBELS Letter Naming Fluency. Can your child...  
*...name both uppercase and lowercase letters?*

---

**Phonemic Awareness**  
Hearing and using the smallest units of sound in spoken words, measured by DIBELS Phoneme Segmentation Fluency. Can your child...  
*...identify the first, middle and last sound in sun? (sss...uh...nnn)*

**40**

42      51      *Naming letters (LNF)*

---

**33**

29      39      51      *Hearing sounds in words (PSF)*

Letters are available in both English and Spanish.

“What skills should my child be developing?”



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“How can I help my child practice reading skills at home?”

## Home Connect activities

The activities section of the Home Connect letter contains a list of recommended activities based on the skill areas where the child needs support. Parents and guardians can use this section to support their child’s skill development.

<b>Emma Ashley</b> 1st Grade, Beginning of Year	
	<p><b>Activities for Emma</b> Even if you have just a few minutes each day, you may be surprised by how much you can help Emma learn to read. Here are some activities we recommend based on Emma’s most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match Emma’s interests or to fit your schedule.</p>
<p><b>Where Emma needs support</b></p> <p> <b>Phonemic Awareness</b> Hearing and using the smallest units of sound in spoken words</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p><b>Find Specific Sounds</b> Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the <i>s</i> sound or that end with the <i>k</i> sound. Have your family members share their heard words and list them on a piece of paper.</p> <p><b>Break the Words Apart</b> Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three-letter words, listening for beginning, middle, and ending sounds. For example, pronounce <i>mom</i> as follows: <i>mm-o-mm</i>. Next, ask your child to blend sounds</p> </div>	

Activities in the letter are designed for use at home. A link to the Home Connect site provides activities for At Home or On the Go.



## Home Connect family portal

The Home Connect site provides additional activities for families to choose from to help reinforce and practice critical reading skills with their children. The site is available in both English and Spanish within mCLASS with DIBELS 8th Edition.

“Where can I find other activities to help my child practice reading skills every day?”

The screenshot displays the mCLASS Home Connect website interface. At the top, the logo "mCLASS® Home Connect®" is visible on the left, and a button labeled "En Español" is on the right. Below the logo, there is a navigation bar with a "HOME" link and the current page title "Phonological Awareness" with a help icon. A "PDF" download button is also present. The main content area features three filter buttons: "All Activities", "At Home", and "On the Go". Three activity cards are displayed in a grid:

- Word Race:** GRADES: K-2, TARGET SKILLS: Isolate Beginning Sound, TYPE: At Home. Description: Help your child pick out the first sound in words, an important step in learning to read. Give your child one minute to name as many objects, people, foods, etc that start with a given sound, such as *sss*. When the minute is up, have them try to beat their score with another sound, such as *sss*.
- Count the Words:** GRADES: K-2, TARGET SKILLS: Word Counting, TYPE: At Home. Description: Have your child count the number of words in a spoken sentence. Say a sentence. (Example: "Let's go to the park.") Have your child tell you the number of words in the sentence. Switch roles, allowing your child to give you a sentence and have you do the number of words it.
- Mystery Game:** GRADES: K-2, TARGET SKILLS: Isolate Beginning Sound, TYPE: At Home. Description: Play a mystery game in which you are calling your child's name or looking for an object around the house. For example, say, "I'm thinking of someone whose name begins with (say the sound for the letter *g*)" or "I'm looking for an item that begins with (say the sound for the letter *g*)."

The Home Connect site is a free resource that can be used by any family, regardless of whether you send them Home Connect letters.





# School- and district-level reports

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## Reporting and analysis suite

The reporting and analysis suite presents different views of assessment results to help support school leaders in their day-to-day decisions regarding intervention, instruction, and resource allocation.



School leaders can use the My Reports feature to create a custom dashboard and save reports for future reference, or view reports sent by colleagues.

### EDUCATOR INSIGHT

“Which districts, schools, or programs need additional resources to support student growth and administration fidelity?”



School leaders can customize any report to show data based on a particular view, population, time, measure, or student demographic, using a broad range of filters.

The screenshot displays a reporting interface with several filter sections:

- View:** Segment Results by (Program), Grade Divider (On).
- Population:** Show Students Enrolled (Now, On Test Day), Grade (All Grades), Programs/Districts (Programs), All Programs.
- Time:** School Year (2019-2020), Period (19-20 BDY).
- Measure:** Measure (All Measures), Level Filter (All Levels).
- Student Filters:** A grid of dropdown menus for Alternate Assessment, Approved Accommodat..., Assessed in All Periods, Classed/Unclassed, Disability, ELL Status, Economically Disadvant..., English Proficiency, Gender, Home Language, Meal Status, and Migrant.
- Clear Filters:** A button to reset the filters.

Each report features pre-selected parameters that you can modify to create the data view that best meets your needs.

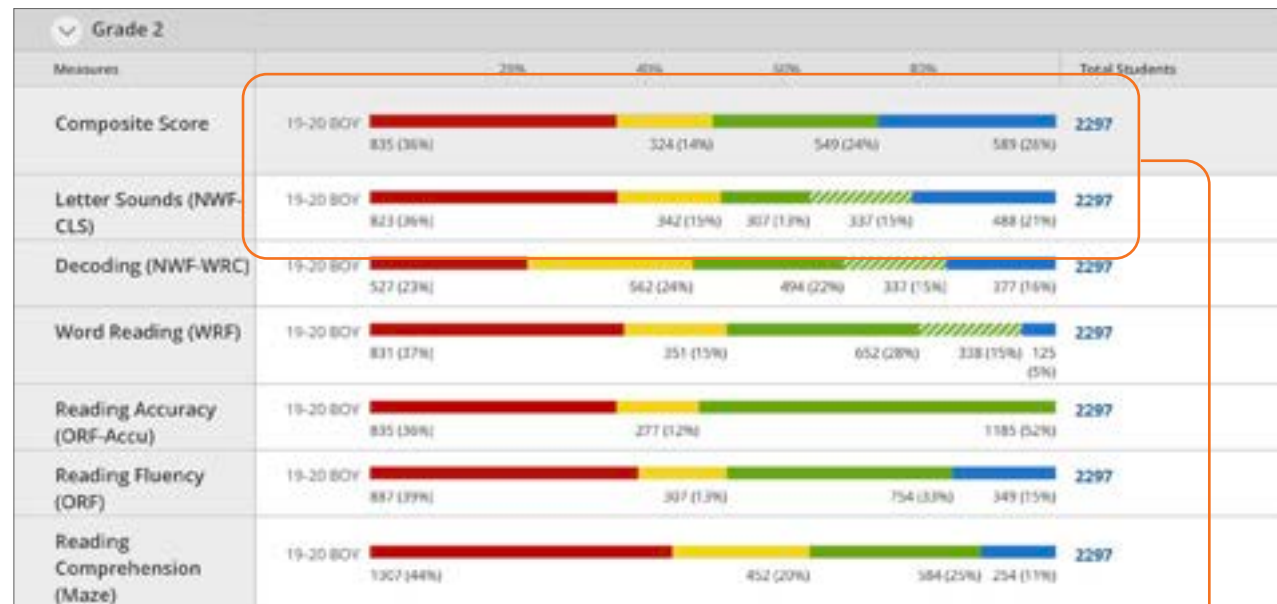
“What are the performance trends among students in a particular district, program, grade, or demographic?”





## Reporting and analysis suite: Comparing Measures

The Comparing Measures Report analyzes how one group of students performed on multiple assessment measures across one or more time periods. Instructional leaders can see the number or percentage of students who achieved a specific performance level or goal on each measure.



Clicking any bar segment shows the students who comprise that benchmark performance level.

“What are instructional areas of strength or weakness for an entire district/school/grade/class?”

“How have students in a particular district/school/grade/class progressed in different areas over time?”



## Reporting and analysis suite: Comparing Populations

The Comparing Populations Report helps school leaders analyze assessment results for different student populations, such as students in different schools, grades, or demographic categories.

“How have different populations changed over time?”

