

**CURRICULUM SERVICES AGREEMENT
BETWEEN IMAGINE LEARNING LLC
AND POUFRE 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 Imagine Learning LLC (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, 2034, 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 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 1.1, 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. 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, shall be Five Million, Four Hundred and Seven Thousand, and Eighty-Four Dollars and Forty-Three Cents (\$5,407,084.43).

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

2.7.2. Contractor shall maintain compliance with Colorado House Bill 21-1110, and all amendments, for the length of the Agreement and all extensions.

2.8. **Professional Development.** Contractor shall provide support for implementation of Services during the first year, through the Contractor’s four (4) days of Strategic Planning.

2.8.1. Additional Services for implementation or professional development may be purchased at the discretion of the District.

2.8.2. Cost for professional development pricing shall not exceed the prices in Exhibit D.

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

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

2.9.1. 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.

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

2.9.3. 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.

2.9.4. 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 11 of this agreement.

2.10. **Additional Responsibilities.**

2.10.1. Subject to the terms and conditions of this Agreement, Contractor grants to District a non-exclusive, non-sublicensable, non-transferable license during the term of this Agreement, and any extensions of the Agreement, solely for District's internal educational and training purposes and in accordance with this Agreement. This Agreement permits only District and District's authorized users to access and use the Services detailed on the Contractor's quote for Services in accordance with the Documentation. Licenses are available to access Services throughout the term by authorized users not to exceed specific quantities stated on Contractor's quote for Services. The Contractor's license and service types are listed below. Only those license and service types listed on the Contractor's quote for Services are applicable to this Agreement.

2.10.1.1. Concurrent License: provides access to Services throughout the term of the Agreement, by all authorized users based on the number of simultaneous licenses purchased. Total number of users accessing product simultaneously cannot exceed total quantity of licenses purchased.

- 2.10.1.2. Reusable License: provides access to Services throughout the term of the Agreement by all authorized users based on the number of semester course enrollments purchased. Once a course enrollment is disabled or completed, the enrollment license can be reused for that student or another student throughout the contract period.
 - 2.10.1.3. Single User: available to a single user identified by name and designated as the sole user of the specific license throughout the term of the Agreement. Licenses cannot be transferred to another user.
 - 2.10.1.4. Site License: provides access to Services throughout the term of the Agreement by all authorized users located at the specific physical site identified on the Contractor's quote. Must be a traditional brick and mortar educational institution that provides educational services to students at a common physical location.
- 2.10.2. **Use of Logos.** The District grants the Contractor a limited, revocable, non-exclusive right to use the District and/or its school logos specifically provided to Contractor to display on Contractor's products developed for District and/or its schools. Such use shall be subject to the terms of this Agreement and to any limitations communicated by the District at any time and may be suspended, revoked or terminated by the District at any time for any reason. Any District and/or its school logos used by the Contractor shall be and remain at all times the sole and exclusive property of District. District and/or its school logos may not be revised or altered in any way and must be displayed in the same form as produced and provided by the District, including the use of applicable trademark and/or copyright notices. District and/or its school logos must be used in a professional and lawful manner and may not be used in any manner that (1) discredits the District and/or its schools, the District's Board members, employees, representatives and/or agents or tarnishes any of their reputations or goodwill, (2) is false or misleading, including any mischaracterization of the relationship between the District and Contractor, (3) violates the rights of others, District policies and/or federal and state laws, or (4) is inconsistent with the District's educational values.
- 2.10.3. The District represents and warrants that (a) prior to using the Services in connection with any authorized user, the District shall have obtained any necessary consent to contact such authorized user in such form as required to comply with applicable law; (b) that its use of the Services will otherwise comply with all applicable laws; and (c) the District Content shall not (i) infringe any copyright, trademark, or patent right; (ii) misappropriate any trade secret; (iii) be deceptive, libelous,

obscene, pornographic or unlawful; (iv) contain any viruses, worms or other malicious computer programming codes intended to damage Contractor's system or data; or (v) otherwise violate any privacy or other right of any third party.

2.10.4. The District may permit any authorized users to access and use the features and functions of the Services as contemplated by this Agreement. Each authorized user must be granted a unique User ID. User IDs cannot be shared or used by more than one authorized user at a time. District is solely responsible for maintaining the confidentiality of passwords, access codes, technical specifications, connectivity standards or protocols, or other relevant procedures, as may be necessary to allow the District to access the Services ("Access Protocols"), and Contractor will not be liable for any activities undertaken by anyone using the District's Access Protocols. District will immediately notify Contractor of any unauthorized use of its Access Protocols or any other breach of security relating to the Services known to District.

2.10.5. Except to the extent expressly specified on the Contractor's quote for Services, Contractor is not obligated to back up any District Content; the District is solely responsible for creating backup copies of any District Content at District's sole cost and expense. District shall have the sole responsibility for the accuracy, quality, integrity, legality, reliability, and appropriateness of all District Content. District must maintain the Supported Environment, if any, described in the Contractor's quote for Services.

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 2.7.

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 D. 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.

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

2.17. 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

Imagine Learning LLC
Attn: Lynette McVay
8860 Chapparal Road
Suite 100
Scottsdale, AZ 85250
Email: lynette.mcvay@imaginelearning.com

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

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 informationsuch 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.

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.

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.

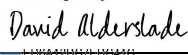
14.16. **Warranty of Authority.** The individuals signing below represent and warrant that they have the authority to execute this Agreement on behalf of their respective organizations and bind their respective organizations to the terms of this Agreement.


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.


IMAGINE LEARNING LLC

POUDRE SCHOOL DISTRICT R-1

By: 
Name: David Alderslade
Title: Executive Vice President, CFO

By: 
By: rpetterson@psdschools.org rpetterson@psdschools.org (Apr 6, 2023 10:05 MDT)
Robert Petterson
President, Board of Education

By: 
By: Jill Brunner (Apr 6, 2023 10:14 MDT)
Jill Brunner
Secretary, Board of Education

By: 
By: Brian Kingsley (Mar 31, 2023 12:37 MDT)
Brian Kingsley
Superintendent of Schools

By: 
By: Marlena Gross-Taylor (Mar 31, 2023 11:38 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

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

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**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 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

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 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

**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 and copy Dave Lawrence 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 (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.

SAMPLE ONLY: MODIFICATIONS TO THIS DOCUMENT ARE NOT PERMITTED

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

EXHIBIT B - SCOPE OF WORK**RFP 23-630-001 K-5 ELA CURRICULUM****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>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.</p>	<p>REQUIRED 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>REQUIRED 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>REQUIRED 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.	

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.	REQUIRED 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.	
	REQUIRED 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.	

Non-Negotiable 3: Building Knowledge: Materials build knowledge systematically through reading,	REQUIRED 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>Non-Negotiable 4: Foundational Skills: 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>REQUIRED</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>REQUIRED</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>REQUIRED</p> <p>4c) Materials provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.</p>	
	<p>REQUIRED</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>REQUIRED</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>REQUIRED</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>REQUIRED</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 Essential Instructional Practices in Early Literacy (specifically Practices #4 & #5).</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> .	
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.	REQUIRED 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.	
	REQUIRED 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.	
	REQUIRED 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.	
	REQUIRED 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).	
	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.	
	5f) Grades 3-5 texts should include books and other materials connected to the	

	<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>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.</p>	<p>REQUIRED</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>REQUIRED</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>	

	<p>the academic language (vocabulary and syntax) prevalent in complex texts.</p>	
	<p>REQUIRED 6c) Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.</p>	
	<p>REQUIRED 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>Non-Negotiable 7: Building Knowledge with Texts, Vocabulary, and Tasks Materials build students' knowledge across topics and content areas.</p>	<p>REQUIRED 7a) Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.</p>	
	<p>REQUIRED 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>REQUIRED 7c) Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.</p>	

<p>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.</p>	<p>REQUIRED 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>REQUIRED 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>REQUIRED 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>REQUIRED 8e) Materials include explicit instruction around spelling strategies, capitalization, punctuation, and sentence construction.</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>8g) Materials provide interactive writing experiences as well as daily time for children to write in grades K-1.</p>	
	<p>REQUIRED 8h) Materials include explicit instruction in letter formation for manuscript and cursive (3rd - 5th grades)</p>	
	<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>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</p>	<p>REQUIRED 9a) Teachers and students can reasonably complete the core content within a regular school year to maximize students’ learning.</p>	
	<p>REQUIRED 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>REQUIRED 9c) Materials regularly include extensions and/ or more advanced opportunities for students who read, write, speak, or listen above grade level.</p>	

	<p>REQUIRED</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>Non-Negotiable 1: Observation & Assessments</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"> Includes formative/benchmark assessments to monitor progress in literacy development and to guide instructional decision-making (e.g., differentiated 	

	<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"> ● 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. 	
	<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>They demonstrate independence. 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>They build strong content knowledge. 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>They respond to the varying demands of audience, task, purpose, and discipline. 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>They comprehend as well as critique. 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>They use technology and digital media strategically and capably. 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>	

<p>mediums and can select and use those best suited to their communication goals.</p>	
<p>They recognize and draw on their own perspective and culture. 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>They come to understand other perspectives and cultures. 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
<p>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</p>	<p>LOW MEDIUM HIGH</p>

(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).	LOW MEDIUM HIGH
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.	LOW MEDIUM HIGH
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.	LOW MEDIUM HIGH
Provide support through coaching through a variety of models (e.g., in-person, observation & feedback, virtual coaching meetings, modeling, PLC support, etc.).	LOW MEDIUM HIGH
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.	LOW MEDIUM HIGH
Supplier focuses on increasing leader and educator effectiveness and improving the use of technology and data analytics.	LOW MEDIUM HIGH
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.	LOW MEDIUM HIGH
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.	LOW MEDIUM HIGH

Professional learning that includes novice, intermediate and expert level development in content AND coaching.	LOW	MEDIUM	HIGH
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.	LOW	MEDIUM	HIGH
Professional learning is grounded in the CAS and Common Core Shifts to move all participants to greater pedagogical understanding, knowledge, and skills.	LOW	MEDIUM	HIGH

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

Available in the National Accessible Instructional Materials Standard Format - Accessible XML	YES	NO
Complies with National Instructional materials Accessibility Standard (NIMAS) Guidelines for Movies, Web, and Multimedia	YES	NO

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"> a. Are your system's databases accessible to our District's IT team to access? If so, how? b. Indicate, and explain, if there are specific tables that would not be accessible by our District's IT team. c. List technical documentation available specific to database structure of your system. 	
2. API Access <ul style="list-style-type: none"> a. Does your application have an API accessible to our District's IT team? b. Indicate, and explain, if there are specific data elements not available through the API. c. List the technical documentation available specific to your system's API. 	
3. System Requirements <ul style="list-style-type: none"> a. Explain your compatibility, functionality, and system requirements for Chromebook, Chrome OS, iOS, and Windows 10+ b. Acknowledge your systems use HTML5 and not flash. 	
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.	YES	NO
Supplier shall review-the Common Core Shifts for ELA/Literacy K-5 as outlined in the Instructional Materials Evaluation Tool (IMET) and certify that their proposal is compatible and compliant.	YES	NO
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.	YES	NO
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.	YES	NO
Supplier shall provide fidelity checks (e.g., walk-through, observation tools) that include metrics as part of the implementation plan.	YES	NO
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.	YES	NO
Research conducted by objective third party is included that demonstrates the effectiveness of the curriculum.	YES	NO
Supplier shall have a comprehensive, independent evaluation. The District strongly prefers evaluations conducted by	YES	NO

<p>EdReports (www.edreports.org), 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 EdReports.org). 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>Supplier Plan for Implementation 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>Supplier Profile 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>Supplier Experience 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>Technical Approach 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>Materials to Sample 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>Question: Non-Negotiable 4: Foundational Skills May a vendor respond to only the "Non-Negotiable 4: Foundational Skills" requirements for Grades K-3?</p> <p>Answer: Yes, they may.</p>	09/23/2022
Q2	<p>Question: Supplemental Programming IS the district willing to accept supplemental programming as part of this solicitation?</p> <p>Answer: Yes, that will be acceptable.</p>	09/23/2022
Q3	<p>Question: Scope of Work Response 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>Answer: 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>Question: Supplemental Is the district willing to consider reviewing supplemental materials in addition to core materials for this bid?</p> <p>Answer: Yes, that will be acceptable.</p>	09/27/2022
Q5	<p>Question: Professional Learning 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>Answer: 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>Question: Question 1 Can you please provide us with the # of student per grade and the # of classrooms per grade for K-5?</p> <p>Answer: See answers to questions 10 and 12.</p>	09/30/2022
Q7	<p>Question: Question 2 When will the pilot materials need to be delivered by?</p> <p>Answer: November 15, 2022, from selected</p>	09/30/2022
Q8	<p>Question: Question 3 Does the district anticipate purchasing materials for all schools in the first year?</p> <p>Answer: Yes, that is the intention.</p>	09/30/2022

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

Exhibit B



RFP 23-630-001

K-5 ELA Curriculum

Imagine Learning EL Education Grades K-5

October 20, 2022



Submitted by Imagine Learning LLC
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Title Page

Imagine Learning LLC is proposing the following materials for evaluation:

- Imagine Learning EL Education Grades K-5

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Transmittal Letter

Dear Jon Babcock,

In response to Poudre School District's Request for Proposal 23-630-001 K-5 ELA Curriculum, Imagine Learning LLC respectfully submits for consideration the Imagine Learning EL Education Grades K-5 curriculum for review. The Imagine Learning EL Education program provides the highest quality curriculum in a teacher-friendly, classroom-ready format to ensure implementation integrity and bolster student success. The platform is intuitively and intelligently designed to give teachers the information they need, right when they need it.

More than six hundred districts nationwide use the EL Education curriculum, and its programs have been downloaded by teachers more than eight million times. In addition, the organization has received numerous accolades, including:

- Imagine Learning EL Education Grades K-5 scored "All Green" in EdReports.
- Charlotte-Mecklenburg Schools selected Imagine Learning EL Education curriculum in a multi-year adoption.
- The New York State DOE commissioned EL Education to create a state-wide curriculum.
- The Connecticut Board of Education awarded EL Education its highest exemplary rating.

Imagine Learning's EL Education program is the only English Language Arts curriculum that:

- Addresses common barriers around teacher preparation through classroom- and distance-learning ready lesson plans
- Provides digital tools for adapting the curriculum to your local context
- Offers robust, responsive, data-informed support to drive impactful implementations
- Blends digital and print delivery to best suit the needs of students, teachers, and leaders

As a company of educators, we understand that teachers strive to deliver engaging, high-quality instruction that inspires students to learn and grow. All too often educators are forced to spend hours cobbling together curricula, prepping lessons, and creating resources that meet their students' needs while exemplifying the spirit and rigor of college and career-ready standards.

Curriculum Approach

This program is grounded in research-based instructional practices that intend to build students' mastery and independence in reading, writing, speaking, listening, viewing, and presenting. To achieve these means, the program prioritizes closely and deeply reading diverse text formats; developing vocabulary, grammar, syntax, and usage fluency; speaking and listening through rich discussions on complex texts and topics; and writing as a process of thinking deeply and explaining ideas.

EL Education's curriculum is grounded in research-based instructional practices that intend to build students' mastery and independence in reading, writing, speaking, listening, viewing, and presenting.

The program prioritizes students:

- closely and deeply reading diverse text formats;
- developing vocabulary, grammar, syntax, and usage fluency;
- speaking and listening through rich discussions on complex texts and topics; and
- writing as a process of thinking deeply and explaining ideas.

Imagine Learning Classroom

Imagine Learning's online application, **IL Classroom**, is the cornerstone of its solution. Digital curriculum editions are user-friendly, accessible, and comprehensive, giving educators the resources needed to launch the curriculum with confidence and fidelity. IL Classroom is unique to the application of EL Education's curriculum.

Instant, easy integration: Teachers and students access the curriculum through IL Classroom, which integrates with a district's Learning Management System (LMS) and Student Information System (SIS) and supports single sign-on (SSO). The IL Classroom presents content in a simple, effective manner for individual, small-group, and whole-class access. Users have access to all course content, digitally interactive manipulatives from GeoGebra and Desmos, practice problems, and assessments.

Designed to inspire discussion and problem solving: Created by Imagine Learning, easy-to-use slides and teacher's notes support critical shifts in ELA classrooms—moving from workbook time to discourse time. Guidance is built into every lesson, providing teachers with embedded, contextual professional development.

Differentiation to meet the needs of all learners: Teachers provide differentiated instruction— lessons and activities include explicit guidance for tailoring the materials to best serve English learners, accelerated learners, and students in need of more support.

Consistent, intuitive lesson and unit structure: Each lesson includes a warm-up, activities, a cool-down, and practice problems that can be assigned to small groups and individual students.

Teacher oversight: Teachers assign lessons and assessments to one, some, or all students as needed, collecting instant data and personalizing instruction in real-time. Teachers are always given the option to preview the student view of all student-facing material.

District oversight: District administrators can track usage and see trends in the district's application of the curriculum.

Imagine Learning and Poudre School District

Imagine Learning LLC believes that the combination of exceptional content, connected professional learning, and intuitive technology can improve both teacher practice and student achievement. We are partners on a shared mission to create classrooms where teachers fulfill their highest aspirations and students achieve more than they think possible, in service of becoming active contributors to building a better world.

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Imagine Learning can meet the deadlines specified in the RFP.

We look forward to moving through the review process with the Poudre School District and responding to comments or answering any questions you may have.

In the pages that follow, we expand on our products and services, clearly detail how we meet or exceed the requirements outlined in your RFP and demonstrate why the Imagine Learning's EL Education curriculum is the best choice for Poudre School District.

Regards,

David Alderslade

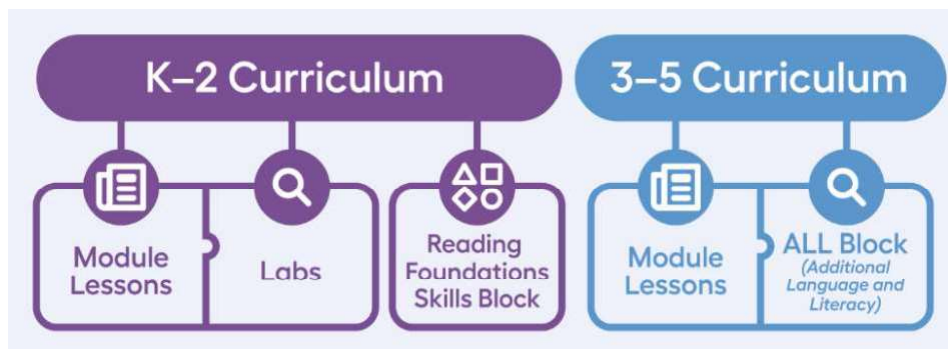
Executive Vice President & Chief Financial Officer

Proposer's Approach

Written Proposal

3.1.1 The title and description of the instructional materials for use by students and teachers including student editions and teacher editions.

The Imagine Learning EL Education Language Arts curriculum offers a variety of print materials to support your implementation. Districts can select the combination of print and digital materials that best meets their needs. Available print products for each curriculum component are outlined below.



Imagine Learning EL Education's grades K-5 comprehensive literacy curriculum is 3 hours per day of content-based literacy:

Module lessons (60 minutes of daily instruction) explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language.

- **Teacher Guides** provide the information needed to start planning. All teacher guide content is available through the platform, organized to support planning and instruction (curriculum maps, module and assessment overviews, step-by-step lesson plans, additional guidance and background information).
- **Teacher Supporting Materials** provide teacher and student-facing materials that support lessons (student-facing handouts, exemplars and answer keys, anchor charts, assessment materials, homework resources).
- **Color Resources** (Grades K-2 only) are a compilation of photos and other images used in K-2 Module Lessons
- **Student Workbooks** include student-facing materials used throughout the module (lesson handouts, select anchor charts, entrance/exit tickets, homework).

K-2 Labs (60 minutes of daily instruction): Build students' oral language, content knowledge, and habits of character through inquiry and hands-on exploration. The Labs reinforce literacy skills, content knowledge,

and habits of character taught in the module lessons and provide teachers with additional time to document students' progress toward particular standards.

- **Teacher Guide and Supporting materials** include module overviews, step-by-step lesson plans for each stage of the labs, additional guidance and background information, materials used in labs such as images, checklists, and anchor charts
- **Student Workbooks**
- **Lab Kits** include materials needed to implement each module

K-2 Reading Foundations Skills Block (60 minutes of daily instruction): Teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation.

- **Teacher Guide and Supporting materials** include module and cycle overviews, step-by-step lesson plans, additional guidance to prepare for instruction, student-facing handouts, exemplars and answer keys, materials used in lessons, and assessment materials.
- **Skills Resource Manual** for teachers contains key guidance on assessments, handwriting, syllabication, and independent and small group work.
- **Learning Letters** is a supplemental teacher resource containing letter formation charts, handwriting sheet, letter stories and activities for students who need more time with a certain letter.
- **The Keyword Letter Cards set** includes cards for each capital and lowercase letter, blends, and letter story characters. The cards are printed on cardstock intended to be used on a work wall or ABC line in the classroom.
- **Student Decodable Readers** are short stories used during each cycle of the Foundational Skills Block component of the K-2 curriculum to analyze high frequency and decodable words. Decodable readers are consumable and sold in classroom sets of 25.

3-5 Additional Language and Literacy Block (ALL Block) (60 minutes of daily instruction): The ALL Block is one hour long and is complementary to the module lessons. These two hours of content-based literacy instruction work together to accelerate the achievement of all students.

- **Teacher Guide and Supporting Materials** are provided for each module and contain both Teacher Guide and Teacher Supporting materials
- **Student Workbooks** include student-facing cards intended for whole-group instruction

Required and Recommended Trade books

The EL Education Language Arts curriculum is centered around reading rich, authentic texts. The Required Text Lists include anchor texts and other texts used throughout each Module of the curriculum. The Recommended Text Lists provide a list of texts of varying genres and levels of complexity, all centered around the Module topics.

- [K-5 Required Trade Book List](#)
- [K-5 Recommended Trade Book List](#)

3.1.2 ISBN numbers (where applicable).

Imagine Learning EL Education's Grades K-5 ISBN list located in the Appendix.

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.

Please see the Cost Component section of this submission.

3.1.4 A description of the technology and online resources for use by students and teachers.

Imagine Learning is a modern, HTML5, web-based platform hosted on Amazon Web Services (AWS). All our software and digital materials are responsive, compatible with standard internet browsers, operating systems, tablets, and other mobile devices.

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

Please see the Cost Component section of this submission.

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 the Cost Component section of this submission.

3.1.5.2 Provide your anticipated support timeline for your proposed curriculum.

Please see our response in Exhibit B.

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.

Shipping costs are included in the purchase price of materials. There are no additional costs associated with shipping and delivery.

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.

Student achievement in all forms depends on access to, and effective implementation of, high-quality, rigorous, standards-aligned curriculum supported by robust professional development. Imagine Learning and EL Education provide that curriculum combined with powerful, content-based professional learning.

Our professional development approach includes a strong partnership to accelerate teacher development and impact student achievement, helping the District build instructional leadership capacity, foster a culture of growth, and establish system-wide structures to sustain improvement over time.

The Company's approach to professional learning is grounded in respect for teachers and school leaders as creative agents in their classrooms and schools. Every person in the system is a leader of his/her learning and benefits from the learning of others.

- **Professional learning is active:** Educators benefit from professional learning that models the same engagement strategies and instructional techniques used in the curriculum. These professional learning experiences provide educators with a reliable model for how active learning looks, sounds, and feels.
- **Professional learning is collaborative:** Educators engage in an ongoing collaborative cycle of learn, plan, do, reflect. Working with peers accelerates and deepens learning, and professional learning opportunities promote this collaboration for educators throughout the system.
- **Professional learning is self-directed:** Educators grapple with deep questions of practice grounded in their work. Strategic planning, data analysis, new learning opportunities, and coaching cycles ignite self-directed inquiries, with educators learning in response to real-time emerging needs.
- **Professional learning honors diverse learning styles:** Educators benefit from a variety of professional learning modes, which honors the diversity of ways adults learn and grow as professionals.

Specific professional development needs are discussed in the implementation planning phase. The experienced Imagine Learning project team will work with appropriate District stakeholders to define goals and expectations, set milestone dates, and make recommendations to ensure initial and ongoing success.

Please review EL Education's Professional Development Scope of Services sample included in the Appendix of this submission.

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

Professional development pricing is included in EL Education's Professional Development Scope of Services sample included in the Appendix of this submission.

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.

Imagine Learning LLC will partner with EL Education to provide professional development services throughout the contract period.

EL Education

247 West 35th Street,
8th Floor
New York, NY 10001
212-239-4455 s
info@ELeducation.org

EL Education is a leading K-12 education non-profit at the forefront of an ambitious movement to set a higher bar of achievement for America's public schools. Through multi-year partnerships, EL Education provides school districts implementing our curriculum with a coordinated set of resources and support to ensure sustained implementation and results. Developed from our highly successful work with schools, our portfolio of resources include:

- rigorous, intensive K-5 curriculum,
- classroom tested teacher resources and
- practical, inspiring professional learning, strategic planning and coaching that focus on leaders and teachers.

Supplier Proposal

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.

Full Legal Name of Business: Imagine Learning LLC

On January 1, 2022, Edgenuity Inc. and Imagine Learning Inc. were merged into our parent company, Imagine Learning LLC (f/k/a Weld North Education). **Imagine Learning LLC** now comprises all Edgenuity, Imagine Learning, LearnZillion, Odysseyware, and AOP brands. Imagine Learning LLC is a limited liability corporation incorporated in Delaware in 2022; Edgenuity was incorporated in 1998. The Company headquarters is in Scottsdale, Arizona, with additional offices in Iowa, Texas, and Utah. Imagine Learning LLC is a leading provider of online and blended learning solutions offering a comprehensive suite of K-12 digital curriculum.

Imagine Learning LLC has been committed to helping educators design and deliver powerful, intentional, and lasting learning experiences. We do this by providing the highest-quality ELA curriculum available, authored by experts celebrated in their fields, and supported by robust professional learning opportunities to ensure implementation success.

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.

- a. Imagine Learning LLC is a Software as a Service provider, offering online content, core and supplemental curriculum and intervention programs for grades K-12, as well as related services.
- b. 8860 E Chaparral Rd Suite 100, Scottsdale, AZ 85250
- c. Imagine Learning LLC has roughly 3500 employees.
- d. 24 years (note: As of January 2022, Edgenuity Inc. (founded 1998) and Imagine Learning, Inc. merged into Imagine Learning LLC (f/k/a Weld North Education LLC).

3.2.3 Supplier's website address/Internet URL.

www.imaginelearning.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.

Lynette McVay

Vice President, Field Operations & Enablement

480.675.7284 x 1122

lynette.mcvay@imaginelearning.com

corebids@imaginelearning.com

Sample Materials

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.

Imagine Learning LLC has sent samples of the Imagine Learning EL Education Grades K-5 curriculum 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.

URL: <https://review-poudre.ilclassroom.com>

Username: poudre@example.com

Password: teacher

Multiple users can use the same login. Please refer to the digital access guide on the following pages.

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.

In partnership with EL Education, we have included a sample training deck in the Appendix.

Digital Access Guide

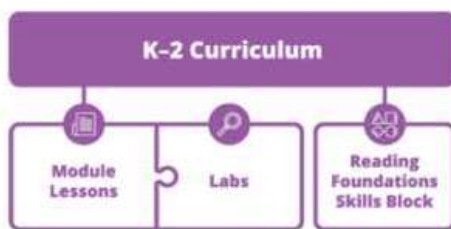
URL: <https://review-poudre.ilclassroom.com>

Username: poudre@example.com

Password: teacher

1. [Review the curriculum structure](#)

The Curriculum Structure section will show you:



- [What is in the curriculum](#)
- Why the curriculum is designed this way

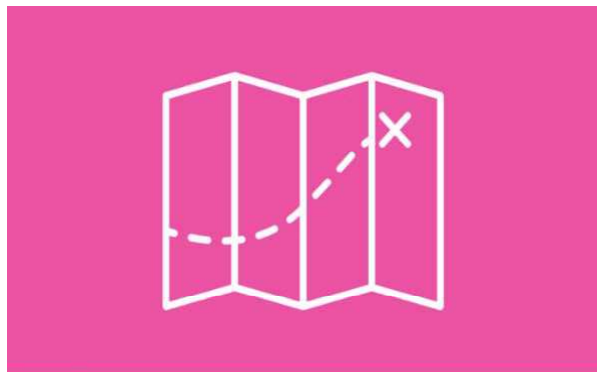
2. [How to navigate the platform](#)



Learn how the Imagine Learning digital platform engages students and supports teachers and explore:

- site navigation
- site functionality

3. [Learn about the standards alignment](#)



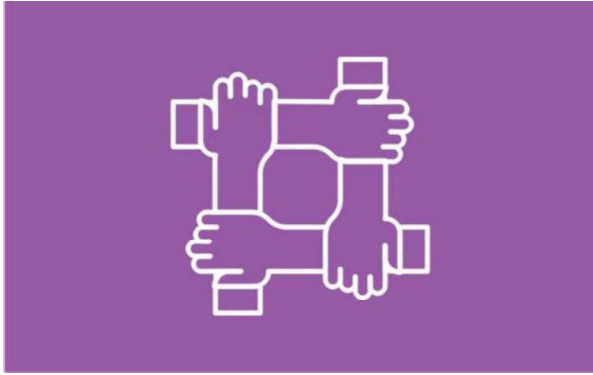
Learn about:

- Curriculum Maps
- More information about how the EL Education curriculum addresses [career and college-ready standards](#)

4. [Learn How to Get Started](#)



Learn how we suggest how to prepare and teach each part of the curriculum.

5. [Explore the supports for all learners](#)

“Supporting All Learners” section has information about:

- Supports for diverse learners
- Fostering character in the classroom

6. [Note Virtual Instruction Guidance](#)

The principles on this page represent virtual instruction for the various components of the EL Education curriculum

7. [Access the curriculum](#)

Scroll down the home page (or click the tab in the blue bar) to access your grade band.

8. Explore grade level content



Select your grade level to find:

- information about texts
- resources for families
- curriculum plans

Note: for grades K-2, you will first select the curriculum component (Modules, Skills Block, or Labs)

9. Review unit level resources



Select a unit and review unit overview materials, including:

- Guiding Questions and Big Ideas
- Assessments
- Habits of Character
- Unit-at-a-Glance
- Accountable Independent Reading
- Supporting English Language Learners
- Preparation and Materials
- Overview for Families
- Standards

10. Review Module Assessments

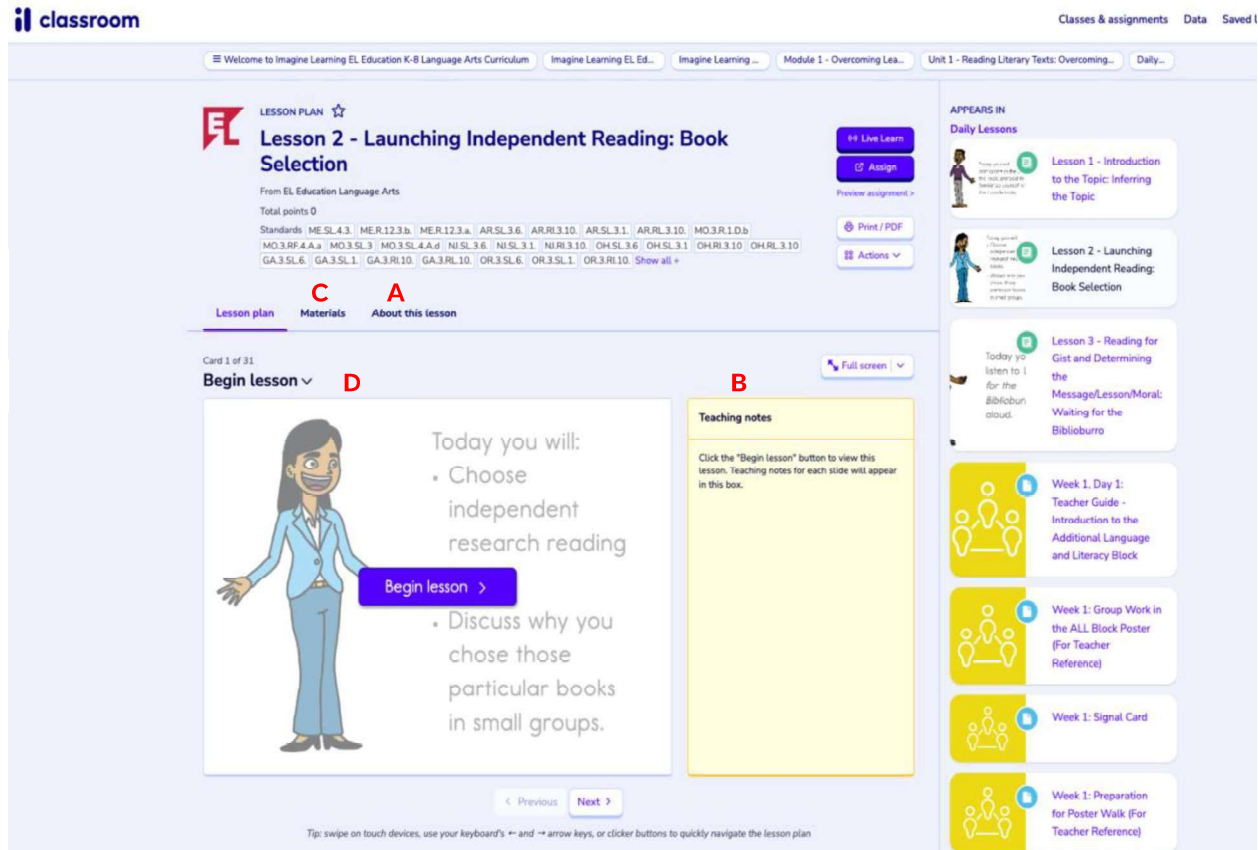


Explore the module assessments and learn about:

- performance tasks
- assessment overview
- assessment checklist
- unit assessments

Explore Daily Lessons

- Click “Daily Lessons” to access all the lessons for the unit.



The screenshot shows the Imagine Learning classroom interface for Lesson 2 - Launching Independent Reading: Book Selection. The interface is divided into several sections:

- Lesson Plan:** Displays the lesson title, standards (ME.SL.4.3, MER.12.3.b, MER.12.3.a, AR.SL.3.6, AR.RL.3.10, AR.SL.3.1, AR.RL.3.10, MO.3.R.1.D, MO.3.RF.4.A.3, MO.3.SL.3, MO.3.SL.4.A.d, NI.SL.3.6, NI.SL.3.1, NI.RL.3.10, OH.SL.3.6, OH.SL.3.1, OH.RL.3.10, GA.3.SL.6, GA.3.SL.1, GA.3.RL.10, GA.3.RL.10, OR.3.SL.6, OR.3.SL.1, OR.3.RL.10), and a list of materials (C and A).
- Lesson Plan Navigation:** Includes buttons for "Lesson plan", "Materials", and "About this lesson".
- Lesson Content:** A slide titled "Begin lesson" (D) with a cartoon teacher character. The slide text says: "Today you will: Choose independent research reading. Discuss why you chose those particular books in small groups." A "Begin lesson" button is visible.
- Teaching notes:** A yellow box (B) with the text: "Click the 'Begin lesson' button to view this lesson. Teaching notes for each slide will appear in this box."
- APPEARS IN Daily Lessons:** A list of lessons including "Lesson 1 - Introduction to the Topic: Inferring the Topic", "Lesson 2 - Launching Independent Reading: Book Selection", "Lesson 3 - Reading for Gist and Determining the Message/Lesson/Moral: Waiting for the Biblioburro", and several "Week 1" activities like "Teacher Guide - Introduction to the Additional Language and Literacy Block", "Group Work in the ALL Block Poster", "Signal Card", and "Preparation for Poster Walk".
- Navigation:** Includes "Previous" and "Next" buttons at the bottom.

KEY

- About this lesson** provides a high-level overview of the lesson. Here you can access the full **lesson narrative** outlining the lesson from beginning to end.
- Teaching notes** provide suggested pacing, directions, student look-fors and supports for differentiation.
- Materials** include student-facing handouts, answer keys, and other teaching supports, such as anchor charts.
- Student-facing slide**

Important Terminology

Cards or Slides: student-facing content that is displayed during whole-group instruction.

Card 5 of 37

Let's Discuss! ▾

Close Readers Do These Things:

- Look closely at the pictures.
- Reread important parts of the text.
- Act out important parts of the text.
- Listen carefully to the words.
- Talk with classmates about the text.
- Draw and write about the text.
- Answer questions about the words and pictures using details from the text.



Teaching Notes: teacher-facing content that is not displayed for students during whole-group instruction.

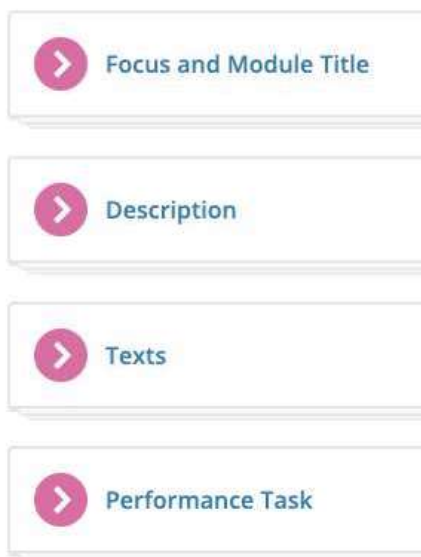
Teaching notes

Suggested Pacing: 3 minutes

Directions:

- Gather students whole group.
- With excitement, tell students to get their wings on again because they are going to a new place! Invite them to stand up, spread their arms out like wings, and pretend they are flying. After some time, invite students to have a seat.
- Invite students to **turn and talk** with an elbow partner:
 - "What do you remember about being a close reader?" (Responses will vary.)
- Direct students' attention to the **Close Readers Do These Things Anchor Chart** and select volunteers to read it aloud.

Accordions or Sections: drop-down arrows that display more information.



Meeting Students' Needs: teacher-facing content that provides more information and guidance on how to meet the needs of all learners.

Meeting Students' Needs:

- For ELLs: During the close read-aloud, provide sentence frames for **Think-Pair-Shares**. (Example: "In the village, there are no ____.") (MMAE)
- For ELLs: During the close read-aloud, display the text on a document camera or display an enlarged copy of the text to help direct students to the appropriate sentences on each page. (MMR)
- For ELLs: Mini Language Dive. Ask students about the meaning of this sentence from the lesson/text: "Until recently, the village was virtually cut off from the rest of the world."

Examples:

 - "What does this sentence mean?" (Answers will vary.)
 - "What does the phrase 'until recently' mean? Can you use it?" (before not long ago; Until recently, we were first-graders.)
 - "Pretend you are cutting a piece of

Section 4.0 Agreement Terms

Imagine Learning LLC agrees to the terms outlined in Section 4.0 Exhibit A. The following pages include Imagine Learning's requested deviations and standard terms and conditions per the RFP request. Any final contract terms will be agreed upon if awarded.



Deviations/Exceptions to RFP #23-630-001

Imagine Learning LLC indicates the changes below as the offering is a subscription based software + content available via Imagine Learning's or its affiliates or subsidiaries Software-as-a-Service [SaaS] platform and not a good, product or professional based service (e.g., architect, electrician, construction, etc). SaaS is not a good for purchase and no transfer of title is contemplated by any future relationship.

Imagine Learning LLC (“Vendor”) submits the following deviations to the Poudre School District RFP #23-630-001 for “K-5 ELA CURRICULUM”

SECTION	DEVIATIONS/REVISIONS
<p>GENERAL TERMS AND CONDITIONS Page 10, No. 1.24.1 & 1.24.4 <i>(Vendor submits the revisions in the right column.)</i></p> <p>NOTE: <i>Vendor submits warranty language consistent with standard industry practice for SaaS.</i></p>	<p>Please delete these sections in their entirety and replace with the following sections from the Vendors Standard Terms and Conditions:</p> <ul style="list-style-type: none"> • Section 7 – Warranties and Disclaimers
<p>GENERAL TERMS AND CONDITIONS Page 11, No. 1.25.3 <i>(Vendor submits the revisions in the right column.)</i></p>	<p>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 reasonable 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.</p>
<p>GENERAL TERMS AND CONDITIONS Page 16, No. 4.7 CURRICULUM SERVICES AGREEMENT Page 1, No. 1.4 – Termination Without Cause <i>(Vendor submits the revisions in the right column.)</i></p>	<p>Please delete this section in its entirety as inapplicable</p>
<p>GENERAL TERMS AND CONDITIONS Page 20, No. 6.1 <i>(Vendor submits the revisions in the right column.)</i></p>	<p>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 third-party liability arising from any suit, action, grievance, charge or proceeding brought in direct connection with or directly 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 reasonable 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.</p>
<p>CURRICULUM SERVICES AGREEMENT Page 10, No. 13 – Indemnification <i>(Vendor submits the revisions in the right column.)</i></p>	<p>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 third-party liability arising from any suit, action, third party claims, grievance, or proceeding, including all reasonable 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 directly related to the terms of this Agreement and any Services provided under this Agreement.</p>



Deviations/Exceptions to RFP #23-630-001

SECTION	DEVIATIONS/REVISIONS
Vendor submits the added terms to right.	<p>Notwithstanding anything to the contrary in the Request for Proposal, the parties agree to add the following terms collectively listed and contained in the Vendor's Standard Terms and Conditions which is attached hereto and incorporated into this Solicitation by reference.</p> <ul style="list-style-type: none">• Section 3 – Intellectual Property;• Section 6 – Customer Content and Responsibilities• Section 8 – Limitation of Liability• Addendum for Instructional Services and Professional Development <p>Any references to "Customer" will mean "District".</p>



IMAGINE LEARNING LLC
TERMS AND CONDITIONS OF COMPANY SERVICES

This "Agreement" (i.e., these Terms and Conditions and the Price Quote for Services into which these Terms and Conditions are incorporated) is made and entered into as of the date of last signature below ("Effective Date") between Imagine Learning LLC, its affiliates and subsidiaries ("Company") and Customer. In consideration of the mutual promises contained herein, the parties hereby agree to the following:

1.1 "Access Protocols" means the passwords, access codes, technical specifications, connectivity standards or protocols, or other relevant procedures, as may be necessary to allow Customer to access the Services.

1.2 "Authorized User" means any third party who is authorized by Customer to access the Services pursuant to Customer's rights under this Agreement, including any instructors, administrators, other employees, contractors, students authorized by Customer, parents, family members, or other adults associated with a student or parents authorized by Customer.

1.3 "Confidential Information" means all non-public, proprietary or confidential information relating to a "Disclosing Party" that is disclosed or otherwise supplied in confidence to the "Receiving Party" under this Agreement. Company's Confidential Information includes (without limitation) the Services, its user interface design and layout, and pricing information. Confidential Information does not include any aggregated data or De-Identified Data covered by Section 9.4, or any other information that the Receiving Party can establish: (a) was known to the Receiving Party prior to receiving the same from the Disclosing Party, free of any restrictions; (b) is independently developed by the Receiving Party without reference to the Disclosing Party's Confidential Information; (c) is acquired by the Receiving Party from another source without restriction as to use or disclosure; or (d) is or becomes part of the public domain through no fault or action of the Receiving Party.

1.4 "Confidential Student Information" means information that personally identifies a student who is enrolled or was previously enrolled at the Customer's institution. This term includes the student's name, the name of the student's parents or family members, the student's (or student's family's) address, telephone number, email address, date of birth, place of birth, mother's maiden name, grades, financial information, social security number (or other governmental identification number), biometric information, and other information that alone or in combination would reasonably allow a person or entity to identify the student with reasonable certainty. Confidential Student Information does not include any information regarding persons who do not enroll at the Customer's institution.

1.5 "Customer" means the school or district who is identified in the signature block below or the applicable Price Quote for Services.

1.6 "Customer Content" means any content and information submitted via or in connection with the Services by or on behalf of Customer, an Authorized User, or any other end user of the Services. Customer Content includes student information and records which remain the property of the Customer.

1.7 "De-Identified Data" means any data, including data derived from Confidential Information (and Confidential Student Information) that has had all direct and indirect personal identifiers removed. This includes the removal of any names, identification numbers, dates of birth, address, email address, and telephone number. De-Identified Data does not include any data that alone or in combination would reasonably allow a person or entity to identify a student with reasonable certainty.

1.8 "Documentation" means the technical materials provided by Company to Customer in hard copy or electronic form describing the use and operation of the Services.



Terms and Conditions of Company Services

1.9 “Instructional Services” means services provided by Company, including student access to teachers and coaches, the development and implementation of policies and procedures for purposes of improving student outcomes, and other services as stated in the applicable Price Quote for Services. Instructional Services are also subject to the additional terms contained in the attached Addendum.

1.10 “Price Quote for Services” means the order form signed by Customer which references these Terms and Conditions and details the services to be provided to the Customer under this Agreement.

1.11 “Professional Development” means all implementation planning, program design, administrative and instructional training, consulting and coaching for education professionals provided by Company as described in the applicable Price Quote for Services. Professional Development services are subject to the additional terms contained in the attached Addendum.

1.12 “Services” means the services ordered by Customer through the Price Quote for Services and includes the products and services which may include Company courseware, audio, video and other content curriculum, and/or Documentation and software including applets and animations. Services may include Professional Development and/or Instructional Services. Customers’ access to any Professional Development or Instructional Services will expire at the end of the Term set forth in the applicable Quote or if the Service is terminated for any reason.

1.13 “Supported Environment” means the minimum hardware, software, and connectivity configuration specified from time to time by Company as required for use of the Services. The current requirements (if any) are described in the technical requirements which may be found on Company’s website.

2. PROVISION OF SERVICES

2.1 Access. Subject to Customer’s payment of the fees outlined in the Price Quote for Services and compliance with the terms of this Agreement, Company will provide Customer with access to the Services. Promptly following the Effective Date, Company shall provide to Customer the necessary security protocols and policies, network links or connections and Access Protocols to allow Customer and its Authorized Users to access the Services in accordance with the Price Quote for Services (or this Agreement).

2.2 Support Services. Company will provide Customer with the support services described at <http://help.imaginelearning.com/hc/en-us>.

2.3 Hosting. Company shall, at its own expense, provide for the hosting of the Services, provided that nothing herein shall be construed to require Company to provide for, or bear any responsibility with respect to any telecommunications or computer network hardware required by Customer, any Authorized User or any other user to provide access from the Internet to the Services.

3. INTELLECTUAL PROPERTY

3.1 License Grant. Subject to the terms and conditions of this Agreement, Company grants to Customer a non-exclusive, non-sublicensable, non-transferable license during the Term, solely for Customer’s internal educational and training purposes and in accordance with this Agreement. This Agreement permits only Customer and Customer’s Authorized Users to access and use the Services detailed on the Price Quote for Services in accordance with the Documentation. Licenses are available to access Services throughout the Term by Authorized Users not to exceed specific quantities stated on Price Quote for Services. License and Service types are listed below. Only those License and Service types listed on the Price Quote for Services are applicable to this Agreement.

- a) **Concurrent License** - provides access to Services throughout the Term by all Authorized Users based on the number of simultaneous licenses purchased. Total number of users accessing product simultaneously cannot exceed total quantity of licenses purchased.



Terms and Conditions of Company Services

- b) **Reusable License** - provides access to Services throughout the Term by all Authorized Users based on the number of semester course enrollments purchased. Once a course enrollment is disabled or completed, the enrollment license can be reused for that student or another student throughout the contract period.
- c) **Single User** - available to a single User identified by name and designated as the sole student user of the specific license throughout the Term. Licenses cannot be transferred to another user.
- d) **Site License** - provides access to Services throughout the Term by all Authorized Users located at the specific physical site identified on the Price Quote. Must be a traditional brick and mortar educational institution that provides educational services to students at a common physical location. Not available for virtual schools.
- e) **Virtual School** - Customer that is (a) a private school where students do not regularly meet physically for learning but where there is a teacher of record available to students enrolled at the institution and much of the learning takes place over the internet with regular assistance or guidance from the teacher of record or (b) a private tutoring provider that makes available personal attention to each student enrolled in a program by faculty or tutoring provider and such services are the primary purpose of enrollment by students; or (c) a public program implemented by a school district where students do not regularly meet physically for learning but where there is a teacher of record available to students enrolled at the institution and much of the learning takes place over the Internet with regular assistance or guidance from the teacher of record; and (d) with respect to (a), (b), and (c), a Virtual School is not a school that sells licenses or access to educational software on a standalone basis or sells licenses or access to educational software to students not actively enrolled in and participating in learning services provided by the private school or tutoring provider.

3.2 Restrictions. Customer agrees that it will not, nor will Customer cause or permit any Authorized User or other party to: (a) allow any third party to access the Services or Documentation, except as expressly allowed herein; (b) modify, adapt, alter or translate the Services or Documentation; (c) sublicense, lease, rent, sell, resell, loan, distribute, transfer or otherwise allow the use of the Services or Documentation for the benefit of any third party; (d) reverse engineer, decompile, disassemble, or otherwise derive or determine or attempt to derive or determine the source code (or the underlying ideas, algorithms, structure or organization) of the Services, except as permitted by law; (e) create derivative works based on the Services or Documentation; (f) use the Services to store or transmit infringing, unsolicited marketing emails, libelous, or otherwise objectionable, unlawful or tortious material, or to store or transmit material in violation of third-party rights; (g) interfere with or disrupt the integrity or performance of the Services; or (g) access the Services to build a competitive service or product, or copy any feature, function or graphic for competitive purposes.

3.3 Ownership. Except for the licenses granted by Company under this Agreement, as between Company and Customer, Company owns all right, title and interest (including, but not limited to, all copyright, patent, trademark and trade secret rights) in and to the Services and Documentation.

3.4 Open Source Software. Certain items of software used in the Services are subject to “open source” or “free software” licenses (“Open Source Software”). Some of the Open Source Software is owned by third parties. The Open Source Software is not subject to the terms and conditions of Sections 3.1, 3.2, or 10. Instead, each item of Open Source Software is licensed under the terms of the end-user license that accompanies such Open Source Software. Nothing in this Agreement limits Customer’s rights under, or grants Customer rights that supersede, the terms and conditions of any applicable end user license for the Open Source Software. If and to the extent required by any license for particular Open Source Software, Company makes such Open Source Software, and Company modifications to that Open Source Software, available by written request at the notice address specified on the Price Quote for Services.

4. FEES. Company shall invoice Customer for fees on the schedule set forth on the Price Quote for Services (“Fees”) and the amounts set forth in such invoices shall be due from Customer net thirty (30)



Terms and Conditions of Company Services

days of receipt. Non-payment or late payment of undisputed fees is a material breach of this Agreement. Company may terminate the Agreement and/or terminate or suspend Customer's access to Services within ten (10) days after Customer receipt of a notice of non-payment of amounts owed under that Price Quote for Services. Company may change the amount of the Fees for any upcoming Renewal Term, provided that Company provides Customer with written notice of such change at least sixty (60) days prior to the first day of such Renewal Term. All taxes and other governmental charges (except for income taxes), if any, imposed on Customer payments hereunder shall be deemed to be in addition to the Fees charged, and borne solely by Customer except to the extent that Customer provides Company with a valid tax exemption certificate authorized by the appropriate taxing authority.

5. FUNDING-OUT CLAUSE. If Customer is a governmental entity receiving federal, state or local funds, Customer's payment obligation may be conditioned upon the availability of funds that are appropriated or allocated by the applicable government agency. If funds are not allocated, Customer may terminate this Agreement at the end of the period for which funds are available. Customer must notify Company in writing at least thirty(30) calendar days before termination. Upon termination, Company will be entitled to a pro-rata portion of the fees for Service performed up to the date of termination.

6. CUSTOMER CONTENT AND RESPONSIBILITIES

6.1 License; Ownership. Customer hereby grants Company a non-exclusive, worldwide, royalty-free, fully paid and transferable license (a) to use the Customer Content as necessary solely or the purposes of providing the Services under this Agreement; and (b) to use Customer's trademarks, service marks, and logos as required to provide the Services (but not for use with an audience beyond that of Authorized Users). As between the parties, Customer owns all right, title and interest in the Customer Content.

6.2 Customer Warranty. Customer represents and warrants that (a) prior to using the Services in connection with any Authorized User, Customer shall have obtained any necessary consent to contact such Authorized User via the Services in such form as required to comply with applicable law; (b) that its use of the Services will otherwise comply with all applicable laws; and (c) the Customer Content shall not (i) infringe any copyright, trademark, or patent right; (ii) misappropriate any trade secret; (iii) be deceptive, libelous, obscene, pornographic or unlawful; (iv) contain any viruses, worms or other malicious computer programming codes intended to damage Company's system or data; or (v) otherwise violate any privacy or other right of any third party.

6.3 Authorized User Access. Customer may permit any Authorized Users to access and use the features and functions of the Services as contemplated by this Agreement. Each Authorized user must be granted a unique User ID. User IDs cannot be shared or used by more than one Authorized User at a time. Customer is solely responsible for maintaining the confidentiality of Access Protocols and Company will not be liable for any activities undertaken by anyone using Customer's Access Protocols. Customer will immediately notify Company of any unauthorized use of its Access Protocols or any other breach of security relating to the Services known to Customer.

6.4 Customer Responsibility for Access, Content and Security. Except to the extent expressly specified on the Price Quote for Services, Company is not obligated to back up any Customer Content; the Customer is solely responsible for creating backup copies of any Customer Content at Customer's sole cost and expense. Customer shall have the sole responsibility for the accuracy, quality, integrity, legality, reliability, and appropriateness of all Customer Content. Customer must maintain the Supported Environment (if any) described in the Price Quote for Services.



Terms and Conditions of Company Services

7. WARRANTIES AND DISCLAIMERS

7.1 Limited Warranty. Company warrants that it will make commercially reasonable efforts to maintain the online availability of the Services. CUSTOMER'S EXCLUSIVE REMEDY AND COMPANY'S ENTIRE LIABILITY UNDER THIS WARRANTY WILL BE FOR COMPANY TO REPAIR THE NON-CONFORMING SERVICE, OR IF COMPANY CANNOT MAKE SUCH REPAIR WITHIN A REASONABLE PERIOD OF TIME, THEN COMPANY MAY TERMINATE ACCESS TO THE SERVICES AND REFUND A PORTION OF THE FEE.

7.2 Disclaimer. EXCEPT AS EXPRESSLY PROVIDED IN SECTION 7.1, THE DOCUMENTATION, AND SERVICES ARE PROVIDED "AS IS," AND COMPANY MAKES NO (AND HEREBY DISCLAIMS ALL) OTHER REPRESENTATIONS AND WARRANTIES, WHETHER WRITTEN, ORAL, EXPRESS, IMPLIED OR STATUTORY, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, NONINFRINGEMENT, AND FITNESS FOR A PARTICULAR PURPOSE. COMPANY DOES NOT WARRANT THAT ALL ERRORS CAN BE CORRECTED, OR THAT OPERATION OF THE SERVICES SHALL BE UNINTERRUPTED OR ERROR-FREE. SOME STATES AND JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF IMPLIED WARRANTIES, SO SOME OF THE ABOVE LIMITATIONS MAY NOT APPLY TO CUSTOMER.

8. LIMITATION OF LIABILITY. EXCLUDING EACH PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH HEREIN IN RESPECT OF THIRD-PARTY CLAIMS, (A) IN NO EVENT WILL EITHER PARTY BE LIABLE FOR ANY CONSEQUENTIAL, INCIDENTAL, SPECIAL, PUNITIVE, OR OTHER INDIRECT DAMAGES (INCLUDING, WITHOUT LIMITATION, LOST PROFITS OR LOST DATA) ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT OR ITS PERFORMANCE HEREUNDER AND (B) IN NO EVENT SHALL EITHER PARTY'S LIABILITY TO THE OTHER AS A RESULT OF ANY CLAIM ARISING UNDER THIS AGREEMENT, REGARDLESS OF WHETHER SUCH CLAIM IS BASED ON BREACH OF CONTRACT, TORT, STRICT LIABILITY, OR ANY OTHER THEORY OF LIABILITY, EXCEED THE AMOUNT PAID BY CUSTOMER UNDER THIS AGREEMENT FOR THE APPLICABLE SERVICES GIVING RISE TO SUCH LIABILITY IN THE TWELVE (12) MONTHS PRIOR TO THE OCCURRENCE OF THE ACT OR OMISSION GIVING RISE TO SUCH CLAIM. SOME STATES AND JURISDICTIONS DO NOT ALLOW FOR THE EXCLUSION OR LIMITATION OF INCIDENTAL OR CONSEQUENTIAL DAMAGES, SO THIS LIMITATION AND EXCLUSION MAY NOT APPLY TO CUSTOMER.

9. CONFIDENTIALITY; PRIVACY

9.1 Confidentiality. During the Term, each party ("Disclosing Party") may provide the other party ("Receiving Party") with Confidential Information. The Receiving Party agrees that it will not use or disclose to any third party any Confidential Information of the Disclosing Party, except as expressly permitted under this Agreement. The Receiving Party will limit access to the Disclosing Party's Confidential Information to Authorized Users (with respect to Customer as Receiving Party) or to those employees who have a need to know such Confidential Information to perform the Receiving Party's obligations or exercise the Receiving Party's rights under this Agreement, and who have been informed of the confidential nature of such information. In addition, the Receiving Party will protect the Disclosing Party's Confidential Information from unauthorized use, access, or disclosure in the same manner that it protects its own proprietary information of a similar nature, but in no event with less than reasonable care. At the Disclosing Party's request or upon the expiration or termination of this Agreement, the Receiving Party will return to the Disclosing Party or destroy (or permanently erase in the case of electronic files) all copies of the Confidential Information that the Receiving Party does not have a continuing right to use under this Agreement, and the Receiving Party shall provide to the Disclosing Party a written affidavit certifying compliance with this sentence.

9.2 Privacy. Company will comply with, and will cause each of its employees, agents, and contractors to comply with, all state, federal and municipal laws and regulations ("Applicable Laws") applicable to its performance under this Agreement, including without limitation the Family Educational Rights and Privacy Act and the Children's Online Privacy Protection Act. Company's Privacy Policy (as may be updated by Company from time to time), which is incorporated by reference into these terms and conditions, contains



Terms and Conditions of Company Services

additional terms regarding Company's use of Confidential Student Information. Customers and Authorized Users may view Company's privacy policy at <https://www.imaginelearning.com/privacy> ("Privacy Policy"). Customer is responsible for providing notice of its own privacy policy to parents of its students and is solely responsible for obtaining any necessary parental consents for students to use the Services.

9.3 Data Security. Company agrees that it will store and process Confidential Information, including Confidential Student Information, in accordance with customary industry standards. Company shall implement and maintain commercially reasonable administrative, technical and physical security measures designed to protect Confidential Information from unauthorized access, disclosure and use. Company will conduct periodic risk assessments and remediate identified material security vulnerabilities in a commercially reasonable manner. Company will have a written data breach response plan and will take commercially reasonable steps to notify the Customer once it becomes aware of a data breach known to involve, or likely involving, Customer Confidential Information. Company will cooperate with the Customer to comply with any applicable data breach notification laws.

9.4 Aggregated and De-Identified Data. Company may use aggregated data and De-Identified Data for product development, research, marketing, and other purposes as set forth in the Company's Privacy Policy.

9.5 Confidential Student Information Return and Destruction. Upon termination or expiration of this Agreement or thereafter, at the Customer's written request, Company shall, in a reasonable period of time, return all Confidential Student Information to Customer or shall destroy such Confidential Student Information that Company knows it possesses to the extent that destruction is reasonably practicable. Company shall not be required to return or destroy aggregated data or De-Identified Data. Customer acknowledges that some data may remain in archive or other files following Company's commercially reasonable attempt to return or destroy Confidential Student Information. Company may transfer Confidential Student Information and De-Identified Data or aggregated data to its successor pursuant to a merger, consolidation or sale of substantially all of its assets pursuant to Section 13 of this Agreement.

10. INDEMNIFICATION

10.1 By COMPANY. Company shall indemnify, defend and hold harmless Customer against any third-party claims that the use of the Services as permitted hereunder infringes any copyright, US patent or other intellectual property right of a third party, and Company shall pay any losses, damages, costs, liabilities and expenses (including, but not limited to, reasonable attorneys' fees) finally awarded by a court to such third party or otherwise agreed to in settlement of such claim by Company. If any portion of the Services becomes, or in Company's opinion is likely to become, the subject of a claim of infringement, Company may, at Company's option, and as Customer's sole and exclusive remedy therefor: (a) procure for Customer the right to continue using the Services; (b) replace the Services with non-infringing software or services which do not materially impair the functionality of the Services; (c) modify the Services so that the Services become non-infringing; or (d) terminate this Agreement and refund any fees paid by Customer to Company for the remainder of the term then in effect, and upon such termination, Customer will immediately cease all use of the Documentation and Services. Notwithstanding the foregoing, Company shall have no obligation under this Section 10.1 or otherwise with respect to any third-party claim based upon (i) any use of the Services not in accordance with this Agreement or as specified in the Documentation; (ii) any use of the Services in combination with other products, equipment, software or data not supplied by Company; or (iii) any modification of the Services by any person other than Company or its authorized agents. This Section 10.1 states the sole and exclusive remedy of Customer and the entire liability of Company, and any of the officers, directors, employees, shareholders, contractors or representatives of Company, for claims and actions described in this Section 10.1.

10.2 By Customer. To the maximum extent allowed by applicable law, Customer shall indemnify defend and hold harmless Company against any third-party claims arising out of (a) any failure by Customer or any Authorized User to comply with applicable laws, rules and regulations (including those promulgated by U.S. federal or state regulatory authorities) in connection with its activities hereunder, including without limitation



Terms and Conditions of Company Services

its provision and Company's authorized use of Customer Content (possibly including student information) hereunder or failure to obtain required consent from any Authorized User or other end users, (b) Customer's unauthorized use of Services hereunder and/or (c) Customer's breach or alleged breach of any of its covenants, representations or warranties hereunder, and Customer shall pay any losses, damages, costs, liabilities and expenses (including, but not limited to, reasonable attorneys' fees) finally awarded by a court to such third party or otherwise agreed to in settlement of such claim by Customer. This Section 10.2 states the sole and exclusive remedy of Company and the entire liability of Customer, and any of the officers, directors, employees, shareholders, contractors or representatives of Customer, for the claims and actions described in this Section 10.2.

10.3 Procedure. The indemnifying party's obligations as set forth above are expressly conditioned upon each of the foregoing: (a) the indemnified party shall promptly notify the indemnifying party in writing of any threatened or actual claim or suit, provided, however, that failure to give prompt notice will not relieve the indemnifying party of any liability hereunder (except to the extent the indemnifying party has suffered actual material prejudice by such failure); (b) the indemnifying party shall have sole control of the defense or settlement of any claim or suit; and (c) the indemnified party shall (at the indemnifying party's expense) reasonably cooperate with the indemnifying party to facilitate the settlement or defense of any claim or suit.

11. TERM AND TERMINATION

11.1 Term. This Agreement shall be for the term (the "Initial Term") of any Services purchased pursuant to a Price Quote for Services and shall thereafter renew for one (1) year terms (each a "Renewal Term") upon the mutual written consent of the parties prior to the expiration of the then-current term. The Initial Term and the Renewal Terms (if any) are, collectively, the "Term." Customer only has the right to use the Services during the Term.

11.2 Termination. Either party may terminate this Agreement immediately upon written notice to the other party if the other party materially breaches this Agreement and fails to cure such breach within thirty (30) days after its receipt of written notice of such breach.

11.3 Effect of Termination. Immediately upon termination of this Agreement, (a) the licenses granted to either party shall immediately terminate; and (b) Company shall cease to make available and Customer shall cease to use the Services. Termination shall not relieve Customer's obligation to pay all charges accrued through the effective date of termination. Sections 3.3, 6.4, 7, 8, 9, 10, 11.3, 12 and 13 will survive the expiration or termination of this Agreement.

12. GOVERNING LAW AND VENUE If Customer is a public school or district or other state or municipal governmental agency (a "Public School"), this Agreement and any action related thereto will be governed and interpreted by and under the laws of the state where the Customer resides, excluding any conflict of law principles. Otherwise, this Agreement will be governed by the laws of the state of Arizona. Each party expressly waives any objection that it may have based on improper venue or forum non-conveniens to the conduct of any such suit or action in any state or federal court located in the state where the Customer resides, if Customer is a Public School. If Customer is not a Public School, such venue shall be state or federal court located in Phoenix, Arizona. The United Nations Convention on Contracts for the International Sale of Goods does not apply to this Agreement. Customer shall always comply with all international and domestic laws, ordinances, regulations, and statutes that are applicable to its use of the Services hereunder.

13. MISCELLANEOUS.

13.1 Press Releases. If requested by Company, Customer agrees to cooperate in good faith with Company on a press release following execution of this Agreement and agrees to allow Company to list (using Customer's name and/or Customer's logo, as determined by Company) Customer as a customer on Company's website or in documentation to be shared electronically or in print.



Terms and Conditions of Company Services

13.2 Independent Contractors. The parties are independent contractors and nothing in this Agreement shall be deemed to create the relationship of partners, joint venturers, employer-employee, master-servant, or franchisor-franchisee between the parties. Neither party is, or will hold itself out to be, an agent of the other party. Neither party is authorized to enter into any contractual commitment on behalf of the other party.

13.3 No Additional Terms and Order of Precedence. These Terms and Conditions, together with the attached Price Quote for Services(s), contain the entire agreement of the parties and supersedes any prior or present understanding or communications regarding its subject matter, and may only be amended in a writing signed by both parties. In the event of a conflict between the terms in the Price Quote for Services and the Agreement, the terms contained in this Agreement shall control unless otherwise expressly stated in the Price Quote for Services.

