Poudre School District Board of Education
2407 Laporte Avenue, Fort Collins, CO 80521 • 970-490-3607

Meeting Agenda

Special Meeting
Electronic Meeting
May 26, 2020

To access the live meeting, please go to: https://psdschools.adobeconnect.com/psdboardmeeting/. All members of the public will be muted.

SPECIAL MEETING - 3:00 PM

1. CALL TO ORDER

2. APPROVAL OF AGENDA

3. BOARD TOPICS DISCUSSION

4. CONSENT AGENDA

Consent Agenda: *Board members will be asked if they wish to discuss any items listed on the Consent Agenda. If so, these items will be moved from the Consent Agenda and placed under Items for Action. Items remaining on the Consent Agenda will be voted on together, pursuant to the following motion: "I move that the Board approve and adopt the recommended actions for the items on the consent agenda."*

4.1 Personnel Action

4.2 Commercial Insurance Renewal for 2020-2021

4.3 Cancellation of Regular Board Meeting on June 9, 2020

4.4 Contractor Selection for the Fire Alarm Replacement Projects at Lesher MS and Werner ES

4.5 Approval of Payment to the East Larimer County Water District (ELCO) for Water Service Fees for the Prospect MS/HS Project

4.6 Award of Bid for the Athletic Turf Replacement Projects at Fort Collins HS and Poudre HS

4.7 Mountain School Kitchens Remodel Project

4.8 School to Work Alliance (SWAP) Contract for 2020-2021 - REVISED

5. INFORMATIONAL REPORTS/DISCUSSION ITEMS

5.1 District Advisory Board (DAB) Annual Report

5.2 Student Services Update

5.3 Revisions to Student Rights & Code of Conduct Policies (First Reading)

5.4 Proposed Budget for FY2020-21

6. ACTION ITEMS

6.1 Middle School Reading Instructional Materials

6.2 Secondary Reading Intervention Materials

6.3 Futures Lab

6.4 Initiative 271

7. EXECUTIVE SESSION

7.1 School District Negotiations Related to the 2020-2021 Collective Bargaining Agreement or Employment Contracts

7.2 Superintendent Performance Feedback

8. ADJOURNMENT

Poudre School District
Board of Education Meeting Coversheet

Agenda Item:	Personnel Action
Type of Communication:	Decision Preparation
Type of Action Requested:	Personnel Action
Policy Facts:	EL 2.8-9 Communication and Support to the Board - Submit to the Board all matters regarding which Board action is required by law, along with the Superintendent's recommendations and required policy compliance assurances. GP 3.2.3.5, the Board will "take all actions required by law."
Background:	This Personnel Action is the final step for the Human Resources Department regarding personnel actions relating to licensed and administrative employment in the District.
Recommendation:	The Superintendent recommends approval of this personnel action.

ATTACHMENTS:

File Name	Description	Type
Personnel_Action_BOE_Agenda_05-26-2020.pdf	Personnel Action BOE Agenda 5-26-2020	Cover Memo

Human Resources - Personnel Action
5/26/2020

1. Licensed Staff

A. Leave of Absence

	Name	Effec Date	Assignment
1)	Jay Diller	05/04/2020	Teacher, Linton Elementary School

B. Resignation

	Name	Effec Date	Assignment
1)	Erik Baker	07/31/2020	Teacher, Riffenburgh Elementary School
2)	Jenna Fitzgerald	07/31/2020	Teacher, Lincoln Middle School
3)	Laura Humrichouse	07/31/2020	Teacher, Rice Elementary School
4)	Andrew Milbauer	07/31/2020	Teacher, Poudre High School
5)	Evan Netzer	07/31/2020	IB Coordinator/AP, Cache La Poudre Elementary School

Poudre School District
Board of Education Meeting Coversheet

Agenda Item:	Commercial Insurance Renewal for 2020-2021
Summary:	Board approval is being requested for the Commercial Insurance Renewal for 2020-2021 that includes the following: Renewal proposal submitted by the Colorado School Districts Self Insurance Pool for the period of July 1, 2020 through July 1, 2021, for the following lines of insurance: a. School Entity Liability b. School Auto Liability c. Property d. Equipment Breakdown Renewal proposal submitted by Arthur J. Gallagher (AJG) for the period of July 1, 2020 through July 1, 2021, for the following lines of insurance and bonds: a. Network Security & Privacy Insurance with recommendation to increase limit of liability to $5,000,000 and add coverage for Fraudulent Instruction, Funds Transfer Fraud and Telephone Fraud b. Foreign Liability c. Head Start Accident d. Excess Workers' Compensation e. Governmental Crime (Fidelity) f. Fiduciary Liability g. Self-Insured Workers' Compensation Bond h. Performance Bond for CDL Testing Continued participation in the National Flood Insurance Program. Please see attached: (1) 2020-2021 Commercial Insurance Renewal Executive Summary; (2) 2020-2021 Commercial Insurance Renewal Proposal – CSDSIP; and (3) 2020 – 2021 Commercial Insurance Renewal Proposal - AJG for more detailed information.
Type of Communication:	Decision Preparation
Type of Action Requested:	Other Action
Policy Facts:	Per District policy DJA – Purchasing Authority, and Executive Limitation Policy 2.6 – Asset Protection, item #10, Board of Education approval is required for the purchase of goods and/or services of $250,000 or more. The Commercial Insurance Renewal Proposal for 2019-2020 is in excess of $250,000 and is being

presented to the Board for approval.

Recommendation: The superintendent recommends that the Commercial Insurance Renewal for 2020-2021, with the recommended changes to the Network Security & Privacy Liability coverage, be approved by the Board.

ATTACHMENTS:

File Name	Description	Type
2020_Commercial_Insurance_Renewal_Executive_Summary.pdf	2020 Commercial Insurance Renewal Executive Summary	Executive Summary
2020-2021_Commercial_Insurance_Renewal_Proposal-CSDSIP.pdf	2020-2021 Commercial Insurance Renewal Proposal-CSDSIP	Backup Material
2020-2021_Commercial_Insurance_Renewal_Proposal-AJG.pdf	2020-2021 Commercial Insurance Renewal Proposal-AJG	Backup Material

EXECUTIVE SUMMARY

ANNUAL COMMERCIAL INSURANCE RENEWAL PROPOSAL
2020-2021 POLICY YEAR

Colorado School Districts Self Insurance Pool 2020 – 2021 Renewal Proposal

The Colorado School Districts Self Insurance Pool ("CSDSIP" or the "Pool") has submitted the attached *2020 – 2021 Renewal Proposal*, which is summarized below:

Coverage Type	2020-2021 Contribution	Percent Change from 2019-2020
Property	$969,972	15.57%
School Entity Liability	$220,146	10.04%
School Auto Liability	$203,587	15.72%
Equipment Breakdown	$58,765	12.39%
Total Member Contribution	**$1,452,470**	**14.58%**

The following coverages are included as part of the District's contribution: (1) Employee Benefits Liability; (2) School Crisis Act; (3) Nuclear, Chemical, Biological, Biochemical Act of Terrorism; (4) Pollution & Remediation Legal Liability; and (5) Privacy & Network Liability.

<u>Contribution Increase Details</u>

- *Base rate:* The CSDSIP Board of Directors approved a base rate increase of 9% on all lines of coverage to allow the Pool to continue to provide comprehensive coverage and services to Member districts. The District's contributions have been further adjusted to reflect loss experience and history by line of coverage.
- *Property:* Building values have increased 3.8% across the Pool's membership and Replacement Cost Values continue to increase due to the rising cost of labor and building materials.
- *School Entity Liability (SEL):* The Pool continues to see an increase in adverse trends in SEL claims, specifically sexual abuse and misconduct, special education discrimination and wrongful employment acts continue to increase in both frequency and severity.
- *Auto Liability:* Claims caused by Members' autos striking stopped autos and fixed objects in parking lots along with the January 1, 2019, increase in the Colorado Governmental Immunity Act (CGIA) limits are contributing to premium increases for Auto Liability coverage.

Arthur J. Gallagher & Company 2020 – 2021 Insurance Renewal Proposal

The District's broker, Arthur J. Gallagher (AJG), has submitted the attached *Proposal of Insurance* for the 2020 – 2021 policy year, which is summarized below:

Coverage Type	2020-2021 Premium	Percent Change from 2019-2020	Comments
Network Security & Privacy [1]	$27,470	-0.87%	Limit of Liability: $3M; Deductible: $50,000 deductible. 1st party endorsement, which includes $1M limits for Data Protection Loss & Business Interruption Loss. Unencrypted devices are not covered. The District contribution to the Pool includes Network Security & Privacy coverage, which would be secondary to this policy. Limit of Liability: $1M; Deductible: $150,000.
Foreign Liability	$2,000	(50%)	Limits of Liability: $1M per occurrence/$5M aggregate; Deductible: $250. Premium reduction due to the estimated decrease in international travel. Should the District decide to cancel all international travel for the 20-21 school-year before coverage is bound, this insurance will not be purchased. Provides liability coverage for the District during international field trips.[2]
Head Start Accident	$2,356	—	Lifetime Accident Medical Maximum Benefit: $25,000; Deductible: $0.00. Premium is based on the estimated number of students in the program, which remains constant year to year.
Excess Workers' Compensation	$67,442	4.08%	Rate per $100 of payroll is $0.346. Insurer extended the rate guarantee an additional year. The premium increase is due to the estimated increase in payroll. The premium is auditable at the end of each policy year and is adjusted based on actual payroll. The Self-Insured Retention (SIR) remains $450,000.
Governmental Crime	$8,100	—	Limit of Liability: $2M; Deductible: $25,000. This is the third year of a 3-year rate guarantee.

[1] See "Recommended Changes to Network Security & Privacy Coverage" on page 4.
[2] The Foreign Liability insurance provides AD&D and Kidnap and Ransom for staff only. Per District Policy IJOA, student participants are required to purchase the insurance offered by the educational tour company or travel agency or other insurance approved by the District's Director of Records & Risk Management, which should provide this coverage to students.

Coverage Type	2020-2021 Premium	Percent Change from 2019-2020	Comments
Fiduciary Liability	$8,900	—	Limit of Liability: $3M; Deductible: $25,000. This is the second year of a 3-year rate guarantee. The District's contribution to the Pool includes Employee Benefits Liability coverage with an annual aggregate limit of $500,000 and would be secondary to the Travelers policy.
Self-Insured Workers' Compensation Bond	$3,757	—	The Colorado Division of Workers' Compensation did not require the District to change the bond amount this year. The current bond amount is $458,176.
Performance Bond for CDL Testing	$100	—	Because Colorado driver license offices no longer provide the CDL skill tests, the District became its own testing entity. A performance bond is required to be a testing organization in Colorado.
Total Estimated Premium	**$120,125**	**0.34%**	

Flood Insurance

The District purchases flood insurance through the National Flood Insurance Program (NFIP) for the following locations:

Location	Prior Policy Year Premium	Current Policy Year Premium	Percent Change	Renewal Date
CLP Elementary School	$25,577	$31,882	24.65%	6/15/2020
CLP Middle School	$33,428	$41,724	24.82%	6/15/2020
CLP Modular #4	$554	$561	1.26%	6/26/2020
CLP Modular #15	$552	$559	1.27%	6/26/2020
CLP Gymnasium	$3,797	$3,912	3.03%	2/16/2021
Eyestone Elementary School	$4,844	$4,845	0.02%	9/5/2020
Wellington Middle School	$5,600	$3,550	(36.61%)	6/15/2020
Wellington Middle School Modular #14	$615	$617	0.33%	6/3/2020
Wellington Middle School Modular #35	$556	$564	1.44%	6/26/2020
Wellington Middle School Modular #44	$556	$564	1.44%	6/26/2020
Total NFIP Premium	**$76,079**	**$88,778**	**16.69%**	

Recommended Changes to Network Security & Privacy Coverage

Cyber-attacks and extortion claims continue to be on the rise and the associated costs continue to increase, especially for forensics defense costs surrounding a breach and data release ransom demands. Beazley has offered an option to increase the liability limit to $5,000,000. In addition, they have offered coverage for Fraudulent Instruction, Funds Transfer Fraud and Telephone Fraud. As we continue to conduct more business electronically, I am recommending the District increase the Network Security & Privacy Liability Limit to $5,000,000 and add the additional coverage. The additional premium is $13,800 (50.24%) over the proposed renewal premium and $13,560 (49.94%) over the expiring premium.

Cost Summary

The total renewal premium without the recommended changes is $1,661,373 representing a 13.53% increase over the 2019-2020 policy period. With the proposed changes to the Network Security and Privacy Coverage, the 2020-2021 premium would be $1,675,173, which represents a 14.47% increase over the 2019-2020 policy period.

2020 - 2021 Renewal Proposal
Prepared for:

POUDRE SCHOOL DISTRICT R-1

April 27, 2020

Presented by:

Colorado School Districts Self Insurance Pool
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I. INTRODUCTION

Colorado School Districts Self Insurance Pool (CSDSIP) is pleased to present our insurance renewal for the July 1, 2020 - July 1, 2021 policy period.

POUDRE SCHOOL DISTRICT R-1 has been a valued client of CSDSIP since July 1, 2006. At CSDSIP we recognize our success is a direct result of our Membership's commitment to CSDSIP, application of sound risk management programs and dedication to provide a safe place to work and learn.

At CSDSIP we endeavor to provide the highest quality coverage and service to our Membership. It is our honor to be your chosen risk management partner.

The Current Insurance Market & CSDSIP's 2020 Rates

The insurance market in general and the reinsurance market more specifically, the market we rely heavily upon to support our coverage offerings, continues to be very restrictive and volatile. The public school sector of the market continues to be plagued with Sexual Abuse & Misconduct (SAM) claims, natural catastrophes and a social inflation effect on liability settlements and jury verdicts. The market's response has included higher rates, transfer of risk back to insureds via deductibles and restriction of coverage.

Additionally, the COVID-19 Pandemic has created additional uncertainty in the market as affected businesses and individuals seek coverage for an uncovered event in most insurance policies. The markets are going back to further clarify the absence of coverage by adding pandemic and communicable disease exclusionary language to their forms. As a result, we anticipate that we will receive these same exclusionary terms and will include similar language to our 2020 - 2021 Coverage documents and the Supplementary Coverage documents.

The loss experience of our Membership mirrors that of the general marketplace as we too are seeing increased SAM claims, catastrophic wind and hail events and are seeing the inflationary effect of the increased Colorado Governmental Immunity caps in our auto liability and bodily injury settlements.

Our CSDSIP Board of Directors elected to raise base rates, all lines of coverage, by 9% to allow us to continue to provide comprehensive coverage and services to our Membership. Your individual contributions will be further adjusted to reflect your loss experience and history by line of business.

II. PROPERTY COVERAGE

Total Property Contribution		
2019-2020	2020-2021	Difference
$839,313	$969,972	$130,659

Our Members buildings have been run through the Property replacement cost valuation system and building values increased an average of 3.8% across the Membership. Replacement Cost Values continued to increase due to the rising costs of labor, asphalt, concrete, glass, paint and copper.

With the significant increase in the severity and frequency of wind and hail claims, we are continuing to rate our Membership based upon their exposure to convective storms. Members located in the Moderate Hazard region are those that do not traditionally have a hail exposure. Members located in the High Hazard region are those that have a significant exposure to hail.

Regardless of where you may be located, our base rate increase on Property is 9%. Your contribution amount reflects whether you are in a Moderate Hazard or High Hazard region, the exposure changes you have reported to us and has been modified in the form of a debit or credit to reflect your loss experience.

PROPERTY

PER OCCURRENCE PROPERTY LIMIT:	$917,550,566
POOL LIMITS: Pool Limits are the maximum limits we will pay for loss, regardless of the number of Members involved in an occurrence or the below specified peril occurrence	
Per Occurrence	$1,000,000,000
Flood - Per Occurrence and Annual Aggregate Limit *Except Flood Zone A	$100,000,000
Earth Movement - Per Occurrence and Annual Aggregate Limit	$100,000,000
PROPERTY LIMITS AND SUBLIMITS:	
Newly Constructed or Acquired Buildings & Structures - First 60 Days	$25,000,000
Newly Constructed or Acquired Buildings & Structures - After 60 Days	$1,000,000
Builder's Risk or Property in the Course of Construction - Automatic Limit	$1,000,000
Property in Transit	$500,000
Extra Expense Including Business Income	$25,000,000
Clean Up and/or Removal of *"Pollutants"*	$100,000
Preservation of Property	$100,000
Ordinance or Law	$25,000,000
Increased Cost of Construction, Demolition and Debris Removal	$15,000,000
Damage to Premises Rented to You	$500,000
Backup of Sewers & Drains	$100,000
Garage Operations Coverage - Per Occurrence Limit	$100,000
DEDUCTIBLES:	
Real and Business Personal Property & Premises Rented to You - Per Occurrence	$150,000
Garage Operations - Per Vehicle/Per Occurrence	$250/$500
DESCRIPTION OF PROPERTY COVERED:	
- Real and Business Personal Property	
- Property You Have an Insurable Interest or Obligation to Insure	
- Additions & Alterations Including Supplies and Materials	
- Newly Constructed or Acquired Buildings or Structures	
LOSS CONDITIONS:	
Losses Adjusted as Per Actual Cash Value Basis	Mobile Equipment
Losses Adjusted as Per Scheduled Values, Agreed Value or Fair Market Value Basis	Fine Arts
Losses Adjusted on Replacement Cost Basis with No Coinsurance Factor	All Other Property
HIGHLIGHTS:	
- Special Cause of Loss Form	
- Increased Limits for Builder's Risk Available Upon Request	
- Debris Removal Includes Asbestos	

III. SCHOOL ENTITY LIABILITY (SEL) COVERAGE

Total SEL Contribution		
2019-2020	2020-2021	Difference
$200,069	$220,146	$20,077

Our SEL loss experience in the areas of Sexual Abuse and Misconduct (SAM), special education discrimination and wrongful employment acts continue to increase both in frequency and severity.

Over the past three years multiple Members have incurred SEL losses that have exceeded our SEL minimum liability limit of $2,000,000 per occurrence. As a result, we recommend our Members consider purchasing higher SEL limits. If you have not requested a quote for higher limits, we encourage you to contact our Risk Programs Team for alternate quotes prior to binding.

On July 1, 2019, we removed our $2.5M defense limit for sexual molestation claims and increased our annual aggregate (the maximum that we will pay out for indemnity payments for all SEL claims to one Member during the policy period) to $15M for all of our Membership. It is our intent to provide the broadest possible insurance coverage for our Membership.

Your contribution amount reflects our 9% base rate increase, your exposure changes you reported to us and has been modified in the form of a debit or credit to reflect your loss experience.

SCHOOL ENTITY LIABILITY

COVERAGE LIMITS:	
Coverage A – General Liability	
Each Occurrence Limit	$10,000,000
Medical Payments Limit	
• Any One Person	$1,000
• Any One Accident	$10,000
AHERA – Each Occurrence and Annual Aggregate Limit (Defense Coverage Only)	$25,000
Coverage B – School Leaders Wrongful Act	$10,000,000
Per School Leaders Wrongful Act Limit	
Coverage C – Employment Wrongful Act	$10,000,000
Per Employment Wrongful Act Limit	
ANNUAL AGGREGATE LIMIT	$15,000,000
Coverage A – General Liability, Coverage B – School Leaders Wrongful Act, Coverage C – Employment Wrongful Act	
DEDUCTIBLE:	
Each Occurrence, School Leaders Wrongful Act, Employment Wrongful Act or Employee Benefits Liability Claim	$150,000
COVERAGE BASIS:	Occurrence Form
PROVIDES COVERAGE FOR:	
• Bodily Injury, Property Damage, Personal Injury and Advertising Injury Coverage	
• Products and Your Work Liability	
• Rock Climbing and Climbing Walls	
• Harassment – Verbal and Physical	
• Retaliation	
• Employment Wrongful Act – Employment Related Misrepresentation, Negligent Evaluation, Wrongful Discharge and Wrongful Deprivation of Career Opportunity	
• Discrimination	
• Short Term Pollution Event	
Coverage can be endorsed to provide coverage for Armed School Personnel (ASPs) or Armed Security Guards (ASGs) if ASP & ASGs meet our Armed School Employee Insurability Standards.	
WHO IS AN INSURED:	
• Member	
• Board of Education	
• Volunteers While Acting at Your Direction	
• Employees and Student Teachers for Acts Within the Scope of Employment	
• Students in a Supervised Internship as Part of Their Educational Curriculum	

IV. EMPLOYEE BENEFITS LIABILITY COVERAGE

We are pleased to be able again to offer Employee Benefits Liability Coverage extension. This additional coverage is included in your CSDSIP annual contribution.

EMPLOYEE BENEFITS LIABILITY

COVERAGE LIMITS:	
Per Claim Limit	$250,000
Annual Aggregate Limit	$500,000
DEDUCTIBLE:	
Each Occurrence Claim	$150,000
COVERAGE BASIS:	***Claims Made Coverage***
Retroactive Date	**7/1/2007**
PROVIDES COVERAGE FOR:	
• Claims arising out of the negligent acts, errors or omissions of your employees while administering your employee benefit program	
• Does not provide coverage for improper investment, failure of an investment or advice as to whether or not to participate in an employee benefit program	
WHO IS AN INSURED:	
• Member	
• Board of Education	
• Volunteers While Acting at Your Direction	
• Employees and Student Teachers for Acts Within the Scope of Employment	
• Students in a Supervised Internship as Part of Their Educational Curriculum	

V. SCHOOL AUTO COVERAGE

Total School Auto Contribution		
2019-2020	**2020-2021**	**Difference**
$175,933	**$203,587**	**$27,654**

Severity of our Auto Liability claims continues to increase. In the last three years we had three Auto Liability accidents totaling more than $350,000 each. We've seen an increase in claims caused by our Members' autos striking stopped autos and fixed objects in parking lots. Effective January 1, 2019 the statutory damages cap of the Colorado Governmental Immunity Act (CGIA) increased to $387,000 Per Person/ $1,093,000 Per Occurrence, which continues to impact claim severity.

Your contribution amount reflects our 9% base rate increase, your exposure changes you have reported to us and has been modified in the form of a debit or credit to reflect your loss experience.

SCHOOL AUTO

COVERAGE LIMITS:	
Auto Bodily Injury and Property Damage Liability – Per Accident	$5,000,000
Medical Payments – Per Person	$5,000
Auto Physical Damage – Per Vehicle Limit*	Per Schedule
Terminal Coverage – Per Occurrence Limit*	$19,503,778
DEDUCTIBLES:	
Bodily Injury and Property Damage Liability – Per Accident	$10,000
Auto Physical Damage – Per Vehicle	$10,000
Terminal – Per Vehicle/Per Occurrence	$10K/$50K
LOSS CONDITIONS FOR AUTO PHYSICAL DAMAGE & AUTO TERMINAL COVERAGE:	
Losses Adjusted on Actual Cash Value Basis	
*Losses subject to CSDSIP Per Occurrence Limit & CSDSIP Sublimits as Outlined on the Property Summary Page	
HIGHLIGHTS:	
• Coverage Included for Hired/Non-Owned, Borrowed and Leased Autos	
• Non-Owned Auto Liability Coverage is Extended to Cover Autos Owned by Employees, Volunteers, and Student Interns	
• Medical Payments Coverage	
• Fleet Automatic Coverage – Contributions Will Not be Adjusted for Additions or Deletions of Autos Acquired or Sold During this Policy Period	

VI. EQUIPMENT BREAKDOWN COVERAGE

Total Equipment Breakdown Contribution		
2019-2020	**2020-2021**	**Difference**
$52,289	**$58,765**	**$6,476**

Your contribution amount reflects our 9% base rate increase and your exposure changes you reported to us.

EQUIPMENT BREAKDOWN

Coverage Offered in Cooperation with XL Insurance America, Inc.
Inspections and Claim Inspections Provided Through XL Insurance America, Inc.
Company Subject to Change

TOTAL LIMIT PER BREAKDOWN:	$250,000,000
SUBLIMITS: Sublimits are the maximum amount payable for damage caused by a designated peril and do not increase the $250,000,000 Total Limit Per Breakdown.	
Property Damage	INCLUDED in Total Limit Per Breakdown
Expediting	INCLUDED in Total Limit Per Breakdown
Off Premises Equipment Coverage	$5,000,000
Spoilage Damage • Utility Interruption - Spoilage Coverage Applies Only if the Interruption Last at Least (Waiting Period)	INCLUDED in Total Limit Per Breakdown
Ordinance or Law (Including Demolition and Increased Cost of Construction)	$10,000,000
Hazardous Substances	$10,000,000
Electronic Data or Media	$5,000,000
Newly Acquired Locations • Number of Days of Coverage	INCLUDED in Total Limit Per Breakdown • 365 Days
Business Income • Business Interruption "Period of Restoration" Extension	INCLUDED in Total Limit Per Breakdown • 365 Days
Extra Expense • Extra Expense "Period of Restoration" Extension	INCLUDED in Total Limit Per Breakdown • 365 Days
Utility Interruption – Time Element • Utility Interruption – Spoilage Coverage Applies Only if the Interruption Last at Least (Waiting Period)	INCLUDED in Total Limit Per Breakdown
DEDUCTIBLES:	
All Coverage Under the Equipment Breakdown Protection Coverage Form	$100,000 Combined Deductible Unless Identified Otherwise Below
Property Damage	
Business Income and Extra Expense	
Spoilage Damage	
Utility Interruption - Time Element	

VII. SCHOOL CRISIS ACT COVERAGE

We are pleased to be able to again offer this coverage extension to our Membership as part of your CSDSIP annual contribution.

Through this coverage we will reimburse you for expenses incurred as a result of a school crisis act that would not be covered under a traditional property or liability claim. Such expenses may include media specialist, extra administrative labor costs, legal consultation fees and extraordinary travel expenses.

SCHOOL CRISIS ACT

COVERAGE LIMITS:	
Each School Crisis Act Limit	$250,000
Pool Annual Aggregate Limit	$250,000

VIII. SUPPLEMENTARY COVERAGE SECTION

Working in alliance with other insurance companies, we are pleased to be able to again offer Primary Crime, Excess Crime, Nuclear, Chemical, Biological, Biochemical Acts of Terrorism (NCBR) Coverage, Pollution & Remediation Legal Liability Coverage and Cyber Enterprise Risk Management Coverage as supplementary coverages to compliment our CSDSIP core offerings. These additional coverage sections are issued as stand-alone insurance policies with their own Declarations Page, Conditions, Insuring Agreements and Endorsements.

These supplementary coverages are underwritten by the participating insurance company based upon the information you provided during the renewal application process. Members who successfully submitted the application and have been approved by the company receive the supplementary coverage sections as part of your CSDSIP annual contribution. Coverage is provided only if an amount is shown in the Limits section of the supplementary coverage. If the amount is left blank or "No Coverage" is inserted, the coverage does not apply to you.

Claim adjustment for the supplementary coverages is provided by the insurance company. Our CSDSIP Claims Team will assist you in the reporting your claim to the appropriate company.

Insurance companies are subject to change.

a. PRIMARY CRIME

Primary Crime Limit $100,000		
2019-2020	**2020-2021**	**Difference**
NO COVERAGE	**NO COVERAGE**	**No Coverage**

Your contribution amount reflects our 9% base rate increase and your exposure changes reported to us.

PRIMARY CRIME

COVERAGES	LIMITS PER LOSS	DEDUCTIBLE PER LOSS
A. Employee Theft – Per Loss Coverage	No Coverage	No Coverage
B. Forgery or Alteration	No Coverage	No Coverage
C. Inside the Premises – Theft of Money & Securities	No Coverage	No Coverage
D. Inside the Premises – Robbery or Safe Burglary of other Property	No Coverage	No Coverage
E. Outside the Premises	No Coverage	No Coverage
F. Computer Fraud	No Coverage	No Coverage
G. Funds Transfer Fraud	No Coverage	No Coverage
H. Money Orders & Counterfeit Money	No Coverage	No Coverage
I. Telephone Toll Fraud	No Coverage	No Coverage
J. Claims Expense	No Coverage	No Coverage
K. Destruction of Electronic Data or Computer Programs	No Coverage	No Coverage
ADDITIONAL COVERAGES:		
These additional coverages are included in the limits stated above:		
• Credit, Debit or Charge Card Forgery	No Coverage	No Coverage
• Faithful Performance of Duty Coverage for Governmental Employees	No Coverage	No Coverage
• Funds Transfer Fraud – False Pretenses	No Coverage	No Coverage

b. EXCESS CRIME

- **Crime Limit $900,000 Excess of $100,000**

2019-2020	2020-2021	Difference
No Coverage	No Coverage	No Coverage

The $900,000 Limit Per Loss Crime Coverage is a supplementary coverage provided in alliance with The Hanover Insurance Company. These limits are in excess of the $100,000 Limit provided in our Crime Coverage.

Your contribution amount reflects our 9% base rate increase and your exposure changes reported to us. This is included in the total Crime Contribution figure shown on the Contribution Summary Page.

EXCESS CRIME

COVERAGES	LIMITS PER LOSS	DEDUCTIBLE PER LOSS
A. Employee Theft – Per Loss Coverage	No Coverage	No Coverage
B. Forgery or Alteration	No Coverage	No Coverage
C. Inside the Premises – Theft of Money & Securities	No Coverage	No Coverage
D. Inside the Premises – Robbery or Safe Burglary of other Property	No Coverage	No Coverage
E. Outside the Premises	No Coverage	No Coverage
F. Computer Fraud	No Coverage	No Coverage
G. Funds Transfer Fraud	No Coverage	No Coverage
H. Money Orders & Counterfeit Money	No Coverage	No Coverage
I. Telephone Toll Fraud	No Coverage	No Coverage
J. Claims Expense	No Coverage	No Coverage
K. Destruction of Electronic Data or Computer Programs	No Coverage	No Coverage
ADDITIONAL COVERAGES:		
These additional coverages are included in the limits stated above:		
• Credit, Debit or Charge Card Forgery	No Coverage	No Coverage
• Faithful Performance of Duty Coverage for Governmental Employees	No Coverage	No Coverage
• Funds Transfer Fraud – False Pretenses	No Coverage	No Coverage

c. NUCLEAR, CHEMICAL, BIOLOGICAL, BIOCHEMICAL ACTS OF TERRORISM

Nuclear, Chemical, Biological, Biochemical Acts of Terrorism (NCBR) Coverage is a supplementary coverage provided in alliance with HISCOX Insurance Company, Inc.

This coverage is primary for terrorist events and includes the perils of nuclear, chemical, biological and biochemical acts related to terrorist acts. The coverage provides for costs to decontaminate, demolish, debris removal and repair your scheduled locations that are damaged by a covered act of terrorism. It also provides defense and indemnity for liability claims for bodily injury and/or property damage arising out of a covered act of terrorism.

Coverage is written on a claims made coverage form and applies to new terrorist events only.

NUCLEAR, CHEMICAL, BIOLOGICAL, BIOCHEMICAL ACTS OF TERRORISM

COVERAGE LIMITS:	
Section 1 – Property Coverage	TIV up to $10,000,000
Section 2 – Business Income and Extra Expense	TIV up to $10,000,000
Section One – Terrorism Liability ***– Claims Made Coverage*** (Defense is included within the limit)	$10,000,000
CSDSIP's Pool Limits The maximum limit that we will pay regardless of the number of Members involved in any one or multiple occurrences	
Per Occurrence & Annual Aggregate	$10,000,000
DEDUCTIBLES:	
Section 1 – Property Coverage	$150,000
Section 2 – Business Income and Extra Expense	$150,000
Section One – Terrorism Liability	$150,000
	48 Hour Waiting Period
COVERAGE BASIS:	***Claims Made Coverage***
Retroactive Date	**07/01/2013**

d. POLLUTION & REMEDIATION LEGAL LIABILITY

Pollution & Remediation Legal Liability Coverage is a supplementary coverage offered in alliance with Greenwich Insurance Company, AXA & XL Insurance.

The coverage includes claims, remediation costs and associated legal defense expense arising out of a covered pollution condition on, at or under or migrating from your covered location.

Coverage is written on a claims made coverage form and applies to new pollution conditions only.

POLLUTION & REMEDIATION LEGAL LIABILITY

COVERAGE LIMITS:	
Coverage A – Pollution Legal Liability	
Coverage B – Remediation Legal Liability	
Coverage C – Contingent Transportation Coverage	
Each Pollution Condition Limit	$1,000,000
Coverage D – Disaster Response Expense	
Each Pollution Condition Limit	$500,000
Member Annual Aggregate Limit	$1,000,000
Annual Aggregates	
Maximum Member Annual Aggregate	$1,000,000
CSDSIP's Pool Limits The maximum limit that we will pay regardless of the number of Members involved in any one or multiple occurrences	$10,000,000
DEDUCTIBLES:	
Each Pollution Condition	$50,000
COVERAGE BASIS:	***Claims Made Coverage***
Retroactive Date	**07/01/2013**
HIGHLIGHTS:	
• New Conditions Only - No Pre-Existing Conditions	
• Underground Storage Tanks Can Be Added to the Policy With Additional Application and Approval	
• Landfills Can Be Added to the Policy With Additional Application and Approval	
Coverage can extend to mold claims if Member follows our Water Intrusion & Mold Plan	

e. CYBER ENTERPRISE RISK MANAGEMENT

Cyber Enterprise Risk Management Coverage is a supplementary coverage that is offered in alliance with Chubb & ACE American Insurance Company.

The coverage for your claims resulting from a cyber breach under the cyber incident response fund including, business interruption and extra expense, digital recovery and network extortion. It also provides coverage for liability claims including cyber, privacy and network security liability and electronic, social and printed media liability.

Coverage is written on a claims made coverage form and applies only to new cyber events only.

CYBER ENTERPRISE RISK MANAGEMENT

COVERAGE LIMITS:	
First Party Insuring Agreements	
Coverage A – Cyber Incident Response Fund	$1,000,000
Coverage B – Business Interruption & Extra Expense	$1,000,000
Coverage C – Digital Recovery	$1,000,000
Coverage D – Network Extortion	$1,000,000
Third Party Insuring Agreements	
Coverage E – Cyber, Privacy & Network Security Liability	$1,000,000
Coverage F – Electronic, Social & Printed Media Liability	$1,000,000
Annual Aggregate	
Maximum Member Annual Aggregate	$1,000,000
CSDSIP's Pool Limits The maximum limit that we will pay regardless of the number of Members involved in any one or multiple occurrences	$10,000,000
DEDUCTIBLES:	
Each Cyber Incident	$50,000
COVERAGE BASIS:	***Claims Made Coverage***
Retroactive Date	**07/01/2013**
HIGHLIGHTS:	
Provides coverage for Cyber Incident Response Team	

IX. CONTRIBUTION SUMMARY

POUDRE SCHOOL DISTRICT R-1	7/1/19-7/1/20	7/1/20-7/1/21
PROPERTY:	$839,313	$969,972
EQUIPMENT BREAKDOWN:	$52,289	$58,765
SCHOOL ENTITY LIABILITY:	$200,069	$220,146
EMPLOYEE BENEFITS LIABILITY:	INCLUDED	INCLUDED
SCHOOL AUTO:	$175,933	$203,587
SCHOOL CRISIS ACT:	INCLUDED	INCLUDED
NUCLEAR, CHEMICAL, BIOLOGICAL, BIOCHEMICAL ACTS OF TERRORISM:	INCLUDED	INCLUDED
PRIMARY & EXCESS CRIME:	NO COVERAGE	NO COVERAGE
POLLUTION & REMEDIATION LEGAL LIABILITY:	INCLUDED	INCLUDED
CYBER ENTERPRISE RISK MANAGEMENT	INCLUDED	INCLUDED
TOTALS:	$1,267,604	$1,452,470

X. ALTERNATE LIMITS & DEDUCTIBLES

You did NOT request any alternate limits or deductible quotes.

Higher Deductibles Mean More Risk to You:

If you are considering higher deductibles, it is important to balance the contribution savings that you are looking at today with the increase in what you will be paying through a deductible when a loss happens. If we have provided you with a quote for a higher deductible, we will send you your 10 Year Loss Run and a spreadsheet that you can use to evaluate your increased risk in deductible against your contribution reduction.

Your initials beside the options that you have requested and your signature to bind coverage acknowledges that you understand this increase in risk and that you knowingly accept this risk.

Important Flood Disclosure:

Any of your properties that have a Flood Zone A designation assigned must also be insured by the National Flood Insurance Program (NFIP) to receive the flood coverage afforded by CSDSIP. NFIP coverage must be purchased for each of the NFIP eligible properties designated with a Flood Zone A. If you have any questions regarding flood coverage, please contact your Risk Programs Coordinator.

It is understood and acknowledged that this proposal provides only a summary of coverage and is not an insurance policy. The actual coverage forms will contain the specified coverages, deductibles, limits, terms, conditions and exclusions.

By returning a signed copy of this page, you affirm that the values, schedules and other data contained in and attached to this proposal are an accurate representation of your exposures and that you are authorizing CSDSIP to bind the proposed coverage for the 7/1/20 – 7/1/21 policy period.

_____ _____

Signature Date

To bind coverage, please submit your signed Contribution Summary to our Risk Programs Team at:

Audrey Mauser
Manager of Risk Programs
audrey@csdsip.net

Steve Clark Fast
Risk Programs Marketing Coordinator
steveclark@csdsip.net

Andy Cahill
Associate Risk Programs Coordinator
andy@csdsip.net

Annell Hodges
Associate Risk Programs Coordinator
annell@csdsip.net

303.722.7888 (fax)

XI. DISCLOSURES

- **This proposal sets forth a general outline of the insurance coverage you have requested based on the information you provided us.**

- **The description of coverage enclosed is a summary only and is not an insurance policy. Although this proposal generally describes the insurance coverage provided under the coverage forms, this proposal does not contain a complete, detailed statement or description of all of the terms, coverages, exclusions, limitations or conditions of the coverage forms. The current coverage forms are available for your review and we encourage you to review them.**

- **You will be informed of any coverage or limit decrease in a timely fashion. Sudden and/or unexpected changes in the reinsurance or excess insurance market may prevent us from doing so. The coverage, terms, conditions and limits may change as a result prior to the renewal date.**

- **Membership requires the purchase of all coverages in this proposal with the exceptions of Equipment Breakdown, Primary Crime, Excess Crime, Pollution & Remediation Legal Liability and Cyber Enterprise Risk Management Coverages.**

- **The Pool recommends that Members analyze their current exposures in relation to the limits and deductibles carried. The limits and deductibles that will be implemented in your policy will be those that you select.**

- **In the event of any conflict between the enclosed description of coverage and the policy, the provisions contained in the policy will govern.**

XVII. DEVELOPMENTS AND CHANGES

It is important that you contact our Risk Programs Team with any substantial change in your operations, which may have a bearing on the adequacy or validity of your insurance. Examples of changes that should be communicated include the following:

- **Circumstances that may require increased liability insurance limits, such as extensive travel outside of the state, charter schools or new products such as items built by students in industrial arts classes.**

- **Any new premises whether purchased, occupied, leased or anticipated new construction.**

- **Any changes in existing premises including vacancy (temporary or permanent), alterations, additions or remodel.**

- **Any newly assumed contractual liability or proposed granting of indemnities or hold harmless agreements. Examples include intergovernmental agreements, leases, or lease purchase contracts.**

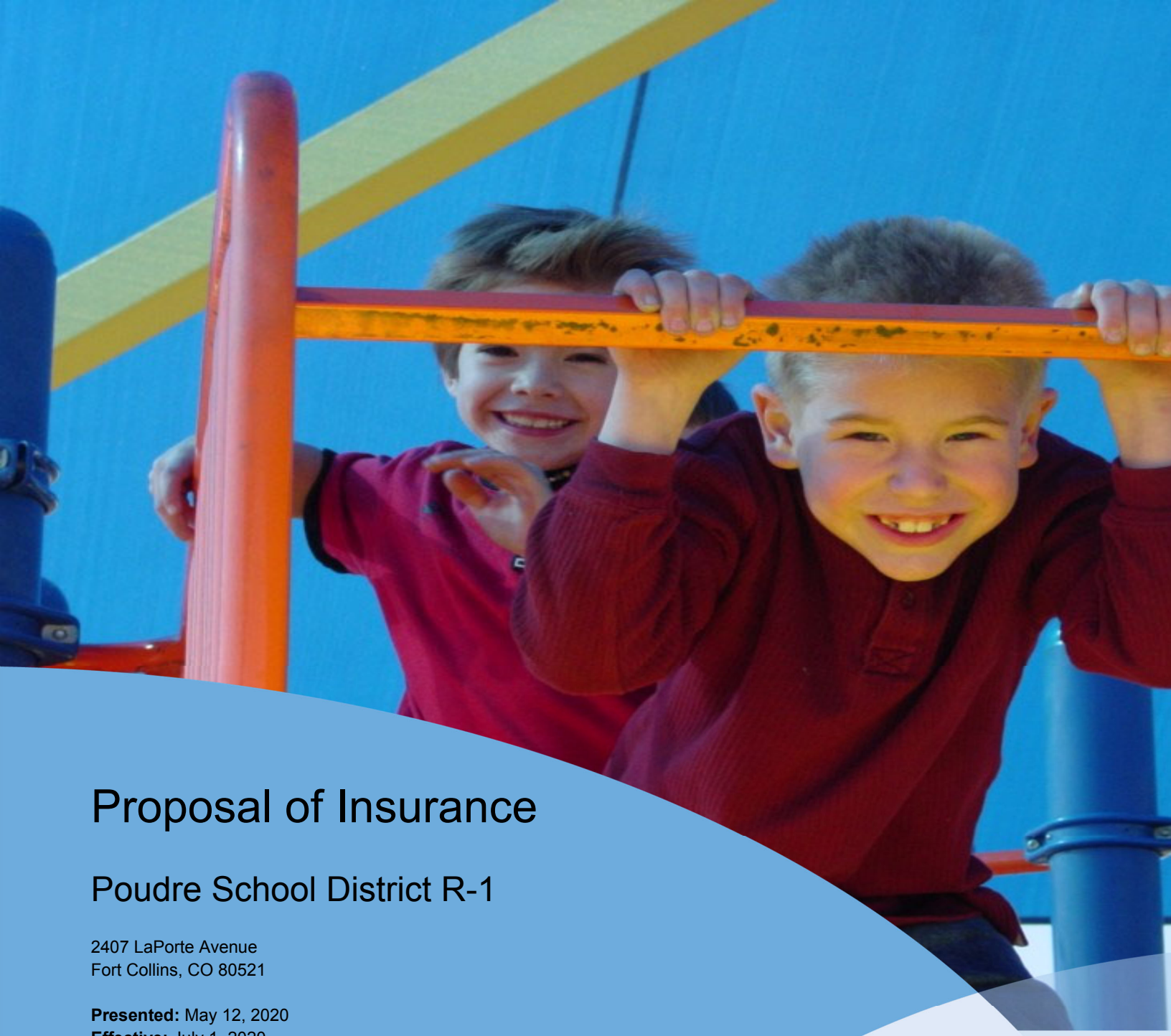
- **Any property value increase exceeding $1,000,000 during the policy period must be reported within 30 days in order for coverage to be provided. This applies to newly acquired buildings, newly constructed buildings, upon receipt of certificate of occupancy, building remodel or addition, or acquisition of equipment or business personal property, such as contents.**

- **Any changes in fire or theft systems or alarms, such as installation, disconnection or alterations.**

- **Any installation of alternative energy systems such as geothermal, wind turbines, solar arrays, etc.**

- **Addition of any medical clinics operated by you or the addition to staff of any medical doctors.**

- **Addition of any Armed School Personnel or Armed Security Guards employed by the Member.**



Proposal of Insurance

Poudre School District R-1

2407 LaPorte Avenue
Fort Collins, CO 80521

Presented: May 12, 2020
Effective: July 1, 2020

Karen Graham
Executive Vice President/National Director
Arthur J. Gallagher Risk Management Services, Inc.
6300 South Syracuse Way Suite 700
Centennial, CO 80111
(303) 773-9999
Karen_Graham@ajg.com

Gallagher

Insurance | Risk Management | Consulting

Gallagher CORE360™

ajg.com

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Table of Contents

Executive Summary **3**
Overview 4
Service Team 5
CORE360™ Executive Summary Scorecard 6
Premium Summary 7
Strategic Results 8
Proposal of Insurance **11**
Named Insured 12
Claims Reporting By Policy 12
Binding Requirements 12
Program Details 13
International Package – General Liability 13
International Package – Contingent Automobile Liability 14
International Package - Workers Compensation 15
Cyber Liability 16
Excess Workers' Compensation 19
Proposal Disclosures **21**
Payment Plans 22
Proposal Disclosures 23
Carrier Ratings and Admitted Status 24
Coverages for Consideration 25
Bindable Quotations & Compensation Disclosure Schedule 26
Client Authorization to Bind Coverage 27
Appendix **29**
CORE360™ Loss Control Flyer 30
Cyber Liability eRiskHub Features 31

Executive Summary

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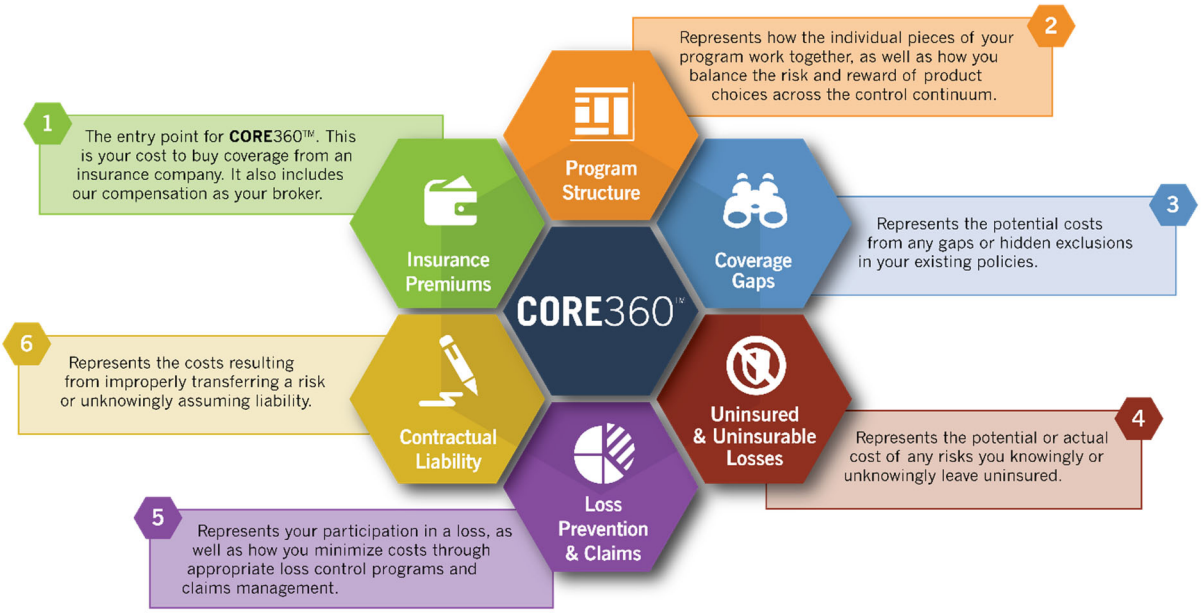
Overview

This Executive Summary is intended to summarize the highlights and point you to any decisions that need to be made prior to binding. Deploying our comprehensive CORE360™ approach to your organization, Gallagher helps you understand all risks and associated costs that your organization currently faces, provide actionable advice, deliver world-class service and support to help develop a risk management framework that minimizes your total cost of risk.

We highlight each CORE360™ cost driver, beginning with Insurance Premiums and ending with Contractual Liability in an effort to drive value to each of your six cost drivers which represent your total cost of risk.



Service Team

Karen Graham has primary service responsibility for your company. We operate using a team approach.

Public Entity Team Primary Team	
Karen L. Graham, CIC, CRM, ARM-P Area Executive Vice President / National Director 303-889-2538 Karen_Graham@ajg.com	
Ty Goare, Area Assistant Vice President Client Service Executive 303-889-2550 Ty_Goare@ajg.com	**Tara Tinney, ARM-P, ERIS** Client Service Manager 303-889-2590 Tara_Tinney@ajg.com
Back Up Team	
Tracy Paladino, CISR, CIC, CLCS Client Service Supervisor/Client Service Executive 303.889.2614 Tracy_Paladino@ajg.com	**Shannon Tarufelli** Client Service Manager 303.889.2540 Shannon_Tarufelli@ajg.com
Lena Anderson Client Service Associate 303-889-2574 Lena_Anderson@ajg.com	
Risk Control & Claims	
Ed Davis Vice President – Risk Control 303-889-2552 Ed_Davis@ajg.com	**Kendall Trump, CIC, ARM-e** Vice President - Claims 303-889-2570 Kendall_Trump@ajg.com
Main Phone Number: 800.333.3231 or 303.773.9999 **6300 S. Syracuse Way, Suite 700** **Centennial, Co 80111**	

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CORE360™ Executive Summary Scorecard

Your **CORE**360™Executive Summary Scorecard has been developed for you to get a quick snapshot of how we've impacted your total cost of risk for the policies detailed in this proposal.

Insurance Premiums

- Overall program premium is flat.
- Cyber Liability premium is down 1%
- AD&D, SIR Bond, and CDL bond premiums are flat
- Excess Work Comp premium is up 4% due to a 4% increase in payroll
- Crime and Fiduciary are in the final and 2nd years of their billing terms
- International Package premium is down 50% due to exposures

Program Structure

- Excess work comp est. payroll increased 4%; final year of rate and SIR guarantee
- Cyber liability limit options

Coverage Gaps

- Higher Cyber Liability Limits

Uninsured & Uninsurable Losses

- Pollution (Premises, Operations)
- NCBR Terrorism/Active Assailant
- Reputational Risk
- Compliance

Loss Prevention & Claims

- Claim advocacy services as needed
- Loss control services as needed

Contractual Liability

- Assist with contract reviews as needed (outside of CSDSIP coverage)
- Availability of Tenant User Liability Insurance Program (TULIP)

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Premium Summary

The estimated program cost for the options are outlined in the following table:

Coverage Type	Carrier	2019 Premium	2020 Premium	% Change Over Expiring	Comments
Network Security & Privacy Liability	Beazley Insurance	$27,710.00	$27,470.00	-1%	
Foreign Liability	Everest National Ins.	$4,000.00	$2,000.00	-50%	
Accident - Head Start	National Union Fire Insurance Company of Pittsburgh, PA	$2,356.00	$2,356.00	0%	
Excess Work Comp	Star Insurance Company	$64,796.00	$67,442.00	4%	
Crime	Travelers Casualty and Surety Co of America	$8,100.00	$8,100.00	0%	3-year term billed annually
Fiduciary	Travelers Casualty and Surety Co of America	$8,900.00	$8,900.00	0%	3-year term billed annually
Self-Insuring Employers Bond	Travelers Casualty and Surety Co of America	$3,757.00	$3,757.00	0%	
CDL Testing Bond*	Travelers Casualty and Surety Co of America	$100.00	$100.00	0%	
GRAND TOTAL		**$119,719.00**	**$120,125.00**	**0%**	
AJG Broker Fee		$25,000.00	$25,000.00		

Gallagher is responsible for the placement of the following lines of coverage:

International Package
Cyber Liability
AD&D
Crime
Fiduciary
Bonds
Flood
Excess Workers' Compensation

It is understood that any other type of exposure/coverage is either self-insured or placed by another brokerage firm other than Gallagher. If you need help in placing other lines of coverage or covering other types of exposures, please contact your Gallagher representative.

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Strategic Results

Network Security & Privacy

The District has been insured with Beazley since 2016. The policy limit was increased from $1M to $3M in 2018. Beazley provided a $5M limit option last year but the District elected not to take this option.

For the 2020 renewal, we obtained renewal terms from Beazley including a $5M limit option as well as options for both the $3M and $5M limits to include cyber-crime. The renewal premium is down 1% from expiring despite an 8% increase in exposure. The renewal results are noted below. CSDSIP's Cyber coverage is excess over this policy.

Network Security & Privacy Liability	2019	2020 Option 1	% Change	Option 2 $5M	Option 3 $3M w/Crime	Option 4 $5M w/Crime
Carrier	Beazley	Beazley		Beazley	Beazley	Beazley
Policy Aggregagte Limit	$3,000,000	$3,000,000		$5,000,000	$3,000,000	$5,000,000
Retention	$50,000	$50,000		$50,000	$50,000	$50,000
Waiting Period	10 Hours	10 Hours		10 Hours	10 Hours	10 Hours
Breach Response Limit	$1,000,000	$1,000,000		$2,500,000	$1,000,000	$2,500,000
Breach Response Notified Individuals	500,000	500,000		500,000	500,000	500,000
Additional Breach Response Limit	$3,000,000	$3,000,000		$5,000,000	$3,000,000	$5,000,000
Cyber Extortion	$3,000,000	$3,000,000		$5,000,000	$3,000,000	$5,000,000
Data & Network Liability	$3,000,000	$3,000,000		$5,000,000	$3,000,000	$5,000,000
Business Interruption	$3,000,000	$3,000,000		$5,000,000	$3,000,000	$5,000,000
Fraudulent Instruction	$0	$0		$0	$100,000	$100,000
Funds Transfer Fraud	$0	$0		$0	$250,000	$250,000
Telephone Fraud	$0	$0		$0	$250,000	$250,000
Premium	**$27,710.00**	**$27,470.00**	**-1%**	**$38,170.00**	**$29,850.00**	**$41,270.00**
Total Revenue	$359,025,505	$387,743,188	8%	$387,743,188	$387,743,188	$387,743,188

Foreign Liability

Due to our discussion with the District and the current pandemic, we requested a minimum premium options for the 2020 renewal. The current carrier, Everest has provided a minimum premium options of $2,000 with the coverages stating the same, or, the District can extend the policy at no additional premium until 12/31/20 and then renew coverage effective that date to cover 2021 trips.

Accident – Head Start

This policy automatically renews each year with AIG. The 2020 premium is flat, per expiring terms and conditions.

Blanket Accident - Head Start	2019 AIG	2020 AIG	% Change
Lifetime Accident Medical Maximum Benefit	$25,000	$25,000	
Deductible	$0	$0	
Annual Premium	**$2,356**	**$2,356**	**0%**
Number of Students	819	819	0%

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Strategic Results (Continued)

Excess Workers Compensation

In 2019 coverage was renewed with State National (US Specialty) with a two-year rate guarantee. Due to this guarantee, the rate for the 2020 term did not change. This is the final year of the rate/SIR guarantee.

Amertrust, the parent company of US Specialty was upgraded to an A- X rating and as such the fronting agreement through State National Insurance is no longer required. The carrier has changed to Star Insurance Company.

Overall payroll has increased 4% resulting in a 4% increase in premium.

Excess Workers Compensation	2019	2020	% Change
Workers Compensation Limit (Coverage A)	Statutory	Statutory	
Employers Liability Limit (Coverage B)	$ 2,000,000	$ 2,000,000	
Retention - Each Occurrence	$ 450,000	$ 450,000	
Rate per $100 of Payroll	$ 0.0346	$ 0.0346	
Estimated Deposit Annual Premium	**$ 64,796**	**$ 67,442**	**4%**
Payroll Exposure	**$ 187,272,450**	**$ 194,919,029**	**4%**
Rate & SIR Guaranteed through 2020-2021 Renewal			

Crime

In 2018 coverage was renewed with Travelers for another three year term that will expire in 2021. Premium is billed on three annual installments. This is the final year of the three year term.

Crime	2018-2021
Carrier	Travelers
Employee Theft	$2,000,000
Faithful Performance of Duty	$1,000,000
Forgery or Alteration	$2,000,000
On Premises Theft	$2,000,000
In Transit	$2,000,000
Money Orders and Counterfeit Money	$2,000,000
Computer Fraud	$2,000,000
Funds Transfer Fraud	$2,000,000
Social Engineering Fraud	$250,000
Retention	$25,000
Premium - Annual Installment	$8,100

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Strategic Results (Continued)

Fiduciary

In 2019 coverage was renewed with Travelers for a three year term with the premium billed in annual installments. This is the second year of the three year term.

Fiduciary	2019-2022
Carrier	Travelers
Limit for All Claims	$3,000,000
Settlement Program Limit	$100,000
HIPAA Limit	$100,000
502(c) Penalties Limit	$100,000
PPACA Civil Money Penalties Limit	$250,000
Retention	$25,000
Premium - Annual Installment	$8,900

Self-insuring Employer Bond

This bond will auto-renew on July 1, 2020 with Travelers. The penal sum was increased from $368,199 to $458,176, effective January 1, 2015 based on the State of Colorado Division of Workers Compensation requirements. This is the same penal sum amount for the 2020 renewal period unless notified by the state.

CDL Testing Bond

This bond will auto-renew on June 30, 2020 with Travelers. The bond limit is currently $5,000

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Proposal of Insurance

Named Insured

LINE OF COVERAGE	NAMED INSURED
All Lines of Coverage included in this proposal unless otherwise indicated under the specific coverage sections	**Poudre School District R-1**

Note: Any entity not named in this proposal may not be an insured entity. This may include partnerships and joint ventures

Claims Reporting By Policy

Immediately report all claims to SCclaims@ajg.com and Kendall_Trump@ajg.com as well as:

- Cyber Liability – Breach Response
  - Beazley Insurance Company, Inc.
  - Phone# : 866-567-8570
  - Email : bbr.claims@beazley.com
- International Package
  - Everest National
  - Phone# : 877-232-0565
  - Email : NOL@choosebroadspire.com
- Excess Workers' Compensation
  - Star Insurance Company
  - Phone# : 800-482-2726

Binding Requirements

COVERAGE (ISSUING CARRIER)	BINDING REQUIREMENT
Cyber Liability Beazley Insurance Company, Inc.	Subject to BBR renewal app signed within 30 days of binding Higher limits warranty for Option 2 ($5M

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Program Details

Coverage: International Package – General Liability

Carrier: Everest National Insurance Company

Policy Period: July 1, 2020 to July 1, 2021

Coverage:

DESCRIPTION	AMOUNT
General Aggregate	$5,000,000
Products/Completed Operations Aggregate	$2,000,000
Each Occurrence	$1,000,000
Personal and Advertising Injury	$1,000,000
Damage to Premises Rented to You	$1,000,000
Medical Expense	$50,000
Employee Benefits Liability Aggregate	$1,000,000
Employee Benefits Liability – Each Employee	$1,000,000

Deductibles

COVERAGE	AMOUNT
Employee Benefits Liability – Each Employee	$1,000

Exclusions include, but are not limited to:

DESCRIPTION
Professional Liability

Other Significant Terms and Conditions/Restrictions:

DESCRIPTION
Broad Form Named Insured
120 Day Notice of Cancellation except 10 days for Non-Payment
Crisis Protection Expenses - $150,000 Aggregate
Blanket Additional Insured
Deletion of Fellow Employee Exclusion
Amendment – Coverage Territory

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Coverage: International Package – Contingent Automobile Liability

Carrier: Everest National Insurance Company

Policy Period: 7/1/2020 to 7/1/2021

Coverage:

DESCRIPTION	AMOUNT
Contingent Auto Liability – Each Accident	$1,000,000
Auto Medical Payments – Each Person	$50,000
Hired Auto Physical Damage	$50,000

Deductibles

COVERAGE	AMOUNT
Hired Auto Physical Damage	$1,000

Endorsements include, but are not limited to:

DESCRIPTION
Blanket Additional Insured
Deletion of the Fellow Employee Exclusion
Amendment – Coverage Territory
Blanket Waiver of Subrogation

Exclusions include, but are not limited to:

COVERAGE TYPE	DESCRIPTION
Property in Your Care, Custody or Control	

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Coverage: International Package - Workers Compensation

Carrier: Everest National Insurance Company

Policy Period: 7/1/2020 to 7/1/2021

Coverage:

DESCRIPTION	AMOUNT	BASIS
Coverage A - Workers' Compensation	Statutory	
Employers' Liability Limits: Bodily Injury by Accident	$1,000,000	Each Accident
Employers' Liability Limits: Bodily Injury by Disease	$1,000,000	Per Employee
Employers' Liability Limits: Bodily Injury by Disease	$1,000,000	Policy Limit

Exclusions include, but are not limited to:

DESCRIPTION
This insurance does not apply to any payments for which you are responsible in excess of the benefits regularly provided by the applicable “Workers’ Compensation Law”, “Workers’ Compensation Law – Country of Origin”, or "Workers' Compensation Law – Country of Workplace", including those required because: **1.** Of your serious and willful misconduct; **2.** You knowingly employ an employee in violation of law; **3.** You fail to comply with a health or safety law or regulation; or **4.** You discharge, coerce or otherwise discriminate against any employee in violation of the applicable “Workers’ Compensation Law”, “Workers’ Compensation Law – Country of Origin”, or "Workers' Compensation Law – Country of Workplace". If we make any payments in excess of the benefits regularly provided by the “Workers’ Compensation Law”, “Workers’ Compensation Law – Country of Origin”, or "Workers' Compensation Law – Country of Workplace" on your behalf, you will reimburse us promptly. In addition, this insurance does not apply: **5.** To “local national employees” BUT This exclusion does not apply to repatriation expense for “Local National Employees”.

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Coverage: Cyber Liability

Carrier: Beazley Insurance Company, Inc.

Policy Period: 7/1/2020 to 7/1/2021

Form Number: F00653 112017 ed

Form Type:

FORM TYPE	CONTINUITY DATE
Claims Made	July 1, 2012

Coverage:

DESCRIPTION	AMOUNT
Notified Individuals	500,000
Legal, Forensic & Public Relations/Crisis Management	$1,000,000
Policy Aggregate Limit of Liability	$3,000,000
Additional Breach Response Limit	$3,000,000
First Party Loss	
Business Interruption Loss - Resulting from Security Breach	$3,000,000
Business Interruption Loss - Resulting from System Failure	$3,000,000
Dependent Business Loss - Resulting from Dependent Security Breach	$1,000,000
Dependent Business Loss - Resulting from Dependent System Failure	$1,000,000
Cyber Extortion Loss	$3,000,000
Data Recovery Costs	$3,000,000
Liability	
Data & Network Liability	$3,000,000
Regulatory Defense & Penalties	$3,000,000
Payments Cards Liabilities & Costs	$3,000,000
Media Liability	$3,000,000
Criminal Reward	$50,000

Self-Insured Retention

COVERAGE	AMOUNT
Legal, Forensic & Public Relations/Crisis Management	$10,000
- For Legal	$5,000
Each Incident, Claim or Loss	$50,000
Waiting Period	10 Hours

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Claims Made Coverage:
Should you elect to change carriers (if a new retroactive date is provided) or non-renew this policy, a supplemental extended reporting endorsement may be available subject to policy terms and conditions. You must request the extended reporting period in writing to the carrier within 60 days of the expiration date. The cost of this extended reporting period is 100% of the annual premium and is fully earned. The extended reporting period extends only to those claims made during the extended reporting period for wrongful acts that occurred prior to the expiration date and would have been covered by the policy. Claims must be reported to the carrier within the extended reporting period timeframe. The extended reporting period does not increase the limits of liability and is subject to all policy terms, conditions and exclusions.

Definition of Claim:

DESCRIPTION
Claim means: 1. a written demand received by any **Insured** for money or services; 2. with respect to coverage provided under the Regulatory Defense & Penalties insuring agreement only, institution of a **Regulatory Proceeding** against any **Insured**; and 3. with respect to coverage provided under part 1. of the Data & Network Liability insuring agreement only, a demand received by any **Insured** to fulfill the **Insured Organization's** contractual obligation to provide notice of a **Data Breach** pursuant to a **Breach Notice Law**; Multiple **Claims** arising from the same or a series of related, repeated or continuing acts, errors, omissions or events will be considered a single **Claim** for the purposes of this Policy. All such **Claims** will be deemed to have been made at the time of the first such **Claim**.

Incident or Claim Reporting Provision:

REPORTING CONDITION TYPE
The **Insured** must notify the Underwriters of any **Claim** as soon as practicable, but in no event later than: (i) 60 days after the end of the **Policy Period**; or (ii) the end of the Optional Extension Period (if applicable). Notice must be provided through the contacts listed for Notice of Claim, Loss or Circumstance in the Declarations

Additional Coverage:

DESCRIPTION	LIMIT TYPE	AMOUNT
Computer Hardware Replacement Costs	Limit	$250,000
Reputation Loss	Limit	$1,000,000
Cryptojacking Endorsement	Limit	$250,000
Contingent Bodily Injury	Sublimit	$250,000

Endorsements include, but are not limited to:

DESCRIPTION
Beazley Breach Response - F00653 112017 ed
Amend Data Recovery Costs - E11294032018
GDPR Cyber Endorsement - E11290032018
Computer Hardware Replacement Costs - E11783072018
State Consumers Privacy Statutes Endorsement - E13372092019
Reputation Loss - E13038062019
Amend Definition of Data - E12604012019
Voluntary Shutdown Coverage - E12967052019
Cryptojacking Endorsement - E12968052019

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Endorsements include, but are not limited to:

DESCRIPTION
Contingent Bodily Injury Endorsement with Sublimit - E10675012019
Post Breach Remedial Services Endorsement - E10944032019
Cap on Losses Arising Out of Certified Act of Terrorism - E11122012018
Policyholder Disclosure Notice of Terrorism Insurance Coverage - E06928042015
Policyholder Notice - Colorado - A00890CO112012
Colorado Amendatory Endorsement - A00938CO112017
Amendatory Endorsement - E11210052018

Exclusions include, but are not limited to:

DESCRIPTION
War and Civil War Exclusion - E10602112017
Asbestos, Pollution, and Contamination Exclusion Endorsement - E10595112017
Nuclear Exclusion - BICMU05090406
Sanction Limitation and Exclusion Clause - E02804032011

Other Significant Terms and Conditions/Restrictions:

DESCRIPTION
Notified Individuals Threshold: 100 Notified Individuals

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Coverage: Excess Workers' Compensation

Carrier: Star Insurance Company

Policy Period: 7/1/2020 to 7/1/2021

Coverage:

DESCRIPTION	LIMIT TYPE	AMOUNT	BASIS
Coverage A - Workers' Compensation		Statutory	
Employers' Liability Limits	Limit	$2,000,000	Occurrence

Self-Insured Retention

TYPE	AMOUNT
Self-Insured Retention	$450,000

States:

DESCRIPTION	STATE
States Covered:	CO
States Excluded:	OH, ND, WA, WY

Endorsements include, but are not limited to:

DESCRIPTION
Terrorism Premium Endorsement (WC000422B)
Catastrophe Premium Endorsement (WC000421D)
Voluntary Compensation (4666 WC0712)
Colorado Changes (5211 WC0211)

Exclusions include, but are not limited to:

DESCRIPTION
Longshore & Harbor Workers' Act
Owners or Officers
Bodily Injury to an Employee While Employed in Violation of Law
Bodily Injury Intentionally Caused by Insured
Federal Employers' Liability Act
Assumptions under Contract
Voluntary Compensation

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Minimum Premium - **90.00 %**

TRIA/TRIPRA PREMIUM
(+ Additional Surcharges, Taxes and Fees as applicable) **INCLUDED**

Auditable Exposures:

STATE	DESCRIPTION	EXPOSURE	RATE PER $100
CO	Workers' Compensation	$194,919,029 -Payroll	0.0346

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Proposal Disclosures

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Payment Plans

CARRIER / PAYABLE CARRIER	LINE OF COVERAGE	PAYMENT SCHEDULE	PAYMENT METHOD
Everest National Insurance Company (Everest Re Group Ltd)	Package		Agency Bill
Beazley Insurance Company, Inc. (Beazley Insurance Company, Inc.)	Cyber Liability	Premium Must be Remitted by the Due Date on the Invoice.	Agency Bill
Star Insurance Company	Excess Workers' Compensation	Deposit Premium is Due Within 30 Days of Inception	Agency Bill

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Proposal Disclosures

The following disclosures are hereby made a part of this proposal. Please review these disclosures prior to signing the Client Authorization to Bind or e-mail confirmation.

Proposal Disclaimer

IMPORTANT: The proposal and/or any executive summaries outline certain terms and conditions of the insurance proposed by the insurers, based on the information provided by your company. The insurance policies themselves must be read to fully understand the terms, coverages, exclusions, limitations and/or conditions of the actual policy contract of insurance. Policy forms will be made available upon request. We make no warranties with respect to policy limits or coverage considerations of the carrier.

Compensation Disclosure

1. Gallagher Companies are primarily compensated from the usual and customary commissions, fees or, where permitted, a combination of both, for brokerage and servicing of insurance policies, annuity contracts, guarantee contracts and surety bonds (collectively “insurance coverages”) handled for a client’s account, which may vary based on market conditions and the insurance product placed for the client.

2. In placing, renewing, consulting on or servicing your insurance coverages, Gallagher companies may participate in contingent and supplemental commission arrangements with intermediaries and insurance companies that provide for additional compensation if certain underwriting, profitability, volume or retention goals are achieved. Such goals are typically based on the total amount of certain insurance coverages placed by Gallagher with the insurance company, not on an individual policy basis. As a result, Gallagher may be considered to have an incentive to place your insurance coverages with a particular insurance company. If you do not wish to have your commercial insurance placement included in consideration for additional compensation, contact your producer or service team for an Opt-out form.

3. Gallagher Companies may receive investment income on fiduciary funds temporarily held by them, or from obtaining or generating premium finance quotes, unless prohibited by law.

4. Gallagher Companies may also access or have an ownership interest in other facilities, including wholesalers, reinsurance intermediaries, captive managers, underwriting managers and others that act as intermediaries for both Gallagher and other brokers in the insurance marketplace some of which may earn and retain customary brokerage commission and fees for their work.

If you have specific questions about any compensation received by Gallagher and its affiliates in relation to your insurance placements, please contact your Gallagher representative for more details.

In the event you wish to register a formal complaint regarding compensation Gallagher receives from insurers or third-parties, please contact Gallagher via e-mail at Compensation_Complaints@ajg.com or by regular mail at:

Chief Compliance Officer
Gallagher Global Brokerage
Arthur J. Gallagher & Co.
2850 Golf Rd.
Rolling Meadows, IL 60008

TRIA/TRIPRA Disclaimer

If this proposal contains options to purchase TRIA/TRIPRA coverage, the proposed TRIA/TRIPRA program may not cover all terrorism losses. While the amendments to TRIA eliminated the distinction between foreign and domestic acts of terrorism, a number of lines of coverage excluded under the amendments passed in 2005 remain excluded including commercial automobile, burglary and theft insurance; surety insurance, farm owners multiple perils and professional liability (although directors and officers liability is specifically included). If such excluded coverages are required, we recommend that you consider purchasing a separate terrorism policy. Please note that a separate terrorism policy for these excluded coverages may be necessary to satisfy loan covenants or other contractual obligations. TRIPRA includes a $100 billion cap on insurers' aggregate liability.

The TRIPRA program increases the amount needed in total losses by $20 million each calendar year before the TRIPRA program responds from the 2015 trigger of $100 million to $200 million by the year 2020.

TRIPRA is set to expire on December 31, 2020. There is no certainty of extension, thus the coverage provided by your insurers may or may not extend beyond December 31, 2020. In the event you have loan covenants or other contractual obligations requiring that TRIA/TRIPRA be maintained throughout the duration of your policy period, we recommend that a separate "Stand Alone" terrorism policy be purchased to satisfy those obligations.

Carrier Ratings and Admitted Status

PROPOSED INSURANCE COMPANIES	A.M. BEST'S RATING & FINANCIAL SIZE CATEGORY *	ADMITTED/NON-ADMITTED **
Beazley Insurance Company, Inc.	A XIV	Admitted
Everest National Insurance Company	A+ XV	Admitted
Star Insurance Company	A- X	Admitted

*Gallagher companies use A.M. Best rated insurers and the rating listed above was verified on the date the proposal document was created.

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**If coverage placed with a non-admitted carrier, it is doing business in the state as a surplus lines or non-admitted carrier, and is neither subject to the same regulations as an admitted carrier nor do they participate in any state insurance guarantee fund.

Gallagher companies make no representations and warranties concerning the solvency of any carrier, nor does it make any representation or warranty concerning the rating of the carrier which may change.

Coverages for Consideration

Overview

- A proposal for any of the coverages can be provided.
- The recommendations and considerations summarized in this section are not intended to identify all exposures.
- Since Gallagher does not handle your complete insurance program, these recommendations only reflect items within our scope of responsibility.

Other Coverage Considerations

- Cyber Liability Higher Limit

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Bindable Quotations & Compensation Disclosure Schedule

Client Name: Poudre School District R-1

COVERAGE(S)	CARRIER NAME(S)	WHOLESALER, MGA, OR INTERMEDIARY NAME[1]	EST. ANNUAL PREMIUM[2]	COMM.% OR FEE[3]	GALLAGHER U.S. OWNED WHOLESALER, MGA, OR INTERMEDIARY %
Package	Everest National Insurance Company (Everest Re Group Ltd)	N/A	$4,000.00	0%	
Cyber Liability	Beazley Insurance Company, Inc. (Beazley Insurance Company, Inc.) $3M Limit	N/A	$27,470.00	0%	
Cyber Liability	Beazley Insurance Company, Inc. (Beazley Insurance Company, Inc.) $5M Limit	N/A	$38,170.00	0%	
Cyber Liability	Beazley Insurance Company, Inc. (Beazley Insurance Company, Inc.) $3M Limit with Cyber-Crime	N/A	$29,850.00	0%	
Cyber Liability	Beazley Insurance Company, Inc. (Beazley Insurance Company, Inc.) $5M Limit with Cyber-Crime	N/A	$41,270.00	0%	
Excess Workers' Compensation	Star Insurance Company	US Specialty Underwriters Inc. (formerly Republic Western Specialty Underwriters)	$67,442.00	0%	

3 The commission rate is a percentage of annual premium excluding taxes & fees.

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Client Authorization to Bind Coverage

After careful consideration of Gallagher's proposal dated 5/12/2020, we accept the following coverage(s). Please check the desired coverage(s) and note any coverage amendments below:

	COVERAGE/CARRIER	DESCRIPTION / MAJOR DIFFERENCES
☒ **Accept** ☐ **Reject**	**International Package**	
☒ Option # 1	Everest National Insurance Company - $2,000	Renew 7/1/2020
☐ Option # 2	Everest National Insurance Company	Extend to 12/30/20 for no AP
☒ **Accept** ☐ **Reject**	**Cyber Liability**	
☐ Option # 1	Beazley Insurance Company, Inc. - $27,470	Limit : $3,000,000 / Legal, Forensic & Public Relations/Crisis Management : $1,000,000
☐ Option # 2	Beazley Insurance Company, Inc. - Cyber Liability - Premium : $38,170	Limit : $5,000,000 / Legal, Forensic & Public Relations/Crisis Management : $2,500,000 / Subject to Higher limits warranty
☐ Option # 3	Beazley Insurance Company, Inc. - Cyber Liability - Premium : $29,850	Limit : $3,000,000 / Legal, Forensic & Public Relations/Crisis Management : $1,000,000 / Cyber Crime
☒ Option # 4	Beazley Insurance Company, Inc. - Cyber Liability - Premium : $41,270	Limit : $5,000,000 / Legal, Forensic & Public Relations/Crisis Management : $2,500,000 / Cyber Crime / Subject to Higher limits warranty
☒ **Accept** ☐ **Reject**	**Excess Workers' Compensation**	
	Star Insurance Company	
TRIA Cannot Be Rejected		
☒ **Accept** ☐ **Reject**	**CDL Bond**	
☒ **Accept** ☐ **Reject**	**WC SIR Bond**	

The above coverage may not necessarily represent the entirety of available insurance products. If you are interested in pursuing additional coverages other than those addressed in the coverage considerations included in this proposal, please list below:

_____

Producer/ Insured Coverage Amendments and Notes:

_____

_____

Exposures and Values

We confirm the payroll, values, schedules, and other data contained in the proposal, and submitted to the underwriters, are compiled from information provided by you and we acknowledge it is our responsibility to see that such information is updated

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and maintained accurately. For renewal policies, if no updates were provided to Gallagher, the values, exposures and operations used were based on the expiring policies.

Producer/ Insured Coverage Amendments and Notes:

Exposures and Values

We confirm the payroll, values, schedules, and other data contained in the proposal, and submitted to the underwriters, are compiled from information provided by you and we acknowledge it is our responsibility to see that such information is updated and maintained accurately. For renewal policies, if no updates were provided to Gallagher, the values, exposures and operations used were based on the expiring policies.

Provide Quotations or Additional Information on the Following Coverage Considerations:

Gallagher recommends that you purchase the following additional coverages for which you have exposure. By rejecting a quotation for this valuable coverage, you understand that there will be no coverage and agree to hold Gallagher harmless in the event of a loss.

Other Coverages to Consider

☐ Yes ☐ No - Cyber Liability Higher Limit

☐ Yes ☐ No - Cyber Liability eCrime

Gallagher's liability to Client arising from any acts or omissions of Gallagher shall not exceed $20 million in the aggregate. Gallagher shall only be liable for actual damages incurred by Client, and shall not be liable for any indirect, consequential or punitive damages or attorneys' fees. No claim or cause of action, regardless of form (tort, contract, statutory, or otherwise), arising out of, relating to or in any way connected with this Agreement or any Services provided hereunder may be brought by either party any later than two (2) years after the accrual of such claim or cause of action.

Gallagher has established security controls to protect Client confidential information from unauthorized use or disclosure. For additional information, please review Gallagher's Privacy Policy located at https://www.ajg.com/privacy-policy/.

I have read, understand and agree that the above information is correct and has been disclosed to us prior to authorizing Gallagher to bind coverage and/or provide services to us.

By: _____

Print Name (Specify Title)

_____

Company

_____

Signature

Date: _____

Appendix

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CORE360™ Loss Control Portal

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Reduce Your Risk and Simplify Training

Safety training programs and educational materials for employees are critical for reducing accidents, increasing retention and minimizing your total cost of risk now and in the future.

Gallagher's **CORE360™ Loss Control Portal** is our proprietary Learning Management System (LMS) that supports your safety program, provides real time access to your loss control plans and keeps employees up to date with the latest safety standards.

Key benefits of CORE360™ Loss Control Portal:

- **Access** up to 10 modules of your choice from a library of over 100 training and safety shorts. In addition, monthly bulletins are available covering topics such as General and Environmental Safety, Human Resources, and Health and Wellness.
- **Save** valuable time by assigning employee training and monitoring their latest progress and completion.
- **Simplify** the process of training to stay in compliance and avoid costly penalties.
- **Onboard** and train an unlimited number of users while enhancing your overall risk control program.
- **Customize** your platform with your company's logo, training content and modules tailored to your business, and personalized procedures and forms for an added fee.

Please visit
ajg.com/LossControlPortal to learn more.

Most Popular Training Modules:

- Sexual Harassment and Discrimination
- Slip, Trip and Fall Training
- Electrical Safety Training
- Back Safety Training
- Bloodborne Pathogens
- Safe Lifting Practices
- Defensive Driving Basics
- Fire Prevention Basics
- Personal Protective Equipment
- GHS Hazard Communication

Gallagher CORE360™

Gallagher CORE360™ is our unique, comprehensive approach of evaluating your risk management program that leverages our analytical tools and diverse resources for customized, maximum impact on six cost drivers of your total cost of risk.

Gallagher | eRiskHub®

To access the Gallagher | eRiskHub® now:

1. Navigate to https://eriskhub.com/gallagher
2. Complete the new user registration at the bottom of the page. Choose your own user ID and password. The access code is 447597.
3. After registering, you can access the hub immediately using your newly created credentials in the member login box located at the top right of the page.

The Gallagher Way. Since 1927.

The information contained herein is offered as insurance industry guidance and provided as an overview of current market risks and available coverages and is intended for discussion purposes only. This publication is not intended to offer legal advice or client-specific risk management advice. Any description of insurance coverages is not meant to interpret specific coverages that your company may already have in place or that may be generally available. General insurance descriptions contained herein do not include complete insurance policy definitions, terms, and/or conditions, and should not be relied on for coverage interpretation. Actual insurance policies must always be consulted for full coverage details and analysis.

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eRiskHub® Overview and Login Information

The evolution of the cyber risk landscape has brought with it broad, sweeping regulations to address cybersecurity exposures. This digital transformation also presents new risks, including financial losses, for every industry. Gallagher's Cyber Practice delivers expertise alongside cyber risk management and insurance placement services, as well as a better way to construct risk management solutions. CORE360™ — our comprehensive approach of evaluating our client's risk management program — leverages our analytical tools and diverse resources for customized, maximum impact on six cost drivers of their total cost of risk. First, we consult with you to understand all of your actual and potential costs, then find the best options to reallocate these costs based on strategic actionable insights empowering you to know, control and minimize your total costs increasing profitability.

Additionally, our data-driven CORE360™ approach allows us to implement programs for your business that will increase safety, minimize losses, mitigate claims and proactively analyze your cyber risk posture.

Key Features of the Gallagher | eRiskHub®

- Gallagher Cyber Risk Due Diligence — A six-step process designed to walk clients through a simple, thought-provoking framework to encourage organizational communication, establish clear direction and highlight priorities to better understand your cyber risk profile.
- Risk Manager Tools — A collection of tools with many different purposes such as researching known breach events, calculating your potential cost of a breach event and downloading free sample policies your organization can use as templates.
- News Center — Keeps you up to date on what is going on in the world of cyber risk through handpicked articles, feeds and blogs.
- Learning Center — An extensive collection of white papers, articles, webinars, videos and blog posts on a variety of topics. (Looking for something specific? Try the search box at the top right of the page to search the entire Gallagher | eRiskHub®).
- Security & Privacy Training — An overview of best practices for creating an effective security training program for employees.
- Strategic Third-Party Relationships and Partner Resources — Information on third-party vendors that can assist your organization with improving your overall cyber risk.

As cyber risk evolves, so does our commitment to thought leadership. Our global cyber teams focus exclusively on cyber risk, and uniquely position Gallagher to share our knowledge, expertise and experience for the benefit of our clients.

If you have any questions about the Gallagher | eRiskHub®, please reach out to your broker.

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Poudre School District
Board of Education Meeting Coversheet

Agenda Item:	Cancellation of Regular Board Meeting on June 9, 2020
Summary:	Regular meetings of the Board of Education are generally held on the second and fourth Tuesdays of the month. The first meeting (held the second Tuesday of the month) is a full business meeting. The second meeting (held the fourth Tuesday of the month) begins with a short business meeting followed by a work session.
Type of Communication:	Other
Type of Action Requested:	Other Action
Policy Facts:	C.R.S. § 22-32-108 states that regular meetings of the board of education of a school district shall be held at the time and place provided for in its bylaws. Board Policy GP 3.12 states that "Except as otherwise provided on the School Calendar and unless canceled or postponed by action of the Board, regular meetings of the Board of Education shall be held on the second and fourth Tuesday of each calendar month".
Background:	During the COVID-19 pandemic and while health and government officials restrict the ability for Board members and the community to convene in person, Board meetings will be held electronically. The Board may cancel or postpone its regularly scheduled Board meetings pursuant to Board Policy GP 3.12. The Board may convene special meetings as provided by law. This action may be brought before the Board at future meetings as the situation continues.
Recommendation:	The Board President recommends canceling the regularly scheduled Board of Education meeting on June 9, 2020.