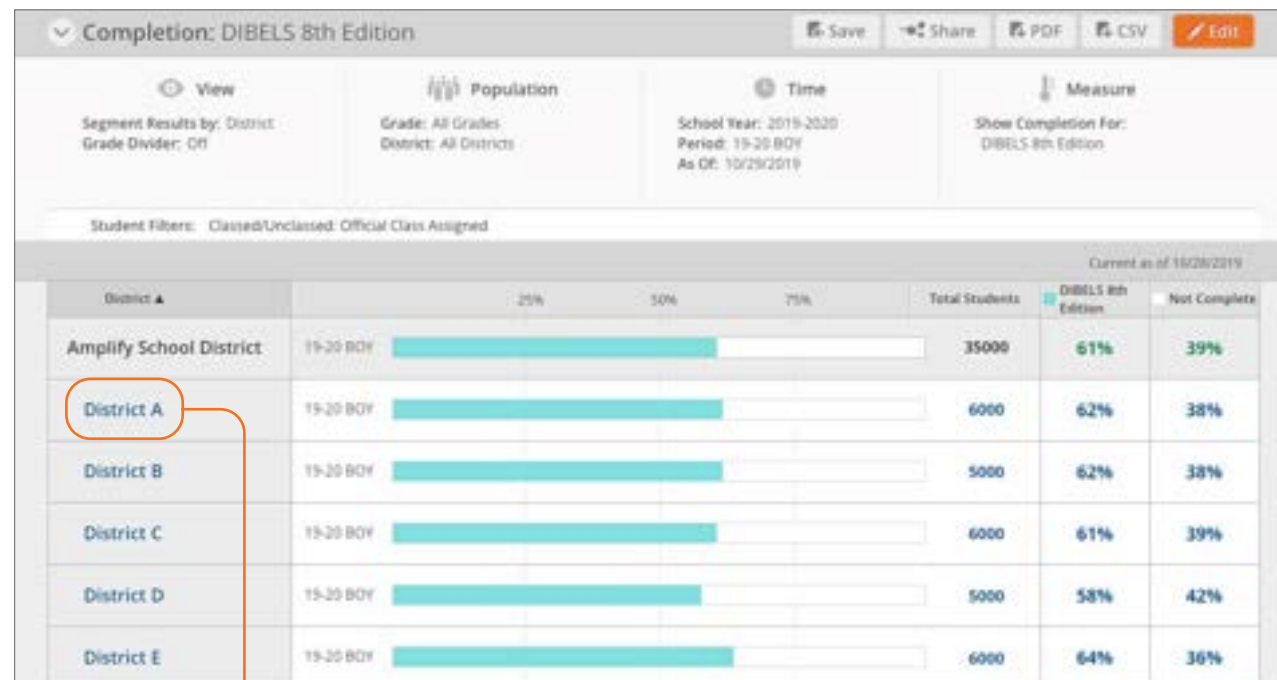


Click the Reference Data option to compare your report population to a broader subsection of the population or to the complete population, such as a single district, or all districts across the state.



## Reporting and analysis suite: Benchmark Completion

School leaders can use the Benchmark Completion Report to track the number of students who have completed the beginning-, middle-, or end-of-year benchmark assessment.



Drill down to view the same data one level down in the institutional hierarchy by clicking the municipality, district, school, or teacher label in the population column.

“Where should resources be focused to ensure the timely completion of required assessments?”



# Reporting and analysis suite: Correlation

The Correlation Report helps school leaders track student performance over time on a specific measure, or compare student performance on two different measures.

“How effective have institutions and teachers been at moving students among performance levels?”



School leaders can compare student results for a grade or school against results for the entire district.



“Have all of my students who require progress monitoring been assessed?”

## Reporting and analysis suite: PM Fidelity

School leaders can use the PM (Progress Monitoring) Fidelity Report to quickly determine if students are being progress monitored with the appropriate frequency.

**PM Fidelity: DIBELS 8th Edition**

Save Share PDF Excel Edit

**View**  
Segment Results by: Account  
Grade Divider: Off  
Display "At Rate" Column: On

**Population**  
Grade: All Grades

**Time**  
School Year: 2019-2020  
Period: BOY-MOY  
View Data for Date Range: 09/01/2019 - 01/18/2020

**Measures and Levels**  
Student Performance Level to Display: Red, Yellow  
Progress Monitoring Target for Red: 2 weeks  
Progress Monitoring Target for Yellow: 4 weeks

**Well Below Benchmark Students**

Account	At Rate	None	9/01 - 9/14	9/15 - 9/28	9/29 - 10/12	10/13 - 10/26	10/27 - 11/09	11/10 - 11/23	11/24 - 12/07	12/08 - 12/21	12/22 - 1/04
Amplify Demo Sch...	0%	33%	5%	15%	28%	35%	32%	18%	24%	9%	0%
Amplify Demo Dist...	0%	33%	5%	15%	28%	35%	32%	18%	24%	9%	0%

**Below Benchmark Students**

Account	At Rate	None	9/01 - 9/28	9/29 - 10/26	10/27 - 11/23	11/24 - 12/21	12/22 - 1/18	Total
Amplify Demo Sch...	1%	43%	12%	38%	32%	22%	4%	29439
Amplify Demo Dist...	1%	43%	12%	38%	32%	22%	4%	29439

Reports can be filtered based on the number of weeks between assessments.



## Reporting and analysis suite: Download Your Data

The Download Your Data Reports help school leaders flexibly analyze assessment data across all districts and programs by exporting student records into a CSV file, which can be uploaded directly into student information systems.

Amplify Reporting

My Reports My Dashboard View My Items

Download Your Data

Assessments: 2021-22 1st Edition

Programs  Districts

Items: All Districts

Grade: All Grades

School Year: 2019-2020

Period: Full Year

Clear Download

Updates  
Read about recent changes to data exports.  
[Learn More](#)

Data Dictionary  
View descriptions of each column in this data export.  
[Download](#)

Use the options on this page to refine the scope of the student results and enrollment data contained in your download.

“Which districts have met statewide requirements for student growth?”



## Reporting and analysis suite: Student Lists

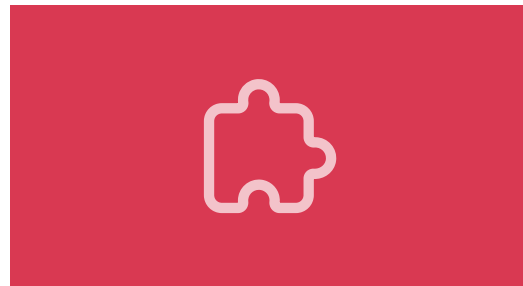
Clicking a bar segment, number, or total within a report opens the Student List, which displays each of the students along with an overview of the assessment data used to generate the report.

Student Name	Grade	DIBELS 8th Edition Assessment Measures									
		Completion	Composite Score	Letter Names (LNF)	Phonemic Awareness (PAP)	Letter Sounds (NWF-CLS)	Decoding (NWF-WRC)	Word Reading (NWF)	Reading Accuracy (ORA-Accu)	Reading Fluency (ORF)	Error Rate (ORF)
Alvarez, Jessica	1	✓	333	48	17	37	10	12	40	8	12
Baldwin, Frank	1	✓	331	49	11	30	8	8	55	11	9
Bayers, Emily	1	✓	334	36	26	39	13	12	73	11	4
Cruz, Victor	1	✓	348	65	19	57	8	15	63	15	9
Drickson, Sophia	1	✓	325	36	Well Below Benchmark		9	10	58	7	5
Elmers, Joseph	1	✓	346	54	32	37	11	13	86	32	5
Glendale, Tiana	1	✓	344	58	21	38	10	19	87	26	4
Huang, William	1	✓	330	34	17	35	11	12	43	9	12
Iverson, Brianna	1	✓	334	63	13	37	9	12	16	4	21

Student List reports can be exported as an Excel spreadsheet to upload into internal data systems.

“Which strengths and skill deficits do students with a similar performance level have in common?”







For more information on mCLASS,  
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your Amplify representative today.

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# Exhibit C



**OPPORTUNITY FOR BEST AND FINAL OFFER  
K-5 ELA Adoption  
RFP #23-630-001**

**BEST AND FINAL REQUEST DATE**

**FEBRUARY 23, 2023**

**BEST AND FINAL DEADLINE**

**FEBRUARY 28, 2023 @ 2PM MOUNTAIN**

Your company submitted a proposal in response to the above referenced Request for Proposal (RFP) issued by Poudre School District (the District).

The Evaluation committee conducted a preliminary evaluation of the proposals and interviews were granted to proposers determined to be reasonably susceptible of being selected, to clarify responses. Based on the District’s evaluation of your proposal and the interview with your firm you are invited to submit a Best and Final Offer (BAFO).

Your BAFO must be received by the District Strategic Sourcing Department by the deadline specified above. Email your BAFO to:

Rob Turf  
[lturf@psdschools.org](mailto:lturf@psdschools.org)

Limited proposal revisions are being permitted on this procurement. Comprehensive proposal rewrites will not be considered. Instead, clearly identify those portions of the proposal that are being supplemented or revised within your BAFO.

**Within the scope of the BAFO, please address the following:**

**Poudre School District – K-5 Literacy Materials**

Grade Level	Students	Teachers
Kindergarten	1650	88
First Grade	1670	89
Second Grade	1821	95
Third Grade	1742	91
Fourth Grade	1905	96
Fifth Grade	1881	91
Integrated Services		35 (Teacher Materials Only)
Totals	10669	585

**Per Solicitation RFP #23-630-001 - Amplify CKLA**

- All physical components on page 48.
- Digital licenses on p. 50
- Training (p. 54)
  - Launch: Instructional Leaders

**Strategic Sourcing**

2413 LaPorte Avenue, Fort Collins, CO 80521 • phone: (970) 490-3545  
web: [www.psdschools.org](http://www.psdschools.org) • email: [strategicsourcing@psdschools.org](mailto:strategicsourcing@psdschools.org)



- Launch: Teachers (may only have 2 half days)
- Strengthen: Teachers
- Final offer on additional sessions listed on p. 55

Availability for first day of training, full-day onsite April 21, 2023

Availability of materials on hand for teachers April 21, 2023

Poudre School District reserves the right to conduct additional discussions after the submission of BAFOs. If BAFOs are not submitted or are submitted late, evaluations will be based on the original proposal.