13.4 Severability. In the event any provision of this Agreement is held by a court of law or other governmental agency to be void or unenforceable, such provision shall be changed and interpreted so as to best accomplish the objectives of the original provision to the fullest extent allowed by law, and the remaining provisions shall remain in full force and effect.

13.5 Assignment. Neither party shall assign this Agreement without the other party's prior written consent, which shall not be unreasonably withheld. Notwithstanding the foregoing, either party may assign this Agreement to its successor pursuant to a merger, consolidation or sale of substantially all of its business or assets related to this Agreement. This Agreement shall be binding upon and inure to the benefit of the parties and their successors and permitted assigns.

13.6 Force Majeure. Neither party shall be deemed to be in breach of this Agreement for any failure or delay in performance (other than payment of Fees due hereunder) caused by reasons beyond its reasonable control, including, but not limited to, acts of God, pandemics, epidemics, war, terrorism, strikes, failure of suppliers, fires, floods or earthquakes.

13.7 Export. The use of the Services is subject to U.S. export control laws and may be subject to similar regulations in other countries. Customer agrees to comply with all such laws.

13.8 Notice. Any notice given under this Agreement shall be in writing and shall be sent via priority mail by a nationally recognized express delivery service addressed to the address and the signatory set forth in the Price Quote for Services set forth above. Such notice shall also be sent via email to the email address set forth in the Price Quote for Services set forth above.

13.9 No Third Party Beneficiary. There are no third-party beneficiaries to this Agreement.

13.10 Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and both of which shall be taken together and deemed one instrument.



Terms and Conditions of Company Services

Addendum for Instructional Services and Professional Development

1. **APPLICABILITY.** These additional terms and conditions apply if the Quote includes the purchase of Instructional Services or Professional Development Services from Imagine Learning LLC and its affiliates and subsidiaries (“Company”). In the event of a conflict between these additional terms and the Company’s Terms and Conditions of Company Services, these additional terms shall control, but solely with respect to the provision of Instructional and/or Professional Development Services. Capitalized terms used, but not defined, in this addendum have the meanings set forth in the Term and Conditions of Company Services.
2. **CUSTOMER LIAISON.** Customer will designate an individual to serve as its primary liaison to Company for all communications related to the provision of Instructional and Professional Development Services, setting up access for End Users, and use of the Services.
3. **HOURS OF AVAILABILITY.** Company Instructional and Professional Development Services will be available during the business hours specified by Company, or if Customer requires Instructional Services for certain times or additional hours, such requirements must be specified in the Quote prior to the beginning of the term of Customer’s purchase of Services. Requests for access to Instructional or Professional Development Services not already provided for in the Quote must be made or approved by the Customer Liaison, and may result in additional charges.
4. **NO GUARANTY OF OUTCOMES.** Company cannot make any guarantees, representations or warranties as to any student, teacher, or other End User outcomes or results from the Instructional or Professional Development Services.
5. **INSTRUCTIONAL SERVICES.** If specified in the Quote, Company will provide virtual access to teachers or coaches (or both) (“Company Instructors”) who are hired, trained, supervised, and paid by Company, and who will assist in the virtual delivery of the Licensed Material to students and their use of the Services (the “Virtual Programs”). Customer is responsible for (a) providing secure internet access for End Users to use the Virtual Programs; (b) all day-to-day management of the Virtual Programs, subject in all cases to compliance with Applicable Law and Customer policies; (c) obtaining all necessary consents for the provision of Instructional Services where they will involve direct contact between Company Instructors and students and parents; (d) determining appropriate student courses and verifying student schedules; (e) monitoring student attendance and ensuring compliance with applicable state requirements; and (f) assisting students not making adequate progress.
 - a. **Instructor Requirements.** Customer shall be responsible for advising Company of any special certification, training, background checks, insurance, fingerprinting or similar requirements for the Company Instructors as may be imposed by Applicable Law (“Instructor Requirements”). Company shall be solely responsible for all decisions regarding hiring, supervision, discipline, and dismissal of Company Instructors, and for ensuring that all Company Instructors meet and comply with Instructor Requirements.
 - b. **Exceptional Student Services.** If Customer is a public entity receiving federal funds, Customer is considered the “Local Educational Agency,” or LEA, as that term is defined by Applicable Law, and Customer is solely responsible for the provision of any special education services. Company’s services do not include (i) providing special education services; (ii) creating, implementing or providing Individualized Education Programs (“IEP”); (iii) providing reasonable accommodations or any services to insure compliance with the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), section 504 of the Rehabilitation Act, or any other Applicable Law. Notwithstanding the foregoing, Company will discuss, formulate and make reasonable adjustments and accommodations in furtherance of student IEPs or reasonable accommodations established by Customer, provided that Customer provides necessary IEPs and section 504 documentation to Company. Customer shall be solely responsible for the costs of any required adjustments or accommodations.



Terms and Conditions of Company Services

- c. State Testing.** Customer is responsible for providing appropriate accommodations for the administration of any state-mandated standardized testing by End Users. Customer is also responsible for receiving, distributing, administering, proctoring and returning all state mandated standardized tests under applicable state law, policies and procedures.
- d. Reporting and Withdrawal of Students/End Users.** Where reporting of student results is required by Applicable Law, Customer shall be responsible for ensuring the accuracy and completeness of student information used, relied upon, or reported by Company in providing the Instructional Services, and shall promptly notify Company if any student information needs to be corrected or updated. Upon notice to Customer, Company reserves the right to withdraw End User access for students who fail to take required tests or maintain adequate progress.
- 6. PROFESSIONAL DEVELOPMENT SERVICES.** If included in the Quote, Company may also provide Professional Development Services, (“PD Services”) which may include training and instruction to Customer’s instructors and administrators on the implementation and use of the Services, curriculum workshops, use of student information to monitor progress, and other related topics as may be specified in the Quote. Customer shall be solely responsible for providing necessary equipment and secure internet access to facilitate the PD Services, and for scheduling the PD Services at least two (2) weeks in advance.

 - a. Charges for PD Services.** Before delivering Professional Development Services, Company must receive a signed Quote specifying the number of hours included and the cost of the services provided, and all necessary setup and implementation services required to demonstrate and use the Services must be completed. Professional Development Services will be available for use by Customer only during the Term of the Subscription.
 - b. Use of Customer’s Facilities.** If Company will be providing any PD Services at Customer’s premises, Customer shall advise Company in advance of any Instructor Requirements for Company personnel, and Company will be responsible for insuring that all Professional Development personnel meet and comply with all such requirements.
 - c. Forfeiture & Cancellation of PD Services.** Professional Development services purchased but not scheduled and delivered within the first year of the Term may be forfeited without notice. Customer agrees to reimburse Company for travel and other out-of-pocket expenses incurred if Professional Development services are changed or cancelled less than 48 hours prior to the scheduled delivery date. Company reserves time exclusively for the Customer once Professional Development services have been scheduled. If Customer is a no-show or cancels scheduled Professional Development services in less than 48 hours before the scheduled delivery date, Customer may be charged for the scheduled services. The Parties must document in writing and sign any and all grace periods or extension of time for delivery of Professional Development Services.
- 7. NO UNAUTHORIZED RECORDING OR REPRODUCTION.** All content delivered by Company as part of Instructional or PD Services are the property of Company, and customer may not record, reproduce or copy such content without Company’s express written authorization.

Cost Component

Question 3.1.3: The following pages include a pricing quote based on Poudre School District's student and teacher counts provided in the Q&A document.



Price Quote

8860 E. Chaparral Rd
Suite 100
Scottsdale, AZ 85250
877-725-4257

Date 10/14/2022
Quote No. 285064
Acct. No. 03:po:CO:12215471
Total \$2,682,443.38
Pricing Expires 1/12/2023

Poudre School District
2407 Laporte Ave
Fort Collins CO 80521

Payment Schedule	Contract Start	Contract End
	7/1/2023	7/1/2024

Qty	Description	Comment	End Date	Per Unit	Amount
Poudre School District					
1865	IL EL Education Gr 1 - Student Workbooks - Modules		10/31/2023	\$20.00	\$37,300.00
91	IL EL Education Gr 1 - Teacher Print - Modules CCSS		10/31/2023	\$260.00	\$23,660.00
91	IL EL Education Gr 1 - Teacher Print - Skills CCSS		10/31/2023	\$275.00	\$25,025.00
1779	IL EL Education Gr 2 - Student Workbooks - Modules		10/31/2023	\$20.00	\$35,580.00
89	IL EL Education Gr 2 - Teacher Print - Modules CCSS		10/31/2023	\$260.00	\$23,140.00
89	IL EL Education Gr 2 - Teacher Print - Skills CCSS		10/31/2023	\$275.00	\$24,475.00
1958	IL EL Education Gr 3 - Student Print - Mod & All Block		10/31/2023	\$30.00	\$58,740.00
94	IL EL Education Gr 3 - Teacher Print - Mod & All Block CCSS		10/31/2023	\$295.00	\$27,730.00

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <https://www.imaginelearning.com/standard-terms-and-conditions>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Imagine Learning's written consent.

Poudre School District

Signature: _____
Print Name: _____
Title: _____
Date: _____

Imagine Learning Representative

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.



Price Quote

8860 E. Chaparral Rd
Suite 100
Scottsdale, AZ 85250
877-725-4257

Date 10/14/2022
Quote No. 285064
Acct. No. 03:po:CO:12215471
Total \$2,682,443.38
Pricing Expires 1/12/2023

Qty	Description	Comment	End Date	Per Unit	Amount
1918	IL EL Education Gr 4 - Student Print - Mod & All Block		10/31/2023	\$30.00	\$57,540.00
90	IL EL Education Gr 4 - Teacher Print - Mod & All Block CCSS		10/31/2023	\$295.00	\$26,550.00
2066	IL EL Education Gr 5 - Student Print - Mod & All Block		10/31/2023	\$30.00	\$61,980.00
92	IL EL Education Gr 5 - Teacher Print - Mod & All Block CCSS		10/31/2023	\$295.00	\$27,140.00
1729	IL EL Education Gr K - Student Print - Modules		10/31/2023	\$20.00	\$34,580.00
86	IL EL Education Gr K - Teacher Print - Modules CCSS		10/31/2023	\$260.00	\$22,360.00
86	IL EL Education Gr K - Teacher Print - Skills CCSS		10/31/2023	\$275.00	\$23,650.00
75	IL EL Gr 1 - Student Decodables - Skills 1 set of 25 (Grp)		10/31/2023	\$300.00	\$22,500.00
72	IL EL Gr 2 - Student Decodables - Skills 1 set of 25 (Grp)		10/31/2023	\$300.00	\$21,600.00
70	IL EL Gr K - Student Decodables - Skills 1 set of 25 (Grp)		10/31/2023	\$200.00	\$14,000.00
1	IL EL Language Arts Grade 1 - Tradebooks	Required Sets	10/31/2023	\$102,193.00	\$102,193.00
1	IL EL Language Arts Grade 1 - Tradebooks	Recommended Sets	10/31/2023	\$96,460.00	\$96,460.00
1	IL EL Language Arts Grade 2 - Tradebooks	Required Sets	10/31/2023	\$115,700.00	\$115,700.00
1	IL EL Language Arts Grade 2 - Tradebooks	Recommended Sets	10/31/2023	\$76,006.00	\$76,006.00
1	IL EL Language Arts Grade 3 - Tradebooks	Required Sets	10/31/2023	\$167,684.00	\$167,684.00
1	IL EL Language Arts Grade 3 - Tradebooks	Recommended Sets	10/31/2023	\$86,198.00	\$86,198.00
1	IL EL Language Arts Grade 4 - Tradebooks	Required Sets	10/31/2023	\$134,046.00	\$134,046.00
1	IL EL Language Arts Grade 4 - Tradebooks	Recommended Sets	10/31/2023	\$81,270.00	\$81,270.00
1	IL EL Language Arts Grade 5 - Tradebooks	Required Sets	10/31/2023	\$95,312.00	\$95,312.00
1	IL EL Language Arts Grade 5 - Tradebooks	Recommended Sets	10/31/2023	\$74,796.00	\$74,796.00
1	IL EL Language Arts Grade K - Tradebooks	Required Sets	10/31/2023	\$68,628.00	\$68,628.00
1	IL EL Language Arts Grade K - Tradebooks	Recommended Sets	10/31/2023	\$85,570.00	\$85,570.00
1865	IL EL Student - Labs - Grade 1 Modules 1-4		10/31/2023	\$5.00	\$9,325.00
1779	IL EL Student - Labs - Grade 2 Modules 1-4		10/31/2023	\$5.00	\$8,895.00
91	IL EL Teacher Book - Labs Gr 1 Mods 1-4 Kit CCSS		10/31/2023	\$35.00	\$3,185.00
89	IL EL Teacher Book - Labs Gr 2 Mod 1-4 Kit CCSS		10/31/2023	\$35.00	\$3,115.00
86	IL EL Teacher Kit Labs Grade K Mod 1-4 Kit CCSS		10/31/2023	\$35.00	\$3,010.00
91	LearnZillion EL Grade 1 - Student Materials - Literacy Lab Kits		10/31/2023	\$1,800.00	\$163,800.00



Price Quote

8860 E. Chaparral Rd
Suite 100
Scottsdale, AZ 85250
877-725-4257

Date 10/14/2022
Quote No. 285064
Acct. No. 03;po:CO:12215471
Total \$2,682,443.38
Pricing Expires 1/12/2023

Qty	Description	Comment	End Date	Per Unit	Amount
89	LearnZillion EL Grade 2 - Student Materials - Literacy Lab Kits		10/31/2023	\$2,500.00	\$222,500.00
86	LearnZillion EL Grade K - Student Materials - Literacy Lab Kits		10/31/2023	\$1,500.00	\$129,000.00
1865	LearnZillion EL Language Arts: Grade 1 Single User		10/31/2023	\$19.00	\$35,435.00
1779	LearnZillion EL Language Arts: Grade 2 Single User		10/31/2023	\$19.00	\$33,801.00
1958	LearnZillion EL Language Arts: Grade 3 Single User		10/31/2023	\$19.00	\$37,202.00
1918	LearnZillion EL Language Arts: Grade 4 Single User		10/31/2023	\$19.00	\$36,442.00
2066	LearnZillion EL Language Arts: Grade 5 Single User		10/31/2023	\$19.00	\$39,254.00
1729	LearnZillion EL Language Arts: Grade K Single User		10/31/2023	\$19.00	\$32,851.00

Subtotal \$2,509,228.00
Tax Total \$173,215.38
Total \$2,682,443.38

Grade	Mod	ISBN	Title	Category	Qty
K	1	9781648851803	EL Education Grade K Module 1: Re	Class Set	86
K	1	9780763662547	Toys Galore	Component	1 per set
K	1	9781432990275	Playing with Friends	Component	1 per set
K	1	9780399254062	Have Fun, Molly Lou Melon	Component	6 per set
K	1	9781502046130	Book Bin	Component	1 per set
K	1	9780670012336	Llama Llama Time to Share	Component	6 per set
K	1	9781645733812	EL Education Grade K Module 1: 5-5	5 Student Set	0
K	1	9780399254062	Have Fun, Molly Lou Melon	Component	1 per set
K	1	9780670012336	Llama Llama Time to Share	Component	1 per set
K	2	9781648851810	EL Education Grade K Module 2: Re	Class Set	86
K	2	9781426313486	Weather	Component	1 per set
K	2	9780140502404	Umbrella	Component	1 per set
K	2	9780140501827	The Snowy Day	Component	6 per set
K	2	9780312564223	Brave Irene	Component	1 per set
K	2	9780590331258	Come On, Rain	Component	6 per set
K	2	9780688133931	One Hot Summer Day	Component	1 per set
K	2	9780064435284	On the Same Day in March	Component	1 per set
K	2	9780823441907	Weather Words and What they Me	Component	6 per set
K	2	LZELBIN	LearnZillion EL Education Book Bin	Component	1 per set
K	2	9781645733843	EL Education Grade K Module 2: 5-5	5 Student Set	0
K	2	9780140501827	The Snowy Day	Component	1 per set
K	2	9780590331258	Come On, Rain	Component	1 per set
K	2	9780823441907	Weather Words and What they Me	Component	1 per set
K	3	9781648851827	EL Education Grade K Module 3: Re	Class Set	86
K	3	9780064451321	What's Alive?	Component	6 per set
K	3	9780802788016	Are Trees Alive?	Component	1 per set
K	3	9780064451208	Be a Friend to Trees	Component	1 per set
K	3	9781883220310	Tree in the Ancient Forest	Component	1 per set
K	3	LZELBIN	LearnZillion EL Education Book Bin	Component	1 per set
K	3	9781645733874	EL Education Grade K Module 3: 5-5	5 Student Set	0
K	3	9780064451321	What's Alive?	Component	1 per set
K	4	9781648851834	EL Education Grade K Module 4: Re	Class Set	86
K	4	9781416935056	Mama Miti	Component	1 per set
K	4	9780064431477	Tree is Nice	Component	6 per set
K	4	9780399257001	Oliver's Tree	Component	6 per set
K	4	9781592700783	Gus is a Tree	Component	1 per set
K	4	9781682630372	Tree for Emmy	Component	6 per set
K	4	9780553539035	We Planted a Tree	Component	1 per set
K	4	LZELBIN	LearnZillion EL Education Book Bin	Component	1 per set
K	4	9781645733904	EL Education Grade K Module 4: 5-5	5 Student Set	0
K	4	9780064431477	Tree is Nice	Component	1 per set
K	4	9780399257001	Oliver's Tree	Component	1 per set
K	4	9781682630372	Tree for Emmy	Component	1 per set
1	1	9781648851841	EL Education Grade 1 Module 1: Re	Class Set	91
1	1	9780688161651	Tools	Component	6 per set
1	1	9781499408348	Chef's Tools	Component	1 per set
1	1	9781617419607	My Math Toolbox	Component	1 per set

1	1	9781617419317	I Use Science Tools	Component	1 per set
1	1	9781554537044	Most Magnificent Thing	Component	6 per set
1	1	9780358137306	The Little Red Pen	Component	6 per set
1	1	LZELBIN	LearnZillion EL Education Book Bin	Component	1 per set
1	1	9781645733935	EL Education Grade 1 Module 1: 5-5	5 Student Set	0
1	1	9780688161651	Tools	Component	1 per set
1	1	9781554537044	Most Magnificent Thing	Component	1 per set
1	1	9780358137306	The Little Red Pen	Component	1 per set
1	2	9781648851858	EL Education Grade 1 Module 2: Re	Class Set	91
1	2	9781927018606	Sun and Moon	Component	1 per set
1	2	9781584302520	Summer Sun Risin'	Component	6 per set
1	2	9781467786119	Does the Sun Sleep?	Component	1 per set
1	2	9780060588281	Kitten's First Full Moon	Component	2 per set
1	2	9780062381972	What Makes Day and Night	Component	6 per set
1	2	9780887080265	Papa, Please Get the Moon for Me	Component	1 per set
1	2	9780688144937	What the Sun Sees, What the Moor	Component	6 per set
1	2	9780395539637	Why the Sun and Moon Live in the S	Component	1 per set
1	2	LZELBIN	LearnZillion EL Education Book Bin	Component	1 per set
1	2	9781645733966	EL Education Grade 1 Module 2: 5-5	5 Student Set	0
1	2	9781584302520	Summer Sun Risin'	Component	1 per set
1	2	9780062381972	What Makes Day and Night	Component	1 per set
1	2	9780688144937	What the Sun Sees, What the Moor	Component	1 per set
1	3	9781648851865	EL Education Grade 1 Module 3: Re	Class Set	91
1	3	9780061363047	Birds	Component	1 per set
1	3	9781570913884	Beaks!	Component	12 per set
1	3	9781580894319	Feathers	Component	12 per set
1	3	9780763670511	Just Ducks	Component	1 per set
1	3	9781442481770	Flight School	Component	1 per set
1	3	9781426324321	Little Kids First Big Book of Birds	Component	12 per set
1	3	9780545667739	Scholastic Discover More: Birds	Component	12 per set
1	3	LZELBIN	LearnZillion EL Education Book Bin	Component	2 per set
1	3	9781645733997	EL Education Grade 1 Module 3: 5-5	5 Student Set	0
1	3	9781570913884	Beaks!	Component	3 per set
1	3	9781580894319	Feathers	Component	3 per set
1	3	9781426324321	Little Kids First Big Book of Birds	Component	3 per set
1	3	9780545667739	Scholastic Discover More: Birds	Component	3 per set
1	4	9781648851872	EL Education Grade 1 Module 4: Re	Class Set	91
1	4	9781416933595	City Hawk	Component	1 per set
1	4	9780399245039	Lost and Found	Component	1 per set
1	4	9781402786655	Olivia's Birds	Component	1 per set
1	4	9781592701513	Lion and the Bird	Component	1 per set
1	4	9781585364855	Pierre the Penguin	Component	1 per set
1	4	9781561458400	Place for Birds	Component	12 per set
1	4	9781591935162	Maggie the One-Eyed Peregrine Fal	Component	1 per set
1	4	9781502046130	Book Bin	Component	1 per set
1	4	9781645734024	EL Education Grade 1 Module 4: 5-5	5 Student Set	0
1	4	9781561458400	Place for Birds	Component	3 per set
2	1	9781648851889	EL Education Grade 2 Module 1: Re	Class Set	89

2	1	9780763619619	The Dot	Component	6 per set
2	1	9781926818863	Off to Class	Component	6 per set
2	1	9781582464503	Invisible Boy	Component	6 per set
2	1	9780064432276	The Important Book	Component	1 per set
2	1	9781502046130	Book Bin	Component	1 per set
2	1	9781645734055	EL Education Grade 2 Module 1: 5-5	5 Student Set	0
2	1	9780763619619	The Dot	Component	1 per set
2	1	9781926818863	Off to Class	Component	1 per set
2	1	9781582464503	Invisible Boy	Component	1 per set
2	2	9781648851896	EL Education Grade 2 Module 2: Re	Class Set	89
2	2	9780531262504	Fossils	Component	6 per set
2	2	9780531282748	Paleontology	Component	1 per set
2	2	9781845077006	Stone Girl Bone Girl	Component	6 per set
2	2	9780448490199	Curious About Fossils	Component	1 per set
2	2	9780062382078	Fossils Tell of Long Ago	Component	1 per set
2	2	9780689857089	Dog That Dug for Dinosaurs	Component	24 per set
2	2	LZELBIN	LearnZillion EL Education Book Bin	Component	1 per set
2	2	9781645734086	EL Education Grade 2 Module 2: 5-5	5 Student Set	0
2	2	9780531262504	Fossils	Component	1 per set
2	2	9781845077006	Stone Girl Bone Girl	Component	1 per set
2	2	9780689857089	Dog That Dug for Dinosaurs	Component	5 per set
2	3	9781648851902	EL Education Grade 2 Module 3: Re	Class Set	89
2	3	9781580892056	Plant Secrets	Component	1 per set
2	3	9781426314704	National Geographic Readers; Seed	Component	24 per set
2	3	9780823410255	From Seed to Plant	Component	12 per set
2	3	9780778733065	What is Pollination?	Component	12 per set
2	3	9781645734116	EL Education Grade 2 Module 3: 5-5	5 Student Set	0
2	3	9781426314704	National Geographic Readers; Seed	Component	5 per set
2	3	9780823410255	From Seed to Plant	Component	3 per set
2	3	9780778733065	What is Pollination?	Component	3 per set
2	3	LZELBIN	LearnZillion EL Education Book Bin	Component	1 per set
2	4	9781648851919	EL Education Grade 2 Module 4: Re	Class Set	89
2	4	9781883672546	Hey, Little Ant	Component	6 per set
2	4	9781553655336	Little Hummingbird	Component	1 per set
2	4	9780440415312	Lizard and the Sun	Component	1 per set
2	4	9780778779018	Ant and the Grasshopper	Component	24 per set
2	4	9781561457632	Place for Bats	Component	12 per set
2	4	9781561457847	Place for Butterflies	Component	24 per set
2	4	LZELBIN	LearnZillion EL Education Book Bin	Component	1 per set
2	4	9781645734147	EL Education Grade 2 Module 4: 5-5	5 Student Set	0
2	4	9781883672546	Hey, Little Ant	Component	1 per set
2	4	9780778779018	Ant and the Grasshopper	Component	5 per set
2	4	9781561457632	Place for Bats	Component	3 per set
2	4	9781561457847	Place for Butterflies	Component	5 per set
3	1 to 4	9781638706496	EL Grade 3 Required Teacher Set	Teacher Set	94
3	1	9780547243078	Rain School	Component	1 per set
3	1	9780399257629	Thank You, Mr. Falker	Component	1 per set
3	1	9780531094648	More Than Anything Else	Component	1 per set

3	1	9781590780930	My Librarian is a Camel	Component	1 per set
3	1	9781416994374	Nasreen's Secret School	Component	1 per set
3	1	9781582463537	Waiting for the Biblioburro	Component	1 per set
3	2	9781456986148	Bullfrog at Magnolia Circle	Component	1 per set
3	2	9780756682323	Everything You Need to Know About	Component	1 per set
3	2	9780152052485	Lizards, Frogs, and Poliwogs	Component	1 per set
3	3	9781402754210	Peter Pan	Component	1 per set
3	4	9781553379546	One Well	Component	1 per set
3	4	9780803735118	Boy Who Harnessed the Wind	Component	1 per set
3	4	9780152163969	Water Dance	Component	1 per set
3	1	9781645734178	EL Education Grade 3 Module 1: 5-5	5 Student Set	392
3	1	9780547243078	Rain School	Component	5 per set
3	1	9781416994374	Nasreen's Secret School	Component	5 per set
3	2	9781645734208	EL Education Grade 3 Module 2: 5-5	5 Student Set	392
3	2	9781456986148	Bullfrog at Magnolia Circle	Component	5 per set
3	2	9780756682323	Everything You Need to Know About	Component	5 per set
3	3	9781645734239	EL Education Grade 3 Module 3: 5-5	5 Student Set	392
3	3	9781402754210	Peter Pan	Component	5 per set
3	4	9781645734260	EL Education Grade 3 Module 4: 5-5	5 Student Set	392
3	4	9781553379546	One Well	Component	5 per set
4	1 to 4	9781638706502	EL Grade 4 Required Teacher Set	Teacher Set	90
4	1	9780802853028	A River of Words: The Story of Willi	Component	1 per set
4	1	9780064409599	Love That Dog	Component	1 per set
4	2	9781429679961	Can You Survive the Wilderness? : A	Component	1 per set
4	2	9780816085125	Animal Behavior: Animal Defenses	Component	1 per set
4	2	9781467749091	Venom	Component	1 per set
4	3	9780792258674	Reading Expeditions Fiction - Divide	Component	1 per set
4	3	9780147511621	Colonial Voices - Hear Them Speak	Component	1 per set
4	4	9780375840968	The Hope Chest	Component	1 per set
4	1	9781645734291	EL Education Grade 4 Module 1: 5-5	5 Student Set	384
4	1	9780064409599	Love That Dog	Component	5 per set
4	2	9781645734321	EL Education Grade 4 Module 2: 5-5	5 Student Set	384
4	2	9780816085125	Animal Behavior: Animal Defenses	Component	5 per set
4	3	9781645734352	EL Education Grade 4 Module 3: 5-5	5 Student Set	384
4	3	9780792258674	Reading Expeditions Fiction - Divide	Component	5 per set
4	4	9781645734383	EL Education Grade 4 Module 4: 5-5	5 Student Set	384
4	4	9780375840968	The Hope Chest	Component	5 per set
5	1 to 4	9781638706519	EL Grade 5 Required Teacher Set	Teacher Set	92
5	1	9780439120425	Esperanza Rising	Component	1 per set
5	1	9780756618032	A Life Like Mine : How Children Live	Component	1 per set
5	2	9780152008970	The Most Beautiful Roof in the Wor	Component	1 per set
5	2	9780152026141	The Great Kapok Tree : A Tale of th	Component	1 per set
5	2	9781600603679	Seeds of Change	Component	1 per set
5	3	9780439425926	Promises to Keep : How Jackie Robi	Component	1 per set
5	4	9780545640978	Eight Days: A Story of Haiti	Component	1 per set
5	1	9781645734413	EL Education Grade 5 Module 1: 5-5	5 Student Set	414
5	1	9780439120425	Esperanza Rising	Component	5 per set

5	2	9781645734444	EL Education Grade 5 Module 2: 5-5	5 Student Set	414
5	2	9780152008970	The Most Beautiful Roof in the Wor	Component	5 per set
5	3	9781645734475	EL Education Grade 5 Module 3: 5-5	5 Student Set	414
5	3	9780439425926	Promises to Keep : How Jackie Robi	Component	5 per set
5	4	9781645734505	EL Education Grade 5 Module 4: 5-5	5 Student Set	414
5	4	9780545640978	Eight Days: A Story of Haiti	Component	5 per set

Grade	Mod	ISBN	Title	Qty Needed
K	1	9780547124933	A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play	86
K	1	9781423113478	Are You Ready to Play Outside?	86
K	1	9780316303118	Claymates	86
K	1	9781771388450	David Jumps In	86
K	1	9781584300816	Elizabeti's Doll	86
K	1	9781481415248	Float	86
K	1	9780688109912	Galimoto	86
K	1	9781481472500	I Have a Balloon	86
K	1	9781423109617	I Love My New Toy!	86
K	1	9780395453575	Jamaica's Find	86
K	1	9781880000847	My Steps	86
K	1	9781620144510	My Toys	86
K	1	9780823438525	New Red Bike!	86
K	1	9781250062703	Niño Wrestles the World	86
K	1	9780061123221	Not a Box	86
K	1	9781620148662	Places Where I Play	86
K	1	9781481450652	Marvelous Thing That Came from a Spring	86
K	1	9780380709243	The Mouse and the Motorcycle	86
K	1	9780439490290	Too Many Toys	86
K	1	9780385736619	Toys Go Out	86
K	1	9781620142592	Want to Play?	86
K	1	9781582462219	What Can You Do with a Paleta?	86
K	1	9781493866380	What Toys Can Do	86
K	1	9780064430678	William's Doll	86
K	2	9780140564426	A Letter to Amy	86
K	2	9780803737938	Boy, Were We Wrong About the Weather!	86
K	2	9781480745315	Changing Weather	86
K	2	9780789447500	DK Readers Whatever the Weathe	86
K	2	9780064450959	Feel the Wind	86
K	2	9780140502763	Gilberto and the Wind	86
K	2	9780823437887	Good Night Wind: A Yiddish Folktale	86
K	2	9780688178406	I Face the Wind	86
K	2	9781771472869	Look at the Weather	86
K	2	9781682630617	Monsoon Afternoon	86
K	2	9781426327193	National Geographic Little Kids First Big Book of Weather	86
K	2	9781570917172	One Big Rain	86
K	2	9780385737296	Rain	86
K	2	9781600606977	Rain Falls	86
K	2	9781513261911	Recess at 20 Below (Revised)	86
K	2	9780689854378	Snow	86
K	2	9780399547546	Some Snow Is...	86
K	2	9780763693046	Tap Tap Boom Boom	86
K	2	9780761453932	Rain Stomper	86
K	2	9780689717444	Wind Blew	86
K	2	9780312371340	Tracks in the Snow	86
K	2	9780064441919	Weather	86
K	2	9781480745308	What Is the Weather?	86
K	2	9780062381989	What Will the Weather Be?	86
K	2	9781584301738	When This World Was New	86
K	2	9781465444721	Weather	86
K	3	9781515770619	Apple Tree's Life Cycle	86
K	3	9780399252334	As an Oak Tree Grows	86
K	3	9781467786058	Do Trees Get Hungry?	86
K	3	9780375822773	I Can Name 50 Trees Today!	86
K	3	9781910277263	It Starts with a Seed	86
K	3	9780152053048	Leaf Man	86
K	3	9781771389303	My Forest Is Green	86
K	3	9780374399184	Planting the Trees of Kenya	86
K	3	9781467780315	Plants Can't Sit Still	86
K	4	9781416986720	Poetrees	86
K	3	9780152661977	Red Leaf, Yellow Leaf	86
K	3	9781580894135	Spring Blossoms	86
K	3	9781580897716	Stretch to the Sun	86

K	3	9781584696025	Tall Tall Tree	86
K	3	9780316309035	Tell Me, Tree	86
K	3	9781416979173	Tiny Seed	86
K	3	9780792266747	Tree for All Seasons	86
K	3	9781585365029	Who Will Plant a Tree?	86
K	4	9781452112428	Because of an Acorn	86
K	4	9780761455509	Busy Tree	86
K	4	9781897187913	Dear Baobab	86
K	4	9780778795865	How Do Plants Help Us?	86
K	4	9781937786342	Just Like Me, Climbing a Tree	86
K	4	9781101934791	Kate, Who Tamed the Wind	86
K	4	9780761362036	Leaf Can Be...	86
K	4	9780805099768	Luna and Me	86
K	4	9780027674019	Pablo's Tree	86
K	4	9780399539121	Poetree	86
K	4	9781416986720	Poetrees	86
K	4	9780062274458	Tap the Magic Tree	86
K	4	9780553523928	The Forever Tree	86
K	4	9780152026141	The Great Kapok Tree	86
K	4	9780399250972	The Great Paper Caper	86
K	4	9781620145807	The Mangrove Tree	86
K	4	9781442414020	Tree Lady	86
K	4	9780763690014	Trees	86
K	4	9780805064827	Where Once There Was a Wood	86
1	1	9780061920844	Brick by Brick	91
1	1	9780375870019	Brush of the Gods	91
1	1	9780374380236	Building Our House	91
1	1	9780802855404	Chickens Build a Wall, The	91
1	1	9781423107965	Chopsticks	91
1	1	9780789473639	RD1 DAY LIFE BUILDER PB	91
1	1	9780316510318	DOLL-E 1.0	91
1	1	9781600606519	Dreaming Up	91
1	1	9780823435418	Drew the Screw	91
1	1	9780316730471	Dumpling Soup	91
1	1	9780142408254	If I Built a Car	91
1	1	9781452125329	Interstellar Cinderella	91
1	1	9781682632321	Izzy Gizmo	91
1	1	9780822592471	Monkey with a Tool Belt and the Noisy Problem	91
1	1	9781600608483	Pot That Juan Built	91
1	1	9780898128840	Seedlings: Cranes	91
1	1	9780898128857	Seedlings: Diggers	91
1	1	9780375865411	Sky Boys	91
1	1	9780316436793	The Invention Hunters Discover How Machines Work	91
1	1	9781536200317	The Patchwork Bike	91
1	1	9781481446693	The World is Not a Rectangle: a Portrait of Architect Zaha Hadid	91
1	1	9781580895651	Tooling Around	91
1	1	9781404819788	Whose Tools Are These?	91
1	2	9780316404488	A Big Mooncake for Little Star	91
1	2	9780152053727	Comets, Stars, the Moon, and Mars	91
1	2	9780789201621	Coyote in Love with a Star	91
1	2	9780689815355	Coyote Places the Stars	91
1	2	9780698116474	The Earth Under Sky Bear's Feet	91
1	2	9780395779385	How the Stars Fell into the Sky	91
1	2	9780763681098	How the Sun Got to Coco's House	91
1	2	9780753465295	I Wonder Why the Sun Rises	91
1	2	9780590483599	If You Decide to Go to the Moo	91
1	2	9781467780094	If You Were the Moon	91
1	2	9781934133583	Imani's Moon	91
1	2	9780152017026	Lazo a la Luna	91
1	2	9780156569804	Many Moons	91
1	2	9780147515469	Max and the Tag-Along Moon	91
1	2	9780062382061	Moon Seems to Change	91
1	2	9780142410639	On Earth	91

1	2	9781912497836	Professor Astro Cat's Stargazing	91
1	2	9781550175936	Raven Brings the Light	91
1	2	9781580897464	The Shadow in the Moon	91
1	2	9780810945845	Star People	91
1	2	9780374470272	Starry Messenger	91
1	2	9780064452021	Sun	91
1	2	9781426323683	Sun	91
1	2	9781404811287	Sun up, Sun Down	91
1	2	9780062382092	Sunshine Makes the Seasons	91
1	2	9781631880506	There Is Day and Night	91
1	2	9780698115842	Thirteen Moons on Turtle's Back	91
1	2	9780792259350	Zoo in the Sky: A Book of Animal Constellations	91
1	3	9781561456994	About Birds	91
1	3	9781561458370	About Hummingbirds	91
1	3	9781682631584	About Parrots	91
1	3	9781561458110	About Raptors	91
1	3	9781536210569	Bird Builds a Nest	91
1	3	9780823440122	Bird Is a Bird	91
1	3	9781465457578	Birds	91
1	3	9781570915727	Birds	91
1	3	9781561455607	Bring on the Birds	91
1	3	9781536210576	Circle	91
1	3	9780064451871	Ducks Don't Get Wet	91
1	3	9781628323337	Hummingbirds	91
1	3	9780753471999	Kingfisher Readers L1: Brilliant Birds	91
1	3	9780753470893	Kingfisher Readers L2: Fur and Feathers	91
1	3	9780823438372	My Happy Year by E. Bluebird	91
1	3	9781426317439	Owls	91
1	3	9781584696148	Paddle Perch Climb	91
1	3	9780802854926	Plume	91
1	3	9781628320411	Seedlings: Eagles	91
1	3	9781580895880	Spit & Sticks: A Chimney Full of Swifts	91
1	3	9780449810729	Sylvie	91
1	3	9781481430838	This Is the Nest That Robin Built	91
1	3	9780689871535	Today at the Bluebird Café	91
1	3	9780618997138	What Do You Do With a Tail Like This?	91
1	3	9780399548420	Whoo-Ku Haiku	91
1	4	9780803737716	Eagles Are Back	91
1	4	9781772272932	Elisapee and Her Baby Seagull	91
1	4	9781591935421	Esther the Eaglet	91
1	4	9781512413151	Great Penguin Rescue	91
1	4	9780394800776	Horton Hatches the Egg	91
1	4	9781684460267	Karl's New Beak	91
1	4	9780061478215	Little Critter: Just a Baby Bird	91
1	4	9781423127543	Lotus and Feather	91
1	4	9781561457601	Loveykins	91
1	4	9781624149993	Numenia and the Hurricane	91
1	4	9780544947337	Pandora	91
1	4	9781620141878	Puffling Patrol	91
1	4	9781423111870	Sparrow Girl	91
1	4	9781467713962	Stork's Landing	91
1	4	9781503949393	The Sky Painter	91
2	1	9780525579649	All Are Welcome	89
2	1	9781553795230	Amik Loves School	89
2	1	9781620141656	Armando and the Blue Tarp School	89
2	1	9781580898409	Back to School: A Global Journey	89
2	1	9781782853329	Barefoot Books: Children of the World	89
2	1	9780140501728	Crow Boy	89
2	1	9780399246531	The Day You Begin	89
2	1	9781484750223	Dear Substitute	89
2	1	9780399246524	Each Kindness	89
2	1	9780670016549	Girl Who Buried Her Dreams in a Can	89
2	1	9781433830297	Goodbye, School	89

2	1	9781580896139	I'm New Here	89
2	1	9780399257742	Last Stop on Market Street	89
2	1	9780802853073	My Name Is Sangoel	89
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3	2	9781426337406	So Cool: Frogs	94
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3	3	9781454937951	Black Beauty (Classic Starts)	94
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**Poudre School District, CO
Scope of Services Proposal**

EL Education is a leading K-12 education non-profit at the forefront of an ambitious movement to set a higher bar of achievement for America’s public schools.

Through multi-year partnerships, EL Education provides school districts implementing our curriculum with a coordinated set of resources and support to ensure sustained implementation and results. Developed from our highly successful work with schools, our portfolio of resources include: rigorous, intensive K-5 curriculum, classroom tested teacher resources and practical, inspiring professional learning, strategic planning and coaching that focus on leaders and teachers.

Our portfolio of professional services for districts focuses on meeting the higher bar of national standards, deepening student engagement and transforming teaching and learning to lead to high student achievement.

Curriculum Implementation Professional Development Scope of Services Proposal
May 1, 2022 - Aug. 31, 2022—*Initial Launch and Onboarding*

Services	Details of Services	Pricing
<p>Strategic Planning 4 days (Facilitated in 90 minute collaborative planning sessions with District Leadership Team)</p>	<p>These planning sessions are customized and occur with expert EL Education staff members and school/district leadership teams. Sessions inform the design of the partnership plan and occur at critical points in the year to monitor progress on implementation goals and adjust the plan to ensure clarity and alignment with school/district needs. These meetings are a combination of in-person meetings along with weekly phone/virtual touch points.</p>	<p>\$10,600</p>

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<p>EL Education K-8 Language Arts Curriculum: <u>Teacher Launch</u> (12 hours total; up to 550 participants)</p>	<p>This comprehensive professional development offering provides essential learning for those who are planning to implement the K-8 ELA curriculum. Participants will gain an understanding of the principles behind the curriculum, explain the structure, explore specific ways the curriculum meets all students' needs, and begin planning for instruction. Via engagement in a series of virtual or in-person sessions, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the structure, design and key features of the curriculum • Identify specific ways the curriculum is designed to close the literacy achievement gap • Analyze the components of the curriculum to begin planning for instruction • Plan to implement specific instructional practices and strategies that meet the needs of all learners 	<p>\$206,800</p>
<p>K-2 Reading Foundations Skills Block: <u>Teacher Launch</u> (12 hours total, up to 350 participants)</p>	<p>This professional development sequence is identical to the first pathway of teacher PD in format and delivery styles (line above) but the content is specific to the K-2 Reading Foundations Skills Block. All teachers implementing the Skills Block should attend this separate pathway of deep learning in order to understand the components, methodology, and purpose of the Skills Block.</p>	<p>\$131,600</p>
<p>Leading Implementation of the EL Education Language Arts Curriculum: <u>Leader/Coach Launch</u> (6 hours total, up to 50 participants)</p>	<p>This professional development offering is active and collaborative. Participants will learn how they can best prepare for the successful implementation of this curriculum to result in improved student achievement and teacher efficacy. Participants will learn about curriculum structure, reflect on their role as a Change Leader, identify key instructional practices, and align on high-quality implementation indicators.</p> <p>As part of this training, all participants receive a copy of Your Curriculum Companion: The Essential Guide to Teaching the EL Education K-5 Language Arts Curriculum & 6-8 Language Arts Curriculum, and will be directed to use the "Instructional Leadership" component of each chapter to support their ongoing implementation leadership.</p>	<p>\$9,400</p>
<p>Preparing to Teach (Unpacking Modules) (1 day/6 hours total, up to 550 participants)</p>	<p>These coaching sessions are designed to support teachers with unpacking the upcoming module, planning backward from the final performance task, test driving assessments, and investigating the progression of standards in each unit across the arc of the module. Teachers and coaches will leave these sessions with a deep understanding of the upcoming</p>	<p>\$103,400</p>

Education

	<p>modules 4-Ts and the flow of lessons across each unit. Ideally, these sessions are scheduled prior to the launch of the next module (i.e. unpacking Module 2 at the end of the first quarter).</p>	
<p>Instructional Coaching Crew Kickoff (1 day/6 hours total, up to +25 participants)</p>	<p>Tailored for those serving in instructional coaching capacities (instructional facilitators), this structure brings together coaches across a district to engage in collaborative data analysis, new content learning, and sharing of best coaching practices with the support of an EL Education lead.</p> <p>This first session occurs before the start of the school year and involves creating shared norms, building community, and beginning to engage in content around anticipating early implementation complexities</p> <p>These services are mainly virtual, but may include in-person components.</p>	<p>\$4,700</p>
<p>Self-Paced Online Professional Learning Courses Courses designed for Leaders, Coaches, and Teachers</p> <p>*Priced for 115 licenses</p>	<p>Developed by our experts, the EL Education Online Professional Learning Courses are designed to offer training, guidance, and support for implementation of the EL Education K-5 Language Arts Curriculum. Each course is designed for self-paced independent study and includes prompts for use in teaching teams and professional learning communities (PLCs). Users are granted access for one academic year and are encouraged to utilize the resources and tools included in each course at critical stages of their curriculum implementation. Users will be given access to the following courses:</p> <ul style="list-style-type: none"> ● Introduction to the EL Education K-5 Language Arts Curriculum ● Introduction to the EL Education 6-8 Language Arts Curriculum ● Preparing to Teach the EL Education K-8 Language Arts Curriculum ● Introduction to the EL Education K-2 Reading Foundations Skills Block ● Leading Implementation of the EL Education K-8 Language Arts Curriculum (for leaders only) 	<p>\$20,000</p>



DATE RANGE - Sept. 1, 2023 - June, 2024

Services	Details of Services	Pricing
<p>Strategic Planning 8 days</p>	<p>These planning sessions are customized and occur with expert EL Education staff members and the district leadership team. Sessions inform the design of the partnership plan and occur at critical points in the year to monitor progress on implementation goals and adjust the plan to ensure clarity and alignment with school/district needs. These sessions are primarily bi-weekly phone/virtual calls but may include in-person half or full-day sessions throughout the year.</p>	<p>\$23,320</p>
<p>Quarterly Leadership (4, 1 day/6 hour sessions, up to 25 participants per session)</p>	<p>This provides for EL Education’s virtual or in person attendance at key principal meetings quarterly to support implementation and build collective vision of quality. These sessions will be used to build leaders’ capacity for leading implementation in their schools--including analyzing and evaluating data to make decisions about teacher supports and coaching cycles. If sessions are conducted virtually, they can be split up into shorter sessions over more than 4 days.</p>	<p>\$11,660</p>
<p>Implementation Monitoring and Data Collection: Calibration and Guided Implementation Support (3, 2-day sessions)</p>	<p>These critical data gathering and analysis sessions provide a framework for monitoring implementation of EL Education’s Language Arts Curriculum. Participants in the Guided Calibration training will align on classroom look fors and will receive an orientation to the Dimensions Data Platform.</p> <p>The Calibration and Guided Implementation Support team will work with the EL Education specialist to design a data collection strategy, to include classroom visits at a sampling of schools across the partnership, to measure implementation progress in classrooms and assess the effectiveness of delivered professional learning.</p> <p>Initial calibration, data collection, and follow up debrief sessions may all be conducted virtually.</p>	<p>\$48,510</p>



<p>Instructional Coaching Crew (total of up to 11 days, up to 25 participants per session)</p>	<p>Tailored for those servicing in instructional coaching capacities (instructional facilitators, coaches, lead teachers), this structure includes coaching days to bring together coaches across a district to engage in collaborative data analysis, new content learning, and sharing of best coaching practices with the support of an EL Education lead.</p> <p>Coaches will also learn how to successfully lead learning walks to focus on routines for building a shared vision of quality. Time may be used to prepare for addressing implementation complexities and preparing to facilitate other teacher training/support sessions.</p> <p>These services are mainly virtual, but may include in-person components.</p>	<p>\$32,065</p>
<p>Preparing to Teach (Unpacking Modules) (total of up to three days throughout the school-year, up to 550 participants)</p>	<p>These coaching sessions are designed to support teachers with unpacking the upcoming module, planning backward from the final performance task, test driving assessments, and investigating the progression of standards in each unit across the arc of the module. Teachers and coaches will leave these sessions with a deep understanding of the upcoming modules 4-Ts and the flow of lessons across each unit. Ideally, these sessions are scheduled prior to the launch of the next module (i.e. unpacking Module 2 at the end of the first quarter).</p>	<p>\$341,220</p>
<p><OPTIONAL ADD ON> K-2 SKILLS Curriculum Site-Based Institute (3 day in-person or 1 day virtual)</p>	<p>Join us virtually to learn how schools that have high-quality implementation of the EL Education K-2 Skills Block Curriculum have created a shared vision of quality and student outcomes.</p> <ul style="list-style-type: none"> • Witness how teachers analyze evidence of student progress and are empowered to make instructional choices to address individual student needs. • Observe ways highly effective leadership and professional development structures support high-quality implementation. • Talk to teachers and leaders about how they've addressed common implementation challenges. 	<p>\$900 3-day in-person \$300 1-day virtual</p>



	<ul style="list-style-type: none"> ● Explore ways EL Education’s K-2 Skills Block curriculum has led students to be leaders of their own learning who have the skills to contribute to a better world. <p>This institute will be hosted virtually at one of our EL Education partner schools that demonstrates high-quality implementation of the EL Education K–2 Language Arts Curriculum.</p>	
<p><OPTIONAL ADD ON> K-2 Curriculum Site-Based Institute (3 day in-person or 1 day virtual)</p>	<p>Join us virtually to learn about schools that have high-quality implementation of the EL Education K-2 Language Arts Curriculum have created a shared vision of quality and student outcomes.</p> <ul style="list-style-type: none"> ● Witness how teachers analyze evidence of student progress and are empowered to make instructional choices to address individual student needs. ● Observe ways highly effective leadership and professional development structures support high-quality implementation. ● Talk to teachers and leaders about how they’ve addressed common implementation challenges. ● Explore ways EL Education’s K-2 curriculum has led students to be leaders of their own learning who have the skills to contribute to a better world. <p>This institute will be hosted virtually at one of our EL Education partner schools that demonstrates high-quality implementation of the EL Education K–2 Language Arts Curriculum.</p>	<p>\$900 3-day in-person \$300 1-day virtual</p>
<p><OPTIONAL ADD ON> 3-5 Curriculum Site-Based Institute (3 day in-person or 1 day virtual)</p>	<p>Join us virtually to learn how a school that has demonstrated high-quality implementation of the EL Education K-5 Language Arts Curriculum has created a shared vision of excellence and desired student outcomes. Explore ways EL Education’s 3-5 Curriculum and ALL Block has led students to be leaders of their own learning who have the skills to contribute to a better world. Witness how teachers analyze evidence of student progress and are empowered to make instructional choices to address individual student needs. Speak with the</p>	<p>\$900 3-day in-person \$300 1-day virtual</p>

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	<p>leadership team about how professional development structures have supported teachers and students. Get a chance to hear from teachers about how they have addressed common implementation challenges. This institute will be hosted virtually at one of our EL Education partner schools and is designed for educators already implementing EL’s curriculum and are ready to take their work to the next level.</p>	
<p><OPTIONAL ADD ON> School-Based Coaching Days: Deepening Implementation for Teachers and Leaders</p>	<p>These coaching days, delivered to each individual school in the district, will be designed in alignment with the individual school’s goals and data. The EL Education coach will support building level leaders with data collection and analysis, observe teachers and conduct feedback conversations, and lead grade level planning sessions. The building leaders will work collaboratively with the EL Education coach to schedule these days.</p>	<p>\$2,915 per school/per day</p>
<p><OPTIONAL ADD ON> Lab School Development <i>*See below for additional details about the Lab School development strategy</i></p>	<p>To best support a cohort of schools in quality implementation of EL Education’s standards-based literacy curriculum, EL Education will work in schools in order to create quality implementation sites. Implementation site development provides the structure to identify and coach teachers and instructional leaders to showcase high levels of quality implementation and support a clear vision of effective instructional practice to expand and strengthen implementation throughout the district. These schools will receive targeted coaching services to build capacity at each school and to work alongside instructional leadership teams as part of a coherent instructional strategy. EL Education expert coaches will provide shoulder to shoulder coaching, of both teachers and instructional leaders, in order to accelerate their practice. Building quality implementation sites supports quality teacher implementation and provides training in the leadership practices (coaching, learning walks for progress monitoring, goal setting, etc.) necessary in building capacity for school and district staff to deepen the work internally.</p> <p>*EL Education recommends one or more per principal-leader portfolio/region Ideally 10-12 days per selected school site,</p>	<p>\$60,000 per school</p>



<p><OPTIONAL ADD ON> Virtual Summit/ National Conference Fall 2023</p>	<p>At our two-day virtual summit, you'll learn site by site with leaders, researchers, and education experts to adapt practical and actionable tools through a series of intimate conversations and interactive sessions.</p> <p>Stay tuned for upcoming announcements of keynote speakers, student spotlights, sessions, affinity groups, networking opportunities, and more!</p>	<p>\$1000/ participant</p>
<p><OPTIONAL ADD ON> District Leadership Cohort Fall 2023-Spring 2024 3 days virtually</p>	<p>EL Education leaders cultivate the mindsets and equitable conditions for Continuous Improvement so that all students achieve consistently positive outcomes across all three dimensions: mastery of knowledge and skills, character, and high-quality work.</p> <p>This District Leadership Cohort is an opportunity to strengthen and support the capacity of district leaders by learning from each other's experiences and best practices, collaborating around common problems of practice and deepening learning of effective strategies that sustain school improvement.</p> <p>This cohort is designed for district level leaders across the US, including Superintendents and Central Office Administrators.</p>	<p>\$900/ participant</p>
<p>Total</p>		<p>\$943,275 *Total does not include Optional Add-On supports</p>

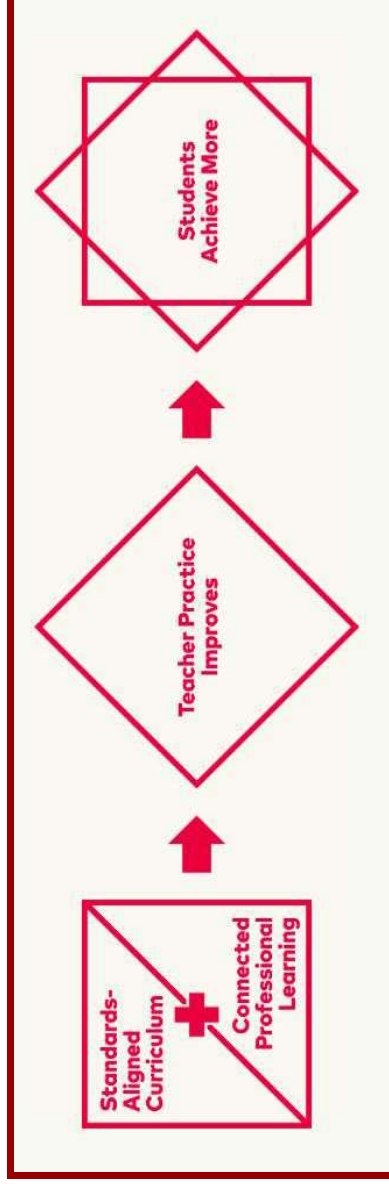
*Lab Site Development Strategy: As a mechanism for scaling quality

Overview: To best support districts with quality implementation of EL Education's standards-based literacy curriculum, EL Education proposes to work in a set of schools within the district in order to create quality implementation Lab School sites. Lab Schools development provides the structure to identify and coach teachers and instructional leaders to showcase high levels of implementation and

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create a clear vision of effective practice to expand implementation throughout the district. These schools will receive targeted, shoulder to shoulder coaching services to build capacity at each school, to accelerate implementation, and to work alongside instructional leadership teams as part of a coherent instructional strategy. Building quality implementation sites (“Lab Schools”) supports quality teacher implementation *and* provides training in the leadership practices (coaching, learning walks for progress monitoring, goal setting, etc.) necessary in building capacity for school and district staff to deepen the work internally.

Purpose Statement: This school support model aims to build the capacity of leaders, instructional coaches, and teachers to hone their craft in service of quality implementation of EL Education curriculum, Core Actions, the Instructional Shifts for ELA/Literacy, and Crew / character and service education. These schools receive deeper support in effective implementation thus enabling the school to (1) highlight the successes of its own students and teachers (2) own the work of capacity-building earlier on in the partnership with EL Education.



Comprehensive Support for each Lab School	
<i>Services</i>	Coaching days (both on site and virtual); leadership team support and strategic planning. <i>Cost: \$60,000 per school</i>

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<p><i>Commitment from the School</i></p>	<ul style="list-style-type: none"> ● Participate in a launch meeting with EL staff. ● Agreement and buy-in from leadership and instructional team in support of deeper curriculum implementation support ● Willing to open the doors of the building twice a month for ongoing learning and support and a <i>learning hub</i> where high leverage practices can be studied. ● Share a school calendar and current structures / schedules for teacher planning / professional learning time. ● Strategically and firmly schedule dates with EL coaches to ensure access to teachers. ● Agree to adhere to coaching plan, communicating expectations to teachers for preparation, follow-through, and presence / attendance on coaching days. ● Agree to participate with EL coach and School-Based Coach in non-evaluative learning walks to identify trends in implementation across grade bands. ● Respond to communication from EL coaches in a timely manner.
<p><i>Commitment from EL Education</i></p>	<ul style="list-style-type: none"> ● Coaching will address the needs of individual and groups of teachers through co-plan, co-teach, debrief cycles, observation & feedback, and shoulder-to-shoulder coaching. ● Coaches will support teachers in quality implementation of the curriculum in service of the Core Actions and Instructional Shifts for ELA/Literacy; additionally, coaches will support development and implementation of structures for site-based Crew for students and staff. ● Coaches will work with school-based coaches to build their capacity to lead professional learning and coaching moves in support of quality implementation between visits. ● Coaches will create a plan that honors and makes use of each school's existing planning and meeting structures. ● Each coach will schedule directly with the school.
<p><i>Indicators of Success upon completion of Model School Support</i></p>	<p>Measurement tools of Success: Implementation data from learning walks,, teacher survey, and qualitative feedback (i.e coach agendas, written feedback, coach's notes, etc).</p> <p>Students</p> <ul style="list-style-type: none"> ● Students engage in high-leverage instructional strategies (learning targets, checks for understanding, total participation techniques, grappling questioning, protocols, deepened discours, and co-construction of anchor charts as leaders and advocates for their own learning. ● Students are consistently and effectively engaged in high-quality, standards based instruction aligned to the Core Actions and standards. <p>Teachers</p> <ul style="list-style-type: none"> ● Professional learning opportunities provided by the EL Education coach deepen the knowledge and expertise of teachers and

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leaders in support of quality implementation to impact the core actions Core Actions

- Teachers express a belief that all students deserve the opportunity to do challenging work and that they can provide them with the tools they need to do it.
- Complexities and potential challenges teachers may face have been addressed through professional development / coaching and logistical support so that teachers can focus on quality instruction.
- Teachers have made the shift to the new curriculum without trying to hang on to existing practices that make fitting everything in a challenge.
- Teachers utilize high-leverage instructional strategies (learning targets, checks for understanding, total participation techniques, grappling questioning, protocols, deepened discourses, and co-construction of anchor charts as engaging students as leaders and advocates for their own learning.
- Teachers, coaches, and specialists begin long-range and daily lesson preparation and planning with the “end in mind.” They begin with high-level documents and aim for a deep understanding of the 4T’s within a module, unit, and lesson.

Instructional Leaders

- Instructional leaders are equipped to recognize quality of instruction using the Core Actions and curriculum implementation tools.
- Instructional leaders are equipped to foster a spirit of equity, growth mindset, and continuous improvement to create the conditions for adaptive challenges and in support of changed outcomes for all students
- Instructional leaders are equipped with the research that undergirds the design of the curriculum to build understanding and support for its adoption and the Core actions.
- Instructional leaders are able to collect, analyze, and disaggregate teacher and student data in support of equitable outcomes for students
- Capacity building of instructional leaders and coaches to support quality implementation of the curriculum to impact the Core Actions Teacher

Grades K-2

Curricular Licenses Only

IL EL Product – Digital License	Contract Length	Price Per Student Per Year
IL EL Education Language Arts Grade K-8 Single User	1 Year	\$19.00
IL EL Education Language Arts Grade K-8 Single User	3 Year	\$17.00
IL EL Education Language Arts Grade K-8 Single User	5 Year	\$15.00

Student Materials Grade K (Per Year)

IL EL Product	Quantity	Price Per Student
IL EL Education Grade K - Student Workbooks – Modules	1 Per Student	\$20.00
IL EL Education Grade K – Student Workbooks - Labs	N/A	N/A
IL EL Education Grade K - Student Workbooks - Skills Block	1 Set of 25	\$200.00

Student Materials Grade 1 (Per Year)

IL EL Product	Quantity	Price Per Student
IL EL Education Grade 1 - Student Workbooks – Modules	1 Per Student	\$20.00
IL EL Education Grade 1 – Student Workbooks - Labs	1 Per Student	\$5.00
IL EL Grade 1 - Student Workbooks - Skills Block	1 Set of 25	\$300.00

Student Materials Grade 2 (Per Year)

IL EL Product	Quantity	Price Per Student
IL EL Education Grade 2 - Student Workbooks – Modules	1 Per Student	\$20.00
IL EL Education Grade 2 – Student Workbooks - Labs	1 Per Student	\$5.00
IL EL Education Grade 2 - Student Workbooks - Skills Block	1 Set of 25	\$300.00

Modules (Workbooks)

Module lessons (60 minutes of daily instruction): Explicitly teach and formally assess all reading comprehension, writing, speaking and listening, and language standards and strands of the Colorado State Standards for English Language Arts & Literacy.

Skills Block (Decodable Readers)

K-2 Reading Foundations Skills Block (60 minutes of daily instruction): Teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation.

Labs (Workbooks)

Labs (60 minutes of daily instruction): Build students' oral language, content knowledge, and habits of character through inquiry and hands-on exploration. The Labs reinforce literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students' progress toward particular standards.

Teacher Materials Grades K-2

IL EL Product	Quantity	Price Per Teacher
IL EL Education Grade K-2 – Teacher Edition – Modules	1 Per Teacher	\$260.00
IL EL Education Grade K-2 – Teacher Edition – Labs	1 Per Teacher	\$35.00
IL EL Education Grade K-2 - Teacher Edition - Skills	1 Per Teacher	\$275.00
IL EL Education Grade K-5 - <i>Your Curriculum Companion</i> Professional Development Guide	1 Per Teacher	\$30.00

Lab Kits – Grades K-2

Required for Labs (1 per Class)

IL EL Product	Quantity	Price Per Teacher
IL EL Education Grade K - Literacy Lab Kits	1 Per Class	\$1,500
IL EL Education Grade 1 - Literacy Lab Kits	1 Per Class	\$1,800
IL EL Education Grade 2 - Literacy Lab Kits	1 Per Class	\$2,500

K-2 Tradebook Sets

Required Tradebook Sets

IL EL Product	Quantity	Price Per Set
IL EL Education Grade K – Required Trade Books Class Set (for 24 students)	1 Per Class	\$798
IL EL Education Grade K – Required Trade Books – 5 Student Supplement	1 Per Class	\$117
IL EL Education Grade 1 – Required Trade Books (Class set for 24 students)	1 Per Class	\$1,123
IL EL Education Grade 1 – Required Trade Books – 5 Student Supplement	1 Per Class	\$190
IL EL Education Grade 2 – Required Trade Books (Class set for 24 students)	1 Per Class	\$1,300
IL EL Education Grade 2 – Required Trade Books – 5 Student Supplement	1 Per Class	\$253

Recommended Tradebook Sets

IL EL Product	Quantity	Price Per Set
IL EL Education Grade K – Recommended Trade Books Class Set	1 Per Class	\$995
IL EL Education Grade 1 – Recommended Trade Books Class Set	1 Per Class	\$1,060
IL EL Education Grade 2 – Recommended Trade Books Class Set	1 Per Class	\$854

Grades 3-5

Curricular Licenses Only

IL EL Product – Digital License	Contract Length	Price Per Student Per Year
IL EL Education Language Arts Grade K-8 Single User	1 Year	\$19.00
IL EL Education Language Arts Grade K-8 Single User	3 Year	\$17.00
IL EL Education Language Arts Grade K-8 Single User	5 Year	\$15.00

Student Materials Grade 3-5 (Per Year)

IL EL Product	Quantity	Price Per Student
IL EL Education Grades 3-5 - Student Workbooks – Modules	1 Per Student	\$25.00
IL EL Education Grades 3-5 – Student Workbooks – Modules & ALL Block	1 Per Student	\$30.00

Modules (Student Workbooks)

Module lessons (60 minutes of daily instruction): Explicitly teach and formally assess all reading comprehension, writing, speaking and listening, and language standards and strands of the Colorado State Standards for English Language Arts & Literacy.

ALL Block (Student Workbooks)

The Additional Language and Literacy (ALL) Block is 1 hour of instruction per day. The Student Workbooks are designed to work in concert with and in addition to the one-hour Grades 3–5 ELA “module lessons.” Taken together, these two hours of instruction comprehensively address all the Common Core State Standards for English Language Arts. The ALL Block is divided into five components: Additional Work with Complex Text; Reading and Speaking Fluency/GUM (Grammar, Usage, and Mechanics); Writing Practice; Word Study and Vocabulary; and Independent Reading.

Teacher Materials Grades 3-5

IL EL Product	Quantity	Price Per Teacher
IL EL Education Grades 3-5 - Teacher Edition - Modules	1 Per Teacher	\$260.00
IL EL Education Grades 3-5 - Teacher Edition – Modules & ALL Block	1 Per Teacher	\$295.00
IL EL Education Grade K-5 - <i>Your Curriculum Companion</i> Professional Development Guide	1 Per Teacher	\$30.00

Grades 3-5 Tradebook Sets

Required Tradebook Sets

IL EL Product	Quantity	Price Per Set
IL EL Education Grade 3 – Required Trade Books Teacher Set	1 Per Class	\$170
IL EL Education Grade 3 – Required Trade Books Student Set	1 for every 5 Students	\$387
IL EL Education Grade 4 – Required Trade Books Teacher Set	1 Per Class	\$107
IL EL Education Grade 4 – Required Trade Books Student Set	1 for every 5 Students	\$324
IL EL Education Grade 5 – Required Trade Books Teacher Set	1 Per Class	\$82
IL EL Education Grade 5 – Required Trade Books Student Set	1 for every 5 Students	\$212

Recommended Tradebook Sets

IL EL Product	Quantity	Price Per Set
IL EL Education Grade 3 – Recommended Trade Books Class Set	1 Per Class	\$917
IL EL Education Grade 4 – Recommended Trade Books Class Set	1 Per Class	\$903
IL EL Education Grade 5 – Recommended Trade Books Class Set	1 Per Class	\$813

Proposal Self-Evaluation

Exhibit B

The following pages include Imagine Learning's response to Exhibit B. A separate file titled **Exhibit B_23-630-001_Imagine Learning** has also been uploaded to Bidnetdirect.com.