Poudre School District
Board of Education Meeting Coversheet

Agenda Item:	Contractor Selection for the Fire Alarm Replacement Projects at Lesher MS and Werner ES
Summary:	Attached for Board action is a Limited Scope Agreement between Poudre School District and Bret's Electric, LLC, for the Fire Alarm Replacement Projects at Lesher MS and Werner ES. The Agreement is in the total amount of $344,507.00.
Type of Communication:	Decision Preparation
Type of Action Requested:	Contract Approval
Policy Facts:	Under paragraph 10 of Policy EL 2.6, the Superintendent shall not make or authorize any District purchase, contract or other financial obligation of $250,000 or more without prior Board approval. Under Policy DJA, prior approval of the Board of Education is required for the purchase of goods and/or services, including construction contracts of $250,000 or more.
Background:	Vendor: Bret's Electric, LLC Purpose: Approve Limited Scope Agreement between Poudre School District and Bret's Electric, LLC for the Fire Alarm Replacement Projects at Lesher MS and Werner ES Contracting Method: The Fire Alarm Replacement Project at Lesher MS and Werner ES will utilize the Limited Scope Agreement between Owner and Contractor where the basis of payment is stipulated sum. Establishment of Contract Price: The Fire Alarm Replacement Project at Lesher MS and Werner ES was solicited through an Invitation for Bids (IFB) 20-700-012 according to the District's purchasing policies. Bids were received and opened on April 24, 2020. The District received four (4) bids in response to IFB 20-700-012. Bret's Electric, LLC submitted the lowest bid. As identified in the District's 2016 bond proposal, nine (9) schools have been slated for fire alarm repair and replacement. All nine schools were previously bid for construction with the District receiving no bids. Subsequently, the project was rebid including just Lesher MS and Werner ES. The other seven schools will be bid for construction at a later date. As such, the schools included in this

project are Lesher MS and Werner ES. The fire alarm replacement project consists of a complete replacement of the existing fire alarm systems in the schools.

The facilities will be equipped with a new voice evacuation fire alarm system in accordance with 2018 International Fire Code and Poudre school district design criteria. The fire alarm panels will be replaced with District standard panels which are addressable and have the ability to provide local fire alarm notification and emergency announcements. Announcements can be initiated through the fire alarm control panel (FACP) microphone located in the entry vestibule. The systems also include speakers, speaker/strobes and strobes.

Under this Limited Scope Agreement, the contractor will supply all material and labor required to provide fire alarm replacements at each of the schools. This includes removing any existing fire alarming equipment and material and disposing of the debris in an acceptable manner (off-site), and installation of the new fire alarm system in accordance with the design drawings and specifications. The projects will consist of the following: demo, and removal of the existing system and reinstallation of a new fire alarm system.

Costs and Budget: The Fire Alarm Replacement Project at Lesher MS and Werner ES is funded by the 2016 Bond and is included in the District's $40M project list. As these are Bond funds, they cannot be used for general fund obligations like salaries and must be used to pay for projects approved in the Bond Election. With the approval of the Agreement, the total obligation between the District and Bret's Electric, LLC will be an amount not to exceed $344,507.00.

The overall project budget for these two projects, as identified in the 2016 Bond Budgets is $238,000. Additional funding ($106,507) will be taken from the $40M Projects reserves which currently contains $1,288,000 in available funds.

Recommendation: The Superintendent and Executive Director of Operations recommend the Board of Education approve the attached Limited Scope Agreement, an Agreement between Poudre School District and Bret's Electric, LLC.

ATTACHMENTS:

File Name	Description	Type
Lesher-Werner_Contract.pdf	Limited Scope Agreement for Fire Alarm Replacement Projects	Cover Memo

LIMITED SCOPE AGREEMENT

FOR

PROVISION OF PROFESSIONAL SERVICES, CONSTRUCTION SERVICES, AND/OR MATERIALS

POUDRE SCHOOL DISTRICT

THIS AGREEMENT, effective the **12th day of May** 2020 by and between Poudre School District R-1, hereinafter referred to as the "District," and **Bret's Electric**, hereinafter referred to as the "Contractor," for the following project:

IFB #20-700-012 Lesher ES and Werner ES Fire Alarm Replacement

WITNESSETH THAT:

WHEREAS, the District is desirous of engaging the services of the Contractor for purposes of obtaining the Contractor's expertise in the areas of construction and/or to provide certain materials for the above project; and

WHEREAS, the Contractor has agreed to provide such services and/or materials under certain terms and conditions as hereinafter set forth; and

WHEREAS, the services and/or materials to be provided by the Contractor are to be limited to the services which are more fully described herein; and

WHEREAS, the parties hereto wish to memorialize, in writing, the terms of their agreements and understandings with regard to the rights and obligations of the District and the Contractor in connection therewith.

NOW, THEREFORE, in consideration of the covenants and promises hereinafter set forth, the parties hereto agree as follows:

1. The Contractor will provide the services which are described herein and contemplated to be provided by the Contractor in fulfillment of the project of the District, a written copy of which Project Scope of Services, if available, is attached to, incorporated herein and titled "Exhibit 1." The provisions of this Agreement shall prevail in the event of conflict between this Agreement and any Exhibit hereto or any purchase order associated herewith.

2. The Contractor shall perform the services in a professional manner and in conformity with all applicable federal, state, county, and local municipal or regulatory statutes, ordinances, codes, standards, directives, rules, and regulations. To the extent of its liability insurance limits, the Contractor shall fully indemnify the District for all claims or damages, including all direct, indirect, incidental, special or consequential damages or liability, that the District may incur as a result of any negligent acts or omissions of the Contractor and the Contractor's employees and agents performing the services (or goods and services) herein, including third party claims. Any materials obtained or provided by the Contractor hereunder shall be of good quality and sufficient for the project and/or the District's needs.

3. The District shall provide the Contractor with complete information concerning the project, and shall allow the Contractor the opportunity to review all necessary and reasonable documents concerning the project.

4. The Contractor shall not be liable for the District's use of materials prepared by the Contractor, if the District's use is beyond the scope of the project.

5. Changes in the nature and scope of the services to be provided by the Contractor pursuant to this Agreement shall be as agreed upon in writing from time to time by the Contractor and the District. Any material changes in the nature of the services to be provided by the Contractor must first be reduced to writing and executed by the District and Contractor.

6. This Agreement may be terminated by either of the parties hereto upon seven days written notice to the other party, if either party should fail to substantially perform its obligations pursuant to this Agreement. If not so terminated, this Agreement shall continue until the services (as set forth in the scope of services) have been completed, but in any event, no later than **August 10th, 2020**.

7. The compensation to be paid by the District to the Contractor shall be **Lesher ES $207,335. and Werner ES $137,172. Totaling $344,507**.

8. For all purposes, the Contractor is an independent contractor of the District and not an employee. This Agreement shall not be deemed to create any partnership or joint venture or other enterprise between the parties or any employer-employee relationship and is executed, in part, to rebut the presumptions set forth in Sec. 8-40-202(2), C.R.S.

   8.1. The Contractor shall be responsible for obtaining the Contractor's own workers' compensation, medical, health, unemployment and other insurance and coverage as contractor deems necessary or as may be required by law. The Contractor is required to make appropriate filings with federal, state, and local taxing authorities to include income tax, social security, Medicare and other payments. No federal or state withholdings shall be made by the District on any compensation paid to the Contractor and for services rendered under this Agreement.

9. In the event of any dispute or claim arising under or related to this Agreement, the parties shall use their best efforts to settle such dispute or claim through good faith negotiations with each other. If such dispute or claim is not settled through negotiations within 30 days after the earliest date on which one party notifies the other party in writing of its desire to attempt to resolve such dispute or claim through negotiations, then the parties agree to attempt in good faith to settle such dispute or claim by mediation conducted under the auspices of a recognized established mediation service within the State of Colorado. Such mediation shall be conducted within 60 days following either party's written request therefor. If such dispute or claim is not settled through mediation, then either party may initiate a civil action in the state courts of Larimer County, Colorado. No such action shall be removed to any other court or jurisdiction. The prevailing party in such court action

shall be entitled to collect, as part of any judgment entered, its reasonable expert witness and attorneys' fees and costs.

10. The Contractor agrees to procure and maintain, at its sole expense, all licenses, or registrations necessary for doing business within the applicable governing jurisdictions that may regulate the performance of the work set forth in the Exhibits and Attachments, except in those instances when the District is required to procure them due to ownership of the building, structure, or property.

11. The Contractor shall obtain and maintain a liability insurance policy... of no less than $2,000,000 in coverage to meet the Contractor's indemnification obligations hereunder as well as any direct liability that it may incur. The Contractor shall furnish to the District a Certificate of Insurance or other evidence satisfactory to the District that such insurance coverage is in effect. OR as specifically outlined in the solicitation request.

12. This Agreement shall be construed under the laws of the State of Colorado.

13. Contractor shall maintain documentation of services provided to the District under the terms of this Agreement and said information shall be available to the District at any time upon request. The District's representative shall monitor and coordinate the performance of the terms of this Agreement. The Contractor agrees to coordinate activities under this Agreement with the District's representative, **Grey Gustafson, Construction Project Coordinator**.

14. Performance and Payment Bond. Colorado State Statues require Performance Bond and a Payment Bond on public construction projects of more than $50,000.00. Contractor is required to post bonds, executed by a surety company authorized to do business in the State of Colorado, upon notification of bid award. Performance and Payment bonds will each be equal to 100% of contract price and must remain in effect until completion of contract.

    14.1. Both the Performance Bond and the Payment Bond shall be written on AIA A312 Performance Bond and AIA A312 Payment Bond Forms, as issued by The American Institute of Architects. Dates of bonds shall coincide with the date of the Contract between the Owner and the Contractor. Substitute forms may not be used.

    REQUIRED: X YES ☐ NO

15. Immigrant Worker Regulation. See Attachment A. The Contractor agrees to comply with, sign, and return Attachment A, "Immigrant Worker Regulation."
    REQUIRED: X YES ☐ NO

16. Asbestos Hazardous Material Clause. See Attachment B. The Contractor agrees to comply with, sign, and return Attachment B, "Asbestos Hazardous Material Clause - Protection of Persons or Property."
    REQUIRED: X YES ☐ NO

17. Lead-Based Paint Material Clause. See Attachment C. The Contractor agrees to comply with, sign, and return Attachment C, "Lead Paint Renovation, Repair, & Painting Recordkeeping Checklist."
REQUIRED: X YES ☐ NO

18. Stormwater Management Permit. See Attachment D. The Contractor agrees to comply with Attachment D, "Stormwater Management Permit."
REQUIRED: YES X NO

19. All notices, requests, demands, and other communications given or to be given under this Agreement shall be in writing and shall be deemed to have been duly given when served if served personally, or on the second day after mailing if mailed by first class mail, registered or certified, postage prepaid, and properly addressed to the party to whom notice is to be given as set forth below.

To the District:
Earl Smith, Director of Construction Services
Poudre School District R-1
2445 Laporte Avenue
Fort Collins, CO 80521

To the Contractor:
Justin Martin COO
Bret's Electric LLC
8312 Raspberry Way Unit A
Frederick, CO. 80504

IN WITNESS WHEREOF, the parties' authorized representatives have executed this Agreement, effective the date first above written.

POUDRE SCHOOL DISTRICT R-1

By: Earl Smith

Title: Director of Construction Services

Date: May 14, 2020

CONTRACTOR

By: Bart Elder DBA Bart Mentzer

Title: President

Date: 5/15/2020

ALL CONTRACTS MUST BE APPROVED PER DISTRICT POLICY DJA

Poudre School District Policy DJA requires all contracts in excess of $250,000 have Board of Education approval. Contracts up to $250,000 must be approved by either the Superintendent, Executive Director of Finance, Purchasing and Materials Manager, or authorized delegate. This Contract is not valid until signed and dated below by an authorized person. Contractor is not authorized to begin performance until such time. If Contractor begins performing prior thereto, Poudre School District is not obligated to pay Contractor for such performance or for any goods and/or services provided hereunder.

APPROVED:

_____

(Signature)

_____

(Printed name, title, and date)

EXHIBIT 1

PROJECT SCOPE OF SERVICES

Engineered plans with detailed scope of work found in IFB# 20-700-012

Lesher ES and Werner ES voice evacuation fire alarm replacement

ATTACHMENT A

IMMIGRANT WORKER REGULATION

1. UNLAWFUL EMPLOYEES, CONTRACTORS AND SUBCONTRACTORS. Contractor shall not knowingly employ or contract with an illegal alien to perform work under this Contract. Contractor shall not knowingly contract with a subcontractor that (a) knowingly employs or contracts with an illegal alien to perform work under this Contract or (b) fails to certify to the Contractor that the subcontractor will not knowingly employ or contract with an illegal alien to perform work under this contract.

2. VERIFICATION REGARDING ILLEGAL ALIENS. Contractor has verified or attempted to verify through participation in the basic pilot program of the State of Colorado that Contractor does not employ any illegal aliens or Contractor verifies that Contractor has not been accepted into the basic pilot program prior to entering into this Contract. Contractor further verifies that if Contractor has not been accepted into the basic pilot program of the State of Colorado, Contractor will apply to participate in the basic pilot program of the State of Colorado every three months until Contractor is accepted or this Contract is completed, whichever is earlier. If the Basic Pilot Program is discontinued, this provision shall not be required or be effective.

3. LIMITATION REGARDING BASIC PILOT PROGRAM. Contractor shall not use Basic Pilot Program procedures to undertake pre-employment screening of job applicants while performing this Contract.

4. DUTY TO TERMINATE A SUBCONTRACT; EXCEPTIONS. If Contractor obtains actual knowledge that a subcontractor performing work under this Contract knowingly employs or contracts with an illegal alien, the Contractor shall:

   4.1 Notify the subcontractor and the District within three days that the Contractor has actual knowledge that the subcontractor is employing or contracting with an illegal alien; and,

   4.2 Terminate the subcontract with the subcontractor if, within three days of receiving notice that the Contractor has actual knowledge that the subcontractor is employing or contracting with the illegal alien. The contractor shall not terminate the contract with the subcontractor if during the three days, the subcontractor provides information to establish that the subcontractor has not knowingly employed or contracted with an illegal alien.

5. DUTY TO COMPLY WITH STATE INVESTIGATION. Contractor shall comply with any reasonable request of the Colorado Department of Labor and Employment made in the course of an investigation pursuant to Section 8-17.5-102(5), C.R.S.

6. DAMAGES FOR BREACH OF CONTRACT. In addition to any other legal or equitable remedy, the District may be entitled to for a breach of this Contract, if the District terminates this Contract, in whole or in part, due to Contractor's breach of the obligations set forth above, Contractor shall be liable for actual and consequential damages to the District.

ATTACHMENT A - FORM

CONTRACTOR'S CERTIFICATE REGARDING EMPLOYING OR CONTRACTING WITH AN ILLEGAL ALIEN

FROM: Bret's Electric LLC
(Contractor)

TO: Poudre School District R-1
2407 Laporte Avenue
Fort Collins, CO 80521

Project Name: Lesher ES and Werner ES Voice Evacuation Fire Alarm Replacement

Bid Number: IFB#20-700-012 Project Number: _____

As the Contractor for the above-identified bid, I (we) do hereby certify that, as of the date of this certification, I (we) do not knowingly employ or contract with an illegal alien and the I (we) have participated in or attempted to participate in the basic pilot program of the State of Colorado in order to verify that I (we) do not employ any illegal aliens.

Signed on May 15, 2020

_____

Contractor Name

By: Bret's Electric LLC Bret Martin

Its: President
Title

ATTACHMENT B

Asbestos Hazardous Material Clause - Protection of Persons or Property

Asbestos-Containing Materials:

1. Notice is hereby given that Poudre School District, in accordance with the United States Environmental Protection Agency's Asbestos Hazard Emergency Response Act, has completed federally mandated asbestos inspections of its facilities and that AHERA Inspection Reports and Management Plan Updates are available for review at each school facility and at the Department of Facility Services, Operations Service Center without cost or restriction for inspection during normal business hours. Copies can be made of such Plans at the normal copying charges established by the District.
   1.1. If asbestos containing material (ACM) is discovered during construction, Contractor is to notify the Owner immediately for evaluation and removal.

2. NON-USE OF ASBESTOS CONTAINING MATERIAL
   2.1. No asbestos or asbestos containing products shall be used in this construction or in any tools, devise, clothing or equipment used to affect this construction. Specific exceptions to this exclusion are as follows: vehicles with asbestos containing material (ACM) brake linings; elevator brake linings; laboratory muffle furnace with interior ACM insulation.

3. DEFINITION AND TESTING
   3.1. Asbestos and/or asbestos-containing products shall be defined as all items containing chrysotile, crocidolite, amosite, anthophyllite, tremolite or actinolite.
   3.2. Any or all material containing greater than one tenth of one percent (0.1%) asbestos shall be defined as ACM.
   3.3. Any disputes involving the question of whether or not material contains asbestos shall be settled by electron microscopy; the costs of any such tests which confirm the presence of ACM shall be paid by the Contractor; if no ACM is found, the cost of such tests shall be borne by the Owner.

4. REMEDIATION
   4.1. All work or materials found to contain asbestos or work or material installed with asbestos-containing equipment will be immediately rejected upon discovery and this Work will be remediated at no additional cost to the Owner. Such cost for remediation shall include, but is not limited to, cost of; the asbestos contractor, insurance, asbestos consultant, analytical and laboratory fees, and any other additional cost as may be incurred by Owner.

5. CERTIFICATION
   5.1. The Contractor shall certify, on the Certification of Nonuse of Asbestos Form – Attachment B, that to the best of his knowledge no ACM was used as a building material in the construction of the Project. Attachment B is to be submitted in a separate folder with the closeout documents. Attachment B follows this section.
   5.2. Certification required for final payment.

ATTACHMENT B - FORM
CONTRACTORS/ARCHITECTS CERTIFICATION
OF NON-USE OF ASBESTOS CONTAINING BUILDING MATERIAL

PROJECT NAME: Leshen ES and Werner ES Voice Evacuation Fire Alarm Replacement PROJECT NO. IBF#20-700-012

CONTRACTOR: Bret's Electric LLC

CONSTRUCTION DATES:
NOTICE TO PROCEED (START): May 15, 2020

SUBSTANTIAL COMPLETION DATE: August 10, 2020

SQUARE FEET: _____
(BUILDING OR PROJECT AREA)

I certify that for the project described above, to the best of my knowledge, no asbestos-containing material (ACM) was used as a building material in the construction of this project.

Bret's Electric LLC
Contractor's Company Name

Bret Martin President
Name & Title

Bret's Electric LLC Bret Martin — 5/15/2020
Signature Date

I certify that for the project described above, to the best of my knowledge, no asbestos-containing material (ACM) was used as a building material in the construction of this project.

_____
Architect's Company's Name

_____
Name & Title

_____ _____
Signature Date

ATTACHMENT C

Lead-Based Paint Materials Clause – Protection of Persons or Property

Lead-Based Paint Materials:

1. Notice is hereby given that Poudre School District, in accordance with the United States Environmental Protection Agency's Lead Safety for Renovation, Repair, and Painting Rule has performed lead-based paint inspections of its elementary school facilities constructed prior to 1980.

2. Lead-Based Paint Evaluation Reports are available for review at each elementary school built prior to 1980 and at the Department of Facility Services, Operations Service Center without cost or restriction for inspection during normal business hours. Copies can be made of such reports at the normal copying charges established by the District.

3. In the event that lead-based paint materials or suspected lead-based paint materials are discovered in the area designated for construction, the Contractor assumes responsibility to notify to the District and all workmen of existing lead-based paint conditions. Notification shall be made on approved EPA Forms and includes posting of notices in accordance with EPA and OSHA Guidelines. The Contractor shall assume all responsibility for compliance with applicable codes and regulations regarding discovery and notification of the presence of lead-based paint material.

4. If suspect lead-based paint material is identified, the Contractor shall not continue until the District, upon proper notification from the Contractor or Subcontractor, has the suspected lead-based materials analyzed. This will be done promptly by the District. If the Contractor proceeds after notification by the District not to proceed, the Contractor shall become liable for all costs associated with the cleaning and clearance for occupancy (using clearance testing method set out by the RRP Rule Regulations) of the structure or site.

5. All Work impacting Lead-Based Paint shall be performed by firms and individuals certified in Lead Safety for Renovation, Repair, and Painting. A copy of the firm's certification and a copy of certification of renovators shall be provided to the District within 10 days of contract issuance. The Contractor shall provide the District a copy of the Attachment – Lead Paint Renovation, Repair, and Painting Recordkeeping Checklist for each work area at project completion.

ATTACHMENT C - FORM

LEAD PAINT RENOVATION, REPAIR, & PAINTING RECORDKEEPING CHECKLIST

Work Date(s): 5/15/2020 Facility: Leshen ES, Werner ES

Work Area(s): Total Schools

Brief Description of Work: Fire Alarm upgrade Replacement

Review Conducted of Lead-Based Paint Evaluation Report for Facility to determine whether lead was present on components affected by work:
(Signature REQUIRED) _____

Work Impacted by Lead-Paint: NO X **YES:** _____ **(if YES complete remaining form)**

Name of Certified RRP Renovator (if used): _____

☐ Copies of RRP renovator qualifications (training certificates, certifications) on file or attached.
☐ Warning signs posted at entrance to work area.
☐ Work area contained to prevent spread of dust and debris.
☐ All objects in the work area removed or covered (interiors).
☐ HVAC ducts in the work area closed and covered (interiors).
☐ Windows in the work area sealed.
☐ Windows within 20 feet of the work area closed.
☐ Doors in the work area closed and sealed (interiors).
☐ Doors in and within 20 feet of the work area closed and sealed (exteriors).
☐ Doors that must be used in the work area covered to allow passage but prevent spread of dust.
☐ Floors in the work area covered with taped-down plastic (interiors).
☐ Ground covered by plastic extending 10 feet from work area.
☐ Vertical containment installed to prevent migration of dust and debris to adjacent areas.
☐ All visible debris HEPA vacuumed or cleaned with wet cloths, protective sheeting misted, folded dirty side inward, and taped for disposal in exterior dumpster.
☐ TCLP performed of waste streams greater than 220 lbs. Results (attach lab report): _____
☐ **Certified Renovator performed EPA Post-Renovation Cleaning Verification Card (describe results, time & date):** _____

☐ Number of wet cloths used: _____
☐ Work Waste sealed with duct tape in appropriate trash bag and disposed of in exterior dumpster.

I certify under penalty of law that the above information is true and complete

(Signature REQUIRED): _____

Poudre School District
Board of Education Meeting Coversheet

Agenda Item:	Approval of Payment to the East Larimer County Water District (ELCO) for Water Service Fees for the Prospect MS/HS Project
Summary:	Attached for Board review is a rate calculation letter and fee schedule for ELCO showing the District owes $739,529 in fees to ELCO for the ability to connect to their water system and receive water service.
Type of Communication:	Decision Preparation
Type of Action Requested:	Contract Approval
Policy Facts:	Under paragraph 10 of Policy EL 2.6, the Superintendent shall not make or authorize any District purchase, contract or other financial obligation of $250,000 or more without prior Board approval. Under Policy DJA, prior approval of the Board of Education is required for the purchase of goods and/or services, including construction contracts of $250,000 or more.
Background:	Vendor: East Larimer County Water District (ELCO) Purpose: Authorize payment of fees to ELCO Contracting Method: Direct purchase (sole source) Establishment of Contract Price: Plant Investment Fees, raw water fees, and other associated fees, are established based upon a utility provider's fee schedule. ELCO water fees are based upon the size of water tap associated with a building and the estimated amount of annual water usage. The larger the water tap size the higher the water demand and therefore higher fees are assessed. The Prospect MS/HS will have three water taps; a 3" water tap serving the MS/HS building, a 1 ½" water tap serving the District Stadium, and an additional 2" water tap serving the District Stadium. This correlates to water fees of $739,529 as delineated in the attached rate calculation letter. This fee covers raw water costs, the Plant Investment Fees (PIF), and the cost of the three water meters. Additional background on the ELCO fees is included in the attached memorandum. Water service is typically provided by municipalities and special districts within designated areas (service areas). The Prospect

MS/HS site is within the ELCO service area. A copy of the ELCO Service Area map is attached for reference.

Costs and Budget: The fees for the ELCO water taps at the Prospect site are $739,529. The overall project budget for site costs and utility fees at the Prospect site is $1,700,000.

Recommendation: The Superintendent and Executive Director of Operations recommend the Board of Education authorize payment of the Plant Investment Fees to ELCO.

ATTACHMENTS:

File Name	Description	Type
ELCO_Water_Tap__Meter_Fee_Estimate_for_Prospect_MS-HS_Site.pdf	ELCO Water Tap and Meter Fees Estimate Letter	Cover Memo
ELCO_Tap_Fee_Schedule.pdf	ELCO Fee Schedule	Cover Memo
ELCO_Service_Area_Map.pdf	ELCO Service Area Map	Cover Memo
ELCO_Fees_Memo.pdf	ELCO Fees Memo	Cover Memo

May 14, 2020

Poudre School District
Attn: John Little
2407 Laporte Avenue
Fort Collins, CO 80521

RE: Prospect Middle/High School Water Tap & Meter Fee Estimate

Dear Mr. Little,

The intent of this letter is to provide the Poudre School District an estimate of the East Larimer County (ELCO) Water District water tap and meter fees for the Prospect Middle/High School. This estimate assumes that this project qualifies for payment of cash-in-lieu of dedication of water rights. In order for a development project to qualify, all water services must be located on a single parcel and the water service provided is limited to use only on that same parcel.

This estimate is for a 2 million (2,000,000) gallon annual allotment and the associated Plant Investment Fee at ELCO's cash-in-lieu rate. Note that this cash-in-lieu rate can be changed by the ELCO Board from time to time. Regardless of the amount, the annual allotment will need to be allocated to the three separate water services such that each water service will have its own account and annual allotment.

Fees for 1-½, 2 and 3-inch meters are also included in this estimate.

Tap Fees	
Raw Water	$613,874
Plant Investment Fee	$121,778
Total	$735,652

Meter Fees	
1-1/2" meter	$813
2" meter	$1,014
3" meter	$2,050

Please contact me if you need any additional information.

Sincerely,

Mike Scheid

Mike Scheid
Manager, ELCO Water District

232 South Link Lane, P.O. Box 2044 • Fort Collins, Colorado 80522 • Phone (970) 493-2044 • Fax (970) 493-1801

EAST LARIMER COUNTY (ELCO) WATER DISTRICT

RAW WATER REQUIREMENTS AND PLANT INVESTMENT FEE (PIF) SCHEDULE

Effective March 1, 2020

RAW WATER REQUIREMENTS

Property Owners or Developers requesting water service to subdivisions or developments with more than one lot have the *option* to pay the District up to 30% cash-in-lieu of dedication of water rights (CIL) *per development phase* to satisfy Raw Water Requirements (RWR). The remaining 70% RWR must be satisfied with dedication of water rights. In subdivisions or developments with no more than one lot, CIL can be paid to satisfy the RWR. When permitted, payment of CIL is based on ELCO's CIL price which is currently based on a unit of Colorado-Big Thompson Project water (C-BT) valued at $50,000. In no event shall any Owner or Developer have the right to pay CIL for more than 50 Acre-Foot Equivalents of C-BT Water for any one Real Estate Development. Water rights ELCO may consider for dedication are shown on page 4 of this schedule.

Along with the dedication of water rights, additional fees required include the Plant Investment Fee (PIF), meter and inspection fees. The PIF recovers costs associated with the development of, storage, treatment and delivery of potable water to new customers. The cost of installing the service line, meter and meter pit are not included with the PIF. PIFs for certain District service areas may be subject to additional fees resulting from recent or planned capital improvements.

Below are descriptions of the various water taps available for purchase along with the associated RWR and PIF. To convert acre feet to units/shares, refer to ELCO's approximate credit factors shown on page 4 of this schedule.

SINGLE FAMILY RESIDENTIAL WATER TAP

Single-family (SF) residential tap fees are based on the square footage of the lot. Below is the approved schedule for SF residential water services:

		Raw Water Requirements (Acre Feet)		
Single Family Lot Size (square feet)	**Annual Allotment (gallons)**	**Colorado-Big Thompson or North Poudre Irrigation Co.**	**Jackson Ditch Company, Water Supply & Storage, New Mercer Ditch, Larimer Canal #2, Arthur Ditch or Pleasant Valley Lake & Canal Co.**	**PIF**
1-2,999	68,000	0.2922	0.3131	$4,140
3,000 - 4,999	90,000	0.3867	0.4144	$5,480
5,000 - 6,999	108,000	0.4641	0.4972	$6,576
7,000 - 8,999	126,000	0.5414	0.5801	$7,672
9,000 - 10,999	144,000	0.6188	0.6630	$8,768
11,000 - 12,999	162,000	0.6961	0.7459	$9,864
13,000 - 14,999	180,000	0.7735	0.8287	$10,960
15,000 - 16,999	198,000	0.8508	0.9116	$12,056
17,000 - 18,999	216,000	0.9282	0.9945	$13,152
19,000 - 20,999	234,000	1.0055	1.0773	$14,248
21,000 - 22,999	252,000	1.0829	1.1602	$15,344
over 23,000	261,000	1.1215	1.2017	$15,892

***PRIOR TO ACCEPTING A WATER RIGHT FOR DEDICATION, ELCO WILL FIRST REQUIRE THAT AN EVAUATION OF THAT WATER RIGHT IS COMPLETED. CONTACT ELCO FOR MORE INFORMATION.**

INDOOR USE ONLY WATER TAP

A residential development with the ability to develop and implement a non-potable irrigation system can potentially reduce its raw water requirements if it can demonstrate that it has a viable non-potable supply (wells or ditch rights) to meet the projected irrigation demand. In order to qualify for an indoor use only water tap, an outdoor irrigation and landscape plan as well as a raw water supply must be submitted and approved by the District.

		Raw Water Requirements (Acre Feet)		
	Annual Allotment (gallons)	**Colorado-Big Thompson or North Poudre Irrigation Co.**	**Jackson Ditch Company, Water Supply & Storage, New Mercer Ditch, Larimer Canal #2, Arthur Ditch or Pleasant Valley Lake & Canal Co.**	**PIF**
Indoor Use Only	51,000	0.2192	0.2348	$3,105

MULTI-FAMILY (APARTMENT AND RESIDENTIAL CONDOMINIUM) WATER TAP

A multi-family water tap is based on the number of living units. The requirements for this water tap are based on indoor use only. Multi-family projects are required to have separate irrigation taps for common areas and open space.

		Raw Water Requirements (Acre Feet)		
Per Living Unit	**Annual Allotment (gallons)**	**Colorado-Big Thompson or North Poudre Irrigation Co.**	**Jackson Ditch Company, Water Supply & Storage, New Mercer Ditch, Larimer Canal #2, Arthur Ditch or Pleasant Valley Lake & Canal Co.**	**PIF**
Multi-Family	36,000	0.1547	0.1657	$2,192

RURAL WATER TAP

A single-family residential property may qualify for a rural water tap if the owner owns a secondary irrigation source. In order to qualify for this type of water tap, the owner would need to provide staff with acceptable documentation proving ownership and the ability to access and utilize the secondary irrigation source on the associated property. This tap is only available to a single lot development.

		Raw Water Requirements (Acre Feet)		
	Annual Allotment (gallons)	**Colorado-Big Thompson or North Poudre Irrigation Co.**	**Jackson Ditch Company, Water Supply & Storage, New Mercer Ditch, Larimer Canal #2, Arthur Ditch or Pleasant Valley Lake & Canal Co.**	**PIF**
Rural Water Tap	92,000	0.3953	0.4236	$5,602

MOBILE HOME WATER TAP

A mobile home water tap is based on the number of living units.

		Raw Water Requirements (Acre Feet)		
Per Living Unit	**Annual Allotment (gallons)**	**Colorado-Big Thompson or North Poudre Irrigation Co.**	**Jackson Ditch Company, Water Supply & Storage, New Mercer Ditch, Larimer Canal #2, Arthur Ditch or Pleasant Valley Lake & Canal Co.**	**PIF**
Mobile Home	73,000	0.3137	0.3361	$4,201

IRRIGATION WATER TAP

All developments with open space that require irrigation are required to purchase an irrigation tap. Irrigation taps are based on the total area of turf, mulch and native grass planned in the area. A professionally developed landscape plan indicating irrigated area by type is required to be submitted to and will be reviewed by ELCO staff. **The RWR and PIF is calculated per 1,000 sq. ft. of irrigated area.**

		Raw Water Requirements (Acre Feet)		
Type of Area	**Annual Allotment**	**C-BT or North Poudre Irrigation Company**	**Jackson Ditch Company, Water Supply & Storage Company, New Mercer Ditch, Larimer No. 2, Arthur Ditch or Pleasant Valley and Lake Canal Co.**	**PIF**
Turf	20,000 gallons per 1,000 sq. ft. of irrigated turf	0.0859	0.0921	$1,589
Mulch	10,000 gallons per 1,000 sq. ft. of mulched planting area	0.0430	0.0460	$795
Native	7,000 gallons per 1,000 sq. ft. of mulched planting area	0.0301	0.0322	$556

NON-RESIDENTIAL WATER TAP

Non-residential water tap requirements are based on the size of water tap required. Owner will work with ELCO staff to determine the proper size of water tap based on the water use at the property.

		Raw Water Requirements (Acre Feet)		
Tap Size	**Annual Allotment (gallons)**	**C-BT or North Poudre Irrigation Company**	**Jackson Ditch Company, Water Supply & Storage Company, New Mercer Ditch, Larimer No. 2, Arthur Ditch or Pleasant Valley and Lake Canal Co.**	**PIF**
3/4"	171,000	0.7348	0.7873	$10,412
1" & larger	**Calculated based upon water use. Contact District staff for details.**			

WATER RIGHTS CURRENTLY CONSIDERED FOR DEDICATION BY THE DISTRICT

Water Right	Credit Factor**
Colorado-Big Thompson (C-BT)	.70 acre-feet per unit
Water Supply & Storage Co. (WSSC)	63 acre-feet per share
North Poudre Irrigation Co. (NPIC)	2.6 acre-feet per share
Jackson Ditch Co. (JDC)	111 acre-feet per share
New Mercer Ditch Co. (NM)	16.7 acre-feet per share
Larimer No. 2 Ditch Co. (LN2)	23.8 acre-feet per share
Arthur Ditch CO. (AR)	2 acre-feet per share
Pleasant Valley & Lake Canal Co. (PVLC)	18.6 acre-feet per share

***** All water rights considered for dedication to the District must be evaluated by ELCO Water Resources staff prior to ELCO accepting the water right. The District reserves the right to adjust the credit factor and other conditions associated with the dedication of that water right. Additional fees are required prior to evaluating the water right. If a water right is accepted for dedication, the water right must then go through the ELCO Water Bank process which will result in the issuance of Water Bank raw water credit. For further details, contact District staff.***

Prior to assigning raw water credit from the Water Bank to platted lots or parcels, raw water and administrative fees must be paid. Below are the fees currently approved by the ELCO Board of Directors:

Water Right	Raw Water Fee (per share)
Colorado-Big Thompson (C-BT)	$1,500
Water Supply & Storage Co. (WSSC)	$76,855
North Poudre Irrigation Co. (NPIC)	$1,500
Jackson Ditch Co. (JDC)	$119,245
New Mercer Ditch Co. (NM)	$57,500
Larimer No. 2 Ditch Co. (LN2)	$57,500
Arthur Ditch CO. (AR)	$57,500
Pleasant Valley & Lake Canal Co. (PVLC)	$57,500

METER AND INSPECTION FEES

Water Tap = Raw Water Credit + Plant Investment Fee + Meter & Installation Fee

In addition to the assignment of raw water credit and payment of a Plant Investment Fee, each water tap requires a meter pit to be installed along with the purchase of a water meter. Meter and inspection fees are based on the size of water meter required for the tap. See the schedule below for current pricing. Prior to installing a meter pit, the District requires the contractor's workman's comp and liability insurance certificates to be on file. ELCO also requires 48-hour notice prior to inspecting a meter pit installation and installing a meter. Please contact the office to schedule this inspection and installation.

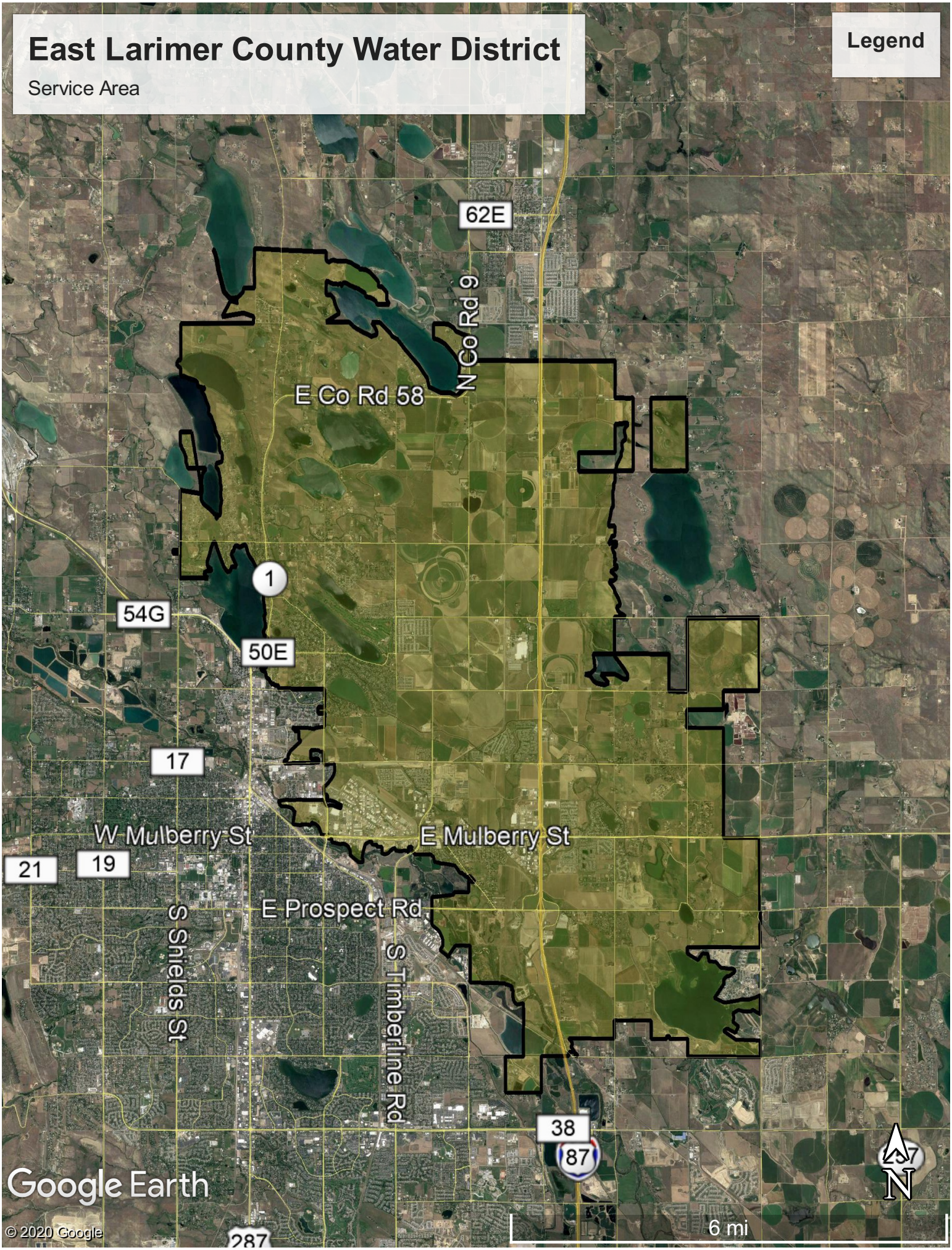
Meter Size	Fee
3/4" Meter Installation	$388 Each
1" Meter Installation	$471 Each
1-1/2" and Large Meter Installations	Contact the District
Tapping Fee (Contractor Provides Material)	$100

ELCO's specifications on installation can be found at www.elcowater.org.

The District cash-in-lieu price, conversion factors, Plant Investment, Raw Water and other associated fees are modified periodically. Contact the ELCO office to confirm current requirements.

East Larimer County Water District

Service Area



Poudre School District
Operations
Construction Services
2445 LaPorte Avenue
Fort Collins, CO 80521

MEMORANDUM

To: Matt Bryant, Executive Director of Operations

From: Earl Smith, Director of Construction Services

Date: May 18, 2020

Subject: ELCO Water Fees

Attached to this memo is a letter from Mike Scheid, Manager of the East Larimer County (ELCO) water district. The letter outlines the water service fees that have been negotiated between PSD staff and ELCO for the Prospect MS/HS project. The fees include Plant Investment Fees (PIF), raw water fees (cash in lieu), and meter fees. These fees are defined as follows:

- Plant Investment Fees – A PIF is a fee to "invest" in the ELCO system. The fee is based upon the value of the system in which a customer is investing based upon its pro rata share in/impact to the system. The PIF is assessed according to a schedule based upon the water tap size; larger the tap/larger the PIF.
- Raw Water Fees – this fee is the amount it would cost for the water district to purchase raw water to meet the demand of the new taps. If available, raw water is also acceptable for dedication to the water district.
- Meter Fees – this is the fee to purchase the physical water meter to serve each tap.

Also attached to this memo is a copy of the ELCO fee structure. As you can see on page 4, for larger meters the raw water fees are based upon actual water usage. The average annual water usage at the Prospect MS/HS is estimated to be 2,000,000 gallons. This is based upon the historical usage at other District high schools. This translates to the equivalent of approximately 12.28 units of Colorado Big Thompson (C-BT) water with an open market value of $859,600. The unit cost of C-BT used to calculate the cash in lieu fee is $50,000/unit; the open market value of C-BT is currently at approximately $70,000/unit.

As previously communicated to the Board, ELCO's initial position was that PSD would be required to dedicate raw water as opposed to being able to utilize cash in lieu. However, ELCO indicated a willingness to negotiate. Subsequent discussions between PSD and ELCO led to a change in position and ELCO is now willing to allow cash in lieu. Since the Prospect MS/HS is located on one lot, ELCO is willing to accept a cash in lieu payment as opposed to raw water dedication; the calculated cash in lieu fee based upon the estimated usage is $613,874. The one lot provision was not previously a consideration and it was assumed we needed to bring raw water for dedication. With this new information, it is no longer necessary to bring raw water for dedication and PSD's water portfolio will remain intact.

Based upon the value we are receiving by taking the opportunity to utilize cash in lieu it is recommended we pay ELCO cash in lieu for raw water. It would be far more expensive to buy water on the open market or to utilize raw water currently owned by the school district. Please let me know if you have any questions.

att.

Poudre School District
Board of Education Meeting Coversheet

Agenda Item:	Award of Bid for the Athletic Turf Replacement Projects at Fort Collins HS and Poudre HS
Summary:	Through Invitation for Bid (IFB) #20-700-013, Procurement Services solicited sealed competitive proposals from qualified synthetic turf suppliers and installers to complete the athletic turf replacement projects at Fort Collins HS, Poudre HS, and Lincoln MS.
Type of Communication:	Decision Preparation
Type of Action Requested:	Contract Approval
Policy Facts:	Under paragraph 10 of Policy EL 2.6, the Superintendent shall not make or authorize any District purchase, contract or other financial obligation of $250,000 or more without prior Board approval. Under Policy DJA, prior approval of the Board of Education is required for the purchase of goods and/or services, including construction contracts of $250,000 or more.
Background:	Vendor: American Civil Constructors, Inc. and ECI Site Construction Management, Inc. Purpose: Approve Limited Scope Agreements Contracting Method: Limited Scope Agreement with a stipulated sum Establishment of Contract Price: Poudre School District issued IFB 20-700-013 requesting electronic sealed bids from professional contractors for synthetic turf replacement at Fort Collins High School and Poudre High School and the installation of a new synthetic turf field at Lincoln Middle School. In general, the work at all three locations includes the conversion of the existing native soil irrigated bluegrass athletic field into a synthetic grass field, installation of new goal posts, new soccer goals, permanently inlaid striping for NFHS / CHSAA compliant Football (WHITE striping), Soccer, (YELLOW striping); Boys Lacrosse (RED striping), Girls Lacrosse (POWDER BLUE striping) and Field Hockey (DARK BLUE striping) layouts. The new synthetic fields will be attached to a new reinforced

concrete perimeter curb with nailer strip. The fields will be installed over prepared subgrade, compacted leveling aggregates, geotextile fabric, shock pad and infilled with sand and rubber. The scope of work also includes various details particular to each site that are necessary to bring the fields up to current standards.

The bid for the Fort Collins HS field also included an add alternate to reconstruct the existing running track around the athletic field. The scope of work includes removal of the existing track surfacing, hot bituminous paving (HBP), aggregate base course (ABC) beneath the existing track and jump pit lanes; reworking the subgrade to the satisfaction of the geo-technical engineer with replacement of ABC, HBP, synthetic track surfacing with new lane striping and graphics as depicted on the drawings, and adding new perimeter curb. Reconstruction of this track has become necessary as it is no longer serviceable and on the verge of being unusable.

Cost and Budget: The District received two bids in response to the IFB. The bids are tabulated on the attached schedule. American Civil Constructors, Inc. submitted the lowest base bid on all three projects. ECI Site Construction Management, Inc. submitted the low bid on the FCHS track replacement in add alternate #1 making them the low bidder on the FCHS portion of the work.

The Fort Collins HS turf project and the Poudre HS turf project are funded out of the 2016 Bond and are within budget. The Fort Collins HS track project, also funded out of the 2016 Bond, is over budget but is critical and in dire need of replacement. The Lincoln MS turf project was to be funded out of the 2010 Bond reserves but is well over budget and is not recommended for award at this time.

Upon further review and analysis of the bids, it is recommended that ECI, Inc. be awarded the project to replace the athletic field and running track at Fort Collins HS and ACC be awarded the project to complete the athletic field at Poudre HS. The additional funding needed to cover the cost of the track reconstruction project ($485,030.00) will be derived from the 2010 Bond reserves.

The total contract amount for ECI is therefore $1,981,500.00 (FCHS field and track) and the contract amount for ACC is $1,195,204.00 (PHS field).

Recommendation: The Superintendent and Executive Director of Operations recommend the Board of Education approve an award of bid for the Athletic Turf Replacement project, including Add Alternate #1 at Fort Collins HS to ECI Site Construction Management, Inc. and the Athletic Turf Replacement project at Poudre HS to American Civil Constructors, Inc.

ATTACHMENTS:

File Name	Description	Type
IFB_20-700-013_-_Athletic_Turf_Replacement_Projects_-_Bid_Tabulation.pdf	Bid Tabulation Sheet	Cover Memo
Limited_Scope-Poudre_HS_Turf_Replacement_Draft_Contractor_Contract.pdf	Limited Scope Agreement between Poudre School District and American Civil Constructors, Inc. (PHS)	Cover Memo
Limited_Scope-Fort_Collins_High_School_Turf_Replacement_Draft_Contractor_Contract.pdf	Limited Scope Agreement between Poudre School District and ECI Site Construction Management, Inc. (FCHS)	Cover Memo

IFB # 20-700-013 – Bid Tabulation
Athletic Turf Replacement Projects
May 14, 2020 at 2:00pm (MST)

	American Civil Constructors, Inc.	ECI Site Construction Management Inc.
12.1 Base Bid Lump Sum Lincoln Middle School	$1,885,937.00	$1,913,400.00
12.1.1 Alternate/Discounted Base Bid Lump Sum Lincoln Middle School If Awarded All Sites	$1,865,937.00	$1,869,500.00
12.2 Base Bid Lump Sum Fort Collins High School	$1,224,128.00	$1,278,000.00
12.2.1 Alternate/Discounted Base Bid Lump Sum Fort Collins High School If Awarded All Sites	$1,204,128.00	$1,239,400.00
12.2.2 Alternate #1 Removal and Replacement of Running Track	$768,165.00	$703,500.00

12.3 Base Bid Lump Sum Poudre High School	$1,195,204.00	$1,219,000.00
12.3.1 Alternate/Discounted Base Bid Lump Sum Poudre High School If Awarded All Sites	$1,175,204.00	$1,182,000.00
Confirmation of Schedule	FCHS PHS	Yes
Addenda Acknowledged	Yes: 1-4	Yes: 1-4
Exceptions Indicated	No	No

LIMITED SCOPE AGREEMENT

FOR
PROVISION OF PROFESSIONAL SERVICES, CONSTRUCTION SERVICES, AND/OR MATERIALS

THIS AGREEMENT, effective the 26th of May 2020 by and between Poudre School District R-1, hereinafter referred to as the "District," and American Civil Constructors, Inc., hereinafter referred to as the "Contractor," for the following project:

Poudre High School Turf Replacement IFB# 20-700-13

WITNESSETH THAT:

WHEREAS the District is desirous of engaging the services of the Contractor for purposes of obtaining the Contractor's expertise in the areas of construction and/or to provide certain materials for the above project; and

WHEREAS, the Contractor has agreed to provide such services and/or materials under certain terms and conditions as hereinafter set forth; and

WHEREAS the services and/or materials to be provided by the Contractor are to be limited to the services which are more fully described herein; and

WHEREAS, the parties hereto wish to memorialize, in writing, the terms of their agreements and understandings with regard to the rights and obligations of the District and the Contractor in connection therewith.

NOW, THEREFORE, in consideration of the covenants and promises hereinafter set forth, the parties hereto agree as follows:

1. The Contractor will provide the services which are described herein and contemplated to be provided by the Contractor in fulfillment of the project of the District, a written copy of which Project Scope of Services, if available, is attached to, incorporated herein and titled "Exhibit 1." The provisions of this Agreement shall prevail in the event of conflict between this Agreement and any Exhibit hereto or any purchase order associated herewith.

2. The Contractor shall perform the services in a professional manner and in conformity with all applicable federal, state, county, and local municipal or regulatory statutes, ordinances, codes, standards, directives, rules, and regulations. To the extent of its liability insurance limits, the Contractor shall fully indemnify the District for all claims or damages, including all direct, indirect, incidental, special or consequential damages or liability, that the District may incur as a result of any negligent acts or omissions of the Contractor and the Contractor's employees and agents performing the services (or goods and services) herein, including third party claims. Any materials obtained or provided by the Contractor hereunder shall be of good quality and sufficient for the project and/or the District's needs.

3. The District shall provide the Contractor with complete information concerning the project and shall allow the Contractor the opportunity to review all necessary and reasonable documents concerning the project.

4. The Contractor shall not be liable for the District's use of materials prepared by the Contractor, if the District's use is beyond the scope of the project.

5. Changes in the nature and scope of the services to be provided by the Contractor pursuant to this Agreement shall be as agreed upon in writing from time to time by the Contractor and the District. Any material changes in the nature of the services to be provided by the Contractor must first be reduced to writing and executed by the District and Contractor.

6. This Agreement may be terminated by either of the parties hereto upon seven days written notice to the other party, if either party should fail to substantially perform its obligations pursuant to this Agreement. If not so terminated, this Agreement shall continue until the services (as set forth in the scope of services) have been completed, but in any event, no later than August 31, 2020.

7. The compensation to be paid by the District to the Contractor shall be $1,195,204.

8. For all purposes, the Contractor is an independent contractor of the District and not an employee. This Agreement shall not be deemed to create any partnership or joint venture or other enterprise between the parties or any employer-employee relationship and is executed, in part, to rebut the presumptions set forth in Sec. 8-40-202(2), C.R.S.

   8.1. The Contractor shall be responsible for obtaining the Contractor's own workers' compensation, medical, health, unemployment and other insurance and coverage as contractor deems necessary or as may be required by law. The Contractor is required to make appropriate filings with federal, state, and local taxing authorities to include income tax, social security, Medicare and other payments. No federal or state withholdings shall be made by the District on any compensation paid to the Contractor and for services rendered under this Agreement.

9. In the event of any dispute or claim arising under or related to this Agreement, the parties shall use their best efforts to settle such dispute or claim through good faith negotiations with each other. If such dispute or claim is not settled through negotiations within 30 days after the earliest date on which one party notifies the other party in writing of its desire to attempt to resolve such dispute or claim through negotiations, then the parties agree to attempt in good faith to settle such dispute or claim by mediation conducted under the auspices of a recognized established mediation service within the State of Colorado. Such mediation shall be conducted within 60 days following either party's written request therefor. If such dispute or claim is not settled through mediation, then either party may initiate a civil action in the state courts of Larimer County, Colorado. No such action shall be removed to any other court or jurisdiction. The prevailing party in such court action

shall be entitled to collect, as part of any judgment entered, its reasonable expert witness and attorneys' fees and costs.

10. The Contractor agrees to procure and maintain, at its sole expense, all licenses, or registrations necessary for doing business within the applicable governing jurisdictions that may regulate the performance of the work set forth in the Exhibits and Attachments, except in those instances when the District is required to procure them due to ownership of the building, structure, or property.

11. The Contractor shall obtain and maintain a liability insurance policy… of no less than $2,000,000 in coverage to meet the Contractor's indemnification obligations hereunder as well as any direct liability that it may incur. The Contractor shall furnish to the District a Certificate of Insurance or other evidence satisfactory to the District that such insurance coverage is in effect. OR as specifically outlined in the solicitation request.

12. This Agreement shall be construed under the laws of the State of Colorado.

13. Contractor shall maintain documentation of services provided to the District under the terms of this Agreement and said information shall be available to the District at any time upon request. The District's representative shall monitor and coordinate the performance of the terms of this Agreement. The Contractor agrees to coordinate activities under this Agreement with the District's representative, John J. Little.

14. Performance and Payment Bond. Colorado State Statues require Performance Bond and a Payment Bond on public construction projects of more than $50,000.00. Contractor is required to post bonds, executed by a surety company authorized to do business in the State of Colorado, upon notification of bid award. Performance and Payment bonds will each be equal to 100% of contract price and must remain in effect until completion of contract.

    14.1. Both the Performance Bond and the Payment Bond shall be written on AIA A312 Performance Bond and AIA A312 Payment Bond Forms, as issued by The American Institute of Architects. Dates of bonds shall coincide with the date of the Contract between the Owner and the Contractor. Substitute forms may not be used.

    REQUIRED: x YES ☐ NO

15. Immigrant Worker Regulation. See Attachment A. The Contractor agrees to comply with, sign, and return Attachment A, "Immigrant Worker Regulation."
    REQUIRED: x YES ☐ NO

16. Asbestos Hazardous Material Clause. See Attachment B. The Contractor agrees to comply with, sign, and return Attachment B, "Asbestos Hazardous Material Clause - Protection of Persons or Property."
    REQUIRED: ☐ YES x NO

17. Lead-Based Paint Material Clause. See Attachment C. The Contractor agrees to comply with, sign, and return Attachment C, "Lead Paint Renovation, Repair, & Painting Recordkeeping Checklist."
REQUIRED: ☐ YES x NO

18. Stormwater Management Permit. See Attachment D. The Contractor agrees to comply with Attachment D, "Stormwater Management Permit."
REQUIRED: ☐ YES x NO

19. All notices, requests, demands, and other communications given or to be given under this Agreement shall be in writing and shall be deemed to have been duly given when served if served personally, or on the second day after mailing if mailed by first class mail, registered or certified, postage prepaid, and properly addressed to the party to whom notice is to be given as set forth below.

To the District:
Earl Smith, Director of Construction Services
Poudre School District R-1
2445 Laporte Avenue
Fort Collins, CO 80521

To the Contractor:
Justin Yarbrough
American Civil Constructors
4901 S. Windermere St
Littleton, CO 80102

IN WITNESS WHEREOF, the parties' authorized representatives have executed this Agreement, effective the date first above written.

POUDRE SCHOOL DISTRICT R-1

By: _____

Title: Director of Construction Services_____

Date: May 26, 2020_____

CONTRACTOR

By: _____

Title: _____

Date: _____

ALL CONTRACTS MUST BE APPROVED PER DISTRICT POLICY DJA

Poudre School District Policy DJA requires all contracts in excess of $250,000 have Board of Education approval. Contracts up to $250,000 must be approved by either the Superintendent, Executive Director of Finance, Purchasing and Materials Manager, or authorized delegate. This Contract is not valid until signed and dated below by an authorized person. Contractor is not authorized to begin performance until such time. If Contractor begins performing prior thereto, Poudre School District is not obligated to pay Contractor for such performance or for any goods and/or services provided hereunder.

APPROVED:

_____

(Signature)

_____

(Printed name, title, and date)

EXHIBIT 1

PROJECT SCOPE OF SERVICES

(Insert scope or replace with other document)

ATTACHMENT A

IMMIGRANT WORKER REGULATION

1. UNLAWFUL EMPLOYEES, CONTRACTORS AND SUBCONTRACTORS. Contractor shall not knowingly employ or contract with an illegal alien to perform work under this Contract. Contractor shall not knowingly contract with a subcontractor that (a) knowingly employs or contracts with an illegal alien to perform work under this Contract or (b) fails to certify to the Contractor that the subcontractor will not knowingly employ or contract with an illegal alien to perform work under this contract.

2. VERIFICATION REGARDING ILLEGAL ALIENS. Contractor has verified or attempted to verify through participation in the basic pilot program of the State of Colorado that Contractor does not employ any illegal aliens or Contractor verifies that Contractor has not been accepted into the basic pilot program prior to entering into this Contract. Contractor further verifies that if Contractor has not been accepted into the basic pilot program of the State of Colorado, Contractor will apply to participate in the basic pilot program of the State of Colorado every three months until Contractor is accepted or this Contract is completed, whichever is earlier. If the Basic Pilot Program is discontinued, this provision shall not be required or be effective.

3. LIMITATION REGARDING BASIC PILOT PROGRAM. Contractor shall not use Basic Pilot Program procedures to undertake pre-employment screening of job applicants while performing this Contract.

4. DUTY TO TERMINATE A SUBCONTRACT, EXCEPTIONS. If Contractor obtains actual knowledge that a subcontractor performing work under this Contract knowingly employs or contracts with an illegal alien, the Contractor shall:

   4.1 Notify the subcontractor and the District within three days that the Contractor has actual knowledge that the subcontractor is employing or contracting with an illegal alien: and,

   4.2 Terminate the subcontract with the subcontractor if, within three days of receiving notice that the Contractor has actual knowledge that the subcontractor is employing or contracting with the illegal alien. The contractor shall not terminate the contract with the subcontractor if during the three days, the subcontractor provides information to establish that the subcontractor has not knowingly employed or contracted with an illegal alien.

5. DUTY TO COMPLY WITH STATE INVESTIGATION. Contractor shall comply with any reasonable request of the Colorado Department of Labor and Employment made in the course of an investigation pursuant to Section 8-17.5-102(5), C.R.S.

6. DAMAGES FOR BREACH OF CONTRACT. In addition to any other legal or equitable remedy, the District may be entitled to for a breach of this Contract, if the District terminates this Contract, in whole or in part, due to Contractor's breach of the obligations set forth above, Contractor shall be liable for actual and consequential damages to the District.

ATTACHMENT A - FORM

CONTRACTOR'S CERTIFICATE REGARDING EMPLOYING OR CONTRACTING WITH AN ILLEGAL ALIEN

FROM: _____
(Contractor)

TO: Poudre School District R-1
2407 Laporte Avenue
Fort Collins, CO 80521

Project Name: _____

Bid Number: _____ Project Number: _____

As the Contractor for the above-identified bid, I (we) do hereby certify that, as of the date of this certification, I (we) do not knowingly employ or contract with an illegal alien and the I (we) have participated in or attempted to participate in the basic pilot program of the State of Colorado in order to verify that I (we) do not employ any illegal aliens.

Signed on _____, 20__

_____

Contractor Name

By: _____

Its: _____
Title

ATTACHMENT B

Asbestos Hazardous Material Clause - Protection of Persons or Property

Asbestos-Containing Materials:

1. Notice is hereby given that Poudre School District, in accordance with the United States Environmental Protection Agency's Asbestos Hazard Emergency Response Act, has completed federally mandated asbestos inspections of its facilities and that AHERA Inspection Reports and Management Plan Updates are available for review at each school facility and at the Department of Facility Services, Operations Service Center without cost or restriction for inspection during normal business hours. Copies can be made of such Plans at the normal copying charges established by the District.
   1.1. If asbestos containing material (ACM) is discovered during construction, Contractor is to notify the Owner immediately for evaluation and removal.

2. NON-USE OF ASBESTOS CONTAINING MATERIAL
   2.1. No asbestos or asbestos containing products shall be used in this construction or in any tools, devise, clothing or equipment used to affect this construction. Specific exceptions to this exclusion are as follows: vehicles with asbestos containing material (ACM) brake linings; elevator brake linings; laboratory muffle furnace with interior ACM insulation.

3. DEFINITION AND TESTING
   3.1. Asbestos and/or asbestos-containing products shall be defined as all items containing chrysotile, crocidolite, amosite, anthophyllite, tremolite or actinolite.
   3.2. Any or all material containing greater than one tenth of one percent (0.1%) asbestos shall be defined as ACM.
   3.3. Any disputes involving the question of whether or not material contains asbestos shall be settled by electron microscopy; the costs of any such tests which confirm the presence of ACM shall be paid by the Contractor; if no ACM is found, the cost of such tests shall be borne by the Owner.

4. REMEDIATION
   4.1. All work or materials found to contain asbestos or work or material installed with asbestos-containing equipment will be immediately rejected upon discovery and this Work will be remediated at no additional cost to the Owner. Such cost for remediation shall include, but is not limited to, cost of; the asbestos contractor, insurance, asbestos consultant, analytical and laboratory fees, and any other additional cost as may be incurred by Owner.

5. CERTIFICATION
   5.1. The Contractor shall certify, on the Certification of Nonuse of Asbestos Form – Attachment B, that to the best of his knowledge no ACM was used as a building material in the construction of the Project. Attachment B is to be submitted in a separate folder with the closeout documents. Attachment B follows this section.
   5.2. Certification required for final payment.

ATTACHMENT B - FORM
CONTRACTORS/ARCHITECTS CERTIFICATION
OF NON-USE OF ASBESTOS CONTAINING BUILDING MATERIAL

PROJECT NAME: _____ PROJECT NO. _____

CONTRACTOR: _____

CONSTRUCTION DATES:
NOTICE TO PROCEED (START): _____

SUBSTANTIAL COMPLETION DATE: _____

SQUARE FEET: _____
(BUILDING OR PROJECT AREA)

I certify that for the project described above, to the best of my knowledge, no asbestos-containing material (ACM) was used as a building material in the construction of this project.

_____
Contractor's Company Name

_____
Name & Title

_____ _____
Signature Date

I certify that for the project described above, to the best of my knowledge, no asbestos-containing material (ACM) was used as a building material in the construction of this project.

_____
Architect's Company's Name

_____
Name & Title

_____ _____
Signature Date

ATTACHMENT C

Lead-Based Paint Materials Clause – Protection of Persons or Property

Lead-Based Paint Materials:

1. Notice is hereby given that Poudre School District, in accordance with the United States Environmental Protection Agency's Lead Safety for Renovation, Repair, and Painting Rule has performed lead-based paint inspections of its elementary school facilities constructed prior to 1980.

2. Lead-Based Paint Evaluation Reports are available for review at each elementary school built prior to 1980 and at the Department of Facility Services, Operations Service Center without cost or restriction for inspection during normal business hours. Copies can be made of such reports at the normal copying charges established by the District.

3. In the event that lead-based paint materials or suspected lead-based paint materials are discovered in the area designated for construction, the Contractor assumes responsibility to notify to the District and all workmen of existing lead-based paint conditions. Notification shall be made on approved EPA Forms and includes posting of notices in accordance with EPA and OSHA Guidelines. The Contractor shall assume all responsibility for compliance with applicable codes and regulations regarding discovery and notification of the presence of lead-based paint material.

4. If suspect lead-based paint material is identified, the Contractor shall not continue until the District, upon proper notification from the Contractor or Subcontractor, has the suspected lead-based materials analyzed. This will be done promptly by the District. If the Contractor proceeds after notification by the District not to proceed, the Contractor shall become liable for all costs associated with the cleaning and clearance for occupancy (using clearance testing method set out by the RRP Rule Regulations) of the structure or site.

5. All Work impacting Lead-Based Paint shall be performed by firms and individuals certified in Lead Safety for Renovation, Repair, and Painting. A copy of the firm's certification and a copy of certification of renovators shall be provided to the District within 10 days of contract issuance. The Contractor shall provide the District a copy of the Attachment – Lead Paint Renovation, Repair, and Painting Recordkeeping Checklist for each work area at project completion.

ATTACHMENT C - FORM

LEAD PAINT RENOVATION, REPAIR, & PAINTING RECORDKEEPING CHECKLIST

Work Date(s): _____ Facility: _____

Work Area(s): _____

Brief Description of Work: _____

Review Conducted of Lead-Based Paint Evaluation Report for Facility to determine whether lead was present on components affected by work:
(Signature REQUIRED) _____

Work Impacted by Lead-Paint: **NO** _____ **YES:** _____ **(if YES complete remaining form)**

Name of Certified RRP Renovator (if used): _____

☐ Copies of RRP renovator qualifications (training certificates, certifications) on file or attached.
☐ Warning signs posted at entrance to work area.
☐ Work area contained to prevent spread of dust and debris.
☐ All objects in the work area removed or covered (interiors).
☐ HVAC ducts in the work area closed and covered (interiors).
☐ Windows in the work area sealed.
☐ Windows within 20 feet of the work area closed.
☐ Doors in the work area closed and sealed (interiors).
☐ Doors in and within 20 feet of the work area closed and sealed (exteriors).
☐ Doors that must be used in the work area covered to allow passage but prevent spread of dust.
☐ Floors in the work area covered with taped-down plastic (interiors).
☐ Ground covered by plastic extending 10 feet from work area.
☐ Vertical containment installed to prevent migration of dust and debris to adjacent areas.
☐ All visible debris HEPA vacuumed or cleaned with wet cloths, protective sheeting misted, folded dirty side inward, and taped for disposal in exterior dumpster.
☐ TCLP performed of waste streams greater than 220 lbs. Results (attach lab report): _____
☐ **Certified Renovator performed EPA Post-Renovation Cleaning Verification Card (describe results, time & date):** _____
_____
☐ Number of wet cloths used: _____
☐ Work Waste sealed with duct tape in appropriate trash bag and disposed of in exterior dumpster.

I certify under penalty of law that the above information is true and complete

(Signature REQUIRED): _____

ATTACHMENT D

STORMWATER MANAGEMENT PERMIT

1. The Contractor is responsible for securing and paying for the State Stormwater Management Permit and/or local Stormwater Management Permit as may be required.
   1.1. The contractor is responsible to ensure that all the requirements of either the State or local Stormwater Management Permit are strictly followed during construction.
   1.2. The Contractor shall review and follow the District's Illicit Discharge reporting procedures in the event of an occurrence.

2. The District may engage a civil engineer to prepare an erosion control plan as part of the overall contract documents.
   2.1. The Contractor can use or modify the contract document plan as necessary in their preparation of the Stormwater Management Permit application. However, this does not relieve the Contractor from preparing their own site specific plan for application submission if no plan is provided in the contract documents.

3. The District or designated District's representative may inspect the Stormwater Management plan, project site and Best Management Practices (BMPs) and communicate noted deficiencies for corrective measures at any time during the construction project.
   3.1. The Contractor shall be fined up to $250 dollars per day in addition to any Federal, State or local fines until deficiencies are corrected.
   3.2. The Contractor shall coordinate all inspections required by the State or authority having jurisdiction (AHJ).

4. The District's final acceptance of the project and Contractor de-mobilization does not relieve the Contractor of their responsibilities and duties as required in the permit, (i.e., maintain BMPs, regular and post-event inspections as defined in the permit, etc.) while it is still open.
   4.1. Final acceptance of ground areas including permanent stormwater structures shall only occur after the required vegetation and stabilization has been established.
   4.2. The Contractor is required to conduct monthly inspections of the site and BMPs during this warranty period and make corrective changes to the BMPs or add BMPs as needed.

5. The Contractor will notify the District in writing when they believe all vegetation and stabilization has reached the contract requirements and they want to close the Stormwater Management Permit.
   5.1. The District must be allowed the opportunity to review the site and approve the contractor's request to close the permit. The Contractor cannot apply to close the Stormwater Management permit without the District's written approval.
   5.2. It is the contractor's responsibility to remove and dispose of all BMPs after the Stormwater Management Permit has been closed.

6. The Contractor shall provide full-time, qualified, and efficient supervision of the work, using competent skill and attention.
   6.1. The Contractor’s superintendent shall be knowledgeable and completed training in

Stormwater Management & Erosion Control and OSHA construction safety.

6.2. The superintendent shall be knowledgeable of all building codes that govern the construction of the project.

6.3. The superintendent shall direct, schedule, and coordinate the work.

6.4. The superintendent is responsible for determining and supervising all temporary and permanent erection and construction sequences, techniques, means and methods.

6.5. The superintendent shall coordinate the work to ensure that all parts fit together properly and in accordance with the Contract Documents.

6.6. The superintendent shall carefully study and compare all Contract Documents and other instructions and shall at once report to the Architect (if applicable) and the District any error, inconsistency, or omission which they may discover.

LIMITED SCOPE AGREEMENT

FOR
PROVISION OF PROFESSIONAL SERVICES, CONSTRUCTION SERVICES, AND/OR MATERIALS

THIS AGREEMENT, effective the 26th of May 2020 by and between Poudre School District R-1, hereinafter referred to as the "District," and ECI Site Construction Management, Inc., hereinafter referred to as the "Contractor," for the following project:

Fort Collins High School Turf Replacement and Running Track Replacement Project
IFB# 20-700-13

WITNESSETH THAT:

WHEREAS the District is desirous of engaging the services of the Contractor for purposes of obtaining the Contractor's expertise in the areas of construction and/or to provide certain materials for the above project; and

WHEREAS, the Contractor has agreed to provide such services and/or materials under certain terms and conditions as hereinafter set forth; and

WHEREAS the services and/or materials to be provided by the Contractor are to be limited to the services which are more fully described herein; and

WHEREAS, the parties hereto wish to memorialize, in writing, the terms of their agreements and understandings with regard to the rights and obligations of the District and the Contractor in connection therewith.

NOW, THEREFORE, in consideration of the covenants and promises hereinafter set forth, the parties hereto agree as follows:

1. The Contractor will provide the services which are described herein and contemplated to be provided by the Contractor in fulfillment of the project of the District, a written copy of which Project Scope of Services, if available, is attached to, incorporated herein and titled "Exhibit 1." The provisions of this Agreement shall prevail in the event of conflict between this Agreement and any Exhibit hereto or any purchase order associated herewith.

2. The Contractor shall perform the services in a professional manner and in conformity with all applicable federal, state, county, and local municipal or regulatory statutes, ordinances, codes, standards, directives, rules, and regulations. To the extent of its liability insurance limits, the Contractor shall fully indemnify the District for all claims or damages, including all direct, indirect, incidental, special or consequential damages or liability, that the District may incur as a result of any negligent acts or omissions of the Contractor and the Contractor's employees and agents performing the services (or goods and services) herein,

including third party claims. Any materials obtained or provided by the Contractor hereunder shall be of good quality and sufficient for the project and/or the District's needs.

3. The District shall provide the Contractor with complete information concerning the project and shall allow the Contractor the opportunity to review all necessary and reasonable documents concerning the project.

4. The Contractor shall not be liable for the District's use of materials prepared by the Contractor, if the District's use is beyond the scope of the project.

5. Changes in the nature and scope of the services to be provided by the Contractor pursuant to this Agreement shall be as agreed upon in writing from time to time by the Contractor and the District. Any material changes in the nature of the services to be provided by the Contractor must first be reduced to writing and executed by the District and Contractor.

6. This Agreement may be terminated by either of the parties hereto upon seven days written notice to the other party, if either party should fail to substantially perform its obligations pursuant to this Agreement. If not so terminated, this Agreement shall continue until the services (as set forth in the scope of services) have been completed, but in any event, no later than August 31, 2020.

7. The compensation to be paid by the District to the Contractor shall be $ $1,981,500.00.

8. For all purposes, the Contractor is an independent contractor of the District and not an employee. This Agreement shall not be deemed to create any partnership or joint venture or other enterprise between the parties or any employer-employee relationship and is executed, in part, to rebut the presumptions set forth in Sec. 8-40-202(2), C.R.S.

   8.1. The Contractor shall be responsible for obtaining the Contractor's own workers' compensation, medical, health, unemployment and other insurance and coverage as contractor deems necessary or as may be required by law. The Contractor is required to make appropriate filings with federal, state, and local taxing authorities to include income tax, social security, Medicare and other payments. No federal or state withholdings shall be made by the District on any compensation paid to the Contractor and for services rendered under this Agreement.

9. In the event of any dispute or claim arising under or related to this Agreement, the parties shall use their best efforts to settle such dispute or claim through good faith negotiations with each other. If such dispute or claim is not settled through negotiations within 30 days after the earliest date on which one party notifies the other party in writing of its desire to attempt to resolve such dispute or claim through negotiations, then the parties agree to attempt in good faith to settle such dispute or claim by mediation conducted under the auspices of a recognized established mediation service within the State of Colorado. Such mediation shall be conducted within 60 days following either party's written request therefor. If such dispute or claim is not settled through mediation, then either party may initiate a civil action in the state courts of Larimer County, Colorado. No such action shall

be removed to any other court or jurisdiction. The prevailing party in such court action shall be entitled to collect, as part of any judgment entered, its reasonable expert witness and attorneys' fees and costs.

10. The Contractor agrees to procure and maintain, at its sole expense, all licenses, or registrations necessary for doing business within the applicable governing jurisdictions that may regulate the performance of the work set forth in the Exhibits and Attachments, except in those instances when the District is required to procure them due to ownership of the building, structure, or property.

11. The Contractor shall obtain and maintain a liability insurance policy… of no less than $2,000,000 in coverage to meet the Contractor's indemnification obligations hereunder as well as any direct liability that it may incur. The Contractor shall furnish to the District a Certificate of Insurance or other evidence satisfactory to the District that such insurance coverage is in effect. OR as specifically outlined in the solicitation request.

12. This Agreement shall be construed under the laws of the State of Colorado.

13. Contractor shall maintain documentation of services provided to the District under the terms of this Agreement and said information shall be available to the District at any time upon request. The District's representative shall monitor and coordinate the performance of the terms of this Agreement. The Contractor agrees to coordinate activities under this Agreement with the District's representative, John J. Little.

14. Performance and Payment Bond. Colorado State Statues require Performance Bond and a Payment Bond on public construction projects of more than $50,000.00. Contractor is required to post bonds, executed by a surety company authorized to do business in the State of Colorado, upon notification of bid award. Performance and Payment bonds will each be equal to 100% of contract price and must remain in effect until completion of contract.

    14.1. Both the Performance Bond and the Payment Bond shall be written on AIA A312 Performance Bond and AIA A312 Payment Bond Forms, as issued by The American Institute of Architects. Dates of bonds shall coincide with the date of the Contract between the Owner and the Contractor. Substitute forms may not be used.

    REQUIRED: x YES ☐ NO

15. Immigrant Worker Regulation. See Attachment A. The Contractor agrees to comply with, sign, and return Attachment A, "Immigrant Worker Regulation."
    REQUIRED: x YES ☐ NO

16. Asbestos Hazardous Material Clause. See Attachment B. The Contractor agrees to comply with, sign, and return Attachment B, "Asbestos Hazardous Material Clause - Protection of Persons or Property."
    REQUIRED: ☐ YES x NO

17. Lead-Based Paint Material Clause. See Attachment C. The Contractor agrees to comply with, sign, and return Attachment C, "Lead Paint Renovation, Repair, & Painting Recordkeeping Checklist."
REQUIRED: ☐ YES X NO

18. Stormwater Management Permit. See Attachment D. The Contractor agrees to comply with Attachment D, "Stormwater Management Permit."
REQUIRED: ☐ YES x NO

19. All notices, requests, demands, and other communications given or to be given under this Agreement shall be in writing and shall be deemed to have been duly given when served if served personally, or on the second day after mailing if mailed by first class mail, registered or certified, postage prepaid, and properly addressed to the party to whom notice is to be given as set forth below.

To the District:
Earl Smith, Director of Construction Services
Poudre School District R-1
2445 Laporte Avenue
Fort Collins, CO 80521

To the Contractor:
Theodor Johnson
ECI Site Construction Management, Inc.
P.O. Box 2135
Loveland, Colorado 80539

IN WITNESS WHEREOF, the parties' authorized representatives have executed this Agreement, effective the date first above written.

POUDRE SCHOOL DISTRICT R-1

By: _____

Title: Director of Construction Services_____

Date: May 26, 2020_____

CONTRACTOR

By: _____

Title: _____

Date: _____

ALL CONTRACTS MUST BE APPROVED PER DISTRICT POLICY DJA

Poudre School District Policy DJA requires all contracts in excess of $250,000 have Board of Education approval. Contracts up to $250,000 must be approved by either the Superintendent, Executive Director of Finance, Purchasing and Materials Manager, or authorized delegate. This Contract is not valid until signed and dated below by an authorized person. Contractor is not authorized to begin performance until such time. If Contractor begins performing prior thereto, Poudre School District is not obligated to pay Contractor for such performance or for any goods and/or services provided hereunder.

APPROVED:

_____

(Signature)

_____

(Printed name, title, and date)

EXHIBIT 1

PROJECT SCOPE OF SERVICES

(Insert scope or replace with other document)

ATTACHMENT A

IMMIGRANT WORKER REGULATION

1. UNLAWFUL EMPLOYEES, CONTRACTORS AND SUBCONTRACTORS. Contractor shall not knowingly employ or contract with an illegal alien to perform work under this Contract. Contractor shall not knowingly contract with a subcontractor that (a) knowingly employs or contracts with an illegal alien to perform work under this Contract or (b) fails to certify to the Contractor that the subcontractor will not knowingly employ or contract with an illegal alien to perform work under this contract.

2. VERIFICATION REGARDING ILLEGAL ALIENS. Contractor has verified or attempted to verify through participation in the basic pilot program of the State of Colorado that Contractor does not employ any illegal aliens or Contractor verifies that Contractor has not been accepted into the basic pilot program prior to entering into this Contract. Contractor further verifies that if Contractor has not been accepted into the basic pilot program of the State of Colorado, Contractor will apply to participate in the basic pilot program of the State of Colorado every three months until Contractor is accepted or this Contract is completed, whichever is earlier. If the Basic Pilot Program is discontinued, this provision shall not be required or be effective.

3. LIMITATION REGARDING BASIC PILOT PROGRAM. Contractor shall not use Basic Pilot Program procedures to undertake pre-employment screening of job applicants while performing this Contract.

4. DUTY TO TERMINATE A SUBCONTRACT, EXCEPTIONS. If Contractor obtains actual knowledge that a subcontractor performing work under this Contract knowingly employs or contracts with an illegal alien, the Contractor shall:

   4.1 Notify the subcontractor and the District within three days that the Contractor has actual knowledge that the subcontractor is employing or contracting with an illegal alien: and,

   4.2 Terminate the subcontract with the subcontractor if, within three days of receiving notice that the Contractor has actual knowledge that the subcontractor is employing or contracting with the illegal alien. The contractor shall not terminate the contract with the subcontractor if during the three days, the subcontractor provides information to establish that the subcontractor has not knowingly employed or contracted with an illegal alien.

5. DUTY TO COMPLY WITH STATE INVESTIGATION. Contractor shall comply with any reasonable request of the Colorado Department of Labor and Employment made in the course of an investigation pursuant to Section 8-17.5-102(5), C.R.S.

6. DAMAGES FOR BREACH OF CONTRACT. In addition to any other legal or equitable remedy, the District may be entitled to for a breach of this Contract, if the District terminates this Contract, in whole or in part, due to Contractor's breach of the obligations set forth above, Contractor shall be liable for actual and consequential damages to the District.

ATTACHMENT A - FORM

CONTRACTOR'S CERTIFICATE REGARDING EMPLOYING OR CONTRACTING WITH AN ILLEGAL ALIEN

FROM: _____
(Contractor)

TO: Poudre School District R-1
2407 Laporte Avenue
Fort Collins, CO 80521

Project Name: _____

Bid Number: _____ Project Number: _____

As the Contractor for the above-identified bid, I (we) do hereby certify that, as of the date of this certification, I (we) do not knowingly employ or contract with an illegal alien and the I (we) have participated in or attempted to participate in the basic pilot program of the State of Colorado in order to verify that I (we) do not employ any illegal aliens.

Signed on _____, 20__

_____

Contractor Name

By: _____

Its: _____
Title

ATTACHMENT B

Asbestos Hazardous Material Clause - Protection of Persons or Property

Asbestos-Containing Materials:

1. Notice is hereby given that Poudre School District, in accordance with the United States Environmental Protection Agency's Asbestos Hazard Emergency Response Act, has completed federally mandated asbestos inspections of its facilities and that AHERA Inspection Reports and Management Plan Updates are available for review at each school facility and at the Department of Facility Services, Operations Service Center without cost or restriction for inspection during normal business hours. Copies can be made of such Plans at the normal copying charges established by the District.
   1.1. If asbestos containing material (ACM) is discovered during construction, Contractor is to notify the Owner immediately for evaluation and removal.

2. NON-USE OF ASBESTOS CONTAINING MATERIAL
   2.1. No asbestos or asbestos containing products shall be used in this construction or in any tools, devise, clothing or equipment used to affect this construction. Specific exceptions to this exclusion are as follows: vehicles with asbestos containing material (ACM) brake linings; elevator brake linings; laboratory muffle furnace with interior ACM insulation.

3. DEFINITION AND TESTING
   3.1. Asbestos and/or asbestos-containing products shall be defined as all items containing chrysotile, crocidolite, amosite, anthophyllite, tremolite or actinolite.
   3.2. Any or all material containing greater than one tenth of one percent (0.1%) asbestos shall be defined as ACM.
   3.3. Any disputes involving the question of whether or not material contains asbestos shall be settled by electron microscopy; the costs of any such tests which confirm the presence of ACM shall be paid by the Contractor; if no ACM is found, the cost of such tests shall be borne by the Owner.

4. REMEDIATION
   4.1. All work or materials found to contain asbestos or work or material installed with asbestos-containing equipment will be immediately rejected upon discovery and this Work will be remediated at no additional cost to the Owner. Such cost for remediation shall include, but is not limited to, cost of; the asbestos contractor, insurance, asbestos consultant, analytical and laboratory fees, and any other additional cost as may be incurred by Owner.

5. CERTIFICATION
   5.1. The Contractor shall certify, on the Certification of Nonuse of Asbestos Form – Attachment B, that to the best of his knowledge no ACM was used as a building material in the construction of the Project. Attachment B is to be submitted in a separate folder with the closeout documents. Attachment B follows this section.
   5.2. Certification required for final payment.