Please direct your questions to Rob Turf through email at [lturf@psdschools.org](mailto:lturf@psdschools.org).

Respectfully,

Rob Turf

# Exhibit D

## Amplify Best and Final Offer Response

Attached please find our BAFO. You will see the following discounts:

1. 50% off shipping and handling
2. 15% off all student consumables for 10 years
3. Additional discount applied to the Student Digital Experiences licenses at a value of \$46,730.22
4. Free Digital Experience Teacher licenses for 10 years
5. Free PD Package attached to quote, 262K value - Full day sessions of additional PD will be at a rate of \$3200 in-person, or \$1,500 remote per session
6. "Integrated Services" extra print teacher guides at QTY 35 per grade, 100% discounted - \$293,125.00 value.



# Price Quote

## Amplify

55 Washington Street, Suite 800  
 Brooklyn, NY 11201  
 Phone: (800) 823-1969  
 Fax: (646) 403-4700

Quote #: Q-214380-1  
 Date: 2/28/2023  
 Expires On: 3/30/2023

### Customer Contact Information

Poudre School District R 1

Amplify Contact Information  
 Monty Lammers  
 Senior Account Executive  
 (719) 964-4501  
 mlammers@amplify.com

### KINDERGARTEN

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Ed GK Complete Classroom Kit_NS - 10yr (2023-2033)	\$2,999.00	0	88	\$0.00	\$263,912.00
CKLA 2nd Edition GK Skills & Knowledge Activity Books, Classroom Pack (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$38.00	0	16,500	\$94,050.00	\$532,950.00
CKLA 2nd Ed GK Dig Exp Teacher License _NS - 10yr (2023-2033)	\$1,000.00	88	0	\$88,000.00	\$0.00
CKLA GK Dig Exp Student License - 10yr (2023-2033)	\$130.00	0	1,650	\$93,637.50	\$120,862.50
CKLA 2nd Edition GK Skills Teacher Guide Set, All Units: 1-10 (1 of each)_NS	\$1,100.00	0	35	\$38,500.00	\$0.00
CKLA 2nd Edition GK Knowledge Teacher Guide Set, All Domains: 1-12 (1 of each)	\$1,000.00	0	35	\$35,000.00	\$0.00
<b>TOTAL</b>				<b>\$349,187.50</b>	<b>\$917,724.50</b>

### FIRST GRADE

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Ed G1 Complete Classroom Kit_NS - 10yr (2023-2033)	\$2,499.00	0	89	\$0.00	\$222,411.00
CKLA 2nd Edition G1 Skills & Knowledge Activity Books, All Units and Domains (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$38.00	0	16,700	\$95,190.00	\$539,410.00
CKLA 2nd Ed G1 Dig Exp Teacher License _NS - 10yr (2023-2033)	\$1,000.00	89	0	\$89,000.00	\$0.00

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA G1 Dig Exp Student License - 10yr (2023-2033)	\$130.00	0	1,670	\$94,772.50	\$122,327.50
CKLA 2nd Edition G1 Skills Teacher Guide Set, All Units: 1-7 (1 of each)_NS	\$1,100.00	0	35	\$38,500.00	\$0.00
CKLA 2nd Edition G1 Knowledge Teacher Guide Set, All Domains: 1-11 (1 of each)	\$1,000.00	0	35	\$35,000.00	\$0.00
TOTAL				\$352,462.50	\$884,148.50

### SECOND GRADE

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Ed G2 Complete Classroom Kit_NS - 10yr (2023-2033)	\$2,899.00	0	95	\$0.00	\$275,405.00
CKLA 2nd Edition G2 Skills & Knowledge Activity Books, All Units and Domains (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$38.00	0	18,210	\$103,797.00	\$588,183.00
CKLA 2nd Ed G2 Dig Exp Teacher License _NS - 10yr (2023-2033)	\$1,000.00	95	0	\$95,000.00	\$0.00
CKLA G2 Dig Exp Student License - 10yr (2023-2033)	\$130.00	0	1,821	\$103,341.75	\$133,388.25
CKLA 2nd Edition G2 Skills Teacher Guide Set, All Units: 1-6 (1 of each)_NS	\$1,000.00	0	35	\$35,000.00	\$0.00
CKLA 2nd Edition G2 Knowledge Teacher Guide Set, All Domains: 1-12 (1 of each)	\$1,000.00	0	35	\$35,000.00	\$0.00
TOTAL				\$372,138.75	\$996,976.25

### THIRD GRADE

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Edition G3 Complete Classroom Kit_NS - 10yr (2023-2033)	\$1,999.00	0	91	\$0.00	\$181,909.00
CKLA 2nd Edition G3 Activity Books, All Units (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$38.00	0	17,420	\$99,294.00	\$562,666.00
CKLA 2nd Ed G3 Dig Exp Teacher License _NS - 10yr (2023-2033)	\$1,000.00	91	0	\$91,000.00	\$0.00
CKLA G3 Dig Exp Student License - 10yr (2023-2033)	\$130.00	0	1,742	\$98,858.50	\$127,601.50
CKLA 2nd Edition G3 TG Set, All Units: 1-11, Cursive Activity Book (1 of each)	\$750.00	0	35	\$26,250.00	\$0.00
TOTAL				\$315,402.50	\$872,176.50



**FOURTH GRADE**

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Edition G4 Complete Classroom Kit_NS - 10yr (2023-2033)	\$1,499.00	0	96	\$0.00	\$143,904.00
CKLA 2nd Edition G4 Activity Books, All Units (1 of each) Total Qty over 10yrs (2023-2033)	\$38.00	0	19,050	\$108,585.00	\$615,315.00
CKLA 2nd Ed G4 Dig Exp Teacher License _NS - 10yr (2023-2033)	\$1,000.00	96	0	\$96,000.00	\$0.00
CKLA G4 Dig Exp Student License - 10yr (2023-2033)	\$130.00	0	1,905	\$108,108.75	\$139,541.25
CKLA 2nd Edition G4 Teacher Guide Set, All Units: 1-8, Cursive Activity Book (1 of each)	\$700.00	0	35	\$24,500.00	\$0.00
<b>TOTAL</b>				<b>\$337,193.75</b>	<b>\$898,760.25</b>

**FIFTH GRADE**

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Edition G5 Complete Classroom Kit_NS - 10yr (2023-2033)	\$1,699.00	0	91	\$0.00	\$154,609.00
CKLA 2nd Edition G5 Activity Books, All Units (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$38.00	0	18,810	\$107,217.00	\$607,563.00
CKLA 2nd Ed G5 Dig Exp Teacher License _NS - 10yr (2023-2033)	\$1,000.00	91	0	\$91,000.00	\$0.00
CKLA G5 Dig Exp Student License - 10yr (2023-2033)	\$130.00	0	1,881	\$106,746.75	\$137,783.25
CKLA 2nd Ed G5 Teacher Kit Box_NS	\$725.00	0	35	\$25,375.00	\$0.00
<b>TOTAL</b>				<b>\$330,338.75</b>	<b>\$899,955.25</b>

**PROFESSIONAL DEVELOPMENT**

PROFESSIONAL DEVELOPMENT	QUANTITY	PRICE	TOTAL DISCOUNT	TOTAL PRICE
Amplify CKLA Special PD Package - Attached to Quote	1.00	\$262,000.00	\$262,000.00	\$0.00
<b>TOTAL</b>		<b>\$262,000.00</b>	<b>\$262,000.00</b>	<b>\$0.00</b>

**SHIPPING AND HANDLING**

SHIPPING AND HANDLING	SHIPPING COST	TOTAL DISCOUNT	TOTAL PRICE
Amplify Shipping and Handling	\$447,159.60	\$223,579.80	\$223,579.80

TOTAL DISCOUNT \$2,542,303.55  
 GRAND TOTAL \$5,693,321.05

## Scope and Duration

### Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

### License and Services Term:

- Licenses: 07/01/2023 until 06/30/2033.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

### Special Terms:

- FOR SHIPPED MATERIALS:
  - Expedited shipping is available at extra charge.
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

## Quote Special Terms

### 2023 Student Digital Experience Promotion

Please note that this price quote reflects current promotional pricing. The above pricing reflects the receipt of one (1) year free-with-order Student Digital Experience Licenses. Additional years access have associated pricing applied.

## How to Order Our Products

Amplify would like to process your order as quickly as possible. Please visit [amplify.com/ordering-support](https://www.amplify.com/ordering-support) to find all the information you need for submitting your order. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:

### **Please include these three documents with your order:**

- Authorized purchase order or check
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

### **If submitting a purchase order:**

To expedite your order, please visit [amplify.com/ordering-support](https://www.amplify.com/ordering-support) where you can submit your signed purchase order. You can also email a purchase order to [IncomingPO@amplify.com](mailto:IncomingPO@amplify.com) or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

### **If submitting your order via credit card:**

- Please email [Accountsreceivable@amplify.com](mailto:Accountsreceivable@amplify.com) to request a secure credit card payment link

### **If submitting your order via sending a check:**

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.

- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: [amplify.com/ordering-support](https://amplify.com/ordering-support).**

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at [amplify.com/customer-terms](https://amplify.com/customer-terms). Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

## Terms & Conditions

1. Scope. Amplify Education, Inc. ("Amplify") and Customer wish to enter into the agreement created by the price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote") and these Customer Terms & Conditions, including any addendums hereto (this "Agreement") pursuant to which Amplify will deliver one or more of the products or services specified on the Quote (collectively, the "Products").
2. License. Subject to the terms and conditions of this Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicenseable license to access and use, and permit Authorized Users to access and use the Products solely in the U.S. during the Term for the number of Authorized Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized User" means an individual teacher or other personnel employed by Customer, or an individual student registered for instruction at Customer's school, whom Customer permits to access and use the Products subject to the terms and conditions of this Agreement, and solely while such individual is so employed or so registered. Each Authorized User's access and use of the Products shall be subject to Amplify's Terms of Use available through the Products, in addition to the terms and conditions of this Agreement, and violations of such terms may result in suspension or termination of the applicable account.
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4. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title and interest in and to all Products, including all related IP Rights, are and shall remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer shall notify Amplify of any violation of Amplify's IP Rights in the Products, and shall reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see <http://www.amplify.com/virtual-patent-marking>).

5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer shall be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.

7. Account Information. For subscription Products, the authentication of Authorized Users is based in part upon information supplied by Customer or Authorized Users, as applicable. Customer will and will cause its Authorized Users to (a) provide accurate information to Amplify or a third-party authentication service as applicable, and promptly report any changes to such information, (b) not share or allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how and trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that Customer is subject to federal and local laws relating to the protection of personally identifiable information of students ("PII"), including the Family Educational Rights and Privacy Act ("FERPA"), and that Amplify is obtaining such PII as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Subject to the terms and conditions of this Agreement, Amplify will not take any action to cause Customer to be out of compliance with FERPA or applicable state laws relating to PII. Amplify's Customer Privacy Policy at <http://www.amplify.com/customer-privacy> will govern collection, use, and disclosure of information collected or stored on behalf of Customer under this Agreement.

10. Customer Materials. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at <http://www.amplify.com/customer-requirements>.

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE AND DISCLOSURE PRACTICES OF THIRD PARTIES.

12. Limitation of Liability. IN NO EVENT SHALL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY OR OTHERWISE, SHALL NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12 MONTH-PERIOD. UNDER NO CIRCUMSTANCES SHALL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. Term; Termination. This Agreement will be in effect for the duration specified in the Quote and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity or otherwise, a party shall have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized User) materially breaches any term, provision, warranty or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible the cost of any continued use of Products following such termination. Upon termination, Amplify will return or destroy any PII of students provided to Amplify hereunder. Notwithstanding the foregoing, nothing shall require Amplify to return or destroy any data that does not include PII, including de-identified information or data that is derived from access to PII but which does not contain PII. Sections 3-13 shall survive the termination of this Agreement.

14. Miscellaneous. This Agreement, including all addendums, attachments and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement shall supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and shall supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement shall apply to their singular and plural forms, as applicable. The word "including" means "including without limitation." This Agreement shall be governed by and construed and enforced in accordance with the laws of the state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement shall constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement shall for any reason be held to be unenforceable at law, such provisions shall be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify shall have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network.

We are delighted to work with you and we thank you for your order!

Amplify Education, Inc. - Confidential Information

**Amplify CKLA K-5**  
**Professional Development for 2023-2024**  
**Poudre School District R-1**

**Effective Implementation: Changing Practice**

For effective and sustainable implementation, professional development must directly prioritize classroom instruction and develop necessary capacity among key stakeholders -- district leads, principals, instructional leaders/coaches, and teachers. **Professional development includes both training and coaching support** over multiple years to incrementally develop the knowledge and skills needed for a self-sustaining implementation. **Training** equips stakeholders with the information and tools they need for a successful program implementation and initially, focuses heavily on updating day to day processes, activities, tools, and protocols to ensure a coherent approach to literacy instruction. **Coaching** provides real-time context for application and skill building to develop effective habits of teaching that produce excellent student outcomes.

**Customized Amplify Professional Development Package**

The pricing for the professional development packages below is only applicable for a district-wide Amplify CKLA adoption. We welcome the opportunity to partner with Poudre School District R-1 to customize the approach to professional development, and we will work with the District to finalize the support plan based on detailed conversations around implementation scale and budgetary constraints.

**Professional Development Opportunities**

Our professional development opportunities go far beyond initial product trainings and take participants through different stages of learning:

- **Launch** sessions introduce leaders and teachers to their new curriculum and/or assessment program -- including the core features, materials, and research behind its design -- and give teachers the opportunity to practice in a collaborative environment.
- **Strengthen** sessions advance administrators' and teachers' understanding of their curriculum and support them in taking their instructional practice to the next level. They also deepen content knowledge, planning, instructional, and/or data analysis practices; for example, Strengthening session topics may include examining student writing or planning and targeted intervention instruction to effectively address your students' needs.
- **Coach** sessions incorporate each school's specific needs by offering a menu of popular topics or working with an Amplify coach to customize the time spent together. These sessions provide administrators and teachers with in-the-moment feedback, grade-level planning support, and more.

## Amplify CKLA Year 1 Professional Development Plan

*Each package provides one **Launch, Strengthen, and Coach** session for up to 30 participants.*

CKLA On-site Package	Duration	Modality	Number of Packages/Cost	
Launch: Initial Training for K-5 Teachers <small>(includes K-2 and 3-5 sessions)</small>	6 hours	On-site	24 @ \$8,900 each	
Strengthen <small>(specific session will be determined based on need)</small>	3 hours	On-site		
Coach	6 hours	On-site		
<b>Package Total</b>				<b>\$213,600</b>

Enhancements	Duration	Modality	Number of Sessions	Cost
Launch: Program Overview for Leaders	3 hours	On-Site	2 @ \$2,500	\$5,000
Strengthen: Leadership	3 hours	On-site	2 @ \$2500	\$5,000
Coach	6 hours	On-site	12 @ \$3,200	\$38,400
<b>Enhancements Total</b>				<b>\$48,400</b>

<b>Total Projected Cost of Year 1 Implementation</b>	<b>\$262,000</b>
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- Number of Packages and Enhancements based on training all Classroom Teachers
- Maximum of 30 participants per session and all sessions are **onsite** unless noted
- Amplify welcomes the opportunity to support Poudre School District R-1 in choosing a **Strengthen Session** from our PD Catalog that will best fit the needs of Poudre educators.

### **Amplify CKLA Training and Coaching Sessions**

Please note that in order to meet your district's specific needs, Strengthen and Coach session topics and activities will be determined at the point of scheduling.





# Price Quote

## Amplify

55 Washington Street, Suite 800  
 Brooklyn, NY 11201  
 Phone: (800) 823-1969  
 Fax: (646) 403-4700

Quote #: Q-216245-1  
 Date: 3/3/2023  
 Expires On: 4/2/2023

### Customer Contact Information

Poudre School District R 1

Amplify Contact Information  
 Monty Lammers  
 Senior Account Executive  
 (719) 964-4501  
 mlammers@amplify.com

Reduced Quantities 3.3.23

### KINDERGARTEN

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Ed GK Complete Classroom Kit_NS - 10yr (2023-2033)	\$2,999.00	0	75	\$0.00	\$224,925.00
CKLA 2nd Edition GK Skills & Knowledge Activity Books, Classroom Pack (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$38.00	0	13,710	\$78,147.00	\$442,833.00
CKLA 2nd Ed GK Dig Exp Teacher License _NS - 10yr (2023-2033)	\$1,000.00	75	0	\$75,000.00	\$0.00
CKLA GK Dig Exp Student License - 10yr (2023-2033)	\$130.00	0	1,371	\$77,804.25	\$100,425.75
CKLA 2nd Edition GK Skills Teacher Guide Set, All Units: 1-10 (1 of each)_NS	\$1,100.00	0	27	\$29,700.00	\$0.00
CKLA 2nd Edition GK Knowledge Teacher Guide Set, All Domains: 1-12 (1 of each)	\$1,000.00	0	35	\$35,000.00	\$0.00
<b>TOTAL</b>				\$295,651.25	\$768,183.75

### FIRST GRADE

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Ed G1 Complete Classroom Kit_NS - 10yr (2023-2033)	\$2,499.00	0	75	\$0.00	\$187,425.00
CKLA 2nd Edition G1 Skills & Knowledge Activity Books, All Units and Domains (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$38.00	0	13,860	\$79,002.00	\$447,678.00



PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Ed G1 Dig Exp Teacher License _NS - 10yr (2023-2033)	\$1,000.00	75	0	\$75,000.00	\$0.00
CKLA G1 Dig Exp Student License - 10yr (2023-2033)	\$130.00	0	1,386	\$78,655.50	\$101,524.50
CKLA 2nd Edition G1 Skills Teacher Guide Set, All Units: 1-7 (1 of each)_NS	\$1,100.00	0	27	\$29,700.00	\$0.00
CKLA 2nd Edition G1 Knowledge Teacher Guide Set, All Domains: 1-11 (1 of each)	\$1,000.00	0	35	\$35,000.00	\$0.00
TOTAL				\$297,357.50	\$736,627.50