EXHIBIT B – SCOPE OF WORK RFP 23-630-001 K-5 ELA CURRICULUM

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>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.</p>	<p>REQUIRED 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>Within each module, anchor texts are sufficiently complex according to quantitative and qualitative analysis, and relationship to their associated student task. Anchor texts are placed at the appropriate grade level. Texts are used to build student knowledge and vocabulary. Anchor texts consider a range of student interests and are of publishable quality, well-crafted and content-rich. The K-5 Required Trade Book Procurement List provides text type and Lexile levels. Text complexity analyses and rationales are included in the grade level resources (Grade K, Grade 1, Grade 2). The text complexity guides include a rationale for why they were placed in that grade at that particular place alongside an explanation of how the book can be used to enhance student understanding.</p> <p>Read-aloud texts at K-2 are above the complexity levels of what most students can read independently. Kindergarten read-aloud texts are two to three grade levels higher in complexity, according to quantitative and qualitative analysis and relationship to their associated student task.</p> <p>Examples of text that demonstrate the appropriate complexity include: Kindergarten Module 1 Unit 1, Lessons 2-5; students engage in a read aloud of <i>Llama Llama Time to Share</i> (Lexile AD 250), and in Unit 3, Lessons 1-7 students engage in a read aloud of <i>Have Fun Molly Lou Melon</i> (Lexile AD 820).</p>
<p>REQUIRED 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>The required texts for the K-8 Modules provide a balanced mix of literary and informational texts including articles, speeches, fables, riddles, drama, poetry, chapter books, song lyrics, mythology, and historical fiction. The majority of K-8 texts are authentic and stand alone as published. For example: Grade 1, Literature Texts</p> <ul style="list-style-type: none"> ● Module 1: <i>The Dot</i> by Peter H. Reynolds and “The Magic Bow” by EL Education ● Module 2: <i>Stone Gone, Bone Girl</i> by Laurence Anholt and <i>The Dog that Dug for Dinosaurs</i> by Laurence Anholt 	<p>The required texts for the K-8 Modules provide a balanced mix of literary and informational texts including articles, speeches, fables, riddles, drama, poetry, chapter books, song lyrics, mythology, and historical fiction. The majority of K-8 texts are authentic and stand alone as published. For example: Grade 1, Literature Texts</p> <ul style="list-style-type: none"> ● Module 1: <i>The Dot</i> by Peter H. Reynolds and “The Magic Bow” by EL Education ● Module 2: <i>Stone Gone, Bone Girl</i> by Laurence Anholt and <i>The Dog that Dug for Dinosaurs</i> by Laurence Anholt

<ul style="list-style-type: none"> ● Module 3: <i>The Little Hummingbird</i> by Michael Yahgulanaas and Hey, Little Ant by Phillip & Hannah Hoose ● Module 4: <i>The Ant and the Grasshopper</i> by Diane Marwood and Lizard and the Sun by Alma Flor Ada <p>Grade 1, Informational Texts</p> <ul style="list-style-type: none"> ● Module 1: Off to Class: Incredible and Unusual Schools around the World by Susan Hughes ● Module 2: <i>Fossils</i> by Ann O. Squire and Curious about Fossils by Kate Waters ● Module 3: <i>What is Pollination?</i> by Bobbie Kalmann and “Thanks a Bunch, Beetles!” by EL Education ● Module 4: <i>A Place for Butterflies</i> by Melissa Stewart and <i>A Place for Bats</i> by Melissa Stewart 		
<p>Actively increasing the diversity of stories and realities to which students have access is a cornerstone of our belief in how education can act as an agent of cultural change. A key component is to make diversity of voice and authorship as important in the text selection process as diversity of genre and topic.</p> <p>The EL Education curriculum uses authentic texts to teach content and develop literacy skills. This includes texts that focus on issues of the past and those pertinent today, including gender roles, working conditions, the refugee experience, and access to schooling and education around the world. The representation of diverse characters means that students see themselves in the texts they read. As they do so, students are prompted to consider the habits of character they’ve learned and how they are (or are not) demonstrated by the characters in the texts they read.</p> <p>For example, Second Grade, Module 1:</p> <ul style="list-style-type: none"> ● Off to Class: Incredible and Unusual Schools around the World by Margaret Wise Brown 	<p>REQUIRED</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>Texts increase in complexity as materials progress throughout each grade level and texts increase in complexity across the grade bands, K-2, 3-5, and 6-8 and are included in each module as sets designed to strategically</p>	<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud</p>	

	<p>texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>build students' knowledge and vocabulary within each module's topic. As the year progresses, questions and tasks build literacy skills and student independence. Lessons contain scaffolding and Universal Design for Learning to support students' increasing literacy skills.</p> <p>In Grade 4 Module 1, students listen to and reread poems. Students analyze poems and free verse texts such as: "Love That Dog," "Stopping by Woods on a Snowy Evening," "The Pasture," and "River of Words." With teacher guidance, note-catchers, and anchor charts, students analyze the structure of poems and the author's meaning behind the poem. This analysis prepares them for Unit 2, where students build on author's meaning and write to inform where a poet finds inspiration. During an expert group, students read a short biography about a poet. Units are then synthesized together for Unit 3 where students write their own poem drawing on the previous analysis of poets and poems.</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>		<p>The curriculum includes a Recommended Texts and Other Resources List. These lists contain a range and volume of authentic, previously published informational and literary texts of varied lexile levels, including those below the grade-level Lexile band identified by the standards. The extensive core instruction scaffolds included in EL Education's Tier 1 curriculum can also be incorporated into Tier 2 and Tier 3 intervention targeted to content and skills for which students have documented weaknesses in core instruction. Opportunities beyond module lessons exist for students to engage with these texts.</p>

<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.</p>	<p>REQUIRED 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>A majority of questions in the materials are text-dependent and text-specific. Examples of text-dependent questions include: "What is the gist of the text we just read?" "What is the setting of the story?" "What big discovery does Mary Anning make?" Each module includes a set of trade books that students use throughout the lessons. Materials for the lessons provide graphic organizers and instructional support tasks for students to engage with the text and collect textual evidence, building toward a performance task. Students make connections not only across texts but also across units and lessons. Texts are used significantly during lessons focused primarily on writing.</p> <p>For example: In Grade 2, Module 2, Unit 2, Lesson 9 students are asked to "Reread Paragraph 1 to find the meaning of the word <i>preserved</i>. Circle the answer that tells the meaning of the word <i>preserved</i>. Reread Paragraph 2. What can happen to insects that land in sap?"</p> <p>In Grade 3 Module 4: Unit 1, students engage in multiple readings of <i>One Well</i>. In Lessons 1-2, students read an excerpt in order to determine the main idea. In Lesson 3, students engage in a rereading of the text by working in triads to answer text-dependent questions that are text-specific by recording responses in their student workbooks. Question 1a asks students, "The first sentence says, 'Imagine for a moment that all the water on the Earth came from just one well.' What does one well mean here? Why do you think that?" Question 1b then asks, "How does the illustration support your answer to 1a?" (SW). While the students are working, the teacher is directed to circulate and ask questions to guide the students back to the text. For example, a teacher might ask, "Where can you find this answer in the text? Point to it for me." After allowing students to work together to develop answers to the questions in their triads, the students reconvene as a whole group to allow students to share their responses orally with the class. Additionally, during the "ALL Block" for Unit 1, students engage in "Additional Work with Complex Text" by answering questions such as: "The text says, 'Every one of these water sources feeds Earth's One Well.' What does it mean to feed the well? Can you think of how</p>
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	<p>REQUIRED</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>water in the atmosphere, on the surface, or underground may feed the well?".</p> <p>A Read-Think-Talk-Write framework is central to the K-8 curriculum modules. This framework ensures opportunities for students to engage in regular evidence-based discussions and writing to support textual analysis in alignment with grade-level standards. Protocols are provided to support evidence-based discussions. These protocols give each task structure, provide supportive scaffolds and emphasize the importance of modeling and using sentence frames to deepen student discourse for all students, including ELL and struggling students. Students utilize these protocols to develop vocabulary, analyze and synthesize author's intent and understand the syntax of the text. The teacher is provided multiple anchor charts and answer keys to support teaching the protocols effectively.</p> <p>Additionally, materials include multiple text-based writing tasks aligned to the three modes of writing as outlined by the standards for each grade. In Grade 2 Module 4, Unit 1, Lesson 3, students participate in Session 2 of a close read-aloud of <i>The Little Hummingbird</i>. This marks the end of the first cycle of reading, role-play, oral recounting, and writing. After hearing the story multiple times, students determine its central message and recount it orally. Next, they write a paragraph identical to their oral rehearsal, which serves as the culminating task of the close read-aloud. This cycle repeats throughout Lessons 4-10, becoming a predictable structure for students when reading, analyzing, and writing about folktales and fables.</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>The majority of lessons provide protocols as a means of engaging students in the read, think, talk, write progression embedded across and within lessons. Protocols provide structure discussion routines to engage students in collegial conversations. A list of protocols and directions are provided for each discussion in the lesson materials.</p> <p>Text-based discussions are further emphasized in the Close Read/Read Aloud Lessons. Each of these sessions provides an opportunity for students to discuss their responses to questions that are largely based on the text itself, looking closely at words, sentences and ideas presented in the text. Language Dives help guide conversations among students about specific</p>

		<p>words, phrases, and sentences to better understand complex syntax. Total participation techniques such as Turn-and-Talk, Cold-Call and Equity Sticks are also utilized to engage all students in responding to text-based questions and prompts.</p> <p><u>Conversation Cues</u> are questions teachers can ask students to promote productive and equitable conversation, based on four goals:</p> <ul style="list-style-type: none"> • Goal 1: encourage all students to talk and be understood; • Goal 2: listen carefully to one another and seek to understand; • Goal 3: deepen thinking; and • Goal 4: think with others to expand the conversation.
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<p>Non-Negotiable 3</p> <p>Building Knowledge: Materials build knowledge systematically through reading, writing, speaking, and listening, and language study</p>	<p>REQUIRED</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>Materials provide a coherent sequence or collection of connected texts. Modules focus on specific topics. Each unit within the module builds student knowledge on that topic, and as the year progresses, questions and tasks build literacy skills and student independence. Lessons contain scaffolding and Universal Design for Learning to support students' increasing literacy skills.</p> <p>K-2 Example: Kindergarten, Module 1 Unit 3</p> <p>Kindergarten, Module 1 builds knowledge about toys and play, Unit 3 of this module specifically focuses on toys our classmates prefer. Students have opportunities to think about preference and perspectives as themes. Students build knowledge about these themes through close reads of Playing With Friends and Have Fun Molly Lou Melon. In Unit 3, Lesson 4 students closely read Have Fun Molly Lou Melon to determine the toys Gertie and Molly Lou prefer. Students work with a classmate to use speaking and listening skills to ask and answer the question: Would you prefer to play with toys now or long ago? Students read Playing With Friends and look for ideas about the difference between toys now and long ago. During the closing and assessment students turn and talk to ask and answer the question from earlier (Would you prefer to play with toys now or long ago?). In Lesson 5 students draw and/or write about a toy.</p>
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<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>Opportunities for engaging in reading include daily ten-minute read-alouds in the K-2 Labs, decodables in the K-2 Skills Block, and Accountable Independent Reading in the K-2 Skills Block. During the independent reading rotation, students choose books to read independently and complete Reading Response sheets. The focus of this independent reading time (Accountable Independent Reading) is to build stamina, automaticity, and comprehension by reading a large volume of student selected texts, with a specific focus on personal reading goals. Teachers are encouraged to observe and confer with students around their reading goals.</p> <p>In the Reading Foundations Skills block, students read decodable texts and participate in a comprehension conversation. For example, in Grade 1, Module 1, Cycle 13, Lesson 67, students listen to their teacher read an engagement text aloud. After listening, they retell the story to their partner and answer comprehension questions. Students then learn about the high-frequency words “do,” “yes,” and “much.” Next, students work with their partners to highlight the words in their Decodable text, “Pat’s Backpack.” After finding the words, students read “Pat’s Backpack” again with their partners and independently.</p>
<p>3c) Materials provide opportunities that encourages talk among children, including discussions of print or digital texts.</p>	<p>Protocols are an important feature of EL Education’s K–5 Language Arts curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. A protocol consists of agreed-upon, detailed guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability in learning. Importantly, protocols allow students to talk to each other, not just the teacher. As a result, they build independence and responsibility. Conversation cues, which are questions teachers can ask students and students can ask each other, also promote productive and equitable conversations. Explicit instruction is provided to facilitate protocols and conversation cues are provided on an anchor chart, and students and teachers are frequently asked to reflect on and evaluate their participation in protocols and discussions. Informal checklists are provided to support teachers in evaluating student participation in collaborative discourse.</p> <p>K-2 Example:</p>

		<p>In Kindergarten Module 1, Module Overview, students practice norms and behaviors for sharing and caring for classroom toys and interacting with peers. Students consider the unit’s guiding question, “What can we do to make playing together fun?” as they explore classroom toys, engage in structured conversations, and read about playing together. During the second portion of the unit, students document and synthesize their learning through structured discussions and shared writing experiences. Throughout these activities, students generate the Commitments for Playing Together anchor chart, which is a resource that guides their play and interactions throughout the year.</p> <p>3–8 Example:</p> <p>In Grade 5 Module 2, Unit 1, Lesson 13, students participate in a Science Talk to answer the question: “What can I do to help the rainforest?” The structure of this talk follows the Fishbowl protocol. “Templates are provided in the supporting materials, but some advance research is required to gather materials and ensure that the information provided on the templates is up-to-date.” When they are in the outside circle, they listen to their peers and record ideas and questions in the first box on their End of Unit 1 Assessment, Part II: Text-Based Discussion note-catcher. At the end of the lesson, they write their conclusions, so they should leave that space blank for now.” Students are asked to bring their Science Talk Notes and Goals (Lesson 10), What Can I Do to Help the Rainforest? note-catcher (Lesson 11), End of Unit 1 Assessment, Part I: Web Research (Lesson 12), and Notices and Wonders note-catcher (Lesson 13) to the discussion.</p>
	<p>3d) Materials provide instruction of morphology, including common word roots, inflections, prefixes, affixes, and syntax.</p>	<p>Materials include instruction and practice in Word Study and Vocabulary that occur as a component of the five components in the 3–5 ALL Block. During each cycle, students have two teacher guided sessions and two independent heterogeneous grouping sessions, which provides students the opportunity to participate in 20 minutes of Word Study and Vocabulary four times a week every other week. The emphasis of Word Study and Vocabulary is context-driven word study. Readers in intermediate grades benefit from a more contextualized approach to teaching phonics and word recognition, thus there is an increased focus on morphology of words related to word meaning, word study and vocabulary as working with words from complex texts, and use of vocabulary protocols, routines, and tools to figure out meaning of new words.</p>

		<p>Varied opportunities are provided over the course of the year in core materials for students to learn, practice, and apply word analysis skills in connected texts and tasks.</p> <p>In K-2: Using the Scope and Sequence of the Foundational Skills Block, it is evident that through all four Modules word study lists and high-frequency word lists carry through the year. Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge is taught daily through each Module.</p> <p>In 3rd Grade Module 2, Unit 3, Lesson 6, students learn that their conclusion paragraph will include a restated focus statement. The teacher writes the word "restate" on the board and points to the prefix "re-." The teacher asks students to popcorn read other words with the prefix "re-." The teacher asks: "What do you think re-means based on how it is used in each of these words?"</p> <p>In Grade 3 Module 3 Unit 1 Lesson 8, All Block, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word explanation with a focus on the suffix "-ion."</p> <p>Throughout the curriculum, in alignment with the standards, students use the relationship between words and parts of words to determine the meaning of the unknown and multiple-meaning words, and also to determine the connotation of words. In the Grades 3-5 Additional Language and Literacy Block, students engage in a Word Study and Vocabulary component, in which they use Frayer diagrams and vocabulary trees to explore the affixes and root of a given word(s). This includes identifying other words with the same affixes and roots, and synonyms.</p> <p>Academic and Domain-Specific vocabulary are addressed through multiple reads of complex text along with Language Dives. The words that have been selected fall into the categories of lesson specific, text specific, or vocabulary used in writing. The curriculum defines whether a word is newly introduced or is a review word, so the teacher can adjust instruction to meet the needs of the students. Multiple texts are used to build student knowledge and vocabulary, and they support students' ability to comprehend complex text independently and proficiently.</p>
	<p>3e) Materials that attend to word relations.</p>	
	<p>3f) Materials provide explicit instruction in both general academic and content area vocabulary during reading and disciplinary instruction.</p>	

K-2 Example:

In the K-2 Reading Foundations Skills Block, students participate in the instructional practice: [High-Frequency Word Fishing](#), which provides students the opportunity to apply decoding skills and growing knowledge of irregularly spelled words to review the high-frequency words. Students begin the process of committing high-frequency words to memory by using known letter-sound connections and context. Students are engaged in repetitive activities that may contribute to their understanding of high-frequency words; however, various opportunities to interact with the words in alternate formats are limited.

Additionally, opportunities are provided over the course of the year in core materials for students to purposefully read grade-level text with an emphasis on vocabulary. For example:

In [Reading Foundations Skills Block, Grade 1 Module 2, Cycle 9, Lesson 47](#), teacher reads aloud the Engagement Text: “Sam and Nell Have a Ball.” The students are provided the following purpose for reading the decodable: “Before you read the book with your partner, we are going to be detectives. We are going to look for some of the high-frequency words. Remember, some of these words ‘don’t play fair,’ which means they are not easily decodable.”

3-8 Example:

In [Grade 8 Module 1, Unit 3, Lesson 7](#) there is a repeated routine related to vocabulary development included in the lesson plan. The lesson plan reads, “Follow the same routine to focus students on the terms *introduction* (the part of an essay that opens a piece of writing and helps the reader understand what the writing will be about) and *focus statement* (a sentence that tells the main points of an essay) in the learning targets and to use a dictionary to define the words. With students’ support, record the meanings of the terms on the academic word wall. Invite students to record the terms in their vocabulary logs.

Students may also use the vocabulary strategies on the Close Readers Do These Things anchor chart to deconstruct each term and add any relevant notes to the vocabulary strategies on this chart.”

	<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>In EL Education curriculum lessons, academic vocabulary is taught any time students work with text. From unpacking learning targets, to working with an Interactive Word Wall before writing, to close reading lessons, students learn strategies to explore the meaning of academic words they read and put them to use in their writing. Vocabulary is introduced and reviewed throughout each module. Academic and Domain-Specific vocabulary are addressed through multiple reads of complex text along with the Language Dives. The words that have been selected fall into the categories of lesson specific, text specific, or vocabulary used in writing. The curriculum defines whether a word is newly introduced or is a review word, so the teacher can adjust instruction to meet the needs of the students. Multiple texts are used to build student knowledge and vocabulary, and they support students' ability to comprehend complex text independently and proficiently.</p> <p>For Example: Grade 1 Module 1, students engage in a study on the topic of “Tools and Work” as they build their literacy and citizenship skills. In Unit 2, Lesson 2, teachers tell students that they will spend time today to make sure they understand the word “magnificent,” which is important because it is in the title of the book they are reading, <i>The Most Magnificent Thing</i>. Students view the Frayer Model with “magnificent” in the center, and the parts of the chart are explained with supporting examples and non-examples. Students learn that “magnificent” means “something that is very beautiful to look at, or spectacular” and record this definition on their sheet. In Unit 2, Lesson 1, students and the teacher work to create an anchor chart listing and defining the Habits of Character. Vocabulary words include: “initiative,” “collaboration,” and “perseverance.”</p>
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<p>3h) Materials provide opportunities for students to use new vocabulary in a variety of contexts and modes.</p>	<p>Specific tasks are designed to build academic vocabulary within the curriculum during multiple readings of context-based texts, such as unpacking learning targets, interactive word walls, collaborative conversations, use of Frayer models, language dives, writing tasks, and explicit teaching of habits of character language. The Labs in K-2, also provide opportunities for students to use content-specific and academic vocabulary while applying the speaking and listening skills taught in the module lessons.</p> <p>Additionally, vocabulary is highlighted at the beginning of each lesson with reference to whether it is new or review and whether it is taught within the lesson or with the use of text. Students are given opportunities to learn vocabulary using strategies that target all learning modalities through the use of movement, song, poetry, drawing, and writing.</p> <p>Examples include, but are not limited to:</p> <p>Unpacking Learning Targets: In Grade 2, Module 3, Unit 2, Lesson 3, students examine the learning target, “I can use context clues to determine the meaning of a new word.” The teacher displays card 6 of What Is Pollination? and tell students that when they use context clues, they use clues in the sentences around the word to find its meaning. Sometimes the meaning is in the same sentence, and sometimes it is in the next sentence. Student attention is then directed to the Text Features Anchor Chart, and students are reminded that important vocabulary words are often in bold print. The teacher models how to find the meaning of the bold print words “hive” and “social” using context clues.</p> <p>The curriculum is most powerful in an inclusive setting where all students are engaged in the read, think, talk, write cycle within the daily lessons and when all students are engaging in the same topic, text(s), learning target(s) and assessment tasks.</p> <p>In order for this to happen and in alignment with Tier 2 and Tier 3 supports, there will be the need to have additional targeted supports for students. Clear instructional options are given within the curriculum on a daily lesson level. Suggestions for additional one-on-one or small group instruction can be implemented during K-2 Lab or 3-5 ALL Block time.</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>Specific tasks are designed to build academic vocabulary within the curriculum during multiple readings of context-based texts, such as unpacking learning targets, interactive word walls, collaborative conversations, use of Frayer models, language dives, writing tasks, and explicit teaching of habits of character language. The Labs in K-2, also provide opportunities for students to use content-specific and academic vocabulary while applying the speaking and listening skills taught in the module lessons.</p> <p>Additionally, vocabulary is highlighted at the beginning of each lesson with reference to whether it is new or review and whether it is taught within the lesson or with the use of text. Students are given opportunities to learn vocabulary using strategies that target all learning modalities through the use of movement, song, poetry, drawing, and writing.</p> <p>Examples include, but are not limited to:</p> <p>Unpacking Learning Targets: In Grade 2, Module 3, Unit 2, Lesson 3, students examine the learning target, “I can use context clues to determine the meaning of a new word.” The teacher displays card 6 of What Is Pollination? and tell students that when they use context clues, they use clues in the sentences around the word to find its meaning. Sometimes the meaning is in the same sentence, and sometimes it is in the next sentence. Student attention is then directed to the Text Features Anchor Chart, and students are reminded that important vocabulary words are often in bold print. The teacher models how to find the meaning of the bold print words “hive” and “social” using context clues.</p> <p>The curriculum is most powerful in an inclusive setting where all students are engaged in the read, think, talk, write cycle within the daily lessons and when all students are engaging in the same topic, text(s), learning target(s) and assessment tasks.</p> <p>In order for this to happen and in alignment with Tier 2 and Tier 3 supports, there will be the need to have additional targeted supports for students. Clear instructional options are given within the curriculum on a daily lesson level. Suggestions for additional one-on-one or small group instruction can be implemented during K-2 Lab or 3-5 ALL Block time.</p>

For Example:

In [Grade 1 Module 2 Unit 1 Lesson 4](#) the following [instructional support options](#) are presented to teachers:

For lighter support:

During Work Time A, allow students to grapple by pairing some students who need lighter support together in matching proficiency pairs.

For heavier support:

During Closing and Assessment, work closely with a small group of students who need heavier support. Consider completing the response sheet together as a shared writing experience.

Universal Design for Learning

Multiple Means of Representation (MMR): In this lesson, students review the Close Readers Do These Things anchor chart. Some students may benefit from context-specific visual cues to remember the meaning of each bullet on the anchor chart. Consider printing and displaying photographs of students demonstrating each bullet to connect these terms to concrete shared experiences.

Multiple Means of Action & Expression (MMAE): Students have a range of fine motor abilities and writing needs. Some students may need additional support in order to visually plan for writing and drawing on their response sheets. Vary methods for fine motor responses, offering modified response sheets with a separate box for drawing and lines for writing.

Multiple Means of Engagement (MME): In this lesson, students revisit the Sun Movement routine. Some students may have difficulty estimating the amount of space they need in order to move their bodies safely during this routine. Consider minimizing threats and distractions by reminding all students to stand in predetermined spots for movement.

<p>Non-Negotiable 4: Foundational Skills: Materials develop foundational reading skills systematically, using research based and transparent methods.</p> <p>* Foundational Skills are only for Grades K-5.</p>	<p>REQUIRED</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>EL Education designed a structured phonics curriculum called the K-2 Reading Foundational Skills Block. The skills block is designed to ensure that by the end of second grade, students acquire the depth of skills they need in the foundational reading standards to be able to read with fluency and, most importantly, comprehend grade-level texts independently. The Skills Block is based on the research of Dr. Linnea Ehri, one of the nation's foremost experts on how the brain maps sounds and letters. Her phases of reading and spelling development help us determine students' progress with decoding and encoding: pre-alphabetic, partial-alphabetic, full alphabetic, and consolidated alphabetic. Additionally, we worked with Dr. Ehri to develop "microphases" which are a further breakdown of reading and spelling development into early, middle, and late to give teachers a more detailed progression of reading and spelling behavior.</p> <p>Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context. Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills and provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.</p>
	<p>REQUIRED</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>Over the course of the year, students are provided with opportunities to read emergent readers and decodable texts. Lessons follow a consistent routine throughout the cycles. Mystery Word activities are done in each cycle with the high-frequency word(s) of the cycle identified through clues given that require students to use word analysis and apply their foundational knowledge of words. The high-frequency words are found within the context of a poem that students are asked to read either independently or with a partner. These poems also include words that contain the phoneme focus of the cycle. In Reading Foundations Skills Block, Kindergarten Module 3, Cycle 13, students first access decodable readers. These texts consist of decodable words and high-frequency words.</p>

		<p>Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts. Students are provided a purpose for reading such as in Reading Foundations Skills Block, Kindergarten Module 3, Cycle 13, Lesson 66: “Now we are going to start reading books instead! This book is based on the story, ‘A Book of Animals.’ I will read the words first, just like we did with the poem, and then you will read the words with me. Look and listen for high-frequency words and for letter sounds that you know.” Beginning in Kindergarten Module 3, Cycle 13, students read a decodable text with a partner during each cycle. For each text, the teacher asks students to pay attention to and circle the high-frequency words learned and point to letters as they make the letter sounds.</p> <p>In Kindergarten Module 3, students read “A Book of Animals,” “The Ham Sandwich,” “The Milkshake,” “Fun With Gum,” “The Mop is a Dog!” and “Josh’s New Home.” In Module 4, students read “Chip Can’t Nap!,” “Josh Takes a Bath,” “Josh and Chip at the Farm,” “The Bowling ‘Alley’,” “Time to Bake,” “The Mystery Moth” and “The Jazz Trio.”</p> <p>Materials support students’ development of automaticity and accuracy of grade-level decodable words over the course of the year. For example: In Reading Foundations Skills Block, Kindergarten Module 3, Cycle 13, Lesson 68, students are introduced to a poem. The poem includes the words that contain vowel phoneme /a/, which is the focus for this cycle. This poem also includes the two high-frequency words that are the focus of this cycle. Students practice chorally reading the poem with the teacher. The poem contains: fat, cat, at, has, can, nap, glad and snack, which contain the phoneme /a/.</p>
	<p>REQUIRED</p> <p>4c) Materials provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.</p>	<p>The K-2 Foundational Skills materials provide teachers and students with frequent and ongoing assessment opportunities. An overview is provided beginning in the Assessment Overview document. The variety of assessment types (benchmark, informal, formal, summative, formative, daily, by cycle, etc.) demonstrates that assessment of K-2 foundational skills is necessary to determine student mastery, to see where students are struggling, and to differentiate the instruction needed by the students. Multiple assessment opportunities are suggested and provided over the</p>

course of the year in core materials for students to demonstrate progress toward mastery and independence of foundational skills. Examples include:

[Benchmark assessments](#) are administered at the beginning, middle, and end of the school year to assess Letter Name and Sound Identification, Phonological Awareness, Spelling, Decoding, and Fluency. “Beginning-of-Year Benchmark Assessments Provide diagnostic information to help the teacher:

Determine the phase at which a student currently is reading and spelling
Determine the approximate cycles in the K–2 Continuum that would best fit that student’s instructional needs

Gauge whether the student is approximately on grade level (as defined by the CCSS)

Middle-of-Year Benchmark Assessments

Track students’ progress toward the end-of-year goals (as determined by the grade-level Scope and Sequence)

End-of-Year Benchmark Assessments

Measure students’ mastery of the end-of-year goals”

Cycle assessments are administered more often than Benchmark assessments and provide information about students’ progress toward mastery of skills taught up to a particular point. These assessments can be differentiated based on student need.

Daily Snapshot Assessments are conducted in K–1 that help a teacher quickly check on mastery of daily learning targets. For example:

In Reading Foundations Skills Block, [Module 2, Cycle 8, Lesson 41](#), the teacher observes students during the Opening to determine whether they demonstrate one-to-one correspondence with words. The teacher observes students during Work Time to determine whether they can say the sounds for each letter correctly. The teacher records students’ progress on the Snapshot Assessment.

An Assessment Path is also provided for each grade level in the [Skills Assessment Overview](#).

	<p>REQUIRED 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>Opportunities are provided over the course of the year in core materials for students to apply their knowledge of foundational skills to purposeful reading of text. For example:</p> <p>In Reading Foundations Skills Block, Grade 2 Module 1, Cycle 3, Lesson 12, the teacher reads aloud the Engagement Text, “Sunnyside City Park is New and Improved!” The students are provided with the following purpose for reading the decodable: “First we read an article from the Sunnyside Gazette: ‘Sunnyside City Park is New and Improved!’ Now we will read a story about characters from Sunnyside: ‘Do Fish Eat Cheese?’ This story is filled with words that YOU can read! There are decodable words, and there are some words that don’t play fair, like ‘our’ and ‘been.’”</p> <p>In Reading Foundations Skills Block, Grade 2 Module 2, Cycle 9, Lesson 42, students search for high-frequency words in the Decodable Student Reader: “The Spelling Bee” with a partner. Students are provided the following purpose after searching for high-frequency words: “Before you read the book with your partner, we are going to be detectives. We are going to look for some of the high-frequency words. Remember, some of these words ‘don’t play fair,’ which means they are not easily decodable.”</p>
	<p>REQUIRED 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>The comprehensive curriculum allows students ample opportunities to engage with texts of varied complexity levels within a given topic. Module instruction includes interactive read alouds of complex text while the Foundational Skills block includes teacher read aloud of complex “engagement texts” coupled with student reading of decodable readers. Fluency is highlighted in the Reading Foundations Skills Block through the Instructional Practices for Lesson Work Time. Fluency practice allows students to interact with a piece of the text from the Decodable Student Reader to apply the elements of fluency to decode. Students begin to use a Fluency Rubric in Second grade Modules 3 and 4 to provide specific feedback to classmates. Engagement Texts and Decodable Student Readers are used in each cycle in every module beginning in Kindergarten cycle 13.</p> <p>For Example:</p>

		<p>In Reading Foundations Skills Block, 2nd Grade Module 1, Cycle 1, Lesson 4, students read aloud the poem, “A Moment in Time.” Prior to reading the poem, the teacher states, “One part of being a proficient reader is being able to decode (read) words accurately. We know the closed, open, and magic ‘e’ syllable types really well, so we can read this accurately.” After reading the poem, the teacher states: “We’re reading this poem pretty proficiently. We can read the words accurately, and we know what it’s about.”</p>
<p>REQUIRED</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>In Grades K-2</p> <p>In the "Scope and Sequence" of the Foundational Skills Block Teacher's Guide, there is evidence across all four modules word study lists and high-frequency word lists carry through the year. Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge is taught.</p> <p>Syllables are introduced and practiced during the <i>Feel the Beats Instructional Practice</i> that includes counting, pronouncing, segmenting and blending of the syllables in words. Each skill becomes more complex in subsequent lessons and as skills are obtained the next skill in the staircase of the learning progression begins.</p> <p>Students have frequent and opportunities to learn and understand phonemes (e.g., produce rhyming words, segment syllables, blend onsets and rimes, pronounce vowels in CVC words, and substitute sounds to make new words).</p> <p>Examples include:</p> <ul style="list-style-type: none"> • In the Reading Foundations Skills Block, Module 1, Cycle 1, Lesson 8, the teacher points to the Keyword Picture Card: “t” on the anchor chart and says: “‘t,’ tern, /t/.” Students repeat: “‘t,’ tern, /t/.” • In the Reading Foundations Skills Block, Module 1, Cycle 1, Lesson 9, the teacher recites the first line of the Alligator/Tern poem again, tapping the beats while students listen: “All-i-ga-tor went to the an-i-mal zoo.” Students recite the line, tapping the beats just as teacher just did and to say the word “all-i-ga-tor” aloud, holding up a finger each time they hear a beat 	<p>In Grades 3-5</p>

		<p>Grades 3-5 materials include instruction and practice in Word Study and Vocabulary that occur as a component of the five components in the ALL Block. During each two-cycle, students have two teacher guided sessions and two independent heterogeneous grouping sessions, which provides students the opportunity to participate in 20 minutes of Word Study and Vocabulary four times a week every other week.</p> <p>Varied opportunities are provided over the course of the year in core materials for students to learn, practice, and apply word analysis skills in connected texts and tasks. Examples include:</p> <p>In 3rd Grade Module 1, Unit 3, Week 2, Day 4, students use a Vocabulary Grid to understand the word overcome based on the sentence: "You have written a reading contract describing two particular reading challenges that you face and strategies for overcoming them."</p> <p>In 3rd Grade Module 2, Unit 3, Lesson 6, students learn that their conclusion paragraph will include a restated focus statement. The teacher writes the word "restate" on the board and points to the prefix "re-." The teacher asks students to popcorn read other words with the prefix "re-." The teacher asks: "What do you think re-means based on how it is used in each of these words?"</p> <p>In Module 3, Lesson 8, ALL Block, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word explanation with a focus on the suffix "-ion."</p>
	<p>REQUIRED</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>The curriculum places a heavy emphasis not only on goal-setting and reflection, but also specifically on growth mindset: helping students notice that their ability grows with their effort. Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress. Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a word.</p> <p>Materials support reading of texts with attention to reading strategies such as rereading, self-correction, and the use of context clues.</p>

		<p>For Example: In the Independent and Small Group Work page there is the Reader's Toolbox Routine on pages 15-18. The purpose of the Toolbox, used in lessons, is provide students strategies to help them use the meaning and syntax cueing systems to support the making of meaning.</p> <p>Students learn to look at the pictures, use background knowledge, look at the sentence, and analogy. Decoding is emphasized as a primary strategy for determining the meaning of unknown words, while the meaning/cueing system is taught as another approach. For example, to teach students to use the meaning/cueing system, the teacher states, "Picture clues don't always work because we don't always have pictures when we read. And sometimes the pictures don't really match the words. But if you've tried your first tool, looking at the letters, and you realize there are parts of the word that you aren't sure how to decode/read, then you can try this tool. Throughout the curriculum students have opportunities to practice and read irregularly spelled words.</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 Essential Instructional Practices in Early Literacy (specifically Practices #4 & #5).</p>	<p>A celebrated feature of the K-2 Foundational Skills curriculum, materials provide systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context.</p> <p>Instruction of phonological awareness, phonics and word recognition occur during whole group and small group lessons within a sixty minute block. Materials include phonological awareness, phonics, and word study lessons. Students have frequent opportunities to learn and understand phonemes (e.g. distinguish long and short vowels, blend sounds, pronounce vowels in single-syllable words, and segment single-syllable words).</p> <p>For Example: In the Reading Foundations Skills Block Grade 1 Module 1, Cycle 1, Lesson 1, students listen as the teacher reads the poem, "Open a Book, Unlock a Door." Students are asked what vowel sound is heard in the word "lands". This process is repeated throughout the poem. The option is given for</p>

students to complete a [short_vowel_picture_sort](#) found on [Activity Bank](#) page. Students sort twelve pictures by the long and short vowel sound.

In the Reading Skills Block [Grade 1 Module 1, Cycle 2, Lesson 8, during Opening B](#), students segment words before writing the words. The teacher says the words "van, path, math". Students segment each word pronouncing the phonemes.

Instruction in letter-sound relationships is explicit and systematic in accordance with the General Education Leadership Network's Practice #5

For Example:

In the Reading Foundations Skills Block [Kindergarten Module 1 Cycle 2 Lesson 11, Work Time A](#), teachers introduce the letters h and p. Teachers begin with a transition song, sung to the tune of "I'm a Little Teapot"): Now let's read the poem, line by line. Open up your ears to find the rhyme. When we read together, we sound great. Listen up to the rhymes we make."

The teacher introduces the Getting to Know Letters (Part 1) instructional practice by saying: "We are going to get to know two new letters today: 'h' and 'p.' We will learn the names, the sounds, and keywords for these two letters."

Teacher holds up the Keyword Picture Card: "p," showing only the picture, and asks: Who knows the name of this object?" (parrot). Teacher asks: What sound do we hear at the beginning of the word: 'parrot'?" (/p/). Teacher says: "Let's all say that sound together: /p/." Students repeat sound: /p/.

Teacher asks: What is the name of this letter?" ("p"). What letter makes the sound: /p/?" ("p") Teacher says: "Right! Underneath our parrot is the letter 'p.' Let's use our arm as the pencil to skywrite the letter 'p' as we say the word: 'parrot.'"

Teacher models skywriting and says: "When we make the letter 'p,' we start at the top and pull down, then go back up to the top and make a

		<p>bump halfway down and back around.” Teacher leads skywriting of “p” with the keyword: “parrot.”</p> <p>Teacher says: “I wonder if we can think of more words that begin with that sound.” Teacher asks: Who can share a word that begins with /p/?” Teacher records word on chart and asks: What letter is making our /p/ sound in this word?” (“p”) Teacher says: “Right! The letter ‘p’ says /p/. I’m going to circle the letter ‘p’ in the words we share.”</p> <p>Teacher invites students to share two or three more words that begin with /p/. Teacher says: “These are great words! Now let’s see if we can think of some words that END with the sound /p/.” Teacher repeats steps 11–13 with words that end with /p/.</p> <p>Teacher says: “What a great list of words we have created! And all our words have the sound /p/ made by the letter ‘p,’ just like in our parrot!” Teacher repeats steps 2–17 with Keyword Picture Card: “h” and “house.” Teacher says: “Now we’ve met ‘h’ and ‘p.’ In the next lesson, we’ll get to know them even better and learn how to write them!”</p> <p>The curriculum places a heavy emphasis not only on goal-setting and reflection, but also specifically on growth mindset: helping students notice that their ability grows with their effort. Each lesson is closed with the teacher posing the question, “What did you do today that is helping you become a more proficient reader?” Students are encouraged to reflect on their own learning progress.</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>In alignment with recommendations 1-4 of the <i>IES Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd grade</i>, EL Education’s Reading Foundational Skills Block is designed to ensure that students acquire the depth of skills they need to be able to read with fluency with the ultimate goal of comprehension by the end of second grade.</p> <p>Foundational Skills Block is designed to support students as they begin to read grade-level texts independently. Each Teacher’s Guide for Foundational Skills provides a chart, showing exactly which standards are</p>

		<p>taught for each lesson in the first column. Students clearly practice foundational skills through the year.</p> <p>In Foundational Skills Block, once students begin working with decodable readers in Cycle 13 of Kindergarten, teachers begin using read-aloud engagement texts that are adult-directed to introduce the topic and set the stage for student reading of related decodable text.</p>
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<p>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.</p>	<p>REQUIRED</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>REQUIRED</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>K-8 materials balance instructional time between literature and informational texts. Each module contains central texts of varied genres and complexity levels, providing a 50/50 balance of informational and literary texts over the course of a school year. For example, in Grade 3 Module 2: Unit 1, students begin their study of frogs by working with a series of short, engaging poems from “Lizards, Frogs and Polliwogs” by Douglas Florian which are paired with authentic Pourquoi tales such as “Why the Frog has a Long Tongue” written by EL Education staff for instructional purposes. After building foundational content and vocabulary knowledge in Unit 1, Unit 2 has students reading selections from the informational text, “Everything You Need to Know about Frogs and Other Slippery Creatures” and other informational texts to conduct research on freaky frogs. Finally, in Unit 3, students continue reading informational texts to inform their own writing.</p> <p>The K-2, 3-5, and 6-8 Curriculum Plans identify the central texts and required trade books at each grade level and demonstrate a variety of text types.</p> <p>The standards themselves require a variety of text genres, and our process for curriculum development is one designed explicitly to ensure robust and powerful alignment to standards. Materials include texts of many different formats. Every text type required by standards is included in the curriculum. Printed texts, including short and long lengths and poems and videos are used in the curriculum. Images and illustrations are also used to</p>
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		<p>engage students in thinking about the topic or ideas of a given unit. The K-5 Required Trade Book Procurement List provides a list of texts required for instruction during the Module Lessons. The K-5 Recommended Text List offers recommendations for texts and other materials to support a volume of reading, aligned to the topic of the module.</p>
	<p>REQUIRED</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>EL Education carefully and thoughtfully identified sets of text for each module that aligned with the topic and most effectively support students in meeting the standards. These include excerpts, articles, and other additional required texts, in addition to central texts included in curriculum materials, that all students engage with as part of daily lessons in grades 3-8.</p> <p>Additionally, materials and texts in addition to the central texts of each module increase the opportunity for regular, accountable independent reading of texts that appeal to students’ interests and connect to classroom concepts or topics to develop knowledge. Time is reserved daily during the 3-5 ALL Block for “Accountable Independent Reading” The “ALL Block” materials include additional reading of complex texts from the modules, as well as texts for accountable independent reading to support fluency and volume of reading. The 6-8 materials include Independent Reading guidance and sample plans for teachers that include student independent and choice reading of texts related to the module topic.</p> <p>For Example:</p> <p>In Grade 4 Module 3, the central texts are <i>Colonial Voices: Hear them Speak</i> and <i>Divided Loyalties</i>. Additional texts included in lesson materials are: Robert Barton’s letter (by EL Education for instructional purposes), William Barton’s letter (by EL Education for instructional purposes), Declaration of Independence: A Transcription (The U.S. National Archives and Records Administration), Revolutionary War (Grollier Online), Loyalists (Grollier Online), An Incomplete Revolution (Amy Miller, Junior</p>

		<p>Scholastic, 1999), and American Indians and the American Revolution (Collin Galloway)</p>
	<p>REQUIRED 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>The standards themselves require a variety of text genres, and our process for curriculum development is one designed explicitly to ensure robust and powerful alignment to standards. At the same time, our development approach will include lists of genres, vetted by all stakeholders, that will be integrated into the overall process for text selection.</p> <p>For Example: In Grade 4, ELA materials seek a balance in instructional time between literature and informational texts. In Module 1 there is a focus on literary texts as students read “Love That Dog,” a novel written in verse, and multiple poems written by poets that are included in the novel. In Module 2, students use a collection of related informational texts to explore animal defenses. In Module 3, students read numerous informational texts that are very complex, but use the literary text, “Divided Loyalties,” to help access the informational pieces. In Module 4, students read informational texts to build the knowledge necessary to access the complex text, “The Hope Chest,” about the fight for women’s suffrage. The Grade 4 Curriculum Map provides the text type and Lexile score for each unit text</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>K-2 Module texts are in collections centred around topics that students explore deeply. When students are not able to experience texts independently, a variety of adult-directed, text-grounded experiences are included in instruction.</p> <p>For Example: Kindergarten Module 2 focuses on “Weather Wonders”. Texts include: Umbrella (Yashima), Brave Irene (Steig), On the Same Day in March: A Tour of the World’s Weather (Singer and Lessac), Weather (National Geographic Readers),</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>The Snowy Day (Keats), Come On, Rain! (Hesse), Weather Words and What They Mean (Gibbons), and One Hot Summer Day (Crews)</p> <p>In Kindergarten Module 2, Unit 3, <i>The Snowy Day</i> is a central text. In this unit, students listen to read clouds about different types of weather, discuss illustrations of different types of weather, chart characteristics of different type of weather, and then create a story about weather using their own illustrations.</p> <p>Throughout the modules, students read high-quality literary and informational texts by diverse authors, featuring diverse time periods and characters with the aim of as many students as possible seeing their background and cultural experiences reflected in the texts.</p> <p>The texts highlight diverse cultures and perspectives from around the world, but are relevant and have meaning to all students. For example in Grade 3, Module 1, in which students learn about the challenges of access to education and books around the world, students read a literary text called Rain School about children who have to build their own school in Chad, Africa at the beginning of each year. They also read My Librarian is a Camel, an informational text about different ways students access books around the world. Both of these texts provide a common and meaningful access point for all students grounded in education and school.</p> <p>Each module includes a final performance task in which students produce authentic writing to demonstrate their newfound expertise in the module topic. These student-created works are shared with fellow students. These works, in grades 3-8, include but are not limited to: dramatic scripts, press releases, poetry, e-books, trading cards, narratives, live presentations, and a class website of modern retellings of folklore stories from Latin America.</p>
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	<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>In the EL Education curricular materials, students access a variety and volume of texts that support their ability to read at their grade level. There is a Recommended Texts and Other Resources List that includes texts related to module topics that are of advanced complexity, quantitatively or qualitatively, and are appropriate for academically gifted and advanced readers.</p> <p>For Example:</p> <p>Grade 5 Module 4 focuses on Natural Disasters. The Recommended Texts and Other Resources List identifies the following texts above the grade level complexity band for Grades 4-5 in the standards:</p> <p>Hurricane & Tornado (Challoner) Lexile: IG1090</p> <p>Natural Disasters (Watts and Day) Lexile: NC1220</p> <p>Volcano & Earthquake (Van Rose) Lexile: 1060</p> <p>When the Earth Shakes:Earthquakes, Volcanoes, and Tsunamis (Winchester) Lexile: NC1290</p> <p>Fault Lines: Understanding the Power of Earthquakes (Wagstaffe) Lexile: 1070</p> <p>When the Sky Breaks: Hurricanes,Tornadoes, and the Worst Weather in the World (Winchester) Lexile: 1180</p>
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<p>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.</p>	<p>REQUIRED 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). 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>The guiding questions and big ideas in the module overview and the individual unit lessons contain coherently sequenced sets of text-dependent questions that require students to analyze the integration of knowledge and ideas across and within texts. Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics.</p> <p>Close Read Alouds are included in the K-2 module lessons to support students in deep analysis of grade-level text. During every session of the Close Read Aloud, teachers utilize a variety of techniques to engage students in answering text-dependent questions such as Think-Pair-Share and Back to Back-Face to Face. Conversation Cues encourage conversations about the text.</p> <p>In Kindergarten Module 1 Unit 1 Lessons 2-4 Supporting Materials, a Close Read Aloud Guide is included which prompts teachers to ask specific text-dependent questions throughout a lesson. Close Read Alouds in grades K-2 include carefully crafted sequential questions to guide students to deep analysis and understanding of main ideas of each text and are included in the <i>Additional Materials</i> of each lesson.</p> <p>The guiding questions and big ideas in the module overview and the individual unit lessons contain coherently sequenced sets of text-dependent questions that require students to analyze the integration of knowledge and ideas across and within texts. Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics.</p>
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	<p>REQUIRED</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 the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<p>The instructional materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts. In the teacher notes for each lesson within a unit/module, there is a section titled “Vocabulary” and a Key: (L): Lesson-Specific Vocabulary, (T): Text-Specific Vocabulary, (W): Vocabulary Used in Writing is used to breakdown the vocabulary students come in contact with in order to help the teacher instruct the vocabulary and to help students keep track of the type of vocabulary in their vocabulary logs.</p> <p>Specific tasks are designed to build academic vocabulary within the curriculum during multiple readings of context-based texts, such as unpacking learning targets, interactive word walls, collaborative conversations, use of Frayer Models, Language Dives (K-8), writing tasks, and explicit teaching of habits of character language. The Labs (K-2) also provide opportunities for students to use content-specific and academic vocabulary while applying the speaking and listening skills taught in the module lessons. Additionally, vocabulary is highlighted at the beginning of each lesson with reference to whether it is new or review, and whether it is</p>

taught within the lesson or with the use of text. Students are given opportunities to learn vocabulary using strategies that target all learning modalities through the use of movement, song, poetry, drawing, and writing.

[Language Dives \(K-8\)](#) are included in the EL curriculum throughout the modules and units. The purpose of the Language Dive is to provide students with strategies to analyze, understand, and use the language. During a Language Dive, teachers and students slow down the reading of a text to deeply analyze the meaning, purpose, and structure of a specific part of the text. The Language Dive supports students to acquire language and deconstruct complex text.

Examples of supports designed for students understanding of academic language include, but are not limited to:

Unpacking Learning Targets: In [Kindergarten Module 1, Unit 1, Lesson 1, The Magic Bow](#), teachers direct students' attention to the posted learning targets and read the first one aloud, "I can participate in conversations with my classmates." Teachers point out the word "participate" and explain that "to participate" means "to take part in a group activity; everyone takes a turn." Teachers note the word "conversation" and explain that when you have a conversation, you talk to others. Teachers explain that "participating in a conversation" means that everyone gets a turn to talk and listens to others when they talk.

Interactive Word Walls: In [Kindergarten Module 1, Unit 2, Lesson 5](#), teachers read pages 1–4 of Toys Galore. Then, teachers say, "I notice that the author doesn't really use that many color words or shapes to describe these toys. He uses words that describe how the toys are played with. For example, here it says 'bouncing-ball toy.' The phrase he uses to describe the ball is 'bouncing-ball' because a ball bounces. Bounce means to go up

		<p>and down, like a ball after it hits the ground.” The teacher places the word card and picture for “bounce” on the Toys and Play Word Wall.</p> <p>In Grade 4 Module 1, Unit 1, Lesson 6, during Work Time B, students participate in their first Language Dive, which guides them through the meaning of three lines from “dog.” The conversation invites students to unpack an academic phrase. Students apply their understanding of subject-predicate structure as they complete future writing and speaking tasks. The Language Dive routine is critical in helping students to learn how to unpack complex sentences.</p>
	<p>REQUIRED</p> <p>6c) Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.</p>	<p>Individual lessons throughout the module units support students’ speaking and listening about what they are reading and researching. Each module overview outlines the Speaking and Listening standards that will be targeted throughout the unit and each lesson contains routines to engage students in speaking and listening. Unit lessons require students to share out their reflections and engage in follow-up questioning. Collaborative routines are included in the daily lessons along with protocol explanations and discussion structures described in the lesson section titled “Teacher’s Notes.”</p> <p>Students utilize protocols included in the curriculum to engage in collaborative conversations in which they learn from one another. Teachers provided multiple anchor charts and answer keys to support teaching the protocols effectively. Text-based discussions are emphasized in the Close Read/Read Aloud lessons. Each of these sessions provides an opportunity for students to discuss their responses to questions that are largely based on the text itself, looking closely at words, sentences, and ideas presented in the text.</p> <p>Total participation techniques such as Turn-and-Talk, Cold-Call and Equity Sticks are also utilized to engage all students in responding to text-</p>

		<p>based questions and prompts. In Grade 2 Module 1, Unit 1, Lesson 5, after reading <i>The Dot</i>, teachers draw students' attention back to the text and reread pages 15-18. Students find a partner and follow the Think-Pair-Share protocols to discuss what is happening in the text on pages 15-18.</p> <p>Examples Include: Grades K-2: In Grade 2 Module 1, Unit 1, Lesson 5, after reading <i>The Dot</i>, teachers draw students' attention back to the text and reread pages 15-18. Students find a partner and follow the Think-Pair-Share protocols to discuss what is happening in the text on pages 15-18.</p> <p>Grades 3-8 In Grade 5 Module 1, Unit 1, Lesson 10, students participate in a text-based discussion. They use the Discussion Norms anchor chart for reference to the criteria for the discussion. Students move into groups of five and sit around a table or in a circle with their group and their Preparing for Text-Based Discussion note-catcher. The students should be focused on the Working to Become Ethical People anchor chart and their collaborative discussion includes describing how they feel.</p>
	<p>REQUIRED 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>EL Education designed a structured phonics curriculum called the K-2 Reading Foundational Skills Block. The skills block is designed to ensure that by the end of second grade, students acquire the depth of skills they need in the foundational reading standards to be able to read with fluency and, most importantly, comprehend grade-level texts independently.</p> <p>The Skills Block is based on the research of Dr. Linnea Ehri, one of the nation's foremost experts on how the brain maps sounds and letters. Her phases of reading and spelling development help us determine students' progress with decoding and encoding: pre-alphabetic, partial-alphabetic, full alphabetic, and consolidated alphabetic. Additionally, EL Education worked with Dr. Ehri to develop "microphases" which are a further</p>

breakdown of reading and spelling development into early, middle, and late to give teachers a more detailed progression of reading and spelling behavior.

The [K-2 Reading Foundational Skills Block Benchmark Assessments](#) are given to students throughout the school year to help teachers determine a students' microphase. The [LZ Assessment Conversion Chart](#) is then used to determine appropriate instructional cycles for small groups.

Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context. Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills and provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.

<p>Non-Negotiable 7: Building Knowledge with Texts, Vocabulary, and Tasks Materials build students' knowledge across topics and content areas.</p>	<p>REQUIRED 7a) Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.</p>	<p>Throughout the K-8 curriculum, students engage in tasks that require a combination of literacy skills including reading, writing, drawing, and speaking to demonstrate their knowledge of a topic. These tasks are consistently placed at the end of each close read/read aloud session, referred to as a culminating task (Performance Tasks). These tasks require students to gather details or information using text-dependent questions, anchor charts, and graphic organizers to write a specific genre of writing at the end of each module. Each module has a final Performance Task. Performance tasks are designed to help students synthesize and apply their learning from the unit in an engaging and authentic way. Performance tasks are rich and provide opportunities for students to demonstrate what they know and are able to do using speaking and writing.</p> <p>For example, Grade 1 Module 4, students continue to build on their knowledge of birds from Module 3 to deepen their literacy skills and explore the guiding question: “Why should we care about birds?” Students begin to consider this question by reading a variety of literary texts with characters that care for birds. They then learn about writing opinions as they investigate a specific bird, Pale Male, who built its nest in the heart of New York City. Students read about people’s differing opinions about this nest and then write their own opinions in response to the evidence they gather. Students also learn about some of the problems birds face more generally, and what humans can do to help them live and grow. They learn about the myriad ways birds are helpful to plants, animals, and people. In Unit 1, Lesson 2, following the close read of The Lion and the Bird, students discuss the author’s message with a partner. Sentence stems are provided, “The problem in The Lion and the Bird is, The problem in The Lion and the Bird is solved when, and The author’s message in The Lion and the Bird is.” The Module 4 Performance Tasks requires that students create a piece of artwork and writing that serves an authentic need in their school or local community, a Feathered Friends Saver! Students create scientific drawing of a local bird, and write an informational paragraph about birds. Students</p>
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		<p>are asked to display the Feathered Friends Savers in the school or deliver them to a local organization so they can be hung to prevent birds from flying into windows.</p>
	<p>REQUIRED 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>Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials. Materials provide opportunities for focused research and writing projects to support the development of knowledge and understanding of the Module topic during the K-2 Labs, which are designed to extend student learning from the Module Lessons. There are opportunities in the Research Lab for students to engage with materials and increase their skills in order to pursue answers to questions related to the content in the Module lessons. Students expand their understanding and knowledge of the topic through a range of research activities. Students often study pictures and photographs, watch videos, and conduct original research based on their own questions. Also, each unit within the modules contain lessons that require students to answer text-based questions and demonstrate knowledge of the topics using total participation techniques, anchor charts, language dives, notebooks, journals, and student response sheets. The artifacts produced during each lesson are compiled throughout the modules to complete a culminating project.</p> <p>For example, in Grade 1 Module 2, K-2 Labs, the guiding question is, "How can I use research skills to learn and wonder about our sky?" In the Research Lab, students use research skills to learn new information and ask questions about the sky. The Research Lab culminates in a creation of a Sky Riddle Book in which students use the researched notes. Students build upon their knowledge of the sky, sun, moon, and stars as they research new information and ask questions about the sky as they collect facts to create a Sky Riddle Book during the module lessons. Students</p>

should connect their learning about the sky with their module learning about the sun, moon, and stars to complete the Module 2 Performance Task by using feedback from peers and from the teacher to revise and edit their “What the Sun Sees” poems from the Unit 3.

Grades 3-8: Modules are divided into three units that build knowledge of a topic using multiple texts. Each module is designed for students to act as researchers and to gather details or ideas from texts throughout the unit to build a body of evidence for the culminating task. Students began each module with more whole class research and then an individual research project. By the end of each module, students write a piece demonstrating their increased knowledge about their selected topic. Students are provided with daily independent reading, research, and discussion during every lesson in the module.

Examples include but are not limited to:

In [Grade 5 Module 3](#), students research a professional athlete who became a leader for social change. In [Unit 1](#), students began by doing a research project on Jackie Robinson by considering some of the factors that contribute to his success as a professional athlete who became a leader for social change. In [Unit 2](#), students continue to develop this research by determining which factor was most important. During this unit, they also engage in discussions about the most important factor. In [Unit 3](#), students build upon their knowledge by researching other athletes.

REQUIRED

7c) Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.

Vocabulary is taught both implicitly and explicitly and explicitly, using words in the core and supplementary texts. As texts are read multiple times, students gain new vocabulary. Materials focus on elements of vocabulary, such as abstract or multiple meanings, connotation, relationships among words, and morphology. Definitions are provided in student-friendly language, and word meanings are taught with examples related to the text as well as examples from other contexts with which students would be more familiar. Throughout the modules and units, students discuss and clarify language of learning targets to build academic vocabulary.

Throughout the Modules, there is intentional vocabulary building from content-based text, attention to figuring out words from context, decoding, and an emphasis on academic (Tier 2) vocabulary. The Academic Word Wall (words one might find in informational texts on many different topics) is a permanent Word Wall that will be added to throughout the year. The Domain-Specific Word Wall will change from module to module, as the topic changes. Teachers will record words and definitions clearly in student-friendly language.

In the [Classroom Protocols](#), there is a section on Focus on [Building Academic Vocabulary Protocols](#). Further, [Language Dives](#) are included throughout the modules and units. The purpose of the Language Dive to provide students with strategies to analyze, understand, and use the language. During a Language Dive, teachers and students slow down the reading of a text to deeply analyze the meaning, purpose, and structure of a specific part of the text. The Language Dive supports ELL students acquire language and help them to deconstruct complex text.

<p>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.</p>	<p>REQUIRED 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>In the EL Education K-2 curriculum there are opportunities for on-demand writing, process writing, and short, focused projects through a variety of instructional tasks. On-demand writing addresses a variety of text types and purposes and is included in each module's end-of-unit assessment. To demonstrate understanding of the text, students on-demand write and draw in response to text through instructional tasks in the Module Lab Lessons. The K-2 Skills Block lessons provide more opportunities for on-demand writing utilizing content that is directly related to the phonic skills/spelling skills that are being taught. Shared writing activities address several genres and are completed during whole group instruction time with students doing the thinking and the teacher doing the writing and modeling of the Revising and Editing Checklist. Writing of research projects is supported through the Read-Think-Talk-Write Cycle and the Writing for Understanding Framework and students engage with text to identify information that will help them answer a research question. The curriculum recommends the use of a variety of digital resources throughout the Module lessons. Additionally, the curriculum provides anchor charts and exemplar writing samples to support instruction.</p> <p>For Example: In Grade 1 Module 1, Unit 1, Lesson 6, students use the Cutting/Farming Tools Student Response Sheets to label pictures of tools and respond to the prompt, "What job does the tool help to do?" Suggestions for drawing apps are provided.</p> <p>In Grade 1 Module 2, Unit 1, Lesson 9, students use pictures and words to share their cloud facts with a reader, using the Cloud Fact page in their Meteorologist's notebook.</p> <p>In the EL Education 3-8 curriculum, there are opportunities for on-demand writing, process writing, and short, focused projects through a variety of instructional tasks. Students develop drafts for each individual paragraph</p>
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or portion of a writing product over the course of several lessons. Students also spend time on self-revisions, targeted peer-critiques, and publishing of their work using digital resources and technology. The teacher provides direct instruction to guide students through the writing process, requiring them to analyze good writing models from the text sets they read. The writing lessons included in each module are based on text(s).

On-demand writing occurs each day when students write to what they have read in various formats. Intentional instruction (focus statement, checklist, etc.) is included to support students in writing to meet the criteria. Materials include short and longer writing tasks and projects and are aligned to the grade-level standards being reviewed. Examples of writing include note-catchers, graphic organizers short answer, or paragraph construction.

For Example:

In [Grade 5 Module 1, Unit 2, Lesson 8](#), students will write their own paragraphs about Esperanza's reaction to Miguel losing his job and quote accurately from the text.

In [Grade 5 Module 1, Unit 2, Lesson 12](#), students analyze a model literary essay that compares the character reactions of Miguel and Esperanza to the fire, using the Painted Essay structure in order to create criteria for their own essays. The teacher models the essay to show what students are aiming for and what makes a high-quality essay. The model is referred to throughout the unit as students draft their own essays.

	<p>REQUIRED</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>8c) Materials include time and content for students to write across disciplines, including opportunities for students to write using digital tools.</p>	<p>Models are used in the curriculum as part of critique lessons in which teachers work with students to identify the qualities of work models that meet learning targets.</p> <p>Throughout the modules students learn, practice, and apply writing using evidence. Every unit throughout the modules contains a minimum of 4-6 lessons during the unit that focus on developing the skills for producing a particular text type of writing. Materials provide experiences in writing across different genres with narrative and informative writing, as well as opinion writing. Opportunities to address text types of writing that reflect the distribution by the standards</p> <p>All final Performance Tasks for each of the K-8 modules are grounded in the topic of the module, which is connected to either Social Studies or Science concepts. The Lesson Narratives for module lessons provide a Technology and Multimedia section that supports teachers in extending lessons into digital experiences to deeply engage students in their learning which include technology platforms that facilitate collaboration among students and teacher as well as students with each other. Teachers in grades 3-8 are often prompted to use collaborative documents such as Google Docs to collaborate during class.</p>
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REQUIRED

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.

In the EL Education curriculum, grammatical elements (in alignment with the Language standards) are introduced when students read and write. As they read, they analyze grammatical elements and their effects in texts, and as they write, they participate in mini-lessons to address specific grammatical elements, which they then apply to their writing. Depending on the specific skill, this might happen before students write, or after they write in revisions. Opportunities to learn language standards are in the Module Lessons including [Language Dives](#) and lessons in the [ALL Block](#). Materials include instruction of all grammar and conventions standards for the grade level.

For example:

[Module 4, Unit 1, Lesson 3](#), students explain the function of nouns through the Language Dive Sentence Strip Chunks and the Language Dive Note-catcher: One Well: Nouns. Homework practice is available in [Lesson 6](#).

In [Module 4, Unit 2, Lesson 5](#), in Work Time B, students analyze the noun people in a sentence. In [Lesson 8](#), there is direct instruction on different types of plural nouns using the Regular Plural Nouns Anchor Chart. In [Lesson 11](#), there is instruction about irregular plural nouns.

In [Module 4, Unit 3, Lessons 5-7](#), students use abstract nouns. Students learn that pride and excitement are abstract nouns because they are names of emotions that cannot be physically touched.

REQUIRED

8e) Materials include explicit instruction around spelling strategies, capitalization, punctuation, and sentence construction.

Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Each module contains multiple "Language Dives" ([Principles for Supporting English Language Learners](#) → [Oral and Literacy Approaches](#) → [Language Dives](#)) which provide students with strategies to analyze, understand, and use the language of the text. During a "Language Dive," teachers and students slow down the reading of a text to deeply analyze the meaning, purpose, and structure of a specific part of the text. An overview of this strategy is provided in the appendix of the Teacher Guide for each module.

For Example:

In [Grade 3 Module 2, Unit 1, Lesson 6](#), this strategy is used to analyze a stanza from "The Glass Frog" that helps students explore the function of pronouns within the sentence: "Upon a tree/ It's hard to see/ Which part is leaf/ And which is me". The 3-5 ALL Block also explicitly addresses grammar, usage, and mechanics. For example, in ALL Block [Grade 3 Module 3: Unit 1, Week 1](#), students are given the objective: "I can read a passage aloud fluently, paying attention to punctuation." The teacher models the reading of the passage and then asks, "What effect do the commas and periods have on my voice as I read this passage? How does this aid in comprehension?"

In [Grade 8 Module 1, Unit 3, Lesson 7](#), students engage in a Language Dive, analyzing how an author introduced a topic clearly, previewing what is to follow, and begin to plan their own focus statement that will do the same. Teachers are directed to *Use the Language Dive Guide: Model Essay: "Peuchen," Paragraph 1 (for teacher reference) to guide students through a Language Dive conversation about the sentence. Distribute and display the Language Dive: Model Essay: "Peuchen," Paragraph 1 note-catcher, and the Language Dive: Model Essay: "Peuchen," Paragraph 1 sentence strip chunks. This work involves careful sentence deconstruction and reconstruction.*

A list of the language standards that are formally assessed in each module is provided in the Curriculum Map for each grade.

8f) Materials provide explicit instruction in and practice using writing processes and strategies, particularly those involving researching, planning, drafting, revising, and editing.

The EL Education K–5 curriculum was designed with the principles of Writing for Understanding at its core. This approach, developed by the Vermont Writing Collaborative, is based on the premise that students need to deeply understand the topic they are writing about to use writing structures and tools effectively. Over the course of a module, we start with a focus on building background knowledge about a compelling topic, move on to extended reading and research, and finally end with students communicating what they know, most often through writing. This structure allows students to gain the deep understanding they need to write purposefully and effectively.