ATTACHMENT B - FORM
CONTRACTORS/ARCHITECTS CERTIFICATION
OF NON-USE OF ASBESTOS CONTAINING BUILDING MATERIAL

PROJECT NAME: _____ PROJECT NO. _____

CONTRACTOR: _____

CONSTRUCTION DATES:
NOTICE TO PROCEED (START): _____

SUBSTANTIAL COMPLETION DATE: _____

SQUARE FEET: _____
(BUILDING OR PROJECT AREA)

I certify that for the project described above, to the best of my knowledge, no asbestos-containing material (ACM) was used as a building material in the construction of this project.

_____
Contractor's Company Name

_____
Name & Title

_____ _____
Signature Date

I certify that for the project described above, to the best of my knowledge, no asbestos-containing material (ACM) was used as a building material in the construction of this project.

_____
Architect's Company's Name

_____
Name & Title

_____ _____
Signature Date

ATTACHMENT C

Lead-Based Paint Materials Clause – Protection of Persons or Property

Lead-Based Paint Materials:

1. Notice is hereby given that Poudre School District, in accordance with the United States Environmental Protection Agency's Lead Safety for Renovation, Repair, and Painting Rule has performed lead-based paint inspections of its elementary school facilities constructed prior to 1980.

2. Lead-Based Paint Evaluation Reports are available for review at each elementary school built prior to 1980 and at the Department of Facility Services, Operations Service Center without cost or restriction for inspection during normal business hours. Copies can be made of such reports at the normal copying charges established by the District.

3. In the event that lead-based paint materials or suspected lead-based paint materials are discovered in the area designated for construction, the Contractor assumes responsibility to notify to the District and all workmen of existing lead-based paint conditions. Notification shall be made on approved EPA Forms and includes posting of notices in accordance with EPA and OSHA Guidelines. The Contractor shall assume all responsibility for compliance with applicable codes and regulations regarding discovery and notification of the presence of lead-based paint material.

4. If suspect lead-based paint material is identified, the Contractor shall not continue until the District, upon proper notification from the Contractor or Subcontractor, has the suspected lead-based materials analyzed. This will be done promptly by the District. If the Contractor proceeds after notification by the District not to proceed, the Contractor shall become liable for all costs associated with the cleaning and clearance for occupancy (using clearance testing method set out by the RRP Rule Regulations) of the structure or site.

5. All Work impacting Lead-Based Paint shall be performed by firms and individuals certified in Lead Safety for Renovation, Repair, and Painting. A copy of the firm's certification and a copy of certification of renovators shall be provided to the District within 10 days of contract issuance. The Contractor shall provide the District a copy of the Attachment – Lead Paint Renovation, Repair, and Painting Recordkeeping Checklist for each work area at project completion.

ATTACHMENT C - FORM

LEAD PAINT RENOVATION, REPAIR, & PAINTING RECORDKEEPING CHECKLIST

Work Date(s): _____ Facility: _____

Work Area(s): _____

Brief Description of Work: _____

Review Conducted of Lead-Based Paint Evaluation Report for Facility to determine whether lead was present on components affected by work:
(Signature REQUIRED) _____

Work Impacted by Lead-Paint: **NO** _____ **YES:** _____ **(if YES complete remaining form)**

Name of Certified RRP Renovator (if used): _____

☐ Copies of RRP renovator qualifications (training certificates, certifications) on file or attached.
☐ Warning signs posted at entrance to work area.
☐ Work area contained to prevent spread of dust and debris.
☐ All objects in the work area removed or covered (interiors).
☐ HVAC ducts in the work area closed and covered (interiors).
☐ Windows in the work area sealed.
☐ Windows within 20 feet of the work area closed.
☐ Doors in the work area closed and sealed (interiors).
☐ Doors in and within 20 feet of the work area closed and sealed (exteriors).
☐ Doors that must be used in the work area covered to allow passage but prevent spread of dust.
☐ Floors in the work area covered with taped-down plastic (interiors).
☐ Ground covered by plastic extending 10 feet from work area.
☐ Vertical containment installed to prevent migration of dust and debris to adjacent areas.
☐ All visible debris HEPA vacuumed or cleaned with wet cloths, protective sheeting misted, folded dirty side inward, and taped for disposal in exterior dumpster.
☐ TCLP performed of waste streams greater than 220 lbs. Results (attach lab report): _____
☐ **Certified Renovator performed EPA Post-Renovation Cleaning Verification Card (describe results, time & date):** _____
_____
☐ Number of wet cloths used: _____
☐ Work Waste sealed with duct tape in appropriate trash bag and disposed of in exterior dumpster.

I certify under penalty of law that the above information is true and complete

(Signature REQUIRED): _____

ATTACHMENT D

STORMWATER MANAGEMENT PERMIT

1. The Contractor is responsible for securing and paying for the State Stormwater Management Permit and/or local Stormwater Management Permit as may be required.
   1.1. The contractor is responsible to ensure that all the requirements of either the State or local Stormwater Management Permit are strictly followed during construction.
   1.2. The Contractor shall review and follow the District's Illicit Discharge reporting procedures in the event of an occurrence.

2. The District may engage a civil engineer to prepare an erosion control plan as part of the overall contract documents.
   2.1. The Contractor can use or modify the contract document plan as necessary in their preparation of the Stormwater Management Permit application. However, this does not relieve the Contractor from preparing their own site specific plan for application submission if no plan is provided in the contract documents.

3. The District or designated District's representative may inspect the Stormwater Management plan, project site and Best Management Practices (BMPs) and communicate noted deficiencies for corrective measures at any time during the construction project.
   3.1. The Contractor shall be fined up to $250 dollars per day in addition to any Federal, State or local fines until deficiencies are corrected.
   3.2. The Contractor shall coordinate all inspections required by the State or authority having jurisdiction (AHJ).

4. The District's final acceptance of the project and Contractor de-mobilization does not relieve the Contractor of their responsibilities and duties as required in the permit, (i.e., maintain BMPs, regular and post-event inspections as defined in the permit, etc.) while it is still open.
   4.1. Final acceptance of ground areas including permanent stormwater structures shall only occur after the required vegetation and stabilization has been established.
   4.2. The Contractor is required to conduct monthly inspections of the site and BMPs during this warranty period and make corrective changes to the BMPs or add BMPs as needed.

5. The Contractor will notify the District in writing when they believe all vegetation and stabilization has reached the contract requirements and they want to close the Stormwater Management Permit.
   5.1. The District must be allowed the opportunity to review the site and approve the contractor's request to close the permit. The Contractor cannot apply to close the Stormwater Management permit without the District's written approval.
   5.2. It is the contractor's responsibility to remove and dispose of all BMPs after the Stormwater Management Permit has been closed.

6. The Contractor shall provide full-time, qualified, and efficient supervision of the work, using competent skill and attention.
   6.1. The Contractor’s superintendent shall be knowledgeable and completed training in

Stormwater Management & Erosion Control and OSHA construction safety.

6.2. The superintendent shall be knowledgeable of all building codes that govern the construction of the project.

6.3. The superintendent shall direct, schedule, and coordinate the work.

6.4. The superintendent is responsible for determining and supervising all temporary and permanent erection and construction sequences, techniques, means and methods.

6.5. The superintendent shall coordinate the work to ensure that all parts fit together properly and in accordance with the Contract Documents.

6.6. The superintendent shall carefully study and compare all Contract Documents and other instructions and shall at once report to the Architect (if applicable) and the District any error, inconsistency, or omission which they may discover.

Poudre School District
Board of Education Meeting Coversheet

Agenda Item: Mountain School Kitchens Remodel Project

Summary: Parents at Livermore, Red Feather, and Stove Prairie Elementary Schools requested the District explore having District-supported food service at all three schools. These schools are the only schools in the District that currently do not have this option and the addition of a food service program would provide support to families at these schools facing food security issues.

During the 2018-19 school year, initial discussions began between the Operations Department and Tom Schachet, mountain schools principal, regarding the feasibility of providing a food service program to Livermore, Red Feather, and Stove Prairie Elementary Schools. Preliminary plans included cold food service only; however, after conversations with the Larimer County Health Department, it was determined that the kitchens would only be able to provide pre-packaged food that would not meet standards followed by the District's Child Nutrition Department. Following the meeting with the Health Department, the District developed a new plan during the 2019-2020 school year to fully retrofit each kitchen to meet the standards and guidelines necessary to serve hot food starting in fall 2020.

Through Invitation for Bid (IFB) #20-715-008, PSD solicited qualified contractors to submit bids for all material and labor associated with the kitchen remodels for each of the mountain schools as designed by R4 Architects.

As a result of the IFB, bids were received from three qualified contractors. After review of the bids, Facility Services and Procurement determined North Star Design Build was the lowest responsive bidder as indicated on the Bid Tabulation Sheet, a copy of which is attached for the Board's review.

Initially, the District contracted with North Star Design Build to only renovate the kitchen at Livermore Elementary School for $119,024.00. Upon further discussion, it was determined that completing kitchen remodels at Red Feather Elementary School and Stove Prairie Elementary School were necessary to have food service be an option for all District schools and to provide support to families at these schools facing food security issues. Staff is requesting the Board approve an additional contract with North Star Design Build for Red Feather Elementary School and Stove Prairie Elementary School, which includes a $23,000 discount for completing the remodel

for all three mountain schools as reflected on the bid tabulation sheet.

The limited scope contract between the District and North Star Design Build for Red Feather Elementary and Stove Prairie Elementary schools in the combined amount of $189,129.00 is attached for the Board's review, bringing the project total to $308,153.00. The projects will be funded through the 2016 Bond; this is funding that cannot be used for general fund obligations, including salaries.

Type of Communication: Decision Preparation

Type of Action Requested: Contract Approval

Policy Facts: Under paragraph 10 of Policy EL 2.6, the Superintendent shall not make or authorize any district purchase, contract or other financial obligation of $250,000 or more without prior Board approval.

Under Policy DJA, prior approval of the Board of Education is required for the purchase of goods and/or services, including construction contracts, of $250,000 or more.

Recommendation: The Superintendent recommends the Board of Education: (1) approve and authorize the attached Limited Scope Agreement between the District and North Star Design Build for Red Feather and Stove Prairie Elementaries in the amount of $189,129.00; and (2) authorize the Limited Scope Agreement to be signed on behalf of the District by the Executive Director of Finance.

ATTACHMENTS:

File Name	Description	Type
IFB_20-715-008_-_Mountain_Schools_Kitchen_Remodels_-_Bid_Tabulation.pdf	Bid Tabulation Sheet	Cover Memo
Limited_Scope_Agreement_Mountain_School_Kitchens.pdf	Limited Scope Agreement	Cover Memo

IFB # 20-715-008 – Bid Tabulation
Mountain Schools Kitchen Remodels – Livermore, Red Feather Lakes and Stove Prairie
April 21, 2020 at 2:00pm (MST)

	Delehoy Construction	Growling Bear Co.	North Star Design Build
Base Bid Lump Sum Livermore	$124,000.00	$188,045.00	$119,024.00
Base Bid Lump Sum Red Feather Lakes	$94,300.00 **Keynote C7 concrete by GC carpet by PSD	$175,986.00	$95,887.00
Base Bid Lump Sum Stove Prairie	$105,500.00	$178,265.00	$116,242.00
Exceptions Indicated	Yes. Our interpretation of Keynote C7 on A1.1 for Red Feather Lakes is concrete is by GC; carpet material and install by PSD.	No.	No. If North Star is awarded all 3 projects, total combined price can be reduced by $23,000.00

LIMITED SCOPE AGREEMENT

FOR
PROVISION OF PROFESSIONAL SERVICES, CONSTRUCTION SERVICES, AND/OR MATERIALS

POUDRE SCHOOL DISTRICT

THIS AGREEMENT, effective the **20th** day of **May 2020**, by and between Poudre School District R-1, hereinafter referred to as the "District," and **North Star Design Build LLC**, hereinafter referred to as the "Contractor," for the following project:

IFB# 20-715-008- Red Feather and Stove Prairie Mountain School Kitchens

WITNESSETH THAT:

WHEREAS, the District is desirous of engaging the services of the Contractor for purposes of obtaining the Contractor's expertise in the areas of Architectural design and construction for the above project; and

WHEREAS, the Contractor has agreed to provide such services and/or materials under certain terms and conditions as hereinafter set forth; and

WHEREAS, the services and/or materials to be provided by the Contractor are to be limited to the services which are more fully described herein; and

WHEREAS, the parties hereto wish to memorialize, in writing, the terms of their agreements and understandings with regard to the rights and obligations of the District and the Contractor in connection therewith.

NOW, THEREFORE, in consideration of the covenants and promises hereinafter set forth, the parties hereto agree as follows:

1. The Contractor will provide the services which are described herein and contemplated to be provided by the Contractor in fulfillment of the project of the District, a written copy of which Project Scope of Services, if available, is attached to, incorporated herein and titled "Exhibit 1." The provisions of this Agreement shall prevail in the event of conflict between this Agreement and any Exhibit hereto or any purchase order associated herewith.

2. The Contractor shall perform the services in a professional manner and in conformity with all applicable federal, state, county, and local municipal or regulatory statutes, ordinances, codes, standards, directives, rules, and regulations. To the extent of its liability insurance limits, the Contractor shall fully indemnify the District for all claims or damages, including all direct, indirect, incidental, special or consequential damages or liability, that the District may incur as a result of any negligent acts or omissions of the Contractor and the Contractor's employees and agents performing the services (or goods and services) herein, including third party claims. Any materials obtained or provided by the Contractor hereunder shall be of good quality and sufficient for the project and/or the District's needs.

3. The District shall provide the Contractor with complete information concerning the project, and shall allow the Contractor the opportunity to review all necessary and reasonable documents concerning the project.

4. The Contractor shall not be liable for the District's use of materials prepared by the Contractor, if the District's use is beyond the scope of the project.

5. Changes in the nature and scope of the services to be provided by the Contractor pursuant to this Agreement shall be as agreed upon in writing from time to time by the Contractor and the District. Any material changes in the nature of the services to be provided by the Contractor must first be reduced to writing and executed by the District and Contractor.

6. This Agreement may be terminated by either of the parties hereto upon seven days written notice to the other party, if either party should fail to substantially perform its obligations pursuant to this Agreement. If not so terminated, this Agreement shall continue until the services (as set forth in the scope of services) have been completed, but in any event, no later than **August 7, 2020.**

7. The compensation to be paid by the District to the Contractor shall be $189,129.00.

8. For all purposes, the Contractor is an independent contractor of the District and not an employee. This Agreement shall not be deemed to create any partnership or joint venture or other enterprise between the parties or any employer-employee relationship and is executed, in part, to rebut the presumptions set forth in Sec. 8-40-202(2), C.R.S.

   8.1. The Contractor shall be responsible for obtaining the Contractor's own workers' compensation, medical, health, unemployment and other insurance and coverage as contractor deems necessary or as may be required by law. The Contractor is required to make appropriate filings with federal, state, and local taxing authorities to include income tax, social security, Medicare and other payments. No federal or state withholdings shall be made by the District on any compensation paid to the Contractor and for services rendered under this Agreement.

9. In the event of any dispute or claim arising under or related to this Agreement, the parties shall use their best efforts to settle such dispute or claim through good faith negotiations with each other. If such dispute or claim is not settled through negotiations within 30 days after the earliest date on which one party notifies the other party in writing of its desire to attempt to resolve such dispute or claim through negotiations, then the parties agree to attempt in good faith to settle such dispute or claim by mediation conducted under the auspices of a recognized established mediation service within the State of Colorado. Such mediation shall be conducted within 60 days following either party's written request therefor. If such dispute or claim is not settled through mediation, then either party may initiate a civil action in the state courts of Larimer County, Colorado. No such action shall be removed to any other court or jurisdiction. The prevailing party in such court action

shall be entitled to collect, as part of any judgment entered, its reasonable expert witness and attorneys' fees and costs.

10. The Contractor agrees to procure and maintain, at its sole expense, all licenses, or registrations necessary for doing business within the applicable governing jurisdictions that may regulate the performance of the work set forth in the Exhibits and Attachments, except in those instances when the District is required to procure them due to ownership of the building, structure, or property.

11. The Contractor shall obtain and maintain a liability insurance policy of no less than $1,000,000 in coverage to meet the Contractor's indemnification obligations hereunder as well as any direct liability that it may incur. The Contractor shall furnish to the District a Certificate of Insurance or other evidence satisfactory to the District that such insurance coverage is in effect.

12. This Agreement shall be construed under the laws of the State of Colorado.

13. Contractor shall maintain documentation of services provided to the District under the terms of this Agreement and said information shall be available to the District at any time upon request. The District's representative shall monitor and coordinate the performance of the terms of this Agreement. The Contractor agrees to coordinate activities under this Agreement with the District's representative, **Jerry Garretson**.

14. Performance and Payment Bond. Colorado State Statues require Performance Bond and a Payment Bond on public projects of more than $50,000.00. Contractor is required to post bonds, executed by a surety company authorized to do business in the State of Colorado, upon notification of bid award. Performance and Payment bonds will each be equal to 100% of contract price and must remain in effect until completion of contract.

    14.1. Both the Performance Bond and the Payment Bond shall be written on AIA A312 Performance Bond and AIA A312 Payment Bond Forms, as issued by The American Institute of Architects. Dates of bonds shall coincide with the date of the Contract between the Owner and the Contractor. Substitute forms may not be used.
    REQUIRED: x YES ☐ NO

15. Immigrant Worker Regulation. See Attachment A. The Contractor agrees to comply with, sign, and return Attachment A, "Immigrant Worker Regulation."
    REQUIRED: x YES ☐ NO

16. Asbestos Hazardous Material Clause. See Attachment B. The Contractor agrees to comply with, sign, and return Attachment B, "Asbestos Hazardous Material Clause - Protection of Persons or Property."
    REQUIRED: x YES ☐ NO

17. Lead-Based Paint Material Clause. See Attachment C. The Contractor agrees to comply with, sign, and return Attachment C, "Lead Paint Renovation, Repair, & Painting Recordkeeping Checklist."
REQUIRED: X YES ☐ NO

18. Stormwater Management Permit. See Attachment D. The Contractor agrees to comply with Attachment D, "Stormwater Management Permit."
REQUIRED: ☐ YES X NO

19. All notices, requests, demands, and other communications given or to be given under this Agreement shall be in writing and shall be deemed to have been duly given when served if served personally, or on the second day after mailing if mailed by first class mail, registered or certified, postage prepaid, and properly addressed to the party to whom notice is to be given as set forth below.

To the District:
Jerry Garretson, Director of Facility Services
Poudre School District R-1
2445 LaPorte Avenue
Fort Collins, CO 80521

To the Contractor:
David Vaughan
North Star Design-Build LLC
11757 W Ken Caryl Ave, Ste F-310
Littleton, CO 80127

IN WITNESS WHEREOF, the parties' authorized representatives have executed this Agreement, effective the date first above written.

POUDRE SCHOOL DISTRICT R-1

By: _____

Title: _____

Date: _____

CONTRACTOR

By: _____

Title: President

Date: 20 May 2020

ALL CONTRACTS MUST BE APPROVED PER DISTRICT POLICY DJA

Poudre School District Policy DJA requires all contracts in excess of $250,000 have Board of Education approval. Contracts up to $250,000 must be approved by either the Superintendent, Executive Director of Finance, Purchasing and Materials Manager, or authorized delegate. This Contract is not valid until signed and dated below by an authorized person. Contractor is not authorized to begin performance until such time. If Contractor begins performing prior thereto, Poudre School District is not obligated to pay Contractor for such performance or for any goods and/or services provided hereunder.

APPROVED:

_____

(Signature)

_____

(Printed name, title, and date)

EXHIBIT 1

PROJECT SCOPE OF SERVICES

(Insert scope or replace with other document)

ATTACHMENT A

IMMIGRANT WORKER REGULATION

1. UNLAWFUL EMPLOYEES, CONTRACTORS AND SUBCONTRACTORS. Contractor shall not knowingly employ or contract with an illegal alien to perform work under this Contract. Contractor shall not knowingly contract with a subcontractor that (a) knowingly employs or contracts with an illegal alien to perform work under this Contract or (b) fails to certify to the Contractor that the subcontractor will not knowingly employ or contract with an illegal alien to perform work under this contract.

2. VERIFICATION REGARDING ILLEGAL ALIENS. Contractor has verified or attempted to verify through participation in the basic pilot program of the State of Colorado that Contractor does not employ any illegal aliens or Contractor verifies that Contractor has not been accepted into the basic pilot program prior to entering into this Contract. Contractor further verifies that if Contractor has not been accepted into the basic pilot program of the State of Colorado, Contractor will apply to participate in the basic pilot program of the State of Colorado every three months until Contractor is accepted or this Contract is completed, whichever is earlier. If the Basic Pilot Program is discontinued, this provision shall not be required or be effective.

3. LIMITATION REGARDING BASIC PILOT PROGRAM. Contractor shall not use Basic Pilot Program procedures to undertake pre-employment screening of job applicants while performing this Contract.

4. DUTY TO TERMINATE A SUBCONTRACT; EXCEPTIONS. If Contractor obtains actual knowledge that a subcontractor performing work under this Contract knowingly employs or contracts with an illegal alien, the Contractor shall:

   4.1 Notify the subcontractor and the District within three days that the Contractor has actual knowledge that the subcontractor is employing or contracting with an illegal alien; and,

   4.2 Terminate the subcontract with the subcontractor if, within three days of receiving notice that the Contractor has actual knowledge that the subcontractor is employing or contracting with the illegal alien. The contractor shall not terminate the contract with the subcontractor if during the three days, the subcontractor provides information to establish that the subcontractor has not knowingly employed or contracted with an illegal alien.

5. DUTY TO COMPLY WITH STATE INVESTIGATION. Contractor shall comply with any reasonable request of the Colorado Department of Labor and Employment made in the course of an investigation pursuant to Section 8-17.5-102(5), C.R.S.

6. DAMAGES FOR BREACH OF CONTRACT. In addition to any other legal or equitable remedy, the District may be entitled to for a breach of this Contract, if the District terminates this Contract, in whole or in part, due to Contractor's breach of the obligations set forth above, Contractor shall be liable for actual and consequential damages to the District.

ATTACHMENT A - FORM

CONTRACTOR'S CERTIFICATE REGARDING EMPLOYING OR CONTRACTING WITH AN ILLEGAL ALIEN

FROM: North Star Design-Build LLC
(Contractor)

TO: Poudre School District R-1
2407 LaPorte Avenue
Fort Collins, CO 80521

Project Name: **Red Feather and Stove Prairie Mountain School Kitchens**

Bid Number: **IFB# 20-715-008** Project Number: _____

As the Contractor for the above-identified bid, I (we) do hereby certify that, as of the date of this certification, I (we) do not knowingly employ or contract with an illegal alien and the I (we) have participated in or attempted to participate in the basic pilot program of the State of Colorado in order to verify that I (we) do not employ any illegal aliens.

Signed on 20 May, 2020

Contractor Name

By: _____

Its: President
Title

ATTACHMENT B

Asbestos Hazardous Material Clause - Protection of Persons or Property

Asbestos-Containing Materials:

1. Notice is hereby given that Poudre School District, in accordance with the United States Environmental Protection Agency's Asbestos Hazard Emergency Response Act, has completed federally mandated asbestos inspections of its facilities and that AHERA Inspection Reports and Management Plan Updates are available for review at each school facility and at the Department of Facility Services, Operations Service Center without cost or restriction for inspection during normal business hours. Copies can be made of such Plans at the normal copying charges established by the District.
   1.1. If asbestos containing material (ACM) is discovered during construction, Contractor is to notify the Owner immediately for evaluation and removal.

2. NON-USE OF ASBESTOS CONTAINING MATERIAL
   2.1. No asbestos or asbestos containing products shall be used in this construction or in any tools, devise, clothing or equipment used to affect this construction. Specific exceptions to this exclusion are as follows: vehicles with asbestos containing material (ACM) brake linings; elevator brake linings; laboratory muffle furnace with interior ACM insulation.

3. DEFINITION AND TESTING
   3.1. Asbestos and/or asbestos-containing products shall be defined as all items containing chrysotile, crocidolite, amosite, anthophyllite, tremolite or actinolite.
   3.2. Any or all material containing greater than one tenth of one percent (0.1%) asbestos shall be defined as ACM.
   3.3. Any disputes involving the question of whether or not material contains asbestos shall be settled by electron microscopy; the costs of any such tests which confirm the presence of ACM shall be paid by the Contractor; if no ACM is found, the cost of such tests shall be borne by the Owner.

4. REMEDIATION
   4.1. All work or materials found to contain asbestos or work or material installed with asbestos-containing equipment will be immediately rejected upon discovery and this Work will be remediated at no additional cost to the Owner. Such cost for remediation shall include, but is not limited to, cost of; the asbestos contractor, insurance, asbestos consultant, analytical and laboratory fees, and any other additional cost as may be incurred by Owner.

5. CERTIFICATION
   5.1. The Contractor shall certify, on the Certification of Nonuse of Asbestos Form – Attachment B, that to the best of his knowledge no ACM was used as a building material in the construction of the Project. Attachment B is to be submitted in a separate folder with the closeout documents. Attachment B follows this section.
   5.2. Certification required for final payment.

ATTACHMENT B - FORM
CONTRACTORS/ARCHITECTS CERTIFICATION
OF NON-USE OF ASBESTOS CONTAINING BUILDING MATERIAL

PROJECT NAME: **IFB# 20-715-008- Red Feather and Stove Prairie Mountain School Kitchens**
PROJECT NO. _____

CONTRACTOR: North Star Design-Build LLC

CONSTRUCTION DATES:
NOTICE TO PROCEED (START): _____

SUBSTANTIAL COMPLETION DATE: _____

SQUARE FEET: _____
(BUILDING OR PROJECT AREA)

I certify that for the project described above, to the best of my knowledge, no asbestos-containing material (ACM) was used as a building material in the construction of this project.

North Star Design-Build LLC
Contractor's Company Name

David Vaughan, President
Name & Title

_____ 20 May 2020
Signature Date

I certify that for the project described above, to the best of my knowledge, no asbestos-containing material (ACM) was used as a building material in the construction of this project.

_____
Architect's Company's Name

_____
Name & Title

_____ _____
Signature Date

ATTACHMENT C

Lead-Based Paint Materials Clause – Protection of Persons or Property

Lead-Based Paint Materials:

1. Notice is hereby given that Poudre School District, in accordance with the United States Environmental Protection Agency's Lead Safety for Renovation, Repair, and Painting Rule has performed lead-based paint inspections of its elementary school facilities constructed prior to 1980.

2. Lead-Based Paint Evaluation Reports are available for review at each elementary school built prior to 1980 and at the Department of Facility Services, Operations Service Center without cost or restriction for inspection during normal business hours. Copies can be made of such reports at the normal copying charges established by the District.

3. In the event that lead-based paint materials or suspected lead-based paint materials are discovered in the area designated for construction, the Contractor assumes responsibility to notify to the District and all workmen of existing lead-based paint conditions. Notification shall be made on approved EPA Forms and includes posting of notices in accordance with EPA and OSHA Guidelines. The Contractor shall assume all responsibility for compliance with applicable codes and regulations regarding discovery and notification of the presence of lead-based paint material.

4. If suspect lead-based paint material is identified, the Contractor shall not continue until the District, upon proper notification from the Contractor or Subcontractor, has the suspected lead-based materials analyzed. This will be done promptly by the District. If the Contractor proceeds after notification by the District not to proceed, the Contractor shall become liable for all costs associated with the cleaning and clearance for occupancy (using clearance testing method set out by the RRP Rule Regulations) of the structure or site.

5. All Work impacting Lead-Based Paint shall be performed by firms and individuals certified in Lead Safety for Renovation, Repair, and Painting. A copy of the firm's certification and a copy of certification of renovators shall be provided to the District within 10 days of contract issuance. The Contractor shall provide the District a copy of the Attachment – Lead Paint Renovation, Repair, and Painting Recordkeeping Checklist for each work area at project completion.

ATTACHMENT C - FORM

LEAD PAINT RENOVATION, REPAIR, & PAINTING RECORDKEEPING CHECKLIST

Work Date(s): _____ Facility: _____

Work Area(s): _____

Brief Description of Work: _____

Review Conducted of Lead-Based Paint Evaluation Report for Facility to determine whether lead was present on components affected by work:
(Signature REQUIRED) _____

Work Impacted by Lead-Paint: NO _____ **YES:** _____ **(if YES complete remaining form)**

Name of Certified RRP Renovator (if used): _____

☐ Copies of RRP renovator qualifications (training certificates, certifications) on file or attached.
☐ Warning signs posted at entrance to work area.
☐ Work area contained to prevent spread of dust and debris.
☐ All objects in the work area removed or covered (interiors).
☐ HVAC ducts in the work area closed and covered (interiors).
☐ Windows in the work area sealed.
☐ Windows within 20 feet of the work area closed.
☐ Doors in the work area closed and sealed (interiors).
☐ Doors in and within 20 feet of the work area closed and sealed (exteriors).
☐ Doors that must be used in the work area covered to allow passage but prevent spread of dust.
☐ Floors in the work area covered with taped-down plastic (interiors).
☐ Ground covered by plastic extending 10 feet from work area.
☐ Vertical containment installed to prevent migration of dust and debris to adjacent areas.
☐ All visible debris HEPA vacuumed or cleaned with wet cloths, protective sheeting misted, folded dirty side inward, and taped for disposal in exterior dumpster.
☐ TCLP performed of waste streams greater than 220 lbs. Results (attach lab report): _____
☐ **Certified Renovator performed EPA Post-Renovation Cleaning Verification Card (describe results, time & date):** _____

_____

☐ Number of wet cloths used: _____
☐ Work Waste sealed with duct tape in appropriate trash bag and disposed of in exterior dumpster.

I certify under penalty of law that the above information is true and complete

(Signature REQUIRED): _____

ATTACHMENT D

STORMWATER MANAGEMENT PERMIT

1. The Contractor is responsible for securing and paying for the State Stormwater Management Permit and/or local Stormwater Management Permit as may be required.
   1.1. The contractor is responsible to ensure that all the requirements of either the State or local Stormwater Management Permit are strictly followed during construction.
   1.2. The Contractor shall review and follow the District's Illicit Discharge reporting procedures in the event of an occurrence.

2. The District may engage a civil engineer to prepare an erosion control plan as part of the overall contract documents.
   2.1. The Contractor can use or modify the contract document plan as necessary in their preparation of the Stormwater Management Permit application. However, this does not relieve the Contractor from preparing their own site specific plan for application submission if no plan is provided in the contract documents.

3. The District or designated District's representative may inspect the Stormwater Management plan, project site and Best Management Practices (BMPs) and communicate noted deficiencies for corrective measures at any time during the construction project.
   3.1. The Contractor shall be fined up to $250 dollars per day in addition to any Federal, State or local fines until deficiencies are corrected.
   3.2. The Contractor shall coordinate all inspections required by the State or authority having jurisdiction (AHJ).

4. The District's final acceptance of the project and Contractor de-mobilization does not relieve the Contractor of their responsibilities and duties as required in the permit, (i.e., maintain BMPs, regular and post-event inspections as defined in the permit, etc.) while it is still open.
   4.1. Final acceptance of ground areas including permanent stormwater structures shall only occur after the required vegetation and stabilization has been established.
   4.2. The Contractor is required to conduct monthly inspections of the site and BMPs during this warranty period and make corrective changes to the BMPs or add BMPs as needed.

5. The Contractor will notify the District in writing when they believe all vegetation and stabilization has reached the contract requirements and they want to close the Stormwater Management Permit.
   5.1. The District must be allowed the opportunity to review the site and approve the contractor's request to close the permit. The Contractor cannot apply to close the Stormwater Management permit without the District's written approval.
   5.2. It is the contractor's responsibility to remove and dispose of all BMPs after the Stormwater Management Permit has been closed.

6. The Contractor shall provide full-time, qualified, and efficient supervision of the work, using competent skill and attention.
   6.1. The Contractor's superintendent shall be knowledgeable and completed training in

Stormwater Management & Erosion Control and OSHA construction safety.

6.2. The superintendent shall be knowledgeable of all building codes that govern the construction of the project.

6.3. The superintendent shall direct, schedule, and coordinate the work.

6.4. The superintendent is responsible for determining and supervising all temporary and permanent erection and construction sequences, techniques, means and methods.

6.5. The superintendent shall coordinate the work to ensure that all parts fit together properly and in accordance with the Contract Documents.

6.6. The superintendent shall carefully study and compare all Contract Documents and other instructions and shall at once report to the Architect (if applicable) and the District any error, inconsistency, or omission which they may discover.

Poudre School District
Board of Education Meeting Coversheet

Agenda Item:	School to Work Alliance (SWAP) Contract for 2020-2021 - REVISED
Summary:	At the last Board of Education meeting on May 12, 2020, the Board approved by unanimous vote, the School to Work Alliance (SWAP) contract. Since that approval, the contract has been revised by the State. Changes to the contract include removing "request of continuation of funds" since this process was not defined anywhere in the contract even though it will still be a required step to be taken. Also, changes included further clarification on the continuation process.
Type of Communication:	Decision Preparation
Type of Action Requested:	Contract Approval
Recommendation:	The Superintendent recommends approval of the School to Work Alliance (SWAP) revised agreement as attached and described.

ATTACHMENTS:

File Name	Description	Type
2021-0225_(160976)_(6780)_FY21_SWAP_-_Poudre_SD_R1_(1)_(1).pdf	SWAP Contract for 2020-2021 - REVISED	Cover Memo

STATE OF COLORADO
INTERGOVERNMENTAL AGREEMENT

SIGNATURE AND COVER PAGE

State Agency Colorado Department of Labor and Employment.	**Contract Number** **CMS#** **CRN:** CT KAVA 2021*0225 160976 6780
District/BOCES Poudre R1 1550, d/b/a Poudre School District R1	**Contract Performance Beginning Date** The later of the Effective Date or July 1, 2020
Contract Maximum Amount Initial Term: State Fiscal Year 2021 $593,884.00	**Initial Contract Expiration Date** June 30, 2021
	Contract Description This Intergovernmental Agreement describes the operation of the School to Work Alliance Program ("SWAP") at the District/BOCES between July 1, 2020 and September 30, 2021.

THE PARTIES HERETO HAVE EXECUTED THIS CONTRACT

Each person signing this Contract represents and warrants that he or she is duly authorized to execute this Contract and to bind the Party authorizing his or her signature.

DISTRICT/BOCES	**STATE OF COLORADO**
Poudre R1 1550, d/b/a Poudre School District R1	Jared Polis, Governor Colorado Department of Labor and Employment Joe Barela, Executive Director
_____ Christophe Febvre President Date: _____	_____ Darcy R. Kennedy, Deputy Executive Director and CFO Date: _____

In accordance with §24-30-202, C.R.S., this Contract is not valid until signed and dated below by the State Controller or an authorized delegate.

STATE CONTROLLER

Robert Jaros, CPA, MBA, JD

_____

Paulina Delora,

State Controller Delegate

Effective Date:_____

TABLE OF CONTENTS

	SIGNATURE AND COVER PAGE	1
1	PARTIES	2
2	TERM AND EFFECTIVE DATE	2
3	AUTHORITY	4
4	PURPOSE	4
5	DEFINITIONS	5
6	STATEMENT OF WORK	7
7	PAYMENTS TO THE DISTRICT/BOCES	7
8	REPORTING - NOTIFICATION	9
9	DISTRICT/BOCES RECORDS	9
10	CONFIDENTIAL INFORMATION-STATE RECORDS	10
11	CONFLICTS OF INTEREST	11
12	INSURANCE	11
13	BREACH	13
14	REMEDIES	13
15	DISPUTE RESOLUTION	15
16	NOTICES AND REPRESENTATIVES	16
17	RIGHTS IN WORK PRODUCT AND OTHER INFORMATION	16
18	GOVERNMENTAL IMMUNITY	17
19	STATEWIDE CONTRACT MANAGEMENT SYSTEM	17
20	GENERAL PROVISIONS	17
21	COLORADO SPECIAL PROVISIONS (COLORADO FISCAL RULE 3-1)	21
EXHIBIT A, STATEMENT OF WORK		22
EXHIBIT B, FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY ACT		37
EXHIBIT C, FEDERAL ASSURANCES AND CERTIFICATIONS		42
EXHIBIT D, INVOICE TEMPLATE		45
EXHIBIT E, TIMESHEET EXAMPLE		46
EXHIBIT F, STUDENT DATA TRANSPARENCY		47
EXHIBIT G, SWAP NOTICE OF CONTINUANCE		48
EXHIBIT H, EXTENSION LETTER		49

1. PARTIES

This Contract is entered into by and between the District/Board Of Cooperative Education Services named on the Signature and Cover Page for this Contract (the "District/BOCES" or "Contractor"), and the STATE OF COLORADO acting by and through the State agency named on the Signature and Cover Page for this Contract (the "State" or "CDLE"). The District/BOCES and the State agree to the terms and conditions in this Contract.

2. TERM AND EFFECTIVE DATE

A. Effective Date

This Contract shall not be valid or enforceable until the Effective Date. The State shall not be bound by any provision of this Contract before the Effective Date, and shall have no obligation to pay the District/BOCES for any Work performed or expense incurred before the Effective Date or after the expiration or sooner termination of this Contract.

B. Term

The Parties' respective performances under this Contract shall commence on the Contract Performance Beginning Date shown on the Signature and Cover Page for this Contract and

shall terminate on the Initial Contract Expiration Date shown on the Signature and Cover Page for this Contract (the "Initial Term") unless sooner terminated or further extended in accordance with the terms of this Contract.

C. Extension Terms – State's Option

The State shall have the option to extend performance under this Agreement beyond the Initial Term for two (2) successive periods of 1 year or less under the same terms specified in this Agreement (each such period is an "Extension Term"). The total duration of this Agreement, including any Extensions, shall not exceed three (3) years from its Effective Date absent prior approval from the State Chief Procurement Officer in accordance with the Colorado Procurement Code.

1. School Districts may elect to continue or discontinue SWAP participation, for a given year, while remaining within the agreement. If participation is declined by any District for a given school year, participation cannot be reestablished for the same year in which it was declined. School Districts can reestablish SWAP participation for subsequent school years by following the steps in this Section 2C., subpart 3 (a-d).

2. The District/BOCES agree to Program changes as required by SWAP administration, if any, reflected in the Exhibit H ("Extension Letter") of subsequent Extension Terms.

3. To continue or under the next agreement Extension Term:

   a. The School District must notify CDLE its intention to continue with SWAP for the upcoming year by executing and returning Exhibit G "SWAP Notice of Continuance" by January 1 in each year of the term. If no notification form is submitted by the District/BOCES, That District/BOCES will be excluded from participation in SWAP for that school year, but District/BOCES must make an election by January 1 of the next term.

   b. Upon receipt of Notification of Continuance, CDLE will meet with the District/BOCES and work collaboratively on District/BOCES budgets, forecasts and funding to determine specific participation levels for the next term.

   c. Upon completion, by June 1, if the State will exercise the option to continue SWAP participation it shall submit to the District/BOCES an Extension Letter defining the changes in policy, budgets and limits for that year, if any, in a form substantially equivalent to Exhibit H "Sample Extension Letter" attached to this Agreement.

   d. District/BOCES have until June 30th review the Extension Letter and accept/decline participation for that Extension Term.

D. End of Term Extension

If this Contract approaches the end of the Term, upon written notice to the District/BOCES as provided in **§16**, the State may unilaterally extend such Term for a period not to exceed 2 months (an "End of Term Extension"). The provisions of this Contract in effect when such notice is given shall remain in effect during the End of Term Extension. The End of Term Extension shall automatically terminate upon execution of a replacement contract or modification extending the total term of the Contract.

E. Early Termination in the Public Interest

The State is entering into this Contract to serve the public interest of the State of Colorado as determined by its Governor, General Assembly, or Courts. If this Contract ceases to further

the public interest of the State, the State, in its discretion, may terminate this Contract in whole or in part. This subsection shall not apply to a termination of this Contract by the State for breach by the District/BOCES, which shall be governed by **§14.A.i.**

i. Method and Content

The State shall notify the District/BOCES of such termination in accordance with **§16.** The notice shall specify the effective date of the termination and whether it affects all or a portion of this Contract.

ii. Obligations and Rights

Upon receipt of a termination notice for termination in the public interest, the District/BOCES shall be subject to the rights and obligations set forth in **§14.A.i.a**.

iii. Payments

If the State terminates this Contract in the public interest, the State shall pay the District/BOCES an amount equal to the percentage of the total reimbursement payable under this Contract that corresponds to the percentage of Work satisfactorily completed and accepted, as determined by the State, less payments previously made.

3. AUTHORITY

Authority to enter into this Contract exists in C.R.S. § 8-84-106 and 34 Code of Federal Regulations ("CFR") Part 361.

4. PURPOSE

The School to Work Alliance Program (or "SWAP") is a collaborative initiative between the Colorado Department of Labor and Employment's Division of Vocational Rehabilitation ("DVR") and local Colorado school districts and Boards of Cooperative Educational Services that is supported by the Colorado Department of Education ("CDE").

The purpose of SWAP is to assist students and youth with disabilities in making the transition from school to employment, provide successful employment outcomes, increase community linkages, and provide new patterns of services for students and youth with disabilities within all categories of disabilities. The program's goals include (a) building on current transition planning efforts; (b) creating a career pathway through pre-employment transition services; (c) filling the case management gap for the target population; and (d) supporting collaboration between DVR and local school districts and BOCES.

SWAP is intended to provide employment-related assistance to students and youth with disabilities who are experiencing mild to moderate barriers to employment and is not a supported employment program. SWAP provides opportunities for students and youth with disabilities to practice and improve workplace skills, consider their career interests, and obtain real world work experience that will lead to competitive integrated employment in today's high demand industries.

Students and youth with disabilities who are eligible or potentially eligible for services provided through DVR qualify to receive evaluation and diagnostic services, vocational counseling, physical and mental restoration services, and training. Additionally, SWAP may provide services such as pre-employment transition services, career exploration, career development, employment-related instruction, job development/placement, case management, one year of follow-up, and year-round community-based services.

This Contract outlines the Parties' understandings and expectations regarding the operation of SWAP at the District/BOCES during the Term of this Contract.

5. DEFINITIONS

The following terms shall be construed and interpreted as follows:

A. "**Business Day**" means any day in which the State is open and conducting business, but shall not include Saturday, Sunday or any day on which the State observes one of the holidays listed in §24-11-101(1), C.R.S.

B. "**Chief Procurement Officer**" means the individual to whom the Executive Director has delegated his or her authority pursuant to §24-102-202 to procure or supervise the procurement of all supplies and services needed by the State.

C. "**CJI**" means criminal justice information collected by criminal justice agencies needed for the performance of their authorized functions, including, without limitation, all information defined as criminal justice information by the U.S. Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Security Policy, as amended and all Criminal Justice Records as defined under §24-72-302, C.R.S.

D. "**Contract**" means this agreement, including all attached Exhibits, all documents incorporated by reference, all referenced statutes, rules and cited authorities, and any future modifications thereto.

E. "**Contract Funds**" means the funds that have been appropriated, designated, encumbered, or otherwise made available for payment by the State under this Contract.

F. **"CORA"** means the Colorado Open Records Act, §§24-72-200.1, *et. seq.*, C.R.S.

G. **"End of Term Extension"** means the time period defined in **§2.C**

H. **"Effective Date"** means the date on which this Contract is approved and signed by the Colorado State Controller or designee, as shown on the Signature and Cover Page for this Contract.

I. "**Exhibits**" means the following exhibits attached to this Contract:
   i. **Exhibit A**, Statement of Work.
   ii. **Exhibit B,** Federal Funding Accountability and Transparency Act.
   iii. **Exhibit C,** Federal Assurances and Certifications
   iv. **Exhibit D,** Invoice Template
   v. **Exhibit E,** Timesheet Example
   vi. **Exhibit F,** Student Date Transparency

J. "**Goods**" means any movable material acquired, produced, or delivered by the District/BOCES as set forth in this Contract and shall include any movable material acquired, produced, or delivered by the District/BOCES in connection with the Services.

K. **"Individual Progress Report (IPR)** should be completed on all potentially eligible and eligible participants listed on the Monthly Program Report (MPR) who received a contracted service. Individual progress reports should contain pertinent information about interactions and work with students and youth with disabilities and describe progress toward developing a career pathway and/or the identified vocational goal in the IPE. Clients who are eligible should receive services as prescribed in the Individualized Plan for Employment (IPE).

L. **"Incident"** means any accidental or deliberate event that results in or constitutes an imminent threat of the unauthorized access, loss, disclosure, modification, disruption, or destruction of any communications or information resources of the State, which are included as part of the Work, as described in §§24-37.5-401 et. seq. C.R.S. Incidents include, without limitation (i) successful attempts to gain unauthorized access to a State system or State Information regardless of where such information is located; (ii) unwanted disruption or denial of service; (iii) the unauthorized use of a State system for the processing or storage of data.

M. **"Initial Term"** means the time period defined in **§2.B**

N. **"Monthly Program Report"** (MPR) records those potentially eligible and eligible SWAP participants during a given reporting period who received services and which services were received. Used to link direct service provision to reimbursement back to the District/BOCES and required reporting requirements for Rehabilitation Services Administration.

O. "**Party**" means the State or the District/BOCES, and "Parties" means both the State and the District/BOCES.

P. "**PII**" means personally identifiable information including, without limitation, any information maintained by the State about an individual that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name, or biometric records; and any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information. PII includes, but is not limited to, all information defined as personally identifiable information in §24-72-501, C.R.S

Q. "**PHI**" means any protected health information, including, without limitation any information whether oral or recorded in any form or medium: **(i)** that relates to the past, present or future physical or mental condition of an individual; the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual; and **(ii)** that identifies the individual or with respect to which there is a reasonable basis to believe the information can be used to identify the individual. PHI includes, but is not limited to, any information defined as Individually Identifiable Health Information by the federal Health Insurance Portability and Accountability Act.

R. "**Services**" means the services to be performed by the District/BOCES as set forth in this Contract, and shall include any services to be rendered by the District/BOCES in connection with the Goods.

S. **"State Confidential Information"** means any and all State Records not subject to disclosure under CORA. State Confidential Information shall include, but is not limited to, PII, PHI, PCI, Tax Information, CJI, and State personnel records not subject to disclosure under CORA.

T. **"State Fiscal Rules"** means that fiscal rules promulgated by the Colorado State Controller pursuant to §24-30-202(13)(a), C.R.S.

U. **"State Fiscal Year"** means a 12 month period beginning on July 1 of each calendar year and ending on June 30 of the following calendar year. If a single calendar year follows the term, then it means the State Fiscal Year ending in that calendar year.

V. **"State Records"** means any and all State data, information, and records, regardless of physical form, including, but not limited to, information subject to disclosure under CORA.

W. "**Subcontractor**" means third-parties, if any, engaged by the District/BOCES to aid in performance of the Work.

X. "**Tax Information**" means federal and State of Colorado tax information including, without limitation, federal and State tax returns, return information, and such other tax-related information as may be protected by federal and State law and regulation. Tax Information includes, but is not limited to all information defined as federal tax information in Internal Revenue Service Publication 1075.

Y. "**Work**" means the Goods delivered and Services performed pursuant to this Contract.

Z. "**Work Product**" means the tangible and intangible results of the Work, whether finished or unfinished, including drafts. Work Product includes, but is not limited to, documents, text, software (including source code), research, reports, proposals, specifications, plans, notes, studies, data, images, photographs, negatives, pictures, drawings, designs, models, surveys, maps, materials, ideas, concepts, know-how, and any other results of the Work. "Work Product" does not include any material that was developed prior to the Effective Date that is used, without modification, in the performance of the Work.

Any other term used in this Contract that is defined in an Exhibit shall be construed and interpreted as defined in that Exhibit.

6. STATEMENT OF WORK

The District/BOCES shall complete the Work as described in this Contract and in accordance with the provisions of Exhibit A. The State shall have no liability to compensate the District/BOCES for the delivery of any goods or the performance of any services that are not specifically set forth in this Contract.

7. PAYMENTS TO THE DISTRICT/BOCES

A. Maximum Amount

Payments to the District/BOCES are limited to the unpaid, obligated balance of the Contract Funds.The State shall not pay the District/BOCES any amount under this Contract that exceeds the Contract Maximum for that State Fiscal Year shown on the Signature and Cover Page for this Contract.

B. Payment Procedures

i. Invoices and Payment

a. The State shall pay the District/BOCES in the amounts and in accordance with the schedule and other conditions set forth in Exhibit A.

b. The District/BOCES shall initiate payment requests by invoice to the State, in accordance with the schedule and other conditions set forth in Exhibits A and E including an expenditure report, time and effort for educators and education staff when applicable and the MPR.

c. The State shall pay each invoice within 45 days following the State's receipt of that invoice, so long as the amount invoiced correctly represents Work completed by the District/BOCES and previously accepted by the State during the term that the invoice covers. If the State determines that the amount of any invoice is not correct, then the District/BOCES shall make all changes necessary to correct that invoice.

d. The acceptance of an invoice shall not constitute acceptance of any Work performed or deliverables provided under this Contract.

ii. Interest

Amounts not paid by the State within 45 days after the State's acceptance of the invoice shall bear interest on the unpaid balance beginning on the 45th day at the rate of 1% per month, as required by §24-30-202(24) (a), C.R.S., until paid in full; provided, however, that interest shall not accrue on unpaid amounts that the State disputes in writing. The District/BOCES shall invoice the State separately for accrued interest on delinquent amounts, and the invoice shall reference the delinquent payment, the number of day's interest to be paid and the interest rate.

iii. Payment Disputes

If the District/BOCES disputes any calculation, determination or amount of any payment, the District/BOCES shall notify the State in writing of its dispute within 30 days following the earlier to occur of the District/BOCES's receipt of the payment or notification of the determination or calculation of the payment by the State. The State will review the information presented by the District/BOCES and may make changes to its determination based on this review. The calculation, determination or payment amount that results from the State's review shall not be subject to additional dispute under this subsection. No payment subject to a dispute under this subsection shall be due until after the State has concluded its review, and the State shall not pay any interest on any amount during the period it is subject to dispute under this subsection.

iv. Available Funds-Contingency-Termination

The State is prohibited by law from making commitments beyond the term of the current State Fiscal Year. Payment to the District/BOCES beyond the current State Fiscal Year is contingent on the appropriation and continuing availability of Contract Funds in any subsequent year (as provided in the Colorado Special Provisions). If federal funds or funds from any other non-State funds constitute all or some of the Contract Funds the State's obligation to pay the District/BOCES shall be contingent upon such non-State funding continuing to be made available for payment. Payments to be made pursuant to this Contract shall be made only from Contract Funds, and the State's liability for such payments shall be limited to the amount remaining of such Contract Funds. If State, federal or other funds are not appropriated, or otherwise become unavailable to fund this Contract, the State may, upon written notice, terminate this Contract, in whole or in part, without incurring further liability. The State shall, however, remain obligated to pay for Services and Goods that are delivered and accepted prior to the effective date of notice of termination, and this termination shall otherwise be treated as if this Contract were terminated in the public interest as described in **§2.D**.

v. Erroneous Payments

The State may recover, at the State's discretion, payments made to the District/BOCES in error for any reason, including, but not limited to, overpayments or improper payments, and unexpended or excess funds received by the District/BOCES. The State may recover such payments by deduction from subsequent payments under this Contract, deduction from any payment due under any other contracts, grants or

agreements between the State and Contractor, or by any other appropriate method for collecting debts owed to the State.

8. REPORTING - NOTIFICATION

A. Monthly Program and Individual Progress Reports.

The District/BOCES shall submit written Monthly Program Reports, Individual Progress Reports and bi-annual surveys/reports in accordance with the deadlines and other terms set forth in Exhibit A.

B. Litigation Reporting

If the District/BOCES is served with a pleading or other document in connection with an action before a court or other administrative decision making body, and such pleading or document relates to this Contract or may affect the District/BOCES's ability to perform its obligations under this Contract, the District/BOCES shall, within 10 days after being served, notify the State of such action and deliver copies of such pleading or document to the State's principal representative identified in **§16**.

9. CONTRACTOR RECORDS

A. Maintenance

The District/BOCES shall maintain a file of all documents, records, communications, notes and other materials relating to the Work (the "Contractor Records"). Contractor Records shall include all documents, records, communications, notes and other materials maintained by the District/BOCES that relate to any Work performed by Subcontractors, and the District/BOCES shall maintain all records related to the Work performed by Subcontractors required to ensure proper performance of that Work. The District/BOCES shall maintain Contractor Records until the last to occur of: **(i)** the date 6 years after the date this Contract expires or is terminated, **(ii)** final payment under this Contract is made, **(iii)** the resolution of any pending Contract matters, or **(iv)** if an audit is occurring, or the District/BOCES has received notice that an audit is pending, the date such audit is completed and its findings have been resolved (the "Record Retention Period").

B. Inspection

The District/BOCES shall permit the State to audit, inspect, examine, excerpt, copy and transcribe the District/BOCES Records during the Record Retention Period. The District/BOCES shall make the District/BOCES Records available during normal business hours at the District/BOCES's office or place of business, or at other mutually agreed upon times or locations, upon no fewer than 2 Business Days' notice from the State, unless the State determines that a shorter period of notice, or no notice, is necessary to protect the interests of the State.

C. Monitoring

The State, in its discretion, may monitor the District/BOCES's performance of its obligations under this Contract using procedures as determined by the State. The State shall monitor the District/BOCES's performance in a manner that does not unduly interfere with the District/BOCES's performance of the Work.

D. Final Audit Report

The District/BOCES shall promptly submit to the State a copy of any final audit report of an audit performed on the District/BOCES records that relates to or affects this Contract or the Work, whether the audit is conducted by the District/BOCES or a third party.

10. CONFIDENTIAL INFORMATION-STATE RECORDS

A. Confidentiality

The District/BOCES shall keep confidential, and cause all Subcontractors to keep confidential, all State Records, unless those State Records are publicly available. The District/BOCES shall not, without prior written approval of the State, use, publish, copy, disclose to any third party, or permit the use by any third party of any State Records, except as otherwise stated in this Contract, permitted by law or approved in Writing by the State. The District/BOCES shall provide for the security of all State Confidential Information in accordance with all policies promulgated by the Colorado Office of Information Security and all applicable laws, rules, policies, publications, and guidelines including, without limitation: **(i)** the most recently promulgated IRS Publication 1075 for all Tax Information, **(ii)** the most recently updated PCI Data Security Standard from the PCI Security Standards Council for all PCI, **(iii)** the most recently issued version of the U.S. Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Security Policy for all CJI, and **(iv)** the Family Educational Rights and Privacy Act (FERPA) for all State confidential Information. The District/BOCES shall immediately forward any request or demand for State Records to the State's principal representative. Other Entity Access and Nondisclosure Agreements.

The District/BOCES may provide State Records to its agents, employees, assigns and Subcontractors as necessary to perform the Work, but shall restrict access to State Confidential Information to those agents, employees, assigns and Subcontractors who require access to perform their obligations under this Contract. The District/BOCES shall ensure all such agents, employees, assigns, and Subcontractors sign agreements containing nondisclosure provisions at least as protective as those in this Contract, and that the nondisclosure provisions are in force at all times the agent, employee, assign or Subcontractor has access to any State Confidential Information. The District/BOCES shall provide copies of those signed nondisclosure provisions to the State upon execution of the nondisclosure provisions."

B. Use, Security, and Retention

The District/BOCES shall use, hold and maintain State Confidential Information in compliance with any and all applicable laws and regulations in facilities located within the United States, and shall maintain a secure environment that ensures confidentiality of all State Confidential Information wherever located. The District/BOCES shall provide the State with access, subject to the District/BOCES's reasonable security requirements, for purposes of inspecting and monitoring access and use of State Confidential Information and evaluating security control effectiveness. Upon the expiration or termination of this Contract, the District/BOCES shall return State Records provided to the District/BOCES or destroy such State Records and certify to the State that it has done so, as directed by the State. If the District/BOCES is prevented by law or regulation from returning or destroying State

Confidential Information, the District/BOCES warrant it will guarantee the confidentiality of, and cease to use, such State Confidential Information.

C. Incident Notice and Remediation

If the District/BOCES becomes aware of any Incident, it shall notify the State immediately and cooperate with the State regarding recovery, remediation, and the necessity to involve law enforcement, as determined by the State. Unless the District/BOCES can establish that none of the District/BOCES or any of its agents, employees, assigns or Subcontractors are the cause or source of the Incident, the District/BOCES shall be responsible for the cost of notifying each person who may have been impacted by the Incident. After an Incident, the District/BOCES shall take steps to reduce the risk of incurring a similar type of Incident in the future as directed by the State, which may include, but is not limited to, developing and implementing a remediation plan that is approved by the State at no additional cost to the State.

11. CONFLICTS OF INTEREST

A. Actual Conflicts of Interest

The District/BOCES shall not engage in any business or activities, or maintain any relationships that conflict in any way with the full performance of the obligations of the District/BOCES under this Contract. Such a conflict of interest would arise when a District/BOCES or Subcontractor's employee, officer or agent were to offer or provide any tangible personal benefit to an employee of the State, or any member of his or her immediate family or his or her partner, related to the award of, entry into or management or oversight of this Contract.

B. Apparent Conflicts of Interest

The District/BOCES acknowledges that, with respect to this Contract, even the appearance of a conflict of interest shall be harmful to the State's interests. Absent the State's prior written approval, the District/BOCES shall refrain from any practices, activities or relationships that reasonably appear to be in conflict with the full performance of the District/BOCES's obligations under this Contract.

C. Disclosure to the State

If a conflict or the appearance of a conflict arises, or if the District/BOCES is uncertain whether a conflict or the appearance of a conflict has arisen, the District/BOCES shall submit to the State a disclosure statement setting forth the relevant details for the State's consideration. Failure to promptly submit a disclosure statement or to follow the State's direction in regard to the actual or apparent conflict constitutes a breach of this Contract.

12. INSURANCE

The District/BOCES shall obtain and maintain, and ensure that each Subcontractor shall obtain and maintain, insurance as specified in this section at all times during the term of this Contract. All insurance policies required by this Contract that are not provided through self-insurance shall be issued by insurance companies as approved by the state.

A. The District/BOCES Insurance

The District/BOCES is a "public entity" within the meaning of the Colorado Governmental Immunity Act, §24-10-101, *et seq.*, C.R.S. (the "GIA") and shall maintain at all times during

the term of this Contract such liability insurance, by commercial policy or self-insurance, as is necessary to meet its liabilities under the GIA.

B. Subcontractor Requirements

The District/BOCES shall ensure that each Subcontractor that is a public entity within the meaning of the GIA, maintains at all times during the terms of this Contract, such liability insurance, by commercial policy or self-insurance, as is necessary to meet the Subcontractor's obligations under the GIA. The District/BOCES shall ensure that each Subcontractor that is not a public entity within the meaning of the GIA, maintains at all times during the terms of this Contract all of the following insurance policies:

i. Workers' Compensation

Workers' compensation insurance as required by state statute, and employers liability insurance covering all the District/BOCES or Subcontractor employees acting within the course and scope of their employment.

ii. General Liability

Commercial general liability insurance covering premises operations, fire damage, independent contractors, products and completed operations, blanket contractual liability, personal injury, and advertising liability with minimum limits as follows:

a. $1,000,000 each occurrence;

b. $1,000,000 general aggregate;

c. $1,000,000 products and completed operations aggregate; and

d. $50,000 any 1 fire.

iii. Automobile Liability

Automobile liability insurance covering any auto (including owned, hired and nonowned autos) with a minimum limit of $1,000,000 each accident combined single limit.

C. Additional Insured

The State shall be named as additional insured on all commercial general liability policies (leases and construction contracts require additional insured coverage for completed operations) required of the District/BOCES and Subcontractors.

D. Primacy of Coverage

Coverage required of the District/BOCES and each Subcontractor shall be primary over any insurance or self-insurance program carried by the District/BOCES or the State.

E. Cancellation

All commercial insurance policies shall include provisions preventing cancellation or non-renewal, except for cancellation based on non-payment of premiums, without at least 30 days prior notice to the District/BOCES and the District/BOCES shall forward such notice to the State in accordance with **§16** within 7 days of the District/BOCES's receipt of such notice.

F. Subrogation Waiver

All commercial insurance policies secured or maintained by the District/BOCES or its Subcontractors in relation to this Contract shall include clauses stating that each carrier shall waive all rights of recovery under subrogation or otherwise against the District/BOCES or the State, its agencies, institutions, organizations, officers, agents, employees, and volunteers.

G. Certificates

For each commercial insurance plan provided by the District/BOCES under this Contract, the District/BOCES shall provide to the State certificates evidencing the District/BOCES's insurance coverage required in this Contract within 7 Business Days following the Effective Date. The District/BOCES shall provide to the State certificates evidencing Subcontractor insurance coverage required under this Contract within 7 Business Days following the Effective Date, except that, if the District/BOCES's subcontract is not in effect as of the Effective Date, the District/BOCES shall provide to the State certificates showing Subcontractor insurance coverage required under this Contract within 7 Business Days following the District/BOCES's execution of the subcontract. No later than 15 days before the expiration date of the District/BOCES's or any Subcontractor's coverage, the District/BOCES shall deliver to the State certificates of insurance evidencing renewals of coverage. At any other time during the term of this Contract, upon request by the State, the District/BOCES shall, within 7 Business Days following the request by the State, supply to the State evidence satisfactory to the State of compliance with the provisions of this **§12**.

13. BREACH

A. Defined

The failure of a Party to perform any of its obligations in accordance with this Contract, in whole or in part or in a timely or satisfactory manner, shall be a breach.

B. Notice and Cure Period

In the event of a breach, the aggrieved Party shall give written notice of breach to the other Party. If the notified Party does not cure the breach, at its sole expense, within 30 days after the delivery of written notice, the Party may exercise any of the remedies as described in **§14** for that Party. Notwithstanding any provision of this Contract to the contrary, the State, in its discretion, need not provide notice or a cure period and may immediately terminate this Contract in whole or in part or institute any other remedy in this Contract in order to protect the public interest of the State.

14. REMEDIES

A. State's Remedies

If the District/BOCES is in breach under any provision of this Contract and fails to cure such breach, the State, following the notice and cure period set forth in **§13.B.,** shall have all of the remedies listed in this **§14.A.** in addition to all other remedies set forth in this Contract or at law. The State may exercise any or all of the remedies available to it, in its discretion, concurrently or consecutively.

i. Termination for Breach

In the event of the District/BOCES's uncured breach, the State may terminate this entire Contract or any part of this Contract. The District/BOCES shall continue performance of this Contract to the extent not terminated, if any.

a. Obligations and Rights

To the extent specified in any termination notice, the District/BOCES shall not incur further obligations or render further performance past the effective date of such notice, and shall terminate outstanding orders and subcontracts with third parties. However, the District/BOCES shall complete and deliver to the State all Work not cancelled by the termination notice, and may incur obligations as necessary to do so within this Contract's terms. At the request of the State, the District/BOCES shall assign to the State all of the District/BOCES's rights, title, and interest in and to such terminated orders or subcontracts. Upon termination, the District/BOCES shall take timely, reasonable and necessary action to protect and preserve property in the possession of the District/BOCES but in which the State has an interest. At the State's request, the District/BOCES shall return materials owned by the State in the District/BOCES's possession at the time of any termination. The District/BOCES shall deliver all completed Work Product and all Work Product that was in the process of completion to the State at the State's request.

b. Payments

Notwithstanding anything to the contrary, the State shall only pay the District/BOCES for accepted Work received as of the date of termination. If, after termination by the State, the State agrees that the District/BOCES was not in breach or that the District/BOCES's action or inaction was excusable, such termination shall be treated as a termination in the public interest, and the rights and obligations of the Parties shall be as if this Contract had been terminated in the public interest under **§2.DD**.

c. Damages and Withholding

Notwithstanding any other remedial action by the State, the District/BOCES shall remain liable to the State for any damages sustained by the State in connection with any breach by the District/BOCES, and the State may withhold payment to the District/BOCES for the purpose of mitigating the State's damages until such time as the exact amount of damages due to the State from the District/BOCES is determined. The State may withhold any amount that may be due the District/BOCES as the State deems necessary to protect the State against loss including, without limitation, loss as a result of outstanding liens and excess costs incurred by the State in procuring from third parties replacement Work as cover.

ii. Remedies Not Involving Termination

The State, in its discretion, may exercise one or more of the following additional remedies:

a. Suspend Performance

Suspend the District/BOCES's performance with respect to all or any portion of the Work pending corrective action as specified by the State without entitling the District/BOCES to an adjustment in price or cost or an adjustment in the performance schedule. The District/BOCES shall promptly cease performing Work and incurring costs in accordance with the State's directive, and the State

shall not be liable for costs incurred by the District/BOCES after the suspension of performance.

b. Withhold Payment

Withhold payment to the District/BOCES until the District/BOCES corrects its Work.

c. Deny Payment

Deny payment for Work not performed, or that due to the District/BOCES's actions or inactions, cannot be performed or if they were performed are reasonably of no value to the State; provided, that any denial of payment shall be equal to the value of the obligations not performed.

d. Removal

Demand immediate removal of any of the District/BOCES's employees, agents, or Subcontractors from the Work whom the State deems incompetent, careless, insubordinate, unsuitable, or otherwise unacceptable or whose continued relation to this Contract is deemed by the State to be contrary to the public interest or the State's best interest.

e. Intellectual Property

If any Work infringes, or if the State in its sole discretion determines that any Work is likely to infringe, a patent, copyright, trademark, trade secret or other intellectual property right, the District/BOCES shall, as approved by the State **(i)** secure that right to use such Work for the State and Contractor; **(ii)** replace the Work with non-infringing Work or modify the Work so that it becomes noninfringing; or, **(iii)** remove any infringing Work and refund the amount paid for such Work to the State.

B. The District/BOCES's Remedies

If the State is in breach of any provision of this Contract and does not cure such breach, the District/BOCES, following the notice and cure period in **§13.B** and the dispute resolution process in **§15** shall have all remedies available at law and equity.

15. DISPUTE RESOLUTION

A. Initial Resolution

Except as herein specifically provided otherwise, disputes concerning the performance of this Contract which cannot be resolved by the designated Contract representatives shall be referred in writing to a senior departmental management staff member designated by the State and a senior manager designated by the District/BOCES for resolution.

B. Resolution of Controversies

If the initial resolution described in **§15.A** fails to resolve the dispute within 10 Business Days, the District/BOCES shall submit any alleged breach of this Contract by the State to the Procurement Official of CDLE as described in §24-101-301(30), C.R.S. following the same resolution of controversies process as described in §§24-106-109, 24-109-101.1, 24-109-101.5, 24-109-106, 24-109-107, 24-109-201 through 24-109-206, and 24-109-501 through 24-109-505, C.R.S., (the "Resolution Statutes"), except that if the District/BOCES wishes to challenge any decision rendered by the Procurement Official, the District/BOCES's

challenge shall be an appeal to the executive director of the Department of Personnel and Administration, or their delegate, in the same manner as described in the Resolution Statutes before the District/BOCES pursues any further action as permitted by such statutes. Except as otherwise stated in this Section, all requirements of the Resolution Statutes shall apply including, without limitation, time limitations regardless of whether the Colorado Procurement Code applies to this Contract.

16. NOTICES AND REPRESENTATIVES

Each individual identified below shall be the principal representative of the designating Party. All notices required or permitted to be given under this Contract shall be in writing, and shall be delivered **(A)** by hand with receipt required, **(B)** by certified or registered mail to such Party's principal representative at the address set forth below or **(C)** as an email with read receipt requested to the principal representative at the email address, if any, set forth below. If a Party delivers a notice to another through email and the email is undeliverable, then, unless the Party has been provided with an alternate email contact, the Party delivering the notice shall deliver the notice by hand with receipt required or by certified or registered mail to such Party's principal representative at the address set forth below. Either Party may change its principal representative or principal representative contact information by notice submitted in accordance with this **§16** without a formal amendment to this Contract. Unless otherwise provided in this Contract, notices shall be effective upon delivery of the written notice.

For the State:	**For the District/BOCES:**
Darcy R Kennedy	Christophe Febvre
Deputy Excutive Director and CFO: Division of Vocational Rehabilitation	President
Colorado Dept. of Labor and Employment	Poudre R1 1550, d/b/a Poudre School District R1
633 17th Street, Suite 1500	2407 Laport Ave.
Denver, CO 80202	Fort Collins, CO. 80521
darcy.kennedy@state.co.us 303-318-8000 <u>With a copy to:</u> Scott Evans, Purchasing Director Colorado Dept. of Labor and Employment 633 17th Street, 11th Floor Denver, CO 80202 303-318-8054 Scott.evans@state.co.us	cfebvre@psdschools.org 970-482-7420

17. RIGHTS IN WORK PRODUCT AND OTHER INFORMATION

A. Work Product

The District/BOCES assigns to the State and its successors and assigns, the entire right, title, and interest in and to all causes of action, either in law or in equity, for past, present, or future infringement of intellectual property rights related to the Work Product and all works based on, derived from, or incorporating the Work Product. Whether or not the District/BOCES is under contract with the State at the time, the District/BOCES shall execute applications,

assignments, and other documents, and shall render all other reasonable assistance requested by the State, to enable the State to secure patents, copyrights, licenses and other intellectual property rights related to the Work Product. To the extent that Work Product would fall under the definition of "works made for hire" under 17 U.S.C.S. §101, the Parties intend the Work Product to be a work made for hire.

B. Exclusive Property of the State

Except to the extent specifically provided elsewhere in this Contract, any pre-existing State Records, State software, research, reports, studies, photographs, negatives or other documents, drawings, models, materials, data and information shall be the exclusive property of the State (collectively, "State Materials"). The District/BOCES shall not use, willingly allow, cause or permit Work Product or State Materials to be used for any purpose other than the performance of the District/BOCES's obligations in this Contract without the prior written consent of the State. Upon termination of this Contract for any reason, the District/BOCES shall provide all Work Product and State Materials to the State in a form and manner as directed by the State.

18. GOVERNMENTAL IMMUNITY

Liability for claims for injuries to persons or property arising from the negligence of the Parties, their departments, boards, commissions committees, bureaus, offices, employees and officials shall be controlled and limited by the provisions of the GIA; the Federal Tort Claims Act, 28 U.S.C. Pt. VI, Ch. 171 and 28 U.S.C. 1346(b), and the State's risk management statutes, §§24-30-1501, *et seq.*, C.R.S.

19. STATEWIDE CONTRACT MANAGEMENT SYSTEM

If the maximum amount payable to the District/BOCES under this Contract is $100,000 or greater, either on the Effective Date or at any time thereafter, this **§19** shall apply. The District/BOCES agrees to be governed by and comply with the provisions of §24-106-103, §24-102-206, §24-106-106, and §24-106-107, C.R.S. regarding the monitoring of vendor performance and the reporting of contract performance information in the State's contract management system ("Contract Management System" or "CMS"). The District/BOCES's performance shall be subject to evaluation and review in accordance with the terms and conditions of this Contract, Colorado statutes governing CMS, and State Fiscal Rules and State Controller policies.

20. GENERAL PROVISIONS

A. Assignment

The District/BOCES's rights and obligations under this Contract are personal and may not be transferred or assigned without the prior, written consent of the State. Any attempt at assignment or transfer without such consent shall be void. Any assignment or transfer of the District/BOCES's rights and obligations approved by the State shall be subject to the provisions of this Contract

B. Subcontracts

The District/BOCES shall not enter into any subcontract in connection with its obligations under this Contract without the prior, written approval of the State. The District/BOCES shall submit to the State a copy of each such subcontract upon request by the State. All subcontracts entered into by the District/BOCES in connection with this Contract shall comply with all applicable federal and state laws and regulations, shall provide that they are

governed by the laws of the State of Colorado, and shall be subject to all provisions of this Contract.

C. Binding Effect

Except as otherwise provided in **§20.A.**, all provisions of this Contract, including the benefits and burdens, shall extend to and be binding upon the Parties' respective successors and assigns.

D. Authority

Each Party represents and warrants to the other that the execution and delivery of this Contract and the performance of such Party's obligations have been duly authorized.

E. Captions and References

The captions and headings in this Contract are for convenience of reference only, and shall not be used to interpret, define, or limit its provisions. All references in this Contract to sections (whether spelled out or using the § symbol), subsections, exhibits or other attachments, are references to sections, subsections, exhibits or other attachments contained herein or incorporated as a part hereof, unless otherwise noted.

F. Counterparts

This Contract may be executed in multiple, identical, original counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

G. Entire Understanding

This Contract represents the complete integration of all understandings between the Parties related to the Work, and all prior representations and understandings related to the Work, oral or written, are merged into this Contract. Prior or contemporaneous additions, deletions, or other changes to this Contract shall not have any force or effect whatsoever, unless embodied herein.

H. Jurisdiction and Venue

All suits or actions related to this Contract shall be filed and proceedings held in the State of Colorado and exclusive venue shall be in the City and County of Denver.

I. Modification

Except as otherwise provided in this Contract, any modification to this Contract shall only be effective if agreed to in a formal amendment to this Contract, properly executed and approved in accordance with applicable Colorado State law and State Fiscal Rules. Modifications permitted under this Contract, other than contract amendments, shall conform to the policies issued by the Colorado State Controller.

J. Statutes, Regulations, Fiscal Rules, and Other Authority.

Any reference in this Contract to a statute, regulation, State Fiscal Rule, fiscal policy or other authority shall be interpreted to refer to such authority then current, as may have been changed or amended since the Effective Date of this Contract.

K. Order of Precedence

In the event of a conflict or inconsistency between this Contract and any Exhibits or attachment such conflict or inconsistency shall be resolved by reference to the documents in the following order of priority:

i. Exhibit B, The Federal Funding Accountability and Transparency Act of 2006.

ii. Exhibit C, Federal Assurances and Certifications.

iii. Colorado Special Provisions in **§20.T** of the main body of this Contract.

iv. The provisions of the other sections of the main body of this Contract.

v. Exhibit A, Statement of Work.

L. Severability

The invalidity or unenforceability of any provision of this Contract shall not affect the validity or enforceability of any other provision of this Contract, which shall remain in full force and effect, provided that the Parties can continue to perform their obligations under this Contract in accordance with the intent of this Contract.

M. Survival of Certain Contract Terms

Any provision of this Contract that imposes an obligation on a Party after termination or expiration of the Contract shall survive the termination or expiration of this Contract and shall be enforceable by the other Party.

N. Taxes

The State is exempt from federal excise taxes under I.R.C. Chapter 32 (26 U.S.C., Subtitle D, Ch. 32) (Federal Excise Tax Exemption Certificate of Registry No. 84-730123K) and from State and local government sales and use taxes under §§39-26-704(1), *et seq.*, C.R.S. (Colorado Sales Tax Exemption Identification Number 98-02565). The State shall not be liable for the payment of any excise, sales, or use taxes, regardless of whether any political subdivision of the state imposes such taxes on the District/BOCES. The District/BOCES shall be solely responsible for any exemptions from the collection of excise, sales or use taxes that the District/BOCES may wish to have in place in connection with this Contract.

O. Third Party Beneficiaries

Except for the Parties' respective successors and assigns described in **§20.A.,** this Contract does not and is not intended to confer any rights or remedies upon any person or entity other than the Parties. Enforcement of this Contract and all rights and obligations hereunder are reserved solely to the Parties. Any services or benefits which third parties receive as a result of this Contract are incidental to this Contract, and do not create any rights for such third parties.

P. Waiver

A Party's failure or delay in exercising any right, power, or privilege under this Contract, whether explicit or by lack of enforcement, shall not operate as a waiver, nor shall any single or partial exercise of any right, power, or privilege preclude any other or further exercise of such right, power, or privilege.

Q. CORA Disclosure

To the extent not prohibited by federal law, this Contract and the performance measures and standards required under §24-106-107, C.R.S., if any, are subject to public release through the CORA.

R. Standard and Manner of Performance

The District/BOCES shall perform its obligations under this Contract in accordance with the highest standards of care, skill and diligence in the District/BOCES's industry, trade, or profession.

S. Licenses, Permits, and Other Authorizations.

The District/BOCES shall secure, prior to the Effective Date, and maintain at all times during the term of this Contract, at its sole expense, all licenses, certifications, permits, and other authorizations required to perform its obligations under this Contract, and shall ensure that all employees, agents and Subcontractors secure and maintain at all times during the term of their employment, agency or subcontract, all license, certifications, permits and other authorizations required to perform their obligations in relation to this Contract.

T. Nondiscrimination

The District/BOCES shall comply with all applicable federal, state and local laws, ordinances, executive orders, and regulations that prohibit discrimination on the basis of race, color, national origin, religion, and sex, including but not limited to: Title VI of the Civil Rights Act of 1964, as amended (P.L. 88-352), 42 U.S.C. § 2000d *et seq.*, and Title VII of the Civil Rights Act of 1964, as amended. Unless required by federal law or regulation, employers may not automatically bar applicants or employees with an arrest or conviction record from employment.

U. Criminal Background Checks

The District/BOCES shall ensure that all employees, and all Subcontractors' employees, have passed comprehensive criminal background checks prior to performing Work under this Contract.

V. Section 508 Compliance

By signing this Contract, the District/BOCES expressly agrees and certifies that all electronic and information technology deliverables under this Contract shall comply with Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. 794 (d); 36 CFR Part 1194) and the Access Board Standards. Section 508 requires that accessibility for people with disabilities is incorporated into all electronic and information technology developed, procured and maintained under contracts. The District/BOCES shall: (1) upon request, provide the State with its accessibility testing results and written documentation verifying accessibility; (2) promptly respond to and resolve accessibility complaints; and (3) indemnify and hold the State harmless in the event of claims arising from inaccessibility.

W. Governor's Executive Orders for Greening of State Government

Pursuant to Colorado Governor's Executive Order D-2015-013, the State is committed to taking a leadership position in the areas of energy and water efficiency, petroleum reduction, greenhouse gas emissions reduction, and environmental preferable purchasing, that affect the health and well-being of Colorado citizens. During the term of this Contract, the State encourages the District/BOCES and its Subcontractors to consider environmental factors in all

business and purchasing decisions and to consider giving preference to products and services that have a lesser or reduced effect on human health and the environment

The Office of the State Controller has implemented a policy to pay vendors via Electronic Funds Transfers (EFT) as part of these greening efforts.

a. Reimbursement back to districts/BOCES will happen through issuing direct deposit payments to vendors without the need for a paper warrant (check).

X. External Communications and Use of Logos

Contractor shall obtain the written approval of CDLE's Government Policy and Public Relations ("GPPR") Office before making any external communications, whether digital or print, pertaining to this Contract. Examples of external communications include, but are not limited to, news releases, advertising or marketing materials, or any other form of brochures, newsletters, flyers, handbooks, etc. The District/BOCES shall not use any logos, trademarks, or slogans of CDLE, or any of CDLE's divisions or programs, without the prior written approval of CDLE's GPPR Office.

21. COLORADO SPECIAL PROVISIONS (COLORADO FISCAL RULE 3-1)

These Special Provisions apply to all contracts except where noted in italics.

A. CONTROLLER'S APPROVAL. §24-30-202(1), C.R.S.

This Contract shall not be valid until it has been approved by the Colorado State Controller or designee.

B. FUND AVAILABILITY. §24-30-202(5.5), C.R.S.

Financial obligations of the State payable after the current State Fiscal Year are contingent upon funds for that purpose being appropriated, budgeted, and otherwise made available.

C. GOVERNMENTAL IMMUNITY.

No term or condition of this Contract shall be construed or interpreted as a waiver, express or implied, of any of the immunities, rights, benefits, protections, or other provisions, of the Colorado Governmental Immunity Act, §24-10-101, *et seq.*, C.R.S., or the Federal Tort Claims Act, 28 U.S.C. Pt. VI, Ch. 171 and 28 U.S.C. 1346(b).

D. INDEPENDENT CONTRACTOR

Contractor shall perform its duties hereunder as an independent contractor and not as an employee. Neither the District/BOCES nor any agent or employee of the District/BOCES shall be deemed to be an agent or employee of the State. The District/BOCES and its employees and agents are not entitled to unemployment insurance or workers compensation benefits through the State and the State shall not pay for or otherwise provide such coverage for the District/BOCES or any of its agents or employees. Unemployment insurance benefits will be available to the District/BOCES and its employees and agents only if such coverage is made available by the District/BOCES or a third party. The District/BOCES shall pay when due all applicable employment taxes and income taxes and local head taxes incurred pursuant to this Contract. The District/BOCES shall not have authorization, express or implied, to bind the State to any agreement, liability or understanding, except as expressly set forth herein. The District/BOCES shall **(i)** provide and keep in force workers' compensation and unemployment compensation insurance in the amounts required by law, **(ii)** provide proof thereof when requested by the State, and **(iii)** be solely responsible for its acts and those of

its employees and agents.

E. **COMPLIANCE WITH LAW.**

The District/BOCES shall strictly comply with all applicable federal and State laws, rules, and regulations in effect or hereafter established, including, without limitation, laws applicable to discrimination and unfair employment practices.

F. **CHOICE OF LAW.**

Colorado law, and rules and regulations issued pursuant thereto, shall be applied in the interpretation, execution, and enforcement of this Contract. Any provision included or incorporated herein by reference which conflicts with said laws, rules, and regulations shall be null and void. Any provision incorporated herein by reference which purports to negate this or any other Special Provision in whole or in part shall not be valid or enforceable or available in any action at law, whether by way of complaint, defense, or otherwise. Any provision rendered null and void by the operation of this provision shall not invalidate the remainder of this Contract, to the extent capable of execution.

G. **BINDING ARBITRATION PROHIBITED.**

The State of Colorado does not agree to binding arbitration by any extra-judicial body or person. Any provision to the contrary in this Contract or incorporated herein by reference shall be null and void.

H. **SOFTWARE PIRACY PROHIBITION. Governor's Executive Order D 002 00.**

State or other public funds payable under this Contract shall not be used for the acquisition, operation, or maintenance of computer software in violation of federal copyright laws or applicable licensing restrictions. The District/BOCES hereby certifies and warrants that, during the term of this Contract and any extensions, the District/BOCES has and shall maintain in place appropriate systems and controls to prevent such improper use of public funds. If the State determines that the District/BOCES is in violation of this provision, the State may exercise any remedy available at law or in equity or under this Contract, including, without limitation, immediate termination of this Contract and any remedy consistent with federal copyright laws or applicable licensing restrictions.

I. **EMPLOYEE FINANCIAL INTEREST/CONFLICT OF INTEREST. §§24-18-201 and 24-50-507, C.R.S.**

The signatories aver that to their knowledge, no employee of the State has any personal or beneficial interest whatsoever in the service or property described in this Contract. The District/BOCES has no interest and shall not acquire any interest, direct or indirect, that would conflict in any manner or degree with the performance of the District/BOCES's services and Contractor shall not employ any person having such known interests.