### SECOND GRADE

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Ed G2 Complete Classroom Kit_NS - 10yr (2023-2033)	\$2,899.00	0	80	\$0.00	\$231,920.00
CKLA 2nd Edition G2 Skills & Knowledge Activity Books, All Units and Domains (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$38.00	0	15,140	\$86,298.00	\$489,022.00
CKLA 2nd Ed G2 Dig Exp Teacher License _NS - 10yr (2023-2033)	\$1,000.00	80	0	\$80,000.00	\$0.00
CKLA G2 Dig Exp Student License - 10yr (2023-2033)	\$130.00	0	1,514	\$85,919.50	\$110,900.50
CKLA 2nd Edition G2 Skills Teacher Guide Set, All Units: 1-6 (1 of each)_NS	\$1,000.00	0	27	\$27,000.00	\$0.00
CKLA 2nd Edition G2 Knowledge Teacher Guide Set, All Domains: 1-12 (1 of each)	\$1,000.00	0	35	\$35,000.00	\$0.00
TOTAL				\$314,217.50	\$831,842.50

### THIRD GRADE

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Edition G3 Complete Classroom Kit_NS - 10yr (2023-2033)	\$1,999.00	0	91	\$0.00	\$181,909.00
CKLA 2nd Edition G3 Activity Books, All Units (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$38.00	0	17,420	\$99,294.00	\$562,666.00
CKLA 2nd Ed G3 Dig Exp Teacher License _NS - 10yr (2023-2033)	\$1,000.00	91	0	\$91,000.00	\$0.00
CKLA G3 Dig Exp Student License - 10yr (2023-2033)	\$130.00	0	1,742	\$98,858.50	\$127,601.50
CKLA 2nd Edition G3 TG Set, All Units: 1-11, Cursive Activity Book (1 of each)	\$750.00	0	35	\$26,250.00	\$0.00
TOTAL				\$315,402.50	\$872,176.50

**FOURTH GRADE**

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Edition G4 Complete Classroom Kit_NS - 10yr (2023-2033)	\$1,499.00	0	96	\$0.00	\$143,904.00
CKLA 2nd Edition G4 Activity Books, All Units (1 of each) Total Qty over 10yrs (2023-2033)	\$38.00	0	19,050	\$108,585.00	\$615,315.00
CKLA 2nd Ed G4 Dig Exp Teacher License _NS - 10yr (2023-2033)	\$1,000.00	96	0	\$96,000.00	\$0.00
CKLA G4 Dig Exp Student License - 10yr (2023-2033)	\$130.00	0	1,905	\$108,108.75	\$139,541.25
CKLA 2nd Edition G4 Teacher Guide Set, All Units: 1-8, Cursive Activity Book (1 of each)	\$700.00	0	35	\$24,500.00	\$0.00
<b>TOTAL</b>				\$337,193.75	\$898,760.25

**FIFTH GRADE**

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Edition G5 Complete Classroom Kit_NS - 10yr (2023-2033)	\$1,699.00	0	91	\$0.00	\$154,609.00
CKLA 2nd Edition G5 Activity Books, All Units (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$38.00	0	18,810	\$107,217.00	\$607,563.00
CKLA 2nd Ed G5 Dig Exp Teacher License _NS - 10yr (2023-2033)	\$1,000.00	91	0	\$91,000.00	\$0.00
CKLA G5 Dig Exp Student License - 10yr (2023-2033)	\$130.00	0	1,881	\$106,746.75	\$137,783.25
CKLA 2nd Ed G5 Teacher Kit Box_NS	\$725.00	0	35	\$25,375.00	\$0.00
<b>TOTAL</b>				\$330,338.75	\$899,955.25

**PROFESSIONAL DEVELOPMENT**

PROFESSIONAL DEVELOPMENT	QUANTITY	PRICE	TOTAL DISCOUNT	TOTAL PRICE
Amplify CKLA Special PD Package	1.00	\$262,000.00	\$262,000.00	\$0.00
<b>TOTAL</b>		\$262,000.00	\$262,000.00	\$0.00

**SHIPPING AND HANDLING**

SHIPPING AND HANDLING	SHIPPING COST	TOTAL DISCOUNT	TOTAL PRICE
Amplify Shipping and Handling	\$409,266.96	\$204,633.48	\$204,633.48

TOTAL DISCOUNT \$2,356,794.73  
 GRAND TOTAL \$5,212,179.23

## Scope and Duration

### Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

### License and Services Term:

- Licenses: 07/01/2023 until 06/30/2033.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

### Special Terms:

- FOR SHIPPED MATERIALS:
  - Expedited shipping is available at extra charge.
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

## Quote Special Terms

### 2023 Student Digital Experience Promotion

Please note that this price quote reflects current promotional pricing. The above pricing reflects the receipt of one (1) year free-with-order Student Digital Experience Licenses. Additional years access have associated pricing applied.

## How to Order Our Products

Amplify would like to process your order as quickly as possible. Please visit [amplify.com/ordering-support](https://www.amplify.com/ordering-support) to find all the information you need for submitting your order. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:

### **Please include these three documents with your order:**

- Authorized purchase order or check
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

### **If submitting a purchase order:**

To expedite your order, please visit [amplify.com/ordering-support](https://www.amplify.com/ordering-support) where you can submit your signed purchase order. You can also email a purchase order to [IncomingPO@amplify.com](mailto:IncomingPO@amplify.com) or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

### **If submitting your order via credit card:**

- Please email [Accountsreceivable@amplify.com](mailto:Accountsreceivable@amplify.com) to request a secure credit card payment link

### **If submitting your order via sending a check:**

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.

- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: [amplify.com/ordering-support](https://amplify.com/ordering-support).**

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at [amplify.com/customer-terms](https://amplify.com/customer-terms). Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

## Terms & Conditions

1. Scope. Amplify Education, Inc. ("Amplify") and Customer wish to enter into the agreement created by the price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote") and these Customer Terms & Conditions, including any addendums hereto (this "Agreement") pursuant to which Amplify will deliver one or more of the products or services specified on the Quote (collectively, the "Products").
2. License. Subject to the terms and conditions of this Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicenseable license to access and use, and permit Authorized Users to access and use the Products solely in the U.S. during the Term for the number of Authorized Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized User" means an individual teacher or other personnel employed by Customer, or an individual student registered for instruction at Customer's school, whom Customer permits to access and use the Products subject to the terms and conditions of this Agreement, and solely while such individual is so employed or so registered. Each Authorized User's access and use of the Products shall be subject to Amplify's Terms of Use available through the Products, in addition to the terms and conditions of this Agreement, and violations of such terms may result in suspension or termination of the applicable account.
3. Restrictions. Customer shall access and use the Products solely for non-commercial instructional and administrative purposes of Customer's school. Further, Customer shall not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose or create derivative works based on the contents of, or sell, the Products, or any part thereof; (b) decompile, disassemble or otherwise reverse engineer the Products or otherwise use the Products to develop functionally similar products or services; (c) modify, alter or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent or disable any security or digital rights management device, procedure, protocol or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title and interest therein to Amplify. The Products and derivatives thereof may be subject to export laws and regulations of the U.S. and other jurisdictions. Customer may not export any Product outside of the U.S. Further, Customer will not permit Authorized Users to access or use any Product in a U.S.-embargoed country or otherwise in violation of any U.S. export law or regulation. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).
4. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title and interest in and to all Products, including all related IP Rights, are and shall remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer shall notify Amplify of any violation of Amplify's IP Rights in the Products, and shall reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see <http://www.amplify.com/virtual-patent-marking>).

5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer shall be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.

7. Account Information. For subscription Products, the authentication of Authorized Users is based in part upon information supplied by Customer or Authorized Users, as applicable. Customer will and will cause its Authorized Users to (a) provide accurate information to Amplify or a third-party authentication service as applicable, and promptly report any changes to such information, (b) not share or allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how and trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that Customer is subject to federal and local laws relating to the protection of personally identifiable information of students ("PII"), including the Family Educational Rights and Privacy Act ("FERPA"), and that Amplify is obtaining such PII as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Subject to the terms and conditions of this Agreement, Amplify will not take any action to cause Customer to be out of compliance with FERPA or applicable state laws relating to PII. Amplify's Customer Privacy Policy at <http://www.amplify.com/customer-privacy> will govern collection, use, and disclosure of information collected or stored on behalf of Customer under this Agreement.

10. Customer Materials. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at <http://www.amplify.com/customer-requirements>.

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE AND DISCLOSURE PRACTICES OF THIRD PARTIES.



12. Limitation of Liability. IN NO EVENT SHALL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY OR OTHERWISE, SHALL NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12 MONTH-PERIOD. UNDER NO CIRCUMSTANCES SHALL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. Term; Termination. This Agreement will be in effect for the duration specified in the Quote and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity or otherwise, a party shall have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized User) materially breaches any term, provision, warranty or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible the cost of any continued use of Products following such termination. Upon termination, Amplify will return or destroy any PII of students provided to Amplify hereunder. Notwithstanding the foregoing, nothing shall require Amplify to return or destroy any data that does not include PII, including de-identified information or data that is derived from access to PII but which does not contain PII. Sections 3-13 shall survive the termination of this Agreement.