When it is time for students to write about their reading in Grades 3–8, students use the Painted Essay structure developed by Diana Leddy at the Vermont Writing Collaborative. The Painted Essay helps students visualize parts of an essay using colors to organize their information. During Painted Essay writing lessons, students start by analyzing a model essay for content (e.g., “What is this essay about?” “What is the author trying to communicate about the topic?”). They then analyze that same model essay for craft, using watercolors to literally paint the components of a strong essay that they find in the model (e.g., red for the introductory “hook”, yellow for body paragraph evidence, green for the conclusion, etc.). They then work with their own arguments and evidence to complete an essay template and write their formal essay.

As students write essays, teachers provide critical scaffolding, instructing students on elements of writing (e.g., focus statements, conclusions, linking words, character development, narrative techniques). This scaffolding begins with careful analysis of the specific parts of the model, using the Painted Essay structure to determine the function and purpose of each part of an essay and determining the content and structural features that make it successful. Students also have the opportunity to practice saying parts orally before writing them. In Grades 3–8, the peer critique and revision process for paragraphs and essays often takes place after a full draft has been written

	<p>8g) Materials provide interactive writing experiences as well as daily time for children to write in grades K-1.</p>	<p>In the primary grades, students are still working on letter formation, and the standards in Grades K-1 call for student writing to be done “with support”. As a result, in Grades K-2, scaffolded writing is often organized into booklets; students are cued to write one sentence per page, along with a drawing, with the full booklet following the structure of a paragraph. Shorter or longer sentence frames are used, depending on the age, and/or learning needs of the students. The sentence frames cue students to craft sentences and drawings that form a well-developed paragraph with a beginning, middle, and end. In Grades K-2, students engage in critique and revision of scaffolded writing sentence by sentence.</p>
<p>REQUIRED</p>	<p>8h) Materials include explicit instruction in letter formation for manuscript and cursive (3rd - 5th grades)</p>	<p>The K-2 Reading Foundations Skills Block Supplemental Resources includes guidance for teachers in teaching handwriting that aligns with lessons in Kindergarten. This includes guidance on the following: paper, pencil grip, pre-writing activities, letter types, and letter formation directions (upper and lowercase).</p>
<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>The curriculum includes a range of differentiated supports for English Learners and students reading below grade level. The Universal Design for Learning (UDL) framework is utilized in the curriculum as a basis for design to ensure multiple access points for all students. These core instruction scaffolds can also be incorporated into Tier 2 and Tier 3 intervention targeted to content and skills for which students have documented weaknesses in core instruction during additional instructional time. Lessons are designed with additional recommendations for support to ensure that all students are receiving differentiated support. Some places where differentiation occurs include:</p> <ul style="list-style-type: none"> • Partner work during module lessons (with strategic pairings) • Group work during module lessons (with strategic groupings) • Independent work during module lessons • Small group work during 3-5 ALL Block • Small group work during K-2 Skills block • Small group work during Labs

<p>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</p>	<p>REQUIRED 9a) Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.</p>	<p>The EL Education curriculum allows flexibility for teachers to rely on professional judgment to modify pacing. At each grade level there are four Modules spanning approximately nine weeks of instruction each, which are each broken into three units. Each unit contains 10 to 12 lessons. Lessons are set up for 60 minutes each in grades 3-5 and 45 minutes each in grades 6-8 and contain opportunities for direct instruction, work time, and closing/assessment. These sections have time frames attached to support pacing.</p> <p>In addition to the Module Units, there is an additional 60 minutes of instruction in the 3--5 ALL Block. The ALL Block has three units parallel to the three units of the Module lessons. There is one flex day built in every week that the teacher has the flexibility to meet the specific needs of students.</p> <p>The K-2 Lab lessons complement the Module lessons and are designed for six weeks of instruction within the eight to nine week module, giving teachers flexibility in meeting the needs of all students. This flex time may be utilized to reteach skills and concepts, solidify routines and structures, support ELL students, and/or provide time to confirm understanding of the module topic. The one hour Lab lesson is intentionally designed to allow more time for students to increase their content knowledge and literacy skills and to build student independence</p>
<p>REQUIRED 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>Students who are reading two or more years below grade level benefit by engagement in robust Multi-Tiered Systems of Support (MTSS) that include differentiated scaffolding in core instruction, as well as increasingly intensive additional instruction in Tier 2 supplementary instruction or Tier 3 intensive intervention. The successful integration of core content and skills with increasingly intensive supports in supplemental or intervention will accelerate student learning.</p>	<p>Students who are reading two or more years below grade level benefit by engagement in robust Multi-Tiered Systems of Support (MTSS) that include differentiated scaffolding in core instruction, as well as increasingly intensive additional instruction in Tier 2 supplementary instruction or Tier 3 intensive intervention. The successful integration of core content and skills with increasingly intensive supports in supplemental or intervention will accelerate student learning.</p>

As reported in EdReports review of our curriculum, we include a range of differentiated supports for English Learners and students reading below grade level. These core instruction scaffolds can also be incorporated into Tier 2 and Tier 3 intervention targeted to content and skills for which students have documented weaknesses in core instruction learning needs.

- Collaborative Multiple Reads: All text analysis lessons provide opportunities for collaborative reading, either in pairs or small groups. These multiple readings of text in a collaborative space foster comprehension and analysis by creating opportunities for shared meaning-making and asking questions of peers.
- Text-Dependent Scaffolding Questions: Carefully scaffolded sequences of text-dependent questions begin by establishing comprehension, and additional scaffolding questions. Given the complexity of the texts under study, lessons often provide additional scaffolding questions in the form of Differentiation Considerations focused on academic language to provide all students with an entry point to analyzing complex syntax and vocabulary.
- Tools and Graphic Organizers: Tools and graphic organizers support comprehension as students track textual elements such as character development, central ideas, or the use of rhetorical strategies over the course of a text, documenting evidence for continual reference and for use in writing.
- Diverse Perspectives: As noted elsewhere, module texts represent a wide range of multicultural voices and perspectives that reflect the rich diversity of the world at large. Authors represent a broad spectrum of contemporary and historical cultural perspectives, and the texts concurrently develop student knowledge of global diversity and human equality.

Additionally, there is a Universal Design for Learning (UDL) section of every module lesson plan that provides additional supports including scaffolds for English learners.

For example:

In Grade 4, Module 2, Unit 2, Lesson 10 [lesson narrative](#), the guide suggests a variety of visual anchors to cue students' thinking through multiple means of representation.

In [Grade 4, Module 2, Unit 2, Lesson 8](#), the guide instructs teachers to “practice finding and writing focus statements.” Students highlight the focus statement in sample introductions and discuss what the focus statements may have been. This will help students use focus questions to comprehend text meaning.

Finally, interim assessments are designed to measure student learning against a common set of expectations for all students in that grade: some students will exceed these expectations and others may struggle to meet them. Generally, ANet and CenterPoint recommend beginning with on-grade level assessments and reviewing that performance data along with other relevant data points to determine the appropriateness of these assessments for students. Based on that and other relevant data, as well as the complexity of the assessed texts, it may be that students will need additional scaffolds:

Teachers may be supplementing student Reading Comprehension work with foundational literacy instruction from the curriculum to support students building phonics and fluency skills. Any scaffolding or supports provided to students in classroom instruction may be made available during the assessment

Teachers might use the identified Item Bank in between the scheduled interims to support students getting additional practice reading and

	<p>REQUIRED</p> <p>9c) Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.</p>	<p>interpreting texts from different grade levels on demand. Teachers can illuminate what texts students are more successful with and which prove more challenging and use that information to understand what additional support students might need in accessing and getting to a place of comprehending on grade level readings.</p> <p>The K-8 curricular materials require students to engage in high levels of cognitive rigor to substantiate their understandings with textual evidence. Each unit includes ways to extend the learning beyond the classroom linking home, community, and experts in their fields to share their experiences. For Example, in Kindergarten Module 2 (under Optional: Community, Experts, Fieldwork, Service, and Extensions), extensions include:</p> <ul style="list-style-type: none"> ● As a class, create a rain gauge to measure the rain over the course of a few weeks. ● Place a thermometer in an easily accessed outside location (e.g., near the recess area) and check the temperature daily. ● Begin a class weather mural. As students learn, encourage them to add weather elements, characters, and other weather-related images to the mural. ● Create a visual representation of a scene from the My Weather Story booklet. Examples include a shoebox diorama, a painting, or a paper collage. ● Contact a local printing agency and inquire about publishing students' weather stories into a bound class book. ● Videotape students reading aloud their narrative weather stories to share with family and friends. <p>In Grade 8 Module 1, the Module Overview includes the following note:</p> <ul style="list-style-type: none"> ● Extensions: Throughout the module, students are provided with extension opportunities in the context of the classroom, but students eager to expand their engagement with the topic can
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		<p>record videos of their interviews with family or community members who may share how culture and family has shaped their identity or may share myths and legends from their culture. Students may work on mini documentaries or write stories of the people they interview in order to share with larger audiences.</p> <p>There is a Recommended Texts and Other Resources List that includes texts related to module topics that are of advanced complexity, quantitatively or qualitatively, and are appropriate for academically gifted and advanced readers.</p> <p>The “Teaching Notes” section of every lesson plan supports teachers by providing a lesson summary, identifying the lesson’s purpose, previewing the agenda, noting connections to previous work, identifying areas in which students may need additional support, providing assessment guidance and previewing the next day’s lesson.</p> <p>The Meeting Students Needs section of each module lesson plan provides additional adaptations for students who may require extensions or support to reach the rigor of the grade level lessons. Teachers have opportunities to highly personalize in-class experiences as evidenced through the K-2 Lab experiences, independent work, and opportunities to adjust curriculum based on assessment results.</p>
	<p>REQUIRED</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>	

OBSERVATION & ASSESSMENTS

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

Criteria	Indicators of Superior Quality	Justification/Comments with Example/s
<p>Non-Negotiable 1: Observation & 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.</p>	<p>1a) Measurement of progress via assessments includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Measurement of progress via assessments includes a gradual release of supporting scaffolds for students to measure their independent abilities. This holds true across all grade levels.</p> <p>For Example: In Grade 3, the “End of Unit 1” assessment for Module 1 requires students to read a literary text, “Elephant Library,” and answer multiple choice and constructed response questions related to the text. This assessment is scaffolded by the use of graphic organizers that are not assessed to help students access the text and correctly answer the assessment questions. After reading the text, students are prompted to complete a summarizing organizer to get the gist of the passage before answering any questions related to the text.</p> <p>Additionally, students are again prompted to complete a graphic organizer related to the lesson learned from the text prior to being asked to respond to the constructed response question: “What was a lesson or message in this story and how is it conveyed through details in the text?” (lesson and digital assessment)</p> <p>For the Grade 3 Module 4 End of Unit 1 assessment, students read the informational text, “Water Pollution,” and answer multiple choice questions and constructed response questions related to the text. However, this assessment no longer prompts students to get the gist or collect thoughts prior to responding to the assessment questions. In addition to removing the scaffolds that existed in earlier assessments, this assessment also requires students to build on existing knowledge by comparing and contrasting this new text to the anchor text of the unit.</p>

<p>At all grade levels, aligned rubrics or assessments guidelines are included and provide sufficient guidance for interpreting student performance. The curriculum includes an opinion writing rubric, an informative/explanatory writing rubric, and a narrative writing rubric that were created with language adapted from Smarter Balanced Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and Careers (PARCC) writing rubrics. Annotated student exemplars, scoring guidance, and assignment-specific rubrics are also available in the Teacher Reference tab for each lesson as needed.</p> <p>For Example: In Grade 3 Module 2: Unit 1: Lesson 7 (Mid-Unit Assessment), the teaching notes include “Assessment Guidance.” In that section teachers are provided with the guidance such as, “When assessing and providing feedback to students on this assessment, use the teacher answer key and sample student responses (see the Assessment Overview and Resources) to help you complete the student “Tracking Progress” recording form. Consider making notes in the appropriate column for each criterion and marking evidence with sticky notes on student work in a different color than student responses. There is also space provided to respond to student comments”.</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>The EL Education curriculum uses varied modes of assessment, including a range of pre-, formative, summative and self- assessment measures. For example, each module includes three units. Within each unit there is a Mid-Unit and an End of Unit assessment that builds the knowledge and skills</p>	<p>1c) Materials use varied modes of assessment, including a range of diagnostic, pre-, formative,</p>

<p>summative, and self-assessment measures.</p> <ul style="list-style-type: none"> 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 adding additional supports for students performing below grade level and additional opportunities for enrichment. 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. 	<p>students will need to be successful in completing the Final Performance Task” for each module. Students are also required to track progress after completing tasks using task-specific criteria.</p> <p>For Example: In Grade 2 Module 4, Unit 3, Lesson 7, students use a checklist to evaluate their ability to write an informative essay. Additional opportunities to assess student progress are built into each module and 2-5 ALL Block lesson as outlined in the teaching notes for each lesson.</p> <p>Within each lesson, frequent formative assessments and checks for understanding are embedded. Lesson plans clearly state the ongoing assessments included as well as the standard(s) each is aligned with.</p> <p>For Example: In Grade 8 Module 1, Unit 3, Lesson 7, the following materials, used as ongoing assessments of student progress toward targets (standards), are included:</p> <ul style="list-style-type: none"> Entrance Ticket (W.8.2a) Language Dive Compare and Contrast Model Essay Focus Statement (W.8.2a, W.8.4, L.8.5b) Draft of Introduction (RL.8.9, W.8.2a, W.8.4)
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<p>The curriculum addresses all literacy standards, including reading, writing, speaking, and listening. Daily instructional materials introduce Learning Targets to students, which are student-friendly “I can...” statements derived from the standards themselves. All questions and tasks included in lessons are aligned with these targets/standards. Lesson plans indicate to teachers which standards are addressed by student tasks. Additionally, formal end-of-unit assessments at all grades (K-8) and additional mid-unit assessments (3-8) measure student knowledge and skill at critical points. The final performance task of each module addresses specific standards that students have built toward with all of their work throughout the three units. Students are asked to produce work that shows mastery of several different standards (reading, writing, speaking, and listening) at the appropriate grade level throughout their thematic units of study.</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>The materials assess student proficiency using methods that are unbiased and accessible to all students. The texts used in the assessments are related to the unit topics that students have had the opportunity to build knowledge about prior to being assessed. The formative assessments included in the lessons also typically suggest ways to provide heavy or light supports to students as needed.</p>	<p>1e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>
<p>Materials provide teachers with guidance for administering assessments, ways to scaffold assessments, areas of focus, connections to learning building towards the assessment, and suggestions for lessons in the future. In the lesson narrative, each assessment is broken down into sections to help support teacher understanding. The first section is titled “Purpose of lesson.” The curriculum refers to assessments as an additional lesson, so in this section it explains the purpose behind the assessment, and information about tracking progress. The second section is titled “How it builds on previous work.” In this section, the curriculum explains how the unit and lessons have built upon each other in order to bring students to this place of learning. The third section is titled “Assessment guidance.” In this section, the assessment is broken down for teachers, typically by standard and explains how the assessment addresses each standard.</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>There is also additional information regarding feedback for students. The fourth section is titled “Areas where students might need additional support.” This section anticipates barriers that students may face and offers suggestions to teachers on how to move students past the barriers. The last section is titled “Down the Road.” In this section the curriculum explains how the knowledge students have now will be used as they move forward in the curriculum.</p>	
<p>The instructional materials provide routines and guidance that point out opportunities to monitor student progress. The curriculum positions teachers as facilitators of learning and one who observes students as they engage in protocols, reading, tasks, and conversations with their classmates. Progress monitoring formative assessments are integrated within every module by using mid- and end-of-unit assessments, performance tasks, ongoing assessment suggestions within each lesson, scaffolded instruction. Additionally, there are informal checklists to help collect evidence of progress as teachers observe students working.</p> <p>For Example: The Grade 4 collection of informal checklists reads: “These checklists are for use when informally assessing speaking and listening activities, the writing process, and when students are reading aloud, and are organized according to the Standards addressed. The speaking and listening checklists include a suggested activity that students might be participating in for the checklist to be a useful tool to measure student progress. Teaching notes in module lessons also suggest when these checklists might be used. Use your assessment to guide students in where and how they can improve.</p>	<p>1g) Materials prioritize observation during actual reading, writing, speaking, and listening.</p>

<p>Our existing curricular materials were built using the principles of backwards design precisely to ensure that curriculum aligns to the assessments embedded throughout. For instance, the K–8 curriculum includes mid-unit (3-8 only), end of unit, and end of module performance tasks that are intentionally built to enable students to respond to text-dependent questions and assess students’ content knowledge and standards-based skills. These guiding questions are coherently sequenced for the analysis and integration of knowledge and ideas over the course of units within a module. Their focus is on enabling students to respond to each unit’s and each module’s big ideas (i.e., essential questions) and demonstrate their developing grade level competencies. At the middle school level, all unit assessments align tightly to unit essential questions.</p> <p>For Example:</p> <p>In Grade 7 Module 1, students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War, building their proficiency in using textual evidence to support ideas in their writing. The unit assessment asks students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity.</p> <p>Data collected on digital assessments, including final scores, item level, and standards information, are available for download via csv export.</p>	<p>1h) Performance tasks and assessments align to the scope & sequence of the curriculum to use for instructional purposes.</p>
<p>Materials include multiple formative assessments, pre-assessments, performance-based assessments, a mid-unit assessment and end-of-unit assessments. Opportunities are provided during daily lessons for monitoring student progress in reading and writing, as well as opportunities are provided to assess oral reading fluency. Teachers are provided with tracking process forms (also completed by the student), checklists, rubrics, note-catchers, protocols, and exit slips for formatively measuring student progress. The teacher guide provides an assessment</p>	<p>1i) Data collected on assessments are collected in a digital format that could be incorporated into district- aligned systems.</p> <p>1j) Includes progress monitoring materials & resources that align to state and district benchmark data (e.g., DIBELS, NWEA).</p>

overview, which outlines the following for each unit: final performance task, mid-unit assessment, and end of unit assessment. Frequent opportunities for progress monitoring within the curriculum provide teachers guidance for alignment to DIBELS, TRC, and NWEA.

Examples include, but are not limited to:

In [Grade 4 Module 1, Mid-Unit 2 Assessment](#): Writing an Informational Paragraph about What Inspires Jack.

“Focus students on the Working to Become Effective Learners anchor chart and remind them of perseverance, as they will be working independently on their mid-unit assessment, which may be challenging.”

In [Grade 4 Module 1 Unit 2, All Block Week 1, Day 1](#) of the Teacher Guide, students read the poem, “Stopping by Woods on a Snowy Evening,” from the back of their copy of *Love That Dog* for fluency. This is the same text students utilize in a close read during the Unit 1, Lesson 4, Module Lesson. Additionally, the K-2 Reading Foundations Skills Block includes tools for teachers to monitor student progress as they work to crack the alphabetic code and master foundational skills standards. The assessments help teachers accurately identify each student’s Phase of Reading and Spelling Development so they can provide targeted instruction based on strengths and areas of need. The following assessment types are included in grades

K-2:

- Benchmark - Administered three times each year (beginning, middle, end), these provide diagnostic information
- Cycle - Administered every cycle beginning in Kindergarten Module 4; every cycle in Grade 1; 1-2 times per module in Grade 2, these assessments measure progress toward mastery of skills taught up to a given point.
- Daily - Administered every day, these informal assessments measure student progress toward meeting daily learning targets.

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
<p>Materials provide daily opportunities for children to make choices in their reading and writing.</p>	<p>Choice is a key component in empowering students as leaders of their own learning. The curriculum deliberately includes opportunities for students to make choices at all grade levels.</p> <p>For Example:</p> <p>The K-2 Labs, a daily hour-long component, includes hands-on opportunities for students to play and explore related to the topic of each module, across four stages: Launch, Practice, Extend, and Choice & Challenge. In the Choice & Challenge stage, students choose one lab (Explore, Engineer, Create, Imagine, Research) to specialize in.</p> <p>The 3-5 ALL Block, a daily hour-long component, works hand-in-hand with module lessons to accelerate achievement of all students. The ALL Block includes Accountable Independent Reading, which presents students with the opportunity to choose texts, both related to the module topic and not, to read on their own. As students work through three rotations daily, teachers present them with a choice to engage in one of two activities independent of the teacher while he/she meets with a small group.</p> <p>The K-8 Module lessons follow a careful sequence in which students first build common foundational knowledge on a topic before digging deeper by researching the topic further. At this research stage (typically Unit 2), students are often given the choice of characters to examine more closely or sub-topics to dive into more deeply. This choice has a positive impact on student engagement and learning.</p>

<p>Materials provide opportunities for children to use voice and choice in their learning, to know how they learn best.</p>	<p>The EL Education was built using UDL framework. UDL supports included in each lesson address flexibility in the ways information is presented, the ways students respond, and the ways students are engaged. Additionally, the curriculum is full of powerful practices designed to empower students to own their own learning. From the learning targets that start every lesson to protocols that engage students in academic discourse, to debriefs that ask students to reflect on their learning and habits of character, teachers will be equipped to teach more than just literacy skills. The following high-leverage instructional practices empower students to use voice and choice in their learning:</p> <ul style="list-style-type: none"> • Using Learning Targets • Checking for Understanding • Employing Total Participation Techniques • Fostering a Culture of Grappling • Using questions to promote - not just assess - student learning • Engaging students with protocols • Deepening student discourse • Co-constructing anchor charts with students
<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>Protocols are an important feature of the EL Education curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. Speaking and listening protocols, embedded throughout the curriculum, are especially useful for scaffolding the learning experience for students with learning challenges and those who are learning English.</p> <p>The Unit-at-a-Glance charts for each module indicate, in a quick-to-access format, the protocols used in any given unit.</p> <p>For Example:</p> <p>The Kindergarten Module 3 Unit 1 At-a-Glance Chart (located in the Unit 1 Overview accordion) identifies the following protocols as used throughout:</p> <ul style="list-style-type: none"> • Back-to-Back, Face-to-Face • Interactive Word Wall • Science Talk

<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>The Grade 5 Module 2 Unit 1 At-a-Glance Chart (located in the Unit 1 Overview accordion) identifies the following protocols as used throughout:</p> <ul style="list-style-type: none"> • Rank-Talk-Write • Science Talks • Fishbowl • Infer the Topic <p>When students complete the formal schooling they will be assessed by the quality of their character and their work. Preparing students to be successful in these areas is one of the reasons the curriculum is so focused on a broader definition of student achievement, one that includes high-quality work and character in addition to mastery of knowledge and skills. To this end, the curriculum includes authentic tasks designed to solve a problem or meet a need related to the topic, and offers guidance to teachers and how to extend module topics and broaden tasks to connect with the local community and address genuine needs. True authenticity can mean that student work is connected to a real community need. Within a nationwide curriculum like ours, it's a challenge to make local connections that will have relevance across the country. This is one area in which teachers' experience and creativity can be an asset. Module Overview documents for all modules include extension opportunities and ideas to get teachers started.</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>Character development is as important an outcome for students in the EL Education K-8 Language Arts Curriculum as mastery of standards. Habits of character are both a means to help students master knowledge and skills and an important end in themselves. Inspired by meaningful texts and tasks, students work on becoming an effective learner, becoming an ethical person, and contributing to better world. Habits of character are imbued in every lesson and taught in the context of students' work. Students may read about people (real or fictional) who embody certain habits. Students practice habits of character as they work independently, collaborate with peers, and care for one another and their classroom. They reflect upon habits of character as they evaluate their work, set goals for themselves, and contribute to the evaluation of classwork. The curriculum is designed to build in students a sense of ownership over their progress, changing the main goal of assessment from evaluating and ranking students to motivating them to learn. From goal-setting and reflection to learning</p>

	<p>targets and tracking progress forms, students become leaders of their learning, motivated internally to succeed. They learn the language of standards and metacognition, identify patterns of strengths and weaknesses, become self-advocates, and assess their own work.</p> <p>Additionally, every grade level includes explicit lesson components very early in the school year in which students and teachers establish and review classroom norms, including norms for conversation.</p> <p>For Example: Kindergarten Module 1 Unit 1 Lesson 2 introduces discussion norms to students. In the opening of the lesson, students review and discuss norms, during the lesson they are asked to honor them, and in the closing students reflect on the norms and how well they upheld them.</p> <p>Grade 8 Module 1 Unit 1 introduces discussion norms as students discuss their responses to the central text. Toward the end of the unit, students prepare for their end-of-unit assessment discussion by generating discussion norms and practicing discussions.</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>Actively increasing the diversity of stories and realities to which students have access is a cornerstone of our belief in how education can act as an agent of social justice and cultural change. A key component is to make diversity of voice and authorship as important in the text selection process as diversity of genre and topic.</p> <p>The EL Education curriculum uses authentic texts to teach content and develop literacy skills. This includes texts that focus on issues of the past and those pertinent today, including gender roles, working conditions, the refugee experience, and access to schooling and education around the world. The representation of diverse characters means that students see themselves in the texts they read. As they do so, students are prompted to consider the habits of character they've learned and how they are (or are not) demonstrated by the characters in the texts they read.</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.

The design of our curriculum reflects compelling research showing that students learn best to become effective readers, writers, thinkers, and speakers when literacy instruction is content-based. Research shows that the deeper the content knowledge a student has, the more she is able to understand what she reads, and the more she is able to speak and write clearly about that content.

Below is a sampling of some of the high-interest topics in the curriculum:

- Toys and Play
- Birds
- Plants and Pollinators
- Adaptations and the Wide World of Frogs
- The American Revolution
- Stories of Human Rights
- The Refugee Experience

Our curriculum aims to prove that a *both/and* approach to content and skills is possible and preferable. Modules grounded in either Social Studies or Science topics and include intentional connections to these content areas.

For Example:

[Grade 6 Module 1](#) intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below:

Classical civilizations developed and grew into large empires characterized by powerful centralized governments, advanced commerce and trade systems, and complex social hierarchies. The scientific and cultural achievements of these civilizations continue to affect the world today.

The classical era was marked by an increase in the number and size of civilizations. Classical civilizations maintained social order through various political systems that corresponded to the values of their citizens. Ancient civilizations made scientific,

cultural, and political discoveries that have shaped our understanding of the world today.

Major religions and belief systems developed as civilizations grew, which unified societies but also became a major source of tension and conflict. Belief systems and religions are sets of mutual values that help to explain the way the world and humanity work. Over time, civilizations developed belief systems and religions that differed across place but shared similar themes. Belief systems and religions unify groups of people and are woven into the social organization of societies.

The 6th Grade Module 1 Unit 1 Overview offers the following extension options to teachers:

- Consider coordinating with a Social Studies teacher to study in depth the ways in which myths both shaped and were shaped by wider Greek culture and beliefs. How did myths help to explain the way the world and humanity work? How did Greek mythology influence the beliefs of other cultures?
- With a visual arts teacher, students can create their own visual representations of important moments in Greek mythology that they have read.

<p>Materials provide opportunities for concept-based instruction for gifted and advanced readers.</p>	<p>Within each Module, EL Education provides Guiding Questions to illuminate students' creativity and critical thinking skills. These guiding questions provide the basis for unit study and are intrinsically linked to big ideas that are developmentally appropriate. The topics and guiding questions that drive the content of the EL Education K–8 modules were designed to be relevant to all students nationally. The questions call for critical thinking and diverse opinions. Our curriculum design teams included teachers from diverse settings, who ensured the topics and guiding questions are relevant to all students.</p> <p>Similarly, as students learn a process for inquiry-based research, they pursue high-interest topics of their own choosing; vet sources for relevance and credibility; and develop and refine a unique problem-based research question. For their end-of-unit assessment, students ultimately craft a unique inquiry-driven research paper, all while acquiring the independent thinking skills of lifelong learners. While gifted or advanced readers may more naturally engage in this type of educational experience, scaffolding within the curriculum ensures the opportunity exists for all students.</p>
<p>Materials provide opportunities for students to evaluate how they contributed to the learning.</p>	<p>Every module lesson includes the opportunity for students to reflect on the day's Learning Targets and measure their own progress against that target. Discussion protocols are often followed by debriefs in which students reflect on their role in a conversation and how it impacted the learning environment. Fishbowl protocols prompt students to observe their peers and note contributions during discussions. Rubrics help students to evaluate their work and contributions to collaborative tasks. Entrance tickets and other start-of-lesson tasks often invite students to reflect on homework or other previous learning, and to share that learning with classmates. This peer exchange not only offers accountability but is often followed by prompts for students evaluate their own contribution to the shared task or experience. The practices included above ensure students are positioned as leaders of their own learning and as active contributors to the classroom community.</p>

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>They demonstrate independence. 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>High: The EL Education curriculum requires and promotes a self-managed learning environment in which students feel a sense of independence and responsibility for their learning. The Labs (K-2), the differentiated small groups, and the Additional Language and Literacy Block (3-5) all require students to be self-directed learners as they work in groups, independently of the teacher, supporting each other to complete tasks.</p> <p>Lesson scaffolding gradually releases students to read, think, talk, and write knowledgeably about topics independently. For example in Grade 4 Module 3, after reading extensively about different perspectives in the revolutionary war, students read and analyze argument writing to understand characteristics of the format and how authors support their arguments with reasons and evidence. They then analyze a model of a broadside, and plan and draft a broadside as a class, before writing their own broadside independently.</p> <p>Instructional practices like protocols, conversation cues and discussion norms implemented across the grade levels, and referred to in every module, support students in speaking articulately to communicate ideas supported by evidence, and listening carefully to each other. Conversation cues and discussion norms also support students in responding to each other by providing prompts that encourage the asking of probing and clarifying questions, and that guide students to build on each others ideas. For example in Grade 2, Module 3, after gathering evidence from texts, students participate in a Science Talk protocol about how pollinators help plants to grow and survive. They refer to discussion norms and collaborative conversation starters to have a productive discussion to answer the question.</p>

They build strong content knowledge. 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.

High: The EL Education content-based curriculum modules support students in building a base of knowledge across a wide range of subject matter around engaging science and social studies topics. Each module requires students to read, think, talk, and write about each module topic for 8-9 weeks. The topics students study include, but are not limited to: Toys and Play (K), Birds' Amazing Bodies (G1), Fossils (G2), Frogs (G3), the Revolutionary War (G4), and Biodiversity in the Rainforest (G5).

At least one carefully selected, high-quality anchor text per module engages students in the module topic, supports them in building background knowledge to answer the guiding questions, and highlights successful learning and life habits of character exhibited by characters in the text for students to apply to their own lives. For example in Grade 3, Module 1, students read stories about the challenges characters in stories have faced in attending school, and analyze the habits of character they display in seeking an education.

Students also closely read supplemental complex texts to build background knowledge on the topic, and they research to answer their own questions to be able speak and write knowledgeably on the topic. For example in Grade 5, Module 3, after reading a text about Jackie Robinson, students prepare for a text-based discussion to answer the question: Which was the most important factor (or factors) for Jackie Robinson's success in leading social change? They use this discussion to refine their responses to this question in order to ultimately write an argument essay.

<p>They respond to the varying demands of audience, task, purpose, and discipline.</p> <p>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>High: Unit 3 of the module lessons culminates with a student performing task. Students synthesize and transfer their knowledge and understanding from the module--in terms of both content and literacy--in an authentic and often collaborative task. This is scaffolded with models, drafts, critique, and revision to lead to high-quality work. This performance task requires students to read, think, talk, and write about a topic in order to create an authentic product, often taking action on a current and relevant issue, for an audience beyond the classroom. Students are required to adapt their communication according to the audience, task, purpose, and discipline. For example at the end of Grade 5, Module 1 students perform monologues about threats to human rights in Esperanza Rising to an audience of community members, and present a Director's Note in a program to describe their selected event from Esperanza Rising, explain which specific articles of the UDHR relate to the event, and explain how people today are impacted by this issue.</p>
<p>They comprehend as well as critique.</p> <p>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>High: The module topics, in alignment with the requirements of the reading, writing, and speaking and listening standards, require students to carefully analyze texts in order to understand and identify the main ideas, and the author's point of view and purpose. For example in Grade 4, Module 4, students closely read first and secondhand accounts in which people took action against inequity, in order to compare how the event was experienced compared to how it was portrayed.</p> <p>Topics like "Exploring Literary Classics" (G3), 'Responding to Inequality: Ratifying the 19th Amendment' (G4), and 'Athlete Leaders of Social Change' (G5), invite students to analyze and assess the arguments and claims of others in order to understand how historical agents of social change challenged inequity and the status quo. This analysis then supports them in completing tasks in which they take action on a current issue. For example in Grade 5, Module 3, students analyze texts about professional athletes as social change agents, in order to determine the factors that make someone an effective leader of social</p>

<p>They use technology and digital media strategically and capably.</p> <p>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.</p> <p>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>They recognize and draw on their own perspective and culture.</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>change. Students then present these factors to other classes in order to encourage them to take action on social justice issues.</p> <p>High: Throughout the modules, in alignment with the standards, students use technology to research to answer questions, and to present their ideas in writing or in presentations. For example in Grade 5, Module 3, students use technology to research athlete leaders of social change. They then word process an essay comparing and contrasting the factors that contributed to Jackie Robinson's success as a leader of social change and the factors that led to the success of their researched athlete. At the end of the module, they create a multimedia presentation about the factors that contribute to the success of leaders of social change.</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>High: While reading module texts, students are asked to make connections to their own lives, and to share these connections with others if they so choose, in order to show students that what they bring is of value. There is a heavy emphasis on the habits of ethical people including respect and empathy, and students are frequently reminded of these habits, particularly when being asked to share personal reflections or connections to learning.</p> <p>The curriculum highly values the home school connection and students are encouraged to discuss the guiding questions and big ideas with families at the beginning of each module, and to share those reflections in the classroom. Resources are provided to send home to families to support their understanding of what students will be working on, and suggestions for involving family members in the classroom community are also provided in module and unit overview materials.</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
<p>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(i.e., moving beyond “train the trainer” models). Current research indicates at least 50+ hours of professional learning).</p>	<p>High: Student achievement in all forms depends on access to, and effective implementation of, high-quality, rigorous, standards-aligned curriculum. EL Education provides that curriculum combined with powerful, content-based, professional learning. We know that a central role of school systems is to create the conditions in schools through which teachers can become experts at teaching the curriculum and adapting instruction to meet the needs of their students. Accordingly, we believe that in order to accelerate teacher development and impact student achievement, we must first build instructional leadership capacity, foster a culture of growth, and establish system-wide structures to sustain improvement over time. In partnership with your district we will create these conditions, with curriculum and professional learning as the foundation.</p> <p>EL Education has honed a set of tools, resources and structures to support large scale implementation of the Language Arts Curriculum in systems (districts and states). The first edition of the EL curriculum was developed in collaboration with New York State Education Department. During this time EL worked to create curriculum and surrounding professional development to support every district in the state with implementation of the curriculum. In the last several years, additional assets and systems have been created and established. The current portfolio of district partnerships that EL is supporting include: Detroit Public Community School District (Michigan), Wake County Public School System and New York City DOE.</p>

	<p>Our district support model is grounded in a robust set of services that support the layers in the system. These services include:</p> <ul style="list-style-type: none"> • District Strategic Planning • Data Collection and Analysis • (Teacher) Professional Learning: Institutes, virtual courses, PLC support, • Instructional Coaching Community Development • Administrator/Instructional Leadership Team Training and Support • Model site development
<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>HIGH: Our current theory of action with district partners is to engage in multi-year partnerships. Below is an outline that has guided our approach to building implementation plans for districts. Note this outline is for conversational purposes and would be solidified and tailored based on deep strategic planning conversations with the district.</p> <p>Year 1: This year is intended to build the foundational knowledge of the curriculum, as well as the deeper pedagogical practices that undergird the EL model. EL staff will focus on district strategic planning, data cycles, administrator training and Instructional Coaching Communities (ICC) development and training with a focus on curricular knowledge, change management and facilitating adult learning.</p> <ul style="list-style-type: none"> • Note: A promising component of our approach includes working deeply in a subset of schools within the district in order to create model sites. Model site development provides the structure to identify and coach teachers and instructional leaders to showcase high levels of implementation and create a clear vision of effective practice to expand implementation throughout the district. These schools will receive targeted coaching services to build capacity at each school and to work alongside instructional leadership teams as part of a coherent instructional strategy. EL Education expert coaches will provide shoulder to shoulder coaching, of both teachers

<p>and instructional leaders, in order to accelerate their practice. Building model sites supports quality teacher implementation and provides training in the leadership practices (coaching, use of walkthroughs for progress monitoring, goal setting, etc.) necessary in building capacity for school and district staff to deepen the work internally.</p> <p>Year 2: This year there is an intentional deepening of work with instructional leadership in order to build a positive culture of trust and risk taking. EL Education staff will work with system leaders and the ICC members to strengthen capacity to facilitate professional learning within buildings and to co-facilitate district-wide teacher trainings and learning cycles. Extensive data analysis, including use of the EL Education Dimensions Data Platform integrated with other components of the district data and assessment strategy, strengthen implementation.</p> <p>Year 3: This year the goal is to ensure that district and school leaders are confident in their abilities to maintain the instructional momentum. EL and district staff will create an implementation summary to include a data story/case study and outcomes. Analysis of partnership impact goals and outcomes, will provide the ongoing implementation plan priorities.</p> <p>Year 4: This year the goal is to off-board EL Education and be certain that the structures are sustainable in the district and that all stakeholders feel confident in their ability to maintain instructional momentum, meet or exceed student achievement goals and continue to build capacity of teachers and instructional leaders.</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>High: EL Education has a focused approach to professional learning in districts that includes:</p> <ul style="list-style-type: none"> • District strategic planning sessions • District administrators, principal managers, and principals • Instructional Leadership Teams/Instructional Coaching Communities 	

	<ul style="list-style-type: none"> Teacher professional learning <p>Although we have multi year roadmaps of content, we are deeply aware that districts have unique needs. Additionally, the collection and analysis of data will inform the programmatic assets that need to be developed in collaboration with district leaders to best meet the unique needs of your district. EL Education has a variety of content experts, including our curriculum design team, former school and district administrators, coaching specialists, English Language Learner specialists, Special Education specialists, Universal Design for Learning specialists, etc. The partnership with your district would require deploying key staff members to support your professional learning needs and content development.</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, micro- credentialing courses, job-embedded learning, etc.</p>	<p>High: Our approach to professional learning is grounded in respect for teachers and school leaders as creative agents in their classrooms and schools. Every person in the system is a leader of his/her own learning and benefits from the learning of others.</p> <p>Professional learning is active. Educators benefit from professional learning that models the same engagement strategies and instructional techniques used in the curriculum. These professional learning experiences provide educators with a strong model of what active learning looks, sounds, and feels like.</p> <p>Professional learning is collaborative. Educators engage in an ongoing collaborative cycle of learn, plan, do, reflect. Working with peers accelerates and deepens learning and professional learning opportunities promote this collaboration for educators throughout the system.</p> <p>Professional learning is self-directed. Educators grapple with deep questions of practice grounded in their own work. Strategic planning, data analysis, new learning opportunities, and</p>

<p>coaching cycles ignite inquiries that are self-directed, with educators learning in response to real-time emerging needs.</p> <p>Professional learning honors diverse learning styles. Educators benefit from a variety of modes in which to engage in professional learning honoring the diversity of ways that adults learn and grow as professionals.</p> <p>We have a variety of adult learning opportunities including, but not limited to</p> <ul style="list-style-type: none"> • Face to face institutes • A suite of virtual courses: (https://eleducation.org/what-we-offer/curriculum-services/online-courses) • Models of Excellence (a robust collection of high quality student work: https://modelsofexcellence.eleducation.org/) • Webinars • Your Curriculum Companion (book) • Learning walks/feedback cycles • Student work analysis/High-quality work protocols • Job Embedded Coaching 	<p>High: To have the greatest impact in their work with partners, EL coaches act as instructional leaders who are experts in the EL model and support the gradual release of responsibility to the school or district. One of the highest leverage practices of EL coaches is developing leaders (e.g. lead teachers, instructional coaches, building or district leaders) in service of increased student achievement through more consistent and quality implementation. Although EL coaches may also build capacity by working with teachers, their work in supporting leaders in this way, helps partners move towards sustained continuous improvement.</p>
	<p>Provide support through coaching through a variety of models (e.g., in-person, observation & feedback, virtual coaching meetings, modeling, PLC support, etc.).</p>

We believe that job embedded coaching is a key component of professional learning. EL Education’s basic coaching components include:

- Virtual communication and meetings
- Plan-do-study-act cycles for continuous improvement
- Observation and Debrief
- Walk through using data tools and data platform
- Co-facilitation of instructional leadership teams/instructional coaching community
- PLC supports

Examples of types of coaching practices are listed below (derived from Diane Sweeney’s coaching work)

Naming/Noticing

This is the ability to observe or hear EL practices in action and to name the criteria for quality that was noticed and to use specific language in service of helping others recognize it and see how it fits as part of the EL Education model.

Modeling/Think Aloud

This is the practice of exemplifying specific actions or practices through a demonstration or articulating a metacognitive process. The model or think aloud should help others see how to replicate the practice or process in service of supporting students or other staff.

Descriptive Feedback/Strategic Questioning

For students, the practice of giving kind, helpful, specific is an important foundation in producing high quality work. For adults, descriptive feedback that is kind, helpful, and specific can help them move towards higher quality practice, and/or further develop their leadership capacity.

<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>High: EL Education has a robust set of instructional assets to support deeper learning and implementation of our Language Arts curriculum in service of impact goals. In addition to the curriculum and the professional learning resources specifically created for our curriculum, here are several examples of additional instructional assets:</p> <p>Video Library: https://eleducation.org/resources/type/videos</p> <p>Models of Excellence: The Center for High Quality Student Work https://modelsofexcellence.education.org/</p> <p>EL Education Core Practices: A Vision for Building Schools: https://eleducation.org/resources/core-practices-beta-version-2017</p> <p>EL Education books: https://eleducation.org/resources/type/books</p> <p>EL Education Character Framework Collection: https://eleducation.org/resources/collections/character-framework-collection</p>
<p>Supplier focuses on increasing leader and educator effectiveness and improving the use of technology and data analytics.</p>	<p>High: EL Education is proud of our i3 federally funded Teacher Potential Project (TPP). The Mathematica Policy Research finds evidence that EL Education's curriculum and professional development can transform teacher practices. Read more about these results here: https://eleducation.org/impact/results</p> <p>Additionally in order to increase leader and educator effectiveness, we would hope for in depth data agreements to be in place with the district. Data analysis and looking at multiple forms together in strategic planning sessions will provide the opportunity to achieve these impact goals.</p> <p>We provide strategic planning structures, data inquiry routines, learning walks/debriefing the evidence protocols, looking at student work analysis</p>

<p>and the EL Education Dimensions Data Platform to support ongoing routines of data analysis within and across the district. We have found it increasingly important to partner with the data and assessment departments in our district partners to ensure that our work becomes part of a coherent district data strategy.</p> <p>Imagine Learning product trainings include an in-depth experience with our platform functionality. This includes how to assign to students and viewing student assessment reports. We also include regular usage reports in our work with districts through their dedicated Customer Success Manager. Professional development options include specific sessions that focus on analyzing student work.</p>	
<p>High: EL Education has a system of feedback for professional learning. We can use our feedback resources or co-develop feedback tools with districts administrators. Our partnership approach is grounded in our beliefs of descriptive feedback feeding ongoing adjustment to the implementation of the plan in service of impact goals and outcomes.</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>High: EL Education and Imagine Learning are committed to working together with the district to ensure that there is a coherent implementation plan. Our commitment is to leverage technology to ensure that we are creating efficiency and saving valuable time to ensure that educators can focus on meeting the needs of their unique students. We will work alongside district administrators to ensure that our content and materials are compatible with the district technology infrastructure. Additionally, both EL and Imagine Learning are committed to flexibility to access content anywhere and customizability to meet your unique district goals.</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>High: EL Education's robust set of supports provide for a differentiated approach to adult learning. We have an extensive set of resources and program assets for teachers at all stages in their practice. Additionally, our curriculum is designed to support teacher development. It builds instructional wisdom and provides strategies and tools to help teachers hone their practice. Unlike most published curricula, which primarily</p>	<p>Professional learning that includes novice, intermediate and expert level development in content AND coaching.</p>

	<p>consist of student-facing materials, ours consists primarily of teacher facing materials. We provide extensive teaching notes, guidance for using new instructional techniques and protocols, suggestions for supporting English language learners, and step-by-step training in practices such as leading students in close and careful reading of complex text or citing evidence in writing.</p>
<p>Providing relevant district, state, national and international data that supports continuous, focused improvements that 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>High: EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them the real opportunity to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. However, historically underserved populations of students have suffered from less rigorous curricula, which has limited their opportunities. EL Education is designed to provide all students, from all backgrounds, with the skills and knowledge they need to be literate, confident students.</p> <p>EL Education understands student achievement as multi-dimensional. We believe that the most effective path to literacy for underserved students is through a focus on three dimensions of student achievement:</p> <ul style="list-style-type: none"> • Mastery of knowledge and skills. Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate clearly. • Character. Students work to become effective learners, to become ethical people, and to contribute to a better world. • High-quality work. Students create complex work, demonstrate craftsmanship, and create authentic work. <p>In partnership with the district, we would hope to analyze data across these dimensions in order to drive continuous improvement.</p> <p>The professional learning plan will be adjusted according to data. EL Education has developed a data platform to better support our work in systems. This data platform and the extensive set of walk through tools</p>

that have been developed to support this data platform provide a more in depth ability to gather and debrief evidence to inform implementation.

In addition to the professional learning data and walk through data, EL would hope for a data sharing agreement to be in place between the district and EL. This would include:

- **Interim Assessment Data:** Aggregate (at class, grade, school, and district levels that do not include individual student identifying information) student literacy assessment data.
- **Benchmark Assessment Data:** District-collected data from beginning, middle, and end-of-year benchmark assessments from the EL Education Language Arts Curriculum.
- **State Assessment Data:** Aggregate (at class, school, and/or district levels that do not include individual student identifying information) assessment data for relevant school years to investigate impact on student performance.
- **Online Teacher Surveys:** District administered surveys completed by teachers implementing the EL Education Language Arts Curriculum. Included only if relevant to implementation of the EL Education Language Arts Curriculum.
- **Classroom Walkthroughs:** Walkthroughs are short classroom visits conducted by EL Education staff and/or District staff that are non-evaluative and focused on implementation of the Language Arts Curriculum only.

Data to be Shared by EL Education with the District:

- **Classroom Walkthroughs:** Walkthrough (consistent with the above description) reports focused on implementation of the EL Education Language Arts Curriculum completed by EL Education field staff and/or District staff individually or in groups in the EL Education Dimensions Data Platform.

<ul style="list-style-type: none"> • Teacher or Leader Surveys: Surveys focused on implementation of the EL Education Language Arts Curriculum completed by implementing teachers in the EL Education Dimensions Data Platform. These surveys are anonymous and do not require registration or log-ins. <p>Note: Another key component to ensure that teachers are equipped to analyze individual student data is to support learning to employ looking at student work protocols.</p>	
<p>High: The EL Education Curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content and builds equitable and inclusive learning opportunities for all students. Research shows that the deeper the content knowledge a student has, the more she is able to understand what she reads, and the more she is able to speak and write clearly about that content. EL Education’s K-8 ELA curriculum has been created with substantive content understanding—science, social studies, or literature—at its heart. Students build their understanding of the world by reading multiple texts on a topic— some with structured support, and some independently— and simultaneously acquire skills in all the key literacy standards of reading, writing, speaking and listening, which are carefully embedded within the content.</p> <p>Using the curriculum as the foundation for professional learning provides the opportunity to look deeply at the standards and the shifts that are embedded in the design of the curriculum. We develop tools and professional learning in ways that deepen teacher understanding of the instructional shifts and the standards. We structure professional learning to provide for classroom/school level application of learning.</p>	<p>Professional learning is grounded in the CAS and Common Core Shifts to move all participants to greater pedagogical understanding, knowledge, and skills.</p>

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	Notes/Comments	
Materials are available in PDF Format	YES	NO
Materials in ePUB Format		NO
Materials are available in an accessible media format and includes alternate text or subtitles		NO
Materials includes alternate text (image)		NO
Materials includes captions and subtitles (video)		NO
Materials include functionality that provide accessibility	YES	
Materials comply with W3C recommendations for web pages		NO
Is a 508 compliant website		NO
Available in the National Accessible Instructional Materials Standard Format - Accessible XML		NO
Complies with National Instructional materials Accessibility Standard (NIMAS) Guidelines for Movies, Web, and Multimedia	YES	

ASSURANCE OF ACCESSIBILITY STANDARDS

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
<p>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.</p>	<p>Our student information system (SIS) integration, Clever, automates the secure transfer of student rosters to authorized parties. By replacing outdated systems that take time away from learning, Clever has been engineered to be the most secure and convenient way for districts to send vendors data. Additionally, Clever offers single sign-on (SSO) which gives teachers and students access to all of their learning applications with a single set of credentials.</p> <ul style="list-style-type: none"> • ADFS or SAML • LTI, QTI, LDAP, • Migrating Data <p>Imagine Learning can facilitate SSO with your district systems using ADFS, Google Apps, LDAP, LTI, and more.</p>
<p>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.</p>	<p>Every logged-in user on Imagine Learning is associated with a specific role. Below details the various roles within the application and the level of permissions and access they have. A description of each role is included on page 88.</p> <p>Users access the platform through unique and individually identifiable means, and every login is tied to a real, specific human. However, if the district chooses to create shared logins for non-student users, or a system-level account, it can do so. Regardless, all accounts are required to have strong passwords.</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>IL Classroom can integrate with your SIS to sync roster information, including students, teachers, administrators, and sections/classes. It supports most major SISs as well as IMS Global's OneRoster Standard. IL Classroom also supports manual uploads of CSV files.</p>

Supplier shall describe how their product handles account creation, additions and deletions for both student and staff users.

Users must create an Imagine Learning account to access certain portions of our site. The use of the Imagine Learning website is contingent on our processing of your Personal Information as set forth in this Privacy Policy. By creating an account and/or using the website, you are consenting to such practices. If you do not consent to our processing of your Personal Information as set forth in our [Privacy Policy](#), you should not use our website.

Imagine Learning creates an organization in the product and grants administrative access to the district through a primary account. The district can then enroll students and teachers/administrators into schools and classrooms and create accounts on their behalf.

When the primary account belongs to a district, student accounts will be populated in coordination with that district. Students will then be provided login information in a manner specific to that district and in accordance with policy, which may in some cases be through a district-wide "single sign-on" or by communicating an initial login and password to the student.

Account Deletion

When the district creates accounts for students, teachers, and parents, the district remains the sole owner of the educational data. All requests to review, delete or correct student or teacher information should be directed to the district. If we receive a request to delete or correct a user's data from a student, parent, or guardian, we will route such request to the district and will assist as needed to respond to authorized requests within a reasonable time frame and in compliance with applicable laws and regulations.

If the district requests deletion of data, we will promptly delete it, subject to any legal requirement to retain or transfer that data. Note that even following such deletion requests we may store secure backups until they are deleted in accordance with our document retention policy. We may also preserve

	<p>information as part of an investigation into violations of the law or our terms of use.</p>
<p>Supplier shall describe how administrative functions are separated into different roles such as district, school, teacher, etc.</p>	<p>Every logged-in user on Imagine Learning is associated with a specific role. Below details the various roles within the application and the level of permissions and access they have.</p> <p>Students can view and take assignments</p> <p>Teachers can create classes and manage their student rosters. They also can assign assignments to students and view teacher reports. Additionally, teachers have the ability to view the teacher notes section on lesson plans. These teacher notes are only visible to the teacher role or higher and are not visible to students.</p> <p>School administrators can do everything teachers can do, plus they can export a CSV of their school's assessment data.</p> <p>Authors can do everything school administrators can do, plus they can create or edit lesson plans and resources IL Classroom.</p> <p>Site administrators can do everything authors can do, and they have the ability to control all administrator functionality, including creating and editing users; creating collections; authoring, publishing, and archiving content; setting up Clever or LMS integrations; and adjusting various site settings.</p>
<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.</p>	<p>Imagine Learning is for use by authorized users only, and all users are subject to Imagine Learning's privacy policy. We safeguard any protected information received from or created by our customers, in accordance with all applicable federal and state laws, rules, regulations, and policies.</p> <p>We agree to protect records and comply the Family Educational Rights and Privacy Act (FERPA).</p>

<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>Amazon Web Services (AWS) services are used to store personally identifiable information (PII). All sensitive application data—including student and employee data as well as any PII—is encrypted in transit to and from browsers.</p> <p>Imagine Learning only collects essential info to allow access to and delivery of instruction.</p> <p>District staff account creation by site administrators</p> <ul style="list-style-type: none"> • Name • Email • Role • School <p>In addition, staff users set up personal passwords through personalized email confirmation links during account activation.</p> <p>Student account creation by site administrators</p> <ul style="list-style-type: none"> • Name • Username • Password • School
<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>Imagine Learning does not have parent or guardian user accounts, so parents will need to inspect records either with their students or their students’ teachers or the district.</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>Imagine Learning is a cloud based application. Poudre will receive a customer site that contains all of the digital materials required to implement the curriculum.</p>

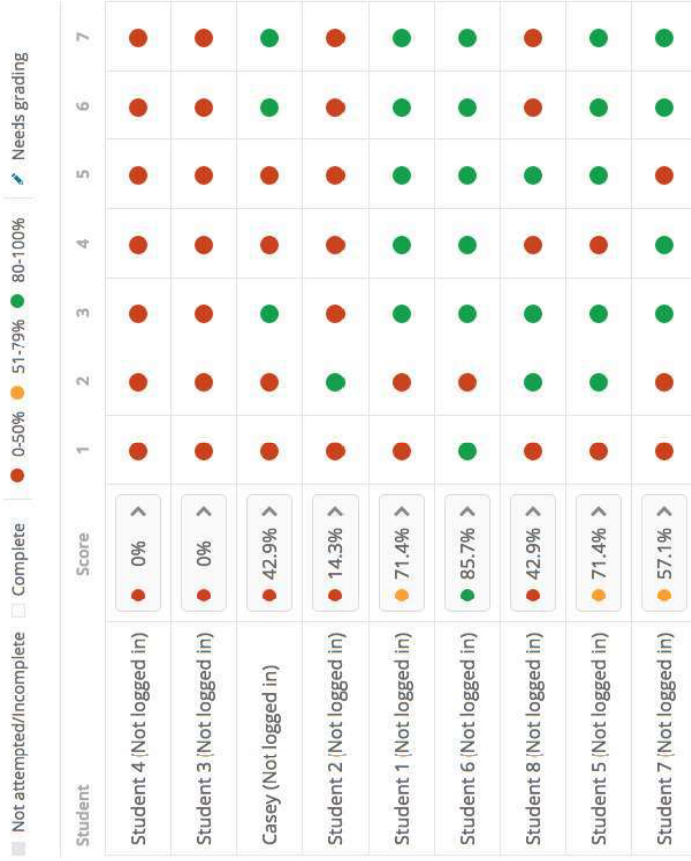
<p>Supplier shall describe in detail all system and network requirements. This description shall include internet browser compatibility, third-party browser plug-in requirements, and end-user workstation minimum specifications.</p>	<p>IL Classroom is a modern, HTML5, web-based platform hosted on Amazon Web Services (AWS). All our software and digital materials are responsive, compatible with standard internet browsers, operating systems, tablets, and other mobile devices.</p> <p>Imagine Learning recognizes that our platform and products need to live side by side with the varied systems and tools running in district ecosystems, so we strive to play nicely through seamless integrations with other leading providers in the space.</p> <p>Imagine Learning uses ShareFile to share sensitive files with our customers.</p>
<p>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.</p>	<p>Imagine Learning products will work on any internet-enabled device, including but not limited to Windows and Apple desktop and laptop computers, Chromebooks, tablets, and smartphones. Imagine Learning products are web-based and do not require any additional hardware or software to function properly.</p> <p>No matter what operating system you use, we recommend the Google Chrome browser. Read below for our list of supported browsers, operating systems, and mobile devices, as well as recommendations and comments for each.</p> <p>Note: We recommend using the latest version of the browsers and operating systems listed below.</p> <p>Browsers</p> <ul style="list-style-type: none"> • Microsoft Edge, most recent stable version • Mozilla Firefox, 78 ESR or most recent stable version • Google Chrome, most recent stable version • Apple Safari, most recent stable version <p>Operating Systems Microsoft®</p>

<ul style="list-style-type: none"> • Windows 10 and newer Apple® OS X <ul style="list-style-type: none"> • Catalina (10.15) and newer Apple® iOS (mobile operating system) <ul style="list-style-type: none"> • iOS 13.x, iOS 14.x, most recent OS version Google Android <ul style="list-style-type: none"> • 8, 9, 10, 11, or newer Google Chrome OS <p>Mobile Devices</p> <p>Apple Devices</p> <ul style="list-style-type: none"> • iPad, iPhone, iPod Touch <p>Google Android Devices</p> <p>Chromebook Devices</p> <p>Windows Tablets</p>	<p>All provisioned users have access to dedicated support resources, including:</p> <ul style="list-style-type: none"> • A customer success and customer support team that will help you stay current on updates, walk you through any integration issues that may arise, and help resolve any technical challenges • 24/7 self-serve how-to documentation for IT administrators, teachers, students, site authors, and administrators, accessible via the district's Imagine Learning site • 24-hour customer support for technical issues via email <p>We commit to responding to all support requests within twenty-four hours. In the event that an issue requires escalation, your CSM will be available to expedite.</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>Supplier shall describe their approach to converting and migrating data into and out of their solution.</p>	<p>Sensitive application data (including student or employee data and any PII or PHI) is encrypted in transit. Data between SaaS infrastructure and client browsers and mobile devices is transmitted via HTTPS/SSL v3 SHA-256</p>
<p>Supplier shall describe the reporting features for district and school-based administrators, teachers, and students. (Attach sample reports.)</p>	<p>IL Classroom can integrate with your SIS to sync roster information, including students, teachers, administrators, and sections/classes. It supports most major SISs as well as IMS Global's OneRoster Standard. IL Classroom also supports manual uploads of CSV files.</p> <p>Classroom teachers can view reports of student performance on assessments at the class and individual student level.</p>

Example class report

Supplier shall describe the reporting feature on an individual student level including how the student is compared to like peers. (Attach sample reports.)



Example of item-level analysis by student

The screenshot displays a student interface with two items. Item 1 is a multiple-choice question: "1. What does dampen mean in this context?". The options are: A: make slightly wet, B: make less strong (marked correct with a green checkmark), C: make much worse (marked incorrect with a red X), and D: make more dry. The score for Item 1 is 0 out of 1. Item 2 is another multiple-choice question: "2. If agreeably means pleasantly or pleasantly, what does disagreeably mean?". The options are: A: more pleasantly, B: unpleasantly (marked correct with a green checkmark), C: incorrectly, and D: impossibly. The score for Item 2 is 1 out of 1. Both items have a "View scoring guidance" link.

District admins, School admins and teachers can export student results along with item level data and standards analysis for trends analysis.

<p>Supplier shall describe compliance with website accessibility requirements.</p>	<p>Imagine Learning has submitted NIMAS files for EL Education K-8 curriculum materials. We have done preliminary testing to ensure that our product does not interfere with assistive technologies.</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>Imagine Learning has certified its LTI version 1.1 and 1.3 implementation with 1EdTech (formerly IMS Global), providing deep links from supported LMSs to Imagine Learning and the passing of student grades back into LMS grade books. https://site.msglobal.org/certifications/imagine-learning/learning-classroom</p>
<p>Supplier shall describe the methods or plans for data deletion upon termination of the agreement.</p>	<p>The district maintains ownership of all data, even after termination of the contract.</p> <ul style="list-style-type: none"> • Per Section 6.1 of Imagine Learning's terms of service: Subject to the license granted hereunder, as, between Customer and Vendor, Customer shall retain all IP Rights in the Customer Content. The vendor is only acting as a passive conduit for the online distribution and publication of the Customer Content. • Per Section 1.3 of the Imagine Learning's terms of service: "Customer Content" means any content or data transmitted by Customer or Authorized Users to Vendor in relation to Customer's and Authorized Users' use of the Services.

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	Comments with Example/s
<p>1. Database Access</p> <ol style="list-style-type: none"> Are your system's databases accessible to our District's IT team to access? If so, how? Indicate, and explain, if there are specific tables that would not be accessible by our District's IT team. List technical documentation available specific to database structure of your system. 	<p>Direct database access is not available. Data is available for download via the product interface. See https://ilclassroom.com/wikis/2000021-downloadloading-data?path=Wiki.1783053/Wiki.1891310 for details.</p>
<p>2. API Access</p> <ol style="list-style-type: none"> Does your application have an API accessible to our District's IT team? Indicate, and explain, if there are specific data elements not available through the API. List the technical documentation available specific to your system's API. 	<p>Direct API access is not available. However, IL Classroom supports LTI integration with Schoology, including support for grade passback. See https://ilclassroom.com/wikis/1898801-integrating-il-classroom-with-schoology?path=Wiki.1783053/Wiki.1891310/Wiki.1891356 for details.</p> <p>Additionally, customers may elect to schedule automated student outcome data reports to be sent via SFTP to their SFTP servers. Please see the link here for instructions.</p>
<p>3. System Requirements</p> <ol style="list-style-type: none"> Explain your compatibility, functionality, and system requirements for Chromebook, Chrome OS, iOS, and Windows 10+ Acknowledge your systems use HTML5 and not flash. 	<p>IL Classroom is a modern, HTML5, web-based platform hosted on Amazon Web Services (AWS). All our software and digital materials are responsive, compatible with standard internet browsers, operating systems, tablets, and other mobile devices.</p> <p>See here for details.</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>This platform is vendor-hosted on Amazon Web Services (AWS).</p>

<p>5. List the reports, including data elements, exportable from the front-end of your application.</p>	<p>Data is available for download via the product interface. See here for details.</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>IL Classroom's role-based access control includes student, teacher, school administrator, author, and site administrator roles. An overview of each role's access is explained within the " Technology Platform and High-Level Architectural Design" section of this response. Additional information is available here.</p>
<p>7. Explain what data elements your application ingests via integrations? a. List the technical documentation available specific to integration specifications.</p>	<p>Imagine Learning is a member of the IMS Global Learning Consortium and have successful integrations with leading LMSs in K-12 education: Canvas, Schoology. Imagine Learning has certified its LTI version 1.1 and 1.3 implementation with IMS Global, providing deep links from supported LMSs to Imagine Learning and the passing of student grades back into LMS grade books.</p>
<p>8. Explain your system's data integration processes including data integration schedule options.</p>	<p>Several pages exist on our support wiki under the "User Management" section, depending on which integration you are interested in: https://ilclassroom.com/wikis/1891310-for-site-admins?path=Wiki.1783053 Supported integrations include Clever, Canvas (LTI), Schoology (LTI), CSV imports, and Common Cartridge.</p>

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.	Imagine Learning EL Education is 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 Instructional Materials Evaluation Tool (IMET) and certify that their proposal is compatible and compliant.	Imagine Learning EL Education K-8 is compatible with the Common Core Shifts for ELA as outlined in 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.	Imagine Learning EL Education K-8 Language Arts Curriculum supports teachers both in <i>how</i> to facilitate lessons and in understanding the <i>why</i> behind the content-based approach, instructional routines, and the reading, writing, speaking and listening. In this way, the materials reward teacher study, deepen teacher pedagogical content knowledge, and support teachers in honing their craft. This guidance is provided both through the "Curriculum Guide" section of the materials and written in lesson narratives. Our professional development offerings provide additional support to teachers and leaders. At the same time, our Customer Success Managers support district leaders with planning a successful curriculum implementation and rollout designed to help teachers use the materials with integrity.
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.	Directly following contract signing, a customer success manager (CSM) will be assigned to the district to serve as a main point of contact and advocate throughout the year. Your CSM works to understand your district needs and challenges and will help you with the following: <ul style="list-style-type: none"> Ensuring the kickoff meeting, site setup, and onboarding process occurs within the first few weeks of closing

- Conducting annual kickoff meetings with district stakeholders to coordinate on goals and implementation rollout plan
- Setting up a customized site
- Integrating customized site with the district's Canvas instance and SIS
- Provisioning users on the platform
- Designing and executing an onboarding communications plan
- Designing and executing the PD plan
- Planning and debriefing PD events with stakeholders
- Facilitating monthly check-ins throughout the school year
- Providing biweekly reports and analysis on usage data
- Facilitating annual mid-year and end-of-year account reviews to share data around overall progress toward goals as well as relevant product updates

The transition to implementing a new curriculum with technology should be easy for educators. Imagine Learning's professional development (PD) sessions offer teachers, leaders, and coaches on-site and virtual support to instill confidence and insure fidelity.

Our staff—many of whom are former educators—are equipped to help districts and schools meet their goals for the platform, whether it be developing an implementation plan or seeking technical help. We make it easy for teachers to provide feedback on any lesson, too.

It's no surprise that smaller groups and more support lead to better learning experiences, so we cap our facilitator to participant ratio at 1:25 and we offer additional Imagine Learning coaches when doing more intensive or larger trainings.