EXHIBIT A, STATEMENT OF WORK

1. TERMINOLOGY

A. In addition to the terms defined in **§5** of this Contract, the following list of terms shall be construed and interpreted as follows:

i. **"SWAP Participants"** means both Students with a Disability and Youth with a Disability who receive SWAP Services who meet the SWAP Profile.

ii. **"SWAP Profile"** means potentially eligible, applicants of or eligible for DVR services between the ages of 15 and 24, who have mild to moderate needs in employment and live within the boundaries of the participating district/BOCES.

iii. **"SWAP Services"** means both Pre-Employment Transition Services and General Vocational Rehabilitation Services provided pursuant to this Contract.

iv. **"Student with a Disability"** or **"SWD"** means an individual who is between the ages of 15 and 21, who is enrolled in an educational program (i.e. a secondary education program, non-traditional or alternative secondary education including home schooling, a post-secondary education program or another recognized educational program), and who is either eligible for and receiving special education or related services under IDEA or is considered an individual with a disability under Section 504 of the Rehabilitation Act of 1973. An individual can qualify both as a Student with a Disability and a Youth with a Disability.

v. **"Youth with a Disability"** or **"YWD"** means an individual with a disability who is between the ages of 15 and 24. A Youth with a Disability may be in or out of secondary education. An individual can qualify both as a Youth with a Disability and a Student with a Disability.

vi. **"Potentially Eligible"** means a student with a disability in a secondary, post-secondary or other recognized education program who is between the ages of 15 and 21, is eligible for and receiving special education or related services under Part B of the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1411 et. seq., or is an individual with a disability under Section 504 of the Rehabilitation Act of 1973 who qualifies to receive Pre-ETS but chooses not to apply for services with DVR.

vii. **"Pre-Employment Transition Services"** or **"Pre-ETS"** means the following services:

a. Job Exploration Counseling: Career counseling designed to help Students with a Disability explore career options, develop motivation for employment and understand the role of high school and post-secondary education;

b. Instruction in Self-Advocacy: Instruction that supports a Student with a Disability's ability to effectively communicate, negotiate and/or assert his or her own interests and desires, including the development of the skills necessary for self-determination.

c. Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-secondary Educational Programs at Institutions of Higher Education: Counseling and guidance provided to Students with a Disability on a variety of post-secondary education and training opportunities, including community colleges, colleges and universities, career pathway-related workshops and training programs, trade and technical schools, military opportunities, and post-secondary programs at community colleges, colleges and universities for Students with a Disability;

d. Workplace Readiness Training to Develop Social Skills and Independent Living: Training provided to Students with a Disability to develop the skills and behaviors that are necessary in any job, including specific social and interpersonal skills and independent living skills that are required for employment success; and

e. Work-Based Learning Experiences or "WBLEs": An experience that uses the workplace or real work to provide Students with a Disability with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of a WBLE to ensure in-depth student engagement. WBLEs are meant to engage, motivate and augment the learning process. WBLE opportunities may include in-school or after-school opportunities or experiences outside the traditional school setting that are provided in an integrated environment to the maximum extent possible. If paid, the Student with a Disability must be paid competitive wages to the extent competitive wages are paid to students without disabilities. In addition, Work-Based Learning Experiences require in-depth engagement of SWDs and an evaluation of acquired work relevant skills;

All Pre-Employment Transition Services must be appropriate to the development of a Student with a Disability's employment outcome. Pre-Employment Transition Services may only be provided to Students with a Disability who are DVR clients, DVR applicants or individuals who have been determined by a DVR counselor to be Potentially Eligible to receive DVR services. Individuals who qualify both as a Student with a Disability and a Youth with a Disability may receive both Pre-Employment Transition Services and General Vocational Rehabilitation Services pursuant to this Contract.

viii. **"Successful Vocational Rehabilitation Closure"** is achieved when a Youth with a Disability has met the following criteria, as determined by the DVR counselor: (a) the employment outcome identified on the YWD's current Individualized Plan for Employment ("IPE") has been achieved, is consistent with the YWD's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, and services provided through the IPE contributed to the achievement and/or maintenance of the employment outcome; (b) the YWD has maintained the employment outcome for an appropriate period of time, but not less than 90 days, necessary to ensure the stability of the employment outcome; and the YWD no longer needs vocational rehabilitation services; (c) the YWD and the DVR counselor consider the YWD's employment to be satisfactory and agree that the YWD is performing well in the employment; (d) the YWD is compensated at or above the minimum wage and the

YWD's wages and level of benefits are not less than that customarily paid by the employer for the same or similar work performed by non-disabled individuals; and (e) the YWD has been informed of the availability of Post-Employment Services.

a. **Individualized Plan for Employment (IPE)** a written plan outlining an individual's vocational goal, and the services to be provided to reach the goal. The IPE formalizes the planning process through which the vocational goal, service delivery and time frames for service delivery are determined. The IPE identifies the individual's employment objective, consistent with their unique strengths, resources, priorities, concerns, abilities and capabilities and provides a plan for monitoring progress toward achievement of the goal. Through the IPE, individuals are informed of their rights and responsibilities in the rehabilitation process. The individual's involvement in developing the plan is reflected throughout the IPE and it is signed by both the consumer and the counselor.

b. **Competitive Integrated Employment** means weekly full- or part-time work in an integrated work setting for which an individual is compensated at or above the customary wage and benefits levels paid by the employer to persons who do not have disabilities for the same or similar jobs. In all cases, compensation must reflect at least minimum wage.

ix. **"General Vocational Rehabilitation Services"** means the following services:

a. Assistance with DVR Application and Forms: Assisting Youth with a Disability with the preparation of an application for vocational rehabilitation and other applicable DVR forms;

b. Information Gathering (Diagnostics): Gathering District/BOCES records used by DVR to determine a Youth with a Disability's eligibility for SWAP Services and the significance of such individual's disability;

c. Assessment: Deriving information to, among other things, determine a Youth with a Disability's eligibility for vocational rehabilitation services and the significance of such individual's disability, to identify such individual's vocational rehabilitation needs and to help such individual select and achieve a successful employment outcome. Assessment can be formal or informal;

d. Personal Adjustment Training: Providing training to help a Youth with a Disability develop compensatory skills and/or adjust behavior in the areas of independent living, communications, homemaking, personal mobility, transportation (including the ability to travel in the community) and personal functioning;

e. Work Adjustment Training: Providing training to help a Youth with a Disability adjust his or her behavior and/or develop compensatory skills in vocational areas, such as peer work relationships, supervisory work relationships, general work behaviors and expectations and work habits. Work

Adjustment Training includes training provided to improve a YWD's interpersonal skills to the degree necessary to engage in employment;

f. Job Seeking Skills Training: Providing training to teach a Youth with a Disability how to conduct job searches, how to prepare resumes and complete job applications, and how to interview effectively;

g. Job Development: Services for a Youth with a Disability to prepare for, engage in, and secure of employment in a competitive integrated setting that is consistent with the identified employment goal on IPE. Job Development includes:

- Training youth on how to conduct job searches, complete applications, identify and list references, target potential employers, and interview effectively. Provision of job seeking skills training is intended to enable the individual to conduct an independent job search;
- Teaching youth how to create a basic resume and cover letter and/or the job developer completing a basic resume and cover letter themselves. Includes printing 20 hard copies and the resume provided in electronic form to youth;
- Contacting employers directions (and confirmed with youth) to obtain information about possible competitive job openings and to develop employer relationships;
- Conducting on-site analysis and providing assistance to employers in identifying accommodations for youth, and/or addressing any barriers that may affect employment;
- Working together with the DVR Rehabilitation Counselor to educate and train employers in disability awareness;
- Networking with other community agencies to increase contact and employment possibilities;

h. Job Placement: The event when the Youth with a Disability has secured employment. All conditions of job placement must be met.

- The job placement represents employment in a competitive integrated community setting;
- The employment and work situation is consistent with clients strengths, resources, priorities, interests, concerns, abilities, capabilities, and informed choice as reflected in the IPE;
- The job placement provider was actively involved in job placement activities with client, as evidenced by activities in monthly progress reports, client, and/or employer reports;
- The client has begun the job and has worked at least five full shifts or three weeks on the job at the job site performing their actual job duties (whichever occurs first), not including orientation time;
- The employment is expected to continue to be verified by DVR staff with client and/or employer;
- The Job Placement Notice of Employment form has been completed and submitted to the DVR Rehabilitation Counselor.

i. Job Coaching: Providing services to a Youth with a Disability to maintain job stability after he or she has begun paid employment. Job Coaching can include job skill training at a worksite, worksite orientation, monitoring the YWD at a worksite to assess job stability, and job retention counseling;

j. Vocational Guidance: Helping a Youth with a Disability choose, prepare for and enter an occupation for which he or she shows aptitude. Vocational Guidance includes information and support services provided to a YWD to assist his or her exercise of informed choice;

k. Case Management: Process of developing a course of action to address the youth's support needs and monitoring the ongoing implementation of this plan, often includes referral and other services necessary to assist an individual to secure needed services from other agencies;

l. Follow-Along Services: Providing services to Youth with a Disability who have successfully exited the rehabilitation system for one year after Successful Vocational Rehabilitation Closure. Follow-Along Services may include any services which result in employment stability and may result in reconnection with DVR and other adult service agencies; and

m. Post-Employment Services: Providing vocational rehabilitation services to Youth with a Disability subsequent to his or her achievement of an employment outcome that are necessary for the individual to maintain, regain or advance in employment and consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice. These services are available to meet rehabilitation needs that do not require a complex and comprehensive provision of services and, thus, should be limited in scope and duration.

n. Opportunity Occupations: a major group of occupations that are expected to experience high growth and high average annual openings over the next ten (10) years AND also have Career Pathway efforts underway within Colorado. The four (4) Opportunity Occupations are: 1) Business and Financial Operations Occupations; 2) Education, Training, and Library Occupations; 3) Healthcare Practitioners and Technical Occupations; and 4) Construction and Extraction Occupations.

2. General Vocational Rehabilitation Services shall constitute New Patterns of Service, and shall provide opportunities for Youth with a Disability which could not be provided in the absence of the purchase of said services under this Contract. General Vocational Rehabilitation Services may only be provided under this Contract to Youth with a Disability who are DVR clients or DVR applicants. Individuals who qualify both as a Student with a Disability and a Youth with a Disability may receive both Pre-Employment Transition Services and General Vocational Rehabilitation Services pursuant to this Contract.

i. **"New Patterns of Services"** means services that are changed, modified, or reoriented to have a vocational rehabilitation emphasis or objective that did not previously exist. The new pattern must clearly demonstrate and provide that the new constellation of services

places increased emphasis on the provision of vocational rehabilitation services to clients of DVR. New Patterns of Services, as related to this Contract, include: (a) year-round programming for SWAP Participants; (b) case management of SWAP Participants; (c) community-based service provision; and (d) one year of Follow-Along Services beyond Successful Vocational Rehabilitation Closure.

3. DISTRICT/BOCES RESPONSIBILITIES

A. Contract Deliverables

The District/BOCES shall provide the following deliverables during the Term of this Contract (the "Contract Deliverables"):

i. The District/BOCES shall provide SWAP Services as needed, year-round and outside of traditional school hours/calendar to accommodate the business need of serving students and youth with disabilities participating in an adult employment program. The District/BOCES shall provide all SWAP Services in accordance with the terms of this Contract and in collaboration with DVR.

ii. SWAP will contribute to successful employment outcomes by promoting opportunity occupations in Colorado that are expected to experience high growth and high average annual openings over the next ten (10) years. These career pathways efforts should be incorporated in all services delivered to students with disabilities.

iii. During the Term of this Contract the District/BOCES shall work to provide the following to SWAP Participants

Deliverables Description	To a Minimum of
SWAP Services	190
Pre-Employment Transition Services	143
Placed in an Individualized Plan for Employment	28
Successful Vocational Rehabilitation Closure	23

iv. The Contract Deliverables set forth above represent the Parties' best estimates of the anticipated need for SWAP Services based on student population, historical outcomes and other available data.

v. If, due to a change in these underlying assumptions, the District/BOCES is unable to achieve any of the above Contract Deliverables, the District/BOCES should promptly notify DVR in writing.

B. Reporting, Monitoring and Training

The District/BOCES shall satisfy the following reporting, monitoring and training requirements:

i. The District/BOCES shall submit twelve Monthly Program Reports in the format supplied by DVR. Monthly Program Reports shall include the requested information about all SWAP Participants who received SWAP Services during the preceding month. The District/BOCES shall work cooperatively with DVR counselors and the Contract Authorization Technicians to ensure that the information contained in the monthly program reports is accurate. The District/BOCES shall provide each monthly report to DVR no later than the 10th day of each month. Failure to submit a completed monthly program report by this deadline may delay or prevent the review or acceptance of the District/BOCES's monthly invoice.

ii. The District/BOCES will communicate monthly with DVR around caseload participants, DVR status updates, and progression of service provision to support acurate Rehabilitation Service Administration reporting requirements.

iii. The District/BOCES shall submit monthly Individual Progress Reports (IPR) in the format supplied by DVR. Monthly IPRs shall include the requested descriptions of each SWAP Participant's progress towards his or her individualized outcome during the preceding month. The District/BOCES shall provide each monthly IPR to DVR no later than the 10th day of each month. Failure to submit a completed monthly progress report by this deadline may delay or prevent the review or acceptance of the District/BOCES's monthly invoice.

iv. The District/BOCES shall timely respond to the two reports disseminated by CDE or DVR and provide the information requested in each such report. The surveys will be disseminated in or about January 2021 and July 2021.

v. The District/BOCES shall participate in monitoring activities by a monitoring and review team, which shall be comprised of individuals from DVR and CDE, for the purpose of evaluating the Parties' compliance with federal mandates for transitioning students and youth with disabilities and other SWAP program requirements, and shall comply with all recommendations for program improvement that are identified by the monitoring and review team.

vi. The District/BOCES shall ensure that District/BOCES personnel who provide SWAP Services and/or support the District/BOCES's SWAP program (including fiscal managers and other administrative personnel) participate in training sessions organized by the State regarding the requirements of this Contract and other SWAP program requirements, as appropriate.

vii. The District/BOCES shall work cooperatively with the local DVR offices in carrying out its roles and responsibilities related to the DVR process, as identified in this Contract.

viii. If, in the State's sole discretion, the District/BOCES fails to make adequate progress towards achieving the Contract Deliverables, the State may require the District/BOCES, in conjunction with the local DVR office, to develop and implement an action plan that describes the efforts that the District/BOCES and/or the State will take to improve

progress towards achievement of the Contract Deliverables, the deadlines for completion of such efforts and the means by which the action plan will be evaluated for effectiveness. Such action plan shall incorporate any recommendations of the State.

ix. The District/BOCES shall participate with DVR on all technical assistance or support visits and all periodic file and progress report reviews.

x. The District/BOCES shall submit activity updates as requested by DVR.

xi. The District/BOCES shall provide such additional information as is requested by DVR.

xii. The District/BOCES shall maintain financial records, including staff timesheets signed by each employee and his or her supervisor, that differentiate between time spent in support of vocational activities and other academic responsibilities. The District/BOCES may (but is not required to) use the timesheet attached hereto as Exhibit E to fulfill this responsibility as long as it includes the same components.

xiii. The District/BOCES shall work with DVR's Youth Services and Transition Unit for programmatic administration of SWAP, including vacancy protocol procedures, training, recordkeeping, program and staff evaluation and budgetary processes.

xiv. The District/BOCES shall ensure that all District/BOCES personnel who provide SWAP Services and/or support the District/BOCES's SWAP program adhere to DVR's Vendor Code of Ethics, which may be found at www.colorado.gov/pacific/dvr/become-vendor-or-provider. DVR's Vendor Code of Ethics promotes objectivity, nondiscrimination, professionalism and competency, sound business practices, integrity and responsibility in the provision of vocational rehabilitation services.

xv. The District/BOCES shall provide the required documentation and data needed by DVR prior to the provision of Pre-employment transition services, determining DVR eligibility and plan development, and demonstrating measurable skills attainment for continued service provision.

A. Including when necessary obtaining the required parental consent as required by State law and the requirement to provide all special educational services or related transition services under IDEA required to be provided by the school system under Free and Appropriate Public Education (FAPE) in accordance with section 101(c) of the Rehabilitation Act and 34 VCFR 361.22(c) of its implementing regulations.

4. DVR RESPONSIBILITIES

A. At the State Level:

i. DVR shall provide the District/BOCES with the information the District/BOCES needs to comply with its reporting requirements.

ii. DVR shall participate, at the State's discretion, in monitoring and review of the District/BOCES for the purpose of addressing compliance with SWAP requirements.

iii. DVR shall provide training to and participate as needed in technical assistance provided to District/BOCES personnel related to SWAP.

iv. DVR shall review monthly program and IPRs in a timely manner.

v. DVR shall coordinate with Education officials around the planning and provision of pre-employment transition services to potentially eligible and eligible students with disabilities to contribute to their career pathways for improved post-school outcomes.

vi. DVR shall provide rehabilitation counselors trained in the requirements of this Contract who will (i) determine whether individuals are potentially eligible or eligible for DVR; (ii) when appropriate refer individuals to the District/BOCES for SWAP to serve; (iii) prepare IPEs for SWAP Participants, in consultation with

District/BOCES SWAP personnel; (iv) issue authorizations for goods and/or services outside the scope of SWAP when necessary and appropriate; and (v) collaborate with SWAP Participants and District/BOCES SWAP personnel to ensure that SWAP Services are provided in accordance with the SWAP Participant's IPE and the terms of this Contract.

vii. DVR shall complete the group authorization process as directed in the monthly program report instructions within the timelines required to ensure reimbursement back to the District/BOCES and reliable data for Federal reporting purposes.

B. At the local level

i. DVR shall identify a liaison to this Contract to for the purposes of outreaching and identifying students with disabilities who are in need of transition services and pre-employment transition services as early as possible to ensure information is made available about the purpose of vocational rehabilitation, eligibility requirements, application procedures, and the scope of vocational rehabilitation services available to potentially eligible and eligible individuals.

ii. DVR will collaborate with the District/BOCES to carry out their respective roles and responsibilities related to the DVR process as identified in this Contract.

iii. DVR will communicate monthly with education around caseload participants, status updates, and progression of service provision to support acurate Rehabilitation Service Administration reporting requirements.

iv. DVR shall provide as early as possible in the transition process, consultation and technical assistance to assist education agencies in planning for the transition of students with disabilities from school to post-school activities, including pre-employment transition services and other vocational rehabilitation services.

v. DVR will coordinate with education to use with proper releases in place, to the extent possible assessment information and transcripts/report cards that demonstrate meeting State academic standards provided by the schools for the purposes of eligibility determination, vocational planning and recording measurable skill gain.

vi. DVR will coordinate with Education to ensure that the IPE is signed and approved before the student leaves school.

vii. DVR shall complete the group authorization process as directed in the monthly program report instructions within the timelines requires to ensure reimbursement back to the District/BOCES.

When collaborating both parties, the District/BOCES and DVR shall adhere to the current DVR/CDE Interagency Agreement and any subsequent, current Local Working Agreement between the Local Education Agency and DVR as it pertains to services to all transitioning students with disabilities where appicable

5. REQUIRED CONTRIBUTIONS AND ALLOWABLE EXPENDITURES

A. The District/BOCES will contribute the sum of $296,942.00 to DVR during the Term of this Contract. At the District/BOCES's election, the Required Contribution will either be withheld from the District/BOCES's per pupil revenue by CDE and provided to

DVR pursuant to the Colorado Public School Finance Act of 1994, as amended, or provided directly to DVR by the District/BOCES. Upon receipt of the Required Contribution, DVR will obtain matching funds from the federal Rehabilitation Services Administration pursuant to 34 CFR 361.60(a).

B. Pursuant to the terms of this Contract, DVR will reimburse the District/BOCES for allowable expenditures incurred in connection with the provision of SWAP Services by the District/BOCES in an amount up to but not to exceed the Contract Maximum Amount shown on the Signature and Cover Page of this Contract.

C. The categories of expenditures set forth below are generally allowable under SWAP, if such expenditures are reasonable and allocable to the District/BOCES's SWAP program and comply with the United States Office of Management and Budget Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2 CFR part 200 (the "Uniform Guidance"), as applicable. To facilitate compliance with SWAP Program invoicing requirements, DVR encourages the District/BOCES to use State Fiscal Year contracts with all District/BOCES SWAP personnel.

i. Indirect Costs: This expenditure category is the restricted indirect rate set by CDE for the District/BOCES, which is expressed as a percentage of indirect costs to direct costs. The District/BOCES may seek reimbursement for either:

(a) its Indirect Costs at or below the restricted indirect rate set by CDE, or

(b) its Administrative Costs plus its Insurance Costs plus its Building and Equipment Rental Costs plus its Building Maintenance and Alteration Costs.

ii. Administrative Costs: This expenditure category includes administrative oversight, supervision and support costs that benefit SWAP. Allowable expenditures may include the portion of the salary and benefits for District/BOCES administrative personnel (such as the Special Education Director or Coordinator and their designees) attributable to the SWAP program. The District/BOCES may seek reimbursement for either:

(a) its Indirect Costs at or below the restricted indirect rate set by CDE, or

(b) its Administrative Costs plus its Insurance Costs plus its Building and Equipment Rental Costs plus its Building Maintenance and Alteration Costs.

iii. Building Maintenance and Alteration Costs: This expenditure category includes building maintenance and alteration costs incurred by the District/BOCES relating to the District/BOCES's SWAP program. Allowable expenditures may include ordinary building and facility maintenance or alteration costs, including related moving expenses, attributable to the SWAP program. Such costs must be allocated to SWAP by a reasonable and appropriate allocation methodology. Capital improvement expenditures that increase the value of the building or facility are not allowable expenses under SWAP. The District/BOCES may seek reimbursement for either:

(a) its Indirect Costs at or below the restricted indirect rate set by CDE, or

(b) its Administrative Costs plus its Insurance Costs plus its Building and Equipment Rental Costs plus its Building Maintenance and Alteration Costs.

iv. Communication Costs: This expenditure category includes costs incurred by the District/BOCES for SWAP-related communications. Allowable expenditures may include costs incurred by the District/BOCES to maintain contact with DVR, CDE, SWAP Participants or their family members, employers of SWAP Participants or other parties regarding the SWAP program.

v. Compensation for Personnel Services: This expenditure category includes allowable compensation paid to District/BOCES personnel who spend 100% of their time working on the SWAP program. Allowable expenditures may include such personnel's salary and benefits. The District/BOCES shall certify to DVR at least once annually that all personnel included in this expenditure category have spent 100% of their time working on the SWAP program.

vi. Costs for Services and Related Services from Educators: This expenditure category includes allowable compensation paid to District/BOCES educators and professional education staff who spend less than 100% of their time working in support of vocationally driven activities. Allowable expenditures may include the portion of such teachers' and professional education staff's salary and benefits attributable to work performed that contributes to work awareness, work exploration and work preparation. Requests for reimbursement of this category of expenses must be supported by a timesheet that is signed by District/BOCES employee and his or her supervisor and that complies with the Uniform Guidance. The District/BOCES may (but is not required to) use the timesheet attached hereto as Exhibit E to fulfill this responsibility.

vii. Equipment Costs: This expenditure category includes costs incurred by the District/BOCES to purchase office and other equipment necessary for SWAP staff to conduct business.

viii. Insurance Costs: This expenditure category includes the District/BOCES's direct insurance costs related to SWAP. The District/BOCES may seek reimbursement for either:

(a) its Indirect Costs at or below the restricted indirect rate set by CDE, or

(b) its Administrative Costs plus its Insurance Costs plus its Building and Equipment Rental Costs plus its Building Maintenance and Alteration Costs.

ix. Marketing and Community Outreach Costs: This expenditure category includes costs incurred by the District/BOCES for marketing and community outreach activities related to SWAP. Allowable costs may include fees for memberships (such as Chamber of Commerce memberships) related to SWAP, speaking fees for speakers addressing SWAP-related matters, and costs incurred by the District/BOCES for community outreach and awareness.

x. Materials and Supplies Costs: This expenditure category includes the District/BOCES's costs for purchasing materials and supplies used to support SWAP.

xi. Building and Equipment Rental Costs: This expenditure category includes building and equipment rental costs incurred by the District/BOCES relating to the District/BOCES's SWAP program. To be allowable, such costs must be reasonable when compared to comparable local rental costs and available alternatives. Building space rentals charged at an hourly rate are not allowable. The District/BOCES may seek reimbursement for either:

(a) its Indirect Costs at or below the restricted indirect rate set by CDE, or

(b) its Administrative Costs plus its Insurance Costs plus its Building and Equipment Rental Costs plus its Building Maintenance and Alteration Costs.

xii. Training Costs: This expenditure category includes costs incurred by the District/BOCES for employee professional development related to SWAP.

xiii. Travel Costs: This expenditure category includes costs incurred by the District/BOCES for travel in support of SWAP. Allowable expenditures may include automobile rental costs, mileage reimbursement, passenger insurance, and special driver license costs incurred by the District/BOCES for SWAP-related travel, to the extent that such costs are allowable under § 200.474 of the Uniform Guidance.

xiv. Costs for Work-Based Learning Activities for Students with Disabilities: This expenditure category includes costs incurred by the District/BOCES for work-based learning activities for Students with Disabilities, including both in-school and after-school activities such as internships, mentorships, volunteering, in-school jobs, unpaid work experiences and competitive paid employment. To the maximum extent possible, such activities should be provided in an integrated environment.

D. The following categories of expenditures are generally **not allowable** under SWAP:

i. Costs incurred by the District/BOCES related to the termination or retirement of SWAP personnel, such as severance pay;

ii. Costs incurred by the District/BOCES to purchase an automobile, even if such automobile is intended for use in connection with SWAP;

iii. Building or facility capital improvement expenditures incurred by the District/BOCES that increase the value of the building or facility;

iv. Building or space rental expenditures that are charged to the District/BOCES at an hourly rate;

v. Costs incurred by the District/BOCES to purchase transportation for students with disabilities participating in Pre-Employment Transition Services; and

vi. Other types of expenditures that are not included in the categories listed in Section 4(C) of this Statement of Work.

5. **BUDGET**

A. The table shown below lists the District/BOCES's agreed-upon total and individual expenditure category line item budgets (the "Budget") for the Term of this Contract.

Individual Expenditure Category Line Items	
Pre-ETS Expenditures	
Costs for Work Based Learning Activities for Students with Disabilities	$1,500.00
General Vocational Rehabilitation Services Expenditures	
Training Costs	$4,000.00
Marketing and Community Outreach Costs	$0,800.00
Communication Costs	$3,300.00
Equipment Costs	$2,500.00
Building Maintenance and Alteration Costs*	$0,000.00
Building and Equipment Rental Costs*	$0,000.00
Insurance Costs*	$0,000.00
Expenditures allowable for both Pre-ETS and General Vocational Rehabilitation Services	
Compensation for Personnel Services	$274,142.00
Materials and Supplies Costs	$3,500.00
Travel Costs	$7,200.00
Cost for Services and Related Services from Educators	$265,347.37
Administrative Costs*	$0,000.00
Indirect Costs**	$31,594.63
Total Budget:	$593,884.00
* The District/BOCES may only seek reimbursement for its (a) Administrative Costs, (b) its Insurance Costs, (c) its Building and Equipment Rental Costs and (d) its Building Maintenance and Alteration Costs if it does not seek reimbursement for its Indirect Costs.	
** The District/BOCES may only seek reimbursement for its Indirect Costs if it does not seek reimbursement for its (a) Administrative Costs, (b) its Insurance Costs, (c) its Building and Equipment Rental Costs or (d) its Building Maintenance and Alteration Costs.	

B. The District/BOCES shall ensure that a minimum of [50%] of its Total Budget is allocated to Pre-Employment Transition Services.

C. The District/BOCES may deviate from any of the Budget line items by a maximum of 10% over the entire Term of the Contract without prior approval from DVR. Notwithstanding the foregoing, the Parties may not exceed the Contract Maximum Amount shown on the Signature and Cover Page of this Contract without a formal amendment of this Contract.

D. The District/BOCES may deviate from any of the Budget line items by more than 10% over the entire Term of the Contract only with the prior, written approval of DVR. The District/BOCES shall send all requests to deviate from any Budget line item by more than 10% in writing to DVR. Such requests shall specify the amount of the requested deviation and the reasons supporting the requested deviation. DVR will review and, in its discretion, approve or reject each such request in writing. Notwithstanding the foregoing, the Parties may not exceed the Contract Maximum Amount shown on the Signature and CoverPage of this Contract without a formal amendment of this Contract.

E. Notwithstanding the foregoing, the District/BOCES may not deviate from the Compensation for Personnel Services, Costs for Services and Related Services from Educators, and Work Based Learning Activities for Students with Disabilities Costs line items by any amount without the prior, written approval of DVR due to how dollars must be internly coded for federal reporting requirements.

6. **COMPENSATION AND INVOICING**

A. The District/BOCES shall invoice the State for allowable expenditures on a monthly basis. All monthly invoices should be emailed to DVR at cdle_dvr_youthtransition@state.co.us by the 15th day of the month following the month for which the invoice covers.

B. If the District/BOCES requires additional time to submit any monthly invoice (including the final invoice), the District/BOCES shall notify DVR's SWAP contract manager in writing of the need for additional time as soon as possible and work with DVR to minimize the delay in invoicing. DVR shall determine, in its sole discretion, whether or not to grant the District/BOCES an extension of time to submit an invoice.

C. The District/BOCES shall use the template invoice attached hereto as Exhibit D for all monthly invoices. All invoices shall be accompanied by a monthly expenditure report that breaks down the District/BOCES's into the individual Budget line items and such other supporting documentation as is requested by DVR.

D. DVR reserves the right to reject in whole or in part any late or non-conforming invoices submitted by the District/BOCES.

E. The District/BOCES may provide additional SWAP Services in excess of the Contract Deliverables set forth herein, but will only be reimbursed for allowable expenditures up to the Contract Maximum Amount shown on the Signature and Cover Page of this Contract.

F. The Office of the State Controller has implemented a policy to pay vendors via Electronic Funds Transfers (EFT) as part of the Colorado Governor's Executive Order D-2015-013 pertaining to greening efforts.

   a. Reimbursement back to districts/BOCES will happen through issuing direct deposit payments to vendors without the need for a paper warrant (check).

EXHIBIT B

State of Colorado
Supplemental Provisions for
Federally Funded Contracts, Grants, and Purchase Orders
Subject to
The Federal Funding Accountability and Transparency Act of 2006 (FFATA), As Amended
Revised as of 3-20-13

The Contract to which these Supplemental Provisions are attached has been funded, in whole or in part, with an Award of Federal funds. In the event of a conflict between the provisions of these Supplemental Provisions, the Special Provisions, the Contract or any attachments or exhibits incorporated into and made a part of the Contract, the provisions of these Supplemental Provisions shall control.

1. Definitions. For the purposes of these Supplemental Provisions, the following terms shall have the meanings ascribed to them below.

1.1. "Award" means an award of Federal financial assistance that a non-Federal Entity receives or administers in the form of:

1.1.1. Grants;
1.1.2. Contracts;
1.1.3. Cooperative agreements, which do not include cooperative research and development agreements (CRDA) pursuant to the Federal Technology Transfer Act of 1986, as amended (15 U.S.C. 3710);
1.1.4. Loans;
1.1.5. Loan Guarantees;
1.1.6. Subsidies;
1.1.7. Insurance;
1.1.8. Food commodities;
1.1.9. Direct appropriations;
1.1.10. Assessed and voluntary contributions; and
1.1.11. Other financial assistance transactions that authorize the expenditure of Federal funds by non-Federal Entities.

Award ***does not*** include:

1.1.12. Technical assistance, which provides services in lieu of money;
1.1.13. A transfer of title to Federally-owned property provided in lieu of money; even if the award is called a grant;
1.1.14. Any award classified for security purposes; or
1.1.15. Any award funded in whole or in part with Recovery funds, as defined in section 1512 of the American Recovery and Reinvestment Act (ARRA) of 2009 (Public Law 111-5).

1.2. "Contract" means the contract to which these Supplemental Provisions are attached and includes all Award types in **§1.1.1** through **1.1.11** above.

1.3. **"Contractor"** means the party or parties to a Contract funded, in whole or in part, with Federal financial assistance, other than the Prime Recipient, and includes grantees, subgrantees, Subrecipients, and borrowers. For purposes of Transparency Act reporting, Contractor does not include Vendors.

1.4. **"Data Universal Numbering System (DUNS) Number"** means the nine-digit number established and assigned by Dun and Bradstreet, Inc. to uniquely identify a business entity. Dun and Bradstreet's website may be found at: .

1.5. **"Entity"** means all of the following as defined at 2 CFR part 25, subpart C;

- **1.5.1.** A governmental organization, which is a State, local government, or Indian Tribe;
- **1.5.2.** A foreign public entity;
- **1.5.3.** A domestic or foreign non-profit organization;
- **1.5.4.** A domestic or foreign for-profit organization; and
- **1.5.5.** A Federal agency, but only a Subrecipient under an Award or Subaward to a non-Federal entity.

1.6. **"Executive"** means an officer, managing partner or any other employee in a management position.

1.7. **"Federal Award Identification Number (FAIN)"** means an Award number assigned by a Federal agency to a Prime Recipient.

1.8. **"FFATA"** means the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), as amended by §6202 of Public Law 110-252. FFATA, as amended, also is referred to as the "Transparency Act."

1.9. **"Prime Recipient"** means a Colorado State agency or institution of higher education that receives an Award.

1.10. **"Subaward"** means a legal instrument pursuant to which a Prime Recipient of Award funds awards all or a portion of such funds to a Subrecipient, in exchange for the Subrecipient's support in the performance of all or any portion of the substantive project or program for which the Award was granted.

1.11. **"Subrecipient"** means a non-Federal Entity (or a Federal agency under an Award or Subaward to a non-Federal Entity) receiving Federal funds through a Prime Recipient to support the performance of the Federal project or program for which the Federal funds were awarded. A Subrecipient is subject to the terms and conditions of the Federal Award to the Prime Recipient, including program compliance requirements. The term "Subrecipient" includes and may be referred to as Subgrantee.

1.12. **"Subrecipient Parent DUNS Number"** means the subrecipient parent organization's 9-digit Data Universal Numbering System (DUNS) number that appears in the subrecipient's System for Award Management (SAM) profile, if applicable.

1.13. **"Supplemental Provisions"** means these Supplemental Provisions for Federally Funded Contracts, Grants, and Purchase Orders subject to the Federal Funding Accountability and Transparency Act of 2006, As Amended, as may be revised pursuant to ongoing guidance from the relevant Federal or State of Colorado agency or institution of higher education.

1.14. **"System for Award Management (SAM)"** means the Federal repository into which an Entity must enter the information required under the Transparency Act, which may be found at http://www.sam.gov.

1.15. "Total Compensation" means the cash and noncash dollar value earned by an Executive during the Prime Recipient's or Subrecipient's preceding fiscal year and includes the following:

1.15.1. Salary and bonus;

1.15.2. Awards of stock, stock options, and stock appreciation rights, using the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2005) (FAS 123R), Shared Based Payments;

1.15.3. Earnings for services under non-equity incentive plans, not including group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of Executives and are available generally to all salaried employees;

1.15.4. Change in present value of defined benefit and actuarial pension plans;

1.15.5. Above-market earnings on deferred compensation which is not tax-qualified;

1.15.6. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the Executive exceeds $10,000.

1.16. "**Transparency Act**" means the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), as amended by §6202 of Public Law 110-252. The Transparency Act also is referred to as FFATA.

1.17. "**Vendor**" means a dealer, distributor, merchant or other seller providing property or services required for a project or program funded by an Award. A Vendor is not a Prime Recipient or a Subrecipient and is not subject to the terms and conditions of the Federal award. Program compliance requirements do not pass through to a Vendor.

2. Compliance. Contractor shall comply with all applicable provisions of the Transparency Act and the regulations issued pursuant thereto, including but not limited to these Supplemental Provisions. Any revisions to such provisions or regulations shall automatically become a part of these Supplemental Provisions, without the necessity of either party executing any further instrument. The State of Colorado may provide written notification to Contractor of such revisions, but such notice shall not be a condition precedent to the effectiveness of such revisions.

3. System for Award Management (SAM) and Data Universal Numbering System (DUNS) Requirements.

3.1. SAM. Contractor shall maintain the currency of its information in SAM until the Contractor submits the final financial report required under the Award or receives final payment, whichever is later. Contractor shall review and update SAM information at least annually after the initial registration, and more frequently if required by changes in its information.

3.2. DUNS. Contractor shall provide its DUNS number to its Prime Recipient, and shall update Contractor's information in Dun & Bradstreet, Inc. at least annually after the initial registration, and more frequently if required by changes in Contractor's information.

4. Total Compensation. Contractor shall include Total Compensation in SAM for each of its five most highly compensated Executives for the preceding fiscal year if:

4.1. The total Federal funding authorized to date under the Award is $25,000 or more; and

4.2. In the preceding fiscal year, Contractor received:

4.2.1. 80% or more of its annual gross revenues from Federal procurement contracts and subcontracts and/or Federal financial assistance Awards or Subawards subject to the Transparency Act; and

4.2.2. $25,000,000 or more in annual gross revenues from Federal procurement contracts and subcontracts and/or Federal financial assistance Awards or Subawards subject to the Transparency Act; and

4.3. The public does not have access to information about the compensation of such Executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d) or § 6104 of the Internal Revenue Code of 1986.

5. Reporting. Contractor shall report data elements to SAM and to the Prime Recipient as required in §7 below if Contractor is a Subrecipient for the Award pursuant to the Transparency Act. No direct payment shall be made to Contractor for providing any reports required under these Supplemental Provisions and the cost of producing such reports shall be included in the Contract price. The reporting requirements in §7 below are based on guidance from the US Office of Management and Budget (OMB), and as such are subject to change at any time by OMB. Any such changes shall be automatically incorporated into this Contract and shall become part of Contractor's obligations under this Contract, as provided in **§2** above. The Colorado Office of the State Controller will provide summaries of revised OMB reporting requirements at http://www.colorado.gov/dpa/dfp/sco/FFATA.htm.

6. Effective Date and Dollar Threshold for Reporting. The effective date of these Supplemental Provisions apply to new Awards as of October 1, 2010. Reporting requirements in §7 below apply to new Awards as of October 1, 2010, if the initial award is $25,000 or more. If the initial Award is below $25,000 but subsequent Award modifications result in a total Award of $25,000 or more, the Award is subject to the reporting requirements as of the date the Award exceeds $25,000. If the initial Award is $25,000 or more, but funding is subsequently de-obligated such that the total award amount falls below $25,000, the Award shall continue to be subject to the reporting requirements.

7. Subrecipient Reporting Requirements. If Contractor is a Subrecipient, Contractor shall report as set forth below.

7.1. To SAM. A Subrecipient shall register in SAM and report the following data elements in SAM ***for each*** Federal Award Identification Number no later than the end of the month following the month in which the Subaward was made:

7.1.1. Subrecipient DUNS Number;

7.1.2. Subrecipient DUNS Number + 4 if more than one electronic funds transfer (EFT) account;

7.1.3. Subrecipient Parent DUNS Number;

7.1.4. Subrecipient's address, including: Street Address, City, State, Country, Zip + 4, and Congressional District;

7.1.5. Subrecipient's top 5 most highly compensated Executives if the criteria in §4 above are met; and

7.1.6. Subrecipient's Total Compensation of top 5 most highly compensated Executives if criteria in §4 above met.

7.2. To Prime Recipient. A Subrecipient shall report to its Prime Recipient, upon the effective date of the Contract, the following data elements:

7.2.1. Subrecipient's DUNS Number as registered in SAM.

7.2.2. Primary Place of Performance Information, including: Street Address, City, State, Country, Zip code + 4, and Congressional District.

8. Exemptions.

8.1. These Supplemental Provisions do not apply to an individual who receives an Award as a natural person, unrelated to any business or non-profit organization he or she may own or operate in his or her name.

8.2. A Contractor with gross income from all sources of less than $300,000 in the previous tax year is exempt from the requirements to report Subawards and the Total Compensation of its most highly compensated Executives.

8.3. Effective October 1, 2010, "Award" currently means a grant, cooperative agreement, or other arrangement as defined in Section 1.1 of these Special Provisions. On future dates "Award" may include other items to be specified by OMB in policy memoranda available at the OMB Web site; Award also will include other types of Awards subject to the Transparency Act.

8.4. There are no Transparency Act reporting requirements for Vendors.

9. Event of Default. Failure to comply with these Supplemental Provisions shall constitute an event of default under the Contract and the State of Colorado may terminate the Contract upon 30 days prior written notice if the default remains uncured five calendar days following the termination of the 30 day notice period. This remedy will be in addition to any other remedy available to the State of Colorado under the Contract, at law or in equity.

EXHIBIT C

Federal Assurances and Certifications

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transaction

Instructions for Certifications

1. By signing and submitting its proposal and signing this contract, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or had become erroneous by reason of changed circumstances.
4. The terms covered transaction, debarred, suspended, ineligible, lower tier covered transaction, participant, person, primary covered transaction, principal, proposal, and voluntarily excluded, as used in this clause, have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted or with whom this contract is made for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting its proposal and signing this contract that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is proposed for debarment, debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal and signing this contract that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transaction.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not proposed for debarment, debarred, suspended, ineligible, or voluntarily excluded from covered transactions, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the List of Parties Excluded from Federal Procurement and Nonprocurement Programs.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is proposed for debarment, suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

(1) The prospective lower tier participant certifies, by submission of this proposal and execution of this contract, that neither it nor its principals is presently declared ineligible, or voluntarily excluded from participation in this transaction by an Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to its proposal.

Tobacco Free Certification

Public Law 103-227, the Pro-Children Act of 1994, requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by any entity and used routinely or regularly for the provision of health, day care, education, or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law does not apply to children's services provided by private residences, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for inpatient drug or alcohol treatment. By submitting and signing the application and this contract, the contractor certifies that it will comply with the requirements of the Act. The contractor further agrees that it will require the language of this certification to be included in any subawards (or subcontracts) which contain provisions for children's services and that all subgrantees (or subcontractors) shall certify and perform accordingly

Certification Regarding Lobbying

(Certification for Contracts, Grants, Loans, and Cooperative Agreements)

The undersigned certifies, to the best of his or her knowledge and belief, that:

1 No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of

Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2 If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an office or employee of any agency, a Member of Congress, an office or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

3 The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more then $100,000 for each such failure.

Drug and Alcohol-Free Workplace Certifications

Alternate I. (Contractors/Grantees Other Than Individuals)

As a condition of this Contract/Agreement, Contractor/Grantee agrees to be governed by, and shall comply with the Drug-Free Workplace Acts of 1988 and 1998, and the State of Colorado's Universal Policy "Drug and Alcohol Policy" (located at https://www.colorado.gov/pacific/dhr/universalpolicies) for a Drug-Free Workplace. Contractor/Grantee shall also ensure compliance by each of Contractor's/Grantee's "Covered Workers," which includes but is not limited to employees, agents, applicants, volunteers, interns, independent contractors, or subcontractors.

A. The Contractor/Grantee certifies that it will or will continue to provide a drug-free workplace by:
   1. Publishing a statement notifying employees that the manufacture, possession, distribution, dispensing, sale, transfer, and/or use of drugs (including marijuana), or alcohol is prohibited on state owned or controlled property; and while Covered Workers conduct, represent, or perform state related business; which includes all state-owned vehicles regardless of location.
   2. Establishing an ongoing drug-free awareness program to inform employees about-
      a. The dangers of drug abuse in the workplace;
      b. The Contractor's/Grantee's policy of maintaining a drug-free workplace;
      c. Any available drug counseling, rehabilitation, and employee assistance programs; and
      d. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
   3. Making it a requirement that each Covered Worker to be engaged in the performance of the grant/contract be given a copy of the statement required by paragraph A.1;
   4. Notifying the Covered Worker in the statement required by paragraph A.1 that, as a condition of employment under the grant/contract, the employee will:
      a. Abide by the terms of the statement; and
      b. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
   5. Notifying the CDLE Human Resources Office in writing, within five (5) calendar days after receiving notice under paragraph 4(b) from an employee or otherwise receiving actual notice of such conviction. Notice shall include the Covered Worker's position title and the affected Contract/Agreement number.
   6. Taking one of the following actions, within 30 calendar days of receiving notice under paragraph 4(b), with respect to any employee who is so convicted:
      a. Taking appropriate personnel action against such a Covered Worker, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
      b. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
   7. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs A.1 through A.6.

B. The Contractor/Grantee may insert in the space provided below the site(s), grant/ contract business name(s), and identification number(s) for the performance of work done in connection with this grant/contract:

Alternate II. (Contractors/Grantees Who Are Individuals)

The grantee/contractor certifies that, as a condition of the grant/contract, he or she will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant/contractor. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant/contract activity, he or she will report the conviction, in writing, within 10 calendar days of the conviction to the CDLE Human Resources Office. The notice shall include the identification number(s) of each affected grant/contract.

Standard Assurances

By signing the agreement, the Contractor is providing the assurances and/or certifications required as detailed below:
Assurances - non-construction programs (sf 424 b)*(Certain of these Assurances may not be applicable to your project or program.)* As the duly authorized representative of the Contractor, I certify that the Contractor:

1. Has the legal authority to apply for Federal Assistance and the institutional managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Shall give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and shall establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Shall establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Shall initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Shall comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4783) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).
6. Shall comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of handicaps; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. □794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255) as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616) as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) Sections 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd.3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.) as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other non-discrimination statute(s) which may apply to the application.

Shall comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real purposes regardless of Federal participation in purchases. Property Acquisition Policies Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project.

EXHIBIT D, INVOICE TEMPLATE

INVOICE FOR AUG 2020

REIMBURSEMENT REQUEST FOR:

YOUR LEGAL NAME WILL GO HERE

SWAP
School to Work Alliance Program

Line	Description	Budget	Breakdown for DVR Staff: Pre-Employment Transition Services (Pre-ETS) (75%)	Breakdown for DVR Staff: General Vocational Rehabilitation Services (25%)	Total Monthly Expenditure Amount
	Please enter information into green cells only.	$ 50,000.00	75%	25%	100%
1	Compensation of Personnel Services	$ 50,000.00	$ -	$ -	
2	Materials & Supplies	$ -	$ -	$ -	
3	Travel	$ -	$ -	$ -	
4	Work Based Learning Activities for Students with Disabilities	$ -	$ -		
5	Services & Related Services from Educators (Timesheets must be turned in to show the number of hours spent on Pre-ETS activities under the SWAP contract)	$ -	$ -	$ -	
6	Administrative Oversight, Supervision & Support Staff	$ -	$ -	$ -	
7	Indirect Costs	$ -	$ -	$ -	
8	Communication	$ -		$ -	
9	Equipment	$ -		$ -	
10	Marketing & Professional Activities	$ -		$ -	
11	Training Cost	$ -		$ -	
12	Insurance	$ -		$ -	
13	Building Maintenance & Alteration	$ -		$ -	
14	Rental of Building & Equipment	$ -		$ -	
			$ -	$ -	$ -

Total Monthly Reimbursement Request → $ -

Reimbursement requested by : _____ Phone # _____

*INSTRUCTIONS: DO NOT CHANGE THIS INVOICE ...Find the monthly tab that you are requesting reimbursement for and enter your monthly expenses into the green cells only. Each month your budget amounts will decrease as you enter in charges, this will allow you to track your budget. Do not print and sign, electronic signature is ok, please send back in excel format.** **IMPORTANT** Invoice must be received no later than the **15th** of each month, ONLY email to cdle_dvr_youthtransition@state.co.us along with corresponding time sheets and expenditure reports.***

EXHIBIT E, TIMESHEET EXAMPLE

Name: Jane Doe **Employee #: 00012345**

Month: August 2012 **Position:** Special Ed teacher

Date worked	Total Hours worked	Time in support of SWAP	Description of activities: 1. Job exploration counseling 2. Work-based learning experiences 3. Counseling on post-secondary 4. Workplace Readiness Training 5. Self Advocacy	Other funding allocations (opt)
1	8			8.00
2	8	3.00	Career interest inventory w/ class	5.00
3	8	3.00	Career interest inventory w/ class	5.00
4				0.00
5				0
6	8	2.00	Documentation gathering for DVR	6.00
7	8			8.00
8	8			8.00
9	8	1.00	Career guest speaker from Coca-Cola	7.00
10	8			8.00
11				0.00
12				0.00
13	8			8.00
14	8	0.50	Meeting with SWAP to provide referral info	7.50
15	8			8.00
16	8	0.75	Educational Disability Report (EDR) for student	7.25
17	8			8.00
18				0.00
19				0.00
20	8			8.00
21	8			8.00
22	8	2.00	College in Colorado updates for students	6.00
23	8			8.00
24	8	0.75	ONET research for S.M	7.25
25				0.00
26				0.00
27	8			8.00
28	8	1.50	Practice with applications	6.50
29	8	3.00	Community service project- work experience	5.00
30	8			8.00
31	8	1.00	Summary of performance	7.00
TOTAL	**184**	**18.50**		**165.50**
		10.1%	% of time spent in support of DVR/SWAP through work awareness, work exploration, work prepration activities	
		89.9%	Other funding allocations (opt)	

Employee Signature/Date **Supervisor Signature/Date**

EXHIBIT F

STUDENT DATA TRANSPARENCY AND SECURITY ACT

A. Consistent with the purpose of the Student Data Transparency and Security Act, §§ 22-16-101 et. seq., C.R.S.:
   i. The Colorado Department of Labor and Employment entered into a Data Sharing Agreement on February 8, 2018 to ensure compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g; 34 C.F.R. Part 99, Student Data Transparency and Security Act (C.R.S. §§22-16-101 et al.), and both parties' privacy and security policies.
   ii. Both Districts/BOCES and DVR understand that all youth information is to be treated as confidential and all State and Federal regulations surrounding youth confidentiality are mutually binding regarding the collection, use, storage and destruction of Student Personal Identifiable Information.
   iii. Furthermore, the District/BOCES will work to ensure that they are in compliance with their policies around the Student Data Transparency and Security Act as it applies to their staff and collaborating with DVR for the purposes of this contract.
      a. The District/BOCES may choose to attach their local proceedure/policy as it applies to the Student Data Transparency and Security Act as an addendum to this contract promoting awareness for State staff.

EXHIBIT G
SWAP NOTICE OF CONTINUATION

District must notify CDLE of its intention to continue with SWAP for the upcoming year by signing and returning Exhibit G "SWAP Notice of Continuance" by January 1. When CDLE receives the SWAP Notice to Continue, CDLE they will proceed with the Request for Continuation of Funds process. Outcomes of that process will be returned to the District on Exhibit H, Extension Letter, as the contract continuation. This Extension Letter must be fully executed by Districts/BOCES and CDLE by July 1st.

From (Name):	
School District:	
To:	Cheryl Carver and Shelleen Figueroa
At:	Colorado Department of Labor and Employment
Re:	Notification of continuance with SWAP

This is notification that the School District noted above, for the upcoming school year (check only one):

	Will participate in the Colorado School to Work Alliance Program
	Will Not participate in the Colorado School to Work Alliance Program

Signatures: DISTRICT/BOCES

District/BOCES: _____

By: _____

Title: _____

Date: _____

Exhibit H
Extension Letter

State Agency Colorado Department of Labor and Employment	**Extension Letter Number**
District/BOCES	**Original Contract Number**
Contract Maximum Amount 2021 – 2022 Term $ 2022 – 2023 Term $ Total Contract Value $	**Agreement Effective Date** **Current Agreement Expiration Date**

1. PURPOSE:
This Letter extends Participation in SWAP for an additional Term of one year under the same terms with the following Provisions.

2. PROVISIONS:
In accordance with Section(s) **2.C.** of the Original Agreement referenced above, the Parties exercise the option of an additional Extension Term, beginning July 1, 2021 and ending on the Current Agreement Expiration Date shown above.

A. The Notices and Representatives Data Table in Agreement Section 16, is hereby deleted and replaced as of the Effective Date with:

For the State:	For the District/BOCES:
Darcy R. Kennedy Deputy Executive Director and CFO Colorado Department of Labor and Employment 633 17th Street, Ste# 1500 Denver, CO 80202 darcy.kennedy@state.co.us 303/318-8000	Name Title BOCES Name Address City, State, Zip Email Phone
With Copy To:	**With Copy To:**
Scott Evans, Purchasing Director Colorado Department of Labor and Employment 633 17th Street, 11th Floor Denver, CO 80202 303-318-8054 Scott.evans@state.co.us	

B. Data Table in Scope of Work, Section A, #ii, is hereby deleted and replaced as of the Effective Date with:

Deliverables Description	To a Minimum of
SWAP Services	
Pre-Employment Transition Services	
Placed in an Individualized Plan for Employment	
Successful Vocational Rehabilitation Closure	

C. The District/BOCES contribution for the Extension Term Scope of Work, Section 5, Paragraph A. is amended to: $ 0.00.

D. Data Table of Individual Expenditure Category Line Items in Scope of Work, Section 5 is here by deleted and replaced as of the Effective Date with:

Individual Expenditure Category Line Items	Amount
Pre-ETS Expenditures	
Costs for Work Based Learning Activities for Students with Disabilities	$
General Vocational Rehabilitation Services Expenditures	
Training Costs	$
Marketing and Community Outreach Costs	$
Communication Costs	$
Equipment Costs	$
Building Maintenance and Alteration Costs*	$
Building and Equipment Rental Costs*	$
Insurance Costs*	$
Expenditures allowable for both Pre-ETS and General Vocational Rehabilitation Services	
Compensation for Personnel Services	$
Materials and Supplies Costs	$
Travel Costs	$
Cost for Services and Related Services from Educators	$
Administrative Costs*	$
Indirect Costs**	$
Total Budget:	$

* The District/BOCES may only seek reimbursement for its (a) Administrative Costs, (b) its Insurance Costs, (c) its Building and Equipment Rental Costs and (d) its Building Maintenance and Alteration Costs if it does not seek reimbursement for its Indirect Costs.
** The District/BOCES may only seek reimbursement for its Indirect Costs if it does not seek reimbursement for its (a) Administrative Costs, (b) its Insurance Costs, (c) its Building and Equipment Rental Costs or (d) its Building Maintenance and Alteration Costs.

3. EXTENSION TERM EFFECTIVE DATE:
The effective date of this Extension Term Letter is upon approval of the State Controller.

STATE OF COLORADO Jared Polis, Governor Colorado Department of Labor and Employment Joe M. Barela, Executive Director _____ By: Name and Title, CDLE Date: _____	In accordance with §24-30-202 C.R.S., this Extension Term is not valid until signed and dated below by the State Controller or an authorized delegate. **STATE CONTROLLER** **Robert Jaros, CPA, MBA, JD** _____ By: Tammy Nelson, State Controller Delegate Term Effective Date:_____

Poudre School District
Board of Education Meeting Coversheet

Agenda Item: District Advisory Board (DAB) Annual Report

Summary: The District Advisory Board will present their annual report to the Board of Education.

Type of Communication: Other

ATTACHMENTS:

File Name	Description	Type
DAB_Report_to_BoE_2019_20.pdf	DAB Report 2019-2020	Exhibit
DAB_2019-20__slides.pdf	DAB Presentation	Presentation

DAB Report to BoE 2019/20

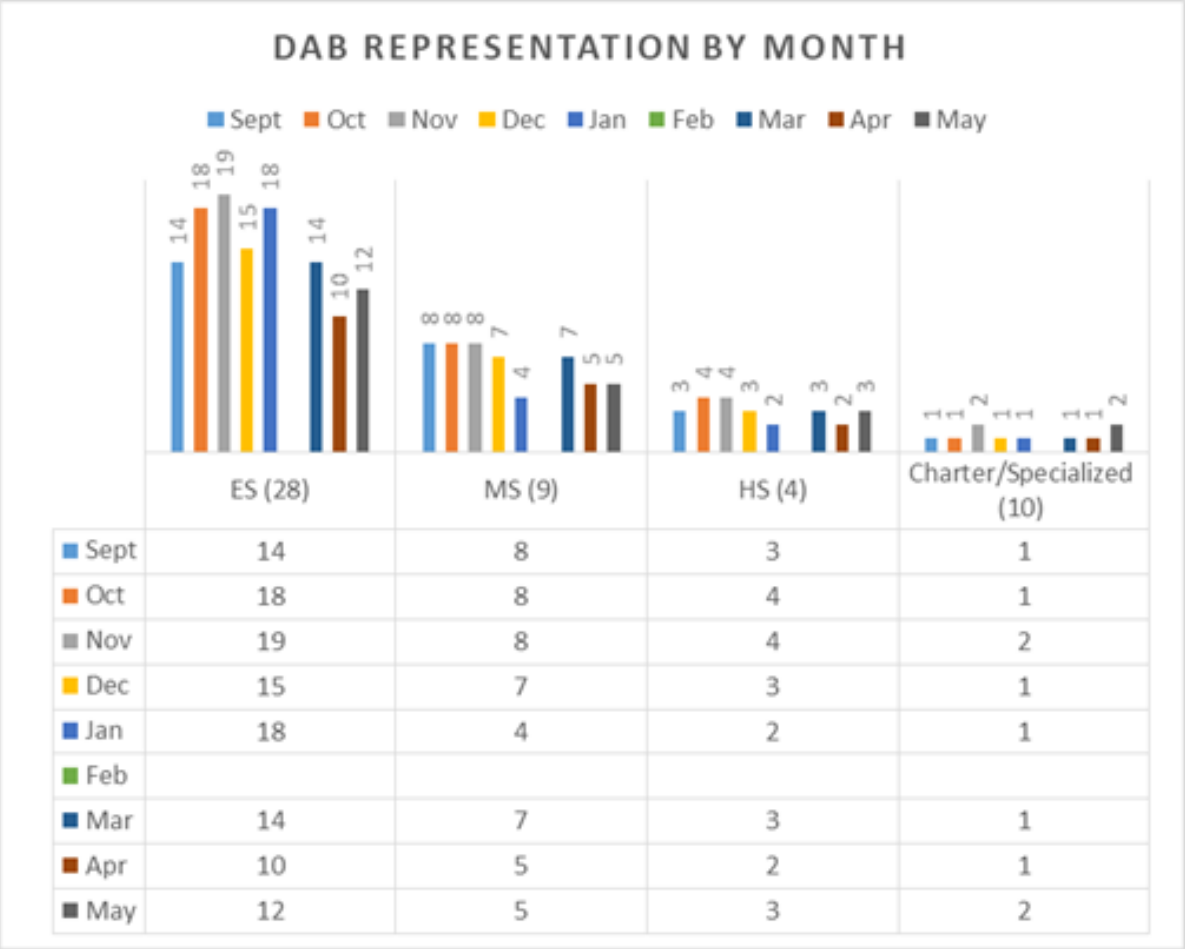
Supplemental materials for May 26, 2020 meeting

DAB's full agendas and detailed minutes from 2019/20 can be accessed here:
https://www.psdschools.org/community/community-committees/dab

February recommendation to BoE re: Social Emotional Learning & Mental Health

- Including Appendix with training, cultural responsiveness, and community partnership needs and ideas

DAB representation for the academic year



	ES (28)	MS (9)	HS (4)	Charter/Specialized (10)
Sept	14	8	3	1
Oct	18	8	4	1
Nov	19	8	4	2
Dec	15	7	3	1
Jan	18	4	2	1
Feb				
Mar	14	7	3	1
Apr	10	5	2	1
May	12	5	3	2

Results from DAB Virtual Learning Experience Survey
Because DAB is a unique group that represents the whole district, our feedback can be insightful to the BoE and administration.

Questions?
dabreps@gmail.com
Julie Wenzel, Chair & Jessica Zamora, Chair-Elect

District Advisory Board

2019-2020

Julie Wenzel, Chair
Jessica Zamora, Chair-Elect

Goals for 2019/20

- Align DAB conversations to BoE objectives
- Dive deeply into Social Emotional Learning (SEL) and mental health to provide recommendations to BoE
- Prompt conversations with our respective school's principals, counselors, and community groups

Agendas 2019 -2020

- **September**: Mill Levy Override, (HR & Finance)
- **October**: Moderated Panel w/ BoE Candidates
- **November**: Connectedness Survey
- **December**: SEL & Health Expert Panel
- **January**: Promising Practices (Resource Closet, Community Culture, School Environment)
- **February**: *cancelled due to inclement weather*
- **March**: Ted Talks
- **April**: PSD Update (Covid-19 effects)
- **May**: PSD Update (Dr. Smyser), Elections 2020/21

Poudre School District

District Advisory Board

Successes

- Examined SEL and mental health from Sept - Feb
  - thoughtful conversations with school board candidates, counselors, therapists, social workers, health educators, and the Director of Research and Evaluation
- Timely communication to BoE
  - Feb. 12 letter with recommendation for SEL work session
- Teamwork with PSD and BoE Liaisons

Potential Future Topics

Cultural Equity

- Diversity, Inclusion, Special Needs
- Digital divide
- Assess outreach: food drives, community support

Distraction Free Learning

- Partner with parents to develop district-wide policies (like cell phone use) to decrease classroom distractions and social issues of bullying & isolation

Internet Safety

- Especially with possibility for more virtual learning

Grateful for this dream team!

Jessica Zamora, Chair-Elect
Rachel Olsen, Past Chair
Lani Williams , District Accountability Committee
KJ Hosman, Legislative Committee
Brady Martucci , Secretary
Kris Roy, Membership Chair

Scott Nielson & Todd Lambert , PSD Liaisons
Christophe Febvre , BoE Liaison

Thank you!

Poudre School District
Board of Education Meeting Coversheet

Agenda Item:	Student Services Update
Summary:	Staff will present information to the Board related to mental health and plans for ongoing student support.
Type of Communication:	Other

ATTACHMENTS:

File Name	Description	Type
Student_Services_COVID_presentation_Final.pdf	Presentation: Student Services Support Plan COVID-19	Presentation

Poudre School District

Student Services during COVID-19

Presented by Ruben Chacón, Director of Student Services

May 26, 2020

What Does the Student Services Department Support?

- Section 504, Title IX, Gender Plans, and Service Animals Policy Guidance and Compliance
- K-12 Counseling Coordination
- Mental Health Team Coordination
- Sexual Assault Resource Team (SART Peers)
- Student Safety Team
- Student Wellness
- General Education Behavior Specialist Team
- School Health Coordination - Nurses
- Educational Audiology

Anticipated Student and Parent Needs

- As a result of COVID-19 and its impact on our community, we are observing and anticipating the following:
  - Increased anxiety
  - Depression
  - Feelings of isolation and loneliness
  - Lack of motivation
  - Fear about COVID
  - Extreme stress over financial and academic concerns
  - Domestic abuse
  - Child abuse

Anticipated Student and Parent Needs

- To support our students as they return to school in the fall, in any school format:
  - Understand that students will likely have a strong sense of disconnection from peers and staff
  - Re-establish a sense of safety, predictability and routine
  - Re-establish relationships with school staff <u>before</u> academic learning can begin

Mental Health Team Supports in our "New Normal"

- The Mental Health Team is providing services virtually, including:
  - Ongoing individual meetings
  - Meetings with students in groups at all levels
  - Crisis response services to students who were at risk due to suicidal ideation
  - Connecting students with community resources
  - Meeting with and helping parents connect with community resources and other services as needed

Behavior Intervention Coaches

- Behavior Intervention Coaches are providing supports including:
  - Remote consultation and collaboration staff to support individual students with challenging behavior
  - Collaboration with staff to create Behavior Intervention and Safety Plans and data collection systems
  - Training staff on a systematic approach to preventing and responding to challenging student behavior

- Looking ahead to next school year, Behavior Intervention Coaches will continue to provide remote or blended training and coaching on a systematic approach to behavior

Sexual Assault Resource Team

- The Sexual Assault Resource Team (SART) provides resources including:
  - SART Peer Educators
    - Training for high school student leaders to give presentations on sexual violence prevention to HS and MS students
    - Training on how to support students in their school communities who have experienced sexual violence
  - Curriculum for students with intellectual or developmental disabilities on healthy boundaries, building safe relationships, online safety, consent, safe and unsafe touch, etc.
  - Supports for individual students who have experienced sexual harassment or sexual assault
  - Connecting student to school and community resources
  - Training staff on Title IX policies and guidance

Student Wellness

- Student Wellness supports are delivered in the Whole School/Whole Community/Whole Child Model

- Programming includes:
  - Create cultures of health and wellness for staff and students
  - Integration of emotional resilience training and emotional recovery training with Mental Health Education and Connection Specialist
  - Facilitating the district Comprehensive Health Plan and Committee Liaison with community partners

K-12 Counseling

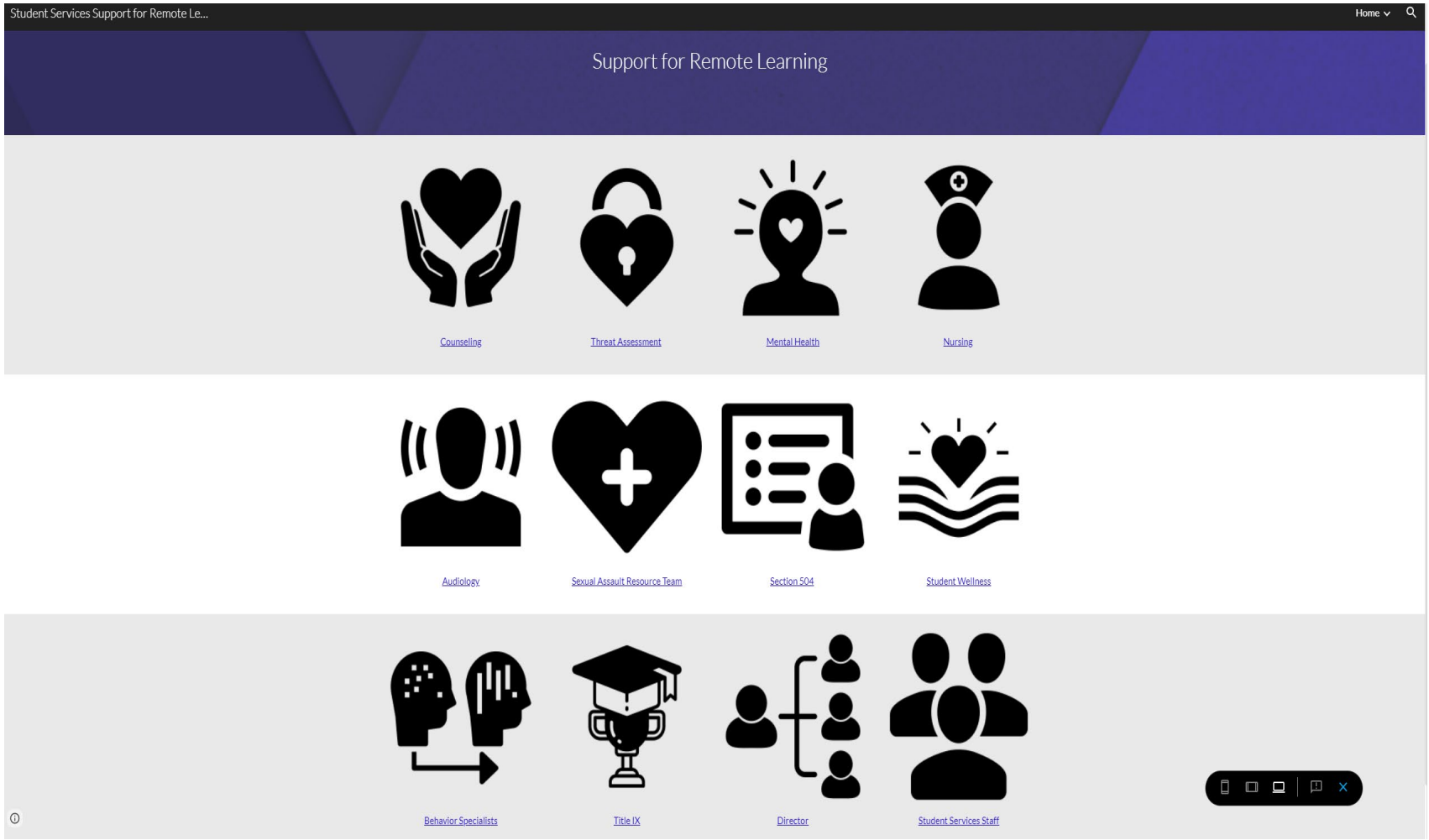
- Support provided by K-12 Counseling includes:
  - Education, prevention, intervention and referral services to students and their families
  - School counseling program designed to meet the Social Emotional needs of all students
  - Collaboration with school social workers, psychologists, behavior specialists, and mental health specialists
  - Making appropriate referrals to community service providers

4A & State Counseling Grants

- 104 Licensed School Counselors in PSD
  - CDE will not have funding information for state grants until the Legislature has approved the Long Bill. Therefore future appropriations for all CDE funding sources are unknown.
  - 22 Counselors partially or fully funded by CDE Grants
  - As with all years, CDE reinforces that funding is based on available appropriations.

- Use of Mill Levy Override Funds (4A)
  - Full-time mental health support at elementary schools
  - Addition of 2 school psychologists
  - Additional support at secondary schools

Questions?


Student Services Support for Remote Le...
Home
Support for Remote Learning
Counseling
Threat Assessment
Mental Health
Nursing
Audiology
Sexual Assault Resource Team
Section 504
Student Wellness
Behavior Specialists
Title IX
Director
Student Services Staff

Poudre School District
Board of Education Meeting Coversheet

Agenda Item:	Revisions to Student Rights & Code of Conduct Policies (First Reading)
Summary:	Each spring, District administrators review the Student Rights & Code of Conduct booklet and draft proposed revisions, additions and deletions to (a) improve and refine the policies and regulations contained therein, (b) ensure that they are in compliance with governing law, and (c) ensure that they reflect current District practices. The revisions being proposed for the 2020-2021 school year are attached, along with an explanatory Memorandum.
Type of Communication:	Other

ATTACHMENTS:

File Name	Description	Type
PSD_Memo_5-20-2020.pdf	Code of Conduct 2020 Revisions Memo	Executive Summary
JH-JHB_2020.pdf	Policy JH-JHB 2020	Backup Material
JKDA-JKEA.pdf	Policy JKDA-JKEA 2020	Backup Material
JKD-JKE.pdf	Policy JKD-JKE 2020	Backup Material

Poudre School District

TO: Board of Education and Dr. Sandra Smyser, Superintendent
FROM: Autumn Aspen, Legal and Policy Counsel
DATE: May 20, 2020
RE: Proposed Revisions to Policies in the Student Rights & Code of Conduct booklet

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Colorado statutes require that the adoption and revision of certain policies and regulations in the District's Student Rights & Code of Conduct booklet must be approved by the Board of Education. Each spring, we submit proposed revisions, additions and deletions of such policies and regulations for Board action so that they can be finalized in time to be included in next year's Student Rights & Code of Conduct booklet.

So far this year, there are three policies for which Board revisions are being proposed for the 2020-2021 Student Rights & Code of Conduct booklet. If the proposed revisions are approved by the Board, they will take effect on July 1, 2020.

JH/JHB STUDENT ATTENDANCE/TRUANCY

District Policy JH/JHB has been revised pursuant to changes to statute C.R.S. § 22-33-104 regarding compulsory school attendance. Senate Bill 20-014 was signed by Governor Jared Polis on March 23, 2020. This bill revised C.R.S. § 22-33-104 as indicated in the attached Senate Bill 20-014. In summary, current law requires school districts to adopt a written policy setting forth the school district's attendance requirements. The bill requires the policy to be updated to include excused absences for behavioral health concerns.

JKD/JKE SUSPENSION/EXPULSION OF STUDENTS

District Policy JKD/JKE has been revised pursuant to the addition of C.R.S. § 22-33-106.1 regarding suspension and expulsion for preschool through second grade students. House Bill 19-1194, which is attached, was signed by Governor Polis on May 13, 2019 and takes effect on July 1, 2020. The act allows for school districts to impose out-of-school suspensions or expulsions of students enrolled in preschool, kindergarten, or first or second grade only under specified circumstances. If a school district imposes an out-of-school suspension, the length of the suspension is limited to 3 school days unless the school district determines a longer period is necessary to resolve the safety threat or recommends that the student be expelled.

JKDA/JKEA GROUNDS FOR SUSPENSION/EXPULSION OF STUDENTS

District Policy JKDA/JKEA has also been revised pursuant to the addition of C.R.S. § 22-33-106.1 regarding suspension and expulsion for preschool through second grade students.

An Act

SENATE BILL 20-014

BY SENATOR(S) Fields, Bridges, Crowder, Donovan, Gardner, Ginal, Gonzales, Hansen, Lee, Moreno, Priola, Story, Tate, Todd, Williams A., Winter;
also REPRESENTATIVE(S) Michaelson Jenet and Cutter, Arndt, Bird, Buckner, Buentello, Caraveo, Coleman, Duran, Esgar, Exum, Froelich, Gonzales-Gutierrez, Gray, Herod, Hooton, Jackson, Jaquez Lewis, Kennedy, Kipp, Kraft-Tharp, Lontine, McCluskie, McLachlan, Melton, Mullica, Singer, Sirota, Snyder, Sullivan, Tipper, Titone, Valdez A., Valdez D., Van Winkle, Weissman, Wilson, Woodrow, Young, Becker.

CONCERNING EXCUSED ABSENCES IN PUBLIC SCHOOLS RESULTING FROM BEHAVIORAL HEALTH CONCERNS.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. In Colorado Revised Statutes, 22-33-104, **amend** (2)(c) and (4)(a) as follows:

22-33-104. Compulsory school attendance. (2) The provisions of subsection (1) of this section shall not apply to a child:

(c) Who is absent for an extended period due to ~~physical, mental, or~~

Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.

~~emotional disability~~ A PHYSICAL DISABILITY OR A MENTAL OR BEHAVIORAL HEALTH DISORDER;

(4) (a) The board of education shall adopt a written policy setting forth the district's attendance requirements. ~~Said~~ THE policy ~~shall~~ MUST provide for excused absences, including those listed as exclusions from compulsory school attendance in accordance with subsection (2) of this section, AS WELL AS TEMPORARY ABSENCES DUE TO BEHAVIORAL HEALTH CONCERNS. An attendance policy developed pursuant to this section may include appropriate penalties for nonattendance due to unexcused absence.

SECTION 2. Safety clause. The general assembly hereby finds,

determines, and declares that this act is necessary for the immediate preservation of the public peace, health, or safety.

Leroy M. Garcia
PRESIDENT OF
THE SENATE

KC Becker
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Cindi L. Markwell
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THE SENATE

Robin Jones
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES

APPROVED March 23, 2020 at 1:19 pm
(Date and Time)

Jared S. Polis
GOVERNOR OF THE STATE OF COLORADO

An Act

HOUSE BILL 19-1194

BY REPRESENTATIVE(S) Lontine and Larson, Benavidez, Bird, Buckner, Buentello, Caraveo, Coleman, Cutter, Duran, Esgar, Exum, Froelich, Gonzales-Gutierrez, Hansen, Herod, Hooton, Jackson, Kennedy, Kipp, Kraft-Tharp, McCluskie, Michaelson Jenet, Mullica, Sirota, Snyder, Tipper, Titone, Valdez A., Valdez D., Weissman;
also SENATOR(S) Priola and Fields, Bridges, Court, Fenberg, Gonzales, Moreno, Pettersen, Story, Williams A., Winter.

CONCERNING THE DISCIPLINE OF PRESCHOOL THROUGH SECOND GRADE STUDENTS ENROLLED IN PUBLICLY FUNDED EDUCATION PROGRAMS.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Legislative declaration. (1) The general assembly finds that:

(a) Children in preschool and early elementary years are at a critical stage of development, and a child's early experiences in school have a dramatic impact on the child's health and future success in school;

(b) The practice of out-of-school suspension or expulsion of a young child may have profound consequences for the child, as these exclusionary

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Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.

measures come at a time when the child is supposed to be forming positive associations with school and building positive relationships with teachers and peers; and

(c) Research indicates that young children who are suspended or expelled from school are several times more likely to experience disciplinary action later in their academic careers, drop out or disengage from high school, report feeling disconnected from school, and be incarcerated later in life.

(2) The general assembly therefore declares that the standards for suspension and expulsion of young children should be developmentally appropriate, and implementing inclusive discipline practices, rather than out-of-school suspension and expulsion, is an important step in supporting a positive school experience for young children in preschool and early elementary programs that will result in greater long-term success for the child.

SECTION 2. In Colorado Revised Statutes, **add** 22-33-106.1 as follows:

22-33-106.1. Suspension - expulsion - preschool through second grade - definitions. (1) AS USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(a) "CHARTER SCHOOL" MEANS A CHARTER SCHOOL THAT IS AUTHORIZED BY A SCHOOL DISTRICT BOARD OF EDUCATION PURSUANT TO PART 1 OF ARTICLE 30.5 OF THIS TITLE 22 OR AN INSTITUTE CHARTER SCHOOL THAT IS AUTHORIZED BY THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF ARTICLE 30.5 OF THIS TITLE 22.

(b) "ENROLLING ENTITY" MEANS:

(I) A COMMUNITY-BASED PRESCHOOL PROGRAM THAT INCLUDES STUDENTS WHO ARE FUNDED THROUGH THE "COLORADO PRESCHOOL PROGRAM ACT", ARTICLE 28 OF THIS TITLE 22, OR STUDENTS WHO ARE FUNDED WITH STATE OR FEDERAL MONEY TO EDUCATE CHILDREN WITH DISABILITIES;

(II) A SCHOOL DISTRICT; OR

(III) A CHARTER SCHOOL.

(2) NOTWITHSTANDING ANY PROVISION OF THIS ARTICLE 33 TO THE CONTRARY, AN ENROLLING ENTITY MAY IMPOSE AN OUT-OF-SCHOOL SUSPENSION OR EXPEL A STUDENT ENROLLED IN PRESCHOOL, KINDERGARTEN, FIRST GRADE, OR SECOND GRADE ONLY IF:

(a) THE ENROLLING ENTITY DETERMINES THAT THE STUDENT HAS ENGAGED IN CONDUCT ON SCHOOL GROUNDS, IN A SCHOOL VEHICLE, OR AT A SCHOOL ACTIVITY OR SANCTIONED EVENT THAT:

(I) INVOLVES THE POSSESSION OF A DANGEROUS WEAPON WITHOUT THE AUTHORIZATION OF THE PUBLIC SCHOOL OR ENROLLING ENTITY, IF DIFFERENT;

(II) INVOLVES THE USE, POSSESSION, OR SALE OF A DRUG OR CONTROLLED SUBSTANCE, AS DEFINED IN SECTION 18-18-102 (5); OR

(III) ENDANGERS THE HEALTH OR SAFETY OF OTHERS;

(b) THE ENROLLING ENTITY DETERMINES THAT FAILURE TO REMOVE THE STUDENT FROM THE SCHOOL BUILDING WOULD CREATE A SAFETY THREAT THAT CANNOT OTHERWISE BE ADDRESSED; AND

(c) THE ENROLLING ENTITY, ON A CASE-BY-CASE BASIS, CONSIDERS EACH OF THE FACTORS SET FORTH IN SECTION 22-33-106 (1.2) BEFORE SUSPENDING OR EXPELLING THE STUDENT. THE ENROLLING ENTITY SHALL DOCUMENT ANY ALTERNATIVE BEHAVIORAL AND DISCIPLINARY INTERVENTIONS THAT IT EMPLOYS BEFORE SUSPENDING OR EXPELLING THE STUDENT.

(3) IF AN ENROLLING ENTITY IMPOSES AN OUT-OF-SCHOOL SUSPENSION ON A STUDENT WHO MEETS THE CRITERIA SPECIFIED IN SUBSECTION (2) OF THIS SECTION, THE OUT-OF-SCHOOL SUSPENSION SHALL NOT EXCEED THREE SCHOOL DAYS UNLESS THE EXECUTIVE OFFICER OR CHIEF ADMINISTRATIVE OFFICER OF THE ENROLLING ENTITY, OR DESIGNEE OF EITHER, DETERMINES THAT A LONGER PERIOD OF SUSPENSION IS NECESSARY TO RESOLVE THE SAFETY THREAT OR RECOMMENDS THAT THE STUDENT BE EXPELLED IN ACCORDANCE WITH SECTION 22-33-105 (2)(c).

(4) THIS SECTION DOES NOT PREVENT AN ENROLLING ENTITY FROM EXCLUDING, REMOVING, OR DISENROLLING A STUDENT FOR REASONS UNRELATED TO STUDENT DISCIPLINE.

(5) FOR PURPOSES OF THIS SECTION, IF AN ENROLLING ENTITY REQUESTS THAT A PARENT REMOVE A CHILD FOR DISCIPLINARY REASONS FROM THE SCHOOL GROUNDS FOR ANY LENGTH OF TIME DURING A SCHOOL DAY, THE REQUEST CONSTITUTES A SUSPENSION AND IS SUBJECT TO THE REQUIREMENTS OF THIS SECTION.

(6) THE STATE BOARD SHALL ANNUALLY REVIEW THE DATA CONCERNING THE NUMBER OF STUDENTS WHO ARE SUSPENDED OR EXPELLED PURSUANT TO THIS SECTION AND, IF AVAILABLE, THE REASONS FOR THE SUSPENSIONS AND EXPULSIONS.

SECTION 3. In Colorado Revised Statutes, 22-2-117, **amend** (1)(b)(VI) and (1)(b)(VII); and **add** (1)(b)(VIII) as follows:

22-2-117. Additional power - state board - waiver of requirements - rules. (1) (b) The state board shall not waive any of the requirements specified in any of the following statutory provisions:

(VI) The requirement to post on the internet the statutes for which waivers are granted as provided in section 22-44-305; ~~or~~

(VII) Any provisions of section 22-1-130, relating to notification to parents of alleged criminal conduct by school district employees; OR

(VIII) SECTION 22-33-106.1, CONCERNING SUSPENSION AND EXPULSION OF STUDENTS IN PRESCHOOL THROUGH SECOND GRADE.

SECTION 4. In Colorado Revised Statutes, 22-30.5-104, **amend** (6)(c)(VI) and (6)(c)(VII); and **add** (6)(c)(VIII) as follows:

22-30.5-104. Charter school - requirements - authority - rules. (6) (c) A school district, on behalf of a charter school, may apply to the state board for a waiver of a state statute or state rule that is not an automatic waiver. Notwithstanding any provision of this subsection (6) to the contrary, the state board may not waive any statute or rule relating to:

(VI) The requirement to post on the internet the statutes for which waivers are granted as provided in section 22-44-305; ~~or~~

(VII) Any provisions of section 22-1-130, relating to notification to parents of alleged criminal conduct by charter school employees; OR

(VIII) SECTION 22-33-106.1, CONCERNING SUSPENSION AND EXPULSION OF STUDENTS IN PRESCHOOL THROUGH SECOND GRADE.

SECTION 5. In Colorado Revised Statutes, 22-30.5-106, **amend** (1)(p) as follows:

22-30.5-106. Charter application - contents. (1) The charter school application is a proposed agreement upon which the charter applicant and the chartering local board of education negotiate a charter contract. At a minimum, each charter school application includes:

(p) Policies regarding student discipline, expulsion, and suspension that are consistent with the intent and purpose of ~~section~~ SECTIONS 22-33-106 AND 22-33-106.1, provide adequately for the safety of students and staff, and provide a level of due process for students that, at a minimum, complies with the requirements of the federal "Individuals with Disabilities Education Act", 20 U.S.C. sec. 1400 et seq.;

SECTION 6. In Colorado Revised Statutes, 22-30.5-505, **amend** (9) as follows:

22-30.5-505. State charter school institute - institute board - appointment - powers and duties - rules. (9) The institute shall ensure that each institute charter school addresses the expulsion, suspension, and education of expelled or suspended students in a manner consistent with the intents and purposes of sections 22-33-105, 22-33-106, ***22-33-106.1,*** and 22-33-203.

