

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 K5 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/2020cap12>

<http://www.corestandards.org/otherresources/keyshifts-in-english-languagearts/>

<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, teaching 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~~ state how their proposal meets or does not meet the specification for each section below ~~stand~~ requirements in technology and professional development. The ~~evaluation~~ of your proposal shall be submitted as part of your proposal (section 6).

INSTRUCTIONAL MATERIALS

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

Criteria	Indicators of Superior Quality	Justification/Comments with Example/s
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NON-

NEGOTIABLE 1

High Quality Text

Anchor texts are worthy of students' time and attention:

texts are (ttp [(time)6 eme)6 emetexhor te7emeudeou6 (a),emeo[(time) T1c (s)-1 ((s)-1 (g 959 3(ude) w

	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 interest low readability.	

NON-
NEGOTIABLE 2
Evidence-based
Discussion and
Writing: Materials
provide
opportunities for
rich and rigorous
evidence-based

Tw 12 -0 0 12 84 554.16 T41 ((d))TJ 0.001 554. 41 ((d))TJ 0.001 554. 4TD 3 >>BDC

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 relation	
	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>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>	

	<p>4i) Materials reflect the instructional advice presented in the recommendations within the IES <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> Practice Guide</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 5a) In grades K⁵, 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 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>REQUIRED 5c) For grades 3⁵, 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>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>5e) Grades K² sets of texts are thematic and conceptually related and offer opportunities for students to learn that they may not yet be able to experience independently. These texts also have child-friendly explanations of words.</p>	
	<p>5f) Grades 3⁵ texts should include books and other materials connected to the</p>	

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

<p>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>	
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REQUIRED

6b) K-2: Questions and tasks in the

	the academic language (vocabulary and syntax) prevalent in complex texts.	
	REQUIRED 6c) Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.	
	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.	
Non-Negotiable 7: Building Knowledge with Texts, Vocabulary, and Tasks Materials build students' knowledge across topics and content areas.	REQUIRED 7a) Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.	
	REQUIRED 7b) Materials require students to engage in many shared (12 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.	
	REQUIRED 7c) Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.	

Non-Negotiable 8:
Explicit Writing
Instruction
Materials provide
explicit writing
instruction and
guided practice
using writing

	8f) Materials provide explicit instruction in and practice using writing processes and strategies, particularly those involving researching, planning, drafting, revising, and editing.	
	8g) Materials provide interactive writing experiences as well as daily time for children to write in grades K .	
	REQUIRED 8h) Materials include explicit instruction in letter formation for manuscript and cursive (3rd - 5th grades)	
	8i) Materials include additional explicit instruction opportunities and practice for students who may be served via Tier 2/Tier 3 instruction within an MTSS Framework.	

Non-

REQUIRED

9d) Materials regularly and systematically

	<p>instruction, recommendation 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> <p>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>	
	<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.

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 crosscurricular 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 condensed 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,

<p>including teachers, peers, and print and digital reference materials. They make sense of problems and 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 speak</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, 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>	

(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 process 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 adu

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	

Available in the [National Accessible Instructional Materials Standard](#)

<p>Suppliers 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>Suppliers 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>Suppliers shall fully describe technical requirements if application, site or services hosted on premises. Supplier shall describe cloud hosted delivery options for application site, or service.</p>	
<p>Suppliers 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>Suppliers 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>	

Supplier

7.

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 careeready 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.

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:



<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 a 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.