In addition to our professional development workshops, IL Classroom provides in-context professional development to teachers and offers

<p>tools to make strategic planning easy.</p> <p>Within the curriculum Teaching Notes, teachers access just-in-time, direct links to training and support materials that refresh important curricular elements, including appropriate instructional routines; supports for students with disabilities, struggling students, and accelerated learners; and supports for English language learners.</p> <p>In addition, because the platform is flexible and customizable, districts can easily embed additional PD and guidance into the curriculum.</p>	
<p>The key milestones for the implementation plan include kickoff, onboarding, launch/sustaining support, and wrap-up/end of year. The following is a sample timeline and description of a successful implementation:</p> <p>Kickoff</p> <p>The partnership will begin with a kickoff call immediately following contract signing, in which you and your CSM discuss:</p> <ul style="list-style-type: none"> • Partnership goals/needs • Metrics for success • Implementation rollout plans • Professional development plan • Site setup and provisioning <p>The CSM will then provide a written implementation plan that will serve as a guide throughout the partnership.</p> <p>Onboarding and launch</p> <p>The CSM will work hand in hand with your district's IT administrator to facilitate setting up your district-branded site and coordinate any needs around integration with LMS or SIS. This process entails</p>	<p>Supplier shall provide fidelity checks (e.g., walk-through, observation tools) that include metrics as part of the implementation plan.</p>

conducting an initial overview meeting with your IT administrator to review options and procedures, as well as a follow-up meeting to check that the integration was completed successfully.

The CSM will provide relevant onboarding communications to help district staff understand basic site functionality.

Sustaining support

Once the partnership is launched, the CSM will continue to serve as your primary point of contact in supporting your implementation rollout plan and PD:

Monthly check-in calls: These ongoing meetings provide forums for the CSM and your district's POCs to discuss needs, progress, and usage data for the month.

Mid-year account review: The CSM will facilitate an account review, which provides the district an opportunity to examine data around progress toward meeting goals and discuss future implementation needs to maximize gains using Imagine Learning's products and services.

Coordinating PD events: The PD planning, delivery, and debriefing process will take place before, during, and after each schedule PD workshop.

End-of-year wrap-up

The CSM will continue to provide support and monitoring for your implementation. Services include:

<p>Continued monthly check-in calls: The CSM will continue to be available for monthly calls to review needs, progress toward meeting goals, and usage data for the month with your district's POCs.</p> <p>End-of-year account review. The CSM will facilitate an account review, which provides the district with a final report of products and services delivered as well as data related to success metrics defined at kickoff and revised throughout the partnership. Plans for the following year would also be discussed.</p> <p>This schedule of activities is repeated each year of your adoption.</p> <p>In addition, Imagine Learning's professional development provides guidance on how to plan interventions based on assessment data. During the introduction workshop, for example, teachers explore the structure of the assessments and how they support monitoring student progress. Later, in the unit overview sessions, teachers analyze the progression of the cool-downs across the unit and learn how they build student understanding over the course of the unit's lessons.</p>	
<p>Districts that adopt our curricula empower their teachers to spend less time building student-facing materials from scratch and more time strategizing to meet their students' needs</p> <ul style="list-style-type: none"> • Classroom-ready student-facing materials save teachers considerable prep time and are flexible enough to be projected to the whole class or assigned to specific students. • Embedded, comprehensive lesson guidance prepares teachers to effectively deliver instruction and facilitate collaborative, productive learning environments—teachers improve their skills, and lesson planning no longer requires teachers to give up their Sunday to plan their week. 	<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>

<ul style="list-style-type: none"> • Teacher-friendly teaching notes identify all necessary materials for instruction, including reading selections, student materials, and links to protocols used in the lesson. • Built-in differentiation supports for all learners—including English language learners, students performing below grade level, and students in need of a greater challenge—cultivate an inclusive, equitable learning environment. • We offer device-agnostic, fully digital delivery of our curriculum, as well as a hybrid interactive print/digital option, and our materials easily integrate into Canvas. In addition, our software complies with all federal and state student data privacy requirements. • We provide comprehensive professional development to support our curriculum and software <p>We have a demonstrated track record of success in districts nationwide. In addition, as EL Education’s certified curriculum partner, we are aligned with a respected leader in the field that has years of experience working with districts to ensure students excel in ELA.</p>	
<p>A U.S. Department of Education-funded study lead by Mathematica Policy Research found that in 72 schools in 18 districts, teachers significantly outperformed a control group in key areas of teacher practice in just one year when they used the curriculum paired with EL Education professional development.</p>	<p>Research conducted by objective third party is included that demonstrates the effectiveness of the curriculum.</p>
<p>The instructional materials for <i>EL Education K-5 Language Arts</i> Grades Kindergarten, 1, and 2 meet the expectations of Gateways 1, 2, and 3. The instructional materials include texts that are worthy of students’ time and attention and that support students’ advancement toward independent reading. The materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Materials meet the criteria for materials supporting ongoing and frequent assessment to determine student</p>	<p>Supplier shall have a comprehensive, independent evaluation. The District strongly prefers evaluations conducted by EdReports (www.edreports.org), 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</p>

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 EdReports.org). The District reserves the right to reject products that do not meet expectations for Text Quality or Building Knowledge.

development of foundational skills. The materials support building knowledge and academic vocabulary while students have opportunities to build writing, independent reading, and integrate skills with research and discussion. The materials meet the expectations of usability, being well designed and taking into account effective lesson structure and pacing. Materials can reasonably be completed within an academic year. There are ample resources as well as publisher produced standards alignment documentation.

The instructional materials Grades 3, 4, and 5 meet the expectations of Gateways 1, 2, and 3. The instructional materials include texts that are worthy of students' time and attention and that support students' advancement toward independent reading. The materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Materials meet the criteria for materials supporting ongoing and frequent assessment to determine student development of foundational skills. The materials support building knowledge and academic vocabulary while students have opportunities to build writing, independent reading, and integrate skills with research and discussion. The materials meet the expectations of usability, being well designed and taking into account effective lesson structure and pacing. Materials can reasonably be completed within an academic year. There are ample resources as well as publisher produced standards alignment documentation.

Learn more at <https://www.edreports.org/reports/overview/el-education-k-5-language-arts-2017>

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>Supplier Plan for Implementation 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>Our current theory of action with district partners is to engage in multi-year partnerships. Below is an outline that has guided our approach to building implementation plans for districts. Note this outline is for conversational purposes and would be solidified in deep strategic planning conversations with the district.</p> <p>Year 1: This year is intended to build the foundational knowledge of the curriculum, as well as the deeper pedagogical practices that undergird the EL model. EL staff will focus on district strategic planning, data cycles, administrator training and Instructional Coaching Communities (ICC) development and training with a focus on curricular knowledge, change management and facilitating adult learning.</p> <ul style="list-style-type: none"> • Note: A promising component of our approach includes working deeply in a subset of schools within the district in order to create model sites. Model site development provides the structure to identify and coach teachers and instructional leaders to showcase high levels of implementation and create a clear vision of effective practice to expand implementation throughout the district. These schools will receive targeted coaching services to build capacity at each school and to work alongside instructional leadership teams as part of a coherent instructional strategy. EL Education expert coaches will provide shoulder to shoulder coaching, to both teachers and instructional leaders, in order to accelerate their practice. Building model sites supports quality teacher implementation and provides training in the leadership practices (coaching, use of walkthroughs for progress monitoring, goal setting, etc.) necessary in building capacity for school and district staff to deepen the work internally. <p>Year 2: This year there is an intentional deepening of work with instructional leadership in order to build a positive culture of trust and risk taking. EL Education staff will work with system leaders and the ICC members to strengthen capacity to facilitate professional learning within buildings and to co-facilitate district-wide teacher trainings</p>

	<p>and learning cycles. Extensive data analysis, including use the EL Education Dimensions Data Platform integrated with other components of the district data and assessment strategy, strengthen implementation.</p> <p>Year 3: This year the goal is to ensure that district and school leaders are confident in their abilities to maintain the instructional momentum. EL and district staff will create an implementation summary to include a data story/case study and outcomes. Analysis of partnership impact goals and outcomes will provide the ongoing implementation plan priorities.</p> <p>Year 4: This year the goal is to off-board EL Education and be certain that the structures are sustainable in the district and that all stakeholders feel confident in their ability to maintain instructional momentum, meet or exceed student achievement goals and continue to build capacity of teachers and instructional leaders.</p>
<p>Supplier Profile 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>On January 1, 2022, Edgenuity Inc. and Imagine Learning Inc. were merged into our parent company, Imagine Learning LLC (f/k/a Weld North Education). Imagine Learning LLC now comprises all Edgenuity, Imagine Learning, LearnZillion, Odysseyware, and AOP brands. Imagine Learning LLC is a limited liability corporation incorporated in Delaware in 2022; Edgenuity was incorporated in 1998. The Company headquarters is in Scottsdale, Arizona, with additional offices in Iowa, Texas, and Utah. Imagine Learning LLC is a leading provider of online and blended learning solutions offering a comprehensive suite of K-12 digital curriculum.</p> <p>Imagine Learning LLC has been committed to helping educators design and deliver powerful, intentional, and lasting learning experiences. We do this by providing the highest-quality mathematics curriculum available, authored by experts celebrated in their fields, and supported by robust professional learning opportunities to ensure implementation success.</p>

Employees: roughly 3500 employees

Type of company: Limited Liability Corporation, Private SaaS

Financial Information: Submitted to Poudre School District for the sole and confidential use as required for RFP proposal and approval. Audited Financials should not be released beyond the review by district/city procurement. Audited financials have been uploaded separately.

Capacity: Imagine Learning LLC provides a highly qualified executive team, led by Jonathan Grayer. Sari G. Factor, Vice Chairman and Chief Strategy Officer is the head of our core curriculum team. The executive team focuses on creating an innovative, academically rigorous, and effective curriculum supported by dedicated account management, technology, and customer support teams. In addition to executive leadership, Imagine Learning LLC provides an experienced and personalized project team to work closely with the District for initial and ongoing implementation support. Our Customer Experience team will provide specialized support throughout the implementation – from onboarding of new sites and expansion (as applicable) – to yearly implementation planning, ongoing professional development training, reporting and account management. Our team members will work to ensure the District implements with fidelity and best practices to maximize student and teacher results.

Location of Company: 8860 East Chaparral Rd Suite 100, Scottsdale, AZ 85250

Supplier Experience

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, 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.

Imagine Learning LLC has a proven track record in providing our research-based personalized learning solutions and services to public, private, charter, virtual schools and other organizations serving a wide range of student populations. We have established partnerships with customers in all 50 states, including a current partnership with fifteen of the nation's 20 largest school districts. As a privately held company, Imagine Learning LLC does not share customer list or information regarding the implementation without consent from our educational partners. The following Districts have allowed us to share their name with the District to illustrate the depth of our partnerships across the nation:

Charlotte Mecklenburg Schools

Kristin Kehoe
 Director, Academics EL K-8
kristin.hahn@cms.k12.nc.us

Date of Service: 2019 to present

Description of Services:

CMS purchased Imagine Learning EL Education K-8 curriculum materials in 2019. EL Education provided tailored implementation services based around their calendars and strategic priorities. Supports included an initial launch for all key stakeholders, strategic planning, quarterly meetings with leaders and principals, instructional coaching crew for coaches, guided implementation, and model side development.

Connecticut Department of Education

Melissa Hickey
melissa.hickey@ct.gov
Date of Service: 2016 to Present

Description of Services: The Connecticut State Department of Education partnered with Imagine Learning to develop a system of

professional learning intended to develop pedagogy and content skills in foundational literacy for K-3 teachers across Connecticut. Teachers are supported by a literacy leader from their school who also attends three in-person ReadConn leadership workshops with an assigned Imagine Learning Specialist. The workshops, which are designed and facilitated by Imagine Learning, support literacy specialists with the planning and leadership tools that they need to bring the content of the ReadConn program to their teachers. Throughout the year, literacy leaders work on a team facilitated by a Imagine Learning Specialist who provides regular virtual support, guiding content support for teachers, and scaffolding teacher transfer into classroom practice.

Louisiana Department of Education

Jackie Bobbett

Email: Jackie.Bobbett@la.gov

Date of Service: Fall 2015 to Present

Description of Services: Imagine Learning (formerly LearnZillion) was approached by the Louisiana Department of Education in the fall of 2015 and asked to help develop a complete language arts curriculum. Imagine Learning worked with the LDOE to design and build Guidebooks - a complete curriculum for grades 3-12 that was used by schools and districts across the state in the fall of 2016. As part of the release of Guidebooks, Imagine Learning designed and facilitated trainings for nearly 2,000 teachers and administrators at the annual Teacher Leader Summit in New Orleans in June of 2016. *From 2017 to present, Imagine Learning Guidebooks has expanded into more than 35 new districts and charter organizations across the state and is now listed as a Tier 1 recommended curriculum by the LDOE for district use.*

Qualifications

<p>Imagine Learning LLC provides a highly qualified executive team, led by Jonathan Grayer. Sari G. Factor, Vice Chairman and Chief Strategy Officer is the head of our core curriculum team. The executive team focuses on creating an innovative, academically rigorous, and effective curriculum supported by dedicated account management, technology, and customer support teams.</p> <p>The company officers include:</p> <ul style="list-style-type: none"> • Jonathan Grayer – Chairman and Chief Executive Officer • Sari G. Factor – Vice Chairman and Chief Strategy Officer • Andy Caulo – Executive Vice President and Chief Revenue Office • David Alderslade – Executive Vice President and Chief Financial Officer • Chris Graham – Senior Vice President and General Counsel • Michael Humphrey – Executive Vice-President, Government Relations • Adam Klaber, Vice Chairman and Chief Administration Officer • Gautam Parasnis – Executive Vice President and Chief Operating Officer • Leslie Sobon – Senior Vice President, Customer Experience • Jack Shira – Vice President, Product Development • Marcia Willson – Senior Vice President, Sales • Terry Gilligan – Senior Vice President & General Manager of Core <p>The qualifications and experience of Imagine Learning's executive team can be found on our website: https://www.imaginelearning.com/en/us/about/leadership</p>	<p>Customer success team</p> <p>Directly following contract signing, a customer success manager (CSM) will be assigned to the district to serve as a main point of contact and advocate throughout the year. Your CSM works to understand your district needs and challenges and will help you with the following:</p>
<p>Technical Approach</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>	

- Ensuring the kickoff meeting, site setup, and onboarding process occurs within the first few weeks of closing
- Conducting annual kickoff meetings with district stakeholders to coordinate on goals and implementation rollout plan
- Setting up a customized site
- Integrating customized site with the district's Canvas instance and SIS
- Provisioning users on the platform
- Designing and executing an onboarding communications plan
- Designing and executing the PD plan
- Planning and debriefing PD events with stakeholders
- Facilitating monthly check-ins throughout the school year
- Providing biweekly reports and analysis on usage data
- Facilitating annual mid-year and end-of-year account reviews to share data around overall progress toward goals as well as relevant product updates

Customer service

All provisioned users have access to dedicated support resources, including:

- A customer success and customer support team that will help you stay current on updates, walk you through any integration issues that may arise, and help resolve any technical challenges
- 24/7 self-serve how-to documentation for IT administrators, teachers, students, site authors, and administrators, accessible via the district's site
- 24-hour customer support for technical issues via email

We commit to responding to all support requests within twenty-four hours. In the event that an issue requires escalation, your CSM will be available to expedite.

Implementation milestones

The key milestones for the implementation plan include kickoff, onboarding, launch/sustaining support, and wrap-up/end of year. The following is a sample timeline and description of a successful Imagine Learning implementation:

Kickoff

The partnership will begin with a kickoff call immediately following contract signing, in which you and your CSM discuss:

- Partnership goals/needs
- Metrics for success
- Implementation rollout plans
- Professional development plan
- Site setup and provisioning

The CSM will then provide a written implementation plan that will serve as a guide throughout the partnership.

Onboarding and launch

The CSM will work hand in hand with your district's IT administrator to facilitate setting up your district-branded site and coordinate any needs around integration with LMS or SIS. This process entails conducting an initial overview meeting with your IT administrator to review options and procedures, as well as a follow-up meeting to check that the integration was completed successfully.

The CSM will provide relevant onboarding communications to help district staff understand basic site functionality.

Sustaining support

Once the partnership is launched, the CSM will continue to serve as your primary point of contact in supporting your implementation rollout plan and PD:

- **Monthly check-in calls:** These ongoing meetings provide forums for the CSM and your district's points of contact (POCs) to discuss needs, progress, and usage data for the month.
- **Mid-year account review:** The CSM will facilitate an account review, which provides the district an opportunity to examine data around progress toward meeting goals and discuss future implementation needs to maximize gains using Imagine Learning's products and services.
- **Coordinating PD events:** The PD planning, delivery, and debriefing process will take place before, during, and after each scheduled PD workshop.

End-of-year wrap-up

The CSM will continue to provide support and monitoring for your implementation. Services include:

- **Continued monthly check-in calls:** The CSM will continue to be available for monthly calls to review needs, progress toward meeting goals, and usage data for the month with your district's POCs.
- **End-of-year account review.** The CSM will facilitate an account review, which provides the district with a final report of products and services delivered as well as data related to success metrics defined at kickoff and revised throughout the partnership. Plans for the following year would also be discussed.

This schedule of activities is repeated each year of your adoption.

District staff commitments

The Imagine Learning customer success team is dedicated to helping districts achieve their stated goals. Central to that is our ability to partner with key district personnel to deeply understand the district's needs and collaborate on goals and logistics:

- Chief academic officer (CAO):
 - Participate in the kickoff meeting, mid-year account review, and end-of-year review
 - Provide input on setting clear goals and metrics for success for the partnership
 - Revisit and, if necessary, revise goals during checkpoints throughout the year
- CAO-designated team members (e.g., instructional coaches)
 - Serve as the main point of contact with Imagine Learning's customer success manager, per CAO assignment
 - Partner with Imagine Learning to ensure successful execution of the implementation plan
 - Participate in monthly and as-needed check-ins (or as needed), debrief calls, and account reviews
- Support professional development planning
 - IT administrator
 - Serve as the main point of contact for coordinating provisioning and LMS integration issues
 - Meet with the Imagine Learning CSM during the kickoff phase to provide provisioning guidelines
 - Inform the district about their customer site (which is set up by the Imagine Learning team)

Materials to Sample

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).

URL: <https://review-poudre.ilclassroom.com>

Username: poudre@example.com

Password: teacher

Print materials have been delivered to Poudre School District for review.

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.

Required Forms

The following pages include the required forms as follows:

- Proposal Certification Form
- References

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.

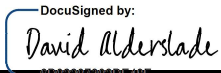
The sample instructional materials and access to online resources, software, training and professional learning materials and services, all as requested in Section 3.0 of this RFP must be physically received on or before **2:00 p.m. MT on Monday, October 20, 2022** and shall be in a sealed packaged and 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: Imagine Learning LLC

Signature of Agent:  0D02207302DE49E...

Printed Name: David Alderslade

Title: Executive Vice President & Chief Financial Officer

E-mail address: corebids@imaginelearning.com

Mailing address: 8860 East Chaparral Rd Suite 100, Scottsdale, AZ 85250

Telephone: 480.675.7284 x1122

Contact Person: Lynette McVay, VP Field Operations & Enablement, corebids@imaginelearning.com

(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 Charlotte Mecklenburg School District 2019 to present
 Address P.O. Box 30035 Charlotte, NC 28230-0035
 Contact Person Kristin Kehoe
 Telephone 980-343-3000
 Email kristin.hahn@cms.k12.nc.us
 Describe type of work/service performed or items supplied _____
CMS implemented Imagine Learning EL Education K-8 curriculum and PD in 2019.

8.2 Company Name Connecticut Department of Education, 2016 to present
 Address 450 Columbus Boulevard, Hartford, CT 06103
 Contact Person Melissa Hickey
 Telephone 860-713-6680
 Email melissa.hickey@ct.gov
 Describe type of work/service performed or items supplied _____
Developed a system of professional learning to develop a K-3 program across CT.

8.3 Company Name Detroit Public Schools
 Address 3011 E Grand Blvd, Detroit, MI 48202
 Contact Person Taylor White
 Telephone 313.585.3816
 Email taylor.white@detroitk12.org
 Describe type of work/service performed or items supplied _____
Detroit Public Schools implemented IL EL Education Grades K-5 in 2021.

Appendix

ISBN List

The following pages include components that are offered for Imagine Learning EL Education. Imagine Learning digital licenses are required. Print components can be added on.

Grade K

Title	Module	Book Type	ISBN
Kindergarten Digital License - Teacher and Student	Modules 1-4	Digital License	978-1-63870-357-0

Modules

Explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language.

Title	Module	Book Type	ISBN
Module Lessons Teacher Kit	Modules 1-2		978-1-64573-604-2
Toys and Play, Teacher Guide	Module 1	Teacher Guide	978-1-64573-109-2
Weather Wonders, Teacher Guide	Module 2	Teacher Guide	978-1-64573-120-7
Toys and Play: Teacher Supporting Materials	Module 1	Teacher Supporting Materials	978-1-64573-177-1
Weather Wonders, Teacher Supporting Materials	Module 2	Teacher Supporting Materials	978-1-64573-188-7
Module Lessons Teacher Kit	Modules 3-4		978-1-64573-605-9
Trees Are Alive, Teacher Guide	Module 3	Teacher Guide	978-1-64573-126-9
Enjoying and Appreciating Trees, Teacher Guide	Module 4	Teacher Guide	978-1-64573-132-0
Trees Are Alive, Teacher Supporting Materials	Module 3	Teacher Supporting Materials	978-1-64573-194-8
Enjoying & Appreciating Trees, Teacher Supporting Materials	Module 4	Teacher Supporting Materials	978-1-64573-200-6
Color Resources Teacher Book	Modules 1-4	Color Resource Teacher Book	978-1-64573-082-8
Student Workbooks			
Student Workbook	Modules 1-2	Student Workbook	978-1-64573-660-8
Student Workbook	Modules 3-4	Student Workbook	978-1-64573-095-8

Reading Foundations Skills Block

Teach and assess all reading foundations standards and language standards associated with spelling and letter formation.

Title	Module	Book Type	ISBN
Skills Block Teacher Kit	Modules 1-2		978-1-64573-607-3
Teacher Guide and Supporting Materials (Part 1)	Module 1	Teacher Guide & Teacher Supporting Materials	978-1-64573-137-5
Teacher Guide and Supporting Materials (Part 2)	Module 1	Teacher Guide & Teacher Supporting Materials	978-1-64573-133-7
Teacher Guide and Supporting Materials (Part 1)	Module 2	Teacher Guide & Teacher Supporting Materials	978-1-64573-144-3
Teacher Guide and Supporting Materials (Part 2)	Module 2	Teacher Guide & Teacher Supporting Materials	978-1-64573-150-4

Reading Foundations Skills Block, continued

Skills Block Teacher Kit	Modules 3-4		978-1-64573-608-0
Teacher Guide and Supporting Materials (Part 1)	Module 3	Teacher Guide & Teacher Supporting Materials	978-1-64573-153-5
Teacher Guide and Supporting Materials (Part 2)	Module 3	Teacher Guide & Teacher Supporting Materials	978-1-64573-159-7
Teacher Guide and Supporting Materials (Part 1)	Module 4	Teacher Guide & Teacher Supporting Materials	978-1-64573-164-1
Teacher Guide and Supporting Materials (Part 2)	Module 4	Teacher Guide & Teacher Supporting Materials	978-1-64573-170-2
Skills Block Resource Kit	Modules 1-4		978-1-64573-606-6
Learning Letters	Modules 1-4	Color Resources - Learning Letters Complete Book (BW)	978-1-64573-162-7
Keyword Letter Cards	Modules 1-4	Letter Cards - Color Resource	978-1-64573-263-1
Skills Block Resource Manual	Modules 1-4	Skills Block Resource Manual	978-1-64573-163-4

Labs

Build students' oral language, content knowledge, and habits of character through inquiry and hands-on exploration. Labs reinforce the literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students' progress toward particular standards.

Title	Module	Book Type	ISBN
Labs Teacher Kit	Modules 1-4		978-1-64573-609-7
Teacher Guide and Supporting Materials	Modules 1-2	Teacher Guide & Teacher Supporting Materials	978-1-64573-172-6
Teacher Guide and Supporting Materials	Module 3-4	Teacher Guide & Teacher Supporting Materials	978-1-64573-176-4

Decodable Readers

Title	Module	Book Type	ISBN
A Book of Animals	Module 3	Decodables (Set of 25)	978-1-64573-240-2
The Ham Sandwich	Module 3	Decodables (Set of 25)	978-1-64573-239-6
The Milkshake	Module 3	Decodables (Set of 25)	978-1-64573-236-5
Fun with Gum	Module 3	Decodables (Set of 25)	978-1-64573-237-2
The Mop is a Dog!	Module 3	Decodables (Set of 25)	978-1-64573-238-9
Josh's New Home	Module 3	Decodables (Set of 25)	978-1-64573-241-9
Chip Can't Nap!	Module 4	Decodables (Set of 25)	978-1-64573-262-4
Josh Takes a Bath	Module 4	Decodables (Set of 25)	978-1-64573-260-0
Josh and Chip at the Farm	Module 4	Decodables (Set of 25)	978-1-64573-258-7
The Bowling "Alley"	Module 4	Decodables (Set of 25)	978-1-64573-259-4
Time to Bake	Module 4	Decodables (Set of 25)	978-1-64573-256-3
The Mystery Moth	Module 4	Decodables (Set of 25)	978-1-64573-261-7
The Jazz Trio	Module 4	Decodables (Set of 25)	978-1-64573-257-0

Grade 1

Title	Module	Book Type	ISBN
Grade 1 Digital License for Teacher and Student	Modules 1-4	Digital License	978-1-63870-359-4

Modules

Explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language.

Title	Module	Book Type	ISBN
Module Lessons Teacher Kit	Modules 1-2		978-1-64573-610-3
Tools and Work, Teacher Guide	Module 1	Teacher Guide	978-1-64573-110-8
The Sun, Moon, and Stars, Teacher Guide	Module 2	Teacher Guide	978-1-64573-115-3
Tools and Work, Teacher Supporting Materials	Module 1	Teacher Supporting Materials	978-1-64573-178-8
The Sun, Moon, and Stars, Teacher Supporting Materials	Module 2	Teacher Supporting Materials	978-1-64573-183-2
Module Lessons Teacher Kit	Modules 3-4		978-1-64573-611-0
Birds' Amazing Bodies, Teacher Guide	Module 3	Teacher Guide	978-1-64573-121-4
Caring for Birds, Teacher Guide	Module 4	Teacher Guide	978-1-64573-127-6
Birds' Amazing Bodies, Teacher Supporting Materials	Module 3	Teacher Supporting Materials	978-1-64573-189-4
Caring for Birds, Teacher Supporting Materials	Module 4	Teacher Supporting Materials	978-1-64573-195-5
Color Resources Teacher Book	Modules 1-4	Color Resource Teacher Book	978-1-64573-080-4
Student Workbooks			
Student Workbook	Modules 1-2	Student Workbook	978-1-64573-087-3
Student Workbook	Modules 3-4	Student Workbook	978-1-64573-093-4

Reading Foundations Skills Block

Teach and assess all reading foundations standards and language standards associated with spelling and letter formation.

Title	Module	Book Type	ISBN
Skills Block Teacher Kit	Modules 1-2		978-1-64573-612-7
Teacher Guide and Supporting Materials (Part 1)	Module 1	Teacher Guide & Teacher Supporting Materials	978-1-64573-139-9
Teacher Guide and Supporting Materials (Part 2)	Module 1	Teacher Guide & Teacher Supporting Materials	978-1-64573-140-5
Teacher Guide and Supporting Materials (Part 1)	Module 2	Teacher Guide & Teacher Supporting Materials	978-1-64573-142-9
Teacher Guide and Supporting Materials (Part 2)	Module 2	Teacher Guide & Teacher Supporting Materials	978-1-64573-145-0
Skills Block Teacher Kit	Modules 3-4		978-1-64573-613-4
Teacher Guide and Supporting Materials (Part 1)	Module 3	Teacher Guide & Teacher Supporting Materials	978-1-64573-151-1
Teacher Guide and Supporting Materials (Part 2)	Module 3	Teacher Guide & Teacher Supporting Materials	978-1-64573-154-2
Teacher Guide and Supporting Materials (Part 1)	Module 4	Teacher Guide & Teacher Supporting Materials	978-1-64573-160-3
Teacher Guide and Supporting Materials (Part 2)	Module 4	Teacher Guide & Teacher Supporting Materials	978-1-64573-165-8

Reading Foundations Skills Block, continued

Skills Block Resource Kit	Modules 1-4		978-1-64573-606-6
Learning Letters	Modules 1-4	Color Resources - Learning Letters Complete Book (BW)	978-1-64573-162-7
Keyword Letter Cards	Modules 1-4	Letter Cards - Color Resource	978-1-64573-263-1
Skills Block Resource Manual	Modules 1-4	Skills Block Resource Manual	978-1-64573-163-4

Labs

Build students' oral language, content knowledge, and habits of character through inquiry and hands-on exploration. Labs reinforce the literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students' progress toward particular standards.

Title	Module	Book Type	ISBN
Labs Teacher Kit	Modules 1-4		978-1-64573-614-1
Teacher Guide and Supporting Materials	Modules 1-2	Teacher Guide & Teacher Supporting Materials	978-1-64573-173-3
Teacher Guide and Supporting Materials	Module 3-4	Teacher Guide & Teacher Supporting Materials	978-1-64573-174-0
Labs: Student Workbook	Modules 1-4	Student Workbook	978-1-64573-089-7

Decodable Readers

Title	Module	Book Type	ISBN
Pat's Mess	Module 1	Decodables (Set of 25)	978-1-64573-204-4
Pat's Map	Module 1	Decodables (Set of 25)	978-1-64573-203-7
Pat's Lunch	Module 1	Decodables (Set of 25)	978-1-64573-202-0
On the Pond	Module 2	Decodables (Set of 25)	978-1-64573-212-9
I Look Out	Module 2	Decodables (Set of 25)	978-1-64573-214-3
Sam's Box	Module 2	Decodables (Set of 25)	978-1-64573-215-0
Sam Wants a Pet	Module 2	Decodables (Set of 25)	978-1-64573-213-6
Dad's Plan	Module 2	Decodables (Set of 25)	978-1-64573-209-9
Sam's Rock	Module 2	Decodables (Set of 25)	978-1-64573-210-5
Sam and Nell Have a Ball!	Module 2	Decodables (Set of 25)	978-1-64573-211-2
A Sunset Picnic	Module 3	Decodables (Set of 25)	978-1-64573-224-2
Pat's Backpack	Module 3	Decodables (Set of 25)	978-1-64573-225-9
Pat's Donut	Module 3	Decodables (Set of 25)	978-1-64573-229-7
James and Sam Make a Flame	Module 3	Decodables (Set of 25)	978-1-64573-227-3
James and Sam Take a Hike	Module 3	Decodables (Set of 25)	978-1-64573-228-0
Cubes and Cones	Module 3	Decodables (Set of 25)	978-1-64573-226-6
Baseball	Module 3	Decodables (Set of 25)	978-1-64573-223-5
Looking for Mars	Module 4	Decodables (Set of 25)	978-1-64573-243-3
Sam's Hammer	Module 4	Decodables (Set of 25)	978-1-64573-245-7
Sam's Throat Hurts!	Module 4	Decodables (Set of 25)	978-1-64573-246-4
Pat's Birthday	Module 4	Decodables (Set of 25)	978-1-64573-247-1
A Little Seed	Module 4	Decodables (Set of 25)	978-1-64573-242-6
Night Skies	Module 4	Decodables (Set of 25)	978-1-64573-244-0
Reading Together	Module 4	Decodables (Set of 25)	978-1-64573-248-8

Grade 2

Title	Module	Book Type	ISBN
Grade 2 Digital License for Teacher and Student	Modules 1-4	Digital License	978-1-63870-361-7

Modules

Explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language.

Title	Module	Book Type	ISBN
Module Lessons Teacher Kit	Modules 1-2		978-1-64573-615-8
Schools and Community, Teacher Guide	Module 1	Teacher Guide	978-1-64573-111-5
Fossils Tell of Earth's Changes, Teacher Guide	Module 2	Teacher Guide	978-1-64573-116-0
Schools and Community, Teacher Supporting Materials	Module 1	Teacher Supporting Materials	978-1-64573-181-8
Fossils Tell of Earth's Changes, Teacher Supporting Materials	Module 2	Teacher Supporting Materials	978-1-64573-184-9
Module Lessons Teacher Kit	Modules 3-4		978-1-64573-616-5
The Secret World of Pollination, Teacher Guide	Module 3	Teacher Guide	978-1-64573-122-1
Providing for Pollinators, Teacher Guide	Module 4	Teacher Guide	978-1-64573-128-3
The Secret World of Pollination, Teacher Supporting Materials	Module 3	Teacher Supporting Materials	978-1-64573-190-0
Providing for Pollinators, Teacher Supporting Materials	Module 4	Teacher Supporting Materials	978-1-64573-196-2
Color Resources Teacher Book	Modules 1-4	Color Resource Teacher Book	978-1-64573-081-1
Student Workbooks			
Student Workbook	Modules 1-2	Student Workbook	978-1-64573-086-6
Student Workbook	Modules 3-4	Student Workbook	978-1-64573-661-5

Reading Foundations Skills Block

Teach and assess all reading foundations standards and language standards associated with spelling and letter formation.

Title	Module	Book Type	ISBN
Skills Block Teacher Kit	Modules 1-2		978-1-64573-617-2
Teacher Guide and Supporting Materials (Part 1)	Module 1	Teacher Guide & Teacher Supporting Materials	978-1-64573-134-4
Teacher Guide and Supporting Materials (Part 2)	Module 1	Teacher Guide & Teacher Supporting Materials	978-1-64573-141-2
Teacher Guide and Supporting Materials (Part 1)	Module 2	Teacher Guide & Teacher Supporting Materials	978-1-64573-143-6
Teacher Guide and Supporting Materials (Part 2)	Module 2	Teacher Guide & Teacher Supporting Materials	978-1-64573-149-8
Skills Block Teacher Kit	Modules 3-4		978-1-64573-618-9
Teacher Guide and Supporting Materials (Part 1)	Module 3	Teacher Guide & Teacher Supporting Materials	978-1-64573-152-8
Teacher Guide and Supporting Materials (Part 2)	Module 3	Teacher Guide & Teacher Supporting Materials	978-1-64573-158-0
Teacher Guide and Supporting Materials (Part 1)	Module 4	Teacher Guide & Teacher Supporting Materials	978-1-64573-161-0
Teacher Guide and Supporting Materials (Part 2)	Module 4	Teacher Guide & Teacher Supporting Materials	978-1-64573-169-6

Reading Foundations Skills Block, continued

Skills Block Resource Kit	Modules 1-4		978-1-64573-606-6
Learning Letters	Modules 1-4	Color Resources – Learning Letters Complete Book (BW)	978-1-64573-162-7
Keyword Letter Cards	Modules 1-4	Letter Cards – Color Resource	978-1-64573-263-1
Skills Block Resource Manual	Modules 1-4	Skills Block Resource Manual	978-1-64573-163-4

Labs

Build students' oral language, content knowledge, and habits of character through inquiry and hands-on exploration. Labs reinforce the literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students' progress toward particular standards.

Title	Module	Book Type	ISBN
Labs Teacher Kit	Modules 1-4		978-1-64573-619-6
Teacher Guide and Supporting Materials	Modules 1-2	Teacher Guide & Teacher Supporting Materials	978-1-64573-171-9
Teacher Guide and Supporting Materials	Module 3-4	Teacher Guide & Teacher Supporting Materials	978-1-64573-175-7
Labs: Student Workbook	Modules 1-4	Student Workbook	978-1-64573-090-3

Decodable Readers

Title	Module	Book Type	ISBN
Sam Rides the Subway Train	Module 1	Decodables (Set of 25)	978-1-64573-208-2
Do Fish Eat Cheese?	Module 1	Decodables (Set of 25)	978-1-64573-207-5
Stuck up High	Module 1	Decodables (Set of 25)	978-1-64573-205-1
Friends at School	Module 1	Decodables (Set of 25)	978-1-64573-206-8
The Marching Band	Module 2	Decodables (Set of 25)	978-1-64573-220-4
Baby Cougars at the Zoo	Module 2	Decodables (Set of 25)	978-1-64573-218-1
Too Many Options!	Module 2	Decodables (Set of 25)	978-1-64573-216-7
Fall Fest at the Park	Module 2	Decodables (Set of 25)	978-1-64573-222-8
A New Playground!	Module 2	Decodables (Set of 25)	978-1-64573-217-4
Where's Goldie?	Module 2	Decodables (Set of 25)	978-1-64573-219-8
The Spelling Bee	Module 2	Decodables (Set of 25)	978-1-64573-221-1
No Food To Be Found	Module 3	Decodables (Set of 25)	978-1-64573-234-1
No Food To Be Found – Part 2	Module 3	Decodables (Set of 25)	978-1-64573-235-8
Grandma's Magic Attic	Module 3	Decodables (Set of 25)	978-1-64573-233-4
The Huge Package	Module 3	Decodables (Set of 25)	978-1-64573-230-3
Watering Your Garden	Module 3	Decodables (Set of 25)	978-1-64573-231-0
Compost	Module 3	Decodables (Set of 25)	978-1-64573-201-3
My Garden Spot	Module 3	Decodables (Set of 25)	978-1-64573-232-7
Babies	Module 4	Decodables (Set of 25)	978-1-64573-249-5
The Life Cycle of Moths and Butterflies	Module 4	Decodables (Set of 25)	978-1-64573-252-5
All About Maps	Module 4	Decodables (Set of 25)	978-1-64573-255-6
The Tale of the Knight's Nose	Module 4	Decodables (Set of 25)	978-1-64573-253-2
Solid, Liquid, or Vapor	Module 4	Decodables (Set of 25)	978-1-64573-254-9
Recycle!	Module 4	Decodables (Set of 25)	978-1-64573-250-1
Animals, Big and Small	Module 4	Decodables (Set of 25)	978-1-64573-251-8

Grade 3

Title	Module	Book Type	ISBN
Grade 3 Digital License for Teacher and Student	Modules 1-4	Digital License	978-1-63870-363-1

Modules

Explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language.

Title	Module	Book Type	ISBN
Module Lessons Teacher Kit	Modules 1-2		978-1-64573-620-2
Overcoming Learning Challenges Near and Far, Teacher Guide	Module 1	Teacher Guide	978-1-64573-112-2
Adaptations and the Wide World of Frogs, Teacher Guide	Module 2	Teacher Guide	978-1-64573-117-7
Overcoming Learning Challenges Near and Far, Teacher Guide and Supporting Materials	Module 1	Teacher Supporting Materials	978-1-64573-179-5
Adaptations and the Wide World of Frogs, Teacher Supporting Materials	Module 2	Teacher Supporting Materials	978-1-64573-185-6
Module Lessons Teacher Kit	Modules 3-4		978-1-64573-621-9
Exploring Literary Classics, Teacher Guide	Module 3	Teacher Guide	978-1-64573-123-8
Water Around the World, Teacher Guide	Module 4	Teacher Guide	978-1-64573-129-0
Exploring Literary Classics, Teacher Supporting Materials	Module 3	Teacher Supporting Materials	978-1-64573-191-7
Water Around the World, Teacher Supporting Materials	Module 4	Teacher Supporting Materials	978-1-64573-197-9
Student Workbooks			
Overcoming Learning Challenges Near and Far, Student Workbook	Module 1	Student Workbook	978-1-64573-096-5
Adaptations and the Wide World of Frogs, Student Workbook	Module 2	Student Workbook	978-1-64573-099-6
Exploring Literary Classics, Student Workbook	Module 3	Student Workbook	978-1-64573-102-3
Water Around the World, Student Workbook	Module 4	Student Workbook	978-1-64573-105-4

Language and Literacy (ALL) Block

ALL Block instruction complements the module lessons to provide additional practice on content-based literacy instruction and accelerate all students' achievement.

Title	Module	Book Type	ISBN
All Block Lessons Teacher Kit	Modules 1-4		978-1-64573-622-6
Overcoming Learning Challenges Near and Far, Teacher Guide and Supporting Materials	Module 1	Teacher Guide & Teacher Supporting Materials	978-1-64573-136-8
Adaptations and the Wide World of Frogs, Teacher Guide and Supporting Materials	Module 2	Teacher Guide & Teacher Supporting Materials	978-1-64573-146-7
Exploring Literary Classics, Teacher Guide and Supporting Materials	Module 3	Teacher Guide & Teacher Supporting Materials	978-1-64573-155-9
Water Around the World, Teacher Guide and Supporting Materials	Module 4	Teacher Guide & Teacher Supporting Materials	978-1-64573-166-5
Student Workbooks			
Additional Language and Literacy Block: Student Workbook	Modules 1-4	Student Workbook	978-1-64573-083-5

Grade 4

Title	Module	Book Type	ISBN
Grade 4 Digital License for Teacher and Student	Modules 1-4	Digital License	978-1-63870-366-2

Modules

Explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language.

Title	Module	Book Type	ISBN
Module Lessons Teacher Kit	Modules 1-2		978-1-64573-623-3
Poetry, Poets, and Becoming Writers, Teacher Guide	Module 1	Teacher Guide	978-1-64573-113-9
Animal Defense Mechanisms, Teacher Guide	Module 2	Teacher Guide	978-1-64573-642-4
Poetry, Poets, and Becoming Writers, Teacher Supporting Materials	Module 1	Teacher Supporting Materials	978-1-64573-180-1
Animal Defense Mechanisms, Teacher Supporting Materials	Module 2	Teacher Supporting Materials	978-1-64573-643-1
Module Lessons Teacher Kit	Modules 3-4		978-1-64573-621-9
The American Revolution, Teacher Guide	Module 3	Teacher Guide	978-1-64573-124-5
Responding to Inequality: Ratifying the 19th Amendment, Teacher Guide	Module 4	Teacher Guide	978-1-64573-130-6
The American Revolution, Teacher Supporting Materials	Module 3	Teacher Supporting Materials	978-1-64573-192-4
Responding to Inequality: Ratifying the 19th Amendment, Teacher Supporting Materials	Module 4	Teacher Supporting Materials	978-1-64573-198-6
Student Workbooks			
Poetry, Poets, and Becoming Writers, Student Workbook	Module 1	Student Workbook	978-1-64573-097-2
Animal Defense Mechanisms, Student Workbook	Module 2	Student Workbook	978-1-64573-100-9
The American Revolution, Student Workbook	Module 3	Student Workbook	978-1-64573-103-0
Responding to Inequality: Ratifying the 19th Amendment, Student Workbook	Module 4	Student Workbook	978-1-64573-106-1

Language and Literacy (ALL) Block

ALL Block instruction complements the module lessons to provide additional practice on content-based literacy instruction and accelerate all students' achievement.

Title	Module	Book Type	ISBN
All Block Lessons Teacher Kit	Modules 1-4		978-1-64573-625-7
Poetry, Poets, and Becoming Writers, Teacher Guide and Supporting Materials	Module 1	Teacher Guide & Teacher Supporting Materials	978-1-64573-138-2
Animal Defense Mechanisms, Teacher Guide and Supporting Materials	Module 2	Teacher Guide & Teacher Supporting Materials	978-1-64573-637-0
The American Revolution, Teacher Guide and Supporting Materials	Module 3	Teacher Guide & Teacher Supporting Materials	978-1-64573-156-6
Responding to Inequality: Ratifying the 19th Amendment, Teacher Guide and Supporting Materials	Module 4	Teacher Guide & Teacher Supporting Materials	978-1-64573-167-2
Student Workbooks			
Additional Language and Literacy Block: Student Workbook	Modules 1-4	Student Workbook	978-1-64573-084-2

Grade 5

Title	Module	Book Type	ISBN
Grade 5 Digital License for Teacher and Student	Modules 1-4	Digital License	978-1-63870-369-3

Modules

Explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language.

Title	Module	Book Type	ISBN
Module Lessons Teacher Kit	Modules 1-2		978-1-64573-626-4
Stories of Human Rights, Teacher Guide	Module 1	Teacher Guide	978-1-64573-114-6
Biodiversity in the Rainforest, Teacher Guide	Module 2	Teacher Guide	978-1-64573-119-1
Stories of Human Rights, Teacher Supporting Materials	Module 1	Teacher Supporting Materials	978-1-64573-182-5
Biodiversity in the Rainforest, Teacher Supporting Materials	Module 2	Teacher Supporting Materials	978-1-64573-187-0
Module Lessons Teacher Kit	Modules 3-4		978-1-64573-627-1
Athlete Leaders of Social Change, Teacher Guide	Module 3	Teacher Guide	978-1-64573-125-2
Athlete Leaders of Social Change, Teacher Guide and Supporting Materials	Module 4	Teacher Guide	978-1-64573-131-3
Athlete Leaders of Social Change, Teacher Supporting Materials	Module 3	Teacher Supporting Materials	978-1-64573-193-1
The Impact of Natural Disasters, Teacher Guide and Supporting Materials	Module 4	Teacher Supporting Materials	978-1-64573-199-3
Student Workbooks			
Stories of Human Rights, Student Workbook	Module 1	Student Workbook	978-1-64573-098-9
Biodiversity in the Rainforest, Student Workbook	Module 2	Student Workbook	978-1-64573-101-6
Athlete Leaders of Social Change, Student Workbook	Module 3	Student Workbook	978-1-64573-104-7
The Impact of Natural Disasters, Student Workbook	Module 4	Student Workbook	978-1-64573-107-8

Language and Literacy (ALL) Block

ALL Block instruction complements the module lessons to provide additional practice on content-based literacy instruction and accelerate all students' achievement.

Title	Module	Book Type	ISBN
All Block Lessons Teacher Kit	Modules 1-4		978-1-64573-628-8
Stories of Human Rights, Teacher Guide and Supporting Materials	Module 1	Teacher Guide & Teacher Supporting Materials	978-1-64573-135-1
Biodiversity in the Rainforest, Teacher Guide and Supporting Materials	Module 2	Teacher Guide & Teacher Supporting Materials	978-1-64573-148-1
Athlete Leaders of Social Change, Teacher Guide and Supporting Materials	Module 3	Teacher Guide & Teacher Supporting Materials	978-1-64573-157-3
The Impact of Natural Disasters, Teacher Guide and Supporting Materials	Module 4	Teacher Guide & Teacher Supporting Materials	978-1-64573-168-9
Student Workbooks			
Additional Language and Literacy Block: Student Workbook	Modules 1-4	Student Workbook	978-1-64573-085-9

EL Education Professional Development PL Sample

The following pages include a sample of an EL Education Professional Learning session. Specific professional development needs are discussed in the implementation planning phase. The experienced Imagine Learning project team will work with appropriate District stakeholders to define goals and expectations, set milestone dates, and make recommendations to ensure initial and ongoing success.

 Education

Introduction to the EL Education K-8 Language Arts Curriculum

Fundamental 1

Meet the Facilitators

EXAMPLE IMAGE

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click here and select "replace image"

Name

Title Goes Here

- Qualification 1
- Qualification 2
- Qualification 3

EXAMPLE IMAGE

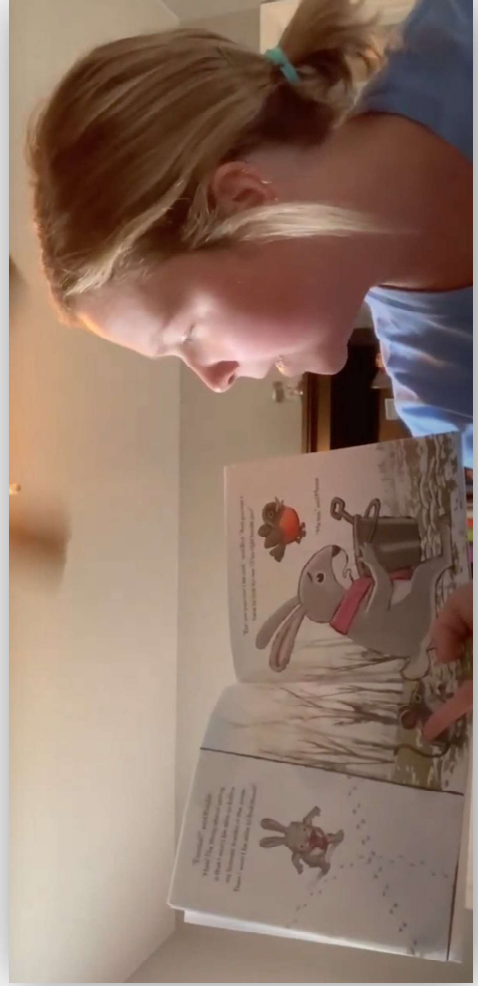
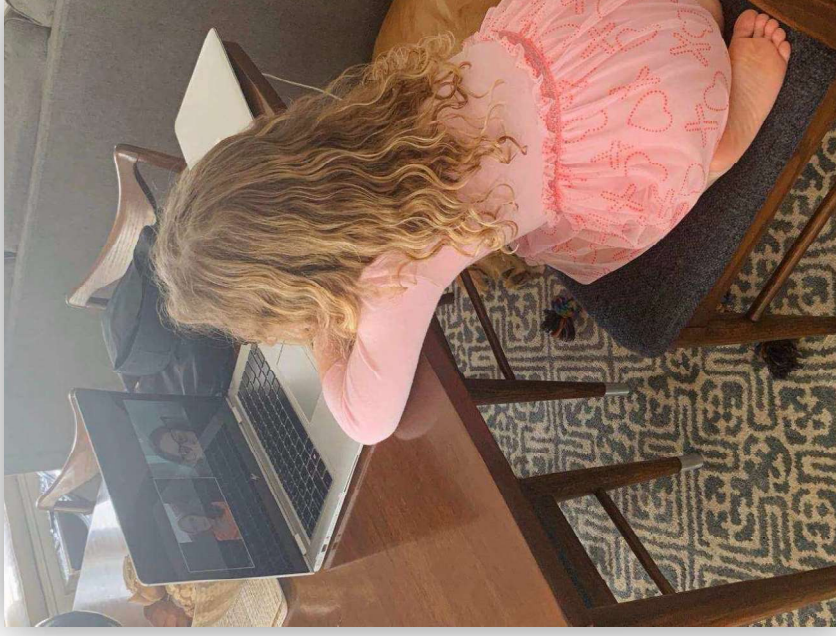
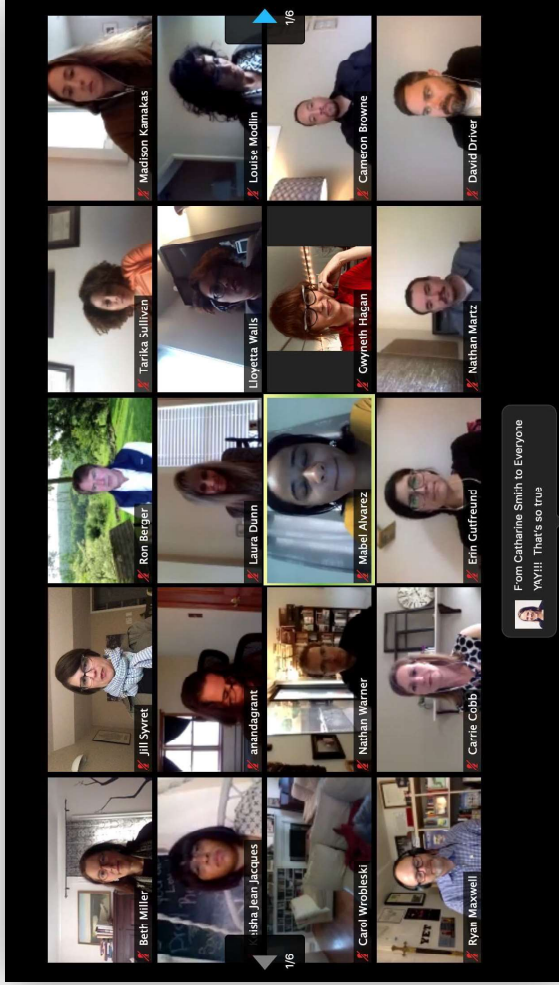
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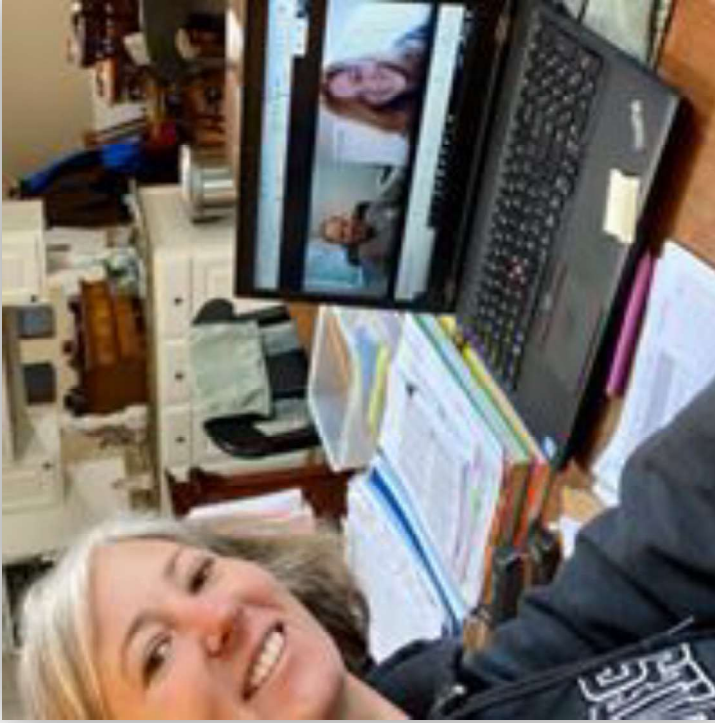
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- Qualification 2
- Qualification 3

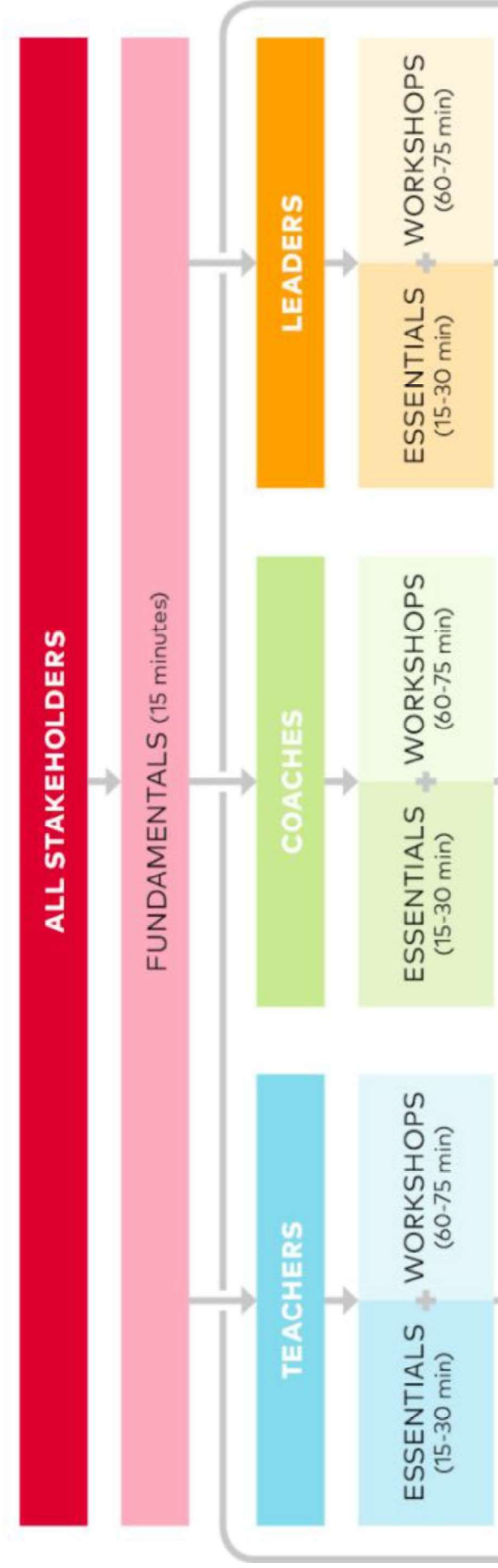
Welcome to EL Education's Virtual Learning



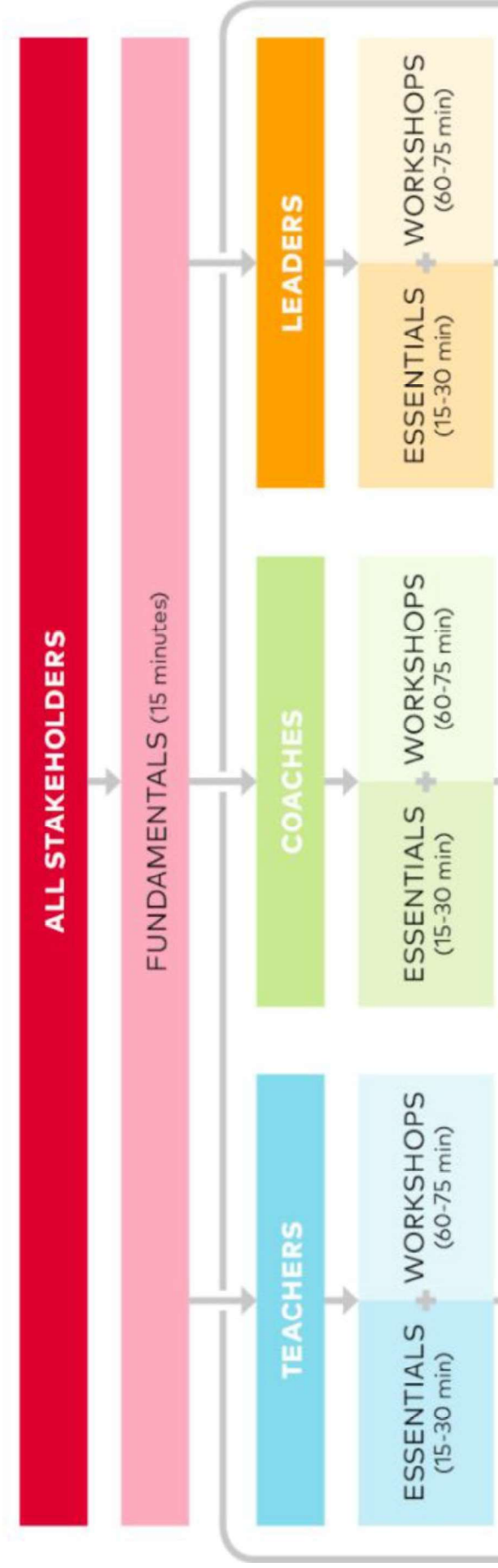
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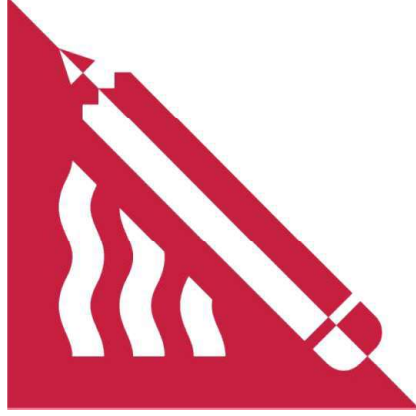
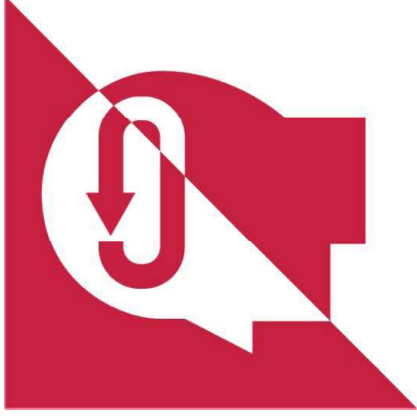
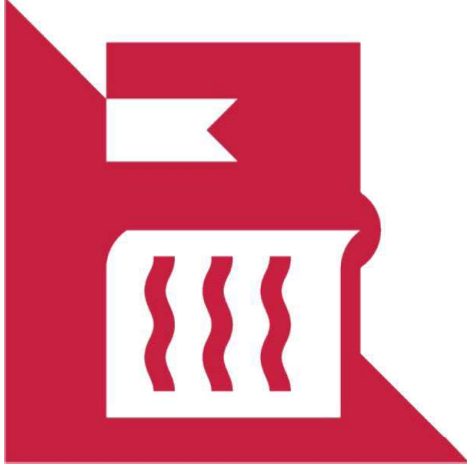
Welcome to EL Education's Professional Learning



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Read, Think, Talk, and Write in Workshops



Essentials + Workshops

Essentials Topics and Learning Targets

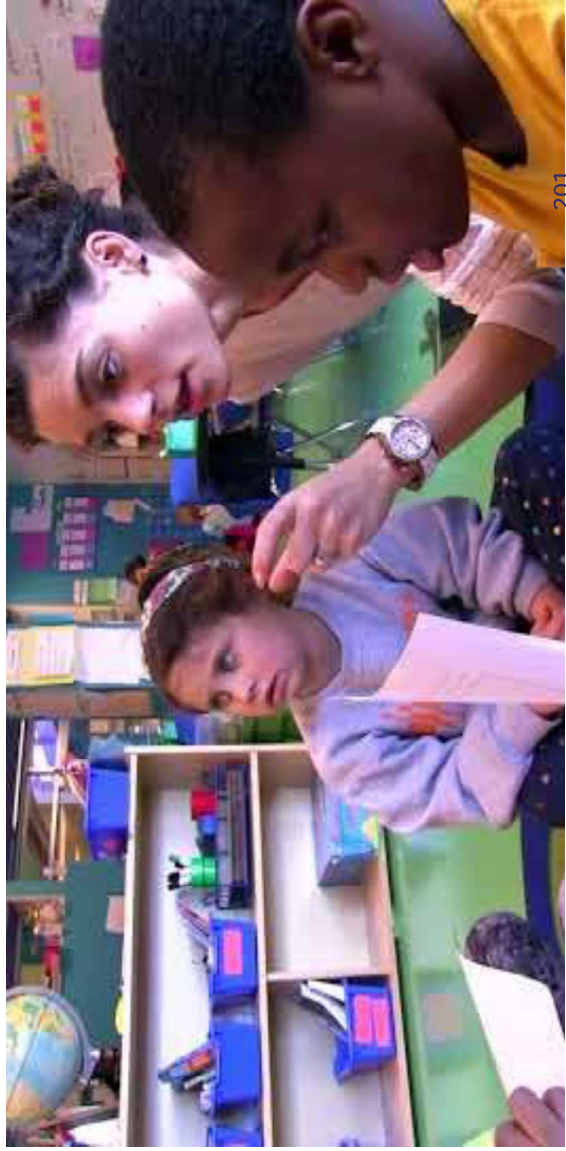
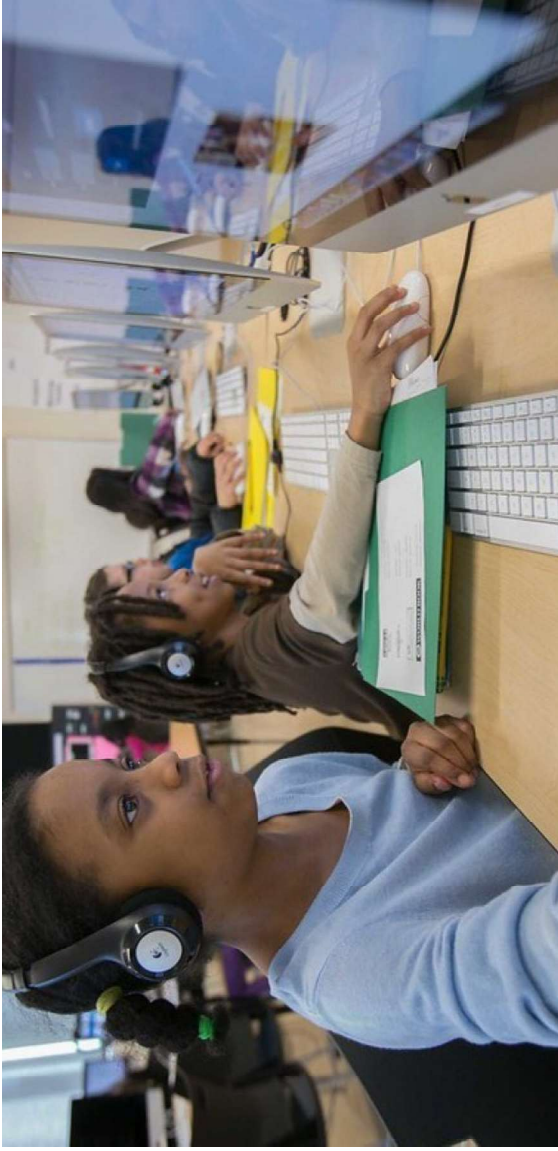
- Introduction to key topics
- Whole group
- K-8 examples

Workshop Topics and Learning Targets

- Deeper dive into the same key topic
- Opportunity to collaborate, investigate, and reflect
- Grade level specific for Teachers

Up to 90 minutes total

Preparing for our Students



1

Introduction to the K-8 Curriculum

Materials



Slides

Leaders PN: **p. 9**

Teachers PN: **p. 11**

Learning Target

I can describe EL Education's beliefs about teaching and learning to support implementation of the curriculum.

EL Education's History



EL Education's History



Our Vision + Our Mission



Vision: When students and teachers are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish.

Mission: To create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.

Our Definition of Student Achievement



Our Approach to Teaching and Learning

Learning is active.

Learning is challenging.

Learning is meaningful.

Learning is public.

Learning is collaborative.



Our Curriculum and Equity

- ALL students engage with challenging work and complex texts.
- Texts reflect diversity.
- All voices are heard.
- Students are active learners.
- Students learn from one another—and learn to respect one another.
- Differences are appreciated and celebrated.



Commitment to Equity and Anti-Racism

- Instruction that challenges, engages, and empowers learners
- Access to standards-based, content-rich, culturally affirming curriculum
- Explicit anti-racist discussion, practice, and action
- School culture that fosters positive identity, belonging, agency, and purpose



Curriculum is for teachers by teachers.

Learning is active and equitable.

Three Dimensions of

Achievement

- Mastery of Knowledge & Skills
- Character
- High-Quality Work

Key Takeaways

I can describe EL Education's beliefs about teaching and learning to support implementation of the curriculum with integrity.

What do you know now about the EL Education K-8 Curriculum?