SECTION 7. In Colorado Revised Statutes, 22-30.5-507, **amend** (7)(b)(VI) and (7)(b)(VII); and **add** (7)(b)(VIII) as follows:

22-30.5-507. Institute charter school - requirements - authority - rules. (7) (b) An institute charter school may apply to the state board, through the institute, for a waiver of state statutes and state rules that are not

automatic waivers. The state board may waive state statutory requirements or rules promulgated by the state board; except that the state board may not waive any statute or rule relating to:

(VI) The requirement to post on the internet the statutes for which waivers are granted as provided in section 22-44-305; ~~or~~

(VII) Any provisions of section 22-1-130, relating to notification to parents of alleged criminal conduct by institute charter school employees; OR

(VIII) SECTION 22-33-106.1, CONCERNING SUSPENSION AND EXPULSION OF STUDENTS IN PRESCHOOL THROUGH SECOND GRADE.

SECTION 8. In Colorado Revised Statutes, 22-30.5-509, **amend** (1)(p) as follows:

22-30.5-509. Institute charter school application - contents. (1) The institute charter school application is a proposed agreement upon which the institute charter applicant and the institute negotiate a charter contract. At a minimum, each institute charter school application includes:

(p) Policies regarding student discipline, expulsion, and suspension that are consistent with the intent and purpose of ~~section~~ SECTIONS 22-33-106 AND 22-33-106.1, provide adequately for the safety of students and staff, and provide a level of due process for students that, at a minimum, complies with the requirements of the federal "Individuals with Disabilities Education Act", 20 U.S.C. sec. 1400 et seq.;

SECTION 9. In Colorado Revised Statutes, 22-32-109.1, **amend** (2)(a)(I) introductory portion, (2)(a)(I)(E), (2)(a)(II) introductory portion, (2)(a)(II)(C), and (2)(a)(II)(D); and **add** (2)(a)(II)(E) as follows:

22-32-109.1. Board of education - specific powers and duties - safe school plan - conduct and discipline code - safe school reporting requirements - school response framework - school resource officers - definitions - repeal. (2) **Safe school plan.** In order to provide a learning environment that is safe, conducive to the learning process, and free from unnecessary disruption, each school district board of education or institute charter school board for a charter school authorized by the charter school

institute shall, following consultation with the school district accountability committee and school accountability committees, parents, teachers, administrators, students, student councils where available, and, where appropriate, the community at large, adopt and implement a safe school plan, or review and revise, as necessary in response to any relevant data collected by the school district, any existing plans or policies already in effect. In addition to the aforementioned parties, each school district board of education, in adopting and implementing its safe school plan, may consult with victims' advocacy organizations, school psychologists, local law enforcement, and community partners. The plan, at a minimum, must include the following:

(a) **Conduct and discipline code.** (I) A concisely written conduct and discipline code that shall be enforced uniformly, fairly, and consistently for all students. Copies of the code shall be provided to each student upon enrollment at the PRESCHOOL, elementary, middle, and high school levels and shall be posted or kept on file at each public school in the school district. The school district shall take reasonable measures to ensure that each student of each public school in the school district is familiar with the code. The code shall include, but need not be limited to:

(E) General policies and procedures for determining the circumstances under and the manner in which disciplinary actions, including suspension and expulsion, shall be imposed in accordance with the provisions of sections 22-33-105, ~~and~~ 22-33-106, AND 22-33-106.1;

(II) In creating and enforcing a school conduct and discipline code pursuant to ~~subparagraph (I) of this paragraph (a)~~ SUBSECTION (2)(a)(I) OF THIS SECTION, each school district board of education, on and after August 1, 2013, shall:

(C) Ensure that the implementation of the code complies with all state and federal laws concerning the education of students with disabilities, as defined in section 22-20-103 (5); ~~and~~

(D) Ensure that, in implementing the code, each school of the school district shows due consideration of the impact of certain violations of the code upon victims of such violations, in accordance with the provisions of Title IX of the United States Code and other state and federal laws; AND

(E) ENSURE THAT, IN IMPLEMENTING THE CODE, EACH SCHOOL OF THE SCHOOL DISTRICT COMPLIES WITH THE REQUIREMENTS OF SECTION 22-33-106.1.

SECTION 10. Act subject to petition - effective date. This act takes effect July 1, 2020; except that, if a referendum petition is filed pursuant to section 1 (3) of article V of the state constitution against this act or an item, section, or part of this act within the ninety-day period after final adjournment of the general assembly, then the act, item, section, or part will not take effect unless approved by the people at the general election to be

held in November 2020 and, in such case, will take effect on the date of the official declaration of the vote thereon by the governor.

KC Becker
SPEAKER OF THE HOUSE
OF REPRESENTATIVES

Leroy M. Garcia
PRESIDENT OF
THE SENATE

Marilyn Eddins
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES

Cindi L. Markwell
SECRETARY OF
THE SENATE

APPROVED May 13, 2019 at 12:23 p.m.
(Date and Time)

Jared S. Polis
GOVERNOR OF THE STATE OF COLORADO

JH/JHB - STUDENT ATTENDANCE/TRUANCY

State law requires parents/guardians to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school. Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. Accordingly, Poudre School District students are required to satisfy all academic requirements and exhibit good attendance as stated in this policy.

EXCUSED ABSENCES

The following shall be considered excused absences:

1. A student whose absence is approved by an authorized school administrator. Prearranged absences shall be approved for appointments or circumstances of a serious nature that cannot be taken care of outside school hours.

2. A student who is temporarily ill or injured.

3. A student who is absent for an extended period due to a physical disability or a ~~,~~ mental or ~~emotional~~ behavioral health disorder~~disability~~.

4. A student who is pursuing a work-study program under the supervision of the school.

5. A student who is attending any District-sponsored activity with advance approval of the school administration.

6. A student who is excused by a parent/guardian for observance of a religious holiday.

7. A student who is in the custody of a court or law enforcement authorities.

8. A student whose absence is due to suspension or expulsion.

9. A student whose temporary absence is due to behavioral health concerns.

The District may require suitable proof regarding the above exceptions, including written statements from medical sources.

UNEXCUSED ABSENCES

An unexcused absence is defined as an absence that is not listed above as an excused absence. Each unexcused absence shall be entered on the student's record. School personnel shall notify each student's parent/guardian of the student's unexcused absences in a timely manner so as to allow the parent/guardian to address the problem.

In accordance with law, the District may impose appropriate penalties for a student's nonattendance due to unexcused absences. The District attendance officer and school administrators shall communicate the District's and school's rules and procedures related to unexcused absences to students and their parents/guardians. Students and parents/guardians may petition their school principal for exceptions, which must be approved by the assistant superintendent of elementary schools or assistant superintendent of secondary schools, as appropriate.

TRUANCY

A student shall be considered "truant" if he or she is absent from school without excuse as provided under this policy. In order to reduce the incidents of truancy, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that their children of compulsory attendance age attend school. Parents/guardians shall be required to furnish the school with a telephone number or other means of contacting them during the school day.

The District shall establish a system of monitoring individual excused and unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school personnel (or volunteers under the direction of school personnel) shall make a reasonable effort to notify the parent/guardian by telephone.

Appropriate District personnel shall make all reasonable efforts to meet with the student's parent/guardian to review and evaluate the reasons for the student's truancy. A plan shall be developed for a student who is declared habitually truant, with the goal of assisting the student to remain in school. As appropriate, the student's parent/guardian shall participate with District personnel in the development of the plan.

A student shall be considered "habitually truant" if he or she is of compulsory attendance age and has incurred 10 total days of unexcused absences during any school year or four total days of unexcused absences in any month. As provided by law, judicial proceedings may be initiated to enforce the state's compulsory attendance law with respect to students determined to be habitually truant.

MAKE-UP WORK

Make-up work shall be provided by the school for any class in which a student has an excused absence unless otherwise determined by the school principal or unless the absence is due to the student's expulsion from school. Make-up work shall be allowed following an unexcused absence and following a student's suspension from school with the goal of providing the student an opportunity to keep up with the class and an incentive to attend school. However, this work may receive only partial credit, as authorized by law.

It is the student's responsibility to pick up permitted make-up assignments on the day the student returns to class. There shall be one day allowed to make up work for each day of absence.

Unless otherwise permitted by the school principal, make-up work shall not be provided during a student's expulsion from school. Rather, the District shall offer alternative education services to the expelled student in accordance with state law. The District shall determine the amount of credit the expelled student will receive for work completed in such an alternative education program.

TARDINESS

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy students to uninterrupted learning, penalties shall be imposed for excessive tardiness. Parents or guardians shall be notified of all penalties regarding tardiness.

A student detained by another teacher or administrator shall not be considered tardy, provided that the student is given a pass to enter the next class. Teachers shall honor passes presented in accordance with this policy.

APPEALS

Appeals regarding the District's application of this policy with respect to any student shall be made to the assistant superintendent of elementary schools or the assistant superintendent of secondary schools, as appropriate. If the appeal is not satisfactorily resolved by the appropriate assistant superintendent, the matter may be appealed to the superintendent, whose decision shall be final.

Adopted by Board: April 1972
Revised by Board: July 1974
Revised by Board: August 1982
Revised by Board: August 1985
Revised by Board: August 1987
Revised by Board: July 1988

Revised by Board: February 1994
Revised by Board to conform with practice: May 22, 1995
Revised by Board: August 14, 1995
Revised by Board: August 12, 1996
Revised by Board: September 25, 2000
Revised by Board: October 11, 2004
Revised by Board: April 22, 2008, effective July 1, 2008
Revised by Board: April 13, 2010, effective July 1, 2010
Revised by Board: June , 2020, effective July 1, 2020

LEGAL REFS:
C.R.S. 22-32-109(1)(n)
C.R.S. 22-32-109.1(2)(a)
C.R.S. 22-33-101, et. seq. (School Attendance Law of 1963)
1 CCR 301-78

CROSS REFS:

IMDC, Religious Observances and Displays/Teaching about Religion
JEA, Compulsory Attendance Ages
JHCA, Open/Closed Campus
JK, Student Discipline
JKD/JKE, Suspension/Expulsion of Students
JLIB, Student Dismissal Precautions

JKDA/JKEA - GROUNDS FOR SUSPENSION/EXPULSION OF STUDENTS

Students in third grade and higher grade levels

Students in third grade and higher grade levels are subject to suspension or expulsion for engaging in the following types of conduct while on District property, connected locally or remotely to the District computer network, on a District vehicle, at a District or school-sponsored activity or event, or off District property when such conduct has a reasonable connection to school or any District curricular or non-curricular activity or event:

1. Causing or attempting to cause damage to District property or stealing or attempting to steal District property.

2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.

3. Willful destruction or defacing of District property.

4. Causing or attempting to cause physical injury to another person, except in self-defense.

5. Commission of any act which, if committed by an adult, would be robbery, first-degree assault or second-degree assault, as defined by state law.

6. Violation of criminal law that has an effect on the District or on the general safety or welfare of students or staff.

7. Violation of any District policy or regulation, or established school rules.

8. Violation of the District's policy on student conduct involving weapons.

9. Violation of the District's policy on student conduct involving drugs and alcohol.

10. Violation of the District's tobacco-free and marijuana-free District policy.

11. Violation of the District's policy on harassment of students.

12. Throwing objects that can or do cause bodily injury or damage to property.

13. Directing profanity, vulgar language, or obscene gestures toward other students, District personnel, or other persons.

14. Engaging in verbal abuse; i.e., name calling, ethnic or racial slurs, swearing, screaming, obscene gestures or threats directed at an individual, either orally (including by telephone) or in writing (including by e-mail or the Internet), or derogatory statements that are addressed publicly to an individual, his or her family or a group that precipitate disruption of the District program or incite violence.

15. Committing extortion, coercion, or blackmail; i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.

16. Lying or giving false information, either verbally or in writing, to a District employee.

17. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.

18. Continued willful disobedience or open and persistent defiance of proper authority, including deliberate refusal to obey a member of the District staff.

19. Behavior on or off school property that is detrimental to the welfare, safety or morals of one or more other students, District personnel or other persons, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.

20. Engaging in behavior that disrupts school or District operations.

21. Promoting or being involved in gang or gang-like activity.

22. Engaging in “hazing,” i.e., any activity by which a person recklessly endangers the health or safety of or causes a risk of bodily injury to an individual for purposes of initiation or admission into an affiliation with any student organization, including but not limited to forced and prolonged physical activity; forced consumption of any food, beverage, medication or controlled substance in excess of the usual amounts for human consumption; forced consumption of any substance not generally intended for human consumption; and/or prolonged deprivation of sleep, food or drink.

23. Threats of serious bodily injury or death to one or more District employees, students or other persons, threats to damage or destroy District property or the property of one or more District employees, students or other persons, and/or threats to disrupt school or District operations.

24. Bullying, as defined in the District’s policy on bullying prevention and education.

25. Assault upon, disorderly conduct toward, harassment of, intimidation of, bullying of, or any criminal offense against another student, or damage to the property of

another student.

26. Repeated interference with a school's ability to provide educational opportunities to other students.

27. Violation of the District's policy on student use of District computers, e-mail and Internet access.

28. Violation of the District's policy on student possession and use of personal communication devices.

29. Assault upon, disorderly conduct toward, harassment of, making knowingly false allegations of child abuse against, or any criminal offense against a teacher or District employee, or damage to property of a teacher or District employee, which occurs on District property.

30. Initiating or participating in false alarms, false notifications of alarms, or bomb scares.

31. Violation of the District's student dress policy.

32. Being declared a habitually disruptive student.

Students in preschool through second grade

Students in preschool, kindergarten, first grade, or second grade may be subject to suspension or expulsion for engaging in the following types of conduct while on District property, on a District vehicle, at a District or school-sponsored activity or event, or off District property when such conduct has a reasonable connection to school or any District curricular or non-curricular activity or event:

1. Violation of the District's policy on student conduct involving weapons.

2. Violation of the District's policy on student conduct involving drugs and alcohol.

3. Conduct that endangers the health or safety of others.

Reviewed by Board: August 14, 1995
Revised by Board: August 29, 1996
Revised by Board: June 22, 1998
Revised by Board: July 1, 2002
Revised by Board: October 11, 2004
Revised by Board: April 23, 2007, effective July 1, 2007
Revised by Board: April 22, 2008, effective July 1, 2008
Revised by Board: May 26, 2009, effective July 1, 2009
Revised by Board: April 13, 2010, effective July 1, 2010
Revised by Board: June 21, 2011, effective July 1, 2011

Revised by Board: June 12, 2012, effective July 1, 2012
Revised by Board: June __, 2020, effective July 1, 2020

LEGAL REFS:
C.R.S. 22-32-109.1
C.R.S. 22-33-106
C.R.S. 22-33-106.1

JKD/JKE - SUSPENSION/EXPULSION OF STUDENTS

In matters involving student behavior that may or will result in the suspension or expulsion of a student, a parent, guardian or legal custodian shall be notified and involved to the greatest practicable extent in the disciplinary procedures. In all cases of suspension and expulsion, students shall be afforded due process of law.

For a student in preschool, kindergarten, first grade, or second grade: The Board and/or its designee(s) shall determine whether failure to remove the student from the school building through suspension and/or expulsion would create a safety threat that otherwise cannot be addressed. The Board and/or its designee(s) shall also determine on a case-by-case basis each of the factors set forth in C.R.S. § 22-33-106(1.2) and shall document any alternative behavioral and disciplinary interventions that it employs before suspending or expelling the student.

ALTERNATIVES TO SUSPENSION

In lieu of suspension, the principal or designee may, at his or her discretion, permit the student to remain in school on the condition that the student's parent, guardian or legal custodian attend class with the student for a period of time established by the principal or designee. This alternative is not automatic. The principal or designee shall consult with the student's teachers and obtain their consent before implementing this alternative. This alternative to suspension shall not be used if expulsion proceedings have been or are to be initiated, or if the principal or designee determines that the student's presence in school, even if accompanied by a parent, guardian or legal custodian, would be disruptive to the operations of the school or be detrimental to the learning environment of other students. In the event that this alternative becomes disruptive if it is used, then the school shall immediately terminate this option and suspend the student in accordance with District policy. If the student's parent, guardian or legal custodian does not agree or fails to attend class with the student, the principal or designee shall suspend the student in accordance with District policy.

SUSPENSION AUTHORITY

1. Students in third grade and higher grade levels: A school principal, or designee by written authority of the principal, may suspend a student in third grade and higher grade levels ~~enrolled~~ in ~~the~~ that school for not more than five school days on the grounds stated in C.R.S. §§ 22-33-106(1)(a), (1)(b), (1)(c), (1)(e) or (1)(f), or not more than 10 school days on the grounds stated in C.R.S. §§ 22-33-106(1)(d), unless expulsion is mandatory under law (see JKDA/JKEA).

   Students in preschool through second grade: A school principal, or designee by written authority of the principal, may suspend a student in preschool,

kindergarten, first grade, or second grade in that school for not more than three school days on the grounds stated in C.R.S. 22-33-106.1(2), unless the principal or designee determines that a longer period of suspension is necessary to resolve the safety threat or expulsion is mandatory under law.

2. The Board of Education delegates to the Superintendent the authority to suspend a student, in accordance with C.R.S. §§ 22-33-105 and 22-33-106.1(3), for an additional 10 school days, plus up to and including an additional 10 school days as necessary in order to present the matter to the Board of Education, but not to exceed 25 school days of suspension.

EXPULSION AUTHORITY

1. The Board of Education may conduct a hearing at which the question of expulsion is determined.

2. Unless the Board of Education elects to proceed otherwise in a particular case, the Board delegates its power to expel students to the Superintendent and/or to a designee who shall serve as a hearing officer, and delegates to the Superintendent or designee its authority to conduct the expulsion hearing as required by law.

3. The decision of the Superintendent may, upon the written request of the student or the student's parent, guardian or legal custodian, be appealed to the Board of Education.

REPORTING DISCIPLINE ACTIONS

The Superintendent shall report each case acted upon to the Board of Education through a confidential memo, briefly describing the circumstances and the reasons for the action taken by the Superintendent.

The principals of each school in the District shall submit annual written reports to the Board of Education concerning the learning environment in their schools each school year, as required by law. Each principal's report shall include: (1) the total enrollment for the school; (2) the average daily attendance rate at the school; (3) dropout rates for grades seven through twelve, if such grades are taught at the school; (4) the number of violations of the conduct code broken down as to type of violation and type of discipline, as required by law, and noting which violations and discipline involved students with disabilities; and (5) the school's policy concerning bullying prevention and education.

The Board of Education shall annually compile the principals' reports from each school in the District and submit its compiled report to CDE, as required by law. The Board's compiled report shall also include the average size of each school in the District, calculated as the total number of students enrolled in the school divided by the number of full time teachers in the school. The Board's compiled report shall also be made

available to the general public, but not in such a way as to disclose confidential personally identifiable student information in violation of state or federal law.

INFORMATION TO PARENTS

Within five days of expelling a student, the District shall notify the student and his or her parent, guardian or legal custodian of the student's opportunity to receive educational services for expelled students.

Upon request of a student or the student's parent, guardian or legal custodian, the District shall provide any educational services that are deemed appropriate by the District for any student who is expelled from the District. The services provided shall be designed to provide a second chance for the student to succeed in achieving an education. The District shall determine the amount of credit the student shall receive toward graduation for the educational services provided.

The District is not required to provide additional educational services to any student who is suspended or expelled while receiving educational services during a period of expulsion. The District may provide services for a student who is expelled through agreements with local governmental agencies and managing state agencies, community-based nonprofit organizations, with the Department of Military Affairs, and public or private institutions of higher learning to provide appropriate services such as tutoring, counseling, drug treatment, family preservation, alternative education, or vocational education programs. If a student is expelled for the remainder of the school year and the student is not receiving educational services, the District will contact the student's parent, guardian or legal custodian at least once every 60 days until the beginning of the next school year to determine whether the student is receiving educational services. The District need not contact the student's parent, guardian or legal custodian after the student is enrolled in another school district or in an independent or nonpublic school, or if the student is committed to the Department of Human Services or is sentenced pursuant to the Children's Code.

STUDENT'S RETURN TO SCHOOL FOLLOWING AN EXPULSION

In accordance with state law, a student who has been expelled on grounds stated in C.R.S. §§ 22-33-106 (1) (c) or (1) (d) and has been convicted or adjudicated as a juvenile delinquent, received a deferred judgment, or placed in a diversion program for such conduct shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed. If the student cannot be placed in another school, the school may provide the expelled student with a schedule that avoids contact with the victim or the victim's immediate family members.

Adopted by Board: April 1972
Revised by Board: February 1974
Revised by Board: June 1982
Revised by Board: August 1982

Revised by Board: June 1988
Revised by Board: November 1992
Revised by Board: December 1993
Revised by Board to conform with practice: May 22, 1995
Revised by Board: August 14, 1995
Revised by Board: August 12, 1996
Revised by Board: June 22, 1998
Revised by Board: August 14, 2000
Revised by Board: October 11, 2004
Revised by Board: April 23, 2007, effective July 1, 2007
Revised by Board: May 26, 2009, effective July 1, 2009

Revised by Board: June __, 2020, effective July 1, 2020

LEGAL REFS:
C.R.S. 22-32-109.1(2)
C.R.S. 22-33-105
C.R.S. 22-33-106
C.R.S. 22-33-106.5
C.R.S. 22-33-106.1

CROSS REFS:
JIC, Student Conduct, and subcodes
JKF, Educational Alternatives for Expelled Students

Poudre School District
Board of Education Meeting Coversheet

Agenda Item: Proposed Budget for FY2020-21

Summary: The Proposed Budget for the 2020-21 Fiscal Year will be discussed at the May 26, 2020 Board of Education Meeting. The Budget will then be resubmitted to the Board of Education for adoption at a meeting later in June.

Type of Communication: Decision Preparation

Background: The annual budget serves as a foundation of the District's financial planning and control. The District maintains extensive budgetary controls to ensure compliance with legal requirements, Board of Education policies, and District administration guidelines. The legal level of budgetary control is the fund level.

The proposed budget is a statutory requirement and must be submitted to the Board of Education at least 30 days prior to the beginning of the fiscal year (CRS 22-44-108).

In a typical year, there are minimal or no changes between the proposed budget and the adopted budget. However, due to COVID-19, the legislature experienced a significant delay and the long bill and school finance act have not yet been approved.

This Proposed Budget, due to COVID-19, is included primarily to meet the District's legal obligation. While not legally required, the District plans to provide another Proposed Budget that includes actions taken by the Legislature related to School Finance and details on how the District plans to maintain a balanced budget as a result. This updated Proposed Budget will be provided to the Board of Education at the June 9, 2020 meeting. We are also requesting that a special meeting be scheduled by June 30, 2020 where the Board will be asked to formally adopt the FY2020-21 Budget.

It is important to point out that the proposed budget presented here is based around broad estimates and assumptions, and that it would be reasonable to expect significant changes between now and the June 9, 2020 board meeting. The primary uncertainty around next year's revenue shortfall hinges upon how much of a reduction K-12 takes in the state budget.

The District continues to use a range of $15-$28 million as a possible decrease in state funding for planning purposes. On May 18, District staff were able to get our first clues to how the reductions might play out. The Joint Budget Committee (JBC)

memo titled “Additional School Finance Balancing Options (Outside of the Long Bill)” discusses various options the legislature may consider to address the shortfall. This document also discusses the maintenance of effort (MOE) requirement around education funding (due to the state accepting CARES funding). This was the primary assumption item used in developing the proposed budget. Specifically, as currently estimated by the JBC, the budget stabilization factor could only increase to $1.17 billion under this MOE requirement. Staff utilized internal District modeling, to project a decrease District PPR by over $500 per funded pupil. When multiplied by the number of pupils using a flat growth rate, the overall decrease to District funding has been increased by $15 million, bringing the total BS factor to $39 million.

Additionally, we are in the early stages of determining how much our other revenue sources may decrease as a result of COVID-19. We are anticipating declines in specific ownership taxes and interest income, as well as a decrease in the property tax collection rate. A short overview of estimated expenditure adjustments is below.

- $14.7 million increase for 4A salary restructure
- $2.0 million increase for 4A mental health
- $1.8 million increase for district portion of PERA/benefits
- $7.3 million decrease for SBB allocation reductions
- $1.5 million decrease for teacher capacity funds reallocation
- $4.6 million decrease for central budgets and programs

We hope to know more information about the long bill shortly, as the JBC is finishing their work on it soon for introduction into the legislature next week. While the timeline for school finance act could still vary, it is possible that we may know more about our specific numbers by the end of May.

The District's budget must be adopted by June 30 prior to the budget year, but may be revised for any reason prior to January 31 of the budget year.

ATTACHMENTS:

File Name	Description	Type
Proposed_Budget_-_May_26__2020.pdf	Proposed Budget May 26, 2020	Backup Material
Budget_Update_May_26__2020.pdf	Proposed Budget 05262020 Presentation	Presentation

POUDRE SCHOOL DISTRICT

FY 2021
Proposed Budget

For Fiscal Year
July 1, 2020 – June 30, 2021

May 26, 2020

Prepared by
Finance Department

FY2021 Proposed Budget
For Fiscal Year July 1, 2020 - June 30, 2021

Table of Contents

Page

General Fund Budget Assumptions....1

General Fund.... 2-4

Designated Special Purpose Grants Fund....5

Food Service Fund....6

Public School Activities Fund....7

Bond Redemption Fund....8

Capital Projects Building Fund....9

Employee Self-Insurance Fund....10

Private-Purpose Trust Fund....11

Proposed General Fund Budget Assumptions
2020-21 Fiscal Year

The Proposed Budget includes the following assumptions:

- Inflation of +1.9% (defined by the Denver-Lakewood-Aurora consumer price index)
- Estimated total program per pupil revenue of $7,529.25 (total program per pupil revenue should be $8,835.25 if properly adjusted for inflation and student growth)
- PPR decrease aligns to current JBC state funding floor estimate of ~$1.17 billion BS factor maximum under CARES funding maintenance of effort (MOE) agreement
- District non-charter enrollment — Same as FY2019-20
- Estimated funded pupil count (FPC) of 29,991.7 including District charter students

  District non-charter = 27,563.2 (no change)

  District charter = 2,428.5 (increase of 69.5)
- 6% funding decreases to central department staffing and operating budgets
- Recapturing Teacher Capacity funding
- Identified cuts to central program/restricted budgets
- 5% funding decreases to SBB allocations
- Utilizing ~$4.0m from 2016 MLO to balance the budget
- Utilizing ~$3.5m from carryover sweeps to balance the budget
- Compensation and Benefits
  - $14.7m compensation increases to licensed and classified staff under 4A
  - $2.0m to hire mental health staff under 4A
  - 5% increase to health/dental insurance
  - 0.5% PERA employer rate increase
  - No salary increases for administrators
- The Board contingency reserve has been calculated at 2% of General Fund expenditures

Proposed Budget
General Fund
2020-21 Fiscal Year

		2018-19	2019-20		2020-21
		Actual	Budget	Estimated	Budget
1	***Funded Pupil Count***	***28,801.0***	***29,922.2***	***29,922.2***	***29,991.7***
2	***Per Pupil Funding***				
3	***Before State Reductions***	***$8,449.61***	***$8,670.87***	***$8,670.87***	***$8,835.25***
4	***State Reductions and Rescissions***	***($738.30)***	***($612.39)***	***($612.39)***	***($1,306.00)***
5	***After State Reductions***	***$7,711.31***	***$8,058.48***	***$8,058.48***	***$7,529.25***
6	Revenues				
7	State Formula				
8	Equalization	$ 146,804,765	$ 150,325,051	$ 150,325,051	$ 153,678,816
9	Property Tax	88,668,106	100,989,291	100,989,291	102,924,001
10	Specific Ownership Tax	7,884,347	8,137,164	8,137,164	8,381,279
11	Total State Formula Before Reductions	243,357,218	259,451,506	259,451,506	264,984,096
12	State Reductions and/or Rescissions	(21,263,746) [1]	(18,324,056)	(18,324,056) [1]	(39,169,160) [1]
13	Total State Formula After Reductions	222,093,472	241,127,450	241,127,450	225,814,936
14	Other Local Revenue	63,882,423	80,216,741	78,268,107	74,965,610
15	Other State Revenue	14,939,298	15,742,574	15,800,425	15,938,278
16	Federal Revenue	89,615	100,000	100,000	100,000
17	Total Operational Revenues	301,004,808	337,186,765	335,295,982	316,818,824
18	Beginning Balance	64,177,796	67,775,840	67,775,840	84,310,789
19	Grand Total	$ 365,182,604	$ 404,962,605	$ 403,071,822	$ 401,129,613

[1] Includes reductions in state funding of $21.3 million, $18.3 million and $39.2 million, which represents the gap between funding that should have been provided as the state's share of total program funding and the amount received in FY2019, FY2020, FY2021, respectively.

Proposed Budget
General Fund
2020-21 Fiscal Year
(Continued)

		2018-19	2019-20		2020-21
		Actual	Budget	Estimated	Budget
20	Expenditures [2]				
21	Schools - Elementary [3]	$ 89,790,903	$ 94,646,662	$ 93,118,813	$ 98,853,212
22	Schools - Middle [3]	45,184,457	47,627,966	46,894,689	49,210,275
23	Schools - High [3]	58,485,791	61,648,617	60,592,402	63,736,679
24	Alternative Programs	8,385,488	8,838,963	9,072,138	9,101,064
25	Early Childhood	3,167,159	3,338,434	3,485,096	3,275,508
26	Integrated Services (Non-School Specific)	10,565,734	11,137,113	11,796,508	12,098,000
27	Student Services	4,382,271	4,619,258	4,815,733	4,648,469
28	School Security	1,928,764	2,033,069	1,970,621	1,868,758
29	Athletics (Non-School Specific)	273,329	288,110	282,496	264,825
30	Technology (Non-School Specific 35%)	3,554,935	3,747,181	3,991,210	3,444,336
31	Transportation Services (Non-School Specific 80%)	8,169,077	8,610,849	8,560,173	7,914,924
32	Assessment	602,928	635,533	674,113	584,170
33	Curriculum & Instruction	2,853,680	3,008,003	2,916,295	2,764,898
34	District Administration	3,793,443	3,998,587	3,880,559	3,675,423
35	District Overhead Costs	1,404,993	1,480,973	1,367,975	1,361,281
36	Facilities	8,388,957	8,842,619	8,951,861	8,127,963
37	Finance, Payroll, and Purchasing	3,207,552	3,381,012	3,347,674	3,107,760
38	Human Resources	1,619,237	1,706,803	1,800,535	1,568,860
39	Non-School Facilities Costs	397,940	419,460	406,243	385,560
40	Partnerships & Volunteers	275,705	290,615	232,248	267,128
41	Professional Development	1,803,980	2,001,537	1,918,049	1,839,774
42	Risk-Related Activities	2,495,595	3,230,553	3,298,691	3,269,461
43	Technology (Central 65%)	6,602,022	6,959,050	7,412,248	6,396,623
44	Transportation Services (Central 20%)	2,042,269	2,152,712	2,140,042	1,978,731
45	2016 MLO One-Time Uses	—	—	—	—
46	2019 MLO One-Time Uses	—	16,651,874	—	—
47	Long Range Planning	—	—	—	—
48	State On Behalf Payment	4,474,752	4,500,000	4,500,000	4,500,000
49	Payments in Lieu Expenses	2,944,961	3,839,991	6,644,058	—
50	Total Expenditures	276,795,922	309,635,544	294,070,470	294,243,682
51	Charter School Allocations	20,610,842	24,690,563	24,690,563	24,146,279
52	Total Expenditures and Charter Schools	297,406,764	334,326,107	318,761,033	318,389,961
53	Ending Balance				
54	Restricted				
55	TABOR Amendment Emergency Reserve	9,105,000	10,029,783	9,562,831	9,551,699
56	Reserve for Multi-Year Contracts	655,000	675,000	675,000	675,000
57	Land Acquisition, Expansion & Development	9,105,757	7,065,766	3,461,699	5,261,699
58	Payment of Claims	—	40,000	40,000	40,000
59	Assigned				
60	School and Site-Based Carryover [2]	19,274,675	19,089,862	16,774,675	16,000,000
61	2000 Mill Levy Incentives Carryover [2]	37,564	26,942	29,970	26,942
62	1996 Mill Levy Technology Carryover [2]	794,508	701,102	794,497	701,102
63	Capital Project Carryover [2]	1,218,245	1,090,478	1,617,763	1,090,478
64	2019 MLO	—	—	16,651,874	16,651,874
65	Reserve for budgetary to GAAP conversion	16,347,640	17,165,022	17,165,022	18,023,273
66	Unassigned				
67	Required Contingency Reserves	5,037,994	6,025,911	5,025,911	5,794,874
68	Appropriated Reserve	6,199,457	8,726,632	12,511,547	8,922,711
69	Total Ending Balance	67,775,840	70,636,498	84,310,789	82,739,652
70	Grand Total	$ 365,182,604	$ 404,962,605	$ 403,071,822	$ 401,129,613

[2] Actual and estimated expenditures may include spending of additional amounts carried over from previous year. Budgeted expenditures do not include planned or projected spending of carryover, however carryovers are spendable during the budget cycle.

[3] Elementary, Middle, and High School budgets include student based budget allocations of approximately $144.0 million. The remaining $67.8 million supports schools with resources for Integrated Services, Language, Culture, and Equity, activities and athletics, substitutes, technology, and school level operational costs.

Proposed Budget
General Fund
2020-21 Operational Budget Revenue Summary

		2018-19	2019-20		2020-21	Change from 2019-20 Estimated to 2020-21 Budget	
		Actual	Budget	Estimated	Budget	Amount	Percent
1	State Formula						
2	Equalization	146,804,765 [1]	150,325,051	150,325,051	153,678,816	3,353,765	2.20%
3	Property Tax	88,668,106	100,989,291	100,989,291	102,924,001	1,934,710	1.90%
4	Specific Ownership Tax	7,884,347	8,137,164	8,137,164	8,381,279	244,115	3.00%
5	Total State Formula Before Reductions	243,357,218	259,451,506	259,451,506	264,984,096	5,532,590	2.10%
6	State Reductions and/or Rescissions	(21,263,746)	(18,324,056)	(18,324,056)	(39,169,160)	(20,845,104)	113.80%
7	Total State Formula After Reductions	222,093,472	241,127,450	241,127,450	225,814,936	(15,312,514)	(6.40%)
8	Other Local Revenue						
9	S.O. Tax—Non Formula	7,858,774	8,986,149	7,876,266	6,800,000	(1,076,266)	(13.70%)
10	Prior Year Taxes & Penalties	1,453,426	1,400,000	1,700,000	1,400,000	(300,000)	(17.60%)
11	Tax Credits & Abatements	(181,104)	(300,000)	(300,000)	(300,000)	—	
12	Current Property Taxes Uncollected	(1,465,041)	(1,600,000)	(1,600,000)	(3,200,000)	(1,600,000)	100.00%
13	Tax Allowed by Election—1988	3,050,840	3,052,120	3,052,120	3,052,147	27	0.00%
14	Tax Allowed by Election—1996	5,960,467	5,958,368	5,958,368	5,960,000	1,632	0.00%
15	Tax Allowed by Election—2000	9,999,792	10,001,680	10,001,680	10,000,000	(1,680)	0.00%
16	Tax Allowed by Election—2010	15,999,667	16,001,192	16,001,192	16,000,000	(1,192)	0.00%
17	Tax Allowed by Election—2016	7,999,833	8,000,596	8,000,596	8,000,000	(596)	0.00%
18	Tax Allowed by Election—2019	—	17,998,536	17,998,536	18,342,000	343,464	1.90%
19	Senate Bill 184	666,653	804,174	804,174	804,174	—	
20	Interest on Investments	1,484,549	1,400,000	1,150,000	250,000	(900,000)	(78.30%)
21	Student Fees—Athletics/Technology	1,063,347	1,050,000	824,838	900,000	75,162	9.10%
22	All day kindergarten/other tuition	3,054,114	300,000	300,000	250,000	(50,000)	(16.70%)
23	Transfers In from Other Funds	—	50,000	194,053	50,000	(144,053)	(74.20%)
24	Building and Other Rental	314,195	650,000	550,000	500,000	(50,000)	(9.10%)
25	Athletic Support	170,387	175,000	167,029	175,000	7,971	4.80%
26	Indirect Cost Revenue	1,135,358	1,000,000	1,000,000	700,000	(300,000)	(30.00%)
27	Erate Revenue	341,468	500,000	500,000	500,000	—	
28	Payments in Lieu of Land	1,723,381	1,800,000	1,000,000	1,800,000	800,000	80.00%
29	Professional Development	188,234	185,000	185,000	185,000	—	
30	Insurance Flood Reimbursements	2,918	—	329	—	(329)	(100.00%)
31	Services to Charter Schools	771,824	803,926	803,926	797,289	(6,637)	(0.80%)
32	Other Local Revenue	2,289,341 [2]	2,000,000	2,100,000	2,000,000	(100,000)	(4.80%)
33	Total Other Local Revenue	63,882,423 [3]	80,216,741	78,268,107	74,965,610	(3,302,497)	(4.20%)
34	Other State Revenue						
35	Transportation	1,813,302	1,908,848	1,908,848	1,945,116	36,268	1.90%
36	Special Education	4,440,561	5,302,126	5,318,877	5,402,866	83,989	1.60%
37	Vocational Education	987,572	1,085,905	1,085,905	1,106,537	20,632	1.90%
38	Small Attendance	87,528	93,570	93,570	95,348	1,778	1.90%
39	ELPA	1,000,927	931,490	931,490	949,188	17,698	1.90%
40	Gifted and Talented	281,901	287,999	287,999	293,471	5,472	1.90%
41	Charter School Capital Construction	689,025	642,294	655,019	642,294	(12,725)	(1.90%)
42	Equalization and Transportation Audit Adj.	58,420	—	—	—	—	
43	READ Act Funding	823,938	690,342	690,342	703,458	13,116	1.90%
44	State On Behalf Payment	4,474,752	4,500,000	4,500,000	4,500,000	—	
45	Other State Revenue	281,372	300,000	328,375	300,000	(28,375)	(8.60%)
46	Total Other State Revenue	14,939,298	15,742,574	15,800,425	15,938,278	137,853	0.90%
47	Federal Revenue						
48	Other Federal Revenue	89,615	100,000	100,000	100,000	—	
49	Total Federal Revenue	89,615	100,000	100,000	100,000	—	
50	Grand Total	$ 301,004,808	$ 337,186,765	$ 335,295,982	$ 316,818,824	$ (18,477,158)	(5.50%)

[1] Equalization differs from the CAFR due to the application of the budget stabilization factor, rescission, and prior year equalization adjustments.

[2] Other Local Revenue differ from the CAFR as follows:
FY2019: CAFR $2,480,493 less insurance reimbursements $2,918 less professional development fees of $188,234.

Proposed Budget
Designated Special Purpose Grants Fund
2020-21 Fiscal Year

	2018-19	2019-20		2020-21
	Actual	Budget	Estimated	Budget
Revenues				
Local Revenue	$ 246,327	$ 500,000	$ 215,962	$ 500,000
State Revenue	2,103,926	2,100,000	2,467,839	2,500,000
Federal Revenue	13,418,292	14,000,000	12,535,309	30,000,000
Total Revenues	15,768,545	16,600,000	15,219,110	33,000,000
Beginning Balance	35,527	—	—	—
Grand Total	$ 15,804,072	$ 16,600,000	$ 15,219,110	$ 33,000,000
Expenditures				
Grant Expenditures	$ 15,804,072	$ 16,600,000	$ 15,219,110	$ 33,000,000
Total Expenditures	15,804,072	16,600,000	15,219,110	33,000,000
Ending Balance	—	—	—	—
Grand Total	$ 15,804,072	$ 16,600,000	$ 15,219,110	$ 33,000,000

FY2020-21 budget includes Federal Revenue increase of $16,000,000 as an estimate for the District's portion of the CARES act.

Proposed Budget
Food Service Fund
2020-21 Fiscal Year

	2018-19	2019-20		2020-21
	Actual	Budget	Estimated	Budget
Revenues				
Investment Revenue	$ 8,450	$ 10,000	$ 5,500	$ 5,000
Other Revenue	152,011	100,000	50,000	100,000
Food Sales	3,884,757	4,100,000	2,961,000	3,900,000
State Nutrition	159,638	140,000	145,000	150,000
Federal Reimbursement	4,422,097	4,550,000	3,400,000	4,800,000
Commodities	635,307	800,000	600,000	800,000
Total Revenues	9,262,260	9,700,000	7,161,500	9,755,000
Beginning Balance	1,466,990	1,497,048	1,348,601	381,101
Grand Total	$ 10,729,250	$ 11,197,048	$ 8,510,101	$ 10,136,101
Expenditures				
Labor	$ 3,905,015	$ 3,950,000	$ 4,032,000	$ 4,300,000
Food	4,532,388	4,700,000	3,400,000	4,700,000
Non-Food	943,246	1,050,000	697,000	700,000
Total Expenditures	9,380,649	9,700,000	8,129,000	9,700,000
Ending Balance				
Appropriated Reserves	1,348,601	1,497,048	381,101	436,101
Total Ending Balance	1,348,601	1,497,048	381,101	436,101
Grand Total	$ 10,729,250	$ 11,197,048	$ 8,510,101	$ 10,136,101

Proposed Budget
Public School Activities Fund
2020-21 Fiscal Year

	2018-19	2019-20		2020-21
	Actual	Budget	Estimated	Budget
Revenues				
Gifts and Donations	$ 1,962,640	$ 2,400,000	$ 1,561,000	$ 2,400,000
Activity Revenue	3,869,219	5,750,000	2,684,000	5,400,000
Tuition/Fees	1,389,465	500,000	809,000	850,000
Other Fund Subsidy	7,577	100,000	—	100,000
Other	166,769	500,000	175,000	500,000
Total Revenues	7,395,670	9,250,000	5,229,000	9,250,000
Beginning Balance	4,242,276	4,173,310	3,871,158	3,800,158
Grand Total	$ 11,637,946	$ 13,423,310	$ 9,100,158	$ 13,050,158
Expenditures				
Expenditures	$ 7,766,788	$ 9,250,000	$ 5,300,000	$ 9,250,000
Total Expenditures	7,766,788	9,250,000	5,300,000	9,250,000
Ending Balance				
Appropriated Reserves	3,871,158	4,173,310	3,800,158	3,800,158
Total Ending Balance	3,871,158	4,173,310	3,800,158	3,800,158
Grand Total	$ 11,637,946	$ 13,423,310	$ 9,100,158	$ 13,050,158

Proposed Budget
Bond Redemption Fund
2020-21 Fiscal Year

	2018-19	2019-20		2020-21
	Actual	Budget	Estimated	Budget
Revenues/Other Financing Sources				
Bond Redemption Levy	$ 40,502,406	$ 46,653,312	$ 45,253,713	$ 40,000,000
Other Revenue	—	—	—	—
Build America Bonds Federal Subsidy	988,576	108,809	108,809	108,809
Proceeds from Bonds	48,562,299	—	—	—
Total Revenues	90,053,281	46,762,121	45,362,522	40,108,809
Beginning Balance	65,392,435	68,092,989	68,092,989	59,639,197
Grand Total	$ 155,445,716	$ 114,855,110	$ 113,455,511	$ 99,748,006
Expenditures/Other Financing Uses				
Current Bond Principal and Interest	$ 38,795,019	$ 53,811,314	$ 53,811,314	$ 49,268,252
Administration	426,280	5,000	5,000	5,000
Payment to Escrow Agent	48,131,428	—	—	—
Total Expenditures	87,352,727	53,816,314	53,816,314	49,273,252
Ending Balance				
Reserve for Debt Service	68,092,989	61,038,796	59,639,197	50,474,754
Total Ending Balance	68,092,989	61,038,796	59,639,197	50,474,754
Grand Total	$ 155,445,716	$ 114,855,110	$ 113,455,511	$ 99,748,006

Proposed Budget
Capital Projects Building Fund
2020-21 Fiscal Year

	2018-19	2019-20		2020-21
	Actual	Budget	Estimated	Budget
Revenues				
Proceeds from Bonds	$ 424,271,964	$ —	$ —	$ —
Investment Revenue	9,147,275	10,000,000	6,800,000	3,000,000
Other	—	—	—	—
Total Revenues	433,419,239	10,000,000	6,800,000	3,000,000
Beginning Balance	10,381,313	428,374,265	425,357,717	428,374,265
Grand Total	$ 443,800,552	$ 438,374,265	$ 432,157,717	$ 431,374,265
Expenditures				
Cost of Issuance	$ 1,834,585	$ —	$ —	$ —
Authorized Projects	16,608,250	100,000,000	45,000,000	200,000,000
Total Expenditures	18,442,835	100,000,000	45,000,000	200,000,000
Ending Balance				
Reserve for Projects	425,357,717	338,374,265	387,157,717	231,374,265
Total Ending Balance	425,357,717	338,374,265	387,157,717	231,374,265
Grand Total	$ 443,800,552	$ 438,374,265	$ 432,157,717	$ 431,374,265

Proposed Budget
Employee Self-Insurance Fund
2020-21 Fiscal Year

	2018-19	2019-20		2020-21
	Actual	Budget	Estimated	Budget
Revenues				
School District and Employee Contributions	$ 32,542,004	$ 34,100,000	$ 34,779,757	$ 36,500,000
Investment Revenue	71,765	75,000	79,688	60,000
Total Revenues	32,613,769	34,175,000	34,859,445	36,560,000
Beginning Balance	5,594,227	6,437,383	10,129,844	13,545,579
Grand Total	$ 38,207,996	$ 40,612,383	$ 44,989,289	$ 50,105,579
Expenses				
Insurance Premiums and Administration	$ 4,946,211	$ 5,175,000	$ 5,281,471	$ 5,500,000
Direct Payment of Claims	23,131,941	29,000,000	26,162,239	31,060,000
Total Expenses	28,078,152	34,175,000	31,443,710	36,560,000
Ending Balance				
Appropriated Reserves	10,129,844	6,437,383	13,545,579	13,545,579
Total Ending Balance	10,129,844	6,437,383	13,545,579	13,545,579
Grand Total	$ 38,207,996	$ 40,612,383	$ 44,989,289	$ 50,105,579

FY2020-21 revenue budget include 5% increase to Health/Dental contribution rates

Proposed Budget
Private-Purpose Trust Fund
2020-21 Fiscal Year

	2018-19	2019-20		2020-21
	Actual	Budget	Estimated	Budget
Revenues				
Interest Earnings	$ 1,287	$ 1,000	$ 600	$ 1,000
Private Donations	53,170	100,000	22,000	100,000
Total Revenues	54,457	101,000	22,600	101,000
Beginning Balance	238,913	230,113	226,277	123,877
Grand Total	$ 293,370	$ 331,113	$ 248,877	$ 224,877
Expenditures				
Payments in Accordance with Trust Agreements	$ 67,093	$ 101,000	$ 125,000	$ 101,000
Total Expenditures	67,093	101,000	125,000	101,000
Ending Balance				
Appropriated Reserves	226,277	230,113	123,877	123,877
Total Ending Balance	226,277	230,113	123,877	123,877
Grand Total	$ 293,370	$ 331,113	$ 248,877	$ 224,877

Poudre School District

Budget Update

Presented by …Dave Montoya, Executive Director of Finance
Brett Parsons, Budget Director

May 26, 2020

JBC Recommendations

School Finance Act

- Cut Total Program by $577 million
- Would increase the negative factor to more than $1.1 billion
- Estimated PPR of $7,529 (current PPR is $8,058)
- Potential changes to school finance formula

JBC Recommendations

Other K-12 impacts

- Cut grant programs by $147 million
- $135 million of the $147 million would be BEST program
- Remaining $12 million impact to PSD???
- Suspended $225 million PERA direct distribution

CARES Act

ESSER (Elementary and Secondary Emergency Relief Funds)

- $2.2 million for PSD
- May be used up to September 30, 2022
- Broad range of allowable uses and may be used to back-fill lost revenue
- Examples include allowable activities under ESEA, IDEA, technology, and cleaning supplies

CARES Act

CRF (Coronavirus Relief Funds)

- $14.0 million for PSD
- May be used up to December 31, 2020
- Much more restrictive than ESSER funds and can only be used for expenditures directly related to COVID-19
- Cannot be used for expenditures that are currently budgeted for

Timeline

- May 26 - Full legislative session resumes
- May 26 – Proposed budget brought to BOE meeting
- May 30 – ??? When will the long bill, school finance act, and state budget be passed?
- June 9 – Updated Proposed budget brought to BOE meeting
- June 23 – District budget adopted

What we are preparing for…

- ~$15 million decrease in state funding
- ~$3 million decrease in local funding
- Possible mid-year rescission
- 2 - 4 year duration and long term uncertainty
- Do PERA concerns arise again?

?? Questions ??

We would like to take any questions related to the State Budget and assumptions before looking at options identified by Cabinet to address the shortfall.

Next: we will look at options

	Options (millions)	Duration of Downturn 2020-21	2021-22	2022-23	
Ongoing					
Central:					
6% Central	3.20	3.20	3.20	3.20	*Central department staff & operational budgets*
Teacher capacity / formerly central	1.50	1.50	1.50	1.50	*Central reductions provided to schools*
Central program/restricted budgets	1.00	1.00	1.00	1.00	*Central reductions provided to schools*
5% Schools	7.30	7.30	7.30	7.30	*Reductions to school budgets*
4a MLO					
Mental health	2.00	-	-	-	*Delayed deployment of non-elementary mental health*
Salary Restructure	14.70	-	-	-	*Cost could be offset by temporary furlough days*
This cost could be reduced by using furlough days (1 day = $x million)		13.00	13.00	13.00	
One-time					
Central program/restricted budgets	1.80	1.80			
2016 MLO utilized to open new schools	4.00	4.00	4.00	-	*MLO to be utilized for ongoing costs of new schools*
2019 MLO					
Unallocated one-time	6.00	6.00	-	-	*Ability to use $6M in one-time*
Intercoms (from 2019 MLO)	8.00	-	-	-	
BOE contingency	5.00	-	5.00	-	*Available one-time at BOE discretion*
CO sweeps					
5% schools	5.00	-	-	-	
10% schools	1.50	1.50	-	-	
5% central BC 00	2.00	2.00	-	-	
		15.30	9.00	-	
		28.30	22.00	13.00	

?? Questions ??

Poudre School District
Board of Education Meeting Coversheet

Agenda Item:	Middle School Reading Instructional Materials
Summary:	The Director of Curriculum, Instruction, and Assessment recommends new Middle School Reading instructional resources to the Superintendent for adoption by the Poudre School District Board of Education. The recommendation follows a thorough process designed to review research that describes effective instruction and identifies instructional needs for students in these courses. These steps led to the creation of criteria which were used to evaluate curricular resources for Middle School Reading. All steps outlined in the district's textbook adoption process have been followed.
Type of Communication:	Decision Preparation
Type of Action Requested:	Other Action
Policy Facts:	EL 2.9-9 Communication and Support to the Board - Among other things, the Superintendent shall not fail to: submit to the Board all matters regarding which Board action is required by law, along with the Superintendent's recommendations and required policy compliance assurances. **IJ – Instructional Resources and Materials** - The Board of Education is legally responsible for approval of instructional and library materials. It delegates to the district's professional personnel the authority for selection of these materials in accordance with this policy and related policies. Textbooks and required curriculum materials shall be selected in accordance with Board of Education policy IJ.
Background:	The Middle School Reading instructional materials adoption committee was formed during the 2019-2020 school year for the purpose of reviewing available instructional materials and ultimately recommending a specific set of materials for adoption. The Middle School Reading Materials Adoption Committee was comprised of the literacy curriculum facilitator, 10 middle school literacy teachers, and administrator, two instructional specialists, and a community member, with support by the purchasing department and Director of Curriculum, Instruction, and Assessment. The committee evaluated nine Middle School Reading programs. Based on feedback from teachers, students, and committee members, the Middle School Reading Materials Adoption

Committee reached a consensus in Heinemann, Units of Study in Reading: A Workshop Curriculum for Middle School Grades as the most appropriate resource for a district-wide adoption.

Fiscal Implications: the final cost to Poudre School District is estimated to be $581,079.60 including shipping. The proposal includes student editions, online teacher subscriptions, ancillary materials, resource materials, assessment materials, and online access to texts and all supplementary materials for all high schools. Materials will be purchased using the Instructional Materials Fund.

Recommendation: The Superintendent recommends that the Poudre School District Board adopt Heinemann, *Units of Study in Reading: A Workshop Curriculum for Middle School Grades* for use in the middle school reading courses.

ATTACHMENTS:

File Name	Description	Type
MS_Reading_Adoption_BoE_Insight_05262020.pdf	MS Reading Insight	Cover Memo
Quote_5626374_Poudre_TC_Shelves_with_disc_shipping_4.6.2020.pdf	Heinemann Quote	Backup Material

POUDRE SCHOOL DISTRICT

To: Dr. Sandra Smyser, Superintendent
From: Kelly Burns, Literacy Curriculum Facilitator
Robert Beauchamp, Director of Curriculum, Instruction & Assessment
Through: Scott Nielsen, Assistant Superintendent of Secondary Schools
Date: May 26, 2020
Subject: Middle School Reading Instructional Materials Adoption

The following pages outline the selection process for the Middle School Reading Materials Adoption based on PSD Policies and Procedures for Selection, Adoption, and Variance of Instructional Materials for Use in Poudre Schools.

Detailed documentation of the middle school literacy adoption process may be found at the PSD Literacy Adoption Website.

Textbook/Instructional Materials Adoption Committee Composition and Instructional Material Review

During spring 2019, the PSD Middle School Reading Curriculum Adoption Committee was formed. Table 1 lists the groups represented on the committee.

Table 1 - Committee Composition

Middle School Reading Adoption Committee
• 10 Teachers (representing each school and grade level) • 1 Community Member • 2 Specialists (Representing Integrated Services, English Language Acquisition) • 1 School Administrator • Literacy Curriculum Facilitator • Director of Curriculum, Instruction, Assessment

The adoption committee was represented from all four traditional feeder systems, included a community member from Colorado State University English Education department, and representatives from specialized instructional departments. Additionally, current adolescent literacy research through the lens of language, culture, and equity was used by the committee to establish a Teaching Reading Philosophy that was then used as an evaluation tool for materials submitted.

A Request for Proposals (RFP# 20-360-006) was released via Rocky Mountain E-Purchasing System, BidNet, in September 2019. Eight vendors submitted their products for review via the RFP process. PSD staff also included the program titled *Units of Study Reading*, developed by The Teacher's College and distributed by Heinemann Publishers. Heinemann did not formally submit the Units of Study program as part of the RFP, however PSD middle schools have currently been using *Units of Study Writing* as part of their language arts curriculum and staff were very interested in evaluating the *Units of Study Reading* program

Instructional Materials Evaluation Process

The Middle School Reading Adoption Committee engaged in the following evaluation process for the instructional materials.

- **Day 1** (May 13, 2019)– Setting the Lens. The purpose of day 1 was to build common background knowledge among committee members by reviewing the Colorado Academic Standards, the PSD Philosophy of Literacy and Language, and Best Practices in Core Literacy Instruction. With this information, committee members provided input into the reading materials evaluation rubric.
- **Days 2** (October 8, 2019)– Initial review of instructional materials using the instructional materials evaluation rubric. Using data gathered through the review criteria, the committee narrowed the instructional programs to the top scoring 5 programs.
- **Day 3** (November 13, 2019) – Using the Alignment Criteria and the Indicators of Quality components contained in the Instructional Materials Evaluation Tool (IMET), the committee further reviewed and gathered data on the instructional material programs to determine the top 3 programs that would qualify for publisher presentations.
- **Day 4** (December 17, 2019) – Publishers of the top 3 scoring programs were invited to provide to the committee informational presentations of their programs (Table 2). These programs were further evaluated using data from the evaluation rubric and information from the presentations.
- **Community Review of Materials** (Nov/Dec 2019) – The top scoring materials were made available for parent, community, and staff review and feedback.
- **Day 5** (February 3, 2020) Using data collected across the multiple meeting days, the committee convened to review all data and recommend a program to the PSD Board of Education for adoption.

The Middle School Reading Materials Adoption Committee initially previewed nine reading curriculum options:

Table 2 - Publisher Program Reviews

- American Reading Company, *ARC Core*
- Amplify Education, *Amplify ELA*
- Curriculum Associates, *Ready Common Core for Reading*
- Great Minds, *Wit & Wisdom*
- Houghton Mifflin Harcourt, *Into Literature**
- McGraw Hill, *StudySync*
- Newsela, *Middle School Reading Custom Collection*
- Pearson, *myPerspectives**
- Heinemann, *Units of Study Reading**

**Denotes high scoring programs invited to provide publisher presentation*

Of these, the three top-rated finalists were Houghton Mifflin Harcourt, *Into Literature;* Pearson, *myPerspectives;* and Heinemann, *Units of Study Reading*.

Parent and community input into the selection

One parent/community member participated and provided input on the adoption committee. Instructional materials were made available for community review at the JSSC. Announcements describing the opportunities to review the materials were published in *Great Happens Here*, on the district website, and in the Coloradoan.

No objections from parents, community members, or PSD staff members were received by the Director of Curriculum, the Literacy Curriculum Facilitator, or the MS ELA Textbook Adoption Committee.

Consensus Decision

Based on feedback from teachers, students, and parents/community members, along with data from the committee's review and pilot of the materials, the Middle School Reading Curriculum Adoption Committee reached consensus to recommend the following publisher as providing the best instructional materials for middle school reading adoption in Poudre School District.

Heinemann, *Units of Study in Reading: A Workshop Curriculum for Middle School Grades*

Final Cost Proposals and Agreements

As quoted in Heinemann's Best and Final Offer cost proposal, the final cost to Poudre School District is estimated to be $581,079.60 inclusive. The proposal includes *Units of Study* grades 6-8 teacher resources in print form, teacher access to additional online sources, and high-interest

book shelves for each instructional unit. The cost proposal is based on projected enrollment for the 2020-2021 school year.

Throughout the 2020-2021 school year, job-embedded professional development will be provided for teachers to learn how to fully utilize all the resources and technology associated with the instructional materials purchase. Professional development funds have been reserved for this training and implementation support.

Instructional Purchasing Exception

PSD staff followed the normal instructional materials adoption process for the selection of middle school reading materials. However, as mentioned, staff was interested in reviewing Units of Study Reading, as it is the companion program to the current middle school writing curriculum. While Heinemann Publishers did not formally submit the program in response to the RFP, staff did include the materials in the formal review process. The Units of Study Reading program was the strongest scoring program throughout the evaluation process and was ultimately recommended by the adoption committee to be adopted by PSD. Therefore, the Assistant Superintendent of Secondary Schools has granted a vendor selection exception as allowed under DJA – Purchasing Authority, for the Units of Study Reading instructional materials which outscored its competitors in the review process and have been determined to meet the educational needs for PSD.

Department of Curriculum, Instruction, and Assessment
2407 LaPorte Avenue, Fort Collins, CO 80521 • ph: (970) 490-3667 • fax: (970) 490-3611 • rbeaucha@psdschools.org

Heinemann Houghton Mifflin Harcourt

mclendon

361 Hanover Street, Portsmouth, NH 03801

ORDERS/CUSTOMER SERVICE
TEL:800-225-5800 FAX:877-231-6980
P.O.BOX 528
Portsmouth, NH 03801
www.heinemann.com
Pubnet SAN:210-5829 CODE:HEP
Federal ID#:06-1154537 GST:#125-218-917

Z

QUOTE : 5626374

BILL TO: 2POUD0000

POUDRE SCHOOL DIST R1
FINANCE DEPT
2407 LAPORTE AVE
FORT COLLINS CO 80521

SHIP TO: 2POUD0001
KELLY WOODEN
POUDRE SCHOOL DISTRICT
CENTRAL RECEIVING WAREHOUSE
1502 S TIMBERLINE ROAD
FORT COLLINS CO 80524

Account Number	PURCHASE ORDER NUMBER	DATE	SPECIAL INSTRUCTIONS	TERMS	PAGE NO.
2POUD0000	QUOTE	04-06-2020		Net 30 Days	1

ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE
E09983	978-0-325-09983-5	55	CALKINS /CLIB BB FANT DYST CLUB SH 6-8	243.75	20.00	10,725.00
E09982	978-0-325-09982-8	55	CALKINS /CLIB BB HIST FICT CLUB SH 6-8	668.75	20.00	29,425.00
E10912	978-0-325-10912-1	55	CALKINS /CLIB BB INVEST CHARACT SH 6-8	825.00	20.00	36,300.00
E10918	978-0-325-10918-3	55	CALKINS /CLIB BB LIT NONFICTION SH 6-8	625.00	20.00	27,500.00
E09980	978-0-325-09980-4	55	CALKINS /CLIB BB NONFICTION CLUB SH 6-8	343.75	20.00	15,125.00
E09985	978-0-325-09985-9	55	CALKINS /CLIB BB SOC ISSUES CLUB SH 6-8	593.75	20.00	26,125.00
E09045	978-0-325-09045-0	55	CALKINS /CLIB FANTASY DYSTOP BK CL 6-8	412.50	20.00	18,150.00
E09168	978-0-325-09168-6	55	CALKINS /CLIB HI INT FICTION SH 6 BELOW	1,993.75	20.00	87,725.00
E09161	978-0-325-09161-7	55	CALKINS /CLIB HI INT FICTION SHELF 6	1,975.00	20.00	86,900.00
E09981	978-0-325-09981-1	55	CALKINS /CLIB HIST FICT CLUB 6-8	656.25	20.00	28,875.00
E10911	978-0-325-10911-4	55	CALKINS /CLIB INVEST CHARACTER SH 6-8	581.25	20.00	25,575.00
E10910	978-0-325-10910-7	55	CALKINS /CLIB LIT NONFICTION SH 6-8	593.75	20.00	26,125.00
E09171	978-0-325-09171-6	55	CALKINS /CLIB MYSTERY SHELF 6 BELOW	256.25	20.00	11,275.00
E09164	978-0-325-09164-8	55	CALKINS /CLIB MYSTERY SHELF GR 6	681.25	20.00	29,975.00
E09043	978-0-325-09043-6	55	CALKINS /CLIB NONFICT BOOK CLUB SH 6-8	706.25	20.00	31,075.00
E09984	978-0-325-09984-2	55	CALKINS /CLIB SOCIAL ISSUES CLUB SH 6-8	687.50	20.00	30,250.00
			********** **BACKORDERS AND MISC** **********			
			QUOTATION PRICES VALID FOR 30 DAYS			

MERCHANDISE : 521,125.00
SHIPPING : 26,056.25

Reference	Total Units	Shipping Weight	Shipping Method
5626374	880	21,765.7	GROUND COMMERCIAL

QUOTATION AMOUNT PAYABLE IN U.S. FUNDS: 547,181.25

RETURNS PREPAID TO HEINEMANN C/O HOUGHTON MIFFLIN HARCOURT
465 SOUTH LINCOLN DRIVE TROY,MO 63379

REMIT COPY AND PAYMENT TO:HEINEMANN
15963 COLLECTIONS CENTER DRIVE,CHICAGO IL 60693

PLEASE REFER TO INVOICE/CREDIT NUMBER IN ALL CORRESPONDENCE

Heinemann Houghton Mifflin Harcourt

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361 Hanover Street, Portsmouth, NH 03801

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TEL:800-225-5800 FAX:877-231-6980
P.O.BOX 528
Portsmouth, NH 03801
www.heinemann.com
Pubnet SAN:210-5829 CODE:HEP
Federal ID#:06-1154537 GST:#125-218-917

Z

QUOTE : 5631276

BILL TO: 2POUD0000

POUDRE SCHOOL DIST R1
FINANCE DEPT
2407 LAPORTE AVE
FORT COLLINS CO 80521

SHIP TO: 2POUD0001

POUDRE SCHOOL DISTRICT
CENTRAL RECEIVING WAREHOUSE
1502 S TIMBERLINE ROAD
FORT COLLINS CO 80524

Account Number	PURCHASE ORDER NUMBER	DATE	SPECIAL INSTRUCTIONS	TERMS	PAGE NO.
2POUD0000	QUOTE	04-06-2020		Net 30 Days	1

ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE
E11831	978-0-325-11831-4	55	EHRENWORTH /CRITICAL LITERACY W/TR BK	56.19	20.00	2,472.36
E09921	978-0-325-09921-7	55	EHRENWORTH /DEEP STUDY CHARACTER W/TR PK	58.69	20.00	2,582.36
E11058	978-0-325-11058-5	55	WISCHOW /DYSTOPIAN BOOK CLUBS W/TR PK	63.69	20.00	2,802.36
E11094	978-0-325-11094-3	110	EHRENWORTH /ESSENTIAL RESRCH SKILLS TEENS	44.94	20.00	3,954.72
E09725	978-0-325-09725-1	165	CALKINS /GUIDE READING WORKSHOP, 6-8	31.19	20.00	4,117.08
E09924	978-0-325-09924-8	55	EHRENWORTH /HIST FICTION BK CLUBS W/TR PK	69.94	20.00	3,077.36
E10894	978-0-325-10894-0	55	EHRENWORTH /INVESTIGATING CHARAC W/TR PK	53.13	20.00	2,337.72
E10896	978-0-325-10896-4	55	CLEMENTS /LITERARY NONFICTION W/TR PK	53.13	20.00	2,337.72
E09923	978-0-325-09923-1	55	ROBB /SOCIAL ISSUES BK CLUBS W/TR PK	78.69	20.00	3,462.36
E09922	978-0-325-09922-4	55	CLEMENTS /TAPPING POWER NONFICT W/TR PK	61.19	20.00	2,692.36
E11253	978-0-325-11253-4	55	MASI BREVES /UP THE LADDER READ FICT BUNDLE	55.63	20.00	2,447.72
			********** **BACKORDERS AND MISC** **********			
			QUOTATION PRICES VALID FOR 30 DAYS			

MERCHANDISE : 32,284.12
SHIPPING : 1,614.23

Reference	Total Units	Shipping Weight	Shipping Method
5631276	770	1,104.4	GROUND COMMERCIAL

QUOTATION AMOUNT 33,898.35
PAYABLE IN U.S. FUNDS:

RETURNS PREPAID TO HEINEMANN C/O HOUGHTON MIFFLIN HARCOURT
465 SOUTH LINCOLN DRIVE TROY,MO 63379

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15963 COLLECTIONS CENTER DRIVE,CHICAGO IL 60693

PLEASE REFER TO INVOICE/CREDIT NUMBER IN ALL CORRESPONDENCE

Poudre School District
Board of Education Meeting Coversheet

Agenda Item:	Secondary Reading Intervention Materials
Summary:	The Director of Curriculum, Instruction, and Assessment recommends new Secondary Reading Intervention instructional resources to the Superintendent for adoption by the Poudre School District Board of Education. The recommendation follows a thorough process designed to review research that describes effective instruction and identifies instructional needs for students in these courses. These steps led to the creation of criteria which were used to evaluate curricular resources for Secondary Reading Intervention. All steps outlined in the district's textbook adoption process have been followed.
Type of Communication:	Decision Preparation
Type of Action Requested:	Other Action
Policy Facts:	EL 2.9-9 Communication and Support to the Board - Among other things, the Superintendent shall not fail to: submit to the Board all matters regarding which Board action is required by law, along with the Superintendent's recommendations and required policy compliance assurances. **IJ – Instructional Resources and Materials** - The Board of Education is legally responsible for approval of instructional and library materials. It delegates to the district's professional personnel the authority for selection of these materials in accordance with this policy and related policies. Textbooks and required curriculum materials shall be selected in accordance with Board of Education policy IJ.
Background:	The Secondary Reading Intervention instructional materials adoption committee was formed during the 2019-2020 school year for the purpose of reviewing available instructional materials and ultimately recommending a specific set of materials for adoption. The Secondary Reading Intervention Materials Adoption Committee was comprised of the literacy curriculum facilitator, 9 middle school and 6 high school intervention teachers, 2 administrators, and 6 instructional specialists, with support by the purchasing department and Director of Curriculum, Instruction, and Assessment. The committee evaluated 7 Secondary Reading Intervention programs. Based on feedback from teachers and committee members, the Secondary Reading Intervention Adoption

Committee reached a consensus to recommend that a menu of intervention options be provided to our schools. The committee further agreed that three programs meet the intervention needs of PSD students and educators. This recommendation was also reviewed with PSD's secondary principal group, who were supportive of the flexibility for which this option allows. Therefore, the Secondary Reading Intervention Committee recommends that Poudre School District adopt the following three programs to support secondary reading intervention:

- Houghton Mifflin - *Read 180 & System 44*
- Pearson – *iLit Suite*
- Achieve 3000 - *TeenBizPro, Boost Colorado, Access Colorado*

Fiscal Implications: the final cost to Poudre School District is estimated to be $418,000 including shipping. The proposal includes student editions, online teacher subscriptions, ancillary materials, resource materials, assessment materials, and online access to texts and all supplementary materials for all high schools. Materials will be purchased using the Instructional Materials Fund.

Recommendation: The Superintendent recommends that the Poudre School District Board adopt three instructional programs to support secondary reading intervention:

- Houghton Mifflin - *Read 180 & System 44*
- Pearson – *iLit Suite*
- Achieve 3000 - *TeenBizPro, Boost Colorado, Access Colorado*

ATTACHMENTS:

File Name	Description	Type
Reading_Intervention_Board_Insight_05262020.pdf	Board Insight Secondary Intervention Materials	Cover Memo
Achieve_3000_Agreement_Final_BoE_05262020.pdf	Acheive 3000 Agreement	Exhibit
HMH_Agreement_Final_BoE_05262020.pdf	HMH Agreement	Exhibit
iLit_Pearson_Agreement_Final_BoE_05262020.pdf	Pearson Agreement	Exhibit

POUDRE SCHOOL DISTRICT

To: Dr. Sandra Smyser, Superintendent
From: Butterscotch Culhane, Literacy Curriculum Facilitator
Robert Beauchamp, Director of Curriculum, Instruction, and Assessment
Through: Scott Neilson, Assistant Superintendent, Secondary Schools
Date: May 26, 2020
Subject: Secondary Intervention Reading Intervention

The following pages outline the selection process for the Secondary Reading Intervention adoption based on PSD Policies and Procedures for Selection and Adoption of Instructional Materials for use in Poudre School District.

Detailed documentation of the secondary reading adoption process may be found at the Intervention Adoption Resource Website.

Instructional Materials Adoption Committee Composition and Instructional Material Review

During spring 2019, the secondary reading intervention review committee was formed. Table 1 lists the groups represented on the committee.

Table 1. Committee Composition

Middle & High School Reading Intervention Adoption Committee
9 Middle School teachers
6 High School teachers
6 Specialists (Representing Integrated Services, Professional Learning, Instruction Systems Support, and Elementary)
2 School Administrators
Literacy Curriculum Facilitator
Director of Curriculum, Instruction, Assessment

A Request for Proposals (RFP# 20-360-002) was released via Rocky Mountain E-Purchasing System, BidNet, in July 2019. Seven vendors submitted their products for review via the RFP process.

Instructional Materials Evaluation Process

The Secondary Intervention Adoption Committee engaged in the following evaluation process to evaluate the instructional materials.

Robert Beauchamp, Director
Curriculum, Instruction, and Assessment
2407 LaPorte Avenue, Fort Collins, CO 80521 • ph: (970) 490-3667 • fax: (970) 490-3611 • rbeaucha@psdschools.org

- **Day 1** (May 15, 2019)– Build common background knowledge among committee members by reviewing the current research on secondary reading intervention and develop an evaluation rubric based on best practices.
- **Day 2** (October 2, 2019)– Initial review of instructional materials using the criteria contained in the secondary reading intervention rubric.
- **Day 3** (October 16, 2019) -Using data gathered through the initial review, the committee narrowed the instructional programs to the top-scoring 4 programs.
- **Day 4 and 5** (November 20th & 21st, 2019)– Publishers of the top 4 programs were invited to provide to the committee informational presentations of their programs. The committee continued to rate and review the 4 programs using the secondary intervention rubric.
- **Community Review of Materials** (Nov/Dec 2019) – The top scoring materials were made available for parent, community, and staff review and feedback.
- **Day 6** (December 15, 2019) The committee selected the three programs to recommend to the Board of Education as a menu of options for secondary schools to choose from for secondary reading intervention.

Table 2. Publisher Program Reviews

- *Achieve 3000 - *TeenBizPro, Boost Colorado, Access Colorado*
- *Curriculum Associates - *Ready Common Core for Reading, Phonics for Reading, iReady Diagnostic & Instruction, and Ready Teacher Toolbox*
- *Houghton Mifflin Harcourt Publishing Company - *READ 180 & System 44*
- Lexia Learning -*Lexia RAPID Assessment* (K-12) & *Lexia PowerUp Literacy* (6+)
- *Pearson - *SuccessMaker Reading* (6-8) & *iLit Suite* (6-12)
- Reading Horizons - *Elevate* (4-12)
- Reading Plus – *Reading Plus*

**Denotes high scoring programs invited to provide publisher presentation*

Parent and community input into the selection

Staff had initially identified a parent/community representative for the committee, however that person excused themself. Additional recruitment was attempted via Great Happens Here, through the DAB, and through the PSD Community Partnership liaison, however, we were unable to secure a parent/community representative. Review materials were made available during the process for community review and feedback at the JSSC. Announcements describing the opportunities to review the materials were published in Great Happens Here, and on the district website, but we did not have any parent/community members submit reviews of the materials.

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POUDRE SCHOOL DISTRICT

Consensus Decision

Through the materials review and evaluation process, the committee determined that schools have a variety of reading intervention needs among students, they also determined that no one program clearly addresses each of these unique needs. As a result, the committee reached a consensus to recommend that a menu of intervention options be provided to our schools. The committee further agreed that three programs meet the intervention needs of PSD students and educators. This recommendation was also reviewed with PSD's secondary principal group, who were supportive of the flexibility for which this option allows. Therefore, the Secondary Reading Intervention Committee recommends that Poudre School District adopt the following three programs to support secondary reading intervention:

- Houghton Mifflin - *Read 180 & System 44*
- Pearson – *iLit Suite*
- Achieve 3000 - *TeenBizPro, Boost Colorado, Access Colorado*

Final Cost Proposals and Agreements

The Director of Curriculum, Instruction, and Assessment, working with the district Contract Manager and the Purchasing and Materials Management Manager, prepared the agreements between PSD and the three recommended publishing companies. The cost for these programs will be based on projected numbers of reading intervention support students by school for the 2020-2021 school year.

The final cost to Poudre School District is estimated to be $418,000 for the three programs.

To support the implementation of these intervention programs professional development funds have been reserved for educator training. In addition to professional development, the Curriculum, Instruction, and Assessment team will engage secondary reading intervention teachers in cycles of inquiry with the goal of accelerating student's reading success and measuring our instructional effectiveness. Collaboratively District supported teacher teams will identify priority skills, engage in data dialogues on these skills, and respond to intervention needs with targeted instruction. Results of these cycles of inquiry will feed back into the formative supports of student reading.

Robert Beauchamp, Director
Curriculum, Instruction, and Assessment
2407 LaPorte Avenue, Fort Collins, CO 80521 • ph: (970) 490-3667 • fax: (970) 490-3611 • rbeaucha@psdschools.org

CURRICULUM SERVICES AGREEMENT BETWEEN
ACHIEVE3000, INC. AND POUDRE SCHOOL DISTRICT R-1

This Curriculum Services Agreement ("Agreement") is entered into this ___ day of May 2020, by and between Poudre School District R-1 ("District") and Achieve3000, Inc. ("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 first set forth above and continue through and including June 30, 2030 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. Notwithstanding the planned term of an Agreement and/or any extensions thereof as provided in section 1.1 and 1.2 above, the District may terminate an Agreement at any time in its sole discretion for any reason, with or without cause, upon written notice served on the Contractor no less than thirty (30) days prior to the date of termination. In the event of such early termination by the District, the Contractor shall be paid up to the date of termination for services performed under and in accordance with this Agreement.

2. **Deliverables and Purchase Price.**

2.1. The Contractor's responsibility under this Agreement is to provide it's Achieve3000 Literacy web hosted literacy platform to provide educational software which supports instructional materials and services to be used by students grades 6-12 for secondary reading intervention assessment ("Materials"), and for related professional development and technology supports for the District's teachers. The parties agree to the following, as specified in:

2.1.1. Request for Proposal ("RFP") 20-630-002, which is part of this agreement and attached hereto as Exhibit A.

2.1.2. Contractor's Response to RFP 20-630-002, which is part of this agreement and attached hereto as Exhibit B.

2.1.3. Contractor's Response to Evaluation Committee's Questions to RFP 20-630-002, which is part of this agreement and attached hereto as Exhibit C.

2.1.4. Contractor's Pricing and Program Confirmation RFP 20-630-002, which is part of this agreement and attached hereto as Exhibit D.

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

2.2. The Contractor shall offer tiered pricing for Services as set forth on the attached Exhibit D.

2.2.1. The Contractor shall provide quotes annually based on the pricing in Exhibit D.

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

2.2.3. Additional subscriptions may be purchased at the prices listed in Exhibit D for the length of the contract.

2.3. The Contractor shall permit the use of diagnostic testing to determine the needs of the students. Charges for full license use of other Materials and licenses shall only be charged once student has been assigned or accessed Materials and licenses. Students who are assigned a license, but are not used or have minimal use, may be reassigned to another student.

2.3.1. Cost for additional diagnostic testing exceeding nine hundred and seventy-two (972) students shall be at the cost of eleven dollars and zero cents ($11.00) per student per year.

2.4. The Contractor shall ensure the District has the most current online platform. No cost shall be associated with upgrades to any online platforms.

2.5. The Contractor shall provide direct points of contacts for tech issues, instructional planning, and data analysis supports to the contact identified in section 9 of this Agreement and update any changes within thirty (30) days of a new contact.

2.6. The Contractor shall ensure the Director of Curriculum, Instruction and Accountability or designee has District administrator account access for oversight of the Services.

2.7. The Contractor shall work with the District's Information Technology department to integrate the Contractor's online platform with the District's support systems.

2.7.1. The Contractor shall work with the District's Information Technology department to roster any online platforms through the services available within the District.

2.8. **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

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

2.8.2. 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.

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

2.8.4. 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.

2.9. 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.

2.10. **Invoices.** Invoices for Services provided shall be submitted to the District's accounts payable department within thirty (30) days of completion of Services.

2.10.1. Invoices for such Services shall include (a) date on which Services were provided, (b) the District Location for which the Service were provided, (c) details of Products delivered, (d) approval signoff from District and purchase order number.

2.10.2. All invoices must be submitted within 45 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.

2.10.3. Payment shall be made within forty-five (45) days from receipt of invoice.

2.11. 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.

2.12. **Professional Development.** Contractor shall provide professional development support of Services during the first two years of implementation, with ongoing support for the remainder of the Agreement.

2.12.1. The Contractor shall meet with the District to establish a training plan within fourteen (14) days from the execution of this Agreement.

2.12.2. Professional development shall follow the anticipated training plan below:

a. Year One
   - Five Sessions of Professional Development
   - Free On-Demand Resources, Ongoing Webinars and Online Professional Development

b. Year Two

- Four Sessions of Professional Development
- Free On-Demand Resources, Ongoing Webinars and Online Professional Development

c. Ongoing
- Support through Webinars, Virtual Support, and In-Session Trainings Upon Request

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

2.12.4. Contractor shall not schedule or provide any professional development without written approval the Director of Curriculum, Instruction and Assessment or designee.

2.13. The District understands and agrees that its students' access to and use of the Contractor's web-based system under this Agreement requires 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 and 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 SANS Top 20 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 *et seq*. 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 in writing by the District, initiate the process to 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 Agreement disclose confidential student records and information to subcontractors as identified in Exhibit E ("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.** Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"). 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 attached Exhibit E: (a) the data elements of confidential student records and information that Contractor collects under the Agreement, 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 or Subcontractors fail 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 and any one or more of Subcontractors from future contracts and subcontracts with the District. Excluding any data breach, the District may allow an opportunity to cure a breach within thirty (30) days of written notice.

9. **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

Achieve3000, Inc.
Attn: Erin Rush
331 Newman Springs Road, Suite 304
Red Bank, NJ 0771
Email: erin.rush@achieve3000.com

9.1. Communication notices for the Information Technology Department shall be sent to:

Poudre School District R-1
Attn: Software Engineers
E-mail: softwareeng@psdschools.org

10. **General Provisions.**

10.1. **No Assignment.** Except with respect to its affiliates or a successor entity that may result from corporate merger, 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.

10.2. **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.

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

10.4. **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 in the same manner and with the same formality as was done for this Agreement.

10.5. **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.

10.6. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

10.7. **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
Email: risk@psdschools.org
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 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 10.7, shall not reduce the indemnification liability that Contractor has assumed in section 10.8.

Commercial General Liability

Minimum Limits

d.	Each Occurrence Bodily Injury & Property Damage	$1,000,000
e.	General Aggregate	$2,000,000
f.	Products/Completed Operations Aggregate	$1,000,000
g.	Personal/Advertising Injury	$1,000,000

h. Coverage must be written on an "occurrence" basis.
i. 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

Minimum Limits

a.	Per Loss	$1,000,000
b.	Aggregate	$1,000,000

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

Crime Coverage

Minimum Limits

a. Per Loss $1,000,000

The policy shall include:

a. Coverage for all directors, officers, agents, and employees of the Supplier.
b. Employee dishonesty, forgery and alteration, monies and securities, and computer (cyber) crime.
c. Extended theft and mysterious disappearance.
d. The policy shall not contain a condition requiring an arrest and conviction.
e. Policy must be endorsed to cover Third Party Fidelity and include Poudre School District R-1 as a Loss Payee.

10.8. **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, grievance, charge or proceeding brought in connection with or related to: (a) the Contractor's operations; (b) the Contractor's provision of the Services; (c) the Contractor's actual or alleged infringement of any third party's patent or copyright; and/or (d) the conduct of any of the Contractor'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 10.8 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.

10.9. **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.

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

10.11. **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.

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

10.13. **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.

10.14. **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.

10.15. **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.

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

ACHIEVE3000, INC.