14. Miscellaneous. This Agreement, including all addendums, attachments and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement shall supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and shall supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement shall apply to their singular and plural forms, as applicable. The word "including" means "including without limitation." This Agreement shall be governed by and construed and enforced in accordance with the laws of the state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement shall constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement shall for any reason be held to be unenforceable at law, such provisions shall be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify shall have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network.

We are delighted to work with you and we thank you for your order!

Amplify Education, Inc. - Confidential Information



# Price Quote

## Amplify

55 Washington Street, Suite 800  
 Brooklyn, NY 11201  
 Phone: (800) 823-1969  
 Fax: (646) 403-4700

Quote #: Q-216241-1  
 Date: 3/3/2023  
 Expires On: 4/2/2023

### Customer Contact Information

Poudre School District R 1

Amplify Contact Information  
 Monty Lammers  
 Senior Account Executive  
 (719) 964-4501  
 mlammers@amplify.com

### Kindergarten | Skills Only

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Edition GK Skills Activity Books, All Units (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$32.00	0	2,790	\$13,392.00	\$75,888.00
CKLA 2nd Edition GK Skills Teacher Guide Set, All Units: 1-10 (1 of each)_NS	\$1,100.00	0	8	\$8,800.00	\$0.00
CKLA 2nd Ed GK Skills Dig Exp Teacher License _NS - 10yr (2023-2033)	\$550.00	13	0	\$7,150.00	\$0.00
CKLA GK Skills Dig Exp Student License - 10yr (2023-2033)	\$100.00	0	279	\$0.00	\$27,900.00
CKLA 2nd Ed GK Skills Classroom Kit_NS	\$1,850.00	0	13	\$0.00	\$24,050.00
<b>TOTAL</b>				\$29,342.00	\$127,838.00

### Grade 1 | Skills Only

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Edition G1 Skills Activity Books, All Units (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$32.00	0	2,840	\$13,632.00	\$77,248.00
CKLA 2nd Edition G1 Skills Teacher Guide Set, All Units: 1-7 (1 of each)_NS	\$1,100.00	0	8	\$8,800.00	\$0.00
CKLA 2nd Ed G1 Skills Dig Exp Teacher License _NS - 10yr (2023-2033)	\$550.00	14	0	\$7,700.00	\$0.00
CKLA G1 Skills Dig Exp Student License - 10yr (2023-2033)	\$100.00	0	284	\$0.00	\$28,400.00
CKLA 2nd Ed G1 Skills Classroom Kit_NS	\$1,650.00	0	14	\$0.00	\$23,100.00
<b>TOTAL</b>				\$30,132.00	\$128,748.00

**Grade 2 | Skills Only**

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Edition G2 Skills Activity Books, All Units (1 of each)_NS Total Qty over 10yrs (2023-2033)	\$32.00	0	3,070	\$14,736.00	\$83,504.00
CKLA 2nd Edition G2 Skills Teacher Guide Set, All Units: 1-6 (1 of each)_NS	\$1,000.00	0	8	\$8,000.00	\$0.00
CKLA 2nd Ed G2 Skills Dig Exp Teacher License _NS - 10yr (2023-2033)	\$550.00	15	0	\$8,250.00	\$0.00
CKLA G2 Skills Dig Exp Student License - 10yr (2023-2033)	\$100.00	0	307	\$0.00	\$30,700.00
CKLA 2nd Ed G2 Skills Classroom Kit_NS	\$1,650.00	0	15	\$0.00	\$24,750.00
<b>TOTAL</b>				\$30,986.00	\$138,954.00

**Shipping and Handling**

SHIPPING AND HANDLING	SHIPPING COST	TOTAL DISCOUNT	TOTAL PRICE
Amplify Shipping and Handling	\$30,072.00	\$0.00	\$30,072.00

TOTAL DISCOUNT \$90,460.00  
 GRAND TOTAL \$425,612.00

**Scope and Duration**

**Payment Terms:**

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

**License and Services Term:**

- Licenses: 07/01/2023 until 06/30/2033.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

**Special Terms:**

- **FOR SHIPPED MATERIALS:**
  - Expedited shipping is available at extra charge.
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- **FOR SERVICES:**
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.



## How to Order Our Products

Amplify would like to process your order as quickly as possible. Please visit [amplify.com/ordering-support](https://amplify.com/ordering-support) to find all the information you need for submitting your order. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:

**Please include these three documents with your order:**

- Authorized purchase order or check
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

**If submitting a purchase order:**

To expedite your order, please visit [amplify.com/ordering-support](https://amplify.com/ordering-support) where you can submit your signed purchase order. You can also email a purchase order to [IncomingPO@amplify.com](mailto:IncomingPO@amplify.com) or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

**If submitting your order via credit card:**

- Please email [Accountsreceivable@amplify.com](mailto:Accountsreceivable@amplify.com) to request a secure credit card payment link

**If submitting your order via sending a check:**

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.
- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: [amplify.com/ordering-support](https://amplify.com/ordering-support).**

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at [amplify.com/customer-terms](https://amplify.com/customer-terms). Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

## Terms & Conditions

1. Scope. Amplify Education, Inc. ("Amplify") and Customer wish to enter into the agreement created by the price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote") and these Customer Terms & Conditions, including any addendums hereto (this "Agreement") pursuant to which Amplify will deliver one or more of the products or services specified on the Quote (collectively, the "Products").

2. License. Subject to the terms and conditions of this Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicenseable license to access and use, and permit Authorized Users to access and use the Products solely in the U.S. during the Term for the number of Authorized Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized User" means an individual teacher or other personnel employed by Customer, or an individual student registered for instruction at Customer's school, whom Customer permits to access and use the Products subject to the terms and conditions of this Agreement, and solely while such individual is so employed or so registered. Each Authorized User's access and use of the Products shall be subject to Amplify's Terms of Use available through the Products, in addition to the terms and conditions of this Agreement, and violations of such terms may result in suspension or termination of the applicable account.

3. Restrictions. Customer shall access and use the Products solely for non-commercial instructional and administrative purposes of Customer's school. Further, Customer shall not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose or create derivative works based on the contents of, or sell, the Products, or any part thereof; (b) decompile,

disassemble or otherwise reverse engineer the Products or otherwise use the Products to develop functionally similar products or services; (c) modify, alter or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent or disable any security or digital rights management device, procedure, protocol or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title and interest therein to Amplify. The Products and derivatives thereof may be subject to export laws and regulations of the U.S. and other jurisdictions. Customer may not export any Product outside of the U.S. Further, Customer will not permit Authorized Users to access or use any Product in a U.S.-embargoed country or otherwise in violation of any U.S. export law or regulation. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).

4. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title and interest in and to all Products, including all related IP Rights, are and shall remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer shall notify Amplify of any violation of Amplify's IP Rights in the Products, and shall reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see <http://www.amplify.com/virtual-patent-marking>).

5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer shall be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.

7. Account Information. For subscription Products, the authentication of Authorized Users is based in part upon information supplied by Customer or Authorized Users, as applicable. Customer will and will cause its Authorized Users to (a) provide accurate information to Amplify or a third-party authentication service as applicable, and promptly report any changes to such information, (b) not share or allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how and trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that Customer is subject to federal and local laws relating to the protection of personally identifiable information of students ("PII"), including the Family Educational Rights and Privacy Act ("FERPA"), and that Amplify is obtaining such PII as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Subject to the terms and conditions of this Agreement, Amplify will not take any action to cause Customer to be out of compliance with FERPA or applicable state laws relating to PII. Amplify's Customer Privacy Policy at <http://www.amplify.com/customer-privacy> will govern collection, use, and disclosure of information collected or stored on behalf of Customer under this Agreement.

10. Customer Materials. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized Users using the Products or otherwise in connection with this Agreement (“Customer Materials”), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at <http://www.amplify.com/customer-requirements>.

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED “AS IS” AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER’S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER’S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE AND DISCLOSURE PRACTICES OF THIRD PARTIES.

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14. Miscellaneous. This Agreement, including all addendums, attachments and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement shall supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and shall supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement shall apply to their singular and plural forms, as applicable. The word “including” means “including without limitation.” This Agreement shall be governed by and construed and enforced in accordance with the laws of the state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement shall constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement shall for any reason be held to be unenforceable at law, such provisions shall be construed by

the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify shall have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network.

We are delighted to work with you and we thank you for your order!