Given your role, what will be most important for you to be able to talk about either to teachers, students, parents, or other stakeholders?

Revisiting our Learning Target



Moving Forward

You will continue to learn about the K-8 Language Arts Curriculum using the following pathway:



EXHIBIT B – SCOPE OF WORK RFP 23-630-001 K-5 ELA CURRICULUM

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).

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INSTRUCTIONAL MATERIALS

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

Criteria	Indicators of Superior Quality	Justification/Comments with Example/s
<p>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.</p>	<p>REQUIRED 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>Within each module, anchor texts are sufficiently complex according to quantitative and qualitative analysis, and relationship to their associated student task. Anchor texts are placed at the appropriate grade level. Texts are used to build student knowledge and vocabulary. Anchor texts consider a range of student interests and are of publishable quality, well-crafted and content-rich. The K-5 Required Trade Book Procurement List provides text type and Lexile levels. Text complexity analyses and rationales are included in the grade level resources (Grade K, Grade 1, Grade 2). The text complexity guides include a rationale for why they were placed in that grade at that particular place alongside an explanation of how the book can be used to enhance student understanding.</p> <p>Read-aloud texts at K-2 are above the complexity levels of what most students can read independently. Kindergarten read-aloud texts are two to three grade levels higher in complexity, according to quantitative and qualitative analysis and relationship to their associated student task.</p> <p>Examples of text that demonstrate the appropriate complexity include: Kindergarten Module 1 Unit 1, Lessons 2-5; students engage in a read aloud of <i>Llama Llama Time to Share</i> (Lexile AD 250), and in Unit 3, Lessons 1-7 students engage in a read aloud of <i>Have Fun Molly Lou Melon</i> (Lexile AD 820).</p>
<p>REQUIRED 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>The required texts for the K-8 Modules provide a balanced mix of literary and informational texts including articles, speeches, fables, riddles, drama, poetry, chapter books, song lyrics, mythology, and historical fiction. The majority of K-8 texts are authentic and stand alone as published. For example: Grade 1, Literature Texts</p> <ul style="list-style-type: none"> ● Module 1: <i>The Dot</i> by Peter H. Reynolds and “The Magic Bow” by EL Education ● Module 2: <i>Stone Gone, Bone Girl</i> by Laurence Anholt and <i>The Dog that Dug for Dinosaurs</i> by Laurence Anholt 	<p>The required texts for the K-8 Modules provide a balanced mix of literary and informational texts including articles, speeches, fables, riddles, drama, poetry, chapter books, song lyrics, mythology, and historical fiction. The majority of K-8 texts are authentic and stand alone as published. For example: Grade 1, Literature Texts</p> <ul style="list-style-type: none"> ● Module 1: <i>The Dot</i> by Peter H. Reynolds and “The Magic Bow” by EL Education ● Module 2: <i>Stone Gone, Bone Girl</i> by Laurence Anholt and <i>The Dog that Dug for Dinosaurs</i> by Laurence Anholt

		<ul style="list-style-type: none"> ● Module 3: <i>The Little Hummingbird</i> by Michael Yahgulanaas and Hey, Little Ant by Phillip & Hannah Hoose ● Module 4: <i>The Ant and the Grasshopper</i> by Diane Marwood and Lizard and the Sun by Alma Flor Ada <p>Grade 1, Informational Texts</p> <ul style="list-style-type: none"> ● Module 1: Off to Class: Incredible and Unusual Schools around the World by Susan Hughes ● Module 2: <i>Fossils</i> by Ann O. Squire and Curious about Fossils by Kate Waters ● Module 3: <i>What is Pollination?</i> by Bobbie Kalmann and “Thanks a Bunch, Beetles!” by EL Education ● Module 4: <i>A Place for Butterflies</i> by Melissa Stewart and A Place for Bats by Melissa Stewart
<p>REQUIRED</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>Actively increasing the diversity of stories and realities to which students have access is a cornerstone of our belief in how education can act as an agent of cultural change. A key component is to make diversity of voice and authorship as important in the text selection process as diversity of genre and topic.</p> <p>The EL Education curriculum uses authentic texts to teach content and develop literacy skills. This includes texts that focus on issues of the past and those pertinent today, including gender roles, working conditions, the refugee experience, and access to schooling and education around the world. The representation of diverse characters means that students see themselves in the texts they read. As they do so, students are prompted to consider the habits of character they’ve learned and how they are (or are not) demonstrated by the characters in the texts they read.</p> <p>For example, Second Grade, Module 1:</p> <ul style="list-style-type: none"> ● Off to Class: Incredible and Unusual Schools around the World by Margaret Wise Brown
<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud</p>		<p>Texts increase in complexity as materials progress throughout each grade level and texts increase in complexity across the grade bands, K-2, 3-5, and 6-8 and are included in each module as sets designed to strategically</p>

	<p>texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>build students' knowledge and vocabulary within each module's topic. As the year progresses, questions and tasks build literacy skills and student independence. Lessons contain scaffolding and Universal Design for Learning to support students' increasing literacy skills.</p> <p>In Grade 4 Module 1, students listen to and reread poems. Students analyze poems and free verse texts such as: "Love That Dog," "Stopping by Woods on a Snowy Evening," "The Pasture," and "River of Words." With teacher guidance, note-catchers, and anchor charts, students analyze the structure of poems and the author's meaning behind the poem. This analysis prepares them for Unit 2, where students build on author's meaning and write to inform where a poet finds inspiration. During an expert group, students read a short biography about a poet. Units are then synthesized together for Unit 3 where students write their own poem drawing on the previous analysis of poets and poems.</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>		<p>The curriculum includes a Recommended Texts and Other Resources List. These lists contain a range and volume of authentic, previously published informational and literary texts of varied lexile levels, including those below the grade-level Lexile band identified by the standards. The extensive core instruction scaffolds included in EL Education's Tier 1 curriculum can also be incorporated into Tier 2 and Tier 3 intervention targeted to content and skills for which students have documented weaknesses in core instruction. Opportunities beyond module lessons exist for students to engage with these texts.</p>

<p>Non-Negotiable 2</p> <p>Evidence-based Discussion and Writing: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</p>	<p>REQUIRED</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>A majority of questions in the materials are text-dependent and text-specific. Examples of text-dependent questions include: "What is the gist of the text we just read?" "What is the setting of the story?" "What big discovery does Mary Anning make?" Each module includes a set of trade books that students use throughout the lessons. Materials for the lessons provide graphic organizers and instructional support tasks for students to engage with the text and collect textual evidence, building toward a performance task. Students make connections not only across texts but also across units and lessons. Texts are used significantly during lessons focused primarily on writing.</p> <p>For example:</p> <p>In Grade 2, Module 2, Unit 2, Lesson 9 students are asked to "Reread Paragraph 1 to find the meaning of the word <i>preserved</i>. Circle the answer that tells the meaning of the word <i>preserved</i>. Reread Paragraph 2. What can happen to insects that land in sap?"</p> <p>In Grade 3 Module 4: Unit 1, students engage in multiple readings of <i>One Well</i>. In Lessons 1-2, students read an excerpt in order to determine the main idea. In Lesson 3, students engage in a rereading of the text by working in triads to answer text-dependent questions that are text-specific by recording responses in their student workbooks. Question 1a asks students, "The first sentence says, 'Imagine for a moment that all the water on the Earth came from just one well.' What does one well mean here? Why do you think that?" Question 1b then asks, "How does the illustration support your answer to 1a?" (SW). While the students are working, the teacher is directed to circulate and ask questions to guide the students back to the text. For example, a teacher might ask, "Where can you find this answer in the text? Point to it for me." After allowing students to work together to develop answers to the questions in their triads, the students reconvene as a whole group to allow students to share their responses orally with the class. Additionally, during the "ALL Block" for Unit 1, students engage in "Additional Work with Complex Text" by answering questions such as: "The text says, 'Every one of these water sources feeds Earth's One Well.' What does it mean to feed the well? Can you think of how</p>
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	<p>REQUIRED</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>water in the atmosphere, on the surface, or underground may feed the well?".</p> <p>A Read-Think-Talk-Write framework is central to the K-8 curriculum modules. This framework ensures opportunities for students to engage in regular evidence-based discussions and writing to support textual analysis in alignment with grade-level standards. Protocols are provided to support evidence-based discussions. These protocols give each task structure, provide supportive scaffolds and emphasize the importance of modeling and using sentence frames to deepen student discourse for all students, including ELL and struggling students. Students utilize these protocols to develop vocabulary, analyze and synthesize author's intent and understand the syntax of the text. The teacher is provided multiple anchor charts and answer keys to support teaching the protocols effectively.</p> <p>Additionally, materials include multiple text-based writing tasks aligned to the three modes of writing as outlined by the standards for each grade. In Grade 2 Module 4, Unit 1, Lesson 3, students participate in Session 2 of a close read-aloud of <i>The Little Hummingbird</i>. This marks the end of the first cycle of reading, role-play, oral recounting, and writing. After hearing the story multiple times, students determine its central message and recount it orally. Next, they write a paragraph identical to their oral rehearsal, which serves as the culminating task of the close read-aloud. This cycle repeats throughout Lessons 4-10, becoming a predictable structure for students when reading, analyzing, and writing about folktales and fables.</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>The majority of lessons provide protocols as a means of engaging students in the read, think, talk, write progression embedded across and within lessons. Protocols provide structure discussion routines to engage students in collegial conversations. A list of protocols and directions are provided for each discussion in the lesson materials.</p> <p>Text-based discussions are further emphasized in the Close Read/Read Aloud Lessons. Each of these sessions provides an opportunity for students to discuss their responses to questions that are largely based on the text itself, looking closely at words, sentences and ideas presented in the text. Language Dives help guide conversations among students about specific</p>

		<p>words, phrases, and sentences to better understand complex syntax. Total participation techniques such as Turn-and-Talk, Cold-Call and Equity Sticks are also utilized to engage all students in responding to text-based questions and prompts.</p> <p>Conversation Cues are questions teachers can ask students to promote productive and equitable conversation, based on four goals:</p> <ul style="list-style-type: none"> • Goal 1: encourage all students to talk and be understood; • Goal 2: listen carefully to one another and seek to understand; • Goal 3: deepen thinking; and • Goal 4: think with others to expand the conversation.
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<p>Non-Negotiable 3</p> <p>Building Knowledge: Materials build knowledge systematically through reading, writing, speaking, and listening, and language study</p>	<p>REQUIRED</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>Materials provide a coherent sequence or collection of connected texts. Modules focus on specific topics. Each unit within the module builds student knowledge on that topic, and as the year progresses, questions and tasks build literacy skills and student independence. Lessons contain scaffolding and Universal Design for Learning to support students' increasing literacy skills.</p> <p>K-2 Example: Kindergarten, Module 1 Unit 3</p> <p>Kindergarten, Module 1 builds knowledge about toys and play, Unit 3 of this module specifically focuses on toys our classmates prefer. Students have opportunities to think about preference and perspectives as themes. Students build knowledge about these themes through close reads of Playing With Friends and Have Fun Molly Lou Melon. In Unit 3, Lesson 4 students closely read Have Fun Molly Lou Melon to determine the toys Gertie and Molly Lou prefer. Students work with a classmate to use speaking and listening skills to ask and answer the question: Would you prefer to play with toys now or long ago? Students read Playing With Friends and look for ideas about the difference between toys now and long ago. During the closing and assessment students turn and talk to ask and answer the question from earlier (Would you prefer to play with toys now or long ago?). In Lesson 5 students draw and/or write about a toy.</p>
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	<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>Opportunities for engaging in reading include daily ten-minute read-alouds in the K-2 Labs, decodables in the K-2 Skills Block, and Accountable Independent Reading in the K-2 Skills Block. During the independent reading rotation, students choose books to read independently and complete Reading Response sheets. The focus of this independent reading time (Accountable Independent Reading) is to build stamina, automaticity, and comprehension by reading a large volume of student selected texts, with a specific focus on personal reading goals. Teachers are encouraged to observe and confer with students around their reading goals.</p> <p>In the Reading Foundations Skills block, students read decodable texts and participate in a comprehension conversation. For example, in Grade 1, Module 1, Cycle 13, Lesson 67, students listen to their teacher read an engagement text aloud. After listening, they retell the story to their partner and answer comprehension questions. Students then learn about the high-frequency words “do,” “yes,” and “much.” Next, students work with their partners to highlight the words in their Decodable text, “Pat’s Backpack.” After finding the words, students read “Pat’s Backpack” again with their partners and independently.</p>
	<p>3c) Materials provide opportunities that encourages talk among children, including discussions of print or digital texts.</p>	<p>Protocols are an important feature of EL Education’s K–5 Language Arts curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. A protocol consists of agreed-upon, detailed guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability in learning. Importantly, protocols allow students to talk to each other, not just the teacher. As a result, they build independence and responsibility. Conversation cues, which are questions teachers can ask students and students can ask each other, also promote productive and equitable conversations. Explicit instruction is provided to facilitate protocols and conversation cues are provided on an anchor chart, and students and teachers are frequently asked to reflect on and evaluate their participation in protocols and discussions. Informal checklists are provided to support teachers in evaluating student participation in collaborative discourse.</p> <p>K-2 Example:</p>

		<p>In Kindergarten Module 1, Module Overview, students practice norms and behaviors for sharing and caring for classroom toys and interacting with peers. Students consider the unit’s guiding question, “What can we do to make playing together fun?” as they explore classroom toys, engage in structured conversations, and read about playing together. During the second portion of the unit, students document and synthesize their learning through structured discussions and shared writing experiences. Throughout these activities, students generate the Commitments for Playing Together anchor chart, which is a resource that guides their play and interactions throughout the year.</p> <p>3-8 Example:</p> <p>In Grade 5 Module 2, Unit 1, Lesson 13, students participate in a Science Talk to answer the question: “What can I do to help the rainforest?” The structure of this talk follows the Fishbowl protocol. “Templates are provided in the supporting materials, but some advance research is required to gather materials and ensure that the information provided on the templates is up-to-date.” When they are in the outside circle, they listen to their peers and record ideas and questions in the first box on their End of Unit 1 Assessment, Part II: Text-Based Discussion note-catcher. At the end of the lesson, they write their conclusions, so they should leave that space blank for now.” Students are asked to bring their Science Talk Notes and Goals (Lesson 10), What Can I Do to Help the Rainforest? note-catcher (Lesson 11), End of Unit 1 Assessment, Part I: Web Research (Lesson 12), and Notices and Wonders note-catcher (Lesson 13) to the discussion.</p>
	<p>3d) Materials provide instruction of morphology, including common word roots, inflections, prefixes, affixes, and syntax.</p>	<p>Materials include instruction and practice in Word Study and Vocabulary that occur as a component of the five components in the 3-5 ALL Block. During each cycle, students have two teacher guided sessions and two independent heterogeneous grouping sessions, which provides students the opportunity to participate in 20 minutes of Word Study and Vocabulary four times a week every other week. The emphasis of Word Study and Vocabulary is context-driven word study. Readers in intermediate grades benefit from a more contextualized approach to teaching phonics and word recognition, thus there is an increased focus on morphology of words related to word meaning, word study and vocabulary as working with words from complex texts, and use of vocabulary protocols, routines, and tools to figure out meaning of new words.</p>

		<p>Varied opportunities are provided over the course of the year in core materials for students to learn, practice, and apply word analysis skills in connected texts and tasks.</p> <p>In K-2: Using the Scope and Sequence of the Foundational Skills Block, it is evident that through all four Modules word study lists and high-frequency word lists carry through the year. Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge is taught daily through each Module.</p> <p>In 3rd Grade Module 2, Unit 3, Lesson 6, students learn that their conclusion paragraph will include a restated focus statement. The teacher writes the word "restate" on the board and points to the prefix "re-." The teacher asks students to popcorn read other words with the prefix "re-." The teacher asks: "What do you think re-means based on how it is used in each of these words?"</p> <p>In Grade 3 Module 3 Unit 1 Lesson 8, All Block, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word explanation with a focus on the suffix "-ion."</p> <p>Throughout the curriculum, in alignment with the standards, students use the relationship between words and parts of words to determine the meaning of the unknown and multiple-meaning words, and also to determine the connotation of words. In the Grades 3-5 Additional Language and Literacy Block, students engage in a Word Study and Vocabulary component, in which they use Frayer diagrams and vocabulary trees to explore the affixes and root of a given word(s). This includes identifying other words with the same affixes and roots, and synonyms.</p> <p>Academic and Domain-Specific vocabulary are addressed through multiple reads of complex text along with Language Dives. The words that have been selected fall into the categories of lesson specific, text specific, or vocabulary used in writing. The curriculum defines whether a word is newly introduced or is a review word, so the teacher can adjust instruction to meet the needs of the students. Multiple texts are used to build student knowledge and vocabulary, and they support students' ability to comprehend complex text independently and proficiently.</p>
	<p>3e) Materials that attend to word relations.</p>	
	<p>3f) Materials provide explicit instruction in both general academic and content area vocabulary during reading and disciplinary instruction.</p>	

K-2 Example:

In the K-2 Reading Foundations Skills Block, students participate in the instructional practice: [High-Frequency Word Fishing](#), which provides students the opportunity to apply decoding skills and growing knowledge of irregularly spelled words to review the high-frequency words. Students begin the process of committing high-frequency words to memory by using known letter-sound connections and context. Students are engaged in repetitive activities that may contribute to their understanding of high-frequency words; however, various opportunities to interact with the words in alternate formats are limited.

Additionally, opportunities are provided over the course of the year in core materials for students to purposefully read grade-level text with an emphasis on vocabulary. For example:

In [Reading Foundations Skills Block, Grade 1 Module 2, Cycle 9, Lesson 47](#), teacher reads aloud the Engagement Text: “Sam and Nell Have a Ball.” The students are provided the following purpose for reading the decodable: “Before you read the book with your partner, we are going to be detectives. We are going to look for some of the high-frequency words. Remember, some of these words ‘don’t play fair,’ which means they are not easily decodable.”

3-8 Example:

In [Grade 8 Module 1, Unit 3, Lesson 7](#) there is a repeated routine related to vocabulary development included in the lesson plan. The lesson plan reads, “Follow the same routine to focus students on the terms *introduction* (the part of an essay that opens a piece of writing and helps the reader understand what the writing will be about) and *focus statement* (a sentence that tells the main points of an essay) in the learning targets and to use a dictionary to define the words. With students’ support, record the meanings of the terms on the academic word wall. Invite students to record the terms in their vocabulary logs.

Students may also use the vocabulary strategies on the Close Readers Do These Things anchor chart to deconstruct each term and add any relevant notes to the vocabulary strategies on this chart.”

	<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>In EL Education curriculum lessons, academic vocabulary is taught any time students work with text. From unpacking learning targets, to working with an Interactive Word Wall before writing, to close reading lessons, students learn strategies to explore the meaning of academic words they read and put them to use in their writing. Vocabulary is introduced and reviewed throughout each module. Academic and Domain-Specific vocabulary are addressed through multiple reads of complex text along with the Language Dives. The words that have been selected fall into the categories of lesson specific, text specific, or vocabulary used in writing. The curriculum defines whether a word is newly introduced or is a review word, so the teacher can adjust instruction to meet the needs of the students. Multiple texts are used to build student knowledge and vocabulary, and they support students' ability to comprehend complex text independently and proficiently.</p> <p>For Example: Grade 1 Module 1, students engage in a study on the topic of “Tools and Work” as they build their literacy and citizenship skills. In Unit 2, Lesson 2, teachers tell students that they will spend time today to make sure they understand the word “magnificent,” which is important because it is in the title of the book they are reading, <i>The Most Magnificent Thing</i>. Students view the Frayer Model with “magnificent” in the center, and the parts of the chart are explained with supporting examples and non-examples. Students learn that “magnificent” means “something that is very beautiful to look at, or spectacular” and record this definition on their sheet. In Unit 2, Lesson 1, students and the teacher work to create an anchor chart listing and defining the Habits of Character. Vocabulary words include: “initiative,” “collaboration,” and “perseverance.”</p>
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<p>3h) Materials provide opportunities for students to use new vocabulary in a variety of contexts and modes.</p>	<p>Specific tasks are designed to build academic vocabulary within the curriculum during multiple readings of context-based texts, such as unpacking learning targets, interactive word walls, collaborative conversations, use of Frayer models, language dives, writing tasks, and explicit teaching of habits of character language. The Labs in K-2, also provide opportunities for students to use content-specific and academic vocabulary while applying the speaking and listening skills taught in the module lessons.</p> <p>Additionally, vocabulary is highlighted at the beginning of each lesson with reference to whether it is new or review and whether it is taught within the lesson or with the use of text. Students are given opportunities to learn vocabulary using strategies that target all learning modalities through the use of movement, song, poetry, drawing, and writing.</p> <p>Examples include, but are not limited to:</p> <p>Unpacking Learning Targets: In Grade 2, Module 3, Unit 2, Lesson 3, students examine the learning target, “I can use context clues to determine the meaning of a new word.” The teacher displays card 6 of What Is Pollination? and tell students that when they use context clues, they use clues in the sentences around the word to find its meaning. Sometimes the meaning is in the same sentence, and sometimes it is in the next sentence. Student attention is then directed to the Text Features Anchor Chart, and students are reminded that important vocabulary words are often in bold print. The teacher models how to find the meaning of the bold print words “hive” and “social” using context clues.</p> <p>The curriculum is most powerful in an inclusive setting where all students are engaged in the read, think, talk, write cycle within the daily lessons and when all students are engaging in the same topic, text(s), learning target(s) and assessment tasks.</p> <p>In order for this to happen and in alignment with Tier 2 and Tier 3 supports, there will be the need to have additional targeted supports for students. Clear instructional options are given within the curriculum on a daily lesson level. Suggestions for additional one-on-one or small group instruction can be implemented during K-2 Lab or 3-5 ALL Block time.</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>Specific tasks are designed to build academic vocabulary within the curriculum during multiple readings of context-based texts, such as unpacking learning targets, interactive word walls, collaborative conversations, use of Frayer models, language dives, writing tasks, and explicit teaching of habits of character language. The Labs in K-2, also provide opportunities for students to use content-specific and academic vocabulary while applying the speaking and listening skills taught in the module lessons.</p> <p>Additionally, vocabulary is highlighted at the beginning of each lesson with reference to whether it is new or review and whether it is taught within the lesson or with the use of text. Students are given opportunities to learn vocabulary using strategies that target all learning modalities through the use of movement, song, poetry, drawing, and writing.</p> <p>Examples include, but are not limited to:</p> <p>Unpacking Learning Targets: In Grade 2, Module 3, Unit 2, Lesson 3, students examine the learning target, “I can use context clues to determine the meaning of a new word.” The teacher displays card 6 of What Is Pollination? and tell students that when they use context clues, they use clues in the sentences around the word to find its meaning. Sometimes the meaning is in the same sentence, and sometimes it is in the next sentence. Student attention is then directed to the Text Features Anchor Chart, and students are reminded that important vocabulary words are often in bold print. The teacher models how to find the meaning of the bold print words “hive” and “social” using context clues.</p> <p>The curriculum is most powerful in an inclusive setting where all students are engaged in the read, think, talk, write cycle within the daily lessons and when all students are engaging in the same topic, text(s), learning target(s) and assessment tasks.</p> <p>In order for this to happen and in alignment with Tier 2 and Tier 3 supports, there will be the need to have additional targeted supports for students. Clear instructional options are given within the curriculum on a daily lesson level. Suggestions for additional one-on-one or small group instruction can be implemented during K-2 Lab or 3-5 ALL Block time.</p>

For Example:

In [Grade 1 Module 2 Unit 1 Lesson 4](#) the following [instructional support options](#) are presented to teachers:

For lighter support:

During Work Time A, allow students to grapple by pairing some students who need lighter support together in matching proficiency pairs.

For heavier support:

During Closing and Assessment, work closely with a small group of students who need heavier support. Consider completing the response sheet together as a shared writing experience.

Universal Design for Learning

Multiple Means of Representation (MMR): In this lesson, students review the Close Readers Do These Things anchor chart. Some students may benefit from context-specific visual cues to remember the meaning of each bullet on the anchor chart. Consider printing and displaying photographs of students demonstrating each bullet to connect these terms to concrete shared experiences.

Multiple Means of Action & Expression (MMAE): Students have a range of fine motor abilities and writing needs. Some students may need additional support in order to visually plan for writing and drawing on their response sheets. Vary methods for fine motor responses, offering modified response sheets with a separate box for drawing and lines for writing.

Multiple Means of Engagement (MME): In this lesson, students revisit the Sun Movement routine. Some students may have difficulty estimating the amount of space they need in order to move their bodies safely during this routine. Consider minimizing threats and distractions by reminding all students to stand in predetermined spots for movement.

<p>Non-Negotiable 4: Foundational Skills: Materials develop foundational reading skills systematically, using research based and transparent methods.</p> <p>* Foundational Skills are only for Grades K-5.</p>	<p>REQUIRED</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>EL Education designed a structured phonics curriculum called the K-2 Reading Foundational Skills Block. The skills block is designed to ensure that by the end of second grade, students acquire the depth of skills they need in the foundational reading standards to be able to read with fluency and, most importantly, comprehend grade-level texts independently. The Skills Block is based on the research of Dr. Linnea Ehri, one of the nation's foremost experts on how the brain maps sounds and letters. Her phases of reading and spelling development help us determine students' progress with decoding and encoding: pre-alphabetic, partial-alphabetic, full alphabetic, and consolidated alphabetic. Additionally, we worked with Dr. Ehri to develop "microphases" which are a further breakdown of reading and spelling development into early, middle, and late to give teachers a more detailed progression of reading and spelling behavior.</p> <p>Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context. Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills and provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.</p>
	<p>REQUIRED</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>Over the course of the year, students are provided with opportunities to read emergent readers and decodable texts. Lessons follow a consistent routine throughout the cycles. Mystery Word activities are done in each cycle with the high-frequency word(s) of the cycle identified through clues given that require students to use word analysis and apply their foundational knowledge of words. The high-frequency words are found within the context of a poem that students are asked to read either independently or with a partner. These poems also include words that contain the phoneme focus of the cycle. In Reading Foundations Skills Block, Kindergarten Module 3, Cycle 13, students first access decodable readers. These texts consist of decodable words and high-frequency words.</p>

		<p>Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts. Students are provided a purpose for reading such as in Reading Foundations Skills Block, Kindergarten Module 3, Cycle 13, Lesson 66: “Now we are going to start reading books instead! This book is based on the story, ‘A Book of Animals.’ I will read the words first, just like we did with the poem, and then you will read the words with me. Look and listen for high-frequency words and for letter sounds that you know.” Beginning in Kindergarten Module 3, Cycle 13, students read a decodable text with a partner during each cycle. For each text, the teacher asks students to pay attention to and circle the high-frequency words learned and point to letters as they make the letter sounds.</p> <p>In Kindergarten Module 3, students read “A Book of Animals,” “The Ham Sandwich,” “The Milkshake,” “Fun With Gum,” “The Mop is a Dog!” and “Josh’s New Home.” In Module 4, students read “Chip Can’t Nap!,” “Josh Takes a Bath,” “Josh and Chip at the Farm,” “The Bowling ‘Alley’,” “Time to Bake,” “The Mystery Moth” and “The Jazz Trio.”</p> <p>Materials support students’ development of automaticity and accuracy of grade-level decodable words over the course of the year. For example: In Reading Foundations Skills Block, Kindergarten Module 3, Cycle 13, Lesson 68, students are introduced to a poem. The poem includes the words that contain vowel phoneme /a/, which is the focus for this cycle. This poem also includes the two high-frequency words that are the focus of this cycle. Students practice chorally reading the poem with the teacher. The poem contains: fat, cat, at, has, can, nap, glad and snack, which contain the phoneme /a/.</p>
	<p>REQUIRED 4c) Materials provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.</p>	<p>The K-2 Foundational Skills materials provide teachers and students with frequent and ongoing assessment opportunities. An overview is provided beginning in the Assessment Overview document. The variety of assessment types (benchmark, informal, formal, summative, formative, daily, by cycle, etc.) demonstrates that assessment of K-2 foundational skills is necessary to determine student mastery, to see where students are struggling, and to differentiate the instruction needed by the students. Multiple assessment opportunities are suggested and provided over the</p>

course of the year in core materials for students to demonstrate progress toward mastery and independence of foundational skills. Examples include:

[Benchmark assessments](#) are administered at the beginning, middle, and end of the school year to assess Letter Name and Sound Identification, Phonological Awareness, Spelling, Decoding, and Fluency. “Beginning-of-Year Benchmark Assessments Provide diagnostic information to help the teacher:

Determine the phase at which a student currently is reading and spelling
Determine the approximate cycles in the K–2 Continuum that would best fit that student’s instructional needs

Gauge whether the student is approximately on grade level (as defined by the CCSS)

Middle-of-Year Benchmark Assessments

Track students’ progress toward the end-of-year goals (as determined by the grade-level Scope and Sequence)

End-of-Year Benchmark Assessments

Measure students’ mastery of the end-of-year goals”

Cycle assessments are administered more often than Benchmark assessments and provide information about students’ progress toward mastery of skills taught up to a particular point. These assessments can be differentiated based on student need.

Daily Snapshot Assessments are conducted in K–1 that help a teacher quickly check on mastery of daily learning targets. For example:

In Reading Foundations Skills Block, [Module 2, Cycle 8, Lesson 41](#), the teacher observes students during the Opening to determine whether they demonstrate one-to-one correspondence with words. The teacher observes students during Work Time to determine whether they can say the sounds for each letter correctly. The teacher records students’ progress on the Snapshot Assessment.

An Assessment Path is also provided for each grade level in the [Skills Assessment Overview](#).

	<p>REQUIRED 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>Opportunities are provided over the course of the year in core materials for students to apply their knowledge of foundational skills to purposeful reading of text. For example:</p> <p>In Reading Foundations Skills Block, Grade 2 Module 1, Cycle 3, Lesson 12, the teacher reads aloud the Engagement Text, “Sunnyside City Park is New and Improved!” The students are provided with the following purpose for reading the decodable: “First we read an article from the Sunnyside Gazette: ‘Sunnyside City Park is New and Improved!’ Now we will read a story about characters from Sunnyside: ‘Do Fish Eat Cheese?’ This story is filled with words that YOU can read! There are decodable words, and there are some words that don’t play fair, like ‘our’ and ‘been.’”</p> <p>In Reading Foundations Skills Block, Grade 2 Module 2, Cycle 9, Lesson 42, students search for high-frequency words in the Decodable Student Reader: “The Spelling Bee” with a partner. Students are provided the following purpose after searching for high-frequency words: “Before you read the book with your partner, we are going to be detectives. We are going to look for some of the high-frequency words. Remember, some of these words ‘don’t play fair,’ which means they are not easily decodable.”</p>
	<p>REQUIRED 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>The comprehensive curriculum allows students ample opportunities to engage with texts of varied complexity levels within a given topic. Module instruction includes interactive read alouds of complex text while the Foundational Skills block includes teacher read aloud of complex “engagement texts” coupled with student reading of decodable readers. Fluency is highlighted in the Reading Foundations Skills Block through the Instructional Practices for Lesson Work Time. Fluency practice allows students to interact with a piece of the text from the Decodable Student Reader to apply the elements of fluency to decode. Students begin to use a Fluency Rubric in Second grade Modules 3 and 4 to provide specific feedback to classmates. Engagement Texts and Decodable Student Readers are used in each cycle in every module beginning in Kindergarten cycle 13.</p> <p>For Example:</p>

		<p>In Reading Foundations Skills Block, 2nd Grade Module 1, Cycle 1, Lesson 4, students read aloud the poem, “A Moment in Time.” Prior to reading the poem, the teacher states, “One part of being a proficient reader is being able to decode (read) words accurately. We know the closed, open, and magic ‘e’ syllable types really well, so we can read this accurately.” After reading the poem, the teacher states: “We’re reading this poem pretty proficiently. We can read the words accurately, and we know what it’s about.”</p>
<p>REQUIRED</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>In Grades K-2</p> <p>In the "Scope and Sequence" of the Foundational Skills Block Teacher's Guide, there is evidence across all four modules word study lists and high-frequency word lists carry through the year. Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge is taught.</p> <p>Syllables are introduced and practiced during the <i>Feel the Beats</i> Instructional Practice that includes counting, pronouncing, segmenting and blending of the syllables in words. Each skill becomes more complex in subsequent lessons and as skills are obtained the next skill in the staircase of the learning progression begins.</p> <p>Students have frequent and opportunities to learn and understand phonemes (e.g., produce rhyming words, segment syllables, blend onsets and rimes, pronounce vowels in CVC words, and substitute sounds to make new words).</p> <p>Examples include:</p> <ul style="list-style-type: none"> • In the Reading Foundations Skills Block, Module 1, Cycle 1, Lesson 8, the teacher points to the Keyword Picture Card: “t” on the anchor chart and says: “‘t,’ tern, /t/.” Students repeat: “‘t,’ tern, /t/.” • In the Reading Foundations Skills Block, Module 1, Cycle 1, Lesson 9, the teacher recites the first line of the Alligator/Tern poem again, tapping the beats while students listen: “All-i-ga-tor went to the an-i-mal zoo.” Students recite the line, tapping the beats just as teacher just did and to say the word “all-i-ga-tor” aloud, holding up a finger each time they hear a beat 	<p>In Grades 3-5</p>

		<p>Grades 3-5 materials include instruction and practice in Word Study and Vocabulary that occur as a component of the five components in the ALL Block. During each two-cycle, students have two teacher guided sessions and two independent heterogeneous grouping sessions, which provides students the opportunity to participate in 20 minutes of Word Study and Vocabulary four times a week every other week.</p> <p>Varied opportunities are provided over the course of the year in core materials for students to learn, practice, and apply word analysis skills in connected texts and tasks. Examples include: In 3rd Grade Module 1, Unit 3, Week 2, Day 4, students use a Vocabulary Grid to understand the word overcome based on the sentence: “You have written a reading contract describing two particular reading challenges that you face and strategies for overcoming them.”</p> <p>In 3rd Grade Module 2, Unit 3, Lesson 6, students learn that their conclusion paragraph will include a restated focus statement. The teacher writes the word "restate" on the board and points to the prefix "re-." The teacher asks students to popcorn read other words with the prefix "re-." The teacher asks: “What do you think re-means based on how it is used in each of these words?”</p> <p>In Module 3, Lesson 8, ALL Block, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word explanation with a focus on the suffix "-ion."</p>
	<p>REQUIRED</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>The curriculum places a heavy emphasis not only on goal-setting and reflection, but also specifically on growth mindset: helping students notice that their ability grows with their effort. Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress. Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a word.</p> <p>Materials support reading of texts with attention to reading strategies such as rereading, self-correction, and the use of context clues.</p>

		<p>For Example: In the Independent and Small Group Work page there is the Reader's Toolbox Routine on pages 15-18. The purpose of the Toolbox, used in lessons, is provide students strategies to help them use the meaning and syntax cueing systems to support the making of meaning.</p> <p>Students learn to look at the pictures, use background knowledge, look at the sentence, and analogy. Decoding is emphasized as a primary strategy for determining the meaning of unknown words, while the meaning/cueing system is taught as another approach. For example, to teach students to use the meaning/cueing system, the teacher states, "Picture clues don't always work because we don't always have pictures when we read. And sometimes the pictures don't really match the words. But if you've tried your first tool, looking at the letters, and you realize there are parts of the word that you aren't sure how to decode/read, then you can try this tool. Throughout the curriculum students have opportunities to practice and read irregularly spelled words.</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 Essential Instructional Practices in Early Literacy (specifically Practices #4 & #5).</p>	<p>A celebrated feature of the K-2 Foundational Skills curriculum, materials provide systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context.</p> <p>Instruction of phonological awareness, phonics and word recognition occur during whole group and small group lessons within a sixty minute block. Materials include phonological awareness, phonics, and word study lessons. Students have frequent opportunities to learn and understand phonemes (e.g. distinguish long and short vowels, blend sounds, pronounce vowels in single-syllable words, and segment single-syllable words).</p> <p>For Example: In the Reading Foundations Skills Block Grade 1 Module 1, Cycle 1, Lesson 1, students listen as the teacher reads the poem, "Open a Book, Unlock a Door." Students are asked what vowel sound is heard in the word "lands". This process is repeated throughout the poem. The option is given for</p>

students to complete a [short_vowel_picture_sort](#) found on [Activity Bank](#) page. Students sort twelve pictures by the long and short vowel sound.

In the Reading Skills Block [Grade 1 Module 1, Cycle 2, Lesson 8, during Opening B](#), students segment words before writing the words. The teacher says the words "van, path, math". Students segment each word pronouncing the phonemes.

Instruction in letter-sound relationships is explicit and systematic in accordance with the General Education Leadership Network's Practice #5

For Example:

In the Reading Foundations Skills Block [Kindergarten Module 1 Cycle 2 Lesson 11, Work Time A](#), teachers introduce the letters h and p. Teachers begin with a transition song, sung to the tune of "I'm a Little Teapot"): Now let's read the poem, line by line. Open up your ears to find the rhyme. When we read together, we sound great. Listen up to the rhymes we make."

The teacher introduces the Getting to Know Letters (Part 1) instructional practice by saying: "We are going to get to know two new letters today: 'h' and 'p.' We will learn the names, the sounds, and keywords for these two letters."

Teacher holds up the Keyword Picture Card: "p," showing only the picture, and asks: Who knows the name of this object?" (parrot). Teacher asks: What sound do we hear at the beginning of the word: 'parrot'?" (/p/). Teacher says: "Let's all say that sound together: /p/." Students repeat sound: /p/.

Teacher asks: What is the name of this letter?" ("p"). What letter makes the sound: /p/?" ("p") Teacher says: "Right! Underneath our parrot is the letter 'p.' Let's use our arm as the pencil to skywrite the letter 'p' as we say the word: 'parrot.'"

Teacher models skywriting and says: "When we make the letter 'p,' we start at the top and pull down, then go back up to the top and make a

		<p>bump halfway down and back around.” Teacher leads skywriting of “p” with the keyword: “parrot.”</p> <p>Teacher says: “I wonder if we can think of more words that begin with that sound.” Teacher asks: Who can share a word that begins with /p/?” Teacher records word on chart and asks: What letter is making our /p/ sound in this word?” (“p”) Teacher says: “Right! The letter ‘p’ says /p/. I’m going to circle the letter ‘p’ in the words we share.”</p> <p>Teacher invites students to share two or three more words that begin with /p/. Teacher says: “These are great words! Now let’s see if we can think of some words that END with the sound /p/.” Teacher repeats steps 11–13 with words that end with /p/.</p> <p>Teacher says: “What a great list of words we have created! And all our words have the sound /p/ made by the letter ‘p,’ just like in our parrot!” Teacher repeats steps 2–17 with Keyword Picture Card: “h” and “house.” Teacher says: “Now we’ve met ‘h’ and ‘p.’ In the next lesson, we’ll get to know them even better and learn how to write them!”</p> <p>The curriculum places a heavy emphasis not only on goal-setting and reflection, but also specifically on growth mindset: helping students notice that their ability grows with their effort. Each lesson is closed with the teacher posing the question, “What did you do today that is helping you become a more proficient reader?” Students are encouraged to reflect on their own learning progress.</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>In alignment with recommendations 1-4 of the <i>IES Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd grade</i>, EL Education’s Reading Foundational Skills Block is designed to ensure that students acquire the depth of skills they need to be able to read with fluency with the ultimate goal of comprehension by the end of second grade.</p> <p>Foundational Skills Block is designed to support students as they begin to read grade-level texts independently. Each Teacher’s Guide for Foundational Skills provides a chart, showing exactly which standards are</p>

		<p>taught for each lesson in the first column. Students clearly practice foundational skills through the year.</p> <p>In Foundational Skills Block, once students begin working with decodable readers in Cycle 13 of Kindergarten, teachers begin using read-aloud engagement texts that are adult-directed to introduce the topic and set the stage for student reading of related decodable text.</p>
<p>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.</p>	<p>REQUIRED</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>K-8 materials balance instructional time between literature and informational texts. Each module contains central texts of varied genres and complexity levels, providing a 50/50 balance of informational and literary texts over the course of a school year. For example, in Grade 3 Module 2: Unit 1, students begin their study of frogs by working with a series of short, engaging poems from “Lizards, Frogs and Polliwogs” by Douglas Florian which are paired with authentic Pourquoi tales such as “Why the Frog has a Long Tongue” written by EL Education staff for instructional purposes. After building foundational content and vocabulary knowledge in Unit 1, Unit 2 has students reading selections from the informational text, “Everything You Need to Know about Frogs and Other Slippery Creatures” and other informational texts to conduct research on freaky frogs. Finally, in Unit 3, students continue reading informational texts to inform their own writing.</p> <p>The K-2, 3-5, and 6-8 Curriculum Plans identify the central texts and required trade books at each grade level and demonstrate a variety of text types.</p>
	<p>REQUIRED</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>The standards themselves require a variety of text genres, and our process for curriculum development is one designed explicitly to ensure robust and powerful alignment to standards. Materials include texts of many different formats. Every text type required by standards is included in the curriculum. Printed texts, including short and long lengths and poems and videos are used in the curriculum. Images and illustrations are also used to</p>

		<p>engage students in thinking about the topic or ideas of a given unit. The K-5 Required Trade Book Procurement List provides a list of texts required for instruction during the Module Lessons. The K-5 Recommended Text List offers recommendations for texts and other materials to support a volume of reading, aligned to the topic of the module.</p>
	<p>REQUIRED 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>EL Education carefully and thoughtfully identified sets of text for each module that aligned with the topic and most effectively support students in meeting the standards. These include excerpts, articles, and other additional required texts, in addition to central texts included in curriculum materials, that all students engage with as part of daily lessons in grades 3-8.</p> <p>Additionally, materials and texts in addition to the central texts of each module increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests and connect to classroom concepts or topics to develop knowledge. Time is reserved daily during the 3-5 ALL Block for "Accountable Independent Reading" The "ALL Block" materials include additional reading of complex texts from the modules, as well as texts for accountable independent reading to support fluency and volume of reading. The 6-8 materials include Independent Reading guidance and sample plans for teachers that include student independent and choice reading of texts related to the module topic.</p> <p>For Example: In Grade 4 Module 3, the central texts are <i>Colonial Voices: Hear them Speak</i> and <i>Divided Loyalties</i>. Additional texts included in lesson materials are: Robert Barton's letter (by EL Education for instructional purposes), William Barton's letter (by EL Education for instructional purposes), Declaration of Independence: A Transcription (The U.S. National Archives and Records Administration), Revolutionary War (Grollier Online), Loyalists (Grollier Online), An Incomplete Revolution (Amy Miller, Junior</p>

	<p>REQUIRED</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>Scholastic, 1999), and American Indians and the American Revolution (Collin Galloway)</p> <p>The standards themselves require a variety of text genres, and our process for curriculum development is one designed explicitly to ensure robust and powerful alignment to standards. At the same time, our development approach will include lists of genres, vetted by all stakeholders, that will be integrated into the overall process for text selection.</p> <p>For Example:</p> <p>In Grade 4, ELA materials seek a balance in instructional time between literature and informational texts. In Module 1 there is a focus on literary texts as students read “Love That Dog,” a novel written in verse, and multiple poems written by poets that are included in the novel. In Module 2, students use a collection of related informational texts to explore animal defenses. In Module 3, students read numerous informational texts that are very complex, but use the literary text, “Divided Loyalties,” to help access the informational pieces. In Module 4, students read informational texts to build the knowledge necessary to access the complex text, “The Hope Chest,” about the fight for women’s suffrage. The Grade 4 Curriculum Map provides the text type and Lexile score for each unit text</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>K-2 Module texts are in collections centred around topics that students explore deeply. When students are not able to experience texts independently, a variety of adult-directed, text-grounded experiences are included in instruction.</p> <p>For Example:</p> <p>Kindergarten Module 2 focuses on “Weather Wonders”. Texts include: Umbrella (Yashima), Brave Irene (Steig), On the Same Day in March: A Tour of the World’s Weather (Singer and Lessac), Weather (National Geographic Readers),</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>The Snowy Day (Keats), Come On, Rain! (Hesse), Weather Words and What They Mean (Gibbons), and One Hot Summer Day (Crews)</p> <p>In Kindergarten Module 2, Unit 3, <i>The Snowy Day</i> is a central text. In this unit, students listen to read clouds about different types of weather, discuss illustrations of different types of weather, chart characteristics of different type of weather, and then create a story about weather using their own illustrations.</p> <p>Throughout the modules, students read high-quality literary and informational texts by diverse authors, featuring diverse time periods and characters with the aim of as many students as possible seeing their background and cultural experiences reflected in the texts.</p> <p>The texts highlight diverse cultures and perspectives from around the world, but are relevant and have meaning to all students. For example in Grade 3. Module 1, in which students learn about the challenges of access to education and books around the world, students read a literary text called Rain School about children who have to build their own school in Chad, Africa at the beginning of each year. They also read My Librarian is a Camel, an informational text about different ways students access books around the world. Both of these texts provide a common and meaningful access point for all students grounded in education and school.</p> <p>Each module includes a final performance task in which students produce authentic writing to demonstrate their newfound expertise in the module topic. These student-created works are shared with fellow students. These works, in grades 3-8, include but are not limited to: dramatic scripts, press releases, poetry, e-books, trading cards, narratives, live presentations, and a class website of modern retellings of folklore stories from Latin America.</p>
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5g) Range of complex text options (print or digital) in the materials that are available and appropriate for academically gifted and advanced readers.

In the EL Education curricular materials, students access a variety and volume of texts that support their ability to read at their grade level. There is a [Recommended Texts and Other Resources List](#) that includes texts related to module topics that are of advanced complexity, quantitatively or qualitatively, and are appropriate for academically gifted and advanced readers.

For Example:

[Grade 5 Module 4](#) focuses on Natural Disasters. The Recommended Texts and Other Resources List identifies the following texts above the grade level complexity band for Grades 4-5 in the standards:
Hurricane & Tornado (Challoner) Lexile: IG1090
Natural Disasters (Watts and Day) Lexile: NC1220
Volcano & Earthquake (Van Rose) Lexile: 1060
When the Earth Shakes:Earthquakes, Volcanoes, and Tsunamis (Winchester) Lexile: NC1290
Fault Lines: Understanding the Power of Earthquakes (Wagstaffe) Lexile: 1070
When the Sky Breaks: Hurricanes,Tornadoes, and the Worst Weather in the World (Winchester) Lexile: 1180

<p>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.</p>	<p>REQUIRED 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). 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>The guiding questions and big ideas in the module overview and the individual unit lessons contain coherently sequenced sets of text-dependent questions that require students to analyze the integration of knowledge and ideas across and within texts. Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics.</p> <p>Close Read Alouds are included in the K-2 module lessons to support students in deep analysis of grade-level text. During every session of the Close Read Aloud, teachers utilize a variety of techniques to engage students in answering text-dependent questions such as Think-Pair-Share and Back to Back-Face to Face. Conversation Cues encourage conversations about the text.</p> <p>In Kindergarten Module 1 Unit 1 Lessons 2-4 Supporting Materials, a Close Read Aloud Guide is included which prompts teachers to ask specific text-dependent questions throughout a lesson. Close Read Alouds in grades K-2 include carefully crafted sequential questions to guide students to deep analysis and understanding of main ideas of each text and are included in the <i>Additional Materials</i> of each lesson.</p> <p>The guiding questions and big ideas in the module overview and the individual unit lessons contain coherently sequenced sets of text-dependent questions that require students to analyze the integration of knowledge and ideas across and within texts. Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics.</p>
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		<p>The 3-8 module lessons include close reading portions with questions that are sequenced and scaffolded, and the module lessons include tasks that require students to analyze the language, key ideas, details, craft, and structure of complex texts. Materials contain sets of high-quality sequences of text-dependent questions and activities that build to a culminating task which integrates skills to demonstrate understanding. Culminating tasks require students to gather details or information using text-dependent questions, anchor charts, and graphic organizers to write a specific genre of writing at the end of each Module.</p> <p>Third Grade Module 1 Unit 1 Lesson 5 is a Close Reading lesson which includes carefully crafted and sequenced text dependent questions designed to take students into the reading. This is an example of the type of Close Reading lessons included throughout the 3-8 module lessons.</p>
	<p>REQUIRED</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 the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<p>The instructional materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts. In the teacher notes for each lesson within a unit/module, there is a section titled “Vocabulary” and a Key: (L): Lesson-Specific Vocabulary, (T): Text-Specific Vocabulary, (W): Vocabulary Used in Writing is used to breakdown the vocabulary students come in contact with in order to help the teacher instruct the vocabulary and to help students keep track of the type of vocabulary in their vocabulary logs.</p> <p>Specific tasks are designed to build academic vocabulary within the curriculum during multiple readings of context-based texts, such as unpacking learning targets, interactive word walls, collaborative conversations, use of Frayer Models, Language Dives (K-8), writing tasks, and explicit teaching of habits of character language. The Labs (K-2) also provide opportunities for students to use content-specific and academic vocabulary while applying the speaking and listening skills taught in the module lessons. Additionally, vocabulary is highlighted at the beginning of each lesson with reference to whether it is new or review, and whether it is</p>

taught within the lesson or with the use of text. Students are given opportunities to learn vocabulary using strategies that target all learning modalities through the use of movement, song, poetry, drawing, and writing.

[Language Dives \(K-8\)](#) are included in the EL curriculum throughout the modules and units. The purpose of the Language Dive is to provide students with strategies to analyze, understand, and use the language. During a Language Dive, teachers and students slow down the reading of a text to deeply analyze the meaning, purpose, and structure of a specific part of the text. The Language Dive supports students to acquire language and deconstruct complex text.

Examples of supports designed for students understanding of academic language include, but are not limited to:

Unpacking Learning Targets: In [Kindergarten Module 1, Unit 1, Lesson 1, The Magic Bow](#), teachers direct students' attention to the posted learning targets and read the first one aloud, "I can participate in conversations with my classmates." Teachers point out the word "participate" and explain that "to participate" means "to take part in a group activity; everyone takes a turn." Teachers note the word "conversation" and explain that when you have a conversation, you talk to others. Teachers explain that "participating in a conversation" means that everyone gets a turn to talk and listens to others when they talk.

Interactive Word Walls: In [Kindergarten Module 1, Unit 2, Lesson 5](#), teachers read pages 1–4 of Toys Galore. Then, teachers say, "I notice that the author doesn't really use that many color words or shapes to describe these toys. He uses words that describe how the toys are played with. For example, here it says 'bouncing-ball toy.' The phrase he uses to describe the ball is 'bouncing-ball' because a ball bounces. Bounce means to go up

		<p>and down, like a ball after it hits the ground.” The teacher places the word card and picture for “bounce” on the Toys and Play Word Wall.</p> <p>In Grade 4 Module 1, Unit 1, Lesson 6, during Work Time B, students participate in their first Language Dive, which guides them through the meaning of three lines from “dog.” The conversation invites students to unpack an academic phrase. Students apply their understanding of subject-predicate structure as they complete future writing and speaking tasks. The Language Dive routine is critical in helping students to learn how to unpack complex sentences.</p>
	<p>REQUIRED</p> <p>6c) Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.</p>	<p>Individual lessons throughout the module units support students’ speaking and listening about what they are reading and researching. Each module overview outlines the Speaking and Listening standards that will be targeted throughout the unit and each lesson contains routines to engage students in speaking and listening. Unit lessons require students to share out their reflections and engage in follow-up questioning. Collaborative routines are included in the daily lessons along with protocol explanations and discussion structures described in the lesson section titled “Teacher’s Notes.”</p> <p>Students utilize protocols included in the curriculum to engage in collaborative conversations in which they learn from one another. Teachers provided multiple anchor charts and answer keys to support teaching the protocols effectively. Text-based discussions are emphasized in the Close Read/Read Aloud lessons. Each of these sessions provides an opportunity for students to discuss their responses to questions that are largely based on the text itself, looking closely at words, sentences, and ideas presented in the text.</p> <p>Total participation techniques such as Turn-and-Talk, Cold-Call and Equity Sticks are also utilized to engage all students in responding to text-</p>

		<p>based questions and prompts. In Grade 2 Module 1, Unit 1, Lesson 5, after reading <i>The Dot</i>, teachers draw students' attention back to the text and reread pages 15-18. Students find a partner and follow the Think-Pair-Share protocols to discuss what is happening in the text on pages 15-18.</p> <p>Examples Include: Grades K-2: In Grade 2 Module 1, Unit 1, Lesson 5, after reading <i>The Dot</i>, teachers draw students' attention back to the text and reread pages 15-18. Students find a partner and follow the Think-Pair-Share protocols to discuss what is happening in the text on pages 15-18.</p> <p>Grades 3-8 In Grade 5 Module 1, Unit 1, Lesson 10, students participate in a text-based discussion. They use the Discussion Norms anchor chart for reference to the criteria for the discussion. Students move into groups of five and sit around a table or in a circle with their group and their Preparing for Text-Based Discussion note-catcher. The students should be focused on the Working to Become Ethical People anchor chart and their collaborative discussion includes describing how they feel.</p>
	<p>REQUIRED 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>EL Education designed a structured phonics curriculum called the K-2 Reading Foundational Skills Block. The skills block is designed to ensure that by the end of second grade, students acquire the depth of skills they need in the foundational reading standards to be able to read with fluency and, most importantly, comprehend grade-level texts independently.</p> <p>The Skills Block is based on the research of Dr. Linnea Ehri, one of the nation's foremost experts on how the brain maps sounds and letters. Her phases of reading and spelling development help us determine students' progress with decoding and encoding: pre-alphabetic, partial-alphabetic, full alphabetic, and consolidated alphabetic. Additionally, EL Education worked with Dr. Ehri to develop "microphases" which are a further</p>

breakdown of reading and spelling development into early, middle, and late to give teachers a more detailed progression of reading and spelling behavior.

The [K-2 Reading Foundational Skills Block Benchmark Assessments](#) are given to students throughout the school year to help teachers determine a students' microphase. The [LZ Assessment Conversion Chart](#) is then used to determine appropriate instructional cycles for small groups.

Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context. Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills and provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.

<p>Non-Negotiable 7: Building Knowledge with Texts, Vocabulary, and Tasks Materials build students' knowledge across topics and content areas.</p>	<p>REQUIRED 7a) Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.</p>	<p>Throughout the K-8 curriculum, students engage in tasks that require a combination of literacy skills including reading, writing, drawing, and speaking to demonstrate their knowledge of a topic. These tasks are consistently placed at the end of each close read/read aloud session, referred to as a culminating task (Performance Tasks). These tasks require students to gather details or information using text-dependent questions, anchor charts, and graphic organizers to write a specific genre of writing at the end of each module. Each module has a final Performance Task. Performance tasks are designed to help students synthesize and apply their learning from the unit in an engaging and authentic way. Performance tasks are rich and provide opportunities for students to demonstrate what they know and are able to do using speaking and writing.</p> <p>For example, Grade 1 Module 4, students continue to build on their knowledge of birds from Module 3 to deepen their literacy skills and explore the guiding question: “Why should we care about birds?” Students begin to consider this question by reading a variety of literary texts with characters that care for birds. They then learn about writing opinions as they investigate a specific bird, Pale Male, who built its nest in the heart of New York City. Students read about people’s differing opinions about this nest and then write their own opinions in response to the evidence they gather. Students also learn about some of the problems birds face more generally, and what humans can do to help them live and grow. They learn about the myriad ways birds are helpful to plants, animals, and people. In Unit 1, Lesson 2, following the close read of The Lion and the Bird, students discuss the author’s message with a partner. Sentence stems are provided, “The problem in The Lion and the Bird is, The problem in The Lion and the Bird is solved when, and The author’s message in The Lion and the Bird is.” The Module 4 Performance Tasks requires that students create a piece of artwork and writing that serves an authentic need in their school or local community, a Feathered Friends Saver! Students create scientific drawing of a local bird, and write an informational paragraph about birds. Students</p>
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		<p>are asked to display the Feathered Friends Savers in the school or deliver them to a local organization so they can be hung to prevent birds from flying into windows.</p>
	<p>REQUIRED 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>Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials. Materials provide opportunities for focused research and writing projects to support the development of knowledge and understanding of the Module topic during the K-2 Labs, which are designed to extend student learning from the Module Lessons. There are opportunities in the Research Lab for students to engage with materials and increase their skills in order to pursue answers to questions related to the content in the Module lessons. Students expand their understanding and knowledge of the topic through a range of research activities. Students often study pictures and photographs, watch videos, and conduct original research based on their own questions. Also, each unit within the modules contain lessons that require students to answer text-based questions and demonstrate knowledge of the topics using total participation techniques, anchor charts, language dives, notebooks, journals, and student response sheets. The artifacts produced during each lesson are compiled throughout the modules to complete a culminating project.</p> <p>For example, in Grade 1 Module 2, K-2 Labs, the guiding question is, "How can I use research skills to learn and wonder about our sky?" In the Research Lab, students use research skills to learn new information and ask questions about the sky. The Research Lab culminates in a creation of a Sky Riddle Book in which students use the researched notes. Students build upon their knowledge of the sky, sun, moon, and stars as they research new information and ask questions about the sky as they collect facts to create a Sky Riddle Book during the module lessons. Students</p>

should connect their learning about the sky with their module learning about the sun, moon, and stars to complete the Module 2 Performance Task by using feedback from peers and from the teacher to revise and edit their “What the Sun Sees” poems from the Unit 3.

Grades 3-8: Modules are divided into three units that build knowledge of a topic using multiple texts. Each module is designed for students to act as researchers and to gather details or ideas from texts throughout the unit to build a body of evidence for the culminating task. Students began each module with more whole class research and then an individual research project. By the end of each module, students write a piece demonstrating their increased knowledge about their selected topic. Students are provided with daily independent reading, research, and discussion during every lesson in the module.

Examples include but are not limited to:

In [Grade 5 Module 3](#), students research a professional athlete who became a leader for social change. In [Unit 1](#), students began by doing a research project on Jackie Robinson by considering some of the factors that contribute to his success as a professional athlete who became a leader for social change. In [Unit 2](#), students continue to develop this research by determining which factor was most important. During this unit, they also engage in discussions about the most important factor. In [Unit 3](#), students build upon their knowledge by researching other athletes.

REQUIRED

7c) Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.

Vocabulary is taught both implicitly and explicitly and explicitly, using words in the core and supplementary texts. As texts are read multiple times, students gain new vocabulary. Materials focus on elements of vocabulary, such as abstract or multiple meanings, connotation, relationships among words, and morphology. Definitions are provided in student-friendly language, and word meanings are taught with examples related to the text as well as examples from other contexts with which students would be more familiar. Throughout the modules and units, students discuss and clarify language of learning targets to build academic vocabulary.

Throughout the Modules, there is intentional vocabulary building from content-based text, attention to figuring out words from context, decoding, and an emphasis on academic (Tier 2) vocabulary. The Academic Word Wall (words one might find in informational texts on many different topics) is a permanent Word Wall that will be added to throughout the year. The Domain-Specific Word Wall will change from module to module, as the topic changes. Teachers will record words and definitions clearly in student-friendly language.

In the [Classroom Protocols](#), there is a section on Focus on [Building Academic Vocabulary Protocols](#). Further, [Language Dives](#) are included throughout the modules and units. The purpose of the Language Dive to provide students with strategies to analyze, understand, and use the language. During a Language Dive, teachers and students slow down the reading of a text to deeply analyze the meaning, purpose, and structure of a specific part of the text. The Language Dive supports ELL students acquire language and help them to deconstruct complex text.

<p>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.</p>	<p>REQUIRED 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>In the EL Education K-2 curriculum there are opportunities for on-demand writing, process writing, and short, focused projects through a variety of instructional tasks. On-demand writing addresses a variety of text types and purposes and is included in each module's end-of-unit assessment. To demonstrate understanding of the text, students on-demand write and draw in response to text through instructional tasks in the Module Lab Lessons. The K-2 Skills Block lessons provide more opportunities for on-demand writing utilizing content that is directly related to the phonic skills/spelling skills that are being taught. Shared writing activities address several genres and are completed during whole group instruction time with students doing the thinking and the teacher doing the writing and modeling of the Revising and Editing Checklist. Writing of research projects is supported through the Read-Think-Talk-Write Cycle and the Writing for Understanding Framework and students engage with text to identify information that will help them answer a research question. The curriculum recommends the use of a variety of digital resources throughout the Module lessons. Additionally, the curriculum provides anchor charts and exemplar writing samples to support instruction.</p> <p>For Example: In Grade 1 Module 1, Unit 1, Lesson 6, students use the Cutting/Farming Tools Student Response Sheets to label pictures of tools and respond to the prompt, "What job does the tool help to do?" Suggestions for drawing apps are provided.</p> <p>In Grade 1 Module 2, Unit 1, Lesson 9, students use pictures and words to share their cloud facts with a reader, using the Cloud Fact page in their Meteorologist's notebook.</p> <p>In the EL Education 3-8 curriculum, there are opportunities for on-demand writing, process writing, and short, focused projects through a variety of instructional tasks. Students develop drafts for each individual paragraph</p>
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or portion of a writing product over the course of several lessons. Students also spend time on self-revisions, targeted peer-critiques, and publishing of their work using digital resources and technology. The teacher provides direct instruction to guide students through the writing process, requiring them to analyze good writing models from the text sets they read. The writing lessons included in each module are based on text(s).

On-demand writing occurs each day when students write to what they have read in various formats. Intentional instruction (focus statement, checklist, etc.) is included to support students in writing to meet the criteria. Materials include short and longer writing tasks and projects and are aligned to the grade-level standards being reviewed. Examples of writing include note-catchers, graphic organizers short answer, or paragraph construction.

For Example:

In [Grade 5 Module 1, Unit 2, Lesson 8](#), students will write their own paragraphs about Esperanza's reaction to Miguel losing his job and quote accurately from the text.

In [Grade 5 Module 1, Unit 2, Lesson 12](#), students analyze a model literary essay that compares the character reactions of Miguel and Esperanza to the fire, using the Painted Essay structure in order to create criteria for their own essays. The teacher models the essay to show what students are aiming for and what makes a high-quality essay. The model is referred to throughout the unit as students draft their own essays.

	<p>REQUIRED</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>8c) Materials include time and content for students to write across disciplines, including opportunities for students to write using digital tools.</p>	<p>Models are used in the curriculum as part of critique lessons in which teachers work with students to identify the qualities of work models that meet learning targets.</p> <p>Throughout the modules students learn, practice, and apply writing using evidence. Every unit throughout the modules contains a minimum of 4-6 lessons during the unit that focus on developing the skills for producing a particular text type of writing. Materials provide experiences in writing across different genres with narrative and informative writing, as well as opinion writing. Opportunities to address text types of writing that reflect the distribution by the standards</p> <p>All final Performance Tasks for each of the K-8 modules are grounded in the topic of the module, which is connected to either Social Studies or Science concepts. The Lesson Narratives for module lessons provide a Technology and Multimedia section that supports teachers in extending lessons into digital experiences to deeply engage students in their learning which include technology platforms that facilitate collaboration among students and teacher as well as students with each other. Teachers in grades 3-8 are often prompted to use collaborative documents such as Google Docs to collaborate during class.</p>
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REQUIRED

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.

In the EL Education curriculum, grammatical elements (in alignment with the Language standards) are introduced when students read and write. As they read, they analyze grammatical elements and their effects in texts, and as they write, they participate in mini-lessons to address specific grammatical elements, which they then apply to their writing. Depending on the specific skill, this might happen before students write, or after they write in revisions. Opportunities to learn language standards are in the Module Lessons including [Language Dives](#) and lessons in the [ALL Block](#). Materials include instruction of all grammar and conventions standards for the grade level.

For example:

[Module 4, Unit 1, Lesson 3](#), students explain the function of nouns through the Language Dive Sentence Strip Chunks and the Language Dive Note-catcher: One Well: Nouns. Homework practice is available in [Lesson 6](#).

In [Module 4, Unit 2, Lesson 5](#), in Work Time B, students analyze the noun people in a sentence. In [Lesson 8](#), there is direct instruction on different types of plural nouns using the Regular Plural Nouns Anchor Chart. In [Lesson 11](#), there is instruction about irregular plural nouns.

In [Module 4, Unit 3, Lessons 5-7](#), students use abstract nouns. Students learn that pride and excitement are abstract nouns because they are names of emotions that cannot be physically touched.

REQUIRED

8e) Materials include explicit instruction around spelling strategies, capitalization, punctuation, and sentence construction.

Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Each module contains multiple "Language Dives" ([Principles for Supporting English Language Learners](#) → [Oral and Literacy Approaches](#) → [Language Dives](#)) which provide students with strategies to analyze, understand, and use the language of the text. During a "Language Dive," teachers and students slow down the reading of a text to deeply analyze the meaning, purpose, and structure of a specific part of the text. An overview of this strategy is provided in the appendix of the Teacher Guide for each module.

For Example:

In [Grade 3 Module 2, Unit 1, Lesson 6](#), this strategy is used to analyze a stanza from "The Glass Frog" that helps students explore the function of pronouns within the sentence: "Upon a tree/ It's hard to see/ Which part is leaf/ And which is me". The 3-5 ALL Block also explicitly addresses grammar, usage, and mechanics. For example, in ALL Block [Grade 3 Module 3: Unit 1, Week 1](#), students are given the objective: "I can read a passage aloud fluently, paying attention to punctuation." The teacher models the reading of the passage and then asks, "What effect do the commas and periods have on my voice as I read this passage? How does this aid in comprehension?"

In [Grade 8 Module 1, Unit 3, Lesson 7](#), students engage in a Language Dive, analyzing how an author introduced a topic clearly, previewing what is to follow, and begin to plan their own focus statement that will do the same. Teachers are directed to *Use the Language Dive Guide: Model Essay: "Peuchen," Paragraph 1 (for teacher reference) to guide students through a Language Dive conversation about the sentence. Distribute and display the Language Dive: Model Essay: "Peuchen," Paragraph 1 note-catcher, and the Language Dive: Model Essay: "Peuchen," Paragraph 1 sentence strip chunks. This work involves careful sentence deconstruction and reconstruction.*

A list of the language standards that are formally assessed in each module is provided in the Curriculum Map for each grade.