By:_____

Nicholas Bates
Chief Financial Officer

POUDRE SCHOOL DISTRICT R-1

By:_____

Sandra Smyser, Ph.D.
Superintendent

Robert Beauchamp

By: Robert Beauchamp (Apr 27, 2020)

Robert Beauchamp
Director of Curriculum, Instruction and Assessment

Exhibit A

POUDRE SCHOOL DISTRICT R-1

Department of Curriculum, Instruction & Assessment

REQUEST FOR PROPOSAL

Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services

RFP# 20-630-002

RFP SCHEDULE

RFP Issued	**July 8, 2019**
Supplier Questions Due	**July 18, 2019 at 2:00 p.m. MST**
Q&A/Addendum Issued	**July 25, 2019**
RFP Opening Date	**August 20, 2019 at 2:00 p.m. MST**
RFP Consideration Period	**August 2019 – January 2020**
Supplier Presentations (if required)	**November 2019**
Award Announced	**January 2020**
Approval, Board of Education	**March 2020**
Delivery Deadline for Materials Ordered	**June 2020**

TABLE OF CONTENTS

PURPOSE OF RFP

BACKGROUND

1.0 GENERAL CONDITIONS

2.0 SPECIAL CONDITIONS

3.0 SCOPE OF WORK

4.0 AGREEMENT TERMS

5.0 REVIEW AND ASSESSMENT

6.0 INSURANCE

7.0 PROPOSAL CERTIFICATION FORM

8.0 REFERENCES

9.0 MODEL FORMAT OF PROPOSAL

EXHIBIT A - SAMPLE DISTRICT AGREEMENT

REQUEST FOR PROPOSAL
Secondary Reading Intervention Assessment Curriculum
with Instructional Materials and Services
RFP# 20-630-002

Poudre School District R-1 (the "District") is issuing this request for proposals ("RFP") from Suppliers for a curriculum with instructional materials and services to be used by students grades 6-12 for secondary reading intervention assessment, and for related professional development and technology supports for the District's teachers. The District wishes to begin using the curriculum, materials, and services in the Fall semester of 2020 for a 10-year period, in accordance with its current curriculum adoption cycle.

The District shall provide copies of this 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 Suppliers' 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 may be directed to the District via the BidNet platform any time after the issuance of this RFP through and including **2:00 p.m. MST on Thursday, July 18, 2019.** 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/addendum via www.bidnetdirect.com

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

At no time during the solicitation process will communication regarding this RFP be permitted with any District employee other than the Procurement Agent named below. Communication with a District employee other than the Procurement Agent named below may disqualify your response from consideration.

The District will only accept and consider electronically submitted bids from Suppliers, which must be submitted and received in the www.bidnetdirect.com electronic solicitation portal on or before 2:00 p.m. MST on Tuesday, August 20, 2019, 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 bids 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, all as requested in Section 3.0 of this RFP must be physically received on or before **2:00 p.m. MST on Tuesday, August 20, 2019 and shall be in a sealed packaged and marked RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services and mailed or delivered to**:

Poudre School District R-1
Curriculum, Instruction and Assessment
Attn: David Lawrence – RFP# 20-630-002 – Secondary Reading Intervention
1502 South Timberline Road
Fort Collins, CO 80524

It is the sole responsibility of the Supplier to see that all sample materials are received by the submission deadline.

Sales Prohibited/Conflict of Interest: No officer, employee, or member of the School Board, shall have a financial interest in the sale to the 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 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,

Kelly Wooden
Senior Procurement Agent

REQUEST FOR PROPOSAL
Secondary Reading Intervention Assessment Curriculum
with Instructional Materials and Services
RFP# 20-630-002

BACKGROUND:

Poudre School District (the 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 District 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-curricular 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:

- 31 elementary schools
- 10 middle schools
- 4 comprehensive 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.

1.0 GENERAL CONDITIONS

1.1 Supplier must provide all requested information. Proposals must meet or exceed specifications contained in this document. Failure to do so may result in rejection of the proposal at the option of the District.

1.2 The successful Supplier will be required to enter into and sign a formal Agreement with the District with reasonable adjustments acceptable to 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.

1.3 The District is exempt from city, county, state and federal sales/excise taxes. Tax exempt certificates will be issued upon request.

1.4 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 and prior to award of the Agreement.

1.5 The District does not assume financial responsibility for late submissions.

1.6 Each Supplier (and its employees, representatives and subcontractors) agrees to abide by all applicable federal, state and local codes, laws, rules and regulations.

1.7 The awarded 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 Senior Procurement Agent may be grounds for elimination from the selection process.

1.9 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.

1.10 Proposals shall contain a signature of an authorized representative in the space provided on the Proposal Certification Form. Failure to properly sign proposal form may invalidate the response.

1.11 The accuracy of the RFP 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.

1.12 The awarded Supplier is not permitted to transfer any interest in the project whether by assignment or otherwise, without prior written consent of the District's Procurement Service Center.

1.13 This solicitation does not commit the District to pay any costs incurred in the preparation of a proposal, submission of sample materials or the return shipping of sample materials. There is no expressed or implied obligation for the District to reimburse responding Suppliers for any expenses incurred in the preparing proposals in response to this request.

1.14 Supplier must note in the solicitation response any intent to use subcontractors. The subcontractor's name, address, phone number and three (3) 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. 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.

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

1.16 Only the names of the companies submitting proposals will be disclosed prior to the completion of Agreement negotiations.

1.17 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, Suppliers are encouraged to check the BidNet website to ensure additional requirements are incorporated into its submissions.

1.18 The District reserves the right to negotiate further with one or more Suppliers or to request additional information. 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, an Agreement may be negotiated and awarded to that Supplier.

1.19 A submission of a proposal in response to this RFP is an offer to contract with the District based upon the terms, conditions, scope of work and specifications contained in this RFP.

1.20 In the event the District has reasonable grounds to believe that any individual assigned to perform work under RFP has a criminal record, is a registered sex offender, is under the influence of alcohol or other substance, has exhibited violence or based upon other information the District deems reliable; the District may exclude such individual from any school building or grounds or impose reasonable conditions upon such individual's presence upon any school premises. In the judgment of the District, if an Agreement cannot be performed because of such action, the Agreement may be terminated.

1.21 The initial agreement between the District and the awarded Supplier is planned to commence on July 1, 2020 and is planned to continue in full force and effect through and including June 30, 2030 unless earlier terminated by the District as provided in section 1.23 below.

1.22 Notwithstanding any other term or provision of this RFP, the District's obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) the Agreement is in effect. In no event shall the District's obligations in the 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.

1.23 Notwithstanding the planned term of an Agreement and/or any extensions thereof as provided above, the District may terminate the Agreement at any time in its sole discretion for any reason, with or without cause, upon written notice served on the Supplier no less than thirty (30) days prior to the date of termination. In the event of such early termination by the District, the Supplier shall be paid up to the date of termination for services performed under and in accordance with this Agreement.

1.24 Independent Supplier

1.24.1 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 RFP.

1.24.2 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

contractors and subcontractors for goods and/or services directly or indirectly related to this RFP.

1.24.3 Nothing in this RFP or as a result of this RFP 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.

1.25 Certification Regarding Illegal Aliens

1.25.1 Supplier certifies, represents, warrants and agrees that it will not knowingly employ or contract with an illegal alien to provide services under this Agreement, and will not enter into an Agreement with a subcontractor that fails to certify to Supplier that the subcontractor will not knowingly employ or contract with an illegal alien 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).

1.25.2 Supplier shall not use either the E-Verify Program or the Department Program procedures to undertake pre-employment 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 an illegal alien, 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 illegal alien. Supplier shall comply with any reasonable request made by the Department of Labor and Employment during 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.

1.26 Qualifications of Supplier. 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. 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 Agreement and to complete the work/furnish the item(s) contemplated therein.

1.27 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:

1.27.1 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.

1.27.2 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.

1.27.3 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.

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

1.28 Miscellaneous

1.28.1 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.

1.28.2 Governing Law. An Agreement resulting from this RFP shall be governed by and construed in accordance with the laws of the State of Colorado. Venue for any and all legal action regarding or arising out of transactions covered herein shall be solely in the District Court in and for Larimer County, State of Colorado.

1.28.3 Equal Opportunity. The successful Supplier will agree not to refuse to hire, discharge, promote, demote, or to otherwise discriminate in matters of compensation against any person otherwise qualified solely because of race, creed, sex, national origin, ancestry or physical handicap.

1.28.4 Appeal of Award. Supplier may appeal the award by submitting, in writing, a request for re-consideration to the District's Procurement Services Manager within (72) hours after the receipt of the notice of award.

1.28.5 In the event the awarded Supplier defaults on its Agreement or the Agreement is terminated for cause due to performance, the District reserves the right to re-procure the products and/or services from the next highest scoring Supplier or from other sources during the remaining term of the terminated or defaulted Agreement. Under this arrangement, the District shall charge the awarded Supplier any differences between its price and the price to be paid to the next highest scoring supplier, as well as, any costs associated with the re-solicitation effort which resulted from such default or termination.

1.29 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 Procurement Services Manager.

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.

Modifications to this RFP document and/or exhibit will not be considered valid and may be cause for disqualification.

2.0 SPECIAL CONDITIONS

2.1 The curriculum, instructional materials and services must be aligned to the Colorado Academic Standards.

2.2 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).

2.3 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.

2.4 The instructional materials and services may include technology and online resources calculated to enhance student learning.

2.5 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.

2.6 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.

2.7 Evaluating teachers may pilot the top scoring programs in their classrooms. The pilot period, if needed, will take place between August 2019 and January 2020. 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.

2.8 The Supplier with whom the District contracts must ensure that the instructional materials are delivered to the District on or before June 2020, 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 2020 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 secondary (grades 6-12) reading intervention assessment 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 secondary reading intervention assessment and curriculum with instructional materials:

3.1.1 The proposal should include diagnostic/formative assessments that can be given at minimum three (3) times a year.

3.1.2 Reading assessments should provide analyses based on standards/skills and level of mastery with suggestions to teachers for next steps in lesson planning. A list of leveled readers including one (1) or more of the following measures: Fountas & Pinnell, age, Grade Level Equivalency, Lexiles, ZPD Ranges, ATOS, DRA, Reading Recovery, etc. Supplier should provide a list of level readers and measure(s) within their response.

3.1.3 Reporting and Data management - With the goal of guiding classroom instruction, curriculum development, and instructional supports, the Assessment System described in this RFP must provide educators with general and skills-specific student performance results, including standard/skill analysis reports, in a timely fashion that enables educators to adjust instruction as needed. This information must be user-friendly, flexible, modifiable, and readily and easily accessible. Immediate results for the selected response items preferred. Data management should be as user friendly or automated as possible. Suppliers shall provide documentation, print screens, and/or print outs of sample reports and data management tools within their response.

3.1.4 Types of Reports:

3.1.4.1 Proposals should include a list of the reports currently available within the proposer's application, i.e., screenshots of the various reports.

3.1.4.2 Reports will display overall assessment performance as well as strengths and weaknesses relative to the specific Colorado State Standards. Please describe costs and specialized processes, if a special data load must be included to allow assessment results reported based on Colorado State Standards.

3.1.4.3 Skill/standard or item analysis reports should be available at the student, class, building, and district levels.

3.1.4.4 A screening report, or some report showing the State of Colorado based performance level of students should be available.

3.1.4.5 Reports need to be available on individual assessments and across assessments (longitudinal/growth) throughout the school year relative to skills and performance. For example, if three (3) Benchmarks are proposed, summary reports should display student performance across the three benchmarks at the student, class, building, and district levels.

3.1.4.6 Student longitudinal reporting should be available. Student reports indicating overall performance and performance relative to skills will be maintained across grades and for each school a student attends. For example, with longitudinal reporting, a teacher planning for his/her class before school begins in September can examine the performance on the previous years' Benchmarks of students in his/her incoming classes. Growth reports should be based on student growth percentiles, if possible.

3.1.4.7 The system must be able to archive reports each year so that educators may review historical reports based upon class and school configurations in previous years.

3.1.5 A technical manual describing the Diagnostic/Formative assessments, including research covering the frequency distributions, means, standard deviations, standard errors of measurement, reliability and validity analysis, and the relevant item statistics, should be provided within Supplier's response.

3.2 Supplier proposals shall provide the following for Secondary Reading Intervention Assessment and Curriculum with Instructional Materials and Services:

3.2.1 A title and description of the instructional materials for use by students and teachers, including student editions and teacher editions.

3.2.2 ISBN numbers (where applicable).

3.2.3 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.

Middle Schools (10 schools)	**Number of Students/Teachers**
1 Teacher per middle school	10 teachers
35 students per grade (6, 7, 8) per school	105 students per school; 1050 total middle school students on READ plans
High Schools (4 schools)	
1 Teacher per high school	4 teachers
35 students per grade (9 & 10) per school	70 students per high school; 280 total high school students

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

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

3.2.5.1 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.

3.2.5.2 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.

3.2.6 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.

3.2.7 Provide price for training, resources and professional learning opportunities referenced in section 3.2.6 of this RFP.

3.2.8 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, telephone number and e-mail address; and (b) describe the work it will perform.

3.3 Supplier proposals shall include the following information:

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

3.3.2 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.

3.3.3 Supplier's website address/Internet URL.

3.3.4 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.

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

3.4.1 For non-digital instructional materials, one (1) English language student edition set (per grade level) of instructional materials and one (1) English language teacher edition set of instructional materials

3.4.2 Access to online resources and/or software for use by students and teachers in connection with the instructional materials. Access will be required for (20) teacher reviewers and (100) student reviewers.

3.4.3 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 is included in this RFP as Exhibit A.

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 Procurement Services Manager.

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.

Modifications to this RFP document and/or exhibit will not be considered valid and may be cause for disqualification.

4.2 If the Supplier selected by the District offers a component which collects, maintains or uses student personally identifiably information, as defined in Colorado State Statue §§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.* A sample of the Agreement is attached herein attached as Exhibit A.

4.2.1 If selected, the Supplier will be required to provide at a minimum:

4.2.1.1 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.

4.2.1.2 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.

4.2.1.3 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 Top 20 Security Controls, National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization and NIST Special Publication 800-57, as recommended best practices by the U.S. Department of Education.

5.0 REVIEW AND ASSESSMENT

5.1 Instructional Materials will be evaluated on the following rubric. Separate criteria may be the basis for review of the written proposals and interview session.

5.1.1 The rating scale shall be from 0 to 2, with 0 – Not Evident, 1 – Partially Evident, 2 Evident and Well Supported. Proposal will be evaluated on the body of evaluation evidence that includes, but is not limited to, the cumulative point system referenced here.

Criteria	Score 0-2
1. The Reading assessment/intervention program submitted is designed for students grades 6-12 that will help them master the content outlined in the Colorado State standards; the program includes a user-friendly interface that allows students to move through the program step-by-step.	
2. The program contains grade 6-12 Reading performance assessments with normative score data, with the potential for predictive alignment to State Standards and assessments.	
3. The Assessment System allows progress monitoring for MTSS and Reading Intervention. The system provides progress reporting on individualized academic plans.	
4. The Assessment System provides educators with ongoing and timely diagnostic/formative assessment information needed to differentiate instructional support for students, better target classroom instruction, plan curriculum, and monitor student learning and progress over time.	
5. Instructional resources to help teachers in instructional planning based on student performance are available through the Assessment System. Lists of age-appropriate leveled readers and other reading resources related to reading performance and subsequent instruction are desired.	
6. Results provide actionable student-friendly/understandable feedback directly to students.	
7. Student results from selected response assessments are viewable in the system quickly/ immediately and available at all levels for data analysis (student, class, school, district). If integral to accurate data analysis, test validity information needs to be included for accurate use of valid data.	
8. The Assessment System include data analysis tools allowing District staff to query the formative, summative and customized assessment results. Demographic student/staff and assessment data can be exportable from the system in multiple formats (i.e., PDF, MS Excel, CSV, TXT, etc.).	
9. Static and live student reports are available to give school and district staffs multiple ways to view student, class/teacher, district reports to inform instruction, professional development, and curriculum. Reporting allows staff to regroup students by performance level.	
10. The Assessment System is web-based/online. Assessment is computer adaptive: i.e., as a student answers questions correctly the system adapts the types of questions presented to the ability level of the student.	
11. The proposal includes a professional development plan that supports the implementation of the assessment and instructional program. Instructional professional development is research-based.	

5.2 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 August 2019 and continuing through and January 2020. 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.

5.3 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: Kelly Wooden, kwooden@psdschools.org and copy Dave Lawrence dlawrence@psdschools.org

5.4 After January 2020, 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.

5.5 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.

5.6 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.

5.7 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.

5.8 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 $1,000,000
b. General Aggregate $2,000,000
c. Products/Completed Operations Aggregate $1,000,000
d. Personal/Advertising Injury $1,000,000
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 $1,000,000
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.

Crime Coverage (for agreements allowing privileged access to network systems, valuable property or sensitive data)

Minimum Limits

Per Loss	$1,000,000

The policy shall include:

a. Coverage for all directors, officers, agents, and employees of the Supplier.
b. Employee dishonesty, forgery and alteration, monies and securities, and computer (cyber) crime.
c. Extended theft and mysterious disappearance.
d. The policy shall not contain a condition requiring an arrest and conviction.
e. Policy must be endorsed to cover Third Party Fidelity and include Poudre School District R-1 as a Loss Payee

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.

7.0 PROPOSAL CERTIFICATION FORM

Secondary Reading Intervention Assessment and Curriculum with Instructional Materials and Services
RFP# 20-630-002

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 **Tuesday, August 20, 2019 2:00 p.m. MST.**

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. MST on Tuesday, August 20, 2019 and shall be in a sealed packaged and marked RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services** and mailed or delivered to:

Poudre School District R-1
Curriculum, Instruction and Assessment
Attn: David Lawrence – RFP# 20-630-002 – Secondary Reading Intervention
1502 South Timberline Road
Fort Collins, CO 80524

The undersigned hereby affirms that:

- Agent 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 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 listed in the proposal.
- Supplier will adhere to all terms and conditions and provide, at a minimum, all services as expressed in the RFP and/or the company's proposal responding to the RFP.
- Supplier meets or exceeds all the required criteria as specified by this RFP, or if not, has submitted a Justification for Consideration addressing any failure to meet the criteria.
- Supplier's proposal is being offered independently of any other Supplier and in full compliance with the terms specified in the RFP.
- Supplier will accept any awards made to it, contingent on Agreement negotiation, as a result of this RFP for a minimum of ninety (90) calendar days following the date and time of the RFP opening.

Supplier Name: _____

Signature of Authorized Agent: _____

Printed Name: _____

Title: _____

E-mail address: _____

Phone Number: _____

Contact Person: _____ **Phone Number:** _____

Contact Email: _____

(If different from Agent)

NOTE: Proposals submitted without the signature of an authorized agent of the Supplier may be considered non-responsive.

8.0 REFERENCES

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 Organization Name_____

Address _____

Contact Person _____

Telephone _____

Email _____

Describe type of work/service performed or items supplied _____

_____

8.2 Organization Name_____

Address _____

Contact Person _____

Telephone _____

Email _____

Describe type of work/service performed or items supplied _____

_____

8.3 Organization 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 5.3).**

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 Certification Form

9.6.1 Submit the completed form in section 7.0

9.7 Reference Form

9.7.1 Submit the completed form in section 8.0

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

This Curriculum Services Agreement ("Agreement") is entered into this ____ day of {DATE}, by and between Poudre School District R-1 ("District") and {CONTRACTOR NAME} ("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 first set forth above and continue through and including {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. {DELIVERABLES AND SERVICES}

2.2. {TOTAL COST}

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

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

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

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

2.6. Contractor shall ensure grade-level classroom 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 provide support for implementation of Services during the first year, at no cost for the following:

2.7.1. {PROFESSIONAL DEVELOPMENT SERVICES}

2.8. 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.

2.9. 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 2.10 are derivative works, and, as such, the District agrees to assign, and hereby assigns, all right, title and interest therein to the Contractor.

2.10. 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.

2.11. The District understands and agrees that its students' access to and use of the Services under this Agreement requires 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.

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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 and 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

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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 SANS Top 20 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 *et seq*. 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 in writing by the District, initiate the process to 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 Agreement disclose confidential student records and information to subcontractors as identified in Exhibit {XX} ("Subcontractors"), hereinafter attached and made part of this Agreement, 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)

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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.** Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"). 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 attached Exhibit {XX} (a) the data elements of confidential student records and information that Contractor collects under the Agreement, 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 or Subcontractors fail 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

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Agreement the District may, as applicable, terminate the Agreement and/or disqualify Contractor and any one or more of Subcontractors from future contracts and subcontracts with the District.

9. **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

{VENDOR INFORMATION}

10. **General Provisions.**

10.1. **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.

10.2. **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.

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

10.4. **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 in the same manner and with the same formality as was done for this Agreement.

10.5. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

10.6. **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 coverage 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

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Agreement, and with renewal certificates as soon as reasonably practical following the expiration of any required insurance that expires during the term of this Agreement. 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 or change of coverage. The insurance requirements specified in this section 10.6, shall not reduce the indemnification liability that Contractor has assumed in section 10.7 below.

<u>Commercial General Liability</u>

a.	Each Occurrence Bodily Injury & Property Damage	$1,000,000
b.	Personal Injury	$1,000,000
c.	Products/Completed Operations Aggregate	$1,000,000
d.	General Aggregate	$2,000,000

e. Coverage must be written on an "occurrence" basis.

f. Poudre School District and its elected officials and employees shall be included as additional insureds; copy of policy endorsement must be attached to the Certificate of Insurance.

<u>Technology Errors & Omissions Liability including Network Security and Privacy Liability</u>

a.	Per Loss	$3,000,000
b.	Aggregate Limit	$3,000,000

c. If policy is written on a claims-made basis, Contractor warrants that any retroactive date under the policy shall precede the effective date of this Agreement and that either continuous coverage will be maintained, or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this Agreement is complete. Contractor shall also maintain such insurance for an additional period of three (3) years following termination of the Agreement.

d. If policy is written on an occurrence form basis, Contractor shall maintain such insurance for an additional period of one (1) year following termination of the Agreement.

<u>Workers' Compensation and Employers' Liability*</u>

a.	State of Colorado	Statutory
b.	Employer's Liability	$500,000 Each Accident $500,000 Disease – Policy Limit $500,000 Disease – Each Employee

c. Waiver of subrogation in favor of Poudre School District R-1; copy of policy endorsement must be attached to the Certificate of Insurance.

d. This requirement shall not apply if Contractor is exempt under the Colorado Workers' Compensation Act and if Contractor has a current Workers' Compensation Coverage

SAMPLE ONLY. MODIFICATIONS TO THIS DOCUMENT ARE NOT PERMITTED

Rejection on file with the Colorado Department of Labor and Employment, Division of Worker's Compensation.

10.7. **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, grievance, charge or proceeding brought in connection with or related to: (a) the Contractor's operations; (b) the Contractor's provision of the Services; (c) the Contractor's actual or alleged infringement of any third party's patent or copyright; and/or (d) the conduct of any of the Contractor'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 10.7 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.

10.8. **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.

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

10.10. **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.

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

10.12. **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.

10.13. **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.

10.14. **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.

SAMPLE ONLY. MODIFICATIONS TO THIS DOCUMENT ARE NOT PERMITTED

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.

{VENDOR}	POUDRE SCHOOL DISTRICT R-1
By:_____	By:_____
{NAME} {TITLE}	Sandra Smyser, Ph.D. Superintendent
	By:_____
	Robert Beauchamp Director of Curriculum, Instruction and Assessment

SAMPLE ONLY: MODIFICATIONS TO THIS DOCUMENT ARE NOT PERMITTED

Exhibit B

ACHIEVE3000

AUGUST 20, 2019

SECONDARY READING INTERVENTION ASSESSMENT CURRICULUM WITH INSTRUCTIONAL MATERIALS & SERVICES

A PROPOSAL TO POUDRE SCHOOL DISTRICT R-1

RFP# 20-630-002

1985 Cedar Bridge Avenue, Suite 3
Lakewood, NJ 08701 | +1.732.367.5505

ACHIEVE3000.COM

Title Page

RFP: Secondary Reading Intervention Assessment Curriculum with Instructional Materials & Services

Submitted by: Achieve3000, Inc.

Corporate Headquarters/ Local Address:	1985 Cedar Bridge Avenue, Suite 3, Lakewood NJ 08701
Company Contact:	Erin Rush
Phone:	732.367.5505
Email:	Proposal.services@achieve3000.com

Achieve3000 is pleased to submit Achieve3000 licenses and Professional Learning Services in response to Poudre School District R-1's RFP for *Secondary Reading Intervention Assessment Curriculum with Instructional Materials & Services.*

- **TeenBizPro®** (grades 6–8) and **EmpowerPro®** (grades 9–12)— work to improve reading and increase fluency, vocabulary, comprehension, critical-thinking abilities, and writing skills across the content areas through true differentiation (12 reading levels in English and 8 in Spanish), where all students in the same grade read about the same grade-appropriate, standards-specific topic. ***Pro*** includes Colorado State Academic Standards aligned science lessons in Earth and Space, Life, and Physical Sciences and the Colorado State Academic Standards aligned social studies lessons in the areas of Early World Studies, Modern World Studies, World Geography, World History, U.S. History and Social Sciences I and II, and Government and Electives.
- ***Boost* Colorado** programs allow for targeted and intensive intervention to accelerate the literacy gains of students who need additional supports and services. ***Boost*** includes a suite of classroom-tested scaffolds for students and supports for teachers. Our ***Boost* Colorado** programs, TeenBizBoost® (grades 6-8) and EmpowerBoost® (grades 9-12), are designed to build literacy and improve reading across the content areas.
- ***Access* Colorado** programs provide differentiated instruction and accelerated learning for the unique needs of your ELL students. Students experience success with a multitude of linguistic scaffolds available and teachers have the point-of-use instructional supports needed to enable learning in a wide variety of classroom models.
- ***Professional Learning Services –*** Achieve3000 offers a wealth of PLS module offerings are devoted to helping teachers and leaders understand and interpret student usage and performance data reporting. Regular check ins with your dedicated Achieve3000 implementation team will supplement the initial PLS days to monitor the health of the implementation and determine any adjustments to be made in instruction. *PLS days will be customized to the specific needs of Poudre School District R-1.* Blended learning and instructional models, managing the enrollment process, and accessing and understanding student performance reporting are all topics that can be covered during training.

Table of Contents

Title Page 1

Table of Contents 2

Letter of Transmittal 3

Proposer's Approach 6

Cost Component of the Proposal 22

Proposal Certification Form 37

Reference Form 39

Appendix 41

- **A.Technical Guide** 41
- **B. Report Sampler** 164

Letter of Transmittal

August 21, 2019

Kelly Wooden, Senior Procurement Agent
Poudre School District R-1
Curriculum, Instruction and Assessment Office
1502 South Timberline Road
Fort Collins, CO 80524

RE: Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services

Dear Ms. Wooden,

Achieve3000 is pleased to submit a response to your RFP for a **Secondary Intervention Assessment Curriculum with Instructional Materials and Services** for the students in Poudre School District R-1. Through our web-hosted literacy platform, Achieve3000 provides educational software that supports the Poudre School District R-1's desire to **obtain a with instructional materials and services to be used by students in grades 6-12 for reading intervention assessment, and for related professional development and technology supports for the District's teachers.** Achieve3000 is committed and able to meet the deadlines and requirements specified in the RFP. The following research-based, research-proven solutions, providing the targeted instruction to support literacy, are available to Poudre School District R-1 though Achieve3000's platform.

- **Achieve3000's *Pro* Colorado** solutions, which includes TeenBizPro® Colorado (grades 6-8), and EmpowerPro® Colorado (grades 9-12), are designed to build literacy skills across the content areas in grades 2-12. In these solutions, students work through language arts, science, and social studies lessons aligned to the **Colorado Academic Standards** to develop close-reading techniques and reading strategies.

- ***Boost* Colorado** programs allow for targeted and intensive intervention to accelerate the literacy gains of students who need additional supports and services. In addition to instruction to build literacy and improve reading across the content areas, ***Boost*** includes a suite of classroom-tested scaffolds for students and supports for teachers.

- ***Access* Colorado** programs provide differentiated instruction and accelerated learning for the unique needs of your ELL students. Students experience success with a multitude of linguistic scaffolds available and teachers have the point-of-use instructional supports needed to enable learning in a wide variety of classroom models.

Achieve3000 looks forward to being Poudre School District R-1's accelerated literacy partner in differentiated instruction. Achieve3000's services and solutions will provide added value to Poudre School District R-1 with:

- **Forecasting through reporting.** Using baseline Lexile levels from our LevelSet™ pretest and our forecasting report, educators can set clear goals for learning gains for every student.
- **Precision differentiation.** All students-ELL, intervention, enrichment, and grade-level learners-learn in the same classroom with content catered to their precise reading level and abilities. Scaffolds can be enabled at any time, providing further support and equity for all in today's blended learning environment.
- **Embedded assessment.** The embedded assessment in each lesson connects to an adaptive engine that automatically accelerates instruction for every student when he or she is ready, enabling students to double or even triple the expected Lexile gains in a year.
- **Customization for all**. Achieve3000 will work with Poudre School District R-1 to fit your specific needs whether it's aligning our content to your scope and sequence or customizing to connect to your basal textbooks. Achieve3000 will deliver a customized platform to Poudre School District R-1, delivering lessons aligned with standards and skills on the **CMAS** and in line with **Colorado Academic Standards**.

Achieve3000 has been providing schools with blended differentiated instruction solutions for over 18 years. We provide blended learning solutions in English Language Arts, Early Literacy, Special Education Intervention, English Language Learner Development, Social Studies and Science to more than 3 million students across the United States and around the world. Our solutions are provided in every state, and in more than 30 countries outside of the United States. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult education reaches all students at their individual reading levels to accelerate learning, improve high stakes test performance, and drive college and career success.

Achieve 3000, Inc. is a privately held company. We are led by a team of passionate and talented executives, chosen for their experience and ability to support 21st-century education initiatives across content areas and help put all students on the road to college and career readiness. Achieve3000's leadership team is supported and guided by equally experienced and committed directors. Visit our website (http://www.achieve3000.com/about-us/) for more information about our executive leadership team, board of directors, and our educational leadership cabinet.

Achieve3000 is proven effective at accelerating literacy gains for all students. Over 18 years of data show that students using the program on average twice per week over a school year can expect to double their expected reading gains. In fact, Achieve3000 was given a "Strong" rating by **Evidence for ESSA** following the group's review of a study that found that use of Achieve3000 solutions resulted in significant positive effects for students.

Contact Information:

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Regional Vice President of Sales:
Paul Schiffman, Regional VP of Sales
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Email: Paul.schiffman@achieve3000.com
Address: 1985 Cedar Bridge Avenue, Suite 3, Lakewood, NJ 08701

We invite you to contact us with any questions you may have (732-367-5505 or proposal.services@achieve3000.com).

Sincerely,

Paul Schiffman, Regional Vice President of Sales

Proposer's Approach

3.1.1 The proposal should include diagnostic/formative assessments that can be given at minimum three (3) times a year.

Achieve3000's solution includes both diagnostic and formative assessments.

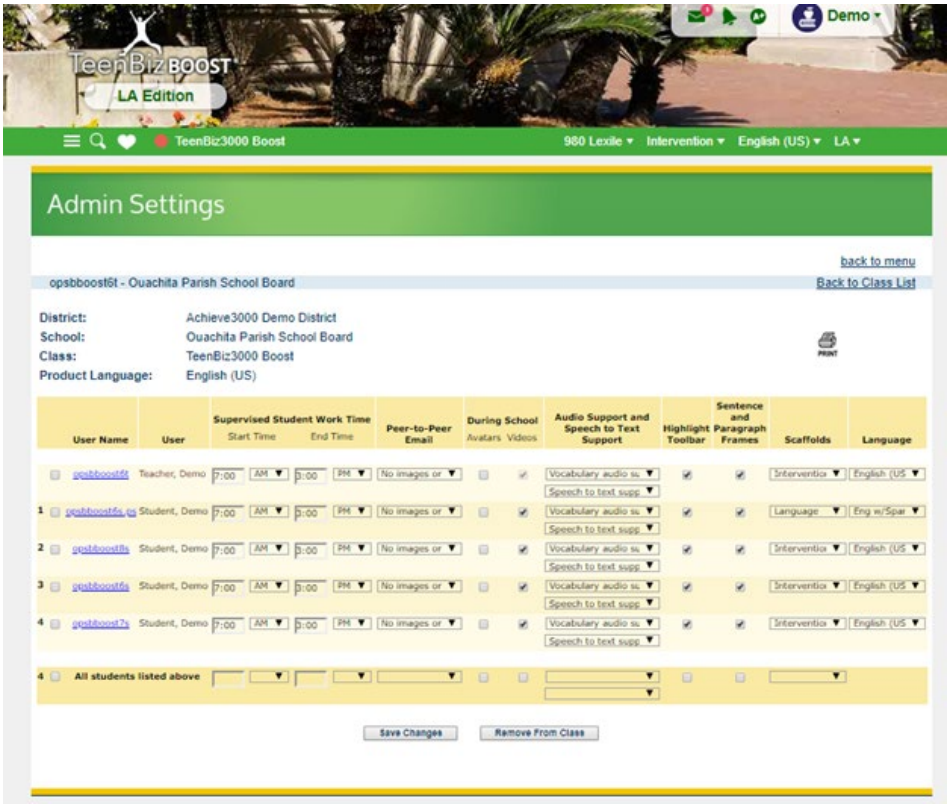
Diagnostic Assessment

Developed in collaboration with MetaMetrics®, Inc., the makers of the Lexile Framework for Reading®, the LevelSet™ academic screener establishes each student's initial Lexile reading level in English or in Spanish. LevelSet is the only assessment of its kind that measures a student's ability to comprehend informational text and provides a scale score that matches reading ability with text complexity. It can be administered up to three times per year, first as a pre-test to establish a baseline Lexile level, forecast readiness for university and career benchmarks, match students with differentiated, tailored text; and identify the best solution and implementation that will promote accelerated growth for every student. Interim and post-test administrations provide a summative measure of student growth.

Achieve3000's LevelSet assessment has been reviewed by NCII and is highly rated with "convincing evidence" as an academic screener. See the NCII Academic Screening Tools Chart for more details.

LevelSet can be used as a stand-alone assessment or in conjunction with Achieve3000 differentiated instruction. During the test, students read a series of approximately 30 paragraph-long passages and answer a cloze-style question about each one.

LevelSet is administered once at the beginning of the school year (or the first time students log in), again at mid-year, and at the end of the school year. The assessment displays automatically during the defined testing window and the administration times that can be set by the instructor under Admin Settings- otherwise known as Supervised Student Work Time.



Test dates may be adjusted based upon the school year calendar. Each student will receive the test at his or her assigned grade level, and the assessment is semi-adaptive to the level of the learner the first time they take it. After that, the system determines the appropriate level based on their prior performance. The test is only available to students during school hours or the time range teachers set in the Supervised Student Work Time field in the program. In addition, students have the ability to save their work on the assessment and return to where they left off at another time.

Formative Assessment

Within the student instructional routine is an embedded assessment (the Activity) that drives acceleration. The built-in assessment is embedded into the student routine, which means it reduces additional testing of students. Students respond to questions that tap into their knowledge of vocabulary as well as questions about summary, central ideas/details, and text structure and development. During this formative assessment activity, two things happen:

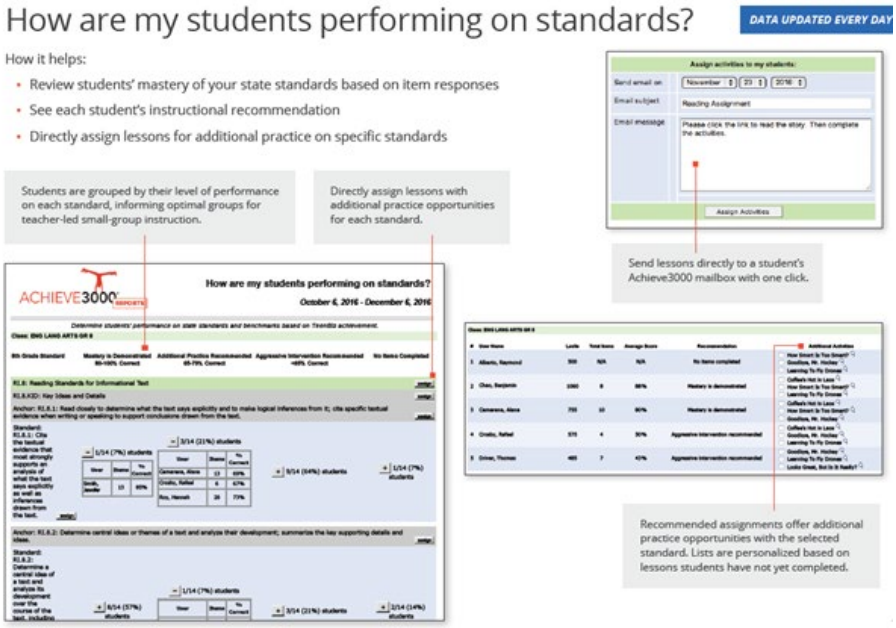
1. The system monitors to detect when students are ready for more complex text.
2. A Bayesian scoring application is used to automatically adjust the level of text students receive.

This automatic adjustment helps to accelerate students' comprehension of grade-appropriate text and above, and relieves teachers to focus on targeted instruction.

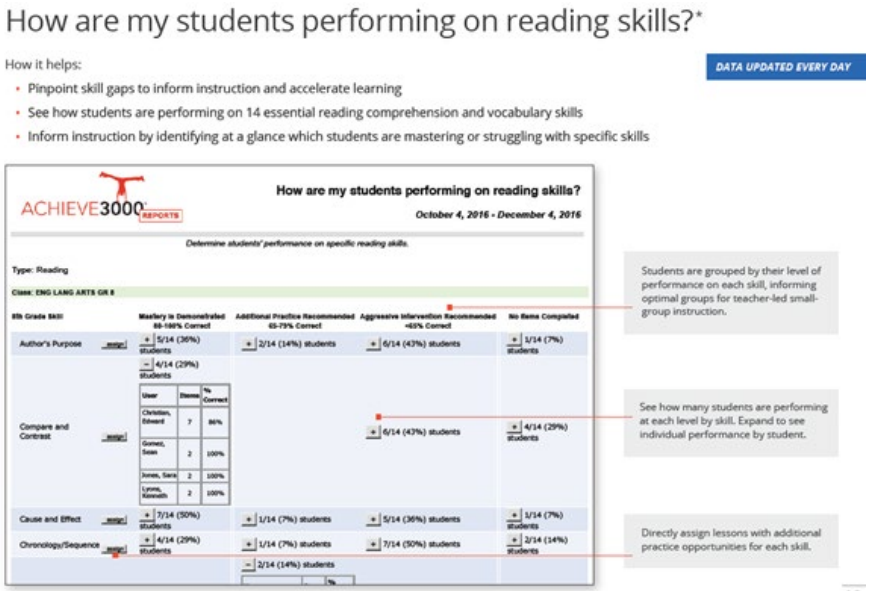
3.1.2 Reading assessments should provide analyses based on standards/skills and level of mastery with suggestions to teachers for next steps in lesson planning. A list of leveled readers including one (1) or more of the following measures: Fountas & Pinnell, age, Grade Level Equivalency, Lexiles, ZPD Ranges, ATOS, DRA, Reading Recovery, etc. Supplier should provide a list of level readers and measure(s) within their response.

Achieve3000's assessments provide analyses based on standards and skills, with lesson planning suggestions for teachers. Our robust reporting suite makes it easy to monitor key performance indicators (KPIs) along with the progress monitoring on Lexile growth, standards mastery, and reading skills mastery by student, class, grade-level and subgroup. The dynamic reports available on the Achieve3000 platform guide data-driven instructional decisions, such as which students need intervention, and which are meeting benchmark goals.

For example, the **Standards Report** allows educators to review student mastery of state standards based on ongoing progress-monitoring data from activity items. Students are grouped by performance on standards and sub-objectives, allowing teachers to target a specific standard or skill for small-group instruction and assign interventions to address those areas directly from the report.



The **Reading Skills** report provides data on students' performance on very specific skills rather than some of the more general state standards. The skills are organized by Reading Comprehension and Vocabulary. The report will group students based on their mastery, or lack of mastery, of specific skills to inform small-group, teacher-led instruction. The Skills Report will also allow teachers to assign articles (lessons) that provide students with additional practice opportunities for that skill.



In addition, for Back to School 2019, the Teacher Edition of our core literacy acceleration platform will see the addition of a new Data Center. The Data Center will offer an improved and easy-access way for teachers to view key metrics for classes and individual students. Teachers will be able to get the information they want most in just a few clicks. Existing users of the Teacher Edition will note that the Data Center consolidates and makes connections between data and analyses previously available only through multiple charts in the Reports section.

With Achieve3000, students have access to over 15,000 articles. The system automatically delivers the version of the lesson that most closely matches each student's Lexile level, with each lesson being available in 12 Lexile levels in English, 8 Lexile levels in Spanish. Because of their cross-curricular nature, the articles help to build academic vocabulary with every reading. Articles are age-appropriate and provide necessary scaffolding. In addition, teachers can use the Search function to search for articles on science or cultural topics using keywords, standards, and reading strategies. This enables teachers to assign specific articles or activities to build skills or knowledge on a particular topic.

Complete lists of middle and high school lesson collections are available on our website. Links have been provided below.

Middle School Lesson Collections
High School Lesson Collections

3.1.3 Reporting and Data management - With the goal of guiding classroom instruction, curriculum development, and instructional supports, the Assessment System described in this RFP must provide educators with general and skills-specific student performance results, including standard/skill analysis reports, in a timely fashion that enables educators to adjust instruction as needed. This information must be user-friendly,

flexible, modifiable, and readily and easily accessible. Immediate results for the selected response items preferred. Data management should be as user friendly or automated as possible. Suppliers shall provide documentation, print screens, and/or print outs of sample reports and data management tools within their response.

3.1.4.1 Proposals should include a list of the reports currently available within the proposer's application, i.e., screenshots of the various reports.

Reporting and grading features, as well as instructional planning materials, are designed to be intuitive and user-friendly for teachers and administrators.

Achieve3000 solutions are online with the ability to print materials such as lesson plans and reports. The program includes access for students, teachers, district and school and administrators.

- **Student Edition** provides access to the LevelSet exam (during set times), channel lessons, 5-Step Literacy Routine (with built-in scaffolds and supports), and the Career Center.
- **Leadership Edition** for district and school administrators to monitor 22 KPIs to evaluate their implementation goals and determine next steps to ensure accelerated student performance.
- **Teacher Edition** provides point-of-use, robust teaching supports and real-time to data to empower teachers to further differentiate instruction for their students.

Achieve3000's powerful reporting package enables teachers and administrators to select from pre-built reports to monitor student progress in real time, enabling them to make targeted, results-based academic decisions. Student performance and usage data are instantly available and can be monitored by teachers and administrators on a student, class, grade, school, and district level.

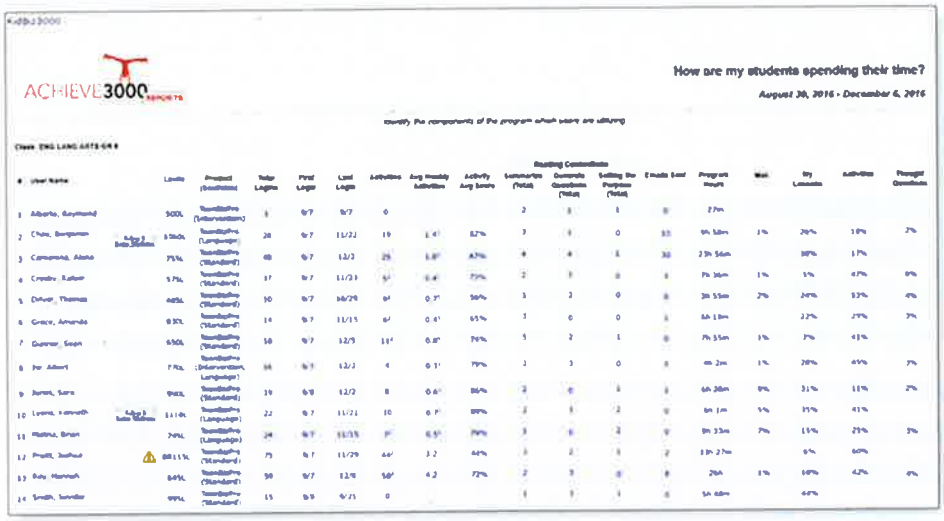
All reports can be refined by date parameters and all are exportable to Excel for easy analysis of trends. In addition, the Leadership Edition data dashboard ensures district and school administrators can quickly and easily access real-time data.

Student Usage Reports

Achieve3000 allows teachers to generate usage reports that show historical activity for each student in each solution through the Teacher Edition. We typically measure usage by the number of logins and activities. We measure primarily by activities because within the literacy solutions, our research has demonstrated, that in order to double the expected Lexile gains, students should complete 80 activities over the course of the year with scores of approximately 75% correct or higher on the first try (this averages to two independent activities per week).

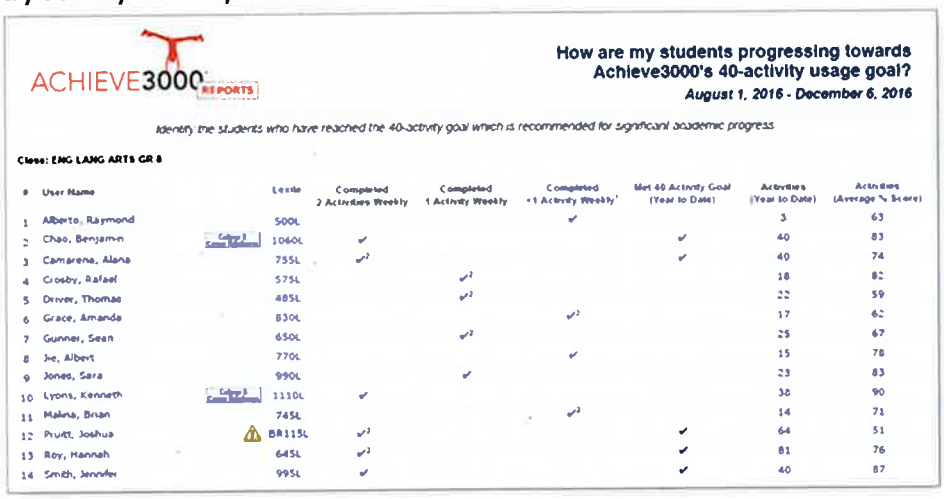
Report examples include, but are not limited to:

The ***How are my students spending their time?*** report shows total actives completed by class and by student, as well as hours on-task. You can also view the average activity performance by student.



How are my students progressing towards Acheive3000 40-activity usage goal?

This usage report is used to identify students who have reached the 40-activity goal which is recommended for significant academic progress. Students who complete a minimum of 40 activities in a semester (80 activities per school year) make double and sometimes triple the expected gains. Teachers can also see how many activities students are completing on average weekly and easily monitor the average first-try activity score by student.



#	User Name	Lexile	Completed 2 Activities Weekly	Completed 1 Activity Weekly	Completed <1 Activity Weekly	Met 40 Activity Goal (Year to Date)	Activities (Year to Date)	Activities (Average % Score)
1	Alberto, Raymond	500L			✔		3	63
2	Chao, Benjamin	1060L	✔			✔	40	83
3	Camarena, Alana	755L	✔²			✔	40	74
4	Crosby, Rafael	575L		✔²			18	82
5	Driver, Thomas	485L		✔²			22	59
6	Grace, Amanda	830L			✔²		17	62
7	Gunner, Sean	650L		✔²			25	67
8	Jie, Albert	770L			✔		15	78
9	Jones, Sara	990L		✔			23	83
10	Lyons, Kenneth	1110L	✔				38	90
11	Malina, Brian	745L			✔²		14	71
12	Pruitt, Joshua	BR115L	✔²			✔	64	51
13	Roy, Hannah	645L	✔²			✔	81	76
14	Smith, Jennifer	995L	✔			✔	40	87

Student Growth and Performance Reports

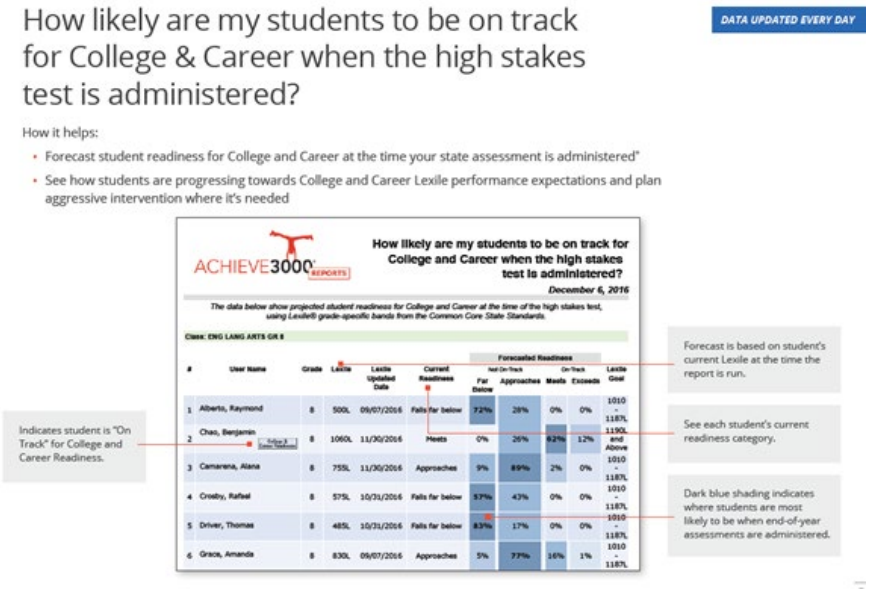
Performance Reports give teachers immediate access to student data, allowing them to forecast outcomes on high-stakes tests, and indicate changes in reading comprehension over time and how students are performing on state standards. Data from ***Pro*** solutions' embedded assessments are available in real time to teachers and administrators within Achieve3000's powerful reporting package, which provides detailed diagnostic data on usage and performance in and out of school.

These reports enable educators to view trends and patterns, making data-driven instructional decisions, grouping students as needed, and delivering differentiated instruction.

Report examples include, but are not limited to:

How likely are my students to be on track for College and Career when the high stakes test is administered?

The Forecasting Report helps identify students at risk of performing below proficiency on the CMAS assessment and plan strategic interventions for those students. The report can forecast how students will most likely perform on the assessment based on their current Lexile levels and what their projected Lexile levels are likely to be at the time of the test.



How are my students performing on standards?

The Standards Report allows educators to review student mastery of state standards based on ongoing progress-monitoring data from activity items. Students are grouped by performance (mastered, additional practice recommended, aggressive intervention recommended) on standards and sub-objectives, allowing teachers to target a specific standard or skill for small-group instruction and assign interventions to address those areas directly from the report.

How are my students performing on standards?

DATA UPDATED EVERY DAY

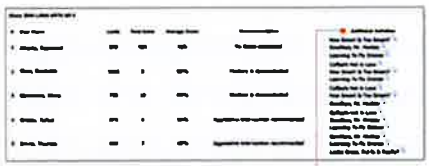
How it helps:

- Review students' mastery of your state standards based on item responses
- See each student's instructional recommendation
- Directly assign lessons for additional practice on specific standards

Students are grouped by their level of performance on each standard, informing optimal groups for teacher led small group instruction

Directly assign lessons with additional practice opportunities for each standard

Send lessons directly to a student's Achieve 3000 mailbox with one click



Recommended assignments offer additional practice opportunities with the selected standard. Lists are personalized based on lessons students have not yet completed.

How are my students performing on reading skills?

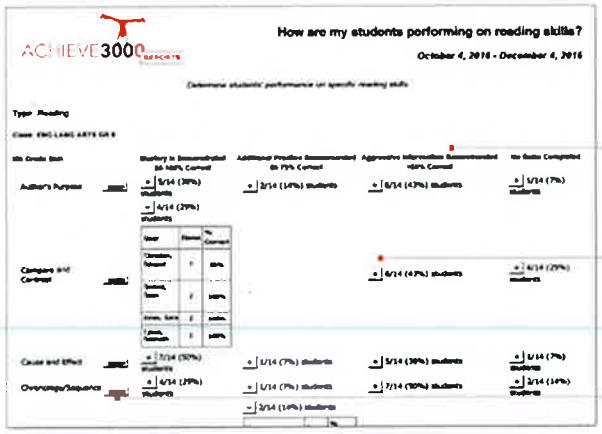
Boost, Access, **and** ***Español*** provide a data-rich report that enables teachers to easily address student progress and practice. The Reading Skills report reports on mastery of reading comprehension skills, along with intervention suggestions for teachers to target those skills. This report provides data on students' performance on very specific skills rather than some of the more general state standards that are reported on in the report, ***How are my students performing on standards?*** The skills are organized by Reading Comprehension and Vocabulary. The report groups students based on their mastery, or lack of mastery, of specific skills to inform small-group, teacher-led instruction. The Skills Report will also allow teachers to assign articles that provide students with additional practice opportunities for that skill.

How are my students performing on reading skills?

DATA UPDATED EVERY DAY

How it helps:

- Pinpoint skill gaps to inform instruction and accelerate learning
- See how students are performing on 14 essential reading comprehension and vocabulary skills
- Inform instruction by identifying at a glance which students are mastering or struggling with specific skills



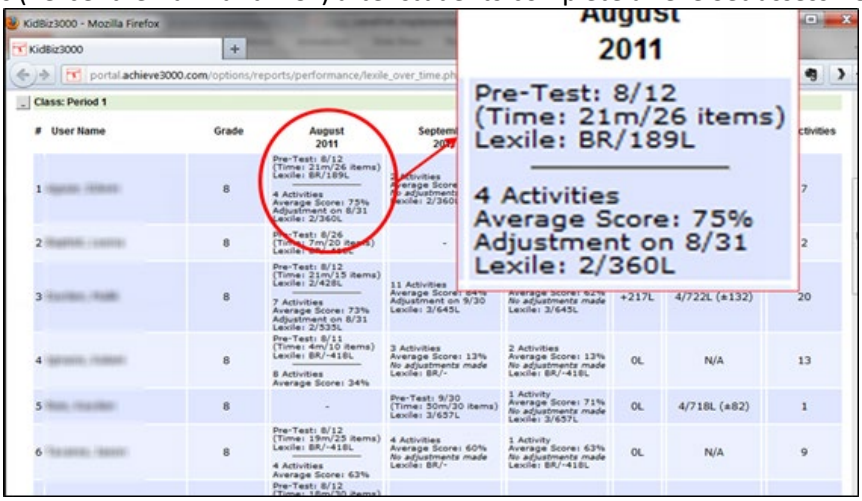
Students are grouped by their level of performance on each skill, informing optimal groups for teacher led small group instruction

See how many students are performing at each level by skill. Expand to see individual performance by student.

Directly assign lessons with additional practice opportunities for each skill

How has Lexile performance changed over time?

The Lexile Performance Report tracks changes in Lexile/reading performance based on LevelSet test scores and multiple-choice activity scores, helping teachers to know what Lexile changes have been made and whether students are on track for college and career. The Lexile Performance Report provides normative scores (Percentile Rank and NCE) after students complete a LevelSet assessment.



For Back to School 2019, the Teacher Edition of our core literacy acceleration platform will see the addition of a new Data Center. The Data Center will offer an improved and easy-access way for teachers to view key metrics for classes and individual students. Teachers will be able to get the information they want most in just a few clicks. Existing users of the Teacher Edition will note that the Data Center consolidates and makes connections between data and analyses previously available only through multiple charts in the Reports section.

Initially the Data Center will include two main views: a dashboard and a class overview (as of current planning). Information in these views focuses on the performance and usage targets shown to drive accelerated Lexile gains.

Using this data, teachers can:

- Monitor student progress
- Conduct monthly progress meetings with individual students
- Group students for differentiated instruction.

Dashboard metrics include:

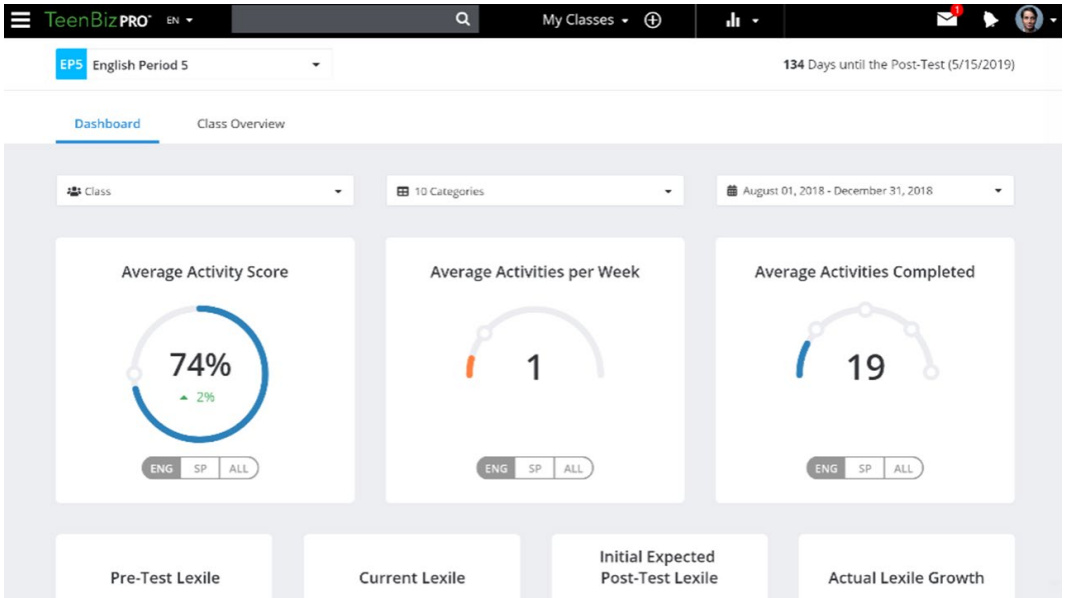
- Activity Score
- Activities per Week
- Activities Completed
- Pre-Test Lexile
- Current Lexile

- Initial Expected Post-Test Lexile
- Actual Lexile Growth

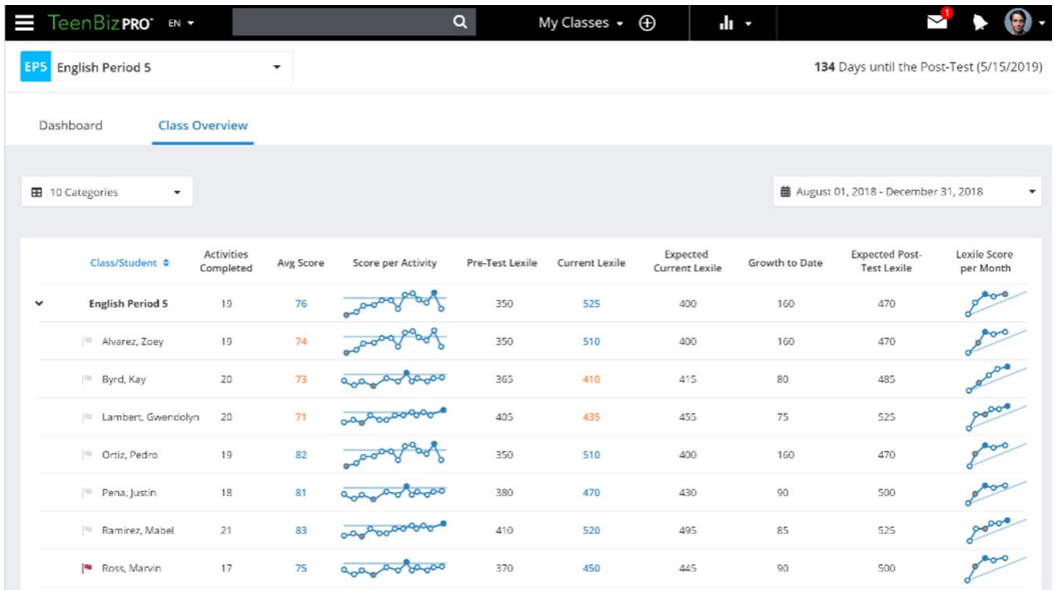
Class Overview metrics include:

- Activities Completed
- Average Score
- Score per Activity
- Pre-Test Lexile
- Current Lexile
- Expected Current Lexile
- Growth to Date
- Expected Post-Test Lexile
- Lexile Score per Month

From the Dashboard, a teacher can choose to view metrics for class average or individual student data.



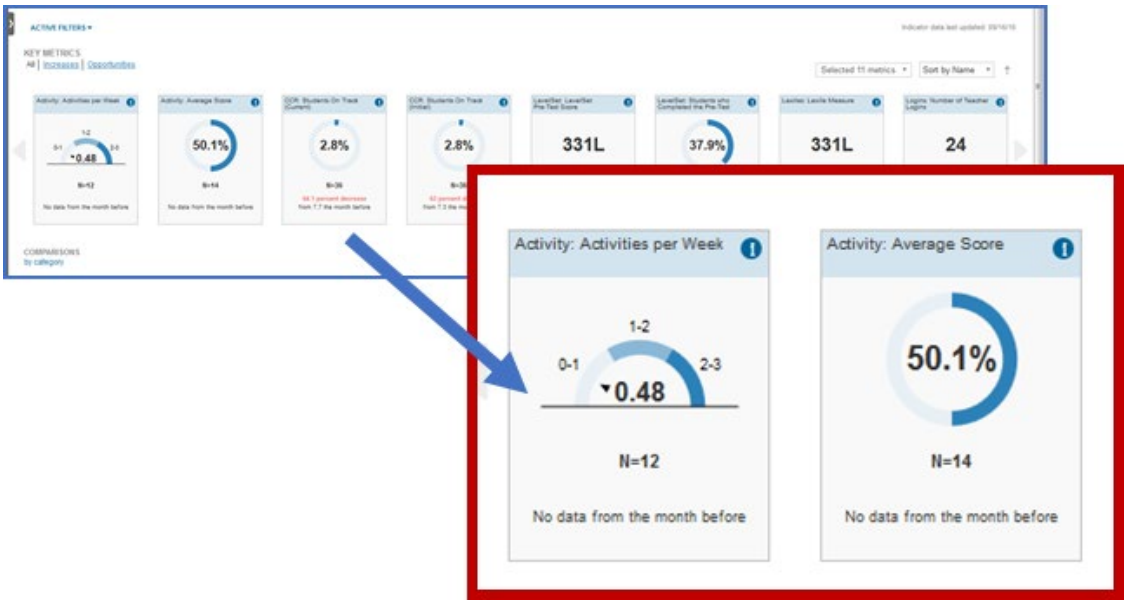
In the Class Overview, teachers can see and sort detailed information for individual students by class, which can support flexible groupings for targeted instruction. Simple visual cues help teachers recognize at-a-glance which students may need additional support.



Leadership Edition

The Leadership Edition delivers district and school administrators, literacy specialists, and teachers timely, at-a-glance information to allow each group to compare school-to-school and class-to-class and monitor the overall fidelity and effectiveness of the solution as well as any performance trends. Designed to be a data dashboard for school district leaders, the Leadership Edition strives to deliver comparison and trend data for their students who are using the program. Administrators can then utilize that information to intervene as necessary and quickly assess and communicate program effectiveness. The Leadership Edition supports four key types of activities:

1. **Identifying exceptions at-a-glance**—Reporting allows education leaders to quickly identify struggling schools where usage is down or successful schools where scores are highest.
2. **Comparing performance of similar data points**—Using the Comparisons Chart, leaders can also quickly get a categorical view of where schools rank in terms of initial LevelSet assessment completion.
3. **Exploring performance of like data points**—From a single view, users can explore student usage in a struggling school by drilling down to grades and teacher information.
4. **Sharing information**—The system allows users to share interesting information found while exploring the data or users can schedule a regular report for automatic distribution.



Leaders can determine which of 22 key performance indicators (KPIs) they want to follow over the course of the year, modifying their dashboards for immediate access to the data they want with the settings in place to facilitate the quickest data reviews. Some KPIs are:

- Average Activity Score—The average first-try score.
- Students Scoring 75% or Higher on the 1st Try—The percentage of students scoring at or above 75% on the first try (a measure of fidelity).
- Students per-Activity Range (by Number of Completed Activities)—Breaks completed activities into smaller intervals: 0, 1–9, 10–19, 20–29, 30–39, and 40 or more. In each interval, the indicator calculates the percentage of students who have completed a number of activities in that interval.
- Students on Track for College and Career Readiness per the Pre-Test Lexile—The percentage of students on track, according to the Pre-Test score.
- Students on Track for College and Career Readiness per the Current Lexile—The percentage of students on track, according to the Current Lexile.
- Date range options for viewing data including a Year to Date feature so that the earliest school start date and the second date in the range is always set to the day prior.
- School Year selector for Custom Date Range-allows leaders/administrators to set the School Year you want to view your data in.
- Additional usage filters to isolate fidelity practices-two Activity filters that break down Activities per Week and by Activity Score can be used to isolate the performance of students according to the number of activities they have completed as well as the percentage correct. Using those filters together means you can – for example – examine the Lexile growth of students practicing Quality only, Quantity only, Quality and Quantity – or any combination in between.

In addition to built-in reporting options, Achieve3000 also provides partner districts with valuable reports related to the fidelity of the implementation and designed to provide relevant and timely information. Custom reports are highly visual, allowing readers to quickly identify areas for

celebration or opportunities for improvement. Standard formats for custom reports include the following examples, though our team can provide virtually any format desired:

- **Implementation Highlights Report (IHR)**

  The Implementation Highlights Report is available upon request for any time period desired. It provides a high-level overview of the status of Achieve3000 implementation. This powerful report includes data on overall Lexile growth as well as growth for students with recommended quality and quantity of usage. Additional data include completed activities, writing assignments, program sessions, after-school usage, career choices chosen, teacher usage, and growth in College and Career Readiness. **IHR** reports are prepared upon request and can be customized to include additional data as needed.

- **Executive Summary Report (ESR)**

  The Executive Summary Report is a semi-annual report that provides key usage and performance indicators to school and district decision makers, allowing them to track progress and make changes for future improvement. The report includes actionable information about logins, activities, Lexile gains, Pre-Test completion rates, and College and Career Readiness, all using powerful, easy-to-read data visualizations.

- **Infographic**

  Achieve3000 delivers an end-of-year infographic, a powerful, visually appealing way to communicate the value and impact of Achieve3000 solutions. The infographic highlights usage and performance information including Lexile growth, the percentage of students exceeding the expected Lexile growth, the percentage of students meeting or exceeding college and career readiness benchmarks, and other key indicators of engagement and success. The infographic is easily shared on social media platforms.

- **Impact Study Reports**

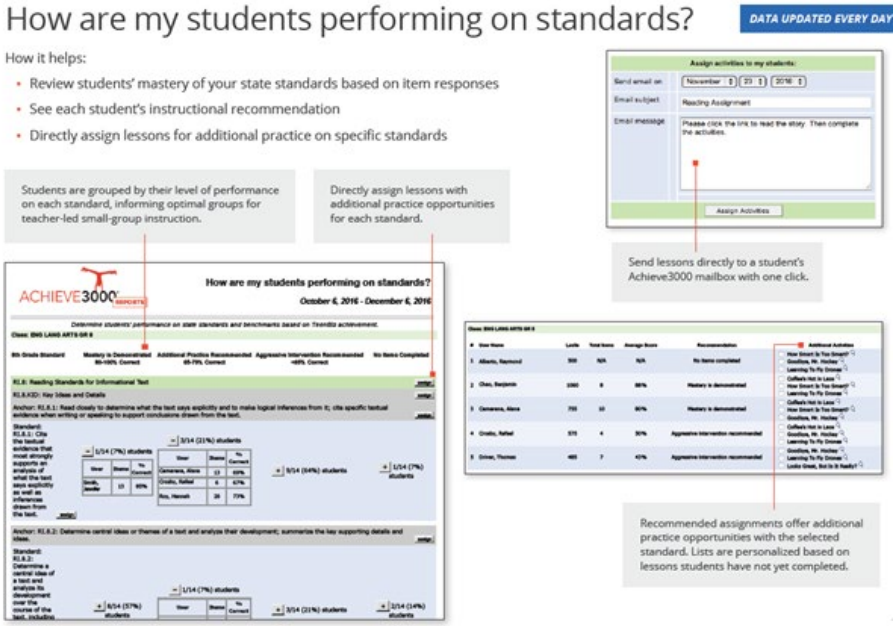
  Upon request, our analysis team can analyze high-stakes state test data to examine the relationship between Achieve3000 implementation and scores on those tests. We can work with your leadership team to specify the main research questions of interest and design a custom analysis to answer those questions. All state test data are collected, stored, analyzed, and reported in a manner consistent with FERPA guidelines and any applicable state laws or district policies.

We will establish data reviews with administrators at the district's desired timing to share the data and make adjustments to the implementation as necessary. Data reviews can also include a walkthrough of

the *Leadership Edition* data dashboard to ensure district and school administrators can quickly and easily access real-time data and KPIs whenever they need to. Refer to our Report Sampler in **Appendix B.**

3.1.4.2 Reports will display overall assessment performance as well as strengths and weaknesses relative to the specific Colorado State Standards. Please describe costs and specialized processes, if a special data load must be included to allow assessment results reported based on Colorado State Standards.

As previously stated, the **Standards Report** allows educators to review student mastery of state standards based on ongoing progress-monitoring data from activity items. Students are grouped by performance on standards and sub-objectives, allowing teachers to target a specific standard or skill for small-group instruction and assign interventions to address those areas directly from the report. This report is not an additional cost, it is included in the reporting suite.



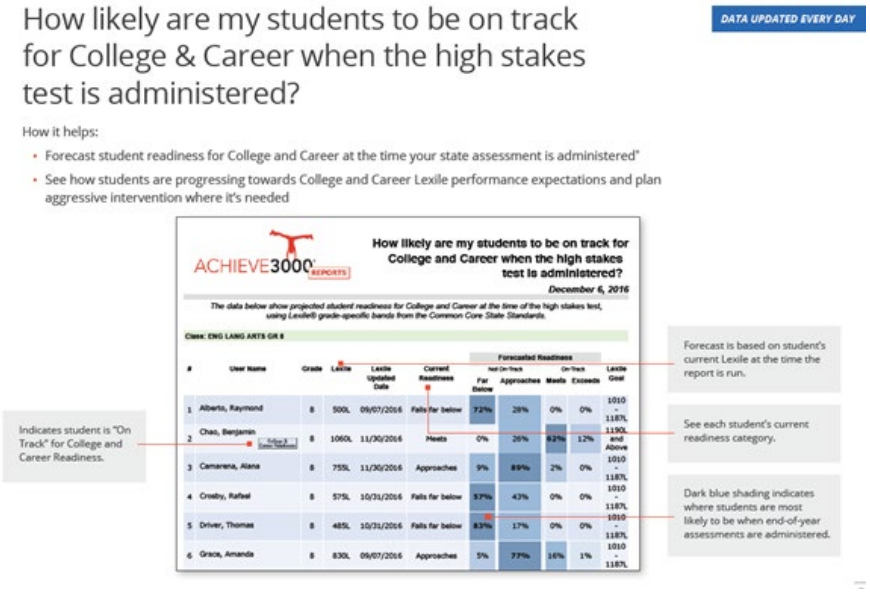
3.1.4.3 Skill/standard or item analysis reports should be available at the student, class, building, and district levels.

Student performance at the skill and standard level are instantly available and can be monitored by teachers and administrators on a student, class, grade, school, and district level. All reports can be refined by date parameters and all are exportable to Excel for easy analysis of trends. In addition, the Leadership Edition data dashboard ensures district and school administrators can quickly and easily access real-time data.

3.1.4.4 A screening report, or some report showing the State of Colorado based performance level of students should be available.

The ***Forecasting Report*** helps identify students at risk of performing below proficiency on the **CMAS** and plan strategic interventions for those students. The report can forecast how students will most likely

perform on the assessment based on their current Lexile levels and what their projected Lexile levels are likely to be at the time of the test.



3.1.4.5 Reports need to be available on individual assessments and across assessments (longitudinal/growth) throughout the school year relative to skills and performance. For example, if three (3) Benchmarks are proposed, summary reports should display student performance across the three benchmarks at the student, class, building, and district levels.

LevelSet includes a pre-, interim, and post-test that can be administered in as little as 15 minutes per assessment to provide real-time reporting for timely intervention and progress monitoring. Only LevelSet includes a College and Career Readiness report that forecasts student preparedness and adjusts those forecasts automatically when student Lexile® levels increase. Student performance and usage data are instantly available and can be monitored by teachers and administrators on a student, class, grade, school, and district level.

The **Lexile Performance Report** tracks changes in Lexile/reading performance based on LevelSet test scores and multiple-choice activity scores, helping teachers to know what Lexile changes have been made and whether students are on track for college and career. The Lexile Performance Report provides normative scores (Percentile Rank and NCE) after students complete a LevelSet assessment.

3.1.4.6 Student longitudinal reporting should be available. Student reports indicating overall performance and performance relative to skills will be maintained across grades and for each school a student attends. For example, with longitudinal reporting, a teacher planning for his/her class before school begins in September can examine the performance on the previous years' Benchmarks of students in his/ her incoming classes. Growth reports should be based on student growth percentiles, if possible.

Achieve3000 gives teachers and other stakeholders the ability to view longitudinal data on individual student performance through a robust reporting suite. Achieve3000 allows districts to store data from year to year. Stored data can be reported via the Leadership Edition and data can be exported back to the district. Achieve3000 diagnostic assessment and progress monitoring tools assess students multiple times over the course of the year. Through ongoing assessment within the platform, student data can be monitored and students' evolving needs can be met—from phonemic awareness, phonics, and fluency, to vocabulary acquisition, reading comprehension, writing, and critical thinking. Through a variety of teacher and administrator reports, Achieve3000 provides LAUSD with the ability to view trends and patterns of data in various views and formats. All reports can be refined by date parameters and all are exportable to Excel for easy analysis of trends. Additionally, the alignment drives a report on the mastery of reading skills, grouping students based on their needs and providing instructional supports for teachers.

3.1.4.7 The system must be able to archive reports each year so that educators may review historical reports based upon class and school configurations in previous years.

As a cloud-based platform, Achieve3000 solutions automatically archive student assessment data for later review. Achieve3000 solutions provide current and relative historical and geographical data. Achieve3000 allows districts to store data from year to year. Stored data can be reported via the Leadership Edition and data can be exported back to the district.

3.1.5 A technical manual describing the Diagnostic/Formative assessments, including research covering the frequency distributions, means, standard deviations, standard errors of

measurement, reliability and validity analysis, and the relevant item statistics, should be provided within Supplier's response.

Please refer to the LevelSet Technical Manual in **Appendix A.**

4.0 Agreement Terms

Achieve3000 take no exceptions to Poudre School District R-1's terms and conditions.

Cost Component of the Proposal

The Achieve3000 platform contains different solutions with each designed to meet a specific student need or grade level. Poudre School District's purchase can be customized so the desired outcomes are met for your student population.

Leveraging *Pro*'s patented model of differentiation to accelerate reading, *Boost* for use with intervention with special education students and *Access* to use the English language learners, Achieve3000 provides further supports to address the unique needs of each type of learner. Included in the license cost is access for students, teachers, district and school administrators, and parents.

- **Student Edition** provides access to the LevelSet exam (during set times), channel lessons, 5-Step Literacy Routine (with built-in scaffolds and supports), and the Career Center.
- **Leadership Edition** for district and school administrators to monitor 22 key performance indicators to evaluate their implementation goals and determine next steps to ensure accelerated student performance.
- **Teacher Edition** provides point-of-use, robust teaching supports and real-time to data to empower teachers to further differentiate instruction for their students.
- **Home Edition** extends student learning by engaging your parent population to monitor their child's progress and support their literacy growth with materials in 20 different languages and to build their family literacy with differentiated content in English and in Spanish.

A professional development description is included in the price proposal. Achieve3000 does not intend to utilize subcontractors.

Company Legal Name	Achieve3000, Inc.
Business Description	Achieve3000® is the leading literacy platform in today's blended learning programs, with cloud-based solutions that serve nearly three-million students worldwide. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult

	education reaches all students at their individual reading levels to accelerate learning, improve high stakes test performance, and drive college and career success.
Address	1985 Cedar Bridge Avenue, Suite 3, Lakewood, NJ 08701
Number of Employees	Achieve3000 has approximately 70 part-time employees and 370 full-time employees.
Years in Business	18
Website	www.achieve3000.com
Primary Proposal Contact	Erin Rush, Director of Proposal Services E: erin.rush@achieve3000.com P: 614-512-5819

See the following pages for our cost proposal, reviewer guides and demonstration logins.

DISTRICT INITIAL PURCHASE

License quantities are based on the provided student enrollment estimates (RFP page 14). A 1,300 minimum license purchase is required for the extended cost per license. Purchases below the minimum will be offered at $42/license. Because Achieve3000 is web-based, shipping does not apply.

Product	Qty	Unit Cost	2020-2021 School Year
Achieve3000 Middle School Licenses 1 Teacher per Middle School (10 total) 105 Students per Middle School (1050 total)	1050	$30.00	$31,500.00
Achieve3000 High School Licenses 1 Teacher per High School (4 total) 70 Students per High School (280 total)	280	$30.00	$8,400.00
Professional Development See below for detailed PD plan, includes 1 centralized day for initial training, 5 days for Middle School site-based PD, 2 days for High School site-based PD	8	$2,695.00	$21,560.00
Total Cost			**$61,460.00**

PURCHASES OVER 10-YEAR CONTRACT

A 1,300 minimum license purchase is required for the extended cost per license. Purchases below the minimum will be subject to Achieve3000 list prices in the designated school year.

Product	2021-2022 Unit Cost	2022-2023 Unit Cost	2023-2024 Unit Cost	2024-2025 Unit Cost	2025-2026 Unit Cost	2026-2027 Unit Cost	2027-2028 Unit Cost	2028-2029 Unit Cost	2029-2030 Unit Cost
Achieve3000 Licenses Quantities to be determined annually.	$30.00	$30.00	$30.60	$30.60	$30.60	$31.21	$31.21	$31.21	$31.21
Professional Development Number of days to be determined annually.	$2,695.00	$2,695.00	$2,748.90	$2,748.90	$2,748.90	$2,803.88	$2,803.88	$2,803.88	$2,803.88

Professional Development

Achieve3000 Professional Learning Services designed to empower teachers with effective instructional strategies and activities. We work with each customer to develop a comprehensive Customer Success Plan, with professional development and implementation services aligned to your goals and needs. Following a clearly outlined plan, we will establish the path for professional development that engages all stakeholders—principals, coaches, teachers, and parents —through a series of blended sessions, including onsite, live online, and on-demand online.

Professional Learning Sessions will be customized not only for your specific needs and academic goals, but also differentiated to meet the unique needs of each group of participants, with specialized sessions for school and district leadership, multi-subject teachers, reading and English language arts teachers, content-area teachers, and other groups to ensure the greatest impact. skills in Language Arts, Science, and Social Studies.

Recommendations for initial training include:

*1 centralized training day for middle and high school teachers - session to focus on initial introduction to program and platform training
*5 days for middle school site-based professional development - focused on side-by-side coaching, consulting and classroom modeling, as well as deep dive into data and leadership reporting
*2 days for high school site-based professional development - focused on side-by-side coaching, consulting and classroom modeling, as well as deep dive into data and leadership reporting

Following initial training, ongoing professional learning opportunities will support the implementation for the life of the contract. Detailed pricing has been provided above.

Available for Grades 6-12

Poudre School District R-1

REVIEWER GUIDE

Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services

See how Achieve3000®'s patented and proven literacy platform reaches all students at their individual reading levels to build literacy skills through truly differentiated instruction.

ACHIEVE3000®

Table of Contents

The Achieve3000 Platform. 3

Achieve3000's *PRO* Solution. 5

- Using *PRO* as a Teacher. 5
- Using *PRO* as a Student. 7
- Accelerate Literacy Growth with *Boost* 8
- Using *PRO* as a Family Member. 9
- Using *PRO* as an Administrator. 9
- Additional Reviewer Logins. 10

INTRODUCTION TO THE

Achieve3000 Platform

Achieve3000 is the leading literacy platform in today's blended learning programs, serving nearly three million students worldwide. Based on decades of scientific research, our patented and proven solutions for PreK through grade 12 and adult education are designed to accelerate reading growth, improve high-stakes test performance, and prepare students for college and career success. Achieve3000 is the only literacy platform that delivers differentiated instruction across all content areas and uses embedded assessments monitor students' reading growth and continually adjust text complexity to match their individual Lexile® levels.

How Does It Work?

Achieve3000's proprietary LevelSet™ assessment establishes each student's initial Lexile reading level in English or in Spanish. LevelSet can be administered up to three times per year, first as a pre-test to establish a baseline Lexile level; forecast readiness for college and career benchmarks, match students with differentiated, tailored text; and identify the best solution and implementation that will promote accelerated growth for every student.

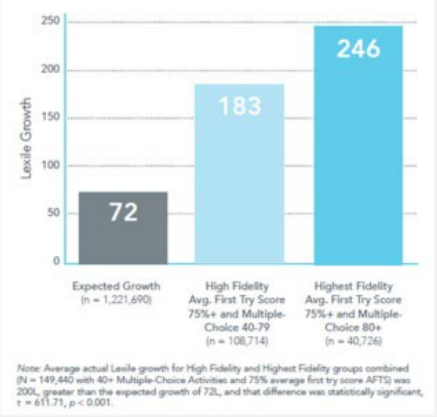
Achieve3000's adaptive text complexity system automatically matches students to grade-appropriate text, differentiating the same CCSS-aligned nonfiction lesson at 12 levels in English, 12 levels in English with native-language supports, and 8 levels in Spanish. Students complete Colorado-specific, cross-disciplinary lessons using a specialized 5-Step Literacy Routine that strengthens reading and develops key literacy skills while building content-area knowledge and vocabulary simultaneously. Built-in scaffolds support student learning at every step, ensuring students of all ability levels can access the same grade-appropriate content and meet academic standards.

Achieve3000 solutions work by providing rigorous and enriching educational content that helps all students achieve the critical literacy knowledge and skills necessary for college and career success. With our suite of solutions, students will build foundational literacy skills, develop literacy across the content areas, demonstrate mastery of specific standards and reading skills, and show success on high-stakes assessments—ultimately leading to accelerated achievement.

Proven to Accelerate Literacy Gains

Only Achieve3000 has a 18-year track record of significantly accelerating students' literacy gains and dramatically increasing college and career readiness.

Here are the results from a 2017-2018 study!



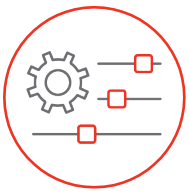
3X THE EXPECTED LITERACY GROWTH!
Students made more than triple their expected Lexile gains when using Achieve3000 with fidelity

The Achieve3000 platform's holistic approach to learning prioritizes equity for all students through:

Forecasting and Goal Setting: Using our forecasting tool, teachers not only have the ability to determine students' preparedness for college and career but can also use the data to identify individual instructional needs to inform a differentiated success plan with enabled learning scaffolds for each student. The detailed forecasting report empowers students, teachers, and parents to track students' learning goals throughout the year. To double the expected Lexile gains, research has shown that students should complete 80 activities over the course of the year (an average of two independent activities per week) with scores of approximately 75% correct or higher on the first try. This number will vary based on individual students; some students may need more, some less.