Amplify Education, Inc. - Confidential Information



# Exhibit D-1



# Price Quote

## Amplify

55 Washington Street, Suite 800  
 Brooklyn, NY 11201  
 Phone: (800) 823-1969  
 Fax: (646) 403-4700

Quote #: Q-223220-1  
 Date: 3/30/2023  
 Expires On: 4/29/2023

### Customer Contact Information

Tracy Stibitz  
 Poudre School District R 1  
 970-490-3564  
 tstibitz@psdschools.org

### Amplify Contact Information

Monty Lammers  
 Senior Account Executive  
 (719) 964-4501  
 mlammers@amplify.com

### Kindergarten | Skills Only

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Edition GK Skills Activity Books, All Units (1 of each)_NS Total Qty over 5yrs (2023-2028)	\$32.00	0	1,395	\$0.00	\$44,640.00
CKLA 2nd Edition GK Skills Teacher Guide Set, All Units: 1-10 (1 of each)_NS	\$1,100.00	0	8	\$0.00	\$8,800.00
CKLA 2nd Ed GK Skills Dig Exp Teacher License _NS - 5yr (2023-2028)	\$275.00	13	0	\$3,575.00	\$0.00
CKLA 2nd Ed GK Skills Classroom Kit_NS	\$1,850.00	0	13	\$0.00	\$24,050.00
CKLA GK Dig Exp Student License - 5yr (2023-2028)	\$54.00	0	279	\$0.00	\$15,066.00
<b>TOTAL</b>				<b>\$3,575.00</b>	<b>\$92,556.00</b>

### Grade 1 | Skills Only

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Edition G1 Skills Activity Books, All Units (1 of each)_NS Total Qty over 5yrs (2023-2028)	\$32.00	0	1,420	\$0.00	\$45,440.00
CKLA 2nd Ed G1 Skills Classroom Kit_NS	\$1,650.00	0	14	\$0.00	\$23,100.00
CKLA 2nd Ed G1 Skills Dig Exp Teacher License _NS - 5yr (2023-2028)	\$275.00	14	0	\$3,850.00	\$0.00
CKLA 2nd Edition G1 Skills Teacher Guide Set, All Units: 1-7 (1 of each)_NS	\$1,100.00	0	8	\$0.00	\$8,800.00
CKLA G1 Dig Exp Student License - 5yr (2023-2028)	\$54.00	0	284	\$0.00	\$15,336.00
<b>TOTAL</b>				<b>\$3,850.00</b>	<b>\$92,676.00</b>

**Grade 2 | Skills Only**

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA 2nd Edition G2 Skills Activity Books, All Units (1 of each)_NS Total Qty over 5yrs (2023-2028)	\$32.00	0	1,535	\$0.00	\$49,120.00
CKLA 2nd Edition G2 Skills Teacher Guide Set, All Units: 1-6 (1 of each)_NS	\$1,000.00	0	8	\$0.00	\$8,000.00
CKLA 2nd Ed G2 Skills Dig Exp Teacher License _NS - 5yr (2023-2028)	\$275.00	15	0	\$4,125.00	\$0.00
CKLA 2nd Ed G2 Skills Classroom Kit_NS	\$1,650.00	0	15	\$0.00	\$24,750.00
CKLA G2 Dig Exp Student License - 5yr (2023-2028)	\$54.00	0	307	\$0.00	\$16,578.00
<b>TOTAL</b>				\$4,125.00	\$98,448.00

**Shipping and Handling**

SHIPPING AND HANDLING	SHIPPING COST	TOTAL DISCOUNT	TOTAL PRICE
Amplify Shipping and Handling	\$18,936.00	\$0.00	\$18,936.00

TOTAL DISCOUNT \$11,550.00  
 GRAND TOTAL \$302,616.00

**Scope and Duration**

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

License and Services Term:

- Licenses: 07/01/2023 until 06/30/2028.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

Special Terms:

- FOR SHIPPED MATERIALS:
  - Expedited shipping is available at extra charge.
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.



## How to Order Our Products

Amplify would like to process your order as quickly as possible. Please visit [amplify.com/ordering-support](https://amplify.com/ordering-support) to find all the information you need for submitting your order. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:

**Please include these three documents with your order:**

- Authorized purchase order or check
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

**If submitting a purchase order:**

To expedite your order, please visit [amplify.com/ordering-support](https://amplify.com/ordering-support) where you can submit your signed purchase order. You can also email a purchase order to [IncomingPO@amplify.com](mailto:IncomingPO@amplify.com) or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

**If submitting your order via credit card:**

- Please email [Accountsreceivable@amplify.com](mailto:Accountsreceivable@amplify.com) to request a secure credit card payment link

**If submitting your order via sending a check:**

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.
- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: [amplify.com/ordering-support](https://amplify.com/ordering-support).**

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at [amplify.com/customer-terms](https://amplify.com/customer-terms). Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

## Terms & Conditions

1. Scope. Amplify Education, Inc. ("Amplify") and Customer wish to enter into the agreement created by the price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote") and these Customer Terms & Conditions, including any addendums hereto (this "Agreement") pursuant to which Amplify will deliver one or more of the products or services specified on the Quote (collectively, the "Products").

2. License. Subject to the terms and conditions of this Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicenseable license to access and use, and permit Authorized Users to access and use the Products solely in the U.S. during the Term for the number of Authorized Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized User" means an individual teacher or other personnel employed by Customer, or an individual student registered for instruction at Customer's school, whom Customer permits to access and use the Products subject to the terms and conditions of this Agreement, and solely while such individual is so employed or so registered. Each Authorized User's access and use of the Products shall be subject to Amplify's Terms of Use available through the Products, in addition to the terms and conditions of this Agreement, and violations of such terms may result in suspension or termination of the applicable account.

3. Restrictions. Customer shall access and use the Products solely for non-commercial instructional and administrative purposes of Customer's school. Further, Customer shall not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose or create derivative works based on the contents of, or sell, the Products, or any part thereof; (b) decompile,



disassemble or otherwise reverse engineer the Products or otherwise use the Products to develop functionally similar products or services; (c) modify, alter or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent or disable any security or digital rights management device, procedure, protocol or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title and interest therein to Amplify. The Products and derivatives thereof may be subject to export laws and regulations of the U.S. and other jurisdictions. Customer may not export any Product outside of the U.S. Further, Customer will not permit Authorized Users to access or use any Product in a U.S.-embargoed country or otherwise in violation of any U.S. export law or regulation. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).

4. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title and interest in and to all Products, including all related IP Rights, are and shall remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer shall notify Amplify of any violation of Amplify's IP Rights in the Products, and shall reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see <http://www.amplify.com/virtual-patent-marking>).

5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer shall be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.

7. Account Information. For subscription Products, the authentication of Authorized Users is based in part upon information supplied by Customer or Authorized Users, as applicable. Customer will and will cause its Authorized Users to (a) provide accurate information to Amplify or a third-party authentication service as applicable, and promptly report any changes to such information, (b) not share or allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how and trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that Customer is subject to federal and local laws relating to the protection of personally identifiable information of students ("PII"), including the Family Educational Rights and Privacy Act ("FERPA"), and that Amplify is obtaining such PII as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Subject to the terms and conditions of this Agreement, Amplify will not take any action to cause Customer to be out of compliance with FERPA or applicable state laws relating to PII. Amplify's Customer Privacy Policy at <http://www.amplify.com/customer-privacy> will govern collection, use, and disclosure of information collected or stored on behalf of Customer under this Agreement.

10. Customer Materials. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized Users using the Products or otherwise in connection with this Agreement (“Customer Materials”), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at <http://www.amplify.com/customer-requirements>.

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED “AS IS” AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER’S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER’S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE AND DISCLOSURE PRACTICES OF THIRD PARTIES.

12. Limitation of Liability. IN NO EVENT SHALL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY’S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY OR OTHERWISE, SHALL NOT EXCEED THE AGGREGATE OF CUSTOMER’S OR ANY AUTHORIZED USER’S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12 MONTH-PERIOD. UNDER NO CIRCUMSTANCES SHALL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. Term; Termination. This Agreement will be in effect for the duration specified in the Quote and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity or otherwise, a party shall have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized User) materially breaches any term, provision, warranty or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible the cost of any continued use of Products following such termination. Upon termination, Amplify will return or destroy any PII of students provided to Amplify hereunder. Notwithstanding the foregoing, nothing shall require Amplify to return or destroy any data that does not include PII, including de-identified information or data that is derived from access to PII but which does not contain PII. Sections 3-13 shall survive the termination of this Agreement.

14. Miscellaneous. This Agreement, including all addendums, attachments and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement shall supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and shall supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement shall apply to their singular and plural forms, as applicable. The word “including” means “including without limitation.” This Agreement shall be governed by and construed and enforced in accordance with the laws of the state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement shall constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement shall for any reason be held to be unenforceable at law, such provisions shall be construed by

the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify shall have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network.

We are delighted to work with you and we thank you for your order!

Amplify Education, Inc. - Confidential Information

# Exhibit E



## **DJG/DJGA - VENDOR RELATIONS, SALES CALLS AND DEMONSTRATIONS**

### **VENDOR QUALIFICATIONS**

No favoritism shall be extended to any vendor. The Finance Department, in cooperation with other interested District departments, sites and employees, may establish required vendor qualifications for certain District purchases, and may prequalify vendors, as they determine necessary or appropriate.