8f) Materials provide explicit instruction in and practice using writing processes and strategies, particularly those involving researching, planning, drafting, revising, and editing.

The EL Education K–5 curriculum was designed with the principles of Writing for Understanding at its core. This approach, developed by the Vermont Writing Collaborative, is based on the premise that students need to deeply understand the topic they are writing about to use writing structures and tools effectively. Over the course of a module, we start with a focus on building background knowledge about a compelling topic, move on to extended reading and research, and finally end with students communicating what they know, most often through writing. This structure allows students to gain the deep understanding they need to write purposefully and effectively.

When it is time for students to write about their reading in Grades 3–8, students use the Painted Essay structure developed by Diana Leddy at the Vermont Writing Collaborative. The Painted Essay helps students visualize parts of an essay using colors to organize their information. During Painted Essay writing lessons, students start by analyzing a model essay for content (e.g., “What is this essay about?” “What is the author trying to communicate about the topic?”). They then analyze that same model essay for craft, using watercolors to literally paint the components of a strong essay that they find in the model (e.g., red for the introductory “hook”, yellow for body paragraph evidence, green for the conclusion, etc.). They then work with their own arguments and evidence to complete an essay template and write their formal essay.

As students write essays, teachers provide critical scaffolding, instructing students on elements of writing (e.g., focus statements, conclusions, linking words, character development, narrative techniques). This scaffolding begins with careful analysis of the specific parts of the model, using the Painted Essay structure to determine the function and purpose of each part of an essay and determining the content and structural features that make it successful. Students also have the opportunity to practice saying parts orally before writing them. In Grades 3–8, the peer critique and revision process for paragraphs and essays often takes place after a full draft has been written

<p>8g) Materials provide interactive writing experiences as well as daily time for children to write in grades K-1.</p>	<p>In the primary grades, students are still working on letter formation, and the standards in Grades K-1 call for student writing to be done “with support”. As a result, in Grades K-2, scaffolded writing is often organized into booklets; students are cued to write one sentence per page, along with a drawing, with the full booklet following the structure of a paragraph. Shorter or longer sentence frames are used, depending on the age, and/or learning needs of the students. The sentence frames cue students to craft sentences and drawings that form a well-developed paragraph with a beginning, middle, and end. In Grades K-2, students engage in critique and revision of scaffolded writing sentence by sentence.</p>
<p>REQUIRED 8h) Materials include explicit instruction in letter formation for manuscript and cursive (3rd - 5th grades)</p>	<p>The K-2 Reading Foundations Skills Block Supplemental Resources includes guidance for teachers in teaching handwriting that aligns with lessons in Kindergarten. This includes guidance on the following: paper, pencil grip, pre-writing activities, letter types, and letter formation directions (upper and lowercase).</p>
<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>The curriculum includes a range of differentiated supports for English Learners and students reading below grade level. The Universal Design for Learning (UDL) framework is utilized in the curriculum as a basis for design to ensure multiple access points for all students. These core instruction scaffolds can also be incorporated into Tier 2 and Tier 3 intervention targeted to content and skills for which students have documented weaknesses in core instruction during additional instructional time. Lessons are designed with additional recommendations for support to ensure that all students are receiving differentiated support. Some places where differentiation occurs include:</p> <ul style="list-style-type: none"> • Partner work during module lessons (with strategic pairings) • Group work during module lessons (with strategic groupings) • Independent work during module lessons • Small group work during 3-5 ALL Block • Small group work during K-2 Skills block • Small group work during Labs

<p>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</p>	<p>REQUIRED 9a) Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.</p>	<p>The EL Education curriculum allows flexibility for teachers to rely on professional judgment to modify pacing. At each grade level there are four Modules spanning approximately nine weeks of instruction each, which are each broken into three units. Each unit contains 10 to 12 lessons. Lessons are set up for 60 minutes each in grades 3-5 and 45 minutes each in grades 6-8 and contain opportunities for direct instruction, work time, and closing/assessment. These sections have time frames attached to support pacing.</p> <p>In addition to the Module Units, there is an additional 60 minutes of instruction in the 3--5 ALL Block. The ALL Block has three units parallel to the three units of the Module lessons. There is one flex day built in every week that the teacher has the flexibility to meet the specific needs of students.</p> <p>The K-2 Lab lessons complement the Module lessons and are designed for six weeks of instruction within the eight to nine week module, giving teachers flexibility in meeting the needs of all students. This flex time may be utilized to reteach skills and concepts, solidify routines and structures, support ELL students, and/or provide time to confirm understanding of the module topic. The one hour Lab lesson is intentionally designed to allow more time for students to increase their content knowledge and literacy skills and to build student independence</p>
<p>REQUIRED 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>Students who are reading two or more years below grade level benefit by engagement in robust Multi-Tiered Systems of Support (MTSS) that include differentiated scaffolding in core instruction, as well as increasingly intensive additional instruction in Tier 2 supplementary instruction or Tier 3 intensive intervention. The successful integration of core content and skills with increasingly intensive supports in supplemental or intervention will accelerate student learning.</p>	<p>Students who are reading two or more years below grade level benefit by engagement in robust Multi-Tiered Systems of Support (MTSS) that include differentiated scaffolding in core instruction, as well as increasingly intensive additional instruction in Tier 2 supplementary instruction or Tier 3 intensive intervention. The successful integration of core content and skills with increasingly intensive supports in supplemental or intervention will accelerate student learning.</p>

As reported in EdReports review of our curriculum, we include a range of differentiated supports for English Learners and students reading below grade level. These core instruction scaffolds can also be incorporated into Tier 2 and Tier 3 intervention targeted to content and skills for which students have documented weaknesses in core instruction learning needs.

- Collaborative Multiple Reads: All text analysis lessons provide opportunities for collaborative reading, either in pairs or small groups. These multiple readings of text in a collaborative space foster comprehension and analysis by creating opportunities for shared meaning-making and asking questions of peers.
- Text-Dependent Scaffolding Questions: Carefully scaffolded sequences of text-dependent questions begin by establishing comprehension, and additional scaffolding questions. Given the complexity of the texts under study, lessons often provide additional scaffolding questions in the form of Differentiation Considerations focused on academic language to provide all students with an entry point to analyzing complex syntax and vocabulary.
- Tools and Graphic Organizers: Tools and graphic organizers support comprehension as students track textual elements such as character development, central ideas, or the use of rhetorical strategies over the course of a text, documenting evidence for continual reference and for use in writing.
- Diverse Perspectives: As noted elsewhere, module texts represent a wide range of multicultural voices and perspectives that reflect the rich diversity of the world at large. Authors represent a broad spectrum of contemporary and historical cultural perspectives, and the texts concurrently develop student knowledge of global diversity and human equality.

Additionally, there is a Universal Design for Learning (UDL) section of every module lesson plan that provides additional supports including scaffolds for English learners.

For example:

In Grade 4, Module 2, Unit 2, Lesson 10 [lesson narrative](#), the guide suggests a variety of visual anchors to cue students' thinking through multiple means of representation.

In [Grade 4, Module 2, Unit 2, Lesson 8](#), the guide instructs teachers to “practice finding and writing focus statements.” Students highlight the focus statement in sample introductions and discuss what the focus statements may have been. This will help students use focus questions to comprehend text meaning.

Finally, interim assessments are designed to measure student learning against a common set of expectations for all students in that grade: some students will exceed these expectations and others may struggle to meet them. Generally, ANet and CenterPoint recommend beginning with on-grade level assessments and reviewing that performance data along with other relevant data points to determine the appropriateness of these assessments for students. Based on that and other relevant data, as well as the complexity of the assessed texts, it may be that students will need additional scaffolds:

Teachers may be supplementing student Reading Comprehension work with foundational literacy instruction from the curriculum to support students building phonics and fluency skills. Any scaffolding or supports provided to students in classroom instruction may be made available during the assessment

Teachers might use the identified Item Bank in between the scheduled interims to support students getting additional practice reading and

	<p>REQUIRED</p> <p>9c) Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.</p>	<p>interpreting texts from different grade levels on demand. Teachers can illuminate what texts students are more successful with and which prove more challenging and use that information to understand what additional support students might need in accessing and getting to a place of comprehending on grade level readings.</p> <p>The K-8 curricular materials require students to engage in high levels of cognitive rigor to substantiate their understandings with textual evidence. Each unit includes ways to extend the learning beyond the classroom linking home, community, and experts in their fields to share their experiences. For Example, in Kindergarten Module 2 (under Optional: Community, Experts, Fieldwork, Service, and Extensions), extensions include:</p> <ul style="list-style-type: none"> ● As a class, create a rain gauge to measure the rain over the course of a few weeks. ● Place a thermometer in an easily accessed outside location (e.g., near the recess area) and check the temperature daily. ● Begin a class weather mural. As students learn, encourage them to add weather elements, characters, and other weather-related images to the mural. ● Create a visual representation of a scene from the My Weather Story booklet. Examples include a shoebox diorama, a painting, or a paper collage. ● Contact a local printing agency and inquire about publishing students' weather stories into a bound class book. ● Videotape students reading aloud their narrative weather stories to share with family and friends. <p>In Grade 8 Module 1, the Module Overview includes the following note:</p> <ul style="list-style-type: none"> ● Extensions: Throughout the module, students are provided with extension opportunities in the context of the classroom, but students eager to expand their engagement with the topic can
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		<p>record videos of their interviews with family or community members who may share how culture and family has shaped their identity or may share myths and legends from their culture. Students may work on mini documentaries or write stories of the people they interview in order to share with larger audiences.</p> <p>There is a Recommended Texts and Other Resources List that includes texts related to module topics that are of advanced complexity, quantitatively or qualitatively, and are appropriate for academically gifted and advanced readers.</p> <p>The “Teaching Notes” section of every lesson plan supports teachers by providing a lesson summary, identifying the lesson’s purpose, previewing the agenda, noting connections to previous work, identifying areas in which students may need additional support, providing assessment guidance and previewing the next day’s lesson.</p> <p>The Meeting Students Needs section of each module lesson plan provides additional adaptations for students who may require extensions or support to reach the rigor of the grade level lessons. Teachers have opportunities to highly personalize in-class experiences as evidenced through the K-2 Lab experiences, independent work, and opportunities to adjust curriculum based on assessment results.</p>
	<p>REQUIRED</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>	

OBSERVATION & ASSESSMENTS

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

Criteria	Indicators of Superior Quality	Justification/Comments with Example/s
<p>Non-Negotiable 1: Observation & 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.</p>	<p>1a) Measurement of progress via assessments includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Measurement of progress via assessments includes a gradual release of supporting scaffolds for students to measure their independent abilities. This holds true across all grade levels.</p> <p>For Example: In Grade 3, the “End of Unit 1” assessment for Module 1 requires students to read a literary text, “Elephant Library,” and answer multiple choice and constructed response questions related to the text. This assessment is scaffolded by the use of graphic organizers that are not assessed to help students access the text and correctly answer the assessment questions. After reading the text, students are prompted to complete a summarizing organizer to get the gist of the passage before answering any questions related to the text.</p> <p>Additionally, students are again prompted to complete a graphic organizer related to the lesson learned from the text prior to being asked to respond to the constructed response question: “What was a lesson or message in this story and how is it conveyed through details in the text?” (lesson and digital assessment)</p> <p>For the Grade 3 Module 4 End of Unit 1 assessment, students read the informational text, “Water Pollution,” and answer multiple choice questions and constructed response questions related to the text. However, this assessment no longer prompts students to get the gist or collect thoughts prior to responding to the assessment questions. In addition to removing the scaffolds that existed in earlier assessments, this assessment also requires students to build on existing knowledge by comparing and contrasting this new text to the anchor text of the unit.</p>

<p>At all grade levels, aligned rubrics or assessments guidelines are included and provide sufficient guidance for interpreting student performance. The curriculum includes an opinion writing rubric, an informative/explanatory writing rubric, and a narrative writing rubric that were created with language adapted from Smarter Balanced Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and Careers (PARCC) writing rubrics. Annotated student exemplars, scoring guidance, and assignment-specific rubrics are also available in the Teacher Reference tab for each lesson as needed.</p> <p>For Example: In Grade 3 Module 2: Unit 1: Lesson 7 (Mid-Unit Assessment), the teaching notes include “Assessment Guidance.” In that section teachers are provided with the guidance such as, “When assessing and providing feedback to students on this assessment, use the teacher answer key and sample student responses (see the Assessment Overview and Resources) to help you complete the student “Tracking Progress” recording form. Consider making notes in the appropriate column for each criterion and marking evidence with sticky notes on student work in a different color than student responses. There is also space provided to respond to student comments”.</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,</p>	<p>The EL Education curriculum uses varied modes of assessment, including a range of pre-, formative, summative and self- assessment measures. For example, each module includes three units. Within each unit there is a Mid-Unit and an End of Unit assessment that builds the knowledge and skills</p>

<p>students will need to be successful in completing the Final Performance Task” for each module. Students are also required to track progress after completing tasks using task-specific criteria.</p> <p>For Example: In Grade 2 Module 4, Unit 3, Lesson 7, students use a checklist to evaluate their ability to write an informative essay. Additional opportunities to assess student progress are built into each module and 2-5 ALL Block lesson as outlined in the teaching notes for each lesson.</p> <p>Within each lesson, frequent formative assessments and checks for understanding are embedded. Lesson plans clearly state the ongoing assessments included as well as the standard(s) each is aligned with.</p> <p>For Example: In Grade 8 Module 1, Unit 3, Lesson 7, the following materials, used as ongoing assessments of student progress toward targets (standards), are included:</p> <ul style="list-style-type: none"> • Entrance Ticket (W.8.2a) • Language Dive Compare and Contrast Model Essay Focus Statement (W.8.2a, W.8.4, L.8.5b) • Draft of Introduction (RL.8.9, W.8.2a, W.8.4) 	<p>summative, and self-assessment measures.</p> <ul style="list-style-type: none"> • 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 adding additional supports for students performing below grade level and additional opportunities for enrichment. • 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.
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<p>The curriculum addresses all literacy standards, including reading, writing, speaking, and listening. Daily instructional materials introduce Learning Targets to students, which are student-friendly “I can...” statements derived from the standards themselves. All questions and tasks included in lessons are aligned with these targets/standards. Lesson plans indicate to teachers which standards are addressed by student tasks. Additionally, formal end-of-unit assessments at all grades (K-8) and additional mid-unit assessments (3-8) measure student knowledge and skill at critical points. The final performance task of each module addresses specific standards that students have built toward with all of their work throughout the three units. Students are asked to produce work that shows mastery of several different standards (reading, writing, speaking, and listening) at the appropriate grade level throughout their thematic units of study.</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>The materials assess student proficiency using methods that are unbiased and accessible to all students. The texts used in the assessments are related to the unit topics that students have had the opportunity to build knowledge about prior to being assessed. The formative assessments included in the lessons also typically suggest ways to provide heavy or light supports to students as needed.</p>	<p>1e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>
<p>Materials provide teachers with guidance for administering assessments, ways to scaffold assessments, areas of focus, connections to learning building towards the assessment, and suggestions for lessons in the future. In the lesson narrative, each assessment is broken down into sections to help support teacher understanding. The first section is titled “Purpose of lesson.” The curriculum refers to assessments as an additional lesson, so in this section it explains the purpose behind the assessment, and information about tracking progress. The second section is titled “How it builds on previous work.” In this section, the curriculum explains how the unit and lessons have built upon each other in order to bring students to this place of learning. The third section is titled “Assessment guidance.” In this section, the assessment is broken down for teachers, typically by standard and explains how the assessment addresses each standard.</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>

There is also additional information regarding feedback for students. The fourth section is titled “Areas where students might need additional support.” This section anticipates barriers that students may face and offers suggestions to teachers on how to move students past the barriers. The last section is titled “Down the Road.” In this section the curriculum explains how the knowledge students have now will be used as they move forward in the curriculum.

The instructional materials provide routines and guidance that point out opportunities to monitor student progress. The curriculum positions teachers as facilitators of learning and one who observes students as they engage in protocols, reading, tasks, and conversations with their classmates. Progress monitoring formative assessments are integrated within every module by using mid- and end-of-unit assessments, performance tasks, ongoing assessment suggestions within each lesson, scaffolded instruction. Additionally, there are informal checklists to help collect evidence of progress as teachers observe students working.

For Example:

The Grade 4 collection of informal checklists reads:

“These checklists are for use when informally assessing [speaking and listening activities](#), the writing process, and when students are reading aloud, and are organized according to the Standards addressed. The speaking and listening checklists include a suggested activity that students might be participating in for the checklist to be a useful tool to measure student progress. Teaching notes in module lessons also suggest when these checklists might be used. Use your assessment to guide students in where and how they can improve.

1g) Materials prioritize observation during actual reading, writing, speaking, and listening.

<p>Our existing curricular materials were built using the principles of backwards design precisely to ensure that curriculum aligns to the assessments embedded throughout. For instance, the K–8 curriculum includes mid-unit (3-8 only), end of unit, and end of module performance tasks that are intentionally built to enable students to respond to text-dependent questions and assess students’ content knowledge and standards-based skills. These guiding questions are coherently sequenced for the analysis and integration of knowledge and ideas over the course of units within a module. Their focus is on enabling students to respond to each unit’s and each module’s big ideas (i.e., essential questions) and demonstrate their developing grade level competencies. At the middle school level, all unit assessments align tightly to unit essential questions.</p> <p>For Example:</p> <p>In Grade 7 Module 1, students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War, building their proficiency in using textual evidence to support ideas in their writing. The unit assessment asks students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity.</p> <p>Data collected on digital assessments, including final scores, item level, and standards information, are available for download via csv export.</p>	<p>1h) Performance tasks and assessments align to the scope & sequence of the curriculum to use for instructional purposes.</p>
<p>Materials include multiple formative assessments, pre-assessments, performance-based assessments, a mid-unit assessment and end-of-unit assessments. Opportunities are provided during daily lessons for monitoring student progress in reading and writing, as well as opportunities are provided to assess oral reading fluency. Teachers are provided with tracking process forms (also completed by the student), checklists, rubrics, note-catchers, protocols, and exit slips for formatively measuring student progress. The teacher guide provides an assessment</p>	<p>1i) Data collected on assessments are collected in a digital format that could be incorporated into district- aligned systems.</p> <p>1j) Includes progress monitoring materials & resources that align to state and district benchmark data (e.g., DIBELS, NWEA).</p>

overview, which outlines the following for each unit: final performance task, mid-unit assessment, and end of unit assessment. Frequent opportunities for progress monitoring within the curriculum provide teachers guidance for alignment to DIBELS, TRC, and NWEA.

Examples include, but are not limited to:

In [Grade 4 Module 1, Mid-Unit 2 Assessment](#): Writing an Informational Paragraph about What Inspires Jack.

“Focus students on the Working to Become Effective Learners anchor chart and remind them of perseverance, as they will be working independently on their mid-unit assessment, which may be challenging.”

In [Grade 4 Module 1 Unit 2, All Block Week 1, Day 1](#) of the Teacher Guide, students read the poem, “Stopping by Woods on a Snowy Evening,” from the back of their copy of *Love That Dog* for fluency. This is the same text students utilize in a close read during the Unit 1, Lesson 4, Module Lesson. Additionally, the K-2 Reading Foundations Skills Block includes tools for teachers to monitor student progress as they work to crack the alphabetic code and master foundational skills standards. The assessments help teachers accurately identify each student’s Phase of Reading and Spelling Development so they can provide targeted instruction based on strengths and areas of need. The following assessment types are included in grades

K-2:

- Benchmark - Administered three times each year (beginning, middle, end), these provide diagnostic information
- Cycle - Administered every cycle beginning in Kindergarten Module 4; every cycle in Grade 1; 1-2 times per module in Grade 2, these assessments measure progress toward mastery of skills taught up to a given point.
- Daily - Administered every day, these informal assessments measure student progress toward meeting daily learning targets.

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
<p>Materials provide daily opportunities for children to make choices in their reading and writing.</p>	<p>Choice is a key component in empowering students as leaders of their own learning. The curriculum deliberately includes opportunities for students to make choices at all grade levels.</p> <p>For Example:</p> <p>The K-2 Labs, a daily hour-long component, includes hands-on opportunities for students to play and explore related to the topic of each module, across four stages: Launch, Practice, Extend, and Choice & Challenge. In the Choice & Challenge stage, students choose one lab (Explore, Engineer, Create, Imagine, Research) to specialize in.</p> <p>The 3-5 ALL Block, a daily hour-long component, works hand-in-hand with module lessons to accelerate achievement of all students. The ALL Block includes Accountable Independent Reading, which presents students with the opportunity to choose texts, both related to the module topic and not, to read on their own. As students work through three rotations daily, teachers present them with a choice to engage in one of two activities independent of the teacher while he/she meets with a small group.</p> <p>The K-8 Module lessons follow a careful sequence in which students first build common foundational knowledge on a topic before digging deeper by researching the topic further. At this research stage (typically Unit 2), students are often given the choice of characters to examine more closely or sub-topics to dive into more deeply. This choice has a positive impact on student engagement and learning.</p>

<p>Materials provide opportunities for children to use voice and choice in their learning, to know how they learn best.</p>	<p>The EL Education was built using UDL framework. UDL supports included in each lesson address flexibility in the ways information is presented, the ways students respond, and the ways students are engaged. Additionally, the curriculum is full of powerful practices designed to empower students to own their own learning. From the learning targets that start every lesson to protocols that engage students in academic discourse, to debriefs that ask students to reflect on their learning and habits of character, teachers will be equipped to teach more than just literacy skills. The following high-leverage instructional practices empower students to use voice and choice in their learning:</p> <ul style="list-style-type: none"> • Using Learning Targets • Checking for Understanding • Employing Total Participation Techniques • Fostering a Culture of Grappling • Using questions to promote - not just assess - student learning • Engaging students with protocols • Deepening student discourse • Co-constructing anchor charts with students
<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>Protocols are an important feature of the EL Education curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. Speaking and listening protocols, embedded throughout the curriculum, are especially useful for scaffolding the learning experience for students with learning challenges and those who are learning English.</p> <p>The Unit-at-a-Glance charts for each module indicate, in a quick-to-access format, the protocols used in any given unit.</p> <p>For Example:</p> <p>The Kindergarten Module 3 Unit 1 At-a-Glance Chart (located in the Unit 1 Overview accordion) identifies the following protocols as used throughout:</p> <ul style="list-style-type: none"> • Back-to-Back, Face-to-Face • Interactive Word Wall • Science Talk

	<p>The Grade 5 Module 2 Unit 1 At-a-Glance Chart (located in the Unit 1 Overview accordion) identifies the following protocols as used throughout:</p> <ul style="list-style-type: none"> • Rank-Talk-Write • Science Talks • Fishbowl • Infer the Topic
<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>When students complete the formal schooling they will be assessed by the quality of their character and their work. Preparing students to be successful in these areas is one of the reasons the curriculum is so focused on a broader definition of student achievement, one that includes high-quality work and character in addition to mastery of knowledge and skills. To this end, the curriculum includes authentic tasks designed to solve a problem or meet a need related to the topic, and offers guidance to teachers and how to extend module topics and broaden tasks to connect with the local community and address genuine needs. True authenticity can mean that student work is connected to a real community need. Within a nationwide curriculum like ours, it's a challenge to make local connections that will have relevance across the country. This is one area in which teachers' experience and creativity can be an asset. Module Overview documents for all modules include extension opportunities and ideas to get teachers started.</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>Character development is as important an outcome for students in the EL Education K-8 Language Arts Curriculum as mastery of standards. Habits of character are both a means to help students master knowledge and skills and an important end in themselves. Inspired by meaningful texts and tasks, students work on becoming an effective learner, becoming an ethical person, and contributing to better world. Habits of character are imbued in every lesson and taught in the context of students' work. Students may read about people (real or fictional) who embody certain habits. Students practice habits of character as they work independently, collaborate with peers, and care for one another and their classroom. They reflect upon habits of character as they evaluate their work, set goals for themselves, and contribute to the evaluation of classwork. The curriculum is designed to build in students a sense of ownership over their progress, changing the main goal of assessment from evaluating and ranking students to motivating them to learn. From goal-setting and reflection to learning</p>

	<p>targets and tracking progress forms, students become leaders of their learning, motivated internally to succeed. They learn the language of standards and metacognition, identify patterns of strengths and weaknesses, become self-advocates, and assess their own work.</p> <p>Additionally, every grade level includes explicit lesson components very early in the school year in which students and teachers establish and review classroom norms, including norms for conversation.</p> <p>For Example: Kindergarten Module 1 Unit 1 Lesson 2 introduces discussion norms to students. In the opening of the lesson, students review and discuss norms, during the lesson they are asked to honor them, and in the closing students reflect on the norms and how well they upheld them.</p> <p>Grade 8 Module 1 Unit 1 introduces discussion norms as students discuss their responses to the central text. Toward the end of the unit, students prepare for their end-of-unit assessment discussion by generating discussion norms and practicing discussions.</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>Actively increasing the diversity of stories and realities to which students have access is a cornerstone of our belief in how education can act as an agent of social justice and cultural change. A key component is to make diversity of voice and authorship as important in the text selection process as diversity of genre and topic.</p> <p>The EL Education curriculum uses authentic texts to teach content and develop literacy skills. This includes texts that focus on issues of the past and those pertinent today, including gender roles, working conditions, the refugee experience, and access to schooling and education around the world. The representation of diverse characters means that students see themselves in the texts they read. As they do so, students are prompted to consider the habits of character they've learned and how they are (or are not) demonstrated by the characters in the texts they read.</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>The design of our curriculum reflects compelling research showing that students learn best to become effective readers, writers, thinkers, and speakers when literacy instruction is content-based. Research shows that the deeper the content knowledge a student has, the more she is able to understand what she reads, and the more she is able to speak and write clearly about that content.</p> <p>Below is a sampling of some of the high-interest topics in the curriculum:</p> <ul style="list-style-type: none"> • Toys and Play • Birds • Plants and Pollinators • Adaptations and the Wide World of Frogs • The American Revolution • Stories of Human Rights • The Refugee Experience <p>Our curriculum aims to prove that a <i>both/and</i> approach to content and skills is possible and preferable. Modules grounded in either Social Studies or Science topics and include intentional connections to these content areas.</p> <p>For Example: Grade 6 Module 1 intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below:</p> <p>Classical civilizations developed and grew into large empires characterized by powerful centralized governments, advanced commerce and trade systems, and complex social hierarchies. The scientific and cultural achievements of these civilizations continue to affect the world today.</p> <p>The classical era was marked by an increase in the number and size of civilizations. Classical civilizations maintained social order through various political systems that corresponded to the values of their citizens. Ancient civilizations made scientific,</p>
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cultural, and political discoveries that have shaped our understanding of the world today.

Major religions and belief systems developed as civilizations grew, which unified societies but also became a major source of tension and conflict. Belief systems and religions are sets of mutual values that help to explain the way the world and humanity work. Over time, civilizations developed belief systems and religions that differed across place but shared similar themes. Belief systems and religions unify groups of people and are woven into the social organization of societies.

The 6th Grade Module 1 Unit 1 Overview offers the following extension options to teachers:

- Consider coordinating with a Social Studies teacher to study in depth the ways in which myths both shaped and were shaped by wider Greek culture and beliefs. How did myths help to explain the way the world and humanity work? How did Greek mythology influence the beliefs of other cultures?
- With a visual arts teacher, students can create their own visual representations of important moments in Greek mythology that they have read.

<p>Materials provide opportunities for concept-based instruction for gifted and advanced readers.</p>	<p>Within each Module, EL Education provides Guiding Questions to illuminate students' creativity and critical thinking skills. These guiding questions provide the basis for unit study and are intrinsically linked to big ideas that are developmentally appropriate. The topics and guiding questions that drive the content of the EL Education K-8 modules were designed to be relevant to all students nationally. The questions call for critical thinking and diverse opinions. Our curriculum design teams included teachers from diverse settings, who ensured the topics and guiding questions are relevant to all students.</p> <p>Similarly, as students learn a process for inquiry-based research, they pursue high-interest topics of their own choosing; vet sources for relevance and credibility; and develop and refine a unique problem-based research question. For their end-of-unit assessment, students ultimately craft a unique inquiry-driven research paper, all while acquiring the independent thinking skills of lifelong learners. While gifted or advanced readers may more naturally engage in this type of educational experience, scaffolding within the curriculum ensures the opportunity exists for all students.</p>
<p>Materials provide opportunities for students to evaluate how they contributed to the learning.</p>	<p>Every module lesson includes the opportunity for students to reflect on the day's Learning Targets and measure their own progress against that target. Discussion protocols are often followed by debriefs in which students reflect on their role in a conversation and how it impacted the learning environment. Fishbowl protocols prompt students to observe their peers and note contributions during discussions. Rubrics help students to evaluate their work and contributions to collaborative tasks. Entrance tickets and other start-of-lesson tasks often invite students to reflect on homework or other previous learning, and to share that learning with classmates. This peer exchange not only offers accountability but is often followed by prompts for students evaluate their own contribution to the shared task or experience. The practices included above ensure students are positioned as leaders of their own learning and as active contributors to the classroom community.</p>

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>They demonstrate independence. 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>High: The EL Education curriculum requires and promotes a self-managed learning environment in which students feel a sense of independence and responsibility for their learning. The Labs (K-2), the differentiated small groups, and the Additional Language and Literacy Block (3-5) all require students to be self-directed learners as they work in groups, independently of the teacher, supporting each other to complete tasks.</p> <p>Lesson scaffolding gradually releases students to read, think, talk, and write knowledgeably about topics independently. For example in Grade 4 Module 3, after reading extensively about different perspectives in the revolutionary war, students read and analyze argument writing to understand characteristics of the format and how authors support their arguments with reasons and evidence. They then analyze a model of a broadside, and plan and draft a broadside as a class, before writing their own broadside independently.</p> <p>Instructional practices like protocols, conversation cues and discussion norms implemented across the grade levels, and referred to in every module, support students in speaking articulately to communicate ideas supported by evidence, and listening carefully to each other. Conversation cues and discussion norms also support students in responding to each other by providing prompts that encourage the asking of probing and clarifying questions, and that guide students to build on each others ideas. For example in Grade 2, Module 3, after gathering evidence from texts, students participate in a Science Talk protocol about how pollinators help plants to grow and survive. They refer to discussion norms and collaborative conversation starters to have a productive discussion to answer the question.</p>

They build strong content knowledge.

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.

High: The EL Education content-based curriculum modules support students in building a base of knowledge across a wide range of subject matter around engaging science and social studies topics. Each module requires students to read, think, talk, and write about each module topic for 8-9 weeks. The topics students study include, but are not limited to: Toys and Play (K), Birds' Amazing Bodies (G1), Fossils (G2), Frogs (G3), the Revolutionary War (G4), and Biodiversity in the Rainforest (G5).

At least one carefully selected, high-quality anchor text per module engages students in the module topic, supports them in building background knowledge to answer the guiding questions, and highlights successful learning and life habits of character exhibited by characters in the text for students to apply to their own lives. For example in Grade 3, Module 1, students read stories about the challenges characters in stories have faced in attending school, and analyze the habits of character they display in seeking an education.

Students also closely read supplemental complex texts to build background knowledge on the topic, and they research to answer their own questions to be able speak and write knowledgeably on the topic. For example in Grade 5, Module 3, after reading a text about Jackie Robinson, students prepare for a text-based discussion to answer the question: Which was the most important factor (or factors) for Jackie Robinson's success in leading social change? They use this discussion to refine their responses to this question in order to ultimately write an argument essay.

<p>They respond to the varying demands of audience, task, purpose, and discipline.</p> <p>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>High: Unit 3 of the module lessons culminates with a student performing task. Students synthesize and transfer their knowledge and understanding from the module--in terms of both content and literacy--in an authentic and often collaborative task. This is scaffolded with models, drafts, critique, and revision to lead to high-quality work. This performance task requires students to read, think, talk, and write about a topic in order to create an authentic product, often taking action on a current and relevant issue, for an audience beyond the classroom. Students are required to adapt their communication according to the audience, task, purpose, and discipline. For example at the end of Grade 5, Module 1 students perform monologues about threats to human rights in Esperanza Rising to an audience of community members, and present a Director's Note in a program to describe their selected event from Esperanza Rising, explain which specific articles of the UDHR relate to the event, and explain how people today are impacted by this issue.</p>
<p>They comprehend as well as critique.</p> <p>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>High: The module topics, in alignment with the requirements of the reading, writing, and speaking and listening standards, require students to carefully analyze texts in order to understand and identify the main ideas, and the author's point of view and purpose. For example in Grade 4, Module 4, students closely read first and secondhand accounts in which people took action against inequity, in order to compare how the event was experienced compared to how it was portrayed.</p> <p>Topics like "Exploring Literary Classics" (G3), 'Responding to Inequality: Ratifying the 19th Amendment' (G4), and 'Athlete Leaders of Social Change' (G5), invite students to analyze and assess the arguments and claims of others in order to understand how historical agents of social change challenged inequity and the status quo. This analysis then supports them in completing tasks in which they take action on a current issue. For example in Grade 5, Module 3, students analyze texts about professional athletes as social change agents, in order to determine the factors that make someone an effective leader of social</p>

<p>They use technology and digital media strategically and capably. 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. They recognize and draw on their own perspective and culture. 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>change. Students then present these factors to other classes in order to encourage them to take action on social justice issues.</p> <p>High: Throughout the modules, in alignment with the standards, students use technology to research to answer questions, and to present their ideas in writing or in presentations. For example in Grade 5, Module 3, students use technology to research athlete leaders of social change. They then word process an essay comparing and contrasting the factors that contributed to Jackie Robinson’s success as a leader of social change and the factors that led to the success of their researched athlete. At the end of the module, they create a multimedia presentation about the factors that contribute to the success of leaders of social change.</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>High: While reading module texts, students are asked to make connections to their own lives, and to share these connections with others if they so choose, in order to show students that what they bring is of value. There is a heavy emphasis on the habits of ethical people including respect and empathy, and students are frequently reminded of these habits, particularly when being asked to share personal reflections or connections to learning.</p> <p>The curriculum highly values the home school connection and students are encouraged to discuss the guiding questions and big ideas with families at the beginning of each module, and to share those reflections in the classroom. Resources are provided to send home to families to support their understanding of what students will be working on, and suggestions for involving family members in the classroom community are also provided in module and unit overview materials.</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
<p>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(i.e., moving beyond “train the trainer” models). Current research indicates at least 50+ hours of professional learning).</p>	<p>High: Student achievement in all forms depends on access to, and effective implementation of, high-quality, rigorous, standards-aligned curriculum. EL Education provides that curriculum combined with powerful, content-based, professional learning. We know that a central role of school systems is to create the conditions in schools through which teachers can become experts at teaching the curriculum and adapting instruction to meet the needs of their students. Accordingly, we believe that in order to accelerate teacher development and impact student achievement, we must first build instructional leadership capacity, foster a culture of growth, and establish system-wide structures to sustain improvement over time. In partnership with your district we will create these conditions, with curriculum and professional learning as the foundation.</p> <p>EL Education has honed a set of tools, resources and structures to support large scale implementation of the Language Arts Curriculum in systems (districts and states). The first edition of the EL curriculum was developed in collaboration with New York State Education Department. During this time EL worked to create curriculum and surrounding professional development to support every district in the state with implementation of the curriculum. In the last several years, additional assets and systems have been created and established. The current portfolio of district partnerships that EL is supporting include: Detroit Public Community School District (Michigan), Wake County Public School System and New York City DOE.</p>

	<p>Our district support model is grounded in a robust set of services that support the layers in the system. These services include:</p> <ul style="list-style-type: none"> • District Strategic Planning • Data Collection and Analysis • (Teacher) Professional Learning: Institutes, virtual courses, PLC support, • Instructional Coaching Community Development • Administrator/Instructional Leadership Team Training and Support • Model site development
<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>HIGH: Our current theory of action with district partners is to engage in multi-year partnerships. Below is an outline that has guided our approach to building implementation plans for districts. Note this outline is for conversational purposes and would be solidified and tailored based on deep strategic planning conversations with the district.</p> <p>Year 1: This year is intended to build the foundational knowledge of the curriculum, as well as the deeper pedagogical practices that undergird the EL model. EL staff will focus on district strategic planning, data cycles, administrator training and Instructional Coaching Communities (ICC) development and training with a focus on curricular knowledge, change management and facilitating adult learning.</p> <ul style="list-style-type: none"> • Note: A promising component of our approach includes working deeply in a subset of schools within the district in order to create model sites. Model site development provides the structure to identify and coach teachers and instructional leaders to showcase high levels of implementation and create a clear vision of effective practice to expand implementation throughout the district. These schools will receive targeted coaching services to build capacity at each school and to work alongside instructional leadership teams as part of a coherent instructional strategy. EL Education expert coaches will provide shoulder to shoulder coaching, of both teachers

<p>and instructional leaders, in order to accelerate their practice. Building model sites supports quality teacher implementation and provides training in the leadership practices (coaching, use of walkthroughs for progress monitoring, goal setting, etc.) necessary in building capacity for school and district staff to deepen the work internally.</p> <p>Year 2: This year there is an intentional deepening of work with instructional leadership in order to build a positive culture of trust and risk taking. EL Education staff will work with system leaders and the ICC members to strengthen capacity to facilitate professional learning within buildings and to co-facilitate district-wide teacher trainings and learning cycles. Extensive data analysis, including use of the EL Education Dimensions Data Platform integrated with other components of the district data and assessment strategy, strengthen implementation.</p> <p>Year 3: This year the goal is to ensure that district and school leaders are confident in their abilities to maintain the instructional momentum. EL and district staff will create an implementation summary to include a data story/case study and outcomes. Analysis of partnership impact goals and outcomes, will provide the ongoing implementation plan priorities.</p> <p>Year 4: This year the goal is to off-board EL Education and be certain that the structures are sustainable in the district and that all stakeholders feel confident in their ability to maintain instructional momentum, meet or exceed student achievement goals and continue to build capacity of teachers and instructional leaders.</p>	<p>High: EL Education has a focused approach to professional learning in districts that includes:</p> <ul style="list-style-type: none"> • District strategic planning sessions • District administrators, principal managers, and principals • Instructional Leadership Teams/Instructional Coaching Communities
<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>	

	<ul style="list-style-type: none"> • Teacher professional learning <p>Although we have multi year roadmaps of content, we are deeply aware that districts have unique needs. Additionally, the collection and analysis of data will inform the programmatic assets that need to be developed in collaboration with district leaders to best meet the unique needs of your district. EL Education has a variety of content experts, including our curriculum design team, former school and district administrators, coaching specialists, English Language Learner specialists, Special Education specialists, Universal Design for Learning specialists, etc. The partnership with your district would require deploying key staff members to support your professional learning needs and content development.</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, micro- credentialing courses, job-embedded learning, etc.</p>	<p>High: Our approach to professional learning is grounded in respect for teachers and school leaders as creative agents in their classrooms and schools. Every person in the system is a leader of his/her own learning and benefits from the learning of others.</p> <p>Professional learning is active. Educators benefit from professional learning that models the same engagement strategies and instructional techniques used in the curriculum. These professional learning experiences provide educators with a strong model of what active learning looks, sounds, and feels like.</p> <p>Professional learning is collaborative. Educators engage in an ongoing collaborative cycle of learn, plan, do, reflect. Working with peers accelerates and deepens learning and professional learning opportunities promote this collaboration for educators throughout the system.</p> <p>Professional learning is self-directed. Educators grapple with deep questions of practice grounded in their own work. Strategic planning, data analysis, new learning opportunities, and</p>

<p>coaching cycles ignite inquiries that are self-directed, with educators learning in response to real-time emerging needs.</p> <p>Professional learning honors diverse learning styles. Educators benefit from a variety of modes in which to engage in professional learning honoring the diversity of ways that adults learn and grow as professionals.</p> <p>We have a variety of adult learning opportunities including, but not limited to</p> <ul style="list-style-type: none"> • Face to face institutes • A suite of virtual courses: (https://eleducation.org/what-we-offer/curriculum-services/online-courses) • Models of Excellence (a robust collection of high quality student work: https://modelsofexcellence.eleducation.org/) • Webinars • Your Curriculum Companion (book) • Learning walks/feedback cycles • Student work analysis/High-quality work protocols • Job Embedded Coaching 	<p>High: To have the greatest impact in their work with partners, EL coaches act as instructional leaders who are experts in the EL model and support the gradual release of responsibility to the school or district. One of the highest leverage practices of EL coaches is developing leaders (e.g. lead teachers, instructional coaches, building or district leaders) in service of increased student achievement through more consistent and quality implementation. Although EL coaches may also build capacity by working with teachers, their work in supporting leaders in this way, helps partners move towards sustained continuous improvement.</p>
<p>Provide support through coaching through a variety of models (e.g., in-person, observation & feedback, virtual coaching meetings, modeling, PLC support, etc.).</p>	

We believe that job embedded coaching is a key component of professional learning. EL Education's basic coaching components include:

- Virtual communication and meetings
- Plan-do-study-act cycles for continuous improvement
- Observation and Debrief
- Walk through using data tools and data platform
- Co-facilitation of instructional leadership teams/instructional coaching community
- PLC supports

Examples of types of coaching practices are listed below (derived from Diane Sweeney's coaching work)

Naming/Noticing

This is the ability to observe or hear EL practices in action and to name the criteria for quality that was noticed and to use specific language in service of helping others recognize it and see how it fits as part of the EL Education model.

Modeling/Think Aloud

This is the practice of exemplifying specific actions or practices through a demonstration or articulating a metacognitive process. The model or think aloud should help others see how to replicate the practice or process in service of supporting students or other staff.

Descriptive Feedback/Strategic Questioning

For students, the practice of giving kind, helpful, specific is an important foundation in producing high quality work. For adults, descriptive feedback that is kind, helpful, and specific can help them move towards higher quality practice, and/or further develop their leadership capacity.

<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>High: EL Education has a robust set of instructional assets to support deeper learning and implementation of our Language Arts curriculum in service of impact goals. In addition to the curriculum and the professional learning resources specifically created for our curriculum, here are several examples of additional instructional assets:</p> <p>Video Library: https://eleducation.org/resources/type/videos</p> <p>Models of Excellence: The Center for High Quality Student Work https://modelsofexcellence.education.org/</p> <p>EL Education Core Practices: A Vision for Building Schools: https://eleducation.org/resources/core-practices-beta-version-2017</p> <p>EL Education books: https://eleducation.org/resources/type/books</p> <p>EL Education Character Framework Collection: https://eleducation.org/resources/collections/character-framework-collection</p>
<p>Supplier focuses on increasing leader and educator effectiveness and improving the use of technology and data analytics.</p>	<p>High: EL Education is proud of our i3 federally funded Teacher Potential Project (TPP). The Mathematica Policy Research finds evidence that EL Education's curriculum and professional development can transform teacher practices. Read more about these results here: https://eleducation.org/impact/results</p> <p>Additionally in order to increase leader and educator effectiveness, we would hope for in depth data agreements to be in place with the district. Data analysis and looking at multiple forms together in strategic planning sessions will provide the opportunity to achieve these impact goals.</p> <p>We provide strategic planning structures, data inquiry routines, learning walks/debriefing the evidence protocols, looking at student work analysis</p>

<p>and the EL Education Dimensions Data Platform to support ongoing routines of data analysis within and across the district. We have found it increasingly important to partner with the data and assessment departments in our district partners to ensure that our work becomes part of a coherent district data strategy.</p> <p>Imagine Learning product trainings include an in-depth experience with our platform functionality. This includes how to assign to students and viewing student assessment reports. We also include regular usage reports in our work with districts through their dedicated Customer Success Manager. Professional development options include specific sessions that focus on analyzing student work.</p>	
<p>High: EL Education has a system of feedback for professional learning. We can use our feedback resources or co-develop feedback tools with districts administrators. Our partnership approach is grounded in our beliefs of descriptive feedback feeding ongoing adjustment to the implementation of the plan in service of impact goals and outcomes.</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>High: EL Education and Imagine Learning are committed to working together with the district to ensure that there is a coherent implementation plan. Our commitment is to leverage technology to ensure that we are creating efficiency and saving valuable time to ensure that educators can focus on meeting the needs of their unique students. We will work alongside district administrators to ensure that our content and materials are compatible with the district technology infrastructure. Additionally, both EL and Imagine Learning are committed to flexibility to access content anywhere and customizability to meet your unique district goals.</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>High: EL Education's robust set of supports provide for a differentiated approach to adult learning. We have an extensive set of resources and program assets for teachers at all stages in their practice. Additionally, our curriculum is designed to support teacher development. It builds instructional wisdom and provides strategies and tools to help teachers hone their practice. Unlike most published curricula, which primarily</p>	<p>Professional learning that includes novice, intermediate and expert level development in content AND coaching.</p>

	<p>consist of student-facing materials, ours consists primarily of teacher facing materials. We provide extensive teaching notes, guidance for using new instructional techniques and protocols, suggestions for supporting English language learners, and step-by-step training in practices such as leading students in close and careful reading of complex text or citing evidence in writing.</p>
<p>Providing relevant district, state, national and international data that supports continuous, focused improvements that 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>High: EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them the real opportunity to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. However, historically underserved populations of students have suffered from less rigorous curricula, which has limited their opportunities. EL Education is designed to provide all students, from all backgrounds, with the skills and knowledge they need to be literate, confident students.</p> <p>EL Education understands student achievement as multi-dimensional. We believe that the most effective path to literacy for underserved students is through a focus on three dimensions of student achievement:</p> <ul style="list-style-type: none"> • Mastery of knowledge and skills. Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate clearly. • Character. Students work to become effective learners, to become ethical people, and to contribute to a better world. • High-quality work. Students create complex work, demonstrate craftsmanship, and create authentic work. <p>In partnership with the district, we would hope to analyze data across these dimensions in order to drive continuous improvement.</p> <p>The professional learning plan will be adjusted according to data. EL Education has developed a data platform to better support our work in systems. This data platform and the extensive set of walk through tools</p>

that have been developed to support this data platform provide a more in depth ability to gather and debrief evidence to inform implementation.

In addition to the professional learning data and walk through data, EL would hope for a data sharing agreement to be in place between the district and EL. This would include:

- **Interim Assessment Data:** Aggregate (at class, grade, school, and district levels that do not include individual student identifying information) student literacy assessment data.
- **Benchmark Assessment Data:** District-collected data from beginning, middle, and end-of-year benchmark assessments from the EL Education Language Arts Curriculum.
- **State Assessment Data:** Aggregate (at class, school, and/or district levels that do not include individual student identifying information) assessment data for relevant school years to investigate impact on student performance.
- **Online Teacher Surveys:** District administered surveys completed by teachers implementing the EL Education Language Arts Curriculum. Included only if relevant to implementation of the EL Education Language Arts Curriculum.
- **Classroom Walkthroughs:** Walkthroughs are short classroom visits conducted by EL Education staff and/or District staff that are non-evaluative and focused on implementation of the Language Arts Curriculum only.

Data to be Shared by EL Education with the District:

- **Classroom Walkthroughs:** Walkthrough (consistent with the above description) reports focused on implementation of the EL Education Language Arts Curriculum completed by EL Education field staff and/or District staff individually or in groups in the EL Education Dimensions Data Platform.

	<ul style="list-style-type: none"> • Teacher or Leader Surveys: Surveys focused on implementation of the EL Education Language Arts Curriculum completed by implementing teachers in the EL Education Dimensions Data Platform. These surveys are anonymous and do not require registration or log-ins. <p>Note: Another key component to ensure that teachers are equipped to analyze individual student data is to support learning to employ looking at student work protocols.</p>
<p>Professional learning is grounded in the CAS and Common Core Shifts to move all participants to greater pedagogical understanding, knowledge, and skills.</p>	<p>High: The EL Education Curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content and builds equitable and inclusive learning opportunities for all students. Research shows that the deeper the content knowledge a student has, the more she is able to understand what she reads, and the more she is able to speak and write clearly about that content. EL Education’s K-8 ELA curriculum has been created with substantive content understanding—science, social studies, or literature—at its heart. Students build their understanding of the world by reading multiple texts on a topic— some with structured support, and some independently— and simultaneously acquire skills in all the key literacy standards of reading, writing, speaking and listening, which are carefully embedded within the content.</p> <p>Using the curriculum as the foundation for professional learning provides the opportunity to look deeply at the standards and the shifts that are embedded in the design of the curriculum. We develop tools and professional learning in ways that deepen teacher understanding of the instructional shifts and the standards. We structure professional learning to provide for classroom/school level application of learning.</p>

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	Notes/Comments	
Materials are available in PDF Format	YES	NO
Materials in ePUB Format		NO
Materials are available in an accessible media format and includes alternate text or subtitles		NO
Materials includes alternate text (image)		NO
Materials includes captions and subtitles (video)		NO
Materials include functionality that provide accessibility	YES	
Materials comply with W3C recommendations for web pages		NO
Is a 508 compliant website		NO
Available in the National Accessible Instructional Materials Standard Format - Accessible XML		NO
Complies with National Instructional materials Accessibility Standard (NIMAS) Guidelines for Movies, Web, and Multimedia	YES	

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
<p>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.</p>	<p>Our student information system (SIS) integration, Clever, automates the secure transfer of student rosters to authorized parties. By replacing outdated systems that take time away from learning, Clever has been engineered to be the most secure and convenient way for districts to send vendors data. Additionally, Clever offers single sign-on (SSO) which gives teachers and students access to all of their learning applications with a single set of credentials.</p> <ul style="list-style-type: none"> • ADFS or SAML • LTI, QTI, LDAP, • Migrating Data <p>Imagine Learning can facilitate SSO with your district systems using ADFS, Google Apps, LDAP, LTI, and more.</p>
<p>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.</p>	<p>Every logged-in user on Imagine Learning is associated with a specific role. Below details the various roles within the application and the level of permissions and access they have. A description of each role is included on page 88.</p> <p>Users access the platform through unique and individually identifiable means, and every login is tied to a real, specific human. However, if the district chooses to create shared logins for non-student users, or a system-level account, it can do so. Regardless, all accounts are required to have strong passwords.</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>IL Classroom can integrate with your SIS to sync roster information, including students, teachers, administrators, and sections/classes. It supports most major SISs as well as IMS Global's OneRoster Standard. IL Classroom also supports manual uploads of CSV files.</p>

Supplier shall describe how their product handles account creation, additions and deletions for both student and staff users.

Users must create an Imagine Learning account to access certain portions of our site. The use of the Imagine Learning website is contingent on our processing of your Personal Information as set forth in this Privacy Policy. By creating an account and/or using the website, you are consenting to such practices. If you do not consent to our processing of your Personal Information as set forth in our [Privacy Policy](#), you should not use our website.

Imagine Learning creates an organization in the product and grants administrative access to the district through a primary account. The district can then enroll students and teachers/administrators into schools and classrooms and create accounts on their behalf.

When the primary account belongs to a district, student accounts will be populated in coordination with that district. Students will then be provided login information in a manner specific to that district and in accordance with policy, which may in some cases be through a district-wide "single sign-on" or by communicating an initial login and password to the student.

Account Deletion

When the district creates accounts for students, teachers, and parents, the district remains the sole owner of the educational data. All requests to review, delete or correct student or teacher information should be directed to the district. If we receive a request to delete or correct a user's data from a student, parent, or guardian, we will route such request to the district and will assist as needed to respond to authorized requests within a reasonable time frame and in compliance with applicable laws and regulations.

If the district requests deletion of data, we will promptly delete it, subject to any legal requirement to retain or transfer that data. Note that even following such deletion requests we may store secure backups until they are deleted in accordance with our document retention policy. We may also preserve

	<p>information as part of an investigation into violations of the law or our terms of use.</p>
<p>Supplier shall describe how administrative functions are separated into different roles such as district, school, teacher, etc.</p>	<p>Every logged-in user on Imagine Learning is associated with a specific role. Below details the various roles within the application and the level of permissions and access they have.</p> <p>Students can view and take assignments</p> <p>Teachers can create classes and manage their student rosters. They also can assign assignments to students and view teacher reports. Additionally, teachers have the ability to view the teacher notes section on lesson plans. These teacher notes are only visible to the teacher role or higher and are not visible to students.</p> <p>School administrators can do everything teachers can do, plus they can export a CSV of their school's assessment data.</p> <p>Authors can do everything school administrators can do, plus they can create or edit lesson plans and resources IL Classroom.</p> <p>Site administrators can do everything authors can do, and they have the ability to control all administrator functionality, including creating and editing users; creating collections; authoring, publishing, and archiving content; setting up Clever or LMS integrations; and adjusting various site settings.</p>
<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.</p>	<p>Imagine Learning is for use by authorized users only, and all users are subject to Imagine Learning's privacy policy. We safeguard any protected information received from or created by our customers, in accordance with all applicable federal and state laws, rules, regulations, and policies.</p> <p>We agree to protect records and comply the Family Educational Rights and Privacy Act (FERPA).</p>

<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>Amazon Web Services (AWS) services are used to store personally identifiable information (PII). All sensitive application data—including student and employee data as well as any PII—is encrypted in transit to and from browsers.</p> <p>Imagine Learning only collects essential info to allow access to and delivery of instruction.</p> <p>District staff account creation by site administrators</p> <ul style="list-style-type: none"> • Name • Email • Role • School <p>In addition, staff users set up personal passwords through personalized email confirmation links during account activation.</p> <p>Student account creation by site administrators</p> <ul style="list-style-type: none"> • Name • Username • Password • School
<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>Imagine Learning does not have parent or guardian user accounts, so parents will need to inspect records either with their students or their students’ teachers or the district.</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>Imagine Learning is a cloud based application. Poudre will receive a customer site that contains all of the digital materials required to implement the curriculum.</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>IL Classroom is a modern, HTML5, web-based platform hosted on Amazon Web Services (AWS). All our software and digital materials are responsive, compatible with standard internet browsers, operating systems, tablets, and other mobile devices.</p> <p>Imagine Learning recognizes that our platform and products need to live side by side with the varied systems and tools running in district ecosystems, so we strive to play nicely through seamless integrations with other leading providers in the space.</p>
<p>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.</p>	<p>Imagine Learning uses ShareFile to share sensitive files with our customers.</p> <p>Imagine Learning products will work on any internet-enabled device, including but not limited to Windows and Apple desktop and laptop computers, Chromebooks, tablets, and smartphones. Imagine Learning products are web-based and do not require any additional hardware or software to function properly.</p> <p>No matter what operating system you use, we recommend the Google Chrome browser. Read below for our list of supported browsers, operating systems, and mobile devices, as well as recommendations and comments for each.</p> <p>Note: We recommend using the latest version of the browsers and operating systems listed below.</p> <p>Browsers</p> <ul style="list-style-type: none"> • Microsoft Edge, most recent stable version • Mozilla Firefox, 78 ESR or most recent stable version • Google Chrome, most recent stable version • Apple Safari, most recent stable version <p>Operating Systems Microsoft®</p>

<ul style="list-style-type: none"> • Windows 10 and newer Apple® OS X <ul style="list-style-type: none"> • Catalina (10.15) and newer Apple® iOS (mobile operating system) <ul style="list-style-type: none"> • iOS 13.x, iOS 14.x, most recent OS version Google Android <ul style="list-style-type: none"> • 8, 9, 10, 11, or newer Google Chrome OS <p>Mobile Devices</p> <p>Apple Devices</p> <ul style="list-style-type: none"> • iPad, iPhone, iPod Touch <p>Google Android Devices</p> <p>Chromebook Devices</p> <p>Windows Tablets</p>	
<p>All provisioned users have access to dedicated support resources, including:</p> <ul style="list-style-type: none"> • A customer success and customer support team that will help you stay current on updates, walk you through any integration issues that may arise, and help resolve any technical challenges • 24/7 self-serve how-to documentation for IT administrators, teachers, students, site authors, and administrators, accessible via the district's Imagine Learning site • 24-hour customer support for technical issues via email <p>We commit to responding to all support requests within twenty-four hours. In the event that an issue requires escalation, your CSM will be available to expedite.</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>Supplier shall describe their approach to converting and migrating data into and out of their solution.</p>	<p>Sensitive application data (including student or employee data and any PII or PHI) is encrypted in transit. Data between SaaS infrastructure and client browsers and mobile devices is transmitted via HTTPS/SSL v3 SHA-256</p>
<p>Supplier shall describe the reporting features for district and school-based administrators, teachers, and students. (Attach sample reports.)</p>	<p>IL Classroom can integrate with your SIS to sync roster information, including students, teachers, administrators, and sections/classes. It supports most major SISs as well as IMS Global's OneRoster Standard. IL Classroom also supports manual uploads of CSV files.</p> <p>Classroom teachers can view reports of student performance on assessments at the class and individual student level.</p>

Example class report

Supplier shall describe the reporting feature on an individual student level including how the student is compared to like peers. (Attach sample reports.)

Student	Score	1	2	3	4	5	6	7
Student 4 (Not logged in)	0% >							
Student 3 (Not logged in)	0% >							
Casey (Not logged in)	42.9% >							
Student 2 (Not logged in)	14.3% >							
Student 1 (Not logged in)	71.4% >							
Student 6 (Not logged in)	85.7% >							
Student 8 (Not logged in)	42.9% >							
Student 5 (Not logged in)	71.4% >							
Student 7 (Not logged in)	57.1% >							

Not attempted/Incomplete
 Complete
 0-50%
 51-79%
 80-100%
 Needs grading

Example of item-level analysis by student

The screenshot displays a student interface with two items. Item 1 is titled "Item 1" and has a score of "0/1". The question is "1. What does dampen mean in this context?". The options are: A: make slightly wet, B: make less strong (marked correct with a green checkmark), C: make much worse (marked incorrect with a red X), and D: make more dry. The score is "0 out of 1". Item 2 is titled "Item 2" and has a score of "1/1". The question is "2. If agreeably means pleasantly or pleasantly, what does disagreeably mean?". The options are: A: more pleasantly, B: unpleasantly (marked correct with a green checkmark), C: incorrectly, and D: impossibly. The score is "1 out of 1".

District admins, School admins and teachers can export student results along with item level data and standards analysis for trends analysis.

<p>Supplier shall describe compliance with website accessibility requirements.</p>	<p>Imagine Learning has submitted NIMAS files for EL Education K-8 curriculum materials. We have done preliminary testing to ensure that our product does not interfere with assistive technologies.</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>Imagine Learning has certified its LTI version 1.1 and 1.3 implementation with 1EdTech (formerly IMS Global), providing deep links from supported LMSs to Imagine Learning and the passing of student grades back into LMS grade books. https://site.msglobal.org/certifications/imagine-learning/learning-classroom</p>
<p>Supplier shall describe the methods or plans for data deletion upon termination of the agreement.</p>	<p>The district maintains ownership of all data, even after termination of the contract.</p> <ul style="list-style-type: none"> Per Section 6.1 of Imagine Learning's terms of service: Subject to the license granted hereunder, as, between Customer and Vendor, Customer shall retain all IP Rights in the Customer Content. The vendor is only acting as a passive conduit for the online distribution and publication of the Customer Content. Per Section 1.3 of the Imagine Learning's terms of service: "Customer Content" means any content or data transmitted by Customer or Authorized Users to Vendor in relation to Customer's and Authorized Users' use of the Services.

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	Comments with Example/s
<p>1. Database Access</p> <ul style="list-style-type: none"> a. Are your system's databases accessible to our District's IT team to access? If so, how? b. Indicate, and explain, if there are specific tables that would not be accessible by our District's IT team. c. List technical documentation available specific to database structure of your system. 	<p>Direct database access is not available. Data is available for download via the product interface. See https://ilclassroom.com/wikis/2000021-downloading-data?path=Wiki.1783053/Wiki.1891310 for details.</p>
<p>2. API Access</p> <ul style="list-style-type: none"> a. Does your application have an API accessible to our District's IT team? b. Indicate, and explain, if there are specific data elements not available through the API. c. List the technical documentation available specific to your system's API. 	<p>Direct API access is not available. However, IL Classroom supports LTI integration with Schoology, including support for grade passback. See https://ilclassroom.com/wikis/1898801-integrating-il-classroom-with-schoology?path=Wiki.1783053/Wiki.1891310/Wiki.1891356 for details.</p> <p>Additionally, customers may elect to schedule automated student outcome data reports to be sent via SFTP to their SFTP servers. Please see the link here for instructions.</p>
<p>3. System Requirements</p> <ul style="list-style-type: none"> a. Explain your compatibility, functionality, and system requirements for Chromebook, Chrome OS, iOS, and Windows 10+ b. Acknowledge your systems use HTML5 and not flash. 	<p>IL Classroom is a modern, HTML5, web-based platform hosted on Amazon Web Services (AWS). All our software and digital materials are responsive, compatible with standard internet browsers, operating systems, tablets, and other mobile devices.</p> <p>See here for details.</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>This platform is vendor-hosted on Amazon Web Services (AWS).</p>

<p>5. List the reports, including data elements, exportable from the front-end of your application.</p>	<p>Data is available for download via the product interface. See here for details.</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>IL Classroom's role-based access control includes student, teacher, school administrator, author, and site administrator roles. An overview of each role's access is explained within the " Technology Platform and High-Level Architectural Design" section of this response. Additional information is available here.</p>
<p>7. Explain what data elements your application ingests via integrations? a. List the technical documentation available specific to integration specifications.</p>	<p>Imagine Learning is a member of the IMS Global Learning Consortium and have successful integrations with leading LMSs in K-12 education: Canvas, Schoology. Imagine Learning has certified its LTI version 1.1 and 1.3 implementation with IMS Global, providing deep links from supported LMSs to Imagine Learning and the passing of student grades back into LMS grade books.</p>
<p>8. Explain your system's data integration processes including data integration schedule options.</p>	<p>Several pages exist on our support wiki under the "User Management" section, depending on which integration you are interested in: https://ilclassroom.com/wikis/1891310-for-site-admins?path=Wiki.1783053 Supported integrations include Clever, Canvas (LTI), Schoology (LTI), CSV imports, and Common Cartridge.</p>

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.	Imagine Learning EL Education is 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 Instructional Materials Evaluation Tool (IMET) and certify that their proposal is compatible and compliant.	Imagine Learning EL Education K-8 is compatible with the Common Core Shifts for ELA as outlined in 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.	Imagine Learning EL Education K-8 Language Arts Curriculum supports teachers both in <i>how</i> to facilitate lessons and in understanding the <i>why</i> behind the content-based approach, instructional routines, and the reading, writing, speaking and listening. In this way, the materials reward teacher study, deepen teacher pedagogical content knowledge, and support teachers in honing their craft. This guidance is provided both through the "Curriculum Guide" section of the materials and written in lesson narratives. Our professional development offerings provide additional support to teachers and leaders. At the same time, our Customer Success Managers support district leaders with planning a successful curriculum implementation and rollout designed to help teachers use the materials with integrity.
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.	Directly following contract signing, a customer success manager (CSM) will be assigned to the district to serve as a main point of contact and advocate throughout the year. Your CSM works to understand your district needs and challenges and will help you with the following: <ul style="list-style-type: none"> Ensuring the kickoff meeting, site setup, and onboarding process occurs within the first few weeks of closing

- Conducting annual kickoff meetings with district stakeholders to coordinate on goals and implementation rollout plan
- Setting up a customized site
- Integrating customized site with the district's Canvas instance and SIS
- Provisioning users on the platform
- Designing and executing an onboarding communications plan
- Designing and executing the PD plan
- Planning and debriefing PD events with stakeholders
- Facilitating monthly check-ins throughout the school year
- Providing biweekly reports and analysis on usage data
- Facilitating annual mid-year and end-of-year account reviews to share data around overall progress toward goals as well as relevant product updates

The transition to implementing a new curriculum with technology should be easy for educators. Imagine Learning's professional development (PD) sessions offer teachers, leaders, and coaches on-site and virtual support to instill confidence and insure fidelity.

Our staff—many of whom are former educators—are equipped to help districts and schools meet their goals for the platform, whether it be developing an implementation plan or seeking technical help. We make it easy for teachers to provide feedback on any lesson, too.

It's no surprise that smaller groups and more support lead to better learning experiences, so we cap our facilitator to participant ratio at 1:25 and we offer additional Imagine Learning coaches when doing more intensive or larger trainings.

In addition to our professional development workshops, IL Classroom provides in-context professional development to teachers and offers

<p>tools to make strategic planning easy.</p> <p>Within the curriculum Teaching Notes, teachers access just-in-time, direct links to training and support materials that refresh important curricular elements, including appropriate instructional routines; supports for students with disabilities, struggling students, and accelerated learners; and supports for English language learners.</p> <p>In addition, because the platform is flexible and customizable, districts can easily embed additional PD and guidance into the curriculum.</p>	
<p>The key milestones for the implementation plan include kickoff, onboarding, launch/sustaining support, and wrap-up/end of year. The following is a sample timeline and description of a successful implementation:</p> <p>Kickoff</p> <p>The partnership will begin with a kickoff call immediately following contract signing, in which you and your CSM discuss:</p> <ul style="list-style-type: none"> • Partnership goals/needs • Metrics for success • Implementation rollout plans • Professional development plan • Site setup and provisioning <p>The CSM will then provide a written implementation plan that will serve as a guide throughout the partnership.</p> <p>Onboarding and launch</p> <p>The CSM will work hand in hand with your district's IT administrator to facilitate setting up your district-branded site and coordinate any needs around integration with LMS or SIS. This process entails</p>	<p>Supplier shall provide fidelity checks (e.g., walk-through, observation tools) that include metrics as part of the implementation plan.</p>

conducting an initial overview meeting with your IT administrator to review options and procedures, as well as a follow-up meeting to check that the integration was completed successfully.