Differentiated Instruction: Achieve3000's patented model of truly differentiated instruction ensures that all students in a class read the same grade-appropriate, standards-aligned cross-curricular content (science, social studies, language arts, and more), automatically tailored to their individual reading levels and learning needs, with 12 Lexile versions of every lesson in English. With our patented methodology, we guarantee equity of access while requiring accountability. We also promote independent work along with collaboration as every student reads, writes, and communicates about the same grade-appropriate topic.

Embedded Assessments: Achieve3000 has the only patented model that strengthens reading, improves literacy across the content areas, and drives college and career readiness through embedded formative assessments. Through a unique partnership with MetaMetrics®, our proprietary technology uses data from the embedded assessment to automatically step up the text complexity when it detects that a student is ready for a greater challenge. Data from the embedded assessments fuel a wide array of real-time reports, including forecasting for college and career readiness, individual reporting on Lexile scores and Lexile growth over time, standards mastery reports, and usage/performance reports. Reports group students based on their mastery of each standard or skill, and offer instructional recommendations for teachers to provide targeted small-group, teacher-led instruction. The reports also provide students, educators, administrators, and families with ongoing progress-monitoring and data-driven decision-making anytime, anywhere, and on any device.

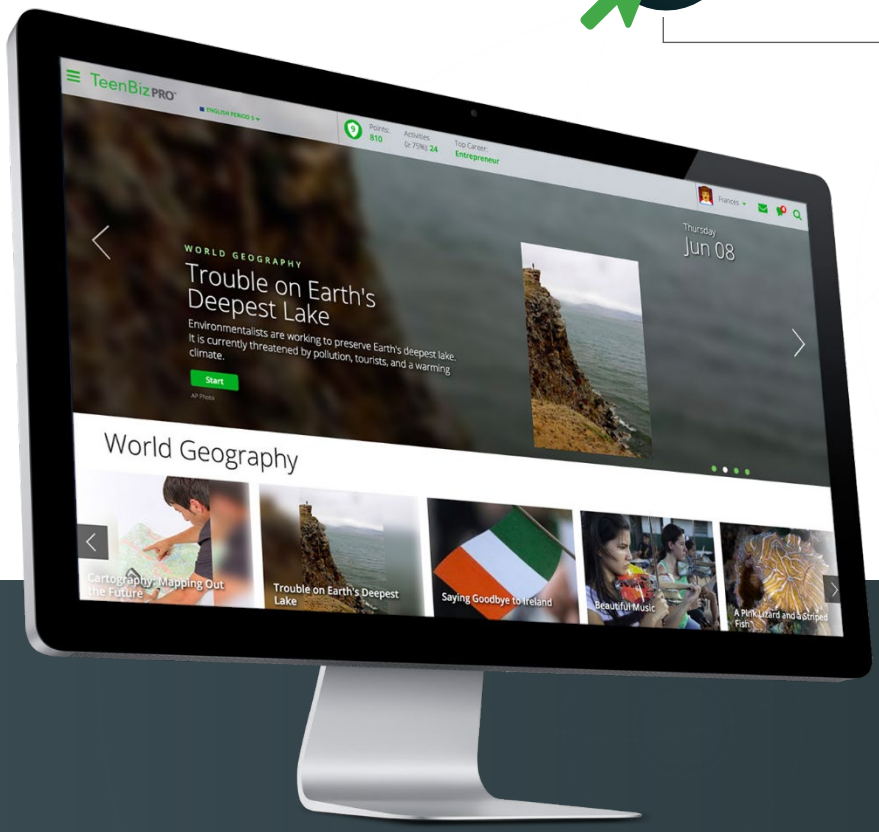


Customization: Achieve3000's literacy platform is designed to flexibly fit into your initiatives by customizing content, professional learning, and contests to meet your student goals and by integrating with your systems for a seamless experience. With the Achieve3000 platform, critical information about your teachers is identified, such as subject, grade, and high-stakes assessments administered, and then available content and messaging are customized to best support their specific teaching needs. Achieve3000 offers courses across multiple subjects and grades. With grade-specific courses, as well as courses aligned to your unique curriculum, Achieve3000 will meet the needs of any desired implementation model. In addition, we provide customization tools within the solutions, making it easy for teachers to map lessons to their scope and sequence in any content area.

A REVIEWER GUIDE TO ACHIEVE3000'S
PRO Solution

- Using the logins provided, you will experience *PRO* from the perspectives of a teacher and students in different grades and at different literacy levels. You may also review from the perspectives of a family member and an administrator.
- Starting on page 6, you will be provided with a login and guidance on how to review the Achieve3000 *PRO* solution from the perspective of a teacher.
- For logins at different grade levels, you can find a list of additional logins on p. 10.

This icon indicates important step-by-step information in this reviewer guide.

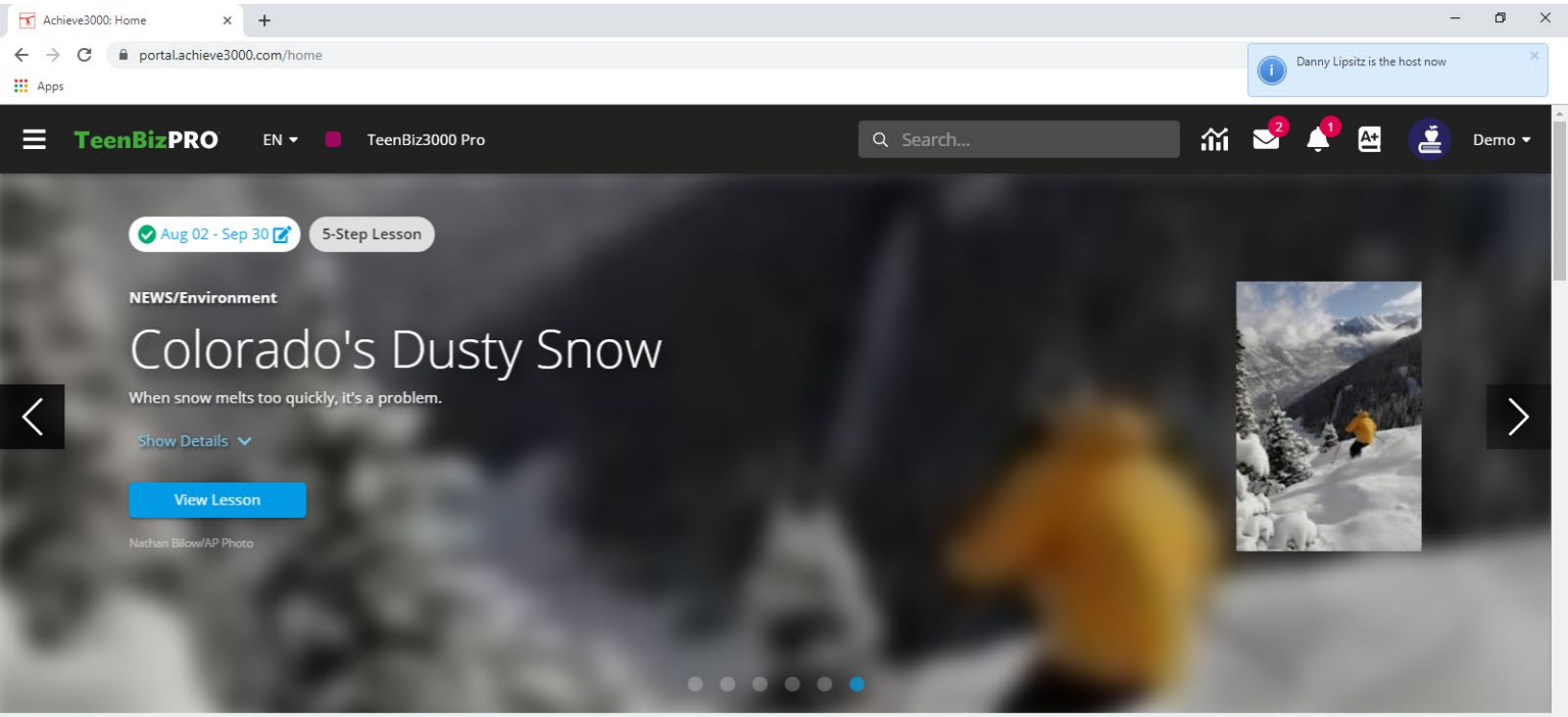


USING *PRO*
as a Teacher

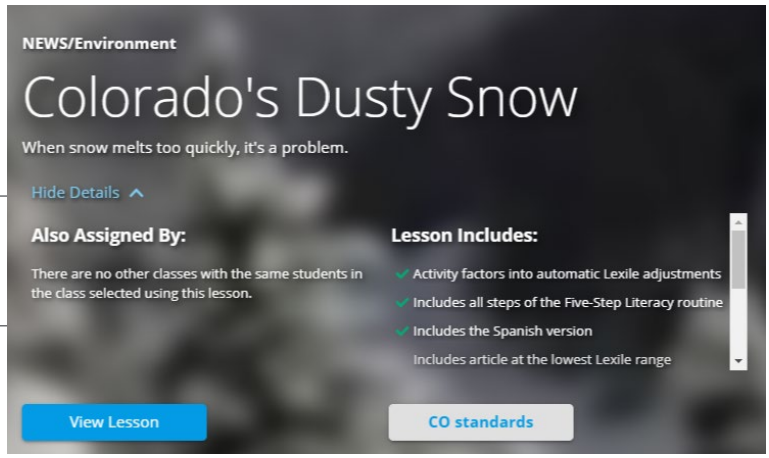
For the purpose of this reviewer guide, we will be walking you through the Teacher Edition. We recommend following the steps below to review the Teacher Edition before exploring at different student levels. If you have requested logins at different grade levels, you can find a list of additional teacher logins on p. 9.

To explore the Teacher Edition, log in with the Teacher credentials at: portal.achieve3000.com.

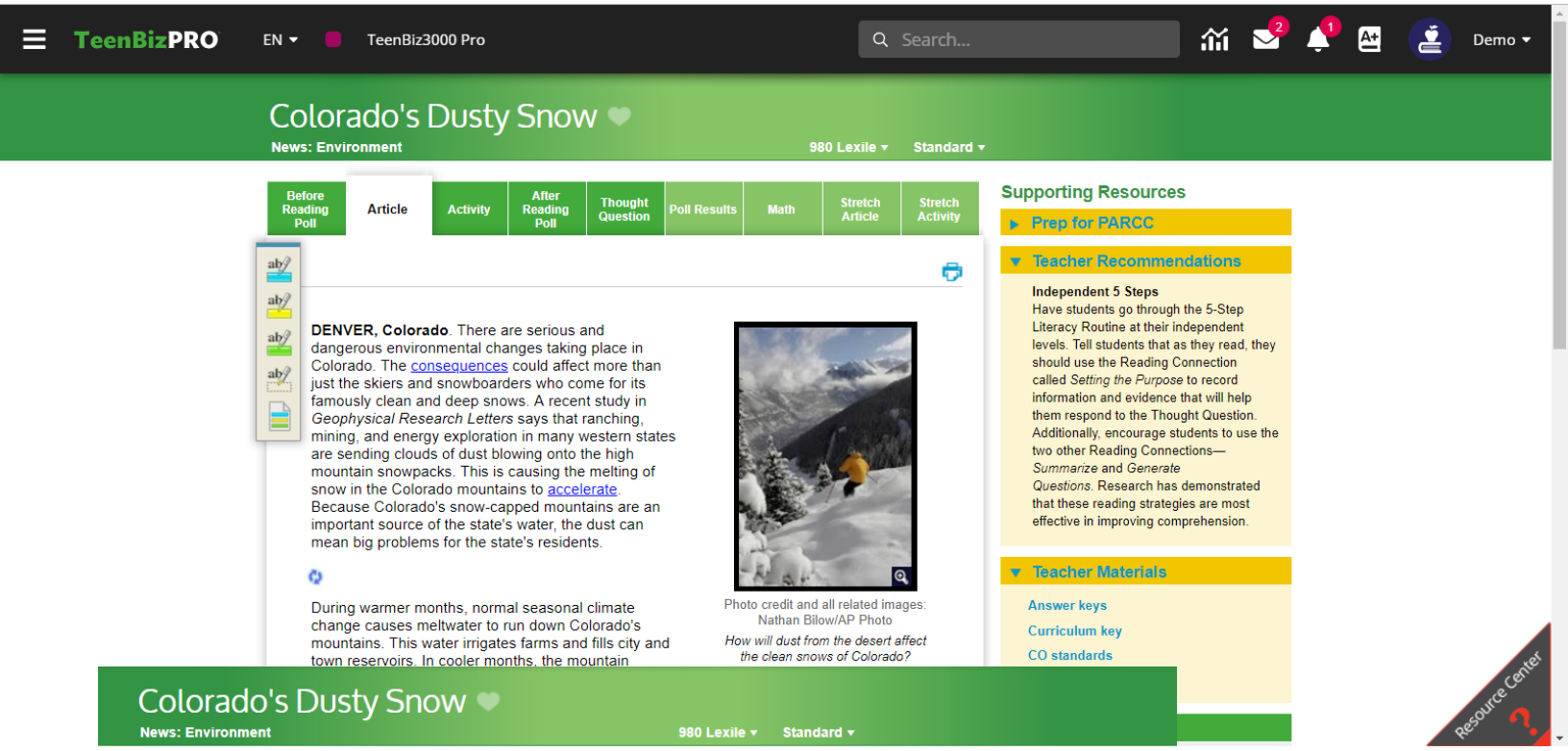
Home Edition	Username	Password
Teacher Grade 6	Psdpro6t	poudredemo

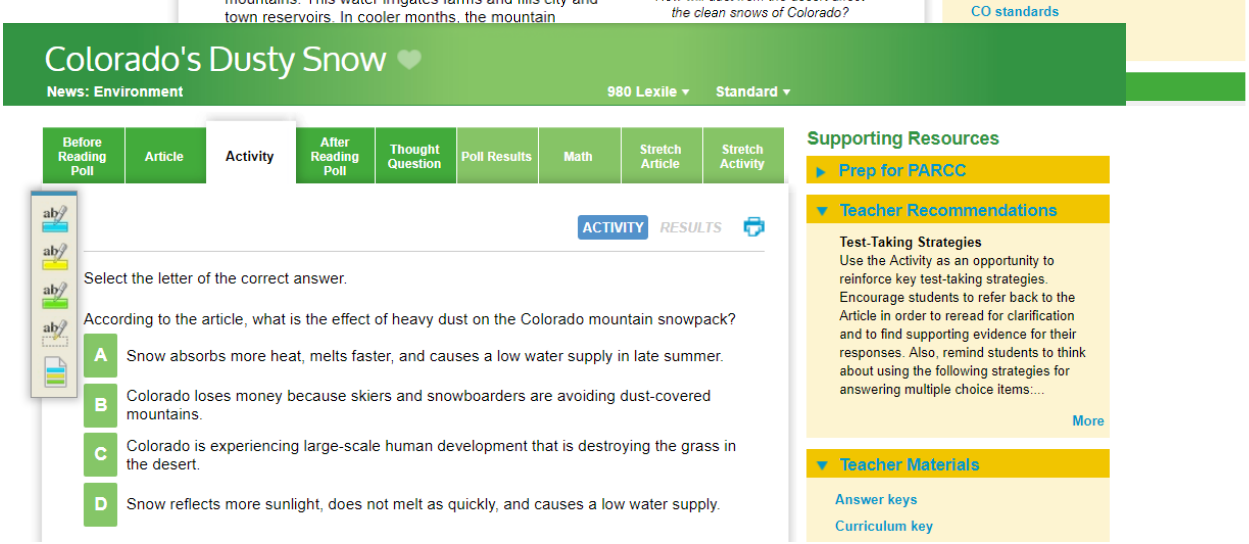


Click "Show Details" on any lesson tile to see a summary and the CO standards for that lesson.



Click View Lesson to review a lesson from the teacher's perspective. Note how the teacher recommendations change with each lesson step.





USING *PRO*
as a Student

Using the logins found on p.10, you can review additional Achieve3000 solutions from the perspectives of students in different grades and at different literacy levels with various language supports.

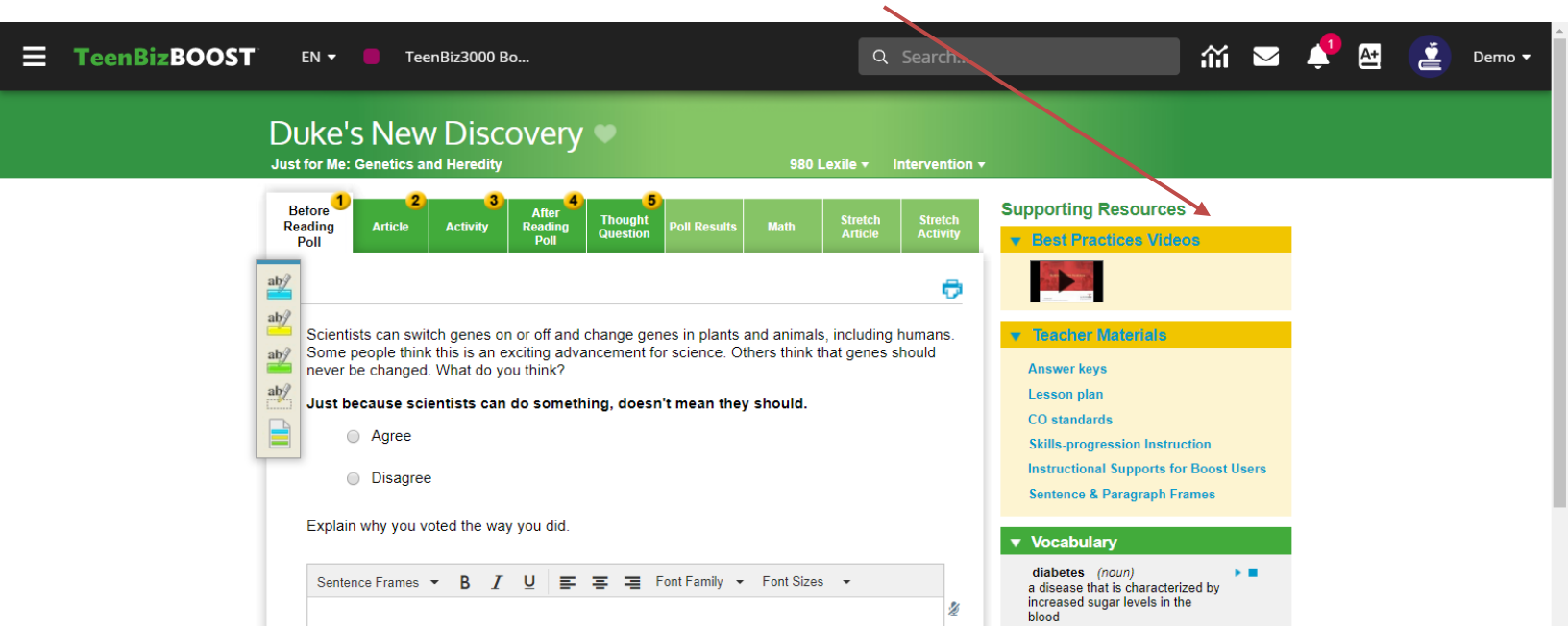
ACCELERATE LITERACY GROWTH FOR YOUR SPECIAL EDUCATION, INTERVENTION STUDENTS, AND ELLS WITH *BOOST*

Leveraging *PRO*'s patented model of differentiation to accelerate reading, *BOOST* for use with intervention and special education students includes scaffolds such as the Just for Me lessons in *BOOST* build language and phonics skills with unit overviews, vocabulary flashcards, and songs The Achieve3000 platform includes resources used to close skill gaps, promote the strong reading techniques needed to meet your state's standards, and prepare students for college and career success. *BOOST* provides all educators with the critical data they need to ensure that their intervention, special education, and English language learning programs are successful. Fueled by real-time student data, powerful reports in the Teacher Edition of both programs, including the Skills Report, empower educators to track the progress of every student and drive instruction through informed decision-making. *BOOST* offers teachers general and lesson-specific resources for skills practice, research-based, teacher-directed strategies, and instructional routines customized for their RtI, SPED, and EL students to support successful implementation.

To view all scaffolds, supports, and teacher recommendations, log in with the teacher credentials at portal.achieve3000.com. To log in at a different grade level, please refer to the additional logins on p. 10.

Teacher	Username	Password
Boost-Grade 6	psdboost6t	poudredemo

Explore, noticing the extra scaffolds such as numbered steps in the literacy routine and sentence starters. Explore all Supporting Resources at the right side of any lesson. Be sure to watch the Best Practices video and click on the Skills-Progression instruction located under Teacher Materials.



USING *PRO*
as a Family Member

Achieve3000 is focused on increasing family involvement, expanding students' reading experiences beyond the school day, and nurturing three-way communication among parents/guardians, educators, and students. Families using the Achieve3000 platform automatically receive our Home Edition so they can stay informed about daily instruction, monitor progress, and communicate with their child, classroom teachers, and building leaders.

To explore the Home Edition, log in with the Home Edition credentials at: portal.achieve3000.com.

Note that the Home Edition will not display your state in this demo account.

Home Edition	Username	Password
Parent Grade 6	psdparent	poudredemo

USING *PRO*
as an Administrator

The Leadership Edition for school and district leaders is provided at no extra cost with your subscription to the Achieve3000 platform and solutions. The Leadership Edition provides a clear overview of the district and includes filters to customize reports and data via 21 interactive key metrics and comparison and trends charts for pinpointed analysis.

To explore the Leadership Edition, log in with the Leadership Edition credentials at portal.achieve3000.com.

On the second login screen, you will be prompted to select "Leadership Edition" under the Choose Your Program dropdown menu. Click Login to enter the Leadership Edition dashboard.

Note that the Leadership Edition will not display your state in this demo account.

Administrator	Username	Password
School Administrator	psdadmin	poudredemo

Additional Reviewer Logins

For your convenience, we have provided a list of all logins available to you and mentioned throughout this guide, as well as additional logins to review Achieve3000's solutions at different grade levels. Logins may be used by more than one reviewer at a time.

PRO & *BOOST*

All logins below can be used to review Achieve3000's *PRO* & *BOOST* solutions.
Go to portal.achieve3000.com.

Grade	Username	Password	Language
Student Logins-Pro			
6	psdpro6s	poudredemo	English
6	psdpro6s.s	poudredemo	Full Spanish
7	psdpro7s	poudredemo	English
8	psdpro8s	poudredemo	English
8	psdpro8s.ps	poudredemo	Partial Spanish
9	psdpro9s	poudredemo	English
9	psdpro9s.s	poudredemo	Full Spanish
10	psdpro10s	poudredemo	English
11	psdpro11s	poudredemo	English
12	psdpro12s	poudredemo	English
12	psdpro12s.ps	poudredemo	Partial Spanish
Student Logins-Boost			
6	psdboost6s	poudredemo	English
6	psdboost6s.s	poudredemo	Full Spanish
7	psdboost7s	poudredemo	English
8	psdboost8s	poudredemo	English
8	psdboost8s.ps	poudredemo	Partial Spanish
9	psdboost9s	poudredemo	English
9	psdboost9s.s	poudredemo	Full Spanish
10	psdboost10s	poudredemo	English
11	psdboost11s	poudredemo	English
12	psdboost12s	poudredemo	English
12	psdboosts.ps	poudredemo	Partial Spanish
Teacher Logins-Pro			
6	psdpro6t	poudredemo	English

9	psdpro9t	poudredemo	English
Teacher Logins-Boost			
6	psdboost6t	poudredemo	English
9	psdboost9t	poudredemo	English
Parent Login			
6	psdparent	poudredemo	English
Leadership Login			
6	psdadmin	poudredemo	English

We hope you found the 2019 Poudre School District R-1

Reviewer Guide to Achieve3000's solutions useful.
If you have any questions about this guide, your logins,
or the Achieve3000 platform, please contact:

Jaclyn Miller
Regional Director
jaclyn.miller@achieve3000.com

ACHIEVE3000
1985 Cedar Bridge Ave., Suite 3
Lakewood, NJ 08701
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Fax: 732.367.2313

The Leader in Differentiated Instruction®

Achieve3000 is the leading literacy platform in blended learning programs today, with differentiated solutions for grades PreK-12 that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's solutions reach all students at their precise reading levels to accelerate their learning, improve high-stakes test performance, and prepare them for college and career success.

To learn more about Achieve3000's solutions,
visit achieve3000.com.

ACHIEVE3000®

Proposal Certification Form

7.0 PROPOSAL CERTIFICATION FORM

Secondary Reading Intervention Assessment and Curriculum with Instructional Materials and Services
RFP# 20-630-002

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 **Tuesday, August 20, 2019 2:00 p.m. MST.**

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. MST on Tuesday, August 20, 2019 and shall be in a sealed packaged and marked RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services** and mailed or delivered to:

Poudre School District R-1
Curriculum, Instruction and Assessment
Attn: David Lawrence – RFP# 20-630-002 – Secondary Reading Intervention
1502 South Timberline Road
Fort Collins, CO 80524

The undersigned hereby affirms that:

- Agent 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 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 listed in the proposal.
- Supplier will adhere to all terms and conditions and provide, at a minimum, all services as expressed in the RFP and/or the company's proposal responding to the RFP.
- Supplier meets or exceeds all the required criteria as specified by this RFP, or if not, has submitted a Justification for Consideration addressing any failure to meet the criteria.
- Supplier's proposal is being offered independently of any other Supplier and in full compliance with the terms specified in the RFP.
- Supplier will accept any awards made to it, contingent on Agreement negotiation, as a result of this RFP for a minimum of ninety (90) calendar days following the date and time of the RFP opening.

Supplier Name: Achieve3000, Inc.

Signature of Authorized Agent: _____

Printed Name: Nicholas Bates

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Phone Number: 732.367.5505

Contact Person: Erin Rush **Phone Number:** 732.367.5505

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(If different from Agent)

NOTE: Proposals submitted without the signature of an authorized agent of the Supplier may be considered non-responsive.

Reference Form

8.0 REFERENCES

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 Organization Name Harrison School District

Address 121 E. 1st Street, Cortez, CO 81321

Contact Person Zach Craddock

Telephone 719.579.2090

Email zcraddock@hsd2.org

Describe type of work/service performed or items supplied Harrison School District has used Achieve3000's Smarty Ants, *Pro, Boost, Access,* and Español literacy solutions and associated Professional Learning Services since July 2009.

8.2 Organization Name Colorado Spring School District 11

Address 1115 N. El Paso St., Colorado Springs, CO 80903

Contact Person Mykel Donnelly

Telephone 719.520.2000

Email mykel.donnelly@d11.org

Describe type of work/service performed or items supplied Colorado Springs School District 11 has used Achieve3000's Smarty Ants, *Pro, Boost, Access,* and Español literacy solutions and associated Professional Learning Services since August 2012.

8.3 Organization Name Greely-Evans Weld County School District 6

Address 1025 9th Avenue, Greely, CO 80631

Contact Person Deagan Andrews

Telephone 970.348.6000

Email dandrews@greelyschools.org

Describe type of work/service performed or items supplied Greely-Evans Weld County School District 6 has used Achieve3000's *Pro* and eScience literacy solutions and associated Professional Learning Services since August 2014.

Appendix

A. Technical Guide

Achieve3000® LevelSet™ (version 2):

Development and Technical Guide

July 2014
Updated May 2016

Prepared by MetaMetrics for:

Achieve3000
1985 Cedar Bridge Ave, Suite 3
Lakewood, NJ 08701

MetaMetrics. *Linking Assessment with Instruction*

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Achieve3000® LevelSet™ (version 2)

Development and Technical Guide

Fourth Edition

Prepared by MetaMetrics, Inc. for Achieve3000 (www.achieve3000.com) under Contract to Achieve3000 (Contract dated May 27, 2008, Amendment No. 5 dated November 7, 2012).

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Update May 2016

Table of Contents

Table of Contents i
Introduction 1
Background 3
Features of Achieve3000 LevelSet 4
Using The Lexile Framework for Reading 6
Purposes and Uses of the Achieve3000 Assessment System 6
Development Groups 7
Limitations of the Acheive3000 Assessment System 7
The Lexile Framework for Reading 8
The Semantic Component 8
The Syntactic Component 9
Calibration of Text Complexity 10
The Lexile Scale 10
Validity Evidence for the Lexile Framework for Reading 11
Forecasting Comprehension with the Lexile Framework 16
College and Career Readiness and Text Complexity 18
Description of the Achieve3000 Assessment System 23
Achieve3000 LevelSet Tests 24
Achieve3000 Multiple-Choice Activities 24
Achieve3000 Assessment Sequence 25
Interpreting and Using Achieve3000 Assessment System Results 26
Suggestions for Using The Lexile Framework for Reading 27
Development of Achieve3000 LevelSet Assessments 33
Achieve3000 LevelSet Specifications 33
Achieve3000 LevelSet Passage Development 36
Achieve3000 LevelSet Item Development 39
Supplemental LevelSet (version 2) Item Development 42
Achieve3000 LevelSet (version 2) Field Testing 44
Supplemental LevelSet (version 2) Item Field Testing 54
Achieve3000 LevelSet Test Development 58

Scoring and Reporting 63
Achieve3000 LevelSet (version 2) Reading Test Scoring 63
Achieve3000 Multiple-Choice Activity Scores 64
Scoring Achieve3000 Assessments: The Bayesian Paradigm 64
Conventions for Reporting 66
Interpreting Achieve3000 Assessment System Results 67
Reliability 70
Text Measure Error Associated with The Lexile Framework for Reading 70
Standard Error of Measurement 75
Internal Consistency 77
Test-Retest Reliability 78
Alternate-Form Reliability 79
Validity 81
Content Validity Evidence 81
Criterion-related Validity Evidence 83
Validity Evidence based on Relationship to Other Variables 89
Construct Validity Evidence 95
References 98
Appendix 104

List of Tables

Table 1. Results from linking studies conducted with The Lexile Framework for Reading. ... 13

Table 2. Correlations between theory-based calibrations produced by the Lexile equation and rank order of unit in basal readers. ... 14

Table 3. Correlations between theory-based calibrations produced by the Lexile equation and empirical item difficulties. ... 15

Table 4. Comprehension rates for the same individual with materials of varying comprehension difficulty. ... 17

Table 5. Comprehension rates of different ability persons with the same material. ... 18

Table 6. Text complexity standards describing "on track" for college and career reading levels (expansion of CCSS grade). ... 22

Table 7. LevelSet (version 2) test item types by grade. ... 24

Table 8. Lexile targets by reading level for Achieve3000 LevelSet (version 1) reading assessment. ... 33

Table 9. Grade level information for LevelSet (version 1) forms. ... 34

Table 10. Specifications for LevelSet (version 2) test forms. ... 35

Table 11. Item types for the Grade 2 and 3 LevelSet (version 2) tests. ... 35

Table 12. LevelSet (version 2) item bank distributions, by level. ... 42

Table 13(a). 2014 Supplemental item distribution by grade and Lexile zone, Grades 2-6. ... 42

Table 13(b). 2014 Supplemental item distribution by grade and Lexile zone, Grades 7-12. ... 43

Table 14(a). Field test item distribution by grade and Lexile zone, Grades 2 -6. ... 44

Table 14(b). Field test item distribution by grade and Lexile zone, Grades 7-12. ... 44

Table 15. Sample demographics for the complete and final samples. ... 45

Table 16. Item-level descriptive statistics from the LevelSet (version 2) field study, by grade. 49

Table 17. ETS DIF Categories. ... 52

Table 18. Differential item functioning -- male-female comparisons. ... 52

Table 19. Differential item functioning – white-non-white comparisons. ... 53

Table 20. Differential item functioning – Hispanic-non-Hispanic comparisons. 53

Table 21. Differential item functioning –SES-nonSES comparisons. 54

Table 22. Sample demographics for the 2014 field-test. 55

Table 23. Item-level descriptive statistics for the supplemental LevelSet items field-tested in 2014, by target grade. 56

Table 24. Classification by item-level descriptive statistics for the supplemental items field-tested in 2014, by target grade. 57

Table 25. LevelSet (version 2) mean Lexile measure by operational level and form. 59

Table 26. LevelSet (version 2) mean P-value by operational level and form. 60

Table 27. LevelSet (version 2) mean point-biserial correlation by operational level and form. 60

Table 28. Summary of items on LevelSet Forms D, E, and F flagged for sensitivity or identified as appearing on multiple test forms. 61

Table 29. LevelSet (version 2, revised) mean Lexile measure by operational level and form... 61

Table 30. LevelSet (version 2, revised) mean P-value by operational level and form. 62

Table 31. LevelSet (version 2, revised) mean point-biserial correlation by operational level and form. 62

Table 32. Revised A3K 4-level performance standards in the Lexile metric, revised June 2012. 69

Table 33. Standard errors for selected values of the length of the text. 72

Table 34. Analysis of 30 item ensembles providing an estimate of the theory misspecification error. 73

Table 35. Old method text readabilities, resampled SEMs, and new SEMs for selected books. 75

Table 36. Uncertainties for LevelSet (version 2) test forms by Lexile range (approximately 25% - 75% correct), Levels 2 through 7. 76

Table 37. Uncertainties for LevelSet (version 2) test forms by Lexile range (approximately 25% - 75% correct), Levels 8 through 12. 76

Table 38. Internal reliability coefficients for LevelSet (version 2), Forms D, E, and F (N =19,764). 78

Table 39. Test-retest correlations for LevelSet (version), Forms D, E, and F (N = 3,384). 79

Table 40. Alternate form reliability coefficients for LevelSet (version 2), Forms D, E, and F (N = 6,529). 80

Table 41. Summary of the alignment of the LevelSet items compared to CCSS standards. 83

Table 42. Descriptive statistics for the KidBiz3000, TeenBiz3000 and Empower3000 LevelSet Lexile measures, Fall 2014 (N = 6,336). 85

Table 43. Students with LevelSet scores and complete data 86

Table 44. Chicago Public Schools, Network 6—descriptive statistics for LevelSet Lexile measures and NWEA MAP RIT scores, by grade. 86

Table 45. Kapaa-Kauai Waimea Complex—descriptive statistics for LevelSet Lexile measures and HSA scale scores, by grade. 87

Table 46. Lafourche Parish School District—descriptive statistics for LevelSet Lexile measures and iLEAP or LEAP scale scores, by grade. 87

Table 47. Long Branch School District—descriptive statistics for LevelSet Lexile measures and NJ ASK/NJ HSGE scale scores, by grade. 87

Table 48. Plymouth Community School District—descriptive statistics for LevelSet Lexile measures and 2014 ISTEP 5 scale scores, by grade. 87

Table 49. Relationship between GMRT-4 Vocabulary and LevelSet Lexile measure. 89

Table 50. Relationship between GMRT-4 Reading Comprehension and LevelSet Lexile measure. 89

Table 51. Relationship between GMRT-4 Total Reading and LevelSet Lexile measure. 89

Table 52. Means and standard deviations for the LevelSet Lexile measures, by enrollment in a special education program and results of ANOVAs. 90

Table 53. Means and standard deviations for the LevelSet Lexile measures, by free- and reduced-price lunch status, and results of ANOVAs. 90

Table 54. Means and standard deviations for the LevelSet Lexile measures, by gender, and results of ANOVAs. 91

Table 55. Means and standard deviations for the LevelSet Lexile measures by race, Chicago, IL. 91

Table 56. Means and standard deviations for the LevelSet Lexile measures by racial grouping and results of ANOVA, Chicago, IL. 91

Table 57. Means and standard deviations for the LevelSet Lexile measures by race, Kapaa, HI. 91

Table 58. Means and standard deviations for the LevelSet Lexile measures by racial grouping and results of ANOVA, Kapaa, HI. 92

Table 59. Means and standard deviations for the LevelSet Lexile measures by race, Long Branch,NJ..... 92

Table 60. Means and standard deviations for the LevelSet Lexile measure by racial grouping and results of ANOVA, Long Branch,NJ. 92

Table 61. Means and standard deviations for the LevelSet Lexile measures by ethnicity and results of ANOVAs..... 92

Table 62. Means and standard deviations for the LevelSet Lexile measures, by ELL status, and results of ANOVAs..... 93

Table 63. Means and standard deviations for the LevelSet Lexile measures, by enrollment in a special education program and results of ANOVA. 93

Table 64. Means and standard deviations for the LevelSet Lexile measures, by free- and reduced-price lunch status, and results of ANOVA..... 93

Table 65. Means and standard deviations for the LevelSet Lexile measure, by gender, and results of the ANOVA. 94

Table 66. Means and standard deviations for the LevelSet Lexile measure, by ethnicity, and results of the ANOVA. 94

Table 67. Means and standard deviations for the LevelSet Lexile measures, by ELL status, and results of ANOVA. 95

List of Figures

Figure 1. Relationship between reader-text discrepancy and forecasted reading comprehension rate..... 17

Figure 2. A continuum of text difficulty for the transition from high school to postsecondary experiences (box plot percentiles. 5th, 25th, 50th, 75th, and 95th). 19

Figure 3. Text complexity distributions, in Lexile units, by grade (whiskers represent 5th and 95th percentiles)..... 21

Figure 4. The Rasch Model—the probability person *n* responds correctly to item *i*. 47

Figure 5. Distribution of theory-observed differences for common items (N = 218). 50

Figure 6. Comparison of LevelSet (version 2) theoretical item means, observed item means, and operational test means, by level. 58

Figure 7. Normal distraction of scores described in scale scores, percentiles, stanines, and NCEs. 67

Figure 8. Scatter plot between observed item difficulty and theoretical item difficulty..... 71

Figure 9. Plot of observed ensemble means and theoretical calibrations (RMSE = 110L). 74

Figure 10. Plot of simulated "true" ensemble means and theoretical calibrations..... 74

Figure 11. Study 1 LevelSet Lexile measures, by location and grade. 96

Figure 12. Study 2 LevelSet Lexile measures, by grade. 97

Introduction

Achieve3000® operates on the fundamental premises that literacy unlocks achievement and differentiated instruction is the key to improving literacy (Achieve3000, Inc., 2013a). Today, Achieve3000 provides the only web-based, differentiated, instructional solutions designed to reach a school's entire student population as well as adult learners. For students using Achieve3000, reading ability is enhanced through a series of literacy solutions, each designed for a particular portion of the developmental continuum. KidBiz3000® is designed for students in grades 2-5; TeenBiz3000® is for students in grades 6-8; Empower3000™ focuses on grades 9-12; and Spark3000™ is for adult learners. These solutions have been designed to closely align with key objectives of the Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010) to give students the content area literacy skills they need to succeed in school and prepare for college and career. Details about each of the products are available at http://www.achieve3000.com/.

Achieve3000's literacy solutions are powered by the LevelSet™ assessment tool and proprietary software engine, which distributes lessons to an entire class, yet tailors them according to each individual student's reading level. The two main purposes of the Achieve3000 reading assessments are to initially measure student reading comprehension so reading materials can be appropriately targeted (i.e., matched with the student's reading ability) and to iteratively measure growth in reading comprehension throughout the school year. In order to meet these goals, a developmental scale must be used to report the results. The Achieve3000 assessments are reported on the Lexile® scale, a scientifically based scale of reading ability. The Lexile scale is applied to both readers and texts, making it possible to match readers with texts of appropriate difficulty to facilitate reading improvement. Importantly, the Lexile scale provides accurate feedback on a students' developing reading ability, helping measure progress and forecast future performance. All measures within the Achivee3000 assessment system – LevelSet scores and Multiple-Choice Activity scores -- are calculated using the Lexile Analyzer and the Lexile scale developed by MetaMetrics.

Completion of activities upon reading the differentiated nonfiction articles produces repeated measures of students' reading abilities as they learn. For students showing sufficient reading abilities, Achieve3000 uses a Bayesian scoring algorithm to provide continually updated measures that monitor progress in reading development. The Bayesian approach uses prior scores to refine each new estimate of achievement to improve the accuracy of measurement as students learn. In this way, Achieve3000 uses multiple measures over time to improve the assessment of reading ability, which in turn improves the ability to match students with appropriate texts and forecast student development.

The Achieve3000 programs consist of having students read daily news articles and responding to activities. The program has 6 components:

1. Students take a reading pre-test to establish a baseline reading level.
2. Students logon to the program (e.g., KidBiz3000 or TeenBiz3000) Web site to check their e-mail. A daily message delivers a new reading assignment.

3. Each student reads a news article that is matched to his or her individual reading level. A customized dictionary and reference materials are included.
4. Follow-up assignments reinforce vocabulary, comprehension, and other reading skills.
5. Teachers access detailed reports on student progress.
6. A reading post-test assesses performance and adjusts students' reading level.

Initially, schools determine the students' initial reading level based on information from LevelSet reading assessments, classroom instruction, and grade level. During the summer of 2004, Achieve3000 met with MetaMetrics to discuss ways that an assessment could be developed for use within the Achieve3000 programs to assess initial reading level and to monitor reading ability development. The result was the development by MetaMetrics, Inc. of the LevelSet reading assessments for use in grades 2 through 12. The assessments measure reading to gain information. The passages are selected from current news articles, which convey information or are of general human interest and are primarily selected from content-rich areas such as social studies, science, history, technology, and general interest. During fall 2008, Achieve3000 and MetaMetrics developed a third set of forms of the LevelSet tests. During 2013 Achieve3000 and MetaMetrics collaborated on the development of version 2 of the LevelSet assessments – Forms, D, E, and F. During fall 2014, a field study was conducted to examine the validity and reliability of the LevelSet tests. In addition, a small number of additional items were developed and field-tested. The result was the revision of Forms D, E, and F as Forms G, H, and I.

The foundation upon which the Achieve3000 assessment system rests is The Lexile® Framework for Reading, a scientifically based scale of reading ability. All measures within the Achivee3000 assessment system – LevelSet scores and article activity scores -- are calculated using the Lexile Analyzer and the Lexile scale developed by MetaMetrics. A Bayesian scoring algorithm is used to provide continually updated measures that monitor progress in reading development. With these tools, the Achieve3000 assessment system provides accurate information to help students and teachers measure progress and forecast student development.

This technical guide should provide users with a broad research foundation of the features of the Achieve3000 assessment system. Such a base is essential when deciding if and how the Achieve3000 assessment results should be used and what kinds of inferences about readers are permissible.

Background

On September 16, 2002, Dr. G. Reid Lyon of the National Institutes of Child Health and Human Development, a branch of the National Institutes of Health, spoke to a group of teachers and educators in Carroll County, Maryland. He noted that "37 percent of the nation's fourth-graders read below basic level and the number climbs to 60 percent among minorities. About 75 percent of those who don't learn to read by age 9 never learn" (Hare, 2002). Partially in response to startling statistics like these, Congress passed the No Child Left Behind (NCLB) Act of 2001, a reauthorization of the Elementary and Secondary Education Act. This act required states to administer annual assessments to all students in grades 3 through 8 by the end of the 2005-2006 school year. Under the legislation, states may select and design tests of their choosing, but the tests must be aligned with the respective state's reading and language arts standards. This legislation requires states to:

- Create statewide proficiency standards for student achievement in reading and mathematics in grades 3-8.
- Define these standards according to student performance on statewide outcome assessments.
- Measure and monitor student progress (aggregated at the school level) toward achieving these proficiency goals, i.e., toward achieving Adequate Yearly Progress (AYP). Student performance is aggregated at the school level and then disaggregated into 11 specific demographic categories specified in the legislation. In order to demonstrate AYP, schools must show that all students are on a trajectory to achieve grade-level proficiency by the end of grade 12.

Schools, districts and states that fail to demonstrate AYP face serious consequences, ranging from school reorganizations and takeovers to a loss of federal funding.

Although many states have made gains in reading achievement since the NCLB Act was passed, nationally, students still have much room for progress, as seen in the 2011 National Assessment of Educational Progress (NAEP) results for reading. At the fourth grade, about two-thirds (67%) of the students performed at or above the *Basic* level, and one-third (34%) performed at or above *Proficient*. Only eight percent performed at the *Advanced* level. At the eighth grade, about 76% of the students performed at or above the *Basic* level, about one third (34%) performed at or above *Proficient*, and just 3% performed at the *Advanced* level (National Center for Education Statistics, 2011).

In June of 2010, the National Governors Association Center for Best Practices and the Council of Chief State School Officers (CCSSO) released the Common Core State Standards (CCSS). These standards, developed for K-12 in English language arts and mathematics, establish clear goals for learning intended to prepare students for success in college and work. The English language arts standards outline challenging goals for student reading and provide guidance regarding the proportions of literary and informational texts students should read. These standards explicitly describe literacy as part of students' educational programs across the content areas, including history/social studies, science, and technical subjects. The CCSS also challenge educators to provide reading materials at a level of complexity necessary to prepare adequately students for college and career success (Standard 10). The Lexile measure is provided as a measure of text difficulty, and Appendix A of the CCSS provides Lexile measures for reading ability targets in Grades 2-12. The Achieve3000 assessment system was designed to complement the CCSS.

Research has shown clearly that there is a positive correlation between reading proficiency and the amount of reading students engage in throughout their schooling years (Cunningham & Stanovich, 1998; O'Connor, Swanson & Geraghty, 2010; O'Connor, Bell, Harty, Larkin, Sackor & Zigmond, 2002; Cain, Oakhill & Lemmon, 2004; Jenkins, Stein & Wysocki, 1984). When students are provided with materials that are appropriate for their reading proficiency level, they exhibit higher levels of understanding of what they read, and when they comprehend what they read, students may learn more. Thus, the more students read, the more likely they are to develop into strong readers. Studies investigating summer reading loss have shown that when students are provided with books at their reading level and interest areas, their gains in reading were comparable to gains one would expect in summer school (Kim, 2006). Since motivation is key to voluntary reading, two critical features of book selection are interest and reading level, and both were addressed in Kim's study. Kim demonstrated in a randomized field study that low-income students are not destined to summer loss; but rather, showed that low-income students' skills could, in fact, grow over the summer if they were able to select books at their interest level and reading level. Kim used The Lexile Framework for Reading – a tool that many states use to make sure that students are appropriately challenge – to match students with books at an appropriate complexity (difficulty) level.

Achieve3000 has developed this assessment system to address the need for students to read often and read material at the right complexity level. The assessment components of the Achieve3000 assessment system help to personalize the reading experience for students and provide valid and reliable indicators of student reading ability. With up-to-date information about their students' reading ability, instructors can better prepare students to be successful readers. Achieve3000 also provides educators with tools with which to forecast student-reading growth. As a result, educators can better prepare students for success with the CCSS.

Features of Achieve3000 LevelSet

Achieve3000 LevelSet reading assessments are research-based, scientifically valid, and reliable. Several specific features of Achieve3000 LevelSet reading assessments are noteworthy.

- Passages are authentic: they are sampled and adapted from news articles recently published by leading news agencies.

- The native-Lexile and two-sentence item formats used on all Achieve3000 LevelSet reading assessments is an extension of the "embedded completion" item format that has been shown to measure the same core reading competency that is measured by norm-referenced, criterion-referenced, and individually administered reading tests (Stenner, Smith, Horiban, and Smith, 1987a).

- Achieve3000 LevelSet reading assessments are linked with the Lexile scale and, as such, the item calibrations used to convert a raw score (number correct) into the Lexile metric are provided by the Lexile Theory. The calibration equation used to calibrate Achieve3000 assessment passages and test items is the same equation that is used to measure books/texts. Thus, readers and texts are placed on the same metric.

- More than a decade of research went into defining the rules for sampling text and writing embedded completion items. These rules were precisely followed in developing the Achieve3000 LevelSet reading assessment items. A multi-stage review process was used to ensure conformance with the item writing specifications and appropriateness for use with students in Grades 2 through 12.

- The Achieve3000 LevelSet tests and Multiple-Choice Activities are administered individually online, scored immediately and objectively, and results are used to help guide reading selections for future instruction.

- The online test administration format supports quick administration in an untimed, low-pressure format.

- No extensive or specialized preparation is needed to administer assessment system, although proper interpretation and use of the results requires an understanding of The Lexile Framework for Reading.

- The Achieve3000 assessment system uses a Bayesian scoring algorithm, which incorporates past performance to predict future performance. Bayesian methodology provides a paradigm for combining prior information with current data, both subject to uncertainty, to calculate an estimate of current status, which is again subject to uncertainty. This methodology connects the administration of each assessment, regardless of type (LevelSet or Multiple-Choice Activities), and thus produces more precise measurements when compared with independent assessments.

Using The Lexile Framework for Reading

Teachers, parents, administrators, and students can use the tools provided by the Lexile Framework to plan instruction. When students' Lexile measures are known, teachers, parents and students can work together to choose appropriately challenging texts that also match the students' interests and background knowledge. The Lexile Framework does not prescribe a reading program; it is a tool that gives educators more control over the variables involved when they design reading instruction. The Lexile Framework yields multiple opportunities for use in a variety of instructional activities. After becoming familiar with the Lexile Framework, teachers are likely to think of a variety of additional creative ways to use this tool to match students with books that they will find challenging but not frustrating.

The Lexile Framework is a system that helps match readers with literature appropriate for their reading skills. When reading a book within his or her Lexile range (50L above his or her Lexile measure to 100L below), the reader should comprehend enough of the text to make sense of it, while still being challenged enough to maintain interest and learning.

There are many factors that affect the relationship between a reader and a text. These factors include content, age of the reader, interests of the reader, suitability of the text, and text difficulty. The Lexile measure of a text, a measure of text complexity (difficulty), is a good starting point in the selection process with other factors then being considered. The Lexile measure should never be the only factor considered when selecting a text.

Purposes and Uses of the Achieve3000 Assessment System

Achieve3000 assessment system is designed to measure a reader's ability to comprehend informational texts of increasing difficulty. The results of the Achieve3000 assessments can be used to target students' reading materials at an appropriate level of complexity and to serve as a tool for measuring reading growth.

One outcome of the Achieve3000 assessment system is the location of the reader on the Lexile Map (Appendix A). Once a reader is measured, it is possible to forecast how well the reader will likely comprehend thousands of books and articles that have been measured in the Lexile metric. Readers and texts are similarly measured in the same Lexile metric, making it possible to compare directly a reader and text. When reader and text measures match, the Lexile Framework forecasts 75% comprehension for independent reading. When the text has a Lexile measure 250L higher than the reader measure, the Lexile Framework forecasts 50% comprehension. When the reader measure exceeds the text measure by 250L, the forecasted comprehension is 90%.

In addition to helping to personalize the reading experience for students, the data provided by the Achieve3000 assessment system can help educators make better-informed decisions about materials selection, particularly in cases where differentiated instruction is the goal. Furthermore, Achieve3000 assessment system results provide valuable information for teachers whose students who require extra attention in reading, such as students requiring an Individualized Educational Program (IEP) or students who are classified as English as a Second Language (ESL).

Development Groups

Achieve3000 provided the vision of the assessment system and collaborated with MetaMetrics on the development of the content specifications of the tests.

MetaMetrics managed the overall development of the program's assessments. MetaMetrics designed the LevelSet assessments, selected the passages and developed the test items, coordinated the test development, and designed the scoring and reporting algorithms. MetaMetrics licensed to Achieve3000 the Lexile Analyzer (a computer program that analyzes the difficulty of text), a Bayesian scoring application to score the tests, and a forecasting application to add in the identification of students most in need of reading intervention and who may be at risk of performing below proficiency on the state summative assessment. MetaMetrics analyzed all field-test data and the data from the validity and reliability studies.

Achieve3000 developed the original informational articles used as source text for passages and the Multiple-Choice Activities and associated questions. Achieve3000 approved final passage selection for the tests, managed sensitivity reviews of the passages and items, approved final item sets, and implemented the scoring and reporting algorithms. Finally, Achieve3000 conducted all of the field studies.

Limitations of the Acheive3000 Assessment System

A well-targeted assessment can provide useful information for matching texts and readers. As with any other assessments, results from the Achieve3000 assessment system are just one source of evidence about a reader's level of comprehension. Obviously, decisions are best made when using multiple sources of evidence about a reader. Other sources include other reading test data, reading group placement, lists of books read, and, most importantly, teacher judgment. *One measure of reader performance, taken on one day, is not sufficient to make high-stakes student-level decisions such as summer school placement or retention.*

The Lexile Framework for Reading provides a common metric for combining different sources of information about a reader into a best overall judgment of the reader's ability expressed in the Lexile metric. Achieve3000 encourages users to employ multiple measures when deciding where to locate a reader on the Lexile scale.

The Lexile Framework for Reading

A reader's comprehension of text is dependent on many factors – the purpose for reading, the ability of the reader, and the text that is being read. The reader can be asked to read a text for many purposes including entertainment (literary experience), to gain information, or to perform a task. Each reader brings to the reading experience a variety of important factors: reading ability, prior knowledge, interest level, and developmental readiness. For any text, there are three factors associated with the readability of the text: complexity, support, and quality. All of these reader and text factors are important considerations when evaluating the appropriateness of a text for a reader. The Lexile Framework focuses primarily on two features: reader ability and text complexity.

All symbol systems share two features: a semantic component and a syntactic component. In language, the semantic units are words. Words are organized according to rules of syntax into thought units and sentences (Carver, 1974). In all cases, the semantic units vary in familiarity and the syntactic structures vary in complexity. The comprehensibility or difficulty of a message is dominated by the familiarity of the semantic units and by the complexity of the syntactic structures used in constructing the message. The Lexile Framework utilizes these two dominant features of language in measuring text complexity by examining the characteristics of word frequency and sentence length. Lexile text measures typically range from above 200L to below 1600L but measures can be below 0L for emergent reading texts ("BR" for "Beginning Reader") and above 1800L for advanced texts. Within any one classroom, there will be a range of reading materials to reflect the student range of reading ability and interest in different topics and types of text.

The Semantic Component

Most operationalizations of semantic complexity are proxies for the probability that an individual will encounter a word in a familiar context and thus be able to infer its meaning (Bormuth, 1966). This is the basis of exposure theory, which explains the way receptive or hearing vocabulary develops (Miller and Gildea, 1987; Stenner, Smith, and Burdick, 1983). Klare (1963) hypothesized that the semantic component varied along a familiarity-to-rarity continuum. This concept was further developed by Carroll, Davies, and Richman (1971), whose word-frequency study examined the reoccurrence of words in a five-million-word corpus of running text. Knowing the frequency of words as they are used in written and oral communication provided the best means of inferring the likelihood that a word would be encountered by a reader and thus become a part of that individual's receptive vocabulary.

Variables such as the average number of letters or syllables per word have been observed to be proxies for word frequency. There is a high negative correlation between the length of words and the frequency of word usage. Polysyllabic words are used less frequently than monosyllabic words, making word length a good proxy for the likelihood that an individual will be exposed to a word.

In a study examining receptive vocabulary, Stenner, Smith, and Burdick (1983) analyzed more than 50 semantic variables in order to identify those elements that contributed to the difficulty of the 350 vocabulary items on Forms L and M of the *Peabody Picture Vocabulary Test*—Revised (Dunn and Dunn, 1981). Variables included part of speech, number of letters, number of syllables, the modal grade at which the word appeared in school materials, content classification of the word, the frequency of the word from two different word counts, and various algebraic transformations of these measures.

The word frequency measure used was the raw count of how often a given word appeared in a corpus of 5,088,721 words sampled from a broad range of school materials (Carroll, Davies, and Richman, 1971). A "word family" included. (1) the stimulus word; (2) all plurals (adding "-s" or changing "-y" to "-ies"); (3) adverbial forms; (4) comparatives and superlatives; (5) verb forms ("-s," "-d," "-ed," and "-ing"); (6) past participles; and (7) adjective forms. Correlations were computed between algebraic transformations of these means and the rank order of the test items. Since the items were ordered according to increasing difficulty, the rank order was used as the observed item difficulty. The mean log word frequency provided the highest correlation with item rank order ($r = -0.779$) for the items on the combined form.

The Lexile Framework currently employs a 600-million-word corpus when examining the semantic component of text. This corpus was assembled from the more than 15,000 texts that were measured by MetaMetrics for publishers from 1998 through 2002. When text is analyzed by MetaMetrics, all electronic files are initially edited according to established guidelines used with the Lexile Analyzer software. These guidelines include the removal of all incomplete sentences, chapter titles, and paragraph headings; running of a spell check; and re-punctuating where necessary to correspond to how the book would be read by a child (for example, at the end of a page). The text is then submitted to the Lexile Analyzer that examines the lengths of the sentences and the frequencies of the words and reports a Lexile measure for the book. When enough additional texts have been analyzed to make an adjustment to the corpus necessary and desirable, a linking study will be conducted to adjust the calibration equation such that the Lexile measure of a text based on the current corpus will be equivalent to the Lexile measure based on the new corpus.

The Syntactic Component

Klare (1963) provided a possible interpretation for how sentence length works in predicting passage difficulty. He speculated that the syntactic component varied with the load placed on short-term memory. Crain and Shankweiler (1988), Shankweiler and Crain (1986), and Liberman, Mann, Shankweiler, and Westelman (1982) have also supported this explanation. The work of these individuals has provided evidence that sentence length is a good proxy for the demand that structural complexity places upon verbal short-term memory.

While sentence length has been shown to be a powerful proxy for the syntactic complexity of a passage, an important caveat is that sentence length is not the underlying causal influence (Chall, 1988). Researchers sometimes incorrectly assume that manipulation of sentence length will have a predictable effect on passage difficulty. Davidson and Kantor (1982), for example, illustrated rather clearly that sentence length can be reduced and difficulty increased and vice versa.

Based on previous research, sentence length was selected as a proxy for the syntactic component of reading complexity in the Lexile Framework.

Calibration of Text Complexity

A research study on semantic units conducted by Stenner, Smith, and Burdick (1983) was extended to examine the relationship of word frequency and sentence length to reading comprehension. In 1987(a), Stenner, Smith, Horabin, and Smith performed exploratory regression analyses to test the explanatory power of these variables. This analysis involved calculating the mean word frequency and the log of the mean sentence length for each of the 66 reading comprehension passages on the *Peabody Individual Achievement Test*. The observed difficulty of each passage was the mean difficulty of the items associated with the passage (provided by the publisher) converted to the logit scale. A regression analysis based on the word-frequency and sentence-length measures produced a regression equation that explained most of the variance found in the set of reading comprehension tasks. The resulting correlation between the observed logit difficulties and the theoretical calibrations was 0.97 after correction for range restriction and measurement error. The regression equation was further refined based on its use in predicting the observed difficulty of the reading comprehension passages on eight other standardized tests. The resulting correlation between the observed logit difficulties and the theoretical calibrations when the nine tests were combined into one was 0.93 after correction for range restriction and measurement error.

Once a regression equation was established linking the syntactic and semantic features of text to the complexity of text, the equation was used to calibrate test items and text.

The Lexile Scale

In developing the Lexile scale, the Rasch item response theory model (Wright and Stone, 1979) was used to estimate the difficulties of items and the abilities of persons on the logit scale. The calibrations of the items from the Rasch model are objective in the sense that the relative difficulties of the items will remain the same across different samples of persons (specific objectivity). When two items are administered to the same person, it can be determined which item is harder and which one is easier. This ordering is likely to hold when the same two items are administered to a second person. If two different items are administered to the second person, there is no way to know which set of items is harder and which set is easier. The problem is that the location of the scale is not known. General objectivity requires that scores obtained from different test administrations be tied to a common zero—absolute location must be sample

independent (Stenner, 1990). To achieve general objectivity, the theoretical logit difficulties must be transformed to a scale where the ambiguity regarding the location of zero is resolved.

The first step in developing a scale with a fixed zero was to identify two anchor points for the scale. The following criteria were used to select the two anchor points: they should be intuitive, easily reproduced, and widely recognized. For example, most thermometers have anchor points at the freezing and boiling points of water. For the Lexile scale, the anchor points are text from seven basal primers for the low end and text from *The Electronic Encyclopedia* (Grolier, Inc., 1986) for the high end. These points correspond to the middle of first grade text and the midpoint of workplace text.

The next step was to determine the unit size for the scale. For the Celsius thermometer, the unit size (a degree) is $1/100^{th}$ of the difference between freezing (0 degrees) and boiling (100 degrees) water. For the Lexile scale the unit size was defined as $1/1000^{th}$ of the difference between the mean difficulty of the primer material and the mean difficulty of the encyclopedia samples. Therefore, a Lexile unit by definition equals $1/1000^{th}$ of the difference between the comprehensibility of the primers and the comprehensibility of the encyclopedia.

The third step was to assign a value to the lower anchor point. The low-end anchor on the Lexile scale was assigned a value of 200.

Finally, a linear equation of the form

$$[(\text{Logit} + \text{constant}) \times \text{CF}] + 200 = \text{Lexile text measure} \qquad \text{(Equation 1)}$$

was developed to convert logit difficulties to Lexile calibrations. The values of the conversion factor (CF) and the constant were determined by substituting in the anchor points and then solving the system of equations.

The Lexile Scale ranges from below 200L to above 1600L. There is a not an explicit bottom or top to the scale, but rather two anchor points on the scale (described above) that describe different levels of reading comprehension. The Lexile Map, a graphic representation of the Lexile Scale from 200L to 1600L, provides a context for understanding reading comprehension.

Validity Evidence for the Lexile Framework for Reading

The 2014 Standards for Educational and Psychological Testing (America Educational Research Association, American Psychological Association, and National Council on Measurement in Education) state that "validity refers to the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests" (p. 11). In applying this definition to The Lexile Framework for Reading, the question that should be asked is "What evidence supports the use of the Lexile Framework to describe text complexity and reader ability?" Because the Lexile Framework addresses reading comprehension, an important aspect of validity evidence that should be brought to bear is evidence showing that the construct being addressed is indeed reading comprehension. This type of validity evidence has traditionally been called construct

validity. One source of construct validity evidence for The Lexile Framework for Reading can be evaluated by examining how well Lexile measures relate to other measures of reading and reading comprehension.

Lexile Framework Linked to other Measures of Reading Comprehension. The Lexile Framework for Reading has been linked to numerous standardized tests of reading comprehension. When assessment scales are linked, a common frame of reference can be used to interpret the test results. This frame of reference can be "used to convey additional normative information, test-content information, and information that is jointly normative and content-based. For many test uses, … [this frame of reference] conveys information that is more crucial than the information conveyed by the primary score scale" (Petersen, Kolen, and Hoover, 1989, p. 222). Linking the Lexile Framework to other measures of reading comprehension produces a common frame of reference: the Lexile measure.

Table 1 presents the results from linking studies conducted with The Lexile Framework for Reading. For each of the tests listed, student reading comprehension scores can also be reported as Lexile measures. This dual reporting provides a rich, criterion-related frame of reference for interpreting the standardized test scores. When a student takes one of the standardized tests, in addition to receiving his norm-referenced test results, he can receive a reading list consisting of texts targeted to his specific reading level.

Table 1. Results from linking studies conducted with The Lexile Framework for Reading.

Test	Grades in Study	N	Correlation Between Test Score and Lexile measure
TerraNova Assessment Series (CTBS/5)	2, 4, 6, 8	2,713	0.92
Gates-MacGinitie Reading Test	2, 4, 6, 8, 10	4,644	0.90
Texas Assessment of Knowledge and Skills (TAKS)	3, 5, 8	1,960	0.60 to 0.73*
The Iowa Tests (Iowa Tests of Basic Skills and Iowa Tests of Educational Development)	3, 5, 7, 9, and 11	4,666	0.88
Stanford Achievement Test (Tenth Edition)	2, 4, 6, 8, and 10	3,064	0.93
Oregon Reading/Literature Knowledge and Skills Test	3, 5, 8, and 10	3,180	0.89
Mississippi Curriculum Test	2, 4, 6, and 8	7,045	0.90
Georgia Criterion Referenced Competency Test (CRCT and GHSGT)	1 – 8, and 11	16,363	0.72 to 0.88*
Wyoming Performance Assessment for Wyoming Students (PAWS)	3, 5, 7, and 11	3,871	0.91
Arizona Instrument to Measure Progress (AIMS)	3, 5, 7, and 10	7,735	0.89
South Carolina Palmetto Achievement Challenge Tests (PACT)	3 – 8	15,559	0.87 to 0.88*
Comprehensive Testing Program (CPT 4 – ERB)	2, 4, 6, and 8	924	0.83 to 0.88
Oklahoma Core Competency Tests (OCCT)	3 – 8	10,691	0.71 to 0.75*
TOEFL iBT	NA	2,906	0.63 to 0.67
TOEIC	NA	2,799	0.73 to 0.74
Kentucky Performance Rating for Educational Progress (K-PREP)	3 – 8	6,480	0.71 to 0.79*
North Carolina ACT	11	3,472	0.84
North Carolina READY End-of-Grades/End-of-Course Tests (NC READY EOG/EOC)	3, 5, 7, 8, and E2	12,356	0.88 to 0.89

Notes: Results are based on final samples used with each linking study.
*Not vertically equated; separate linking equations were derived for each grade.

Lexile Framework and the Difficulty of Basal Readers. Lexile measures are organized in a sequential manner, so a lower Lexile measure for a text means that the text is less complex than text with higher Lexile measures. Validity evidence for the internal structure (the sequential structure) of the Lexile Framework was obtained through a study that examined the relationship of basal reader sequencing to Lexile measures. In a study conducted by Stenner, Smith, Horabin, and Smith (1987b), Lexile calibrations were obtained for units in 11 basal series. It was presumed that each basal series was sequenced by complexity. So, for example, the latter portion of a third-grade reader is presumably more complex than the first portion of the same book. Likewise, a fourth-grade reader is presumed to be more complex than a third-grade reader is. Observed difficulties for each unit in a basal series were estimated by the rank order of the unit in the series. Thus, the first unit in the first book of the first-grade was assigned a rank order of one and the last unit of the eighth-grade reader was assigned the highest rank order number.

Correlations were computed between the rank order and the Lexile calibration of each unit in each series. After correction for range restriction and measurement error, the average disattenuated correlation between the Lexile calibration of text comprehensibility and the rank order of the basal units was 0.995 (see *Table 2*).

Based on the consistency of the results in *Table 2*, the Lexile Theory was able to account for the unit rank ordering of the 11 basal series even with numerous differences in the series—prose selections, developmental range addressed, types of prose introduced (i.e., narrative versus expository), and purported skills and objectives emphasized.

Table 2. Correlations between theory-based calibrations produced by the Lexile equation and rank order of unit in basal readers.

Basal Series	**Number of Units**	r_{OT}	R_{OT}	R'_{OT}
Ginn Rainbow Series (1985)	53	.93	.98	1.00
HBJ Eagle Series (1983)	70	.93	.98	1.00
Scott Foresman Focus Series (1985)	92	.84	.99	1.00
Riverside Reading Series (1986)	67	.87	.97	1.00
Houghton-Mifflin Reading Series (1983)	33	.88	.96	.99
Economy Reading Series (1986)	67	.86	.96	.99
Scott Foresman American Tradition (1987)	88	.85	.97	.99
HBJ Odyssey Series (1986)	38	.79	.97	.99
Holt Basic Reading Series (1986)	54	.87	.96	.98
Houghton-Mifflin Reading Series (1986)	46	.81	.95	.98
Open Court Headway Program (1985)	52	.54	.94	.97
Total/Means*	660	.839	.965	.995

r_{OT} = raw correlation between observed difficulties (*O*) and theory-based calibrations (*T*).
R_{OT} = correlation between observed difficulties (*O*) and theory-based calibrations (*T*) corrected for range restriction.
R'_{OT} =correlation between observed difficulties (*O*) and theory-based calibrations (*T*) corrected for range restriction and measurement error.
*****Mean correlations are the weighted averages of the respective correlations.

Lexile Framework and the Difficulty of Reading Test Items. Additional construct validity evidence was obtained by exploring the relationship between Lexile calibrations of item

difficulties and actual item difficulties of reading comprehension tests. In a study conducted by Stenner, Smith, Horabin, and Smith (1987a), 1,780 reading comprehension test items appearing on nine nationally-normed tests were analyzed. The study correlated empirical item difficulties provided by the publisher with the Lexile calibrations specified by the computer analysis of the text of each item. The empirical difficulties were obtained in one of three ways. Three of the tests included observed logit difficulties from either a Rasch or three-parameter analysis (e.g., NAEP). For four of the tests, logit difficulties were estimated from item p-values and raw score means and standard deviations (Poznanski, 1990; Stenner, Wright, and Linacre, 1994). Two of the tests provided no item parameters, but in each case items were ordered on the test in terms of difficulty (e.g., PIAT). For these two tests, the empirical difficulties were approximated by the difficulty rank order of the items. In those cases where multiple questions were asked about a single passage, empirical item difficulties were averaged to yield a single observed difficulty for the passage.

Once theory-specified calibrations and empirical item difficulties were computed, the two arrays were correlated and plotted separately for each test. The plots were checked for unusual residual distributions and curvature, and it was discovered that the equation did not fit poetry items and non-continuous prose items (e.g., recipes, menus, or shopping lists). This indicated that the universe to which the Lexile equation could be generalized was limited to continuous prose. The poetry and non-continuous prose items were removed and correlations were recalculated. *Table 3* contains the results of this analysis.

Table 3. Correlations between theory-based calibrations produced by the Lexile equation and empirical item difficulties.

Test	Number of Question	Number of Passage	Mean	SD	Range	Min	Max	r_{OT}	R_{OT}	R'_{OT}
SRA	235	46	644	353	1303	33	1336	.95	.97	1.00
CAT-E	418	74	789	258	1339	212	1551	.91	.95	.98
Lexile	262	262	771	463	1910	−304	1606	.93	.95	.97
PIAT	66	66	939	451	1515	242	1757	.93	.94	.97
CAT-C	253	43	744	238	810	314	1124	.83	.93	.96
CTBS	246	50	703	271	1133	173	1306	.74	.92	.95
NAEP	189	70	833	263	1162	169	1331	.65	.92	.94
Battery	26	26	491	560	2186	−702	1484	.88	.84	.87
Mastery	85	85	593	488	2135	−586	1549	.74	.75	.77
Total/ Mean*	1780	722	767	343	1441	50	1491	.84	.91	.93

r_{OT} = raw correlation between observed difficulties (O) and theory-based calibrations (T).
R_{OT} = correlation between observed difficulties (O) and theory-based calibrations (T) corrected for range restriction.
R'_{OT} = correlation between observed difficulties (O) and theory-based calibrations (T) corrected for range restriction and measurement error.
*Means are computed on Fisher Z-transformed correlations.

The last three columns in *Table 3* show the raw correlations between observed (O) item difficulties and theoretical (T) item calibrations, with the correlations corrected for restriction in range and measurement error. The Fisher Z mean of the raw correlations (r_{OT}) is 0.84. When

corrections are made for range restriction and measurement error, the Fisher Z mean disattenuated correlation between theory-based calibration and empirical difficulty in an unrestricted group of reading comprehension items (R'_{OT}) is 0.93.

These results suggest that most attempts to measure reading comprehension, no matter what the item form, type of skill objectives assessed, or response requirement used, measure a common comprehension factor specified by the Lexile Theory.

Forecasting Comprehension with the Lexile Framework

A reader with a measure of 600L who is given a text measured at 600L is expected to have a 75-percent comprehension rate. This 75-percent comprehension rate is the basis for selecting text that is targeted to a reader's reading ability, but what exactly does it mean? And what would the comprehension rate be if this same reader were given a text measured at 350L or one at 850L?

The 75-percent comprehension rate for a reader-text pairing can be given an operational meaning by imagining the text to be carved into item-sized slices of approximately 125-140 words with a question embedded in each slice. A reader who answers three-fourths of the questions correctly has a 75-percent comprehension rate.

Suppose instead that the text and reader measures are not the same. It is the difference in Lexile measures between reader and text that governs comprehension. If the text measure is less than the reader measure, the comprehension rate will exceed 75 percent. If not, it will be less. The question is "By how much?" What is the expected comprehension rate when a 600L reader reads a 350L text?

If all the item-sized slices in the 350L text had the same calibration, the 250L difference between the 600L reader and the 350L text could be determined using the Rasch item response theory (IRT) model equation. This equation describes the relationship between the measure of a student's level of reading comprehension and the calibration of the items. Unfortunately, comprehension rates calculated by this procedure would be biased because the calibrations of the slices in ordinary prose are not all the same. The average difficulty level of the slices and their variability both affect the comprehension rate.

Although the exact relationship between comprehension rate and the pattern of slice calibrations is complicated, Equation 2 is an unbiased approximation.

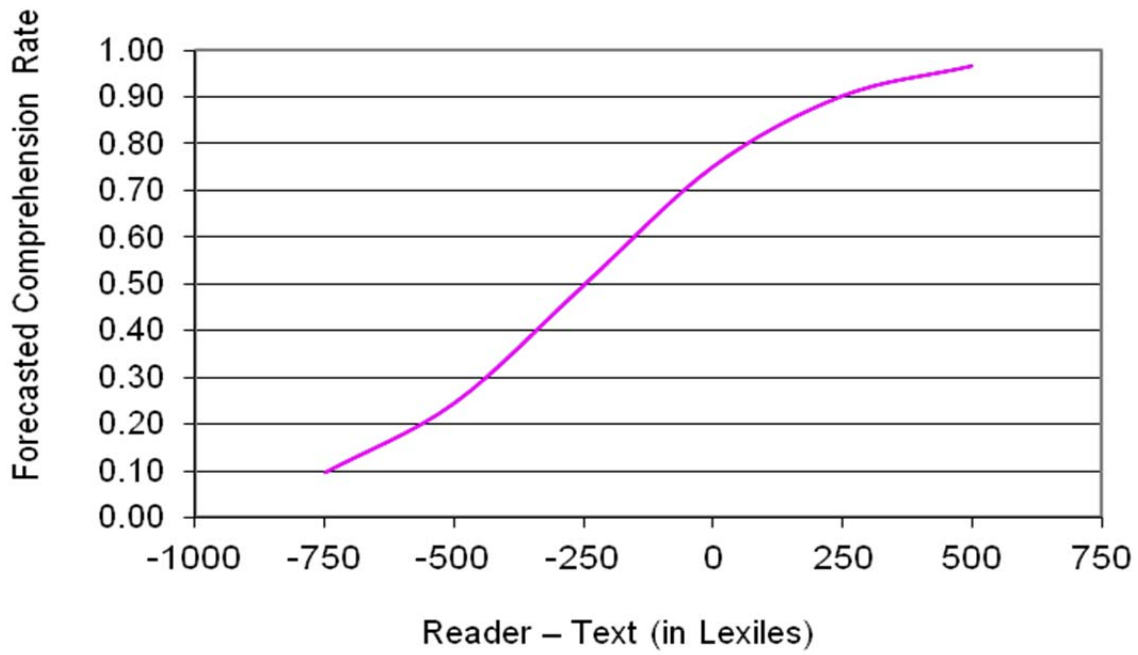
$$Rate = \frac{e^{ELD+1.1}}{1+e^{ELD+1.1}} \qquad \text{(Equation 2)}$$

where ELD is the "effective logit difference" given by

$$\text{ELD} = (\text{Reader Lexile measure} - \text{Text Lexile measure}) \div 225. \qquad \text{(Equation 3)}$$

Figure 1 shows the general relationship between reader-text discrepancy and forecasted comprehension rate. When the reader measure and the text measure are the same (difference of 0L on the *x*-axis), then the forecasted comprehension rate is 75%. In the example in the preceding paragraph, the difference between the reader measure of 600L and the text measure of 350L is 250L. Referring to *Figure 1* and using +250L (reader minus text), the forecasted comprehension rate for this reader-text combination would be 90%.

Figure 1. Relationship between reader-text discrepancy and forecasted reading comprehension rate.



Tables 4 and *5* show comprehension rates calculated for various combinations of reader measures and text measures.

Table 4. Comprehension rates for the same individual with materials of varying comprehension difficulty.

Person Measure	Text Calibration	Sample Titles	Forecast Comprehension
1000L	500L	Tornado (Byars)	96%
1000L	750L	The Martian Chronicles (Bradbury)	90%
1000L	1000L	Reader's Digest	75%
1000L	1250L	The Call of the Wild *(London)*	50%
1000L	1500L	On the Equality Among Mankind (Rousseau)	25%

Table 5. Comprehension rates of different ability persons with the same material.

Person Measure	Calibration for Sports Illustrated	Forecast Comprehension
500L	1000L	25%
750L	1000L	50%
1000L	1000L	75%
1250L	1000L	90%
1500L	1000L	96%

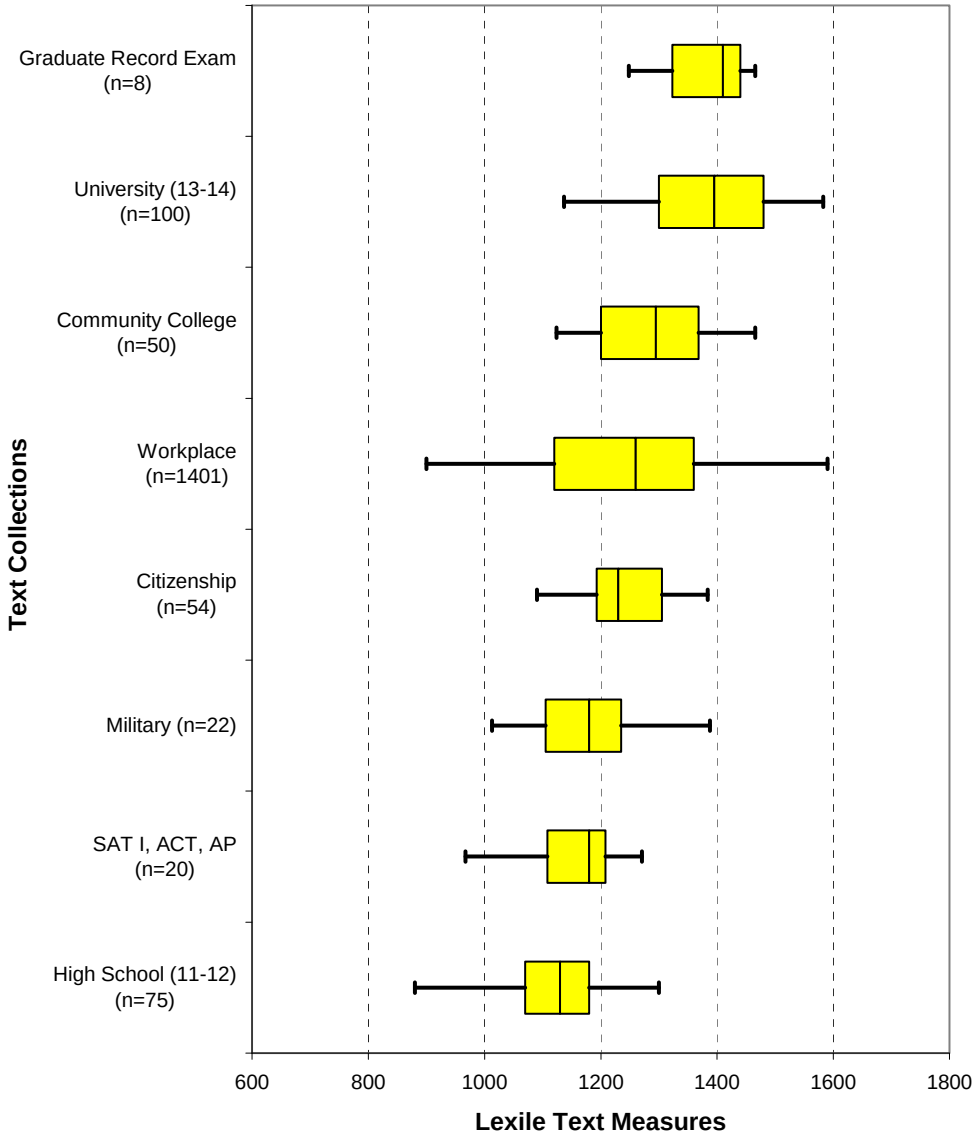
The subjective experience of 50%, 75%, and 90% comprehension as reported by readers varies greatly. A 1000L reader reading 1000L text (75% comprehension) reports confidence and competence. Teachers listening to such a reader report that the reader can sustain the meaning thread of the text and can read with motivation and appropriate emotion and emphasis. In short, such readers sound like they comprehend what they are reading. A 1000L reader reading 1250L text (50% comprehension) encounters so much unfamiliar vocabulary and difficult syntactic structures that the meaning thread is frequently lost. Such readers report frustration and seldom choose to read independently at this level of comprehension difficulty. Finally, a 1000L reader reading 750L text (90% comprehension) reports total control of the text, reads with speed, and experiences automaticity during the reading process.

The primary utility of the Lexile Framework is its ability to forecast what happens when readers confront text. With every application by teacher, student, librarian, or parent there is a test of the framework's accuracy. The Lexile Framework makes a point prediction every time a text is chosen for a reader. Anecdotal evidence suggests that the Lexile Framework predicts as intended. That is not to say that there is an absence of error in forecasted comprehension. There is error in text measures, reader measures, and their difference modeled as forecasted comprehension. However, the error is sufficiently small that the judgments about readers, texts, and comprehension rates are useful.

College and Career Readiness and Text Complexity

There is increasing recognition of the importance of bridging the gap that exists between K-12 and higher education and other postsecondary endeavors. Many state and policy leaders have formed task forces and policy committees such as P-20 councils. In the *Journal of Advanced Academics* (2008), Williamson investigated the gap between high school textbooks and various reading materials across several postsecondary domains. The resources Williamson used were organized into four domains that correspond to the three major postsecondary endeavors that students can choose—further education, the workplace or the military, and, the broad area of citizenship, which cuts across all postsecondary endeavors. Williamson discovered a substantial increase in reading expectations and text complexity from high school to postsecondary domains—"a gap large enough to help account for high remediation rates and disheartening graduation statistics" (Smith, 2011). *Figure 2* illustrates this continuum of text difficulty.

Figure 2. A continuum of text difficulty for the transition from high school to postsecondary experiences (box plot percentiles. 5th, 25th, 50th, 75th, and 95th).[1]



Expanding on Williamson's work, Stenner, Sanford-Moore, and Williamson (2012) aggregated readability information across the various postsecondary options available to a high school graduate to arrive at a standard of reading needed by individuals to be considered "college and career ready." In their study, they included additional citizenship materials beyond those examined by Williamson (e.g., national and international newspapers and other adult reading materials such as Wikipedia articles). Using a weighted mean of the medians for each of the postsecondary options (education, military, work place, and citizenship), a measure of 1300L was defined as the general reading demand for postsecondary options and could be used to judge a student's "college and career readiness."