### **CONFLICT OF INTEREST**

District employees have a fiduciary duty to act in the best interests of the District regarding all work they perform in connection with any District contract or purchase. No vendor shall offer, and no District employee shall accept, any gift, service, honorarium, stipend or fee that may objectively be viewed as having the purpose or effect of improperly influencing the employee to purchase goods and/or services from the vendor. No District employee may have a financial or business interest in any District contract or purchase made by the employee in his or her official capacity, and no District employee may influence or attempt to influence the District regarding any contract or purchase in which the employee has a financial or business interest.

### **SALES CALLS**

To protect District students and staff against disruption of the educational process and/or interruption of the work day, sales representatives shall not be permitted in District schools for the purpose of making sales calls unless authorized to do so by the superintendent, executive director of finance or their designees.

The superintendent or executive director of finance may, when they determine it to be in the best interest of the District, bar any vendor, organization or person from any or all District facilities for soliciting purchases from or services to students, their parents/guardians, or District employees.

### **VIOLATIONS**

Employees who violate any provision of this policy shall be subject to discipline up to and including termination of employment. Any vendor engaging in conduct that is inconsistent with this policy may be disqualified indefinitely from doing business with the District.

Adopted by Board: May 1972

Revised by Board: May 1982

Revised by Board: April 1988

Revised by Board to conform with practice: May 22, 1995  
Revised by Board: April 8, 1996  
Revised by Board: June 10, 1996  
Revised by Superintendent: May 14, 2007  
Revised by Superintendent: March 8, 2017  
Revised by Board: February 12, 2019  
Revised by Board: December 8, 2020

LEGAL REF:

C.R.S. 24-18-101, et seq.

CROSS REFS:

DJ, Purchasing

DJA, Purchasing Authority

DJB, Purchasing Procedures

FE, Construction Projects and Contracting Procedures

FEAA, Construction Project Prequalification

GBEA, Staff Ethics/Conflict of Interest

GBEBC, Gifts to and Solicitations by Staff

# Exhibit F

# Amplify Response to Student Data, Transparency, Security, & Accessibility Questions for RFP 23-630-001, K-5 ELA Adoption

*As part of your submission to the District Request for Proposal #23-630-001, the District is requesting additional information regarding Student Data Transparency and Security, as well as Accessibility Standards. We recommend working with your IT and development team to gather the requested information.*

*As listed in RFP 23-630-001, section 4.13.1 et seq. the District is requesting the following items:*

**1. What Student Data is collected through the use of the system?**

*o List all Student Data that is collected, maintained, generated, or inferred through use of service.*

*o This includes information created or collected by the company.*

**2. What is the purpose for collecting Student Data?**

Data Collected	General Purpose of Data Collection	Category of Data
IP Address	User research to improve the experience & provide technical support.	Application Technology Meta Data
Browser Type	User research to improve the experience & provide technical support.	Application Technology Meta Data
Browser Version	User research to improve the experience & provide technical support.	Application Technology Meta Data
Browser User Agent	User research to improve the experience & provide technical support.	Application Technology Meta Data
Device ID	User research to improve the experience & provide technical support.	Application Technology Meta Data
Device Type & OS	User research to improve the experience & provide technical support.	Application Technology Meta Data



Operating System	User research to improve the experience & provide technical support.	Application Technology Meta Data
Machine Model	User research to improve the experience & provide technical support.	Application Technology Meta Data
User clickstream	User research to improve the experience & provide technical support.	Application Use Statistics
Access Time	User research to improve the experience & provide technical support.	Application Use Statistics
Observation data	For observational assessment incorporated into the product	Assessment
Assessment Scores	Used for teacher data collection	Assessment
Lesson Questions (Correct/Incorrect)	Used for teacher data collection	Assessment
Test scores	Used for teacher data collection	Assessment
Standards Mastered	Used for teacher data collection	Assessment
Standard Mastery	Used for teacher data collection	Assessment
Gender	Optional (for optional aggregate reporting)	Demographics
Ethnicity or race	Optional (for optional aggregate reporting)	Demographics
Language information (native, preferred or primary language spoken by student)	Optional (to support in-app language choices, and optional aggregate reporting)	Demographics
Student First & Last Name	For rostering purposes	Enrollment
Student ID number	For rostering purposes	Enrollment
Student school name	For rostering purposes	Enrollment
Student grade level	For rostering purposes and content alignment	Enrollment
Homeroom	Optional	Enrollment
Specific curriculum programs	For rostering purposes and content alignment	Enrollment
Student scheduled courses	For rostering purposes and content alignment	Schedule
Teacher names	For rostering purposes	Schedule
English language learner information	Optional (to support in-app language choices, and optional aggregate reporting)	Special Indicator

Low income status	Optional (for optional aggregate reporting)	Special Indicator
Student disability information	Optional (for optional aggregate reporting)	Special Indicator
Specialized education services (IEP or 504)	Optional (for optional aggregate reporting)	Special Indicator
Email	Optional (If students are rostered: Required)	For logging in
Local (School district) ID work data - Please specify	Optional (If students are rostered: Required)	Enrollment
State ID number	Optional	Student Identifiers
Student app username	For logging in	Student Identifiers
Student app passwords	For logging in	Student Identifiers
Typing speed	For application adaptivity and student performance reporting	Student In App Performance
Reading speed	For application adaptivity and student performance reporting	Student In App Performance
Student Answers on questions	For classroom interactivity and student performance reporting	Student work
Student writing	For classroom interactivity and student performance reporting	Student work
Student drawing	For classroom interactivity and student performance reporting	Student work

***3. What third parties does the vendor partner with, who may receive Student Data in any format?***

***o This includes storage and vendors receiving encrypted data.***

Amplify's partners with the subprocessors of Student Data identified in the table below. This list may be periodically updated to the extent we contract with additional subprocessors, in all cases in accordance with our Customer Privacy Policy and with appropriate written agreements. The current list of subprocessors may be accessed at <https://amplify.com/subprocessors>

Subprocessor	Purpose
Amazon Web Services, Inc.	Cloud hosting services
Blackboard, Inc.	Video conferencing and attendance tracking for tutoring services
dbt Labs, Inc.	Run database queries
Desmos Studio, PBC.	Customer support services for Desmos Classroom
Egnyte, Inc.	Secure file exchange
Global Grid for Learning, PBC.	Secure rostering
Google LLC	Cloud hosting services
Google LLC (Looker)	Data warehouse analytics
MongoDB, Inc.	Database hosting for Mathigon.org and Desmos Classroom
Qualfon Data Services Group, LLC	Customer support services
Snowflake, Inc.	Database hosting
Twilio, Inc (Sendgrid)	Email delivery for Mathigon.org
Zendesk, Inc.	Support messaging for Desmos Classroom

**4. What is the purpose of these third-party partners?**

Please see the table in the response above which includes the purpose per subprocessor.

*A sample of this information is provided, but should not be used as a guide.*

*Additionally, as part of the Accessibility Standards on page 19 of Exhibit B, the Colorado through House Bill 21-1110, revised laws to ensure standards for accessibility which will go into effect for local governments, which includes Poudre School District as of July 1<sup>st</sup>, 2024. The new laws requires that all digital services or offerings from a local government be accessible as defined by the current Web Content Accessibility Guidelines (WCAG) version 2.1. You can learn more about from the Colorado Office of Information and Technology's website here: [Accessibility Law for Colorado State and Local Government | Office of Information Technology](#)*

*In order to ensure that your curricular resources will meet or exceed that standard, we shall need to ask for some additional information, as provided by your response.*

*Please provide the following:*

***1. An acknowledgement that your curricular website(s) are all WCAG 2.1 compliant. If not, a list of which standards are out of compliance and a timeline by which they will be corrected.***

All Amplify CKLA curricular websites are WCAG 2.1 compliant.

***2. A complete inventory of digital assets in your curricular resources, to include content and file types. (This inventory should also include a list of all file types that your product can generate – for example, reports or data exports.)***

Content Type	Asset Type	WCAG Compliant?	Notes/Comments
<i>Teacher Materials (Answer Keys, Pacing Guides, Rubrics, Alignment Charts, Teacher Planner, Sound Cards, Spelling Cards, Digital Components, Vowel Cards, Code Charts, Planning Sheet,</i>	Structured PDF	<i>Yes, Partial</i>	PDF are structured, but not all images have text alternatives. This is an active area for remediation. Accessible NIMAS alternatives are also provided.

<i>Stories, Teacher Guides, Flip Books, Knowledge Builders)</i>			
Lesson Slides	Google Slide Doc	Yes	
Student Activities	Fillable Structured PDF	Yes	
Teacher Usage Reports	Structured PDF, downloadable as CSV	Yes	
Student Usage Reports	Structured PDF, downloadable as CSV	Yes	

Some elements are not designed to be downloadable, like the e-book content and associated audiobook files.

## Customizable Elements

Lesson Slides are customizable and downloadable as Google Slides (gslides), JPEG images (.jpg), Microsoft PowerPoint (.pptx), ODP Document (.odp), PDF (.pdf), PNG (.png), Scalable Vector Graphic (.svg).

***3. For each content or file type, please review the relevant WCAG standard and specify if the content encoded in the files of those type are properly encoded and accessible as outlined.***

File types are properly encoded and are accessible as outlined.

***4. For any file or content types that do not currently meet that standard, please also provide an anticipated date of compliance with the relevant standard.***

N/A