The CSM will provide relevant onboarding communications to help district staff understand basic site functionality.

Sustaining support

Once the partnership is launched, the CSM will continue to serve as your primary point of contact in supporting your implementation rollout plan and PD:

Monthly check-in calls: These ongoing meetings provide forums for the CSM and your district's POCs to discuss needs, progress, and usage data for the month.

Mid-year account review: The CSM will facilitate an account review, which provides the district an opportunity to examine data around progress toward meeting goals and discuss future implementation needs to maximize gains using Imagine Learning's products and services.

Coordinating PD events: The PD planning, delivery, and debriefing process will take place before, during, and after each schedule PD workshop.

End-of-year wrap-up

The CSM will continue to provide support and monitoring for your implementation. Services include:

<p>Continued monthly check-in calls: The CSM will continue to be available for monthly calls to review needs, progress toward meeting goals, and usage data for the month with your district's POCs.</p> <p>End-of-year account review. The CSM will facilitate an account review, which provides the district with a final report of products and services delivered as well as data related to success metrics defined at kickoff and revised throughout the partnership. Plans for the following year would also be discussed.</p> <p>This schedule of activities is repeated each year of your adoption.</p> <p>In addition, Imagine Learning's professional development provides guidance on how to plan interventions based on assessment data. During the introduction workshop, for example, teachers explore the structure of the assessments and how they support monitoring student progress. Later, in the unit overview sessions, teachers analyze the progression of the cool-downs across the unit and learn how they build student understanding over the course of the unit's lessons.</p>	
<p>Districts that adopt our curricula empower their teachers to spend less time building student-facing materials from scratch and more time strategizing to meet their students' needs</p> <ul style="list-style-type: none"> • Classroom-ready student-facing materials save teachers considerable prep time and are flexible enough to be projected to the whole class or assigned to specific students. • Embedded, comprehensive lesson guidance prepares teachers to effectively deliver instruction and facilitate collaborative, productive learning environments—teachers improve their skills, and lesson planning no longer requires teachers to give up their Sunday to plan their week. 	<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>

	<ul style="list-style-type: none"> • Teacher-friendly teaching notes identify all necessary materials for instruction, including reading selections, student materials, and links to protocols used in the lesson. • Built-in differentiation supports for all learners—including English language learners, students performing below grade level, and students in need of a greater challenge—cultivate an inclusive, equitable learning environment. • We offer device-agnostic, fully digital delivery of our curriculum, as well as a hybrid interactive print/digital option, and our materials easily integrate into Canvas. In addition, our software complies with all federal and state student data privacy requirements. • We provide comprehensive professional development to support our curriculum and software <p>We have a demonstrated track record of success in districts nationwide. In addition, as EL Education’s certified curriculum partner, we are aligned with a respected leader in the field that has years of experience working with districts to ensure students excel in ELA.</p>
<p>Research conducted by objective third party is included that demonstrates the effectiveness of the curriculum.</p>	<p>A U.S. Department of Education-funded study lead by Mathematica Policy Research found that in 72 schools in 18 districts, teachers significantly outperformed a control group in key areas of teacher practice in just one year when they used the curriculum paired with EL Education professional development.</p>
<p>Supplier shall have a comprehensive, independent evaluation. The District strongly prefers evaluations conducted by EdReports (www.edreports.org), 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</p>	<p>The instructional materials for <i>EL Education K-5 Language Arts</i> Grades Kindergarten, 1, and 2 meet the expectations of Gateways 1, 2, and 3. The instructional materials include texts that are worthy of students’ time and attention and that support students’ advancement toward independent reading. The materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Materials meet the criteria for materials supporting ongoing and frequent assessment to determine student</p>

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 EdReports.org). The District reserves the right to reject products that do not meet expectations for Text Quality or Building Knowledge.

development of foundational skills. The materials support building knowledge and academic vocabulary while students have opportunities to build writing, independent reading, and integrate skills with research and discussion. The materials meet the expectations of usability, being well designed and taking into account effective lesson structure and pacing. Materials can reasonably be completed within an academic year. There are ample resources as well as publisher produced standards alignment documentation.

The instructional materials Grades 3, 4, and 5 meet the expectations of Gateways 1, 2, and 3. The instructional materials include texts that are worthy of students' time and attention and that support students' advancement toward independent reading. The materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Materials meet the criteria for materials supporting ongoing and frequent assessment to determine student development of foundational skills. The materials support building knowledge and academic vocabulary while students have opportunities to build writing, independent reading, and integrate skills with research and discussion. The materials meet the expectations of usability, being well designed and taking into account effective lesson structure and pacing. Materials can reasonably be completed within an academic year. There are ample resources as well as publisher produced standards alignment documentation.

Learn more at <https://www.edreports.org/reports/overview/el-education-k-5-language-arts-2017>

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>Supplier Plan for Implementation 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>Our current theory of action with district partners is to engage in multi-year partnerships. Below is an outline that has guided our approach to building implementation plans for districts. Note this outline is for conversational purposes and would be solidified in deep strategic planning conversations with the district.</p> <p>Year 1: This year is intended to build the foundational knowledge of the curriculum, as well as the deeper pedagogical practices that undergird the EL model. EL staff will focus on district strategic planning, data cycles, administrator training and Instructional Coaching Communities (ICC) development and training with a focus on curricular knowledge, change management and facilitating adult learning.</p> <ul style="list-style-type: none"> Note: A promising component of our approach includes working deeply in a subset of schools within the district in order to create model sites. Model site development provides the structure to identify and coach teachers and instructional leaders to showcase high levels of implementation and create a clear vision of effective practice to expand implementation throughout the district. These schools will receive targeted coaching services to build capacity at each school and to work alongside instructional leadership teams as part of a coherent instructional strategy. EL Education expert coaches will provide shoulder to shoulder coaching, to both teachers and instructional leaders, in order to accelerate their practice. Building model sites supports quality teacher implementation and provides training in the leadership practices (coaching, use of walkthroughs for progress monitoring, goal setting, etc.) necessary in building capacity for school and district staff to deepen the work internally. <p>Year 2: This year there is an intentional deepening of work with instructional leadership in order to build a positive culture of trust and risk taking. EL Education staff will work with system leaders and the ICC members to strengthen capacity to facilitate professional learning within buildings and to co-facilitate district-wide teacher trainings</p>

<p>and learning cycles. Extensive data analysis, including use the EL Education Dimensions Data Platform integrated with other components of the district data and assessment strategy, strengthen implementation.</p> <p>Year 3: This year the goal is to ensure that district and school leaders are confident in their abilities to maintain the instructional momentum. EL and district staff will create an implementation summary to include a data story/case study and outcomes. Analysis of partnership impact goals and outcomes will provide the ongoing implementation plan priorities.</p> <p>Year 4: This year the goal is to off-board EL Education and be certain that the structures are sustainable in the district and that all stakeholders feel confident in their ability to maintain instructional momentum, meet or exceed student achievement goals and continue to build capacity of teachers and instructional leaders.</p>	<p>On January 1, 2022, Edgenuity Inc. and Imagine Learning Inc. were merged into our parent company, Imagine Learning LLC (f/k/a Weld North Education). Imagine Learning LLC now comprises all Edgenuity, Imagine Learning, LearnZillion, Odysseyware, and AOP brands. Imagine Learning LLC is a limited liability corporation incorporated in Delaware in 2022; Edgenuity was incorporated in 1998. The Company headquarters is in Scottsdale, Arizona, with additional offices in Iowa, Texas, and Utah. Imagine Learning LLC is a leading provider of online and blended learning solutions offering a comprehensive suite of K-12 digital curriculum.</p> <p>Imagine Learning LLC has been committed to helping educators design and deliver powerful, intentional, and lasting learning experiences. We do this by providing the highest-quality mathematics curriculum available, authored by experts celebrated in their fields, and supported by robust professional learning opportunities to ensure implementation success.</p>
<p>Supplier Profile 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>Supplier shall provide company profile information (company background, number of employees, type of company, financial information, capacity for handling services, location of company)</p>

Employees: roughly 3500 employees

Type of company: Limited Liability Corporation, Private SaaS

Financial Information: Submitted to Poudre School District for the sole and confidential use as required for RFP proposal and approval. Audited Financials should not be released beyond the review by district/city procurement. Audited financials have been uploaded separately.

Capacity: Imagine Learning LLC provides a highly qualified executive team, led by Jonathan Grayer. Sari G. Factor, Vice Chairman and Chief Strategy Officer is the head of our core curriculum team. The executive team focuses on creating an innovative, academically rigorous, and effective curriculum supported by dedicated account management, technology, and customer support teams. In addition to executive leadership, Imagine Learning LLC provides an experienced and personalized project team to work closely with the District for initial and ongoing implementation support. Our Customer Experience team will provide specialized support throughout the implementation – from onboarding of new sites and expansion (as applicable) – to yearly implementation planning, ongoing professional development training, reporting and account management. Our team members will work to ensure the District implements with fidelity and best practices to maximize student and teacher results.

Location of Company: 8860 East Chaparral Rd Suite 100, Scottsdale, AZ 85250

<p>Supplier Experience 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, 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>Imagine Learning LLC has a proven track record in providing our research-based personalized learning solutions and services to public, private, charter, virtual schools and other organizations serving a wide range of student populations. We have established partnerships with customers in all 50 states, including a current partnership with fifteen of the nation's 20 largest school districts. As a privately held company, Imagine Learning LLC does not share customer list or information regarding the implementation without consent from our educational partners. The following Districts have allowed us to share their name with the District to illustrate the depth of our partnerships across the nation:</p> <p>Charlotte Mecklenburg Schools Kristin Kehoe Director, Academics EL K-8 kristin.hahn@cms.k12.nc.us Date of Service: 2019 to present Description of Services: CMS purchased Imagine Learning EL Education K-8 curriculum materials in 2019. EL Education provided tailored implementation services based around their calendars and strategic priorities. Supports included an initial launch for all key stakeholders, strategic planning, quarterly meetings with leaders and principals, instructional coaching crew for coaches, guided implementation, and model side development.</p> <p>Connecticut Department of Education Melissa Hickey melissa.hickey@ct.gov Date of Service: 2016 to Present Description of Services: The Connecticut State Department of Education partnered with Imagine Learning to develop a system of</p>
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professional learning intended to develop pedagogy and content skills in foundational literacy for K-3 teachers across Connecticut. Teachers are supported by a literacy leader from their school who also attends three in-person ReadConn leadership workshops with an assigned Imagine Learning Specialist. The workshops, which are designed and facilitated by Imagine Learning, support literacy specialists with the planning and leadership tools that they need to bring the content of the ReadConn program to their teachers. Throughout the year, literacy leaders work on a team facilitated by a Imagine Learning Specialist who provides regular virtual support, guiding content support for teachers, and scaffolding teacher transfer into classroom practice.

Louisiana Department of Education

Jackie Bobbett

Email: Jackie.Bobbett@la.gov

Date of Service: Fall 2015 to Present

Description of Services: Imagine Learning (formerly LearnZillion) was approached by the Louisiana Department of Education in the fall of 2015 and asked to help develop a complete language arts curriculum. Imagine Learning worked with the LDOE to design and build Guidebooks - a complete curriculum for grades 3-12 that was used by schools and districts across the state in the fall of 2016. As part of the release of Guidebooks, Imagine Learning designed and facilitated trainings for nearly 2,000 teachers and administrators at the annual Teacher Leader Summit in New Orleans in June of 2016. *From 2017 to present, Imagine Learning Guidebooks has expanded into more than 35 new districts and charter organizations across the state and is now listed as a Tier 1 recommended curriculum by the LDOE for district use.*

Qualifications

<p>Imagine Learning LLC provides a highly qualified executive team, led by Jonathan Grayer. Sari G. Factor, Vice Chairman and Chief Strategy Officer is the head of our core curriculum team. The executive team focuses on creating an innovative, academically rigorous, and effective curriculum supported by dedicated account management, technology, and customer support teams.</p> <p>The company officers include:</p> <ul style="list-style-type: none"> • Jonathan Grayer – Chairman and Chief Executive Officer • Sari G. Factor – Vice Chairman and Chief Strategy Officer • Andy Caulo – Executive Vice President and Chief Revenue Office • David Alderslade – Executive Vice President and Chief Financial Officer • Chris Graham – Senior Vice President and General Counsel • Michael Humphrey – Executive Vice-President, Government Relations • Adam Klaber, Vice Chairman and Chief Administration Officer • Gautam Parasnis – Executive Vice President and Chief Operating Officer • Leslie Sobon – Senior Vice President, Customer Experience • Jack Shira – Vice President, Product Development • Marcia Willson – Senior Vice President, Sales • Terry Gilligan – Senior Vice President & General Manager of Core <p>The qualifications and experience of Imagine Learning's executive team can be found on our website: https://www.imaginelearning.com/en/us/about/leadership</p>	<p>Customer success team</p> <p>Directly following contract signing, a customer success manager (CSM) will be assigned to the district to serve as a main point of contact and advocate throughout the year. Your CSM works to understand your district needs and challenges and will help you with the following:</p>
<p>Technical Approach</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>	

- Ensuring the kickoff meeting, site setup, and onboarding process occurs within the first few weeks of closing
- Conducting annual kickoff meetings with district stakeholders to coordinate on goals and implementation rollout plan
- Setting up a customized site
- Integrating customized site with the district's Canvas instance and SIS
- Provisioning users on the platform
- Designing and executing an onboarding communications plan
- Designing and executing the PD plan
- Planning and debriefing PD events with stakeholders
- Facilitating monthly check-ins throughout the school year
- Providing biweekly reports and analysis on usage data
- Facilitating annual mid-year and end-of-year account reviews to share data around overall progress toward goals as well as relevant product updates

Customer service

All provisioned users have access to dedicated support resources, including:

- A customer success and customer support team that will help you stay current on updates, walk you through any integration issues that may arise, and help resolve any technical challenges
- 24/7 self-serve how-to documentation for IT administrators, teachers, students, site authors, and administrators, accessible via the district's site
- 24-hour customer support for technical issues via email

We commit to responding to all support requests within twenty-four hours. In the event that an issue requires escalation, your CSM will be available to expedite.

Implementation milestones

The key milestones for the implementation plan include kickoff, onboarding, launch/sustaining support, and wrap-up/end of year. The following is a sample timeline and description of a successful Imagine Learning implementation:

Kickoff

The partnership will begin with a kickoff call immediately following contract signing, in which you and your CSM discuss:

- Partnership goals/needs
- Metrics for success
- Implementation rollout plans
- Professional development plan
- Site setup and provisioning

The CSM will then provide a written implementation plan that will serve as a guide throughout the partnership.

Onboarding and launch

The CSM will work hand in hand with your district's IT administrator to facilitate setting up your district-branded site and coordinate any needs around integration with LMS or SIS. This process entails conducting an initial overview meeting with your IT administrator to review options and procedures, as well as a follow-up meeting to check that the integration was completed successfully.

The CSM will provide relevant onboarding communications to help district staff understand basic site functionality.

Sustaining support

Once the partnership is launched, the CSM will continue to serve as your primary point of contact in supporting your implementation rollout plan and PD:

- **Monthly check-in calls:** These ongoing meetings provide forums for the CSM and your district's points of contact (POCs) to discuss needs, progress, and usage data for the month.
- **Mid-year account review:** The CSM will facilitate an account review, which provides the district an opportunity to examine data around progress toward meeting goals and discuss future implementation needs to maximize gains using Imagine Learning's products and services.
- **Coordinating PD events:** The PD planning, delivery, and debriefing process will take place before, during, and after each scheduled PD workshop.

End-of-year wrap-up

The CSM will continue to provide support and monitoring for your implementation. Services include:

- **Continued monthly check-in calls:** The CSM will continue to be available for monthly calls to review needs, progress toward meeting goals, and usage data for the month with your district's POCs.
- **End-of-year account review.** The CSM will facilitate an account review, which provides the district with a final report of products and services delivered as well as data related to success metrics defined at kickoff and revised throughout the partnership. Plans for the following year would also be discussed.

This schedule of activities is repeated each year of your adoption.

District staff commitments

The Imagine Learning customer success team is dedicated to helping districts achieve their stated goals. Central to that is our ability to partner with key district personnel to deeply understand the district's needs and collaborate on goals and logistics:

- Chief academic officer (CAO):
 - Participate in the kickoff meeting, mid-year account review, and end-of-year review
 - Provide input on setting clear goals and metrics for success for the partnership
 - Revisit and, if necessary, revise goals during checkpoints throughout the year
- CAO-designated team members (e.g., instructional coaches)
 - Serve as the main point of contact with Imagine Learning's customer success manager, per CAO assignment
 - Partner with Imagine Learning to ensure successful execution of the implementation plan
 - Participate in monthly and as-needed check-ins (or as needed), debrief calls, and account reviews
 - Support professional development planning
- IT administrator
 - Serve as the main point of contact for coordinating provisioning and LMS integration issues
 - Meet with the Imagine Learning CSM during the kickoff phase to provide provisioning guidelines
 - Inform the district about their customer site (which is set up by the Imagine Learning team)

Materials to Sample

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).

URL: <https://review-poudre.ilclassroom.com>

Username: poudre@example.com

Password: teacher

Print materials have been delivered to Poudre School District for review.

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.

Exhibit C



Poudre School District

**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

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 – Imagine Learning EL Education

- All physical materials, including the Required and Recommended Sets on pp. 33-35.
- Training (pp. 49-53)
 - Strategic Planning Days

Strategic Sourcing

2413 LaPorte Avenue, Fort Collins, CO 80521 • phone: (970) 490-3545
web: www.psdschools.org • email: strategicsourcing@psdschools.org



Poudre School District

- K-2 Reading Foundations Skills Block
- Leading Implementation of the EL Education Language Arts Curriculum
- Self-Paced Online Professional Learning Courses (600 licenses)

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.

Respectfully,

Rob Turf

Strategic Sourcing

2413 LaPorte Avenue, Fort Collins, CO 80521 • phone: (970) 490-3545
web: www.pdschools.org • email: strategicsourcing@pdschools.org

Exhibit D



RFP 23-630-001

K-5 ELA Curriculum

Imagine Learning EL Education Grades K-5

BAFO

February 28, 2023



Submitted by Imagine Learning LLC
8860 East Chaparral Road, Suite 100
Scottsdale, AZ 85250
877.725.4257
www.imaginelearning.com

RFP Contact:
Lynette McVay
Vice President, Field Operations
480.675.7284 x 1122
lynette.mcvay@imaginelearning.com
corebids@imaginelearning.com

Primary Contact:
Carrie Ridenour
Account Executive
913.526.4955
carrie.ridenour@imaginelearning.com

Dear Mr. Rob Turf,

Thank you for extending a BAFO request to Imagine Learning LLC in response to RFP #23-630-001 K-5 ELA Adoption. The following pages include a Best and Final Offer for our Imagine Learning EL Education Grades K-5 instructional materials and professional development services.

Pricing has been calculated based on the student and teacher counts provided in the BAFO invitation.

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

Pricing in the original proposal is on pages 33-35. Discounts from the proposal are identified in the "Discounts" column of the table on the following pages.

We look forward to moving through the evaluation process with Poudre School District. Please let us know if you require any further information.

Regards,

David Alderslade

Executive Vice President & Chief Financial Officer

Item	Quantity	Rate	Amount	Discount	New rate	New Amount
ILC EL Language Arts Grade K Single User	1650	\$19.00	\$31,350.00	\$4.00	\$15.00	\$24,750.00
ILC EL Language Arts Grade 1 Single User	1670	\$19.00	\$31,730.00	\$4.00	\$15.00	\$25,050.00
ILC EL Language Arts Grade 2 Single User	1821	\$19.00	\$34,599.00	\$4.00	\$15.00	\$27,315.00
ILC EL Language Arts Grade 3 Single User	1742	\$19.00	\$33,098.00	\$4.00	\$15.00	\$26,130.00
ILC EL Language Arts Grade 4 Single User	1905	\$19.00	\$36,195.00	\$4.00	\$15.00	\$28,575.00
ILC EL Language Arts Grade 5 Single User	1881	\$19.00	\$35,739.00	\$4.00	\$15.00	\$28,215.00
IL EL Education Gr 1 - Student Print - Modules (Grp)	1670	\$20.00	\$33,400.00		\$20.00	\$33,400.00
IL EL Education Gr 2 - Student Print - Modules (Grp)	1821	\$20.00	\$36,420.00		\$20.00	\$36,420.00
IL EL Education Gr 3 - Student Print - Mod & All Block (Grp)	1742	\$30.00	\$52,260.00		\$30.00	\$52,260.00
IL EL Education Gr 4 - Student Print - Mod & All Block (Grp)	1905	\$30.00	\$57,150.00		\$30.00	\$57,150.00
IL EL Education Gr 5 - Student Print - Mod & All Block (Grp)	1881	\$30.00	\$56,430.00		\$30.00	\$56,430.00
IL EL Education Gr K - Student Print - Modules (Grp)	1650	\$20.00	\$33,000.00		\$20.00	\$33,000.00
IL EL Gr 1 - Student Decodables - Skills 1 set of 25 (Grp)	67	\$300.00	\$20,100.00		\$300.00	\$20,100.00
IL EL Gr 2 - Student Decodables - Skills 1 set of 25 (Grp)	73	\$300.00	\$21,900.00		\$300.00	\$21,900.00
IL EL Gr K - Student Decodables - Skills 1 set of 25 (Grp)	66	\$200.00	\$13,200.00		\$200.00	\$13,200.00
IL EL Student - Labs - Grade 1 Modules 1-4	1670	\$5.00	\$8,350.00		\$5.00	\$8,350.00
IL EL Student - Labs - Grade 2 Modules 1-4	1821	\$5.00	\$9,105.00		\$5.00	\$9,105.00
IL EL Education Gr 1 - Teacher Print - Modules CCSS (Grp)	89	\$260.00	\$23,140.00		\$260.00	\$23,140.00
IL EL Education Gr 1 - Teacher Print - Skills CCSS (Grp)	89	\$275.00	\$24,475.00		\$275.00	\$24,475.00
IL EL Education Gr 2 - Teacher Print - Modules CCSS (Grp)	95	\$260.00	\$24,700.00		\$260.00	\$24,700.00
IL EL Education Gr 2 - Teacher Print - Skills CCSS (Grp)	95	\$275.00	\$26,125.00		\$275.00	\$26,125.00
IL EL Gr 3 - Teacher Print - Mod & All Block CCSS (Grp)	91	\$295.00	\$26,845.00		\$295.00	\$26,845.00
IL EL Gr 4 - Teacher Print - Mod & All Block CCSS (Grp)	96	\$295.00	\$28,320.00		\$295.00	\$28,320.00
IL EL Gr 5 - Teacher Print - Mod & All Block CCSS (Grp)	91	\$295.00	\$26,845.00		\$295.00	\$26,845.00
IL EL Education Gr K - Teacher Print - Modules CCSS (Grp)	88	\$260.00	\$22,880.00		\$260.00	\$22,880.00
IL EL Education Gr K - Teacher Print - Skills CCSS(Grp)	88	\$275.00	\$24,200.00		\$275.00	\$24,200.00
IL EL Teacher Book - Labs Gr 1 Mods 1-4 Kit CCSS	89	\$35.00	\$3,115.00		\$35.00	\$3,115.00
IL EL Teacher Book - Labs Gr 2 Mod 1-4 Kit CCSS	95	\$35.00	\$3,325.00		\$35.00	\$3,325.00

Item	Quantity	Rate	Amount	Discount	New rate	New Amount
IL EL Teacher Kit Labs Grade K Mod 1-4 Kit CCSS	88	\$35.00	\$3,080.00		\$35.00	\$3,080.00
IL EL Grade K - Student Materials - Literacy Lab Kits	88	\$1,500.00	\$132,000.00		\$1,500.00	\$132,000.00
IL EL Grade 1 - Student Materials - Literacy Lab Kits	89	\$1,800.00	\$160,200.00		\$1,800.00	\$160,200.00
IL EL Grade 2 - Student Materials - Literacy Lab Kits	95	\$2,500.00	\$237,500.00		\$2,500.00	\$237,500.00
IL EL Language Arts Grade K - Tradebooks Required	1	\$70,321.20	\$70,321.20	\$7,032.12	\$63,928.36	\$63,928.36
IL EL Language Arts Grade 1 - Tradebooks Required	1	\$101,415.91	\$101,415.91	\$10,141.59	\$92,196.28	\$92,196.28
IL EL Language Arts Grade 2 - Tradebooks Required	1	\$127,609.22	\$127,609.22	\$12,760.92	\$116,008.38	\$116,008.38
IL EL Language Arts Grade 3 - Tradebooks Required	1	\$150,672.56	\$150,672.56	\$15,067.26	\$136,975.05	\$136,975.05
IL EL Language Arts Grade 4 - Tradebooks Required	1	\$128,660.28	\$128,660.28	\$12,866.03	\$116,963.89	\$116,963.89
IL EL Language Arts Grade 5 - Tradebooks Required	1	\$86,234.67	\$86,234.67	\$8,623.47	\$78,395.15	\$78,395.15
IL EL Language Arts Grade K - Tradebooks Recommended	1	\$90,113.44	\$90,113.44	\$9,011.34	\$81,921.31	\$81,921.31
IL EL Language Arts Grade 1 - Tradebooks Recommended	1	\$88,827.21	\$88,827.21	\$8,882.72	\$80,752.01	\$80,752.01
IL EL Language Arts Grade 2 - Tradebooks Recommended	1	\$77,883.69	\$77,883.69	\$7,788.37	\$70,803.35	\$70,803.35
IL EL Language Arts Grade 3 - Tradebooks Recommended	1	\$80,585.51	\$80,585.51	\$8,058.55	\$73,259.55	\$73,259.55
IL EL Language Arts Grade 4 - Tradebooks Recommended	1	\$83,461.28	\$83,461.28	\$8,346.13	\$75,873.89	\$75,873.89
IL EL Language Arts Grade 5 - Tradebooks Recommended	1	\$76,132.24	\$76,132.24	\$7,613.22	\$69,211.13	\$69,211.13
			\$2,472,693.19			\$2,324,388.35



Price Quote

8860 E. Chaparral Rd
Suite 100
Scottsdale, AZ 85250
877-725-4257

Date 2/28/2023
Quote No. Q-01846
Acct. No. 12215471
Total USD 2,470,005.22
Pricing Expires 4/30/2023

Poudre School District
2407 LAPORTE AVE
Fort Collins CO 80521-2297
United States

Payment Term	Contract Start	Contract End
Net 30	7/1/2023	6/30/2024

Site	Description	Comments	End Date	Qty	Per Unit	Amount
Poudre School District	EL Language Arts Student Single User - Grade K		06/30/2024	1650	15.00	24,750.00
	EL Education Student Modules - Grade K		06/30/2024	1650	20.00	33,000.00
	EL Education Student Skills Block - Grade K		06/30/2024	66	200.00	13,200.00
	EL Education Teacher Modules - Grade K - CCSS		06/30/2024	88	260.00	22,880.00
	EL Education Teacher Skills Block - Grade K - CCSS		06/30/2024	88	275.00	24,200.00
	EL Teacher Labs Modules 1-4 Kit - Grade K - CCSS		06/30/2024	88	35.00	3,080.00
	EL Language Arts Student Single User - Grade 1		06/30/2024	1670	15.00	25,050.00
	EL Education Student Modules - Grade 1		06/30/2024	1670	20.00	33,400.00
	EL Education Student Skills Block - Grade 1		06/30/2024	67	300.00	20,100.00
	EL Student Labs Modules 1-4 - Grade 1		06/30/2024	1670	5.00	8,350.00
	EL Education Teacher Modules - Grade 1 - CCSS		06/30/2024	89	260.00	23,140.00
	EL Education Teacher Skills Block - Grade 1 - CCSS		06/30/2024	89	275.00	24,475.00
	EL Teacher Labs Modules 1-4 Kit - Grade 1 - CCSS		06/30/2024	89	35.00	3,115.00
	EL Language Arts Student Single User - Grade 2		06/30/2024	1821	15.00	27,315.00
	EL Education Student Modules - Grade 2		06/30/2024	1821	20.00	36,420.00
	EL Education Student Skills Block - Grade 2		06/30/2024	73	300.00	21,900.00
	EL Student Labs Modules 1-4 - Grade 2		06/30/2024	1821	5.00	9,105.00
	EL Education Teacher Modules - Grade 2 - CCSS		06/30/2024	95	260.00	24,700.00
	EL Education Teacher Skills Block - Grade 2 - CCSS		06/30/2024	95	275.00	26,125.00
	EL Teacher Labs Modules 1-4 Kit - Grade 2 - CCSS		06/30/2024	95	35.00	3,325.00
	EL Language Arts Student Single User - Grade 3		06/30/2024	1742	15.00	26,130.00



Price Quote

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Suite 100
Scottsdale, AZ 85250
877-725-4257

Date 2/28/2023
Quote No. Q-01846
Acct. No. 12215471
Total USD 2,470,005.22
Pricing Expires 4/30/2023

Site	Description	Comments	End Date	Qty	Per Unit	Amount
	EL Education Student Modules & All Block - Grade 3		06/30/2024	1742	30.00	52,260.00
	EL Education Teacher Modules & All Block - Grade 3 - CCSS		06/30/2024	91	295.00	26,845.00
	EL Language Arts Student Single User - Grade 4		06/30/2024	1905	15.00	28,575.00
	EL Education Student Modules & All Block - Grade 4		06/30/2024	1905	30.00	57,150.00
	EL Education Teacher Modules & All Block - Grade 4 - CCSS		06/30/2024	96	295.00	28,320.00
	EL Language Arts Student Single User - Grade 5		06/30/2024	1881	15.00	28,215.00
	EL Education Student Modules & All Block - Grade 5		06/30/2024	1881	30.00	56,430.00
	EL Education Teacher Modules & All Block - Grade 5 - CCSS		06/30/2024	91	295.00	26,845.00
	EL Language Arts Tradebooks - Grade K	Required Class Sets for up to 24 students per set, 88 teachers	06/30/2024	1	63,928.36	63,928.36
	EL Language Arts Tradebooks - Grade K	Recommended Class Sets for up to 24 students per set, 88 teachers	06/30/2024	1	81,921.31	81,921.31
	EL Language Arts Tradebooks - Grade 1	Required Class Sets for 89 teachers	06/30/2024	1	92,196.28	92,196.28
	EL Language Arts Tradebooks - Grade 1	Recommended Class Sets for 89 teachers	06/30/2024	1	80,752.01	80,752.01
	EL Language Arts Tradebooks - Grade 2	Required Class Sets for up to 24 students per set, 95 teachers	06/30/2024	1	116,008.38	116,008.38
	EL Language Arts Tradebooks - Grade 2	Recommend Class Sets for 95 teachers	06/30/2024	1	70,803.35	70,803.35
	EL Language Arts Tradebooks - Grade 3	Required Teacher sets and Student sets. 91 teachers, 1,742 students	06/30/2024	1	136,975.05	136,975.05
	EL Language Arts Tradebooks - Grade 3	Recommended Teacher sets for 91 teachers	06/30/2024	1	73,259.55	73,259.55
	EL Language Arts Tradebooks - Grade 4	Required Teacher sets and Student sets. 96 teachers, 1,905 students	06/30/2024	1	116,963.89	116,963.89
	EL Language Arts Tradebooks - Grade 4	Recommended Teacher sets for 96 teachers	06/30/2024	1	75,873.89	75,873.89



Price Quote

8860 E. Chaparral Rd
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Date 2/28/2023
Quote No. Q-01846
Acct. No. 12215471
Total USD 2,470,005.22
Pricing Expires 4/30/2023

Site	Description	Comments	End Date	Qty	Per Unit	Amount
	EL Language Arts Tradebooks - Grade 5	Required Teacher sets and Student sets. 91 teachers, 1,881 students	06/30/2024	1	78,395.15	78,395.15
	EL Language Arts Tradebooks - Grade 5	Recommended Teacher sets for 91 teachers	06/30/2024	1	69,211.13	69,211.13
	EL Student Literacy Lab Kits - Grade K		06/30/2024	88	1,500.00	132,000.00
	EL Student Literacy Lab Kits - Grade 1		06/30/2024	89	1,800.00	160,200.00
	EL Student Literacy Lab Kits - Grade 2		06/30/2024	95	2,500.00	237,500.00
	Shipping and Handling (ILC)		06/30/2024	1	0.00	0.00

Subtotal USD 2,324,388.35
Tax Total USD 145,616.87
Total USD 2,470,005.22

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Standard Terms and Conditions . These Terms and Conditions are available at www.imaginelearning.com/standard-terms-and-conditions, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Imagine Learning's written consent.

Poudre School District

Signature: _____
Print Name: _____
Title: _____
Date: _____

Imagine Learning Representative

Account Executive, West Carrie Ridenour
carrie.ridenour@imaginelearning.com.invalid

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.

The following pages outline Imagine Learning and EL Education's BAFO in regard to the training sessions below. Variations between the proposal cost and BAFO cost are explained in the "Pricing" column:

- Strategic Planning Days (page 49 in original proposal; description has been modified to provide additional support for building the capacity of both district and school-based leaders to provide campus-based support)
- K-2 Reading Foundations Skills Block (page 50 in original proposal)
- Leading Implementation of the EL Education Language Arts Curriculum (page 50 in original proposal)
- Self-Paced Online Professional Learning Courses (increased from 115 licenses to 600 licenses, bulk discount applied; page 51 in original proposal)

The following training sessions in the original proposal are recommended based on discussion with the district:

- EL Education K-8 Language Arts Curriculum: Teacher Launch (page 50 in original proposal)
- Preparing to Teach (Unpacking Modules) (page 50 in original proposal)
- Instructional Coaching Crew Kickoff (page 51 in original proposal)
- Quarterly Leadership (page 52 in original proposal)
- Implementation Monitoring and Data Collection: Calibration and Guided Implementation Support (page 52 in original proposal)
- Instructional Coaching Crew (page 53 in original proposal)

The following training sessions in the original proposal are optional based on discussion with the district:

- K-2 Skills Curriculum Site-Based Institute (page 54 in original proposal)
- 3-5 Curriculum Site-Based Institute (page 54 in original proposal)
- School-Based Coaching Days: Deepening Implementation for Teachers and Leaders (page 55 in original proposal)
- Lab School Development (page 55 in original proposal)
- Virtual Summit/National Conference (page 56 in original proposal)
- District Leadership Cohort (page 56 in original proposal)



**Poudre School District, CO
Scope of Services Proposal**

EL Education is a leading K-12 education non-profit at the forefront of an ambitious movement to set a higher bar of achievement for America’s public schools.

Through multi-year partnerships, EL Education provides school districts implementing our curriculum with a coordinated set of resources and support to ensure sustained implementation and results. Developed from our highly successful work with schools, our portfolio of resources include: rigorous, intensive K-5 curriculum, classroom tested teacher resources and practical, inspiring professional learning, strategic planning and coaching that focus on leaders and teachers.

Our portfolio of professional services focuses on meeting the higher bar of national standards, deepening student engagement and transforming teaching and learning to lead to high student achievement.

Curriculum Implementation Professional Development Scope of Services Proposal
May 1, 2023 - Aug. 31, 2023—Initial Launch and Onboarding

**The proposal below reflects the best and final offer from EL Education and is aligned with the professional learning supports requested from Poudre School District.*

Services	Details of Services	Pricing
Strategic Planning 4 days (Facilitated in 90 minute collaborative planning)	These sessions, led by EL Education in collaboration with district leaders, inform the design of the district implementation plan to monitor progress and adjust to ensure clarity and ongoing alignment with school/district needs.	\$42,400



<p>sessions with District Leadership Team between May - August 31; can also include full-day in person delivery)</p>	<p>This structure may include space for district instructional leaders including coaches, lead teachers, etc., to engage in new learning and sharing of best practices, to build capacity for leading collaborative planning and building-level PLCs, in service of the Year 1 implementation priority of curriculum internalization.</p> <p>Strategic planning may also include training for district and building leaders on how to successfully lead learning walks grounded in a shared vision of quality. Time may be used to prepare for addressing implementation complexities and preparing instructional leaders to facilitate other teacher training/support sessions.</p>	
<p>K-2 Reading Foundations Skills Block: <u>Teacher Launch</u> (12 hours total, up to 350 participants; virtual delivery)</p>	<p>This professional development sequence is identical to the first pathway of teacher PD in format and delivery styles (line above) but the content is specific to the K-2 Reading Foundations Skills Block. All teachers implementing the Skills Block should attend this separate pathway of deep learning in order to understand the components, methodology, and purpose of the Skills Block.</p>	<p>\$131,600</p>
<p>Leading Implementation of the EL Education Language Arts Curriculum: <u>Leader/Coach Launch</u> (6 hours total, up to 50 participants; virtual delivery)</p>	<p>This professional development offering is active and collaborative. Participants will learn how they can best prepare for the successful implementation of this curriculum to result in improved student achievement and teacher efficacy. Participants will learn about curriculum structure, reflect on their role as a Change Leader, identify key instructional practices, and align on high-quality implementation indicators.</p> <p>As part of this training, all participants receive a copy of Your Curriculum Companion: The Essential Guide to Teaching the EL Education K-5 Language Arts Curriculum & 6-8 Language Arts Curriculum, and will be directed to use the "Instructional Leadership" component of each chapter to support their ongoing implementation leadership.</p>	<p>\$9,400</p>
<p>Self-Paced Online Professional Learning Courses Courses designed for Leaders, Coaches, and Teachers</p>	<p>Developed by our experts, the EL Education Online Professional Learning Courses are designed to offer training, guidance, and support for implementation of the EL Education K-5 Language Arts Curriculum. Each course is designed for self-paced independent study and includes prompts for use in teaching teams and professional learning communities (PLCs). Users are granted access for one academic year and are encouraged to utilize the resources and tools included in each course at critical stages</p>	<p>\$100,000</p> <p>*Increased from 115 licenses to 600 licenses; bulk license discount included</p>



	<p>of their curriculum implementation. Users will be given access to the following courses:</p> <ul style="list-style-type: none"> ● Introduction to the EL Education K-5 Language Arts Curriculum ● Preparing to Teach the EL Education K-8 Language Arts Curriculum ● Introduction to the EL Education K-2 Reading Foundations Skills Block ● Leading Implementation of the EL Education K-8 Language Arts Curriculum (for leaders only) 	
--	--	--

DATE RANGE - Sept. 1, 2023 - May, 2024

Services	Details of Services	Pricing
<p>Strategic Planning 12 days (Facilitated in 90 minute collaborative planning sessions with District Leadership Team between September 1 - May, 2024; can also include full-day in person delivery)</p>	<p>These sessions, led by EL Education in collaboration with district leaders, inform the design of the district implementation plan to monitor progress and adjust to ensure clarity and ongoing alignment with school/district needs.</p> <p>This structure may include space for district instructional leaders including coaches, lead teachers, etc., to engage in new learning and sharing of best practices, to build capacity for leading collaborative planning and building-level PLCs, in service of the Year 1 implementation priority of curriculum internalization.</p> <p>Strategic planning may also include training for district and building leaders on how to successfully lead learning walks grounded in a shared vision of quality. Time may be used to prepare for addressing implementation complexities and preparing instructional leaders to facilitate other teacher training/support sessions.</p>	<p>\$134,400</p>
<p>National Conference Fall 2023 (3 participant slots)</p>	<p>At our two-day virtual summit, you'll learn site by site with leaders, researchers, and education experts to adapt practical and actionable tools through a series of intimate conversations and interactive sessions.</p> <p>Stay tuned for upcoming announcements of keynote speakers, student</p>	<p>GRATIS \$3000 / \$1000 per participant</p>

Education

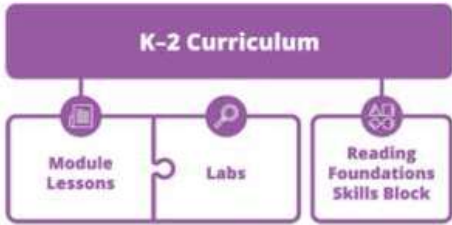

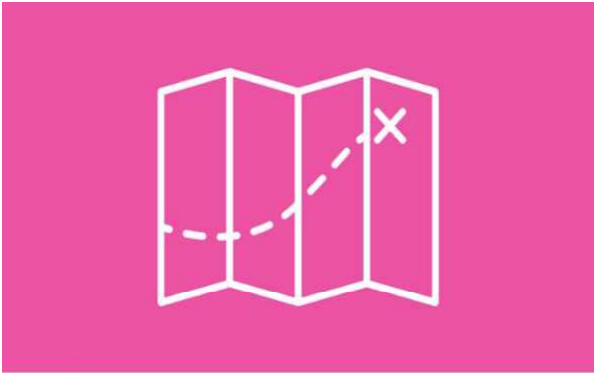

	spotlights, sessions, affinity groups, networking opportunities, and more!	
Total		\$417,800 <i>Proposal V1: \$943,275</i> <i>Proposal V2: \$417,800</i> <i>=\$525,475 difference</i>

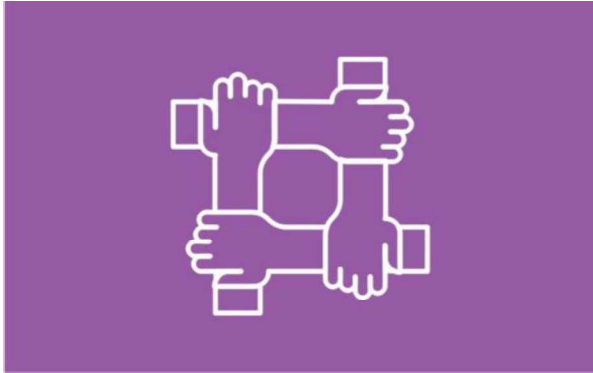
Digital Access Guide

URL: <https://review-poudre.ilclassroom.com>

Username: poudre@example.com

Password: teacher

<p>1. Review the curriculum structure</p> <p>The Curriculum Structure section will show you:</p>  <ul style="list-style-type: none"> • What is in the curriculum • Why the curriculum is designed this way 	<p>2. How to navigate the platform</p>  <p>Learn how the Imagine Learning digital platform engages students and supports teachers and explore:</p> <ul style="list-style-type: none"> • site navigation • site functionality
<p>3. Learn about the standards alignment</p>  <p>Learn about:</p> <ul style="list-style-type: none"> • Curriculum Maps • More information about how the EL Education curriculum addresses career and college-ready standards 	<p>4. Learn How to Get Started</p>  <p>Learn how we suggest how to prepare and teach each part of the curriculum.</p>

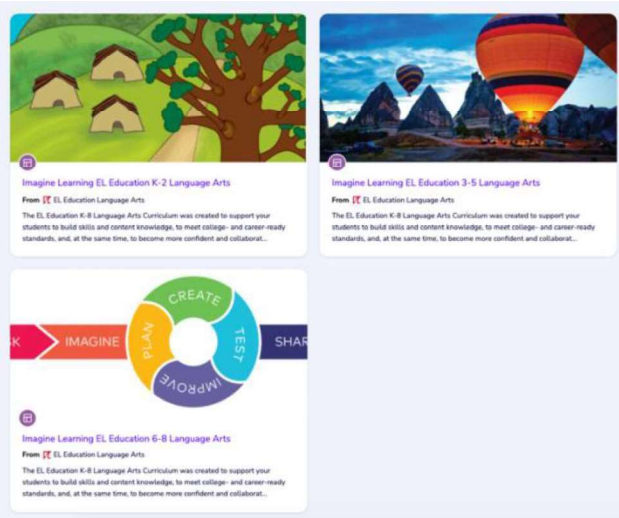
5. [Explore the supports for all learners](#)

“Supporting All Learners” section has information about:

- Supports for diverse learners
- Fostering character in the classroom

6. [Note Virtual Instruction Guidance](#)

The principles on this page represent virtual instruction for the various components of the EL Education curriculum

7. [Access the curriculum](#)

Scroll down the home page (or click the tab in the blue bar) to access your grade band.

8. Explore grade level content



Select your grade level to find:

- information about texts
- resources for families
- curriculum plans

Note: for grades K-2, you will first select the curriculum component (Modules, Skills Block, or Labs)

9. Review unit level resources



Select a unit and review unit overview materials, including:

- Guiding Questions and Big Ideas
- Assessments
- Habits of Character
- Unit-at-a-Glance
- Accountable Independent Reading
- Supporting English Language Learners
- Preparation and Materials
- Overview for Families
- Standards

10. Review Module Assessments

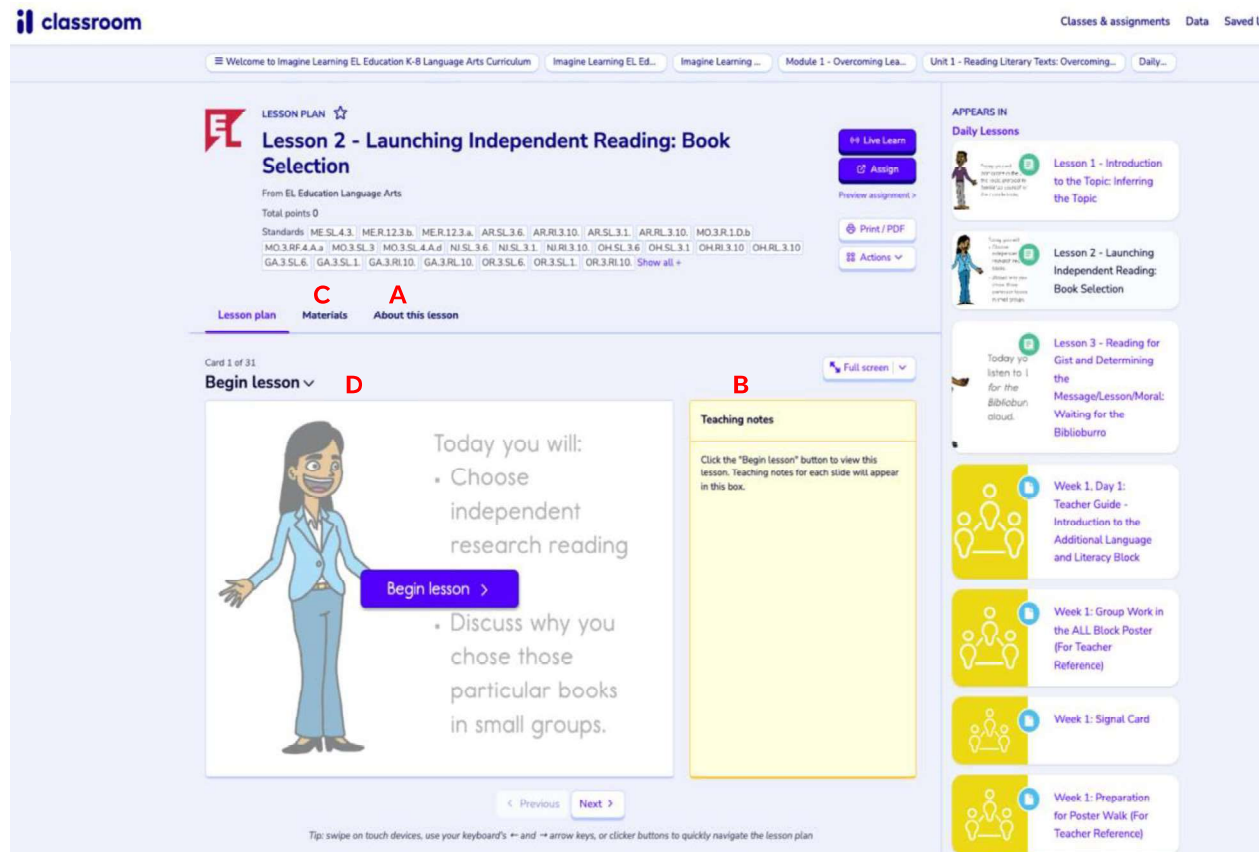


Explore the module assessments and learn about:

- performance tasks
- assessment overview
- assessment checklist
- unit assessments

Explore Daily Lessons

- Click “Daily Lessons” to access all the lessons for the unit.



The screenshot shows the Imagine Learning classroom interface for Lesson 2 - Launching Independent Reading: Book Selection. The interface is divided into several sections:

- Lesson Plan:** Displays the lesson title, standards (ME.SL.4.3, MER.12.3.b, MER.12.3.a, AR.SL.3.6, AR.RL.3.10, AR.SL.3.1, AR.RL.3.10, MO.3.R.1.D, MO.3.RF.4.A.3, MO.3.SL.3, MO.3.SL.4.A.d, NI.SL.3.6, NI.SL.3.1, NI.RL.3.10, OH.SL.3.6, OH.SL.3.1, OH.RL.3.10, GA.3.SL.6, GA.3.SL.1, GA.3.RL.10, GA.3.RL.10, OR.3.SL.6, OR.3.SL.1, OR.3.RL.10), and a list of materials (C and A).
- Lesson Plan Navigation:** Includes buttons for "Lesson plan", "Materials", and "About this lesson".
- Lesson Content:** Features a "Begin lesson" button (D) and a "Teaching notes" section (B). The "Begin lesson" section includes a cartoon teacher and the text: "Today you will: Choose independent research reading. Discuss why you chose those particular books in small groups." A "Begin lesson" button is also present.
- Teaching notes:** A yellow box containing the instruction: "Click the 'Begin lesson' button to view this lesson. Teaching notes for each slide will appear in this box."
- APPEARS IN Daily Lessons:** A list of lessons including "Lesson 1 - Introduction to the Topic: Inferring the Topic", "Lesson 2 - Launching Independent Reading: Book Selection", "Lesson 3 - Reading for Gist and Determining the Message/Lesson/Moral: Waiting for the Biblioburro", and several "Week 1" activities (Day 1: Teacher Guide, Group Work, Signal Card, Preparation for Poster Walk).

KEY

- About this lesson** provides a high-level overview of the lesson. Here you can access the full **lesson narrative** outlining the lesson from beginning to end.
- Teaching notes** provide suggested pacing, directions, student look-fors and supports for differentiation.
- Materials** include student-facing handouts, answer keys, and other teaching supports, such as anchor charts.
- Student-facing slide**

Important Terminology

Cards or Slides: student-facing content that is displayed during whole-group instruction.

Card 5 of 37

Let's Discuss! ▾

Close Readers Do These Things:

- Look closely at the pictures.
- Reread important parts of the text.
- Act out important parts of the text.
- Listen carefully to the words.
- Talk with classmates about the text.
- Draw and write about the text.
- Answer questions about the words and pictures using details from the text.



Teaching Notes: teacher-facing content that is not displayed for students during whole-group instruction.

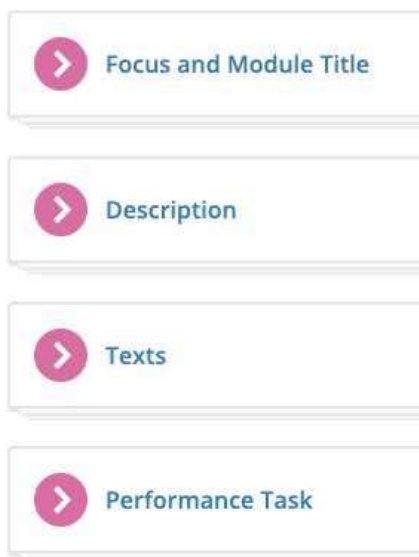
Teaching notes

Suggested Pacing: 3 minutes

Directions:

- Gather students whole group.
- With excitement, tell students to get their wings on again because they are going to a new place! Invite them to stand up, spread their arms out like wings, and pretend they are flying. After some time, invite students to have a seat.
- Invite students to **turn and talk** with an elbow partner:
 - "What do you remember about being a close reader?" (Responses will vary.)
- Direct students' attention to the **Close Readers Do These Things Anchor Chart** and select volunteers to read it aloud.

Accordions or Sections: drop-down arrows that display more information.



Meeting Students' Needs: teacher-facing content that provides more information and guidance on how to meet the needs of all learners.

Meeting Students' Needs:

- For ELLs: During the close read-aloud, provide sentence frames for **Think-Pair-Shares**. (Example: "In the village, there are no ____.") (MMAE)
- For ELLs: During the close read-aloud, display the text on a document camera or display an enlarged copy of the text to help direct students to the appropriate sentences on each page. (MMR)
- For ELLs: Mini Language Dive. Ask students about the meaning of this sentence from the lesson/text: "Until recently, the village was virtually cut off from the rest of the world." Examples:
 - "What does this sentence mean?" (Answers will vary.)
 - "What does the phrase 'until recently' mean? Can you use it?" (before not long ago; Until recently, we were first-graders.)
 - "Pretend you are cutting a piece of



Price Quote

8860 E. Chaparral Rd
Suite 100
Scottsdale, AZ 85250
877-725-4257

Date 3/29/2023
Quote No. Q-03962
Acct. No. 12215471
Total USD 5,407,084.43
Pricing Expires 5/29/2023

Poudre School District
2407 LAPORTE AVE
Fort Collins CO 80521-2297
United States

10 years Digital + 10 years Print

Payment Term	Contract Start	Contract End
Net 30	7/1/2023	6/30/2033

Site	Description	Comments	End Date	Qty	Per Unit	Amount
Poudre School District	EL Language Arts Student Single User - Grade K		06/30/2033	1283	150.00	192,450.00
	EL Education Student Modules - Grade K	1,283 per year	06/30/2033	12830	20.00	256,600.00
	EL Education Student Skills Block - Grade K	52 Sets per year	06/30/2033	520	200.00	104,000.00
	EL Education Teacher Modules - Grade K - CCSS		06/30/2033	61	260.00	15,860.00
	EL Education Teacher Skills Block - Grade K - CCSS		06/30/2033	61	275.00	16,775.00
	EL Teacher Labs Modules 1-4 Kit - Grade K - CCSS		06/30/2033	61	35.00	2,135.00
	EL Language Arts Student Single User - Grade 1		06/30/2033	1294	150.00	194,100.00
	EL Education Student Modules - Grade 1	1,294 per year	06/30/2033	12940	20.00	258,800.00
	EL Education Student Skills Block - Grade 1	52 Sets per year	06/30/2033	520	300.00	156,000.00
	EL Student Labs Modules 1-4 - Grade 1	1,294 per year	06/30/2033	12940	5.00	64,700.00
	EL Education Teacher Modules - Grade 1 - CCSS		06/30/2033	62	260.00	16,120.00
	EL Education Teacher Skills Block - Grade 1 - CCSS		06/30/2033	62	275.00	17,050.00
	EL Teacher Labs Modules 1-4 Kit - Grade 1 - CCSS		06/30/2033	62	35.00	2,170.00
	EL Language Arts Student Single User - Grade 2		06/30/2033	1409	150.00	211,350.00
	EL Education Student Modules - Grade 2	1,409 per year	06/30/2033	14090	20.00	281,800.00
	EL Education Student Skills Block - Grade 2	57 Sets per year	06/30/2033	570	300.00	171,000.00
	EL Student Labs Modules 1-4 - Grade 2	1,409 per year	06/30/2033	14090	5.00	70,450.00
	EL Education Teacher Modules - Grade 2 - CCSS		06/30/2033	67	260.00	17,420.00
	EL Education Teacher Skills Block - Grade 2 - CCSS		06/30/2033	67	275.00	18,425.00
	EL Teacher Labs Modules 1-4 Kit - Grade 2 - CCSS		06/30/2033	67	35.00	2,345.00
	EL Language Arts Student Single User - Grade 3		06/30/2033	1346	150.00	201,900.00



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Date 3/29/2023
Quote No. Q-03962
Acct. No. 12215471
Total USD 5,407,084.43
Pricing Expires 5/29/2023

Site	Description	Comments	End Date	Qty	Per Unit	Amount
	EL Education Student Modules & All Block - Grade 3	1,346 per year	06/30/2023	13460	30.00	403,800.00
	EL Education Teacher Modules & All Block - Grade 3 - CCSS		06/30/2023	64	295.00	18,880.00
	EL Language Arts Student Single User - Grade 4		06/30/2023	1459	150.00	218,850.00
	EL Education Student Modules & All Block - Grade 4	1,459 per year	06/30/2023	14590	30.00	437,700.00
	EL Education Teacher Modules & All Block - Grade 4 - CCSS		06/30/2023	69	295.00	20,355.00
	EL Language Arts Student Single User - Grade 5		06/30/2023	1471	150.00	220,650.00
	EL Education Student Modules & All Block - Grade 5	1,471 per year	06/30/2023	14710	30.00	441,300.00
	EL Education Teacher Modules & All Block - Grade 5 - CCSS		06/30/2023	70	295.00	20,650.00
	EL Language Arts Tradebooks - Grade K	Required Class Sets for up to 24 students per set, 61 teachers	06/30/2023	1	49,237.98	49,237.98
	EL Language Arts Tradebooks - Grade K	Recommended Class Sets for up to 24 students per set, 61 teachers	06/30/2023	1	62,504.68	62,504.68
	EL Language Arts Tradebooks - Grade 1	Required Class Sets for 62 teachers	06/30/2023	1	71,348.98	71,348.98
	EL Language Arts Tradebooks - Grade 1	Recommended Class Sets for 67 teachers	06/30/2023	1	62,504.68	62,504.68
	EL Language Arts Tradebooks - Grade 2	Required Class Sets for up to 24 students per set, 67 teachers	06/30/2023	1	90,554.52	90,554.52
	EL Language Arts Tradebooks - Grade 2	Recommend Class Sets for 67 teachers	06/30/2023	1	55,482.70	55,482.70
	EL Language Arts Tradebooks - Grade 3	Required Teacher sets and Student sets. 64 teachers, 1,346 students (270 sets of 5)	06/30/2023	1	116,649.00	116,649.00
	EL Language Arts Tradebooks - Grade 3	Recommended Teacher sets for 64 teachers	06/30/2023	1	57,248.00	57,248.00
	EL Language Arts Tradebooks - Grade 4	Required Teacher sets and Student sets. 69 teachers, 1,459 students (292 sets of 5)	06/30/2023	1	99,120.62	99,120.62



Price Quote

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Scottsdale, AZ 85250
877-725-4257

Date 3/29/2023
Quote No. Q-03962
Acct. No. 12215471
Total USD 5,407,084.43
Pricing Expires 5/29/2023

Site	Description	Comments	End Date	Qty	Per Unit	Amount
	EL Language Arts Tradebooks - Grade 4	Recommended Teacher sets for 69 teachers	06/30/2033	1	60,593.73	60,593.73
	EL Language Arts Tradebooks - Grade 5	Required Teacher sets and Student sets. 70 teachers, 1,471 students (295 sets of 5)	06/30/2033	1	68,060.90	68,060.90
	EL Language Arts Tradebooks - Grade 5	Recommended Teacher sets for 70 teachers	06/30/2033	1	59,154.00	59,154.00
	EL Student Literacy Lab Kits - Grade K		06/30/2033	61	1,500.00	91,500.00
	EL Student Literacy Lab Kits - Grade 1		06/30/2033	62	1,800.00	111,600.00
	EL Student Literacy Lab Kits - Grade 2		06/30/2033	67	2,500.00	167,500.00
	Shipping and Handling (ILC)		06/30/2033	1	0.00	0.00

Subtotal USD 5,276,694.79
Tax Total USD 130,389.64
Total USD 5,407,084.43

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Standard Terms and Conditions . These Terms and Conditions are available at www.imaginelearning.com/standard-terms-and-conditions, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Imagine Learning's written consent.

Poudre School District

Signature: _____
Print Name: _____
Title: _____
Date: _____

Imagine Learning Representative

Account Executive, West Carrie Ridenour
carrie.ridenour@imaginelearning.com.invalid

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.

Exhibit E



Poudre School District

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



1. What Student Data is collected through the use of the system?

As noted in our [Privacy Policy](#) in the section titled, “What Information Does Imagine Learning Collect About Students, Teachers, and Parents?”:

Student Account:

- Required student information
 - Student first and last name
 - Grade level
 - Language
 - Student number
 - Student username and password for our Services
 - LEA name
 - Information provided through use of our Services:
 - Assessment results and scores including academic performance and placement, psychographic information, and screening results
 - Curriculum progress
 - Audio recordings
 - Student-generated content (e.g., responses to writing prompts and math journals)
 - Communications (such as chat text logs between students and certified teachers, grade commentary, etc.)
 - Certificates of achievement and curriculum completion
- Optional student information (Note that we will never condition a student’s participation in an activity on the student’s disclosure of more Personal Information than is necessary to participate in the activity)
 - Single sign-on ID (for schools that use a single sign-on functionality)
 - Demographic information (such as date of birth, gender, ethnicity/race, language).
 - Special indicators (such as Individual Education Plan (IEP) status, English-Language Learner (ELL) status, living situations (foster care/homeless), low-income status etc.)
 - Organization number (e.g., school or district identifier, state identification, or other number)
 - Student email

Teacher/Administrator Account:

- Teacher/Administrator first and last name
- Teacher/Administrator title
- Email address
- LEA name
- State
- Teacher/Administrator username and password for our Services
- Single sign-on ID (for schools that use a single sign-on functionality)
- Certificates of completion for online training

Parent Account (optional):



Student Data Transparency and Security

Request for Proposal #23-630-001

- Parent first and last name
- Email address
- Parent username and password for our Services

“Information collected from our marketing website: Independent of our Services used by students and teachers, we have websites limited to those browsing our marketing content. Our marketing websites collect some data, such as name and contact information, via online forms and some data via cookies and other social media trackers used on marketing pages.

“Information received from third parties: Third parties may provide us with information about you. For example, if you are on a third-party website, and opt-in to receive information from us, that third party will forward information to us so that we may contact you as requested. Any personal information received from these third parties will be handled in accordance with this Privacy Policy and our agreements with these parties. We sometimes combine information we receive from third parties with the personal information we collect through the Services. Any such combined information will be treated as Personal Information in accordance with this Privacy Policy.

“Information we collect automatically: In every case we also log certain detailed technical information about all users’ interactions with our Services that could be linked with users (including students). This includes the IP addresses that we get when users connect to our Services, information that is sent by web browsers automatically when they connect to our Services (such as the type of web browser, the operating system used and the time zone set on the user’s computer), and the timing and frequency of how users interact with different content and different areas of our Sites.”



2. What is the purpose for collecting Student Data?

As noted in our [Privacy Policy](#) in the section titled, “What Does Imagine Learning Do With Personal Information?,” We do collect website usage information through third-party analytics services and anonymized data to help us improve our experiences for students, but such information does not contain Personal Information. We also collect website usage information through third-party analytics services for non-student users to support product support and development.

“We use Personal Information and any other information collected through the website for the following reasons:

- to administer the Services;
- to improve the quality and types of services that we deliver;
- to analyze usage of the Services and the popularity and performance of our Sites;
- to communicate with parents, teachers and LEAs by responding to your requests, comments and questions;
- to track and assess student development and progress;
- to generate reports that allow parents, teachers, and other authorized persons to evaluate student progress, identify students who need intervention, and discover students who can be taught together as a group;
- to diagnose technical problems;
- to email parents, teachers, and other authorized persons regarding service, technical and other administrative matters. These communications may also include information regarding changes in services, new service offerings and important service-related notices, such as security and fraud notices. Such communications will only be delivered to parents, teachers and LEAs and will never be delivered to student users;
- to send users alerts to notify them about pertinent activity on our Services, such as messages from colleagues or upcoming assignments (“Notification Alerts”). These Notification Alerts may be sent to all users of our Services, including students;
- to provide useful analyses to users and primary account owners;
- to conduct research and analytics to improve our Services and value to you, and to perform research for authorized persons;
- to protect Imagine Learning and our users, such as conducting audits or notifying LEAs of inappropriate or potentially harmful behavior;
- to assist students who request online help from our state-certified, security-cleared teachers who are employed by Imagine Learning to provide individualized instruction;
- for other educational purposes requested and sanctioned by an authorized representative of the LEA;
- for billing, account management, and other administrative matters;
- to comply with a judicial order, subpoena or other legal request; or
- as required by applicable law or regulation.”



3. What third parties does the vendor partner with, who may receive Student Data in any format?

As noted in our [Privacy Policy](#) in the section titled, “Third Parties”:

“We use third-party service providers to provide a variety of services, such as assisting us with providing customer support, hosting our Services, providing us with analytics about how people use our Services, assisting us with marketing our Services to LEA administrators and teachers, sending and tracking responses to email, providing a framework for the delivery of assessment tools and analytics, storing data, providing single sign-on services (where applicable), and helping us identify and track bugs and errors in our Services. Student analytics data are anonymous, but teacher analytics data include teacher name and email address. Third parties we work with are contractually prohibited from using any Personal Information for any purpose other than providing the services we request from them.”

Our [Privacy Policy FAQ](#) page includes a list of “Sub-processors” that includes sub-processor name, processing location, purpose, and data shared.

4. What is the purpose of these third-party partners?

Our [Privacy Policy FAQ](#) page includes a list of “Sub-processors” that includes sub-processor name, processing location, purpose, and data shared.



Accessibility Standards

1. WCAG 2.1 compliance

IL Classroom follows Section 508 compliance standards for all student-facing platform features on ilclassroom.com. This means students with disabilities can use assistive technology to help them navigate the Site. Please see the additional sections below that contain information on which curricula are accessible and which assistive technology tools we recommend.

See <https://ilclassroom.com/wikis/1997427-section-508-compliance?path=Wiki.1783053/Wiki.1783046> for additional details about recommended text-to-speech browser extensions.

A WCAG-focused VPAT is also available for viewing/download here:

<https://ilclassroom.com/documents/2857395?path=Wiki.1783053/Wiki.1783046>

2. Inventory of digital assets

Beyond the VPAT referenced above, a full inventory listing is not available at this time. Those responsible for application and curriculum development are happy to join a conference call to discuss ways we can support Poudre School District in its instructional objectives. Please work with your Regional Account Director or Customer Success Manager to coordinate further discussion.

3. WCAG compliance for digital assets

See response to #2 above.

4. Plan to address gaps in WCAG compliance for digital assets

See response to #2 above.