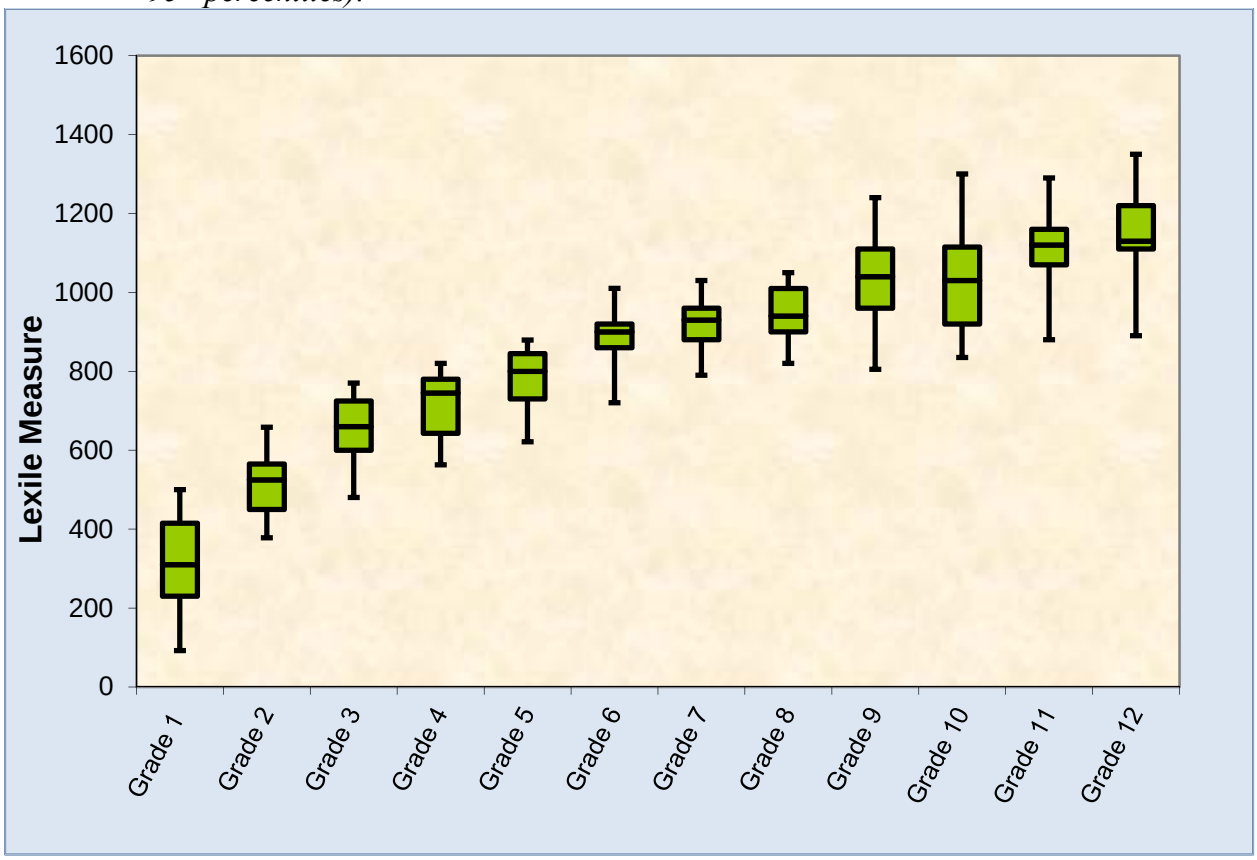
[1] Reprinted from Williamson, G. L. (2008). A text readability continuum for postsecondary readiness. *Journal of Advanced Academics, 19*(4), 602-632.

In Texas, two studies were conducted to examine the reading demands in various postsecondary options – technical college, community college, and 4-year university programs. Under Commissioner Raymond Paredes, the Texas Higher Education Coordinating Board (THECB) conducted a research study in 2007 (and extended in 2008) which addressed the focal question of "how well does a student need to read to be successful in community colleges, technical colleges, and universities in Texas?" THECB staff collected a sample of books that first year students in Texas would be required to read in each setting. These books were measured in terms of their text complexity using The Lexile Framework for Reading. Since the TAKS had already been linked with Lexile measures for several years, the THECB study was able to overlay the TAKS cut scores onto the post high school reading requirements (MetaMetrics, 2008a).

After the THECB study was completed, other states have followed the Texas example and used the same approach in examining the gap from high school to the postsecondary world. In 2009, a similar study was conducted for the Georgia Department of Education; and in 2010, a study was conducted for the Tennessee Department of Education. In terms of mean text demand, the results across the three states produced similar estimates of the reading ability needed in higher-education institutions: Texas, 1230L; Georgia, 1220L; and Tennessee, 1260L. When these results are incorporated with the reading demands of other postsecondary endeavors (military, citizenship, workplace, and adult reading materials [national and international newspapers] and Wikipedia articles) used by Stenner, Koons, and Swartz (2010), the college and career readiness standard for reading is 1293L. These results are based on more than 105,000,000 words from approximately 3,100 sources from the adult text space.

Between 2004 and 2008, MetaMetrics (Williamson, Koons, Sandvik, and Sanford-Moore, 2012) collected and measured textbooks across the K-12 educational continuum. The box-and-whisker plot in *Figure 3* shows the Lexile measures (*y*-axis) across grades as defined in the US. For each grade, the box refers to the interquartile range. The line within the box indicates the median. The end of each whisker shows the 5th and 95th percentile text complexity measures in the Lexile metric for each grade. This information can provide a basis for defining at what level students need to be able to read to be ready for various postsecondary endeavors such as further education beyond high school and entering the work force.

Figure 3. Text complexity distributions, in Lexile units, by grade (whiskers represent 5th and 95th percentiles).



This continuum can be "stretched" to describe the reading demands expected of students in Grades 1-12 who are "on track" for college and career (Sanford-Moore and Williamson, 2012). The quantitative aspect of defining text complexity consists of a stair-step progression of increasingly difficult text by grade levels (Common Core State Standards for English Language Arts, Appendix A, NGA Center and CCSSO, 2010, p. 8).

The question for educators becomes how to determine if a student is "on track" for college and career as previously defined in the Common Core State Standards and described above. "As state departments of education, and the districts and schools within those respective states, transition from adopting the new Common Core State Standards to the more difficult task of implementing them, the challenge now becomes how to translate these higher standards into tangible, practical and cost-effective curricula" (Smith, 2012). Implementing the Common Core will require districts and schools to develop new instructional strategies and complementary resources that are not only aligned with these national college- and career-readiness standards, but also utilize and incorporate proven and cost-effective tools that are universally accessible to all stakeholders. The Standards for English Language Arts focus on the importance of text complexity. As stated in Standard 10, students must be able to "read and comprehend complex literary and informational texts independently and proficiently" (Common Core State Standards for English

Language Arts, College and Career Readiness Anchor Standards for Reading, NGA Center and CCSSO, 2010, p.10).

The Common Core State Standards recommend a three-part model for evaluating the complexity of a text that takes into account its qualitative dimensions, quantitative measure, and reader and task considerations. It describes text complexity as "the inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables … a three-part assessment of text [complexity] that pairs qualitative and quantitative measures with reader-task considerations" (NGA Center and CCSSO, 2010, p. 43). In simpler terms, text complexity is a transaction between text, reader, and task. The quantitative aspect of defining text complexity consists of a stair-step progression of increasingly difficult text by grade levels (Common Core State Standards for English Language Arts, Appendix A, NGA Center and CCSSO, 2010, p. 8). MetaMetrics' research on the typical reading demands of college and careers contributed to the Common Core State Standards as a whole and, more specifically, to the Lexile-based grade bands in *Table 6*.

Table 6. Text complexity standards describing "on track" for college and career reading levels (expansion of CCSS grade).

Grade	Lexile Text Ranges to Guide Reading for College and Career Readiness
2	420L to 650L
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
9	1050L to 1260L
10	1080L to 1335L
11-12	1185L to 1385L

Description of the Achieve3000 Assessment System

The Achieve3000 assessment system is built upon research showing that when students read text at their reading levels, they experience optimal reading comprehension for learning (Crawford, 1978; Guthrie and Davis, 2003; Jalongo, 2007). In addition, students who are better readers are also higher achievers and engage in life-long learning in relation to careers (Crawford, 1978; Kirsch, I., de Jong, J., LaFontaine, D., McQueen, J., Mendelovits, J., and Monseur, C, 2002). In a review of prior studies, Squires and his colleagues (1983) found 75% to be the optimal student success rate for learning. They noted that a reanalysis of the Fischer (Denham and Lieberman, 1980) data by Rim showed that reading achievement by grade 2 students increased up to a 75% success rate and then began to decrease. O'Connor, Swanson, and Geraghty (2010) randomly assigned 123 students in grades 2 and 4 to three different conditions for the difficulty level of reading materials: the grade-appropriate condition, the 'difficult' condition, and a control group. Participants were assessed using a pre-test to measure comprehension and fluency, then given a 20-week intervention course to evaluate comprehension growth over time based on passage difficulty level. Finally, a post-test was administered to determine growth differences between the groups. With respect to both the pre-test and post-test performance, the differences between level and comprehension were found to be significant, where performance was highest for the grade-appropriate condition and lowest for the 'difficult' condition. The results also indicated that there were also significant gains over time for students reading material at their appropriate reading level. The research suggests that students should be given reading level materials that match their comprehension goals.

Similarly, research by O'Connor, Bell, Harty, Larkin, Sackor, and Zigmond (2002) investigated the role of text difficulty on reading ability for students who experienced difficulty with reading. The researchers compared the influence of text difficulty on reading ability growth over an 18-week period for 46 struggling readers who were engaged in one-on-one tutoring. Students were randomly assigned to either receive texts matched to their reading level or matched to their grade level. Three reading tests were used to estimate reading proficiency: the *Peabody Picture Vocabulary Test- 3rd Edition* (PPVT3), the *Woodcock Reading Mastery Tests-Revised (WRMT-R*), and the *Analytic Reading Inventory (ARI)*. These tests were used in a pre-post research design. When groups were compared, students who received texts matched to their reading level made greater learning gains (evidenced by performance on several measures including three subtests of the *Woodcock Reading Mastery Tests-Revised*) as compared to those who received grade-level matched texts.

The Achieve3000 assessment system consists of three LevelSet test forms for each grade, 2 through 12. Additionally, Achieve3000 includes daily Multiple-Choice Activities linked to the Lexile scale that can be used to monitor reading ability and update the students' Lexile measures.

Upon entry into the program, a new user will be administered a LevelSet test at the appropriate grade level and will receive a Lexile measure based on the test results; Multiple-Choice Activities for the student can then be targeted based on the student's Lexile measure. One or two more times during the school year, the student will be administered LevelSet tests also targeted to his or her Lexile measure.

Achieve3000 LevelSet Tests

LevelSet (version 2) includes a total of 33 test forms, three for each grade level (2 through 12). The tests are untimed, but each is designed to take about 30 to 35 minutes for a student to complete. The items on the placement tests are composed of informational (nonfiction) passages. Each LevelSet test consists of 30 multiple-choice, native-Lexile and 2-sentence items as shown in *Table 7*. (A description of item types is provided later in this technical manual in the section entitled *Development of Achieve3000 LevelSet Assessments*.)

Table 7. LevelSet (version 2) test item types by grade.

	Grade 2	**Grade 3**	**Grades 4-12**
Two-Sentence Items	10 - 12	4	0
Regular Native Items	18 - 20	26	30
Total Number of Items	30	30	30

Student results are reported as a Lexile measure. There are many reasons to use scale scores, in this case Lexile measures, rather than raw scores to report test results. Scale scores overcome the disadvantage of many other types of scores (e.g., percentiles and raw scores), in that equal differences between scale score points represent equal differences in ability. Each question on a test has a unique level of difficulty; therefore, answering 23 questions correctly on one form of a test may require a slightly different level of ability than answering 23 items correctly on another form of the test. In contrast, receiving a scale score (Lexile measure) of 875 on one form of a test represents a similar level of reading ability as receiving a scale score (Lexile measure) of 875 on another form of the test.

The typical range of the Lexile Scale is from below 200L to above 1600L. There is a not an explicit bottom or top to the scale, but rather two anchor points on the scale that describe different levels of reading comprehension. The Lexile Map, a graphic representation of the Lexile Scale from 200L to 1500L+, provides a context for understanding reading comprehension (see Appendix A). Lexile reader measures are reported in 5-unit intervals. Scores at or below 0L are reported as BRxxL (Beginning Reader).

Achieve3000 Multiple-Choice Activities

For students using Achieve3000, reading ability is enhanced through a series of literacy solutions, each designed for a particular portion of the developmental continuum. KidBiz3000 is designed for students in grades 2-5; TeenBiz3000 is for students in grades 6-8; Empower3000 focuses on grades 9-12; and Spark3000 is for adult learners. These solutions have been designed to closely align with key objectives of the Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010) to give students the content area literacy skills they need to succeed in school and prepare for college and career. Powered by the LevelSet assessment, assignments are distributed to the entire class, but tailored according to each student's reading level. By doing so, the Achieve3000 assessment

system enables all students to make continual progress and improvement. Key features (Achieve3000, Inc., 2013a) of the assessment system are:

- Encompasses the entire classroom — providing the same topics and lessons to all students while teaching students one-on-one at their individual levels.
- Delivers differentiated assignments at 12 different reading levels based upon Lexile measures, along with formative assessments linked to state and Common Core standards.
- Uses a Five-Step Literacy Routine that enables students to acquire knowledge from informational texts, develop strong content knowledge, use higher order thinking skills, argue effectively with supporting evidence, and communicate effectively when writing and speaking — all key Common Core requirements.
- Also provides bonus Anchor Lessons featuring grade-specific content that addresses the progression of skills of the Common Core anchors.
- Continually assesses students' reading levels on the Lexile scale and provides results immediately so teachers can address weaknesses and gaps, and further build on strengths.
- Automatically adapts content as Lexile levels change, providing content that is more challenging in order to drive steady improvement.
- Engages students with interactive, motivating current-events articles and assignments — and extends learning beyond the classroom (70% of students use outside of normal school hours).

Step 3 of the Five-Step Literacy Routine consists of an Activity that includes eight multiple-choice questions. Students demonstrate successful close reading of text by responding to text-dependent questions that require higher-order thinking skills. The results from the Activity have been linked with the Lexile scale. Student results are reported as a Lexile measure and are used to monitor progress in the development of reading ability.

Achieve3000 Assessment Sequence

Achieve3000 LevelSet assessments and Multiple-Choice Activities are incorporated into a progressive reading and assessment system (Five-Step Literacy Routine) that is designed to target the reading ability of each student (Achieve3000, Inc., 2013b).

1. Respond to the **Before Reading Poll**. Bring students' prior knowledge into the classroom as they make connections to and express opinions about the topic of the day through the poll.
2. Read the **Article**. Students derive information from non-fiction articles differentiated to their level. Repeated exposure to vocabulary and embedded strategy support enables all students to participate in classroom discussions. Access to grade-level text and activities ensure that students have frequent interactions with grade-appropriate complex text.
3. Do the **Activity Questions**. Students demonstrate successful close reading of text by responding to text-dependent questions that require higher-order thinking skills.
4. Respond to the **After Reading Poll**. All students express their opinions again, based on the reading they did that day, with teachers requiring students to provide evidence for their opinion. Teachers then facilitate discussion and debates in the classroom.

5. Answer the **Thought Question**. A critical thinking activity leads students to write in more formal scenarios with the intent to either argue or inform about a situation or narrate an event.

When students log in to Achieve3000 differentiated instruction program for the first time, they are administered a grade-specific LevelSet test that determines their initial program Lexile measure. As part of the administration, "step-down" logic is employed when a student misses a significant number of items at the beginning of the test (i.e., in first five items and in first ten items). This logic directs the student to a lower-level LevelSet test that is more targeted to his or her ability. "Scaffold" logic is also used to determine the specific level of LevelSet to administer when a student is enrolled in the Intervention, Language, or Enrichment Solutions. The resulting Lexile measure determines the Lexile level of the texts selected for the student and determines the level of the next test that will be administered to the student. Throughout the year, students may be administered additional LevelSet tests based on their Lexile measure using "level administration" logic to administer a LevelSet test at the appropriate level.

When the student is administered a LevelSet test or a Multiple-Choice Activity, the student's prior information (i.e., previous test results) is incorporated into the Lexile Scoring (Bayesian scoring) algorithm and a new Lexile measure and a new estimate of uncertainty for the student is produced. This data is entered into the Achieve3000 assessment system to allow the program to continue to offer targeted text selections to the student.

Interpreting and Using Achieve3000 Assessment System Results

The Lexile Framework for Reading provides teachers and educators with tools to help them link assessment results with subsequent instruction. Assessments such as the ones in Achieve3000's assessment system that are linked to the Lexile scale provide tools for monitoring the progress of students at any time during the course of instruction.

When a reader takes the Achieve3000 LevelSet test or completes the multiple-choice questions in the Activity phase of the Five-Step Literacy Routine, his or her results are reported as a Lexile measure. This means, for example, that a student whose reading ability has been measured at 500L is expected to read with 75-percent comprehension a book that is also measured at 500L. When the reader and text are matched (same Lexile measures), the reader is "targeted." A targeted reader reports confidence, competence, and control over the text. When a text measure is 250L above the reader's measure, comprehension is predicted to drop to 50 percent and the reader experiences frustration and inadequacy. Conversely, when a text measure is 250L below the reader's measure, comprehension is predicted to go up to 90% and the reader experiences control and fluency. When reading a book within his or her Lexile range (50L above his or her Lexile measure to 100L below), the reader should comprehend enough of the text to make sense of it, while still being challenged enough to maintain interest and learning.

There are two methods for calculating a LevelSet score for a student: (1) a student can receive a LevelSet score that represents his or her reading ability from a stand-alone test using a correspondence table to convert the raw score to a Lexile measure (as described on page 63 in

this Development and Technical Guide) or (2) a student can receive a LevelSet score that represents his or her reading ability from a "body of work" comprised of LevelSet tests and Multiple-Choice Activities that the student has completed during this and/or prior school years using a Bayesian paradigm that aggregates the results into a "current" Lexile measure (as described on pages 64-66 in this Development and Technical Guide).

Lexile Framework. The Lexile Framework for Reading is a tool that can help determine the reading level of written material—from a book, to a test passage, to a magazine article, to a textbook. After test results are converted into Lexile measures, readers can be matched with materials at their own level.

The Lexile Framework reporting scale is not bounded by grade level, although typical Lexile measure ranges have been identified for students in specific grades. Because the Lexile Framework reporting scale is not bounded by grade level, it makes provisions for students who read below or beyond their grade level. See the Lexile Framework Map for literary and informational titles, leveled reading samples, and approximate grade ranges (Appendix A).

A Lexile measure is the specific number assigned to any text. A computer program called the Lexile Analyzer® computes the Lexile measure for a text. The Analyzer carefully examines the complete text to measure such characteristics as sentence length and word frequency—characteristics that are highly related to overall reading comprehension. The Analyzer then reports a Lexile measure for the text. More than 135,000 books, 60 million periodical articles, and many newspapers have been given Lexile measures using this tool. Noting the Lexile measure of a text can assist in choosing reading materials that present an appropriate level of challenge for a reader.

A Lexile measure can also be used to identify the reading ability of a particular reader. Tests that are linked to the Lexile Framework or assessment systems such as the Achieve3000 LevelSet that are specifically developed to match the Lexile Framework levels can provide a Lexile measure for a reader. By using the Lexile measure for both reader and text as a tool to help target reading at the optimal, 75-percent comprehension range, reading development can be maximized.

Suggestions for Using The Lexile Framework for Reading

Use the Lexile Framework to Select Books. Teachers, parents, and students can use the tools provided by the Lexile Framework to select materials to plan instruction. When teachers provide parents and students with lists of titles that match the students' Lexile measures, they can then work together to choose appropriate titles that also match the students' interests and background knowledge. *The Lexile Framework does not prescribe a reading program, but it gives educators more knowledge of the variables involved when they design reading instruction.* The Lexile Framework facilitates multiple opportunities for use in a variety of instructional activities. After becoming familiar with the Lexile Framework, teachers are likely to think of a variety of additional creative ways to use this tool to match students with books that students find challenging, but not frustrating.

Many factors affect the relationship between a reader and a book. These factors include text content, age of the reader, interests of the reader, suitability of the text, and text difficulty. The Lexile measure of a text, a measure of text complexity, is a good starting point in the selection process, but other factors also must be considered. The Lexile measure should never be the only piece of information used when selecting a text for a reader.

Help Students Set Appropriate Learning Goals. Students' Lexile measures can be used to identify reading materials that students are likely to comprehend with 75% accuracy. Students can set goals of improving their reading comprehension and plan clear strategies for reaching those goals using literature from the appropriate Lexile ranges. Progress tests throughout the year can help to monitor students' progress toward their goals.

Monitor Reading Program Goals. As a student's Lexile measure increases, the set of reading materials he can likely comprehend at 75% accuracy changes. Schools often write grant applications in which they are required to state how they will monitor progress of the intervention or program funded by the grant. Schools that receive funds targeted to assist students improve their reading skills can use the Lexile Framework for evaluation purposes. Schools can use student-level and school-level Lexile information to monitor and evaluate interventions designed to improve reading skills.

Measurable goals can be clearly stated in terms of Lexile measures. Examples of measurable goals and clearly related strategies for reading intervention programs might include.

Goal: At least half of the students will improve reading comprehension abilities by 100L after one year of use of an intervention.

Goal: Students' attitudes about reading will improve after reading 10 books at their 75% comprehension level.

These examples of goals emphasize the fact that the Lexile Framework is not an intervention, but a tool to help educators plan instruction and measure the success of the reading program.

Communicate With Parents Meaningfully to Include Them in the Educational Process. Teachers can make statements to parents such as, "Your child should be ready to read with at least 75% comprehension these kinds of materials which are at the next grade level." Or, "Your child will need to increase his/her Lexile measure by 400L-500L in the next few years to be prepared for college reading demands. Here is a list of appropriate titles your child can choose from for reading this summer."

Improve Students' Reading Fluency. Fluency is highly correlated to comprehension (Fuchs, Fuchs, Hops, & Jenkins, 2001; Rasinski, 2009). Educational researchers have found that students who spend a minimum of three hours a week reading at their own level for their own purposes develop reading fluency that leads to improved mastery. Not surprisingly, researchers have found that students who read age-appropriate materials with a high level of comprehension also learn to enjoy reading.

Teach Learning Strategies by Controlling Comprehension Match. The Lexile Framework permits the teacher to target readers with challenging text and to systematically adjust text targeting when the teacher wants fluency and automaticity (i.e. reader measure is well above text measure) or wants to teach strategies for attacking "hard" text (i.e. reader measure is well below text measure). For example, metacognitive ability has been well documented to play an important role in reading comprehension performance. Once teachers know the kinds of texts that would likely be challenging for a group of readers, they can systematically plan instruction that will allow students to encounter difficult text in a controlled fashion and make use of instructional scaffolding to build student success and confidence with more challenging text. The teacher can model appropriate learning strategies for students, such as rereading or rephrasing text in one's own words, so that students can then learn what to do when comprehension breaks down. Students can then practice these metacognitive strategies on selected text while the teacher monitors their progress.
Teachers can use Lexile measures to guide a struggling student toward texts at the lower end of the student's Lexile range (100L above to 50L below his or her Lexile measure). Similarly, advanced students can be adequately challenged by reading texts at the midpoint of their Lexile range, or slightly above. Challenging new topics or genres may be approached in the same way.

Differentiating instruction for the reading experience also involves the student's motivation and purpose. If a student is highly motivated for a particular reading task (e.g., self-selected free reading), the teacher may suggest books higher in the student's Lexile range. If the student is less motivated or intimidated by a reading task, material at the lower end of his or her Lexile range can provide the basic comprehension support to keep the student from feeling overwhelmed.

Targeting Instruction to Students' Abilities. To encourage optimal progress with the use of any reading materials, teachers need to be aware of the complexity level of the text relative to a student's reading level. A text that is too difficult may serve to undermine a student's confidence and diminish learning. Frequent use of text that is too easy may foster poor work habits and unrealistic expectations that will undermine the later success of the best students.

When students confront new kinds of texts and texts containing new content, the introduction can be softened and made less intimidating by guiding the student to easier reading. On the other hand, students who are comfortable with a particular genre or format or the content of such texts can be challenged with more difficult reading levels, which will reduce boredom and promote the greatest rate of development of vocabulary and comprehension skills.

To become better readers, students need to be challenged continually—they need to be exposed to less frequent and more difficult vocabulary in meaningful contexts. A 75% comprehension level provides an appropriate level of challenge, but is not too challenging.

Apply Lexile measures Across the Curriculum. Over 450 publishers provide Lexile measures for their trade books and textbooks, enabling educators to make connections among all of the different components of the curriculum to plan instruction more effectively. With a student's Lexile measure, teachers can connect him or her to hundreds of thousands of books. Using periodical databases, teachers and students can also find appropriately challenging newspaper and magazine articles that have Lexile measures.

Using the Lexile Framework in the Classroom

- Develop individualized reading lists that are tailored to provide appropriately challenging reading while still reflecting student interest and motivations.
- Build text sets that include texts at varying levels to enhance thematic teaching. These texts might not only support the theme, but also provide a way for all students to successfully learn about and participate in discussions about the theme, building knowledge of common content for the class while building the reading skills of individual students. Such discussions can provide important collaborative brainstorming opportunities to fuel student writing and synthesize the curriculum.
- Sequence materials in a reading program to encourage growth in reading ability. For example, an educator might choose one article a week for use as a read-aloud. In addition to considering the topic, the educator could increase the complexity of the articles throughout the course. This approach is also useful when utilizing a core program or textbook that is set up in anthology format. (The order in which the readings in anthologies are presented to the students may need to be rearranged to best meet student needs.)
- Develop a reading folder that goes home with students and comes back for weekly review. The folder can contain a reading list of texts within the student's Lexile range, reports of recent assessments, and a form to record reading that occurs at home. This is an important opportunity to encourage individualized goal setting and engage families in monitoring the progress of students in reaching those goals.
- Choose texts lower in the student's Lexile range when factors make the reading situation more challenging or unfamiliar. Select texts at or above the student's range to stimulate growth when a topic is of extreme interest to a student, or when adding additional support such as background teaching or discussion.
- Use to provide all students with exposure to differentiated, challenging text at least once every two to three weeks as suggested by the lead authors of the Common Core State Standards.
- Use the free Find a Book website (at www.lexile.com/fab) to support book selection and create booklists within a student's Lexile range to help the student make more informed choices when selecting texts.
- Use database resources to infuse research into the curricula while tailoring reading selections to specific Lexile levels. In this way, students can explore new content at an appropriate reading level and then demonstrate their assimilation of that content through writing and/or presentations. A list of the database service providers that have their collections measured can be found at www.lexile.com/using-lexile/lexile-at-library.

Using the Lexile Framework in the Library

- Make the Lexile measures of books available to students to better enable them to find books of interest at their appropriate reading level.
- Compare student Lexile levels with the Lexile levels of the books and periodicals in the library to analyze and develop the collection to more fully meet the needs of all students.

- Use the database resources to search for articles at specific Lexile levels to support classroom instruction and independent student research. A list of the database service providers that have had their collections measured can be found at www.lexile.com/using-lexile/lexile-at-library/)
- Use the free Find a Book website (at www.lexile.com/fab) to support book selection and help students make informed choices when selecting texts.

Using the Lexile Framework at Home

- Ensure that your child gets plenty of reading practice, concentrating on material within his or her Lexile range. Ask your child's teacher or school librarian to print a list of books in your child's range, or search the Find a Book website (at www.lexile.com/fab).
- Communicate with your child's teacher and school librarian about his or her reading needs and accomplishments. They can use the Lexile scale to let you know their assessment of your child's reading ability.
- When a reading assignment proves too challenging for your child, use activities to help. For example, review the words and definitions from the glossary and the review questions at the end of a chapter before your child reads the text. Afterward, be sure to return to the glossary and review questions to make certain your child understood the material.
- Celebrate your child's reading accomplishments. One of the great things about the Lexile Framework is that it provides an easy way for readers to keep track of their own growth and progress. You and your child can set goals for reading—sticking to a reading schedule, reading a book at a higher Lexile measure, trying new kinds of books and articles, or reading a certain number of pages per week. When your child hits the goal, make an occasion out of it!

Limitations of the Lexile Framework. Just as variables other than temperature affect comfort, variables other than semantic and syntactic complexity affect reading comprehension. A student's personal interests and background knowledge are known to affect comprehension. However, although temperature alone does not fully identify the comfort level of an environment, we do not dismiss the importance of the information communicated by temperature. Similarly, the information communicated by the Lexile Framework is valuable, even though other information also enhances instructional decisions. In fact, the meaningful communication that is possible when test results are linked to instruction provides the opportunity for parents and students to give input regarding interests and background knowledge.

Results of the Achieve3000 Assessment System and Grade Levels. Lexile measures do not translate specifically to grade levels. Within any grade, there will be a range of readers and a range of materials to be read. In a fifth-grade classroom there will be some readers who are far ahead of the others and there will be some readers who are behind the others in terms of reading ability. To say that some books are "just right" for fifth graders assumes that all fifth graders are reading at the same level. The Lexile Framework can be used to match readers with texts at whatever level the reader is reading.

Simply because a student is an excellent reader, it should not be assumed that the student would necessarily comprehend a text typically found at a higher grade level. Without adequate background knowledge, the words may not have sufficient meaning to the student. A high Lexile measure for a grade indicates that the student can read grade-appropriate materials at a higher comprehension level (90%, for example).

The real power of the Lexile Framework is in examining the growth of readers—wherever the reader may be in the development of his or her reading skills. Readers can be matched with texts that they are forecasted to read with 75% comprehension. As a reader grows, he or she can be matched with more demanding texts. And, as the texts become more demanding, the reader grows.

Development of Achieve3000 LevelSet Assessments

The Achieve3000 LevelSet reading assessments were designed to measure initial reading ability. Achieve3000 identified criteria for the development of the assessment:

- Simplified test administration that could be accomplished through a web-based environment.
- Minimum number of items per test form and minimum administration time while still ensuring minimal measurement error when determining each student's reading ability.
- Development of multiple test forms for pre- and post-testing to examine student growth in reading.

Test specification for the Achiveve3000 reading assessments began during February 2005 with item development and review following closely behind during March. Finally, test development, final test evaluation, and operational materials were completed during late spring and summer 2005. A second wave of test development was undertaken during fall 2008 to develop Form C for each grade range of LevelSet. In 2012, Achieve3000 and MetaMetrics began development of Forms D, E, and F for each grade. Item development was completed in Spring 2013. During Fall 2013, items were embedded into LevelSet (version 1) tests for field testing. Forms D, E, and F were created in 2014 after analysis and review of the item field-test data. During fall 2014, a small number of additional items were developed and field-tested. The result was the revision of Forms D, E, and F as Forms G, H, and I.

Achieve3000 LevelSet Specifications

Version 1 of LevelSet consisted of Forms A, B, and C and the specifications consisted of an assessment that covered grades 2 through 12 with 30 native-Lexile items per passage (MetaMetrics, 2012). It was determined that test forms would be developed specifically for the following levels: Grade 2, Grades 3-4, Grades 5-6, Grades 7-8, and Grades 9-12. Each test covers student reading measures from the 10th to 90th percentiles of the lowest grade level in the range and be appropriate for administration during the fall and spring. Reading measures were established by Lexile level according to the Lexile measures presented in *Table 8.*

Table 8. Lexile targets by reading level for Achieve3000 LevelSet (version 1) reading assessment.

Grade/Level	Target Reading Level	LevelSet (version 1) Range
2	450L	200L to 800L
3-4	620L	210L to 990L
5-6	820L	475L to 1150L
7-8	900L	620L to 1200L
9-12	1000L	730L to 1300L

Each LevelSet (version 1) test consisted of 30 native-Lexile items. The passages on each form were distributed with one-third of the passages centered in the Lexile zone (100L) of the Lexile target in *Table 8* and the remaining passages distributed equally above and below the target. A 200L floor was established for passage selection.

Administration guidelines for LevelSet Forms A, B, and C allow a student to move down LevelSet test levels, regardless of student grade level, until the student achieves some success on the test form. Communications with Achieve3000 staff indicated that many students were moving to lower level forms because their assigned grade level form was too challenging. In response, the assigned grade level for the LevelSet (version 1) forms were adjusted by Achieve3000 as shown in *Table 9*. Descriptive statistics for the three forms are also shown, including mean, minimum, and maximum Lexile measure across Forms A, B, and C

Table 9. Grade level information for LevelSet (version 1) forms.

Developed Grade Level(s)	**2**	**3-4**	**5-6**	**7-8**	**9-12**
LevelSet Level	1-4	5-6	7-8	9-10	11-12
Average Mean Lexile	450L	618L	818L	894L	997L
Average Minimum Lexile	173L	220L	420L	613L	740L
Average Maximum Lexile	737L	977L	1177L	1170L	1263L

Additional item analysis showed that students assigned to test forms originally designed for the grade span below their actual grade (e.g., students in Grades 7-8 assigned to a test form designed for Grades 5-6), were achieving the desirable success rate of approximately 75% correct.

Specifications for LevelSet (version 2) Forms D, E, and F were developed for each grade based on LevelSet (version 1) specifications, review of item performance data, and feedback from Achieve3000. LevelSet (version 2) ranges were established to match the adjusted ranges shown in
Table 9.

The LevelSet (version 2) target mean was set at approximately the 25th percentile of each grade. The minimum value for each Lexile range corresponds to approximately the 1st percentile and the maximum value corresponds to approximately the 75th percentile Lexile measure of the grade level. In an effort to ensure that students have an opportunity to be challenged at a level that extends into the college and career ready text complexity bands developed as part of the Common Core State Standards, the maximum Lexile measures were adjusted upward beyond the 75th percentile for Grades 6 through 12. *Table 10 s*hows more detailed specifications for each of the LevelSet (version 2) test forms.

Table 10. Specifications for LevelSet (version 2) test forms.

Level	Number of Items per Form	Number of Forms	Target Mean	Target Minimum	Target Maximum
2	30	3	275L	(-155)BR	650L
3	30	3	400L	(-20)BR	750L
4	30	3	500L	110L	870L
5	30	3	620L	235L	980L
6	30	3	700L	325L	1050L
7	30	3	795L	400L	1125L
8	30	3	835L	430L	1180L
9	30	3	890L	535L	1215L
10	30	3	935L	570L	1240L
11	30	3	950L	610L	1270L
12	30	3	960L	615L	1300L

All items developed for the LevelSet (version 2) test forms are native-Lexile items, with the exception of a small proportion of items developed for Grades 2 and 3. Because some readers at this level are not ready for the challenge of a test consisting only of native-Lexile items, these forms include the more accessible two-sentence items. By including these items in addition to native-Lexile items, early and developing readers can be measured appropriately and placed on the Lexile scale with a Lexile measure. *Table 11* includes information about item types in Grades 2 and 3.

Table 11. Item types for the Grade 2 and 3 LevelSet (version 2) tests.

Level	Number of Items per Form	Number of Forms	Two-sentence Items per Form	Native-Lexile Items per Form
2	30	3	10	20
3	30	3	5	25

In addition to the 90 items per grade needed for three forms, 10 to 13 extra items were developed for each grade-level field test. These items have Lexile measures dispersed throughout the range of the grade-level field test set. In total, 1,100 items were developed for the LevelSet (version 2) field tests and were used to develop the 990 items required for the LevelSet (version 2) forms. Additionally, the field test design required each grade-level field test set have some items in common with adjacent grades. Based on Lexile measure dispersion across the range, 10 items in each grade were identified as common items with the grade above and 10 items in each grade were identified as common items with the grade below. In Grades 3 and 11, 20 items were identified as common items for the Grades 2 and 12 grade-level sets. Each grade level set included 120 – 123 items for field testing.

Achieve3000 LevelSet Passage Development

The Common Core State Standards (CCSS) for English Language Arts, College and Career Readiness Anchor Standards for Reading focus on the importance of text complexity. As stated in Standard 10, students must be able to "read and comprehend complex literary and informational texts independently and proficiently" (NGA Center and CCSSO, 2010a, p.10).

Consistent with the CCSS definition of text complexity as the transaction between reader, text, and task, the underlying mathematical equation used to generate a Lexile measure (a quantitative measure of text complexity) is based on the relationship between an examinee's actual reading comprehension level (for a given task) and the features of a specific text. In short, the Lexile measure directly reflects the CCSS definition of a quantitative measure of text complexity.

Building upon this foundation of text complexity as measured by the Lexile Framework, the passages for the Achieve3000 LevelSet reading assessments were supplied to MetaMetrics, Inc. by Achieve3000. The passages were selected from articles written for KidBiz3000 and TeenBiz3000 by Achieve3000 and were appropriate for students in Grades 2 through 12. For the development of LevelSet (version 1) Forms A and B, a total of 190 articles were provided by Achieve3000 according to the following specifications: 200L zone, 10; 300L zone, 10; 400L zone, 15; 500L zone, 15; 600L zone, 20; 700L zone, 30; 800L zone, 25; 900L zone, 25; 1000L zone, 20; 1100L zone, 15; and 1200L zone, 5.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts (CCSSO, 2010a). By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Achieve3000 has worked with Reuters, one the "world's leading and most trusted news sources" (Achieve3000 website, 2005). The news articles are revised and/or rewritten by a team of professional editors, all of whom have experience writing for school-age readers, to be appropriate for readers at diverse grade levels. The editors use standard reading-level measures, such as the Lexile scale and the Flesh-Kincaid scale, to assess readability.

For the development of LevelSet (version 1) Form C, passages were developed by MetaMetrics, Inc. to match the passages supplied by Achieve3000 for the first phase of development. All of the passages required for development of Form C were either written by staff at MetaMetrics, Inc. or commissioned by MetaMetrics, Inc. The passages were developed in conjunction with their associated items. The passages and items together were sent to Achieve3000 for review.

For the development of LevelSet (version 2) items, MetaMetrics first analyzed the 450 items from LevelSet (version 1). Seventy LevelSet (version 1) items that performed well were retained as is or with minimal edits for current style guidelines for LevelSet (version 2). Another 182 items were revised more extensively based on student performance data as well as current content and style guidelines. Items were also edited when possible to update content that seemed likely to become out-of-date without such changes. These 252 items were reviewed by MetaMetrics and Achieve3000 following the same protocol as newly written items and were

retained for use on the LevelSet (version 2) field tests. The remaining 198 items were not retained for various reasons, the most common being content that was out-of-date.

To complete the required item development for LevelSet (version 2), 1,326 Achieve3000 article sets were sent to MetaMetrics for passage selection. Article sets contained multiple versions of the same content adapted for different Lexile levels.

The following criteria were established for the identification and development of passages for the Achieve3000 LevelSet reading assessments:

- Grade-level appropriate reading passages should be age-appropriate for the grade the passage is intended to be used with, according to typical reading levels.

- Reading passages should use standard English conventions appropriate for students at the targeted grade level.

- All passages and items should be free from bias based on race, gender, age, ethnicity, religion, disability, sexual orientation, or socioeconomic status. No group should have an advantage over another because of values, vocabulary, phrasing, or assumptions in a passage. Avoid stereotypes of ethnic or gender groups in passages and items.

- To the degree possible, prior knowledge should not be required for the examinee to understand or appreciate the passage. References to events, people, and places should be explained within the passage unless considered common knowledge. Figurative language should be explained within the passage or be defined through context.

- All passages should avoid topics that may be offensive to, or induce an emotional reaction from, an examinee, parent, or citizen group (e.g., violence, abuse, terminal illness, poverty).

Although the content of the texts used in the passages could be altered if necessary, it was important to select text for items that was void of sensitive issues. The following guidelines were used to help ensure the creation of non-offensive and bias-free assessments. These guidelines were assembled from the results of MetaMetrics' collaboration with various partners in textbook and test publishing.

1. Violence/crime: Avoid weapons, fights, arrests, illegal activities, abuse, and murders.
2. Depressing situations or death: Avoid sickness, death, and other negative situations.
3. Offensive language: Avoid use of curse words or words used to cover up a harsher curse; avoid oaths such as "Oh God!", words that belittle others, or other insulting words such as "backwards," "ugly."
4. Drugs/alcohol/tobacco: Avoid any mention of drugs, alcohol, tobacco, and anything associated with these topics such as rehab, bars, etc.
5. Sex/attraction: Avoid issues that call for a discussion of sex, sexual orientation, or relationships of either a romantic or sexual nature.

6. Race: Avoid racial slurs, belittling words, stereotypes (e.g., referring to Native Americans as Indians), and unbalanced representations of a race (e.g., mentioning African Americans only in the context of slavery).
7. Class: Avoid mentioning economic and social differences and avoid stereotypes.
8. Gender: Use gender free language (e.g., firefighter instead of fireman); avoid using male pronouns to refer to both sexes; show both genders in a variety of roles; avoid stereotypical portrayals of men or women.
9. Religion: Avoid selections that promote or demean a religious belief; avoid the assumption that people share a common belief; avoid mention of a reference to any holidays of a religious nature (e.g., Christmas, Halloween).
10. Supernatural/magic: Avoid mention of witches, goblins, wizards, and other supernatural beings; avoid magic in general.
11. Parents/family: Avoid selections that question parents, authority, or judgment; avoid negative relationships within the family; avoid raising the issue of alternative families.
12. Politics: Avoid controversial issues (e.g., unions, strikes) and selections, which portray political bias.
13. Animals/environment: Avoid hunting and cruelty to animals (e.g., fur coats, trapping animals) and be sensitive to environmental issues and animal rights.
14. Brand names/junk food: Avoid mentioning either.

For LevelSet (version 1), each passage was source targeted prior to selection. Source targeting is the process of using information from the entire source of a reading passage to ensure that the estimated syntactic complexity and semantic demand of the passage is consistent with the "true" reading demand of the passage. Source targeting is done by measuring an entire source text to learn its Lexile measure, then screening out all passages that do not measure within 100L of that source. The passages that pass through this filter are acceptable for further development. The Lexile measure for each passage should fall within ±100L of the Lexile measure assigned to its source. Of the 190 articles submitted by Achieve3000 for LevelSet (version 1), a total of 220 passages were identified for Form A. Passages were reviewed for alignment with the specifications and for potential developmental inappropriateness. A second set of articles were submitted by Achieve3000 for the second set of test forms (Form B). For Form C, a total of 150 passages were developed.

For LevelSet (version 2), MetaMetrics received 1,326 article sets. The article sets were reviewed by MetaMetrics staff for sensitivity and grade-appropriateness before being matched to specific grade levels (primary, intermediate, secondary) and Lexile measure zone (100L span) for the item. Article sets were trimmed by deleting versions that measured 200L above or 200L below the item Lexile measure zone for the item. For example, an article set might contain 7 versions of an article about willow trees. The Lexile measures of these versions could range from 150L to 1490L. Based on its content appropriateness, the article set was matched to intermediate grades, 600L zone. Any versions of the article in the set that were below 400L or above 800L were deleted from the set before further processing. In some cases, article sets were used at two different zones (at least 400L apart) and processed for two different items.

Next, relative targeting was performed based on the Lexile measure zone for the item. Relative targeting is done by specifying a target Lexile zone and then creating a zone of 100L above and

below that zone. With the aid of a computer program, item writers examined blocks of text (minimum of three sentences) that are calibrated to be within that 300L range. From these blocks of text, item writers are asked to select four to five that could be developed as items. Passages were further development based on the following criteria:

- the passage must develop one main idea or contain one complete piece of information;
- understanding of the passage is independent of the information that comes before or after the passage in the source text; and
- understanding of the passage is independent of prior knowledge not contained in the passage.

If it is necessary to shorten or lengthen the passage in order to meet the criteria for passage selection, the item writer can immediately recalibrate the text.

Achieve3000 LevelSet Item Development

The Achieve3000 LevelSet reading assessments measure reading comprehension by focusing on skills readers use when studying written materials sampled from various content areas. These skills include referring to details in the passage, drawing conclusions, and making comparisons and generalizations. These LevelSet reading assessments do not require prior knowledge of ideas outside of the passage, vocabulary taken out of context, or formal logic.

There is evidence to support that the cloze procedure reveals both text comprehension and language mastery levels. Some of the research done with metacognition shows that better readers use more strategies (and the appropriate strategy) when they read. The cloze procedure has been shown to require more re-reading of the passage and an increase in the use of context clues. The traditional cloze procedure is based on the deletion of every 5th to 7th word (or some variation) regardless of part of speech. It can also consist of selectively deleting certain categories of words (Bormuth, 1967, 1968, 1970). Selective deletions have shown greater instructional effects than random deletions.

The item format used with the Achieve3000 LevelSet reading assessment can be described as a variant of the selection deletion cloze format—the native-Lexile item format. This item format is similar to the fill-in-the-blank format. When properly written, this format directly assesses the reader's ability to draw inferences and establish logical connections between the ideas in the passage. From the four presented options, the reader is asked to select the "best" option that completes the statement. With this format, all options are semantically and syntactically appropriate completions of the sentence, but one option is unambiguously the "best" option when considered in the context of the passage. This format is "well-suited for testing a student's ability to evaluate" (Haladyna, 1994, p. 62). In addition, this format is also useful as an instructional tool.

There are two main advantages to using this item format. The first is that the level of reading of the statement and the four options is controlled to insure that their difficulty level is easier than the most difficult word in the passage. The second advantage of this format is that authentic

passages are used. The statement is as short as or shorter than the briefest sentence in the passage. These two advantages help insure that the statement is easier than the accompanying passage.

The statement portion of the item can assess a variety of skills related to reading comprehension: paraphrase information in the passage, draw a logical conclusion based on the information in the passage, make an inference, provide a supporting detail, or make a generalization based on the information in the passage. The statement is written to ensure that by reading and comprehending the passage the reader is able to select the correct option. When the statement is read by itself, any of the four options could be plausible.

The following criteria were used to develop passage native-Lexile items. The statement should:

- Require the student to draw an unambiguous conclusion or inference from the passage.
- Be clear as to what or whom the statement question is about.
- Not use the exact or nearly the same wording as what appears anywhere in the passage.
- Attempt to avoid the use of negatives.

The answer choices should:

1. Be reasonably grade level/Lexile targeted (300L below to 100L above as a general guideline).
2. Each logically complete the statement to force passage dependence for answering correctly. (All foils should make sense in context of the statement, but only the correct choice should make sense in context of the paragraph.)
3. Be one word or a short phrase.
4. Not be homonyms, as this may merely confuse the reader. Avoid using antonyms; if two choices are opposite there is a high probability that one is correct.
5. Contain words from the passage only if all of the answer choices do as well.
6. Be balanced; if correct choice is a word or phrase containing a positive connotation, at least one other choice should be positive so the correct choice does not stand out. Although, with higher-level texts it is best to try and make all of the words positive or negative.
7. Vary in form as the Lexile level of the item increases, for example, the answers should not all be written including the same phrasing.
8. Be selected in accordance to sensitivity restrictions.

Item Writer Training. Item writers were experienced item-development specialists who had experience with the everyday reading ability of students at various levels. The use of individuals with these types of experiences helped to ensure that the items are valid measures of reading ability. Item writers were provided with training materials describing the native-Lexile and two-sentence-Lexile item formats and guidelines for selecting passages, developing statements, and selecting options. The item writing materials also contained incorrect items that illustrate the criteria used to evaluate items and corrections based on those criteria. The final phase of item writer training was a short practice session with three items.

Item writers were provided with vocabulary lists to use during statement and option development. The vocabulary lists were compiled from word lists compiled by MetaMetrics based on vocabulary research related to determining the Lexile measures (difficulty) of words (MetaMetrics, Inc. 2006). The rationale was that these words should be part of a reader's "working" vocabulary since they had been learned the previous year.

Item writers were provided with additional training related to "sensitivity" issues. Part of the item writing materials address these issues and identify areas to avoid when selecting passages and developing items. These materials were developed based on material published by CTB/McGraw-Hill (Guidelines for Bias-Free Publishing) universal design and fair-access—equal treatment of the sexes, fair representation of minority groups, and the fair representation of disabled individuals. As part of training, item writers were first asked to independently develop items for two passages. The items were then reviewed by the development group for item format, grammar, and sensitivity. Based on this review, item writers received feedback and more training if necessary.

All items go through a two-stage internal review process prior to completion. First, items are reviewed and edited by an editor according to the item development criteria and for sensitivity issues (see below). Items are then reviewed and edited by a group of specialists that represent various perspectives, including, test developers, EFL educators, and editors. These individuals examine each item for sensitivity issues and for the quality of the item and response options. During this second stage of the item review process, additional edits may be incorporated. During the second stage of the item review process, items were either "approved as presented," "approved with edits," or "deleted."

Following the internal review process, items were sent to Achieve3000 staff for review. Achieve3000 staff classified each item as "approved as presented," "approved with edits," or "deleted." Additional MetaMetrics editing and reviews were conducted on items not approved as presented, with item revisions sent to Achieve3000 for review. After all items were approved by Achieve3000 and delivered in field test ready form, Achieve3000 staff performed an additional content style review. MetaMetrics staff edited the items as requested and returned the delivery to Achieve3000. Achieve3000 staff reviewed all final items for content consistency and for sensitivity. Item edits were made throughout the process in response to Achieve3000 requests.

In total, 229 items were developed for Form A and a similar number was developed for Form B. A total of 150 items were developed for Form C.

In 2013, 1,100 items were developed and approved by Achieve3000 for the field-testing of LevelSet (version 2) items (see *Table 12*). Throughout the development process, Achieve 3000 reviewed items for sensitivity. Additionally, in July 2013 before the field-test administration, Achieve3000 had an external expert review of all items for potential use with students outside the U.S. Because of this review, four items were revised and four items were replaced.

Table 12. LevelSet (version 2) item bank distributions, by level.

Level	Number of Items per Level	Number of Items per Level for Field Testing	Target Mean	Final Mean (SD)
2	100	120	275L	281.5 (214.6)
3	100	120	400L	399.8 (200.6)
4	100	120	500L	510.4 (190.3)
5	100	120	620L	618.8 (186.9)
6	100	120	700L	703.4 (180.1)
7	100	120	795L	785.8 (177.8)
8	100	120	835L	838.9 (179.8)
9	100	120	890L	895.7 (171.6)
10	100	120	935L	933.3 (162.9)
11	100	120	950L	957.6 (163.3)
12	100	120	960L	969.9 (173.2)

Supplemental LevelSet (version 2) Item Development

In 2014, 91 items were developed and field-tested to supplement the Level Set (version 2) item bank. Item specifications were designed to parallel the items A3K had identified for replacement in sensitivity reviews two and three. Each item was assigned a target grade level and field tested in that grade and the adjacent grades. This test design ensured that all items were administered to students in at least two grades. The distribution of items by Lexile measure and target grade level is displayed in *Table 13.*

Table 13(a). 2014 Supplemental item distribution by grade and Lexile zone, Grades 2-6.

Lexile Zone	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Below 0L	2	1			
0L to 90L	2				
100L to 190L		1	1		
200L to 290L	1	1	2		
300L to 390L		2		1	
400L to 490L	2			1	1
500L to 590L		3	2	1	2
600L to 690L	1	1	2	1	1
700L to 790L				1	
800L to 890L			2	2	
900L to 990L				1	2
1000L to 1090L					2
Total	8	9	8	8	8

Table 13(b). 2014 Supplemental item distribution by grade and Lexile zone, Grades 7-12.

Lexile Zone	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
400L to 490L	1	2				
500L to 590L		1				
600L to 690L	1	1				1
700L to 790L			1		5	
800L to 890L	1	1	2		1	4
900L to 990L	2	2	1	3		
1000L to 1090L	2	2	2	2	1	
1100L to 1190L	2	2	2	2		
Above 1190L				1	2	3
Total	9	8	8	8	9	8

Achieve3000 LevelSet (version 2) Field Testing

Field test items were embedded into current LevelSet (version 1) assessments being administered during the 2013-2014 school year (between August 1 and November 12). Six individual items were selected randomly from the grade-level item pool and administered as part of the student's initial reading assessment. A total of 990 items (or 90 items per grade) were required for the development of LevelSet (version 2) Forms D, E, and F. The distribution of items by Lexile measure and grade level is displayed in *Table 14.*

Table 14(a). Field test item distribution by grade and Lexile zone, Grades 2 -6.

Lexile Zone	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
-200L to -110L	4				
-100L to -10L	11	3			
0L to 90L	9	5			
100L to 190L	10	9	6		
200L to 290L	20	10	10	7	
300L to 390L	21	18	15	7	8
400L to 490L	12	24	15	11	7
500L to 590L	8	13	22	19	13
600L to 690L	5	11	14	22	20
700L to 790L		7	11	16	23
800L to 890L			7	11	16
900L to 990L				7	8
1000L to 1090L					8
Total	100	100	100	100	103

Table 14(b). Field test item distribution by grade and Lexile zone, Grades 7-12.

Lexile Zone	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
400L to 490L	8	6				
500L to 590L	7	8	7	4	1	
600L to 690L	14	7	6	6	5	7
700L to 790L	24	16	16	10	13	12
800L to 890L	23	23	24	19	17	17
900L to 990L	12	20	18	23	23	22
1000L to 1090L	10	13	14	21	20	16
1100L to 1190L	4	7	11	12	13	14
1200L to 1290L			4	5	8	7
1300 to 1390						6
Total	102	100	100	100	100	101

A total of 803,686 students in Kindergarten (Grade 0), Grades 1 through 12, and Adult (Grade 13) were administered a LevelSet assessment (Form B) and six field-test items. Of this sample,

students who completed a LevelSet test "on grade level" (grade of test matched nominal grade level) were retained for the field-test analyses (*N* = 446,321). For example, of the 84,213 students in Grade 5 and the 112,547 students in Grade 6 (112,547), 46.4% of the Grade 5 students (*N* = 39,105) and 57.0% of the Grade 6 students (*N* = 64,199) also completed LevelSet, Form B Level 5-6. *Table 15* presents the sample demographics for both the complete sample and the final sample. The final sample is very similar to the complete sample of students.

Table 15. Sample demographics for the complete and final samples.

Variable	Category	Complete Sample (*N* = 803,686)	Final Sample (*N* = 446,321)
Grade	0	0.00	-
	1	0.01	-
	2	3.99	7.13
	3	9.02	15.57
	4	9.89	14.61
	5	10.48	8.76
	6	14.00	14.38
	7	13.72	9.10
	8	13.33	8.80
	9	10.85	9.69
	10	7.24	5.28
	11	4.35	4.05
	12	2.97	2.63
	13 (Adult)	0.14	-
Gender	Male	48.99	46.54
	Female	43.50	43.73
	Missing	7.70	9.73
Race	Not White	4.64	4.66
	White	4.06	3.80
	Missing	91.30	91.54
Ethnicity	Hispanic or Latino	7.21	7.22
	Not Hispanic of Latino	1.39	1.33
	Unknown	91.40	91.45
Parent Language	English	3.71	4.40
	French	0.00	0.00
	Haitian-Creole	0.02	0.01
	Other	0.23	0.19
	Portuguese	0.01	0.00
	Spanish	1.43	1.32
	Missing	94.60	94.07
cial sification	Has Special Classification	56.42	58.70
	No Special Classification	3.15	3.49
	Missing	40.43	37.81
SES	Is eligible for free lunch	2.70	2.73
	Is eligible for reduced-price lunch	0.44	0.45
	Is NOT eligible for free lunch	1.69	1.90
	Missing	95.18	94.93

Field-Test Analyses. The field-test data were analyzed using both the classical measurement model and the Rasch (one-parameter logistic item response theory) model. Item statistics and descriptive information (item number, field test form and item number, and answer key) were compiled for each item.

Field-Test Analyses—Classical Measurement. For each item, the *p*-value (percent correct) and the point-biserial correlation between the item score (correct response) and the total test score were computed. Point-biserial correlations were also computed between each of the incorrect responses and the total score. In addition, frequency distributions of the response choices (including omits) were tabulated (both actual counts and percents). Since the same 30 operational items were being administered to all students taking a particular LevelSet level along with six field-study items, the decision was made to calculate a point-biserial statistic for each item rather than a point-measure statistic. The calculation of the point-biserial statistic excluded the item from the raw score in order to eliminate any auto-correlation effect. *Table 16* displays the summary item statistics.

Field-Test Analyses—Rasch Item Response Theory. Classical test theory has two basic shortcomings: (1) the use of item indices whose values depend on the particular group of examinees from which they were obtained, and (2) the use of examinee ability estimates that depend on the particular choice of items selected for a test. The basic premises of item response theory (IRT) overcome these shortcomings by predicting the performance of an examinee on a test item based on a set of underlying abilities (Hambleton and Swaminathan, 1985). The relationship between an examinee's item performance and the set of traits underlying item performance can be described by a monotonically increasing function called an item characteristic curve (ICC). This function specifies that as the level of the trait increases, the probability of a correct response to an item increases.

The conversion of observations into measures can be accomplished using the Rasch (1980) model, which states a requirement for the way that item calibrations and observations (count of correct items) interact in a probability model to produce measures. The Rasch IRT model expresses the probability that a person (n) answers a certain item (i) correctly by the following relationship:

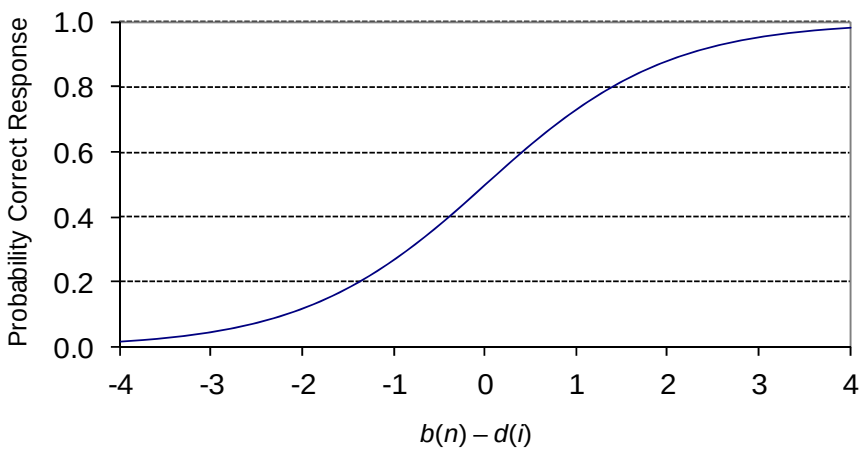
$$P_{ni} = \frac{e^{b_n - d_i}}{1 + e^{b_n - d_i}} \qquad \text{(Equation 4)}$$

where d_i is the difficulty of item i (i = 1, 2, …, number of items);
b_n is the ability of person n (n = 1, 2, …, number of persons);
$b_n - d_i$ is the difference between the ability of person n and the difficulty of item i; and
P_{ni} is the probability that examinee n responds correctly to item i
(Hambleton and Swaminathan, 1985; Wright and Linacre, 1994).

This measurement model assumes that item difficulty is the only item characteristic that influences the examinee's performance such that all items are equally discriminating in their ability to identify low-achieving persons and high achieving persons (Bond and Fox, 2001; and Hambleton, Swaminathan, and Rogers, 1991). In addition, the lower asymptote is zero, which

specifies that examinees of very low ability have zero probability of correctly answering the item. The Rasch model has the following assumptions: (1) unidimensionality—only one ability is assessed by the set of items; and (2) local independence—when abilities influencing test performance are held constant, an examinee's responses to any pair of items are statistically independent (conditional independence, i.e., the only reason an examinee scores similarly on several items is because of his or her ability, not because the items are correlated). The Rasch model is based on fairly restrictive assumptions, but it is appropriate for criterion-referenced assessments. *Figure 4* graphically shows the probability that a person will respond correctly to an item as a function of the difference between a person's ability and an item's difficulty.

Figure 4. The Rasch Model—the probability person n responds correctly to item i.



An assumption of the Rasch model is that the probability of a response to an item is governed by the difference between the item calibration (d_i) and the person's measure (b_n). From an examination of the graph in *Figure 4*, when the ability of the person matches the difficulty of the item ($b_n - d_i = 0$), then the person has a 50% probability of responding to the item correctly.

The number of correct responses for a person is the probability of a correct response summed over the number of items. When the measure of a person greatly exceeds the calibration (difficulties) of the items ($b_n - d_i > 0$), then the expected probabilities will be high and the sum of these probabilities will yield an expectation of a high "number correct." Conversely, when the item calibrations generally exceed the person measure ($b_n - d_i < 0$), the modeled probabilities of a correct response will be low and the expectation will be a low "number correct."

Thus, Equation 5 can be rewritten in terms of the number of correct responses of a person on a test

$$O_p = \sum_{i=1}^{L} \frac{e^{b_n - d_i}}{1 + e^{b_n - d_i}} \qquad \text{(Equation 5)}$$

where O_p is the number of correct responses of person p and L is the number of items on the test.

When the sum of the correct responses and the item calibrations (d_i) is known, an iterative procedure can be used to find the person measure (b_n) that will make the sum of the modeled probabilities most similar to the number of correct responses. One of the key features of the Rasch IRT model is its ability to place both persons and items on the same scale. It is possible to predict the odds of two individuals being successful on an item based on knowledge of the relationship between the abilities of the two individuals. If one person has an ability measure that is twice as high as that of another person (as measured by b—the ability scale), then he or she has twice the odds of successfully answering the item.

Equation 4 possesses several distinguishing characteristics:

- The key terms from the definition of measurement are placed in a precise relationship to one another.

- The individual responses of a person to each item on an instrument are absent from the equation. The only information that appears is the "count correct" (O_p), thus confirming that the raw score (i.e., number of correct responses) is "sufficient" for estimating the measure.

For any set of items the possible raw scores are known. When it is possible to know the item calibrations (either theoretically or empirically from field studies), the only parameter that must be estimated in Equation 4 is the person measure that corresponds to each observable count correct. Thus, when the calibrations (d_i) are known, a correspondence table linking observation and measure can be constructed without reference to data on other individuals.

Winsteps (Linacre, 2011) analyses were completed on the final sample of 446,321 students whose final LevelSet test was at a level appropriate for their grade. All 1,130 items (30 operational, 110 field study items per grade level) were included in each Winsteps analysis, but due to an absence of data, Winsteps ignored all but 150 items -- the 30 operational Form B items and the 120 field study items designated for the specific grade. The 120 field study items for each grade level were specified to be 20 common items (10 from the grade level below and 10 from the grade level above) and 100 grade-level items (90 items for the final operational forms and 10 items for overage). However, one of the field study items for Level 12 was never administered, so the Grade 12 analysis only included 149 items. Version 3.75.0 of Winsteps was used and the convergence criterion was that the maximum logit change size had to be less than 0.0001 and the maximum residual size had to be less than 0.003.

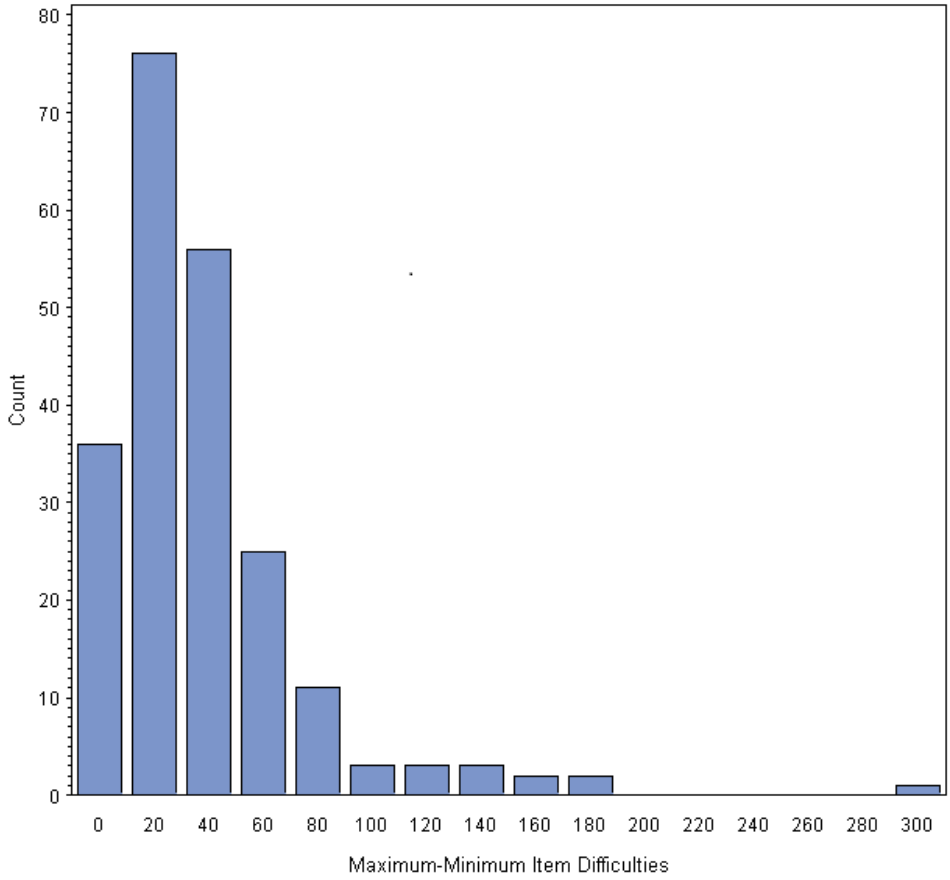
The observed difficulty of the field study items was computed by multiplying the difficulty logit estimates from Winsteps by 180, and then adding a constant such that the observed and theoretical difficulties of the 30 operational items would have the same mean (mean-anchored item calibration by grade level). *Table 15* presents the item-level descriptive statistics by grade.

Table 16. Item-level descriptive statistics from the LevelSet (version 2) field study, by grade.

Grade Level	*N* (mean students per item)	P-value Mean (SD)	Point-biserial Mean (Range)	Lexile measure mean (SD)
2	1,572.4	0.57 (0.16)	0.34 (0.06-0.53)	228.7 (202.0)
3	3,449.9	0.60 (0.17)	0.36 (-0.08-0.57)	363.7 (250.1)
4	2,969.6	0.60 (0.17)	0.34 (-0.73-0.64)	478.3 (233.0)
5	1,948.9	0.71 (0.18)	0.26 (0.06-0.44)	622.9 (219.1)
6	3,193.7	0.67 (0.20)	0.28 (-0.26-0.47)	702.9 (244.4)
7	2,022.6	0.66 (0.20)	0.26 (-0.02-0.45)	791.1 (229.9)
8	1,947.2	0.69 (0.19)	0.26 (-0.10-0.47)	836.8 (224.7)
9	2,142.6	0.70 (0.17)	0.27 (-0.21-0.44)	908.8 (200.9)
10	1,147.9	0.70 (0.19)	0.24 (-0.02-0.46)	943.8 (227.9)
11	890.5	0.70 (0.18)	0.28 (-0.18-0.47)	983.3 (227.6)
12	578.1	0.71 (0.18)	0.31 (-0.17-0.56)	992.3 (217.1)

Of the 1,100 field study items, 217 appeared in two levels (19.73%) and one item appeared in three levels (0.09%). For the items that appeared in multiple levels, the consistency of the observed difficulty estimates was assessed by computing the difference between the maximum and minimum estimates. The mean difference between the observed item difficulty and the theoretical item difficulty for the common items was 38.06L with a standard deviation of 38.03L. *Figure 5* shows the distribution of theory-observed differences for the common items. Given the consistency of observed item difficulties across multiple student samples, it was determined that common items could be used at the most appropriate grade level for operational test development.

Figure 5. Distribution of theory-observed differences for common items (N = 218).



For most levels, every item was presented at least 500 times; the lone exceptions were a Level 2 item that was only presented seven times and a Level 4 item that was only presented seven times. While these items were retained in the Winsteps analyses, they were flagged to be excluded in the selection of items for use in LevelSet (version 2) operational forms D, E, and F. In addition, item with negative point-biserial correlations were flagged to be excluded in the selection of items for use in LevelSet (version 2) operational forms D, E, and F. Finally, 23 items that were previously identified for possible sensitivity issues were flagged to be excluded in the selection of items for use in LevelSet (version 2) operational forms D, E, and F.

Field-Test Analyses—Differential Item Functioning. Differential item functioning (DIF) examines the relationship between the score on an item and group membership while controlling for ability. "An item does not display DIF if people from different groups have a different probability to give a certain response; it displays DIF if people from different groups *of the same underlying true ability* have a different probability to give a certain response" (Wikipedia Foundation, 2012). The Mantel-Haenszel procedure (1959) was introduced to psychometrics by Holland and Thayer in 1988 to study group differences on dichotomously scored items (Camilli, 2006). This procedure has become "the most widely used methodology [to examine differential item functioning] and is recognized as the testing industry standard" (Roussos, Schnipke, and Pashley, 1999, p. 293).

The Mantel-Haenszel procedure examines DIF by examining j 2×2 contingency tables, where j is the number of different levels of ability actually achieved by the examinees (actual total scores received on the test). The focal group is the group of interest and the reference group serves as a basis for comparison for the focal group (Dorans and Holland, 1993; Camilli and Shepherd, 1994).

The Mantel-Haenszel chi-square statistic tests the alternative hypothesis that there is a linear association between the row variable (score on the item) and the column variable (group membership). The χ^2 distribution has 1 degree of freedom and is determined as

$$Q_{MH} = (n-1)r^2 \qquad \text{(Equation 6)}$$

where r is the Pearson correlation between the row variable and the column variable (SAS Institute, 1985).

The Mantel-Haenszel (MH) Log Odds Ratio statistic, or estimated effect size, is used to determine the direction of differential item functioning (SAS Institute Inc., 1985). This measure is obtained by combining the odds ratios, α_j, across levels with the formula for weighted averages (Camilli and Shepherd, 1994, p. 110):

$$\alpha_j = \frac{p_{Rj} / q_{Rj}}{p_{Fj} / q_{Fj}} = \frac{\Omega_{Rj}}{\Omega_{Fj}} \qquad \text{(Equation 7)}$$

For this statistic, the null hypothesis of no relationship between score and group membership, or that the odds of getting the item correct are equal for the two groups, is not rejected when the odds ratio equals 1. For odds ratios greater than 1, the interpretation is that an individual at score level j of the Reference Group has a greater chance of answering the item correctly than an individual at score level j of the Focal Group. Conversely, for odds ratios less than 1, the interpretation is that an individual at score level j of the Focal Group has a greater chance of answering the item correctly than an individual at score level j of the Reference Group.

Educational Testing Service (ETS) classifies DIF based on the MH D-DIF statistic (Zwick, 2012), developed by Holland and Thayer, which is defined as

$$MH\ D\text{-}DIF = -2.35\ln(\alpha_j) \qquad \text{(Equation 8)}$$

Within Winsteps (Linacre, 2011), items are classified according to the ETS DIF Categories in *Table 17* below. This classification system has been in place for more than 25 years.

Table 17. ETS DIF Categories.

ETS DIF Category	MH D-DIF Statistic	DIF Interpretation
A	|DIF| < 1 and not significant at .05 level	negligible or nonsignificant DIF
B	1 ≤ |DIF| < 1.5	slight to moderate DIF
C	|DIF| ≥ 1.5 and significant at .05 level	moderate to large DIF

Tables 18 through *21* present the results from examining the differential functioning of items (DIF) during the LevelSet (version 2) field study. A total of 1,360 items were examined – the 30 items on Form B for Levels 1-4, 5-6, 7-8, 9-10, and 11-13 and 1,210 of the field test items. To be included in the DIF analyses, a minimum of 51 administrations across the various subgroups. The following student demographic classifications were examined:

- *Gender* – 1,310 items (96.3%): Male (*N* = 207,716) and Female (*N* = 195,174);
- *Race* – 1,070 items (78.7%): Non-white (*N* = 20,778) and White (*N* = 16.977) – optional reporting field;
- *Ethnicity* – 506 items (37.2%): Non-Hispanic (*N* = 5,954) and Hispanic (*N* = 32,227) – optional reporting field; and
- *SES Status* (Free and Reduced-Price Lunch) – 893 items (66.0%): No (*N* = 8,474) and Yes (*N* = 14,162) – optional reporting field.

Table 18. Differential item functioning -- male-female comparisons.

Level	Number of Items Exhibiting Category A or B DIF	Number of Items Exhibiting Category C DIF
2	117	2
3	119	1
4	106	5
5	119	1
6	118	2
7	119	1
8	119	1
9	115	5
10	117	3
11	111	9
12	108	12
Total	1,268	42

Table 19. Differential item functioning – white-non-white comparisons.

Level	Number of Items Exhibiting Category A or B DIF	Number of Items Exhibiting Category C DIF
2	101	18
3	103	17
4	95	16
5	110	10
6	112	8
7	114	6
8	114	6
9	116	4
10	110	10
Total	975	95

Table 20. Differential item functioning – Hispanic-non-Hispanic comparisons.

Level	Number of Items Exhibiting Category A or B DIF	Number of Items Exhibiting Category C DIF
2	19	3
3	52	4
6	112	8
7	24	2
8	61	6
9	114	6
10	90	3
11	2	0
Total	474	32

Table 21. Differential item functioning –SES-nonSES comparisons.

Level	Number of Items Exhibiting Category A or B DIF	Number of Items Exhibiting Category C DIF
3	87	33
4	93	18
5	116	2
6	109	11
7	112	8
8	82	4
9	118	2
10	94	4
Total	811	82

Across the 1,360 LevelSet (version 2) items and Form B items in the field study, 42 items (3.28%) showed Class C DIF in relation to gender, 95 items (8.88%) showed Class C DIF in relation to race, 32 items (6.32%) showed Class C DIF in relation to ethnicity (Hispanic-non-Hispanic) status, and 82 items (9.18%) showed DIF in relation to socio economic status Class C DIF.

After the field-test administration, in February 2014, Achieve3000 conducted a more thorough review of all items for sensitivity for international audiences. Because of this review, 59 items were identified with potential sensitivity concerns. Minor changes were made to 34 of the items, and three items were removed from the operational item pool. For the remaining items, where possible, passages were slightly modified to address the issues.

Supplemental LevelSet (version 2) Item Field Testing

In 2014, 91 items were field-tested to supplement the Level Set (version 2) item bank. A sample of 341,236 students in Grades 1 through 12 were administered a LevelSet assessment (Form D, E, or F) and six field-test items. *Table 22* presents the demographic information for the sample.

Table 22. Sample demographics for the 2014 field-test.

Variable	**Category**	**Sample Percent (*N*=341,236)**
Grade	1	0.04
	2	3.55
	3	11.12
	4	10.57
	5	10.76
	6	14.03
	7	13.43
	8	12.68
	9	10.61
	10	6.17
	11	4.19
	12	2.85
Gender	M	46.05
	F	40.99
	Missing	12.96
Race	Not White	0.97
	White	1.20
	Missing	97.82
Ethnicity	Not White	2.75
	Missing	97.25
Parent Language	English	0.36
	French	0.00
	Haitian-Creole	0.01
	Other	0.08
	Portuguese	0.00
	Spanish	0.16
	Missing	99.38
Special Classification	Has Special Classification	29.88
	No Special Classification	0.21
	Missing	69.90
SES	Is eligible for free lunch	0.30
	Is eligible for reduced-priced lunch	0.03
	Is NOT eligible for free or reduced-Priced Lunch	0.13
	Missing	99.54

Field-Test Analyses. The field-test data were analyzed using both the classical measurement model and the Rasch (one-parameter logistic item response theory) model as described previously. The field-test design of the supplemental item pool provided sufficient connectivity to analyze and evaluate the items as a single group (across all grade levels). *Table 23* presents the item-level descriptive statistics by target grade.

Table 23. Item-level descriptive statistics for the supplemental LevelSet items field-tested in 2014, by target grade.

Target Grade Level	*N* (mean students per item)	*p*-value Mean (SD)	Point-biserial Mean (Range)	Empirical Lexile Measure Mean (SD)
2	13,564.13	0.62 (0.17)	0.39 (0.26-0.48)	521.25 (177.32)
3	20,730.56	0.62 (0.15)	0.35 (0.19-0.45)	590.00 (182.21)
4	27,695.75	0.51 (0.24)	0.29 (0.15-0.37)	748.75 (265.79)
5	30,093.00	0.53 (0.23)	0.26 (0.09-0.37)	787.50 (233.04)
6	31,817.50	0.66 (0.23)	0.33 (0.19-0.38)	667.50 (249.96)
7	32,757.67	0.60 (0.14)	0.31 (0.03-0.46)	812.23 (196.65)
8	30,447.00	0.74 (0.13)	0.38 (0.25-0.43)	616.25 (156.48)
9	24,403.25	0.51 (0.23)	0.28 (0.03-0.42)	905.00 (264.04)
10	17,492.63	0.59 (0.22)	0.32 (0.11-0.44)	825.00 (238.03)
11	11,905.89	0.60 (0.17)	0.31 (0.13-0.40)	865.56 (215.36)
12	6,845.38	0.63 (0.19)	0.34 (0.16-0.49)	786.25 (227.72)

Final Status of Supplemental Items. The item performance data was reviewed and each item was classified based on its point-biserial statistic (PB) and the difference between its theoretical and observed Lexile measures (TO). Items having the weakest performance (Class D) were flagged for revision and possible additional field-testing. *Table 24* presents the final status of the supplemental items field tested in 2014, by target grade level.

Table 24 Classification by item-level descriptive statistics for the supplemental items field-tested in 2014, by target grade.

Target Grade Level	**Class A** **PB ≥ .15** **and** **TO ≤ 200L**	**Class B** **PB ≥ .15** **and** **200L < TO ≤ 400L**	**Class C** **.10 ≤ PB < .15** **and** **TO ≤ 400L**	**Class D** **PB < .10** **or** **TO ≤ 200L**
2	1	3	1	3
3	4	4	1	
4	5	1		2
5	6		1	1
6	6	1	1	
7	4	4		1
8	5	2		1
9	5	1		2
10	1	2	4	1
11	6	2	1	
12	4	3		1
Total	**47**	**23**	**9**	**12**

Achieve3000 LevelSet Test Development

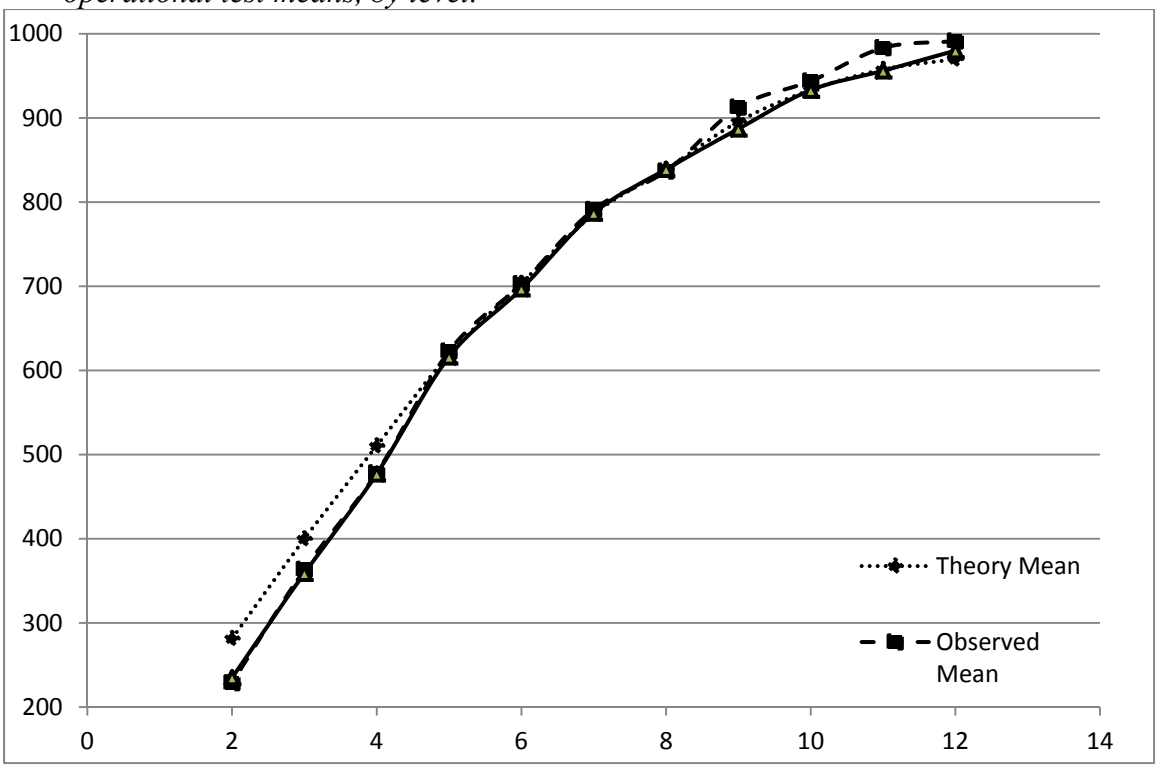
Items for the LevelSet (version 2) test forms were selected using a modified domain-sampling model, with the various forms equivalent. In the modification used here, the domain of items for each was limited to those items that had satisfactory psychometric characteristics and curricular and sensitivity approval.

Using the specifications for the LevelSet (version 2) assessments described in *Table xx* and the item bank field study results described in *Table xx*, three operational test forms – Forms D, E, and F – were created for Levels 2 through 12. The operational test means were developed using the following criteria:

- Consistent with the theoretical item mean.
- Consistent with the observed item mean from the field study.

Using these criteria, the operational forms closely reflected the observed item means for Levels 2 through 8 and the theoretical item means for Levels 5 through 12. *Figure 6* shows the relationships between the theoretical item mean, the observed item mean, and the operational test means for each of the levels.

Figure 6. Comparison of LevelSet (version 2) theoretical item means, observed item means, and operational test means, by level.



The form review process for LevelSet (version 2) was conducted in a three-stage process. First, the test and passage specifications were reviewed: Lexile measures of items and means and standard deviations of test forms, word counts across the forms, and distributions of correct responses. Next, the tests were taken to verify the answer keys and review the foils in relation to the passages and items. Finally, the overall tests were reviewed for flow and consistency. The following criteria were used to evaluate each set of tests for a grade level/span:

Curricular Perspective

- Do the topics of the passages in each form flow well?
- Is there a variety of passages on each form and no repeated content (e.g. two passages on extreme sports)?

Psychometric Perspective

- Do the final forms have the same approximate mean and range of Lexile measures as the target specifications?
- Is the distribution of the placement of correct answers within a form approximately equal (about 25% for each response position)?
- Are runs of the same correct response position avoided? (e.g. more than 3 of any response positions in a row would be undesirable.)
- Is the use of the same word as the correct response for more than one item on a form avoided?

Tables 25 through *27* show the final item parameters for LevelSet (version 2) Forms D, E, and F.

Table 25. LevelSet (version 2) mean Lexile measure by operational level and form.

Level	Form D Mean Lexile measure (SD)	Form E Mean Lexile measure (SD)	Form F Mean Lexile measure (SD)
2	235.00 (180.57)	237.00 (180.23)	233.67 (199.94)
3	358.67 (218.36)	358.33 (224.24)	361.33 (202.39)
4	475.67 (227.36)	481.33 (205.09)	475.67 (212.09)
5	617.67 (204.06)	613.00 (194.19)	618.67 (196.10)
6	697.00 (221.00)	698.00 (192.31)	695.67 (197.16)
7	785.67 (197.18)	788.00 (210.10)	788.00 (199.21)
8	842.33 (198.11)	836.67 (199.11)	841.00 (196.02)
9	885.33 (195.30)	887.33 (187.49)	887.33 (198.65)
10	932.67 (185.84)	933.00 (184.84)	933.00 (172.71)
11	957.33 (165.80)	955.33 (184.93)	957.33 (188.48)
12	979.67 (201.23)	981.00 (196.69)	979.67 (221.32)

Table 26. LevelSet (version 2) mean P-value by operational level and form.

Level	Form D Mean P-value (SD)	Form E Mean P-value (SD)	Form F Mean P-value (SD)
2	0.57 (0.14)	0.56 (0.15)	0.57 (0.16)
3	0.60 (0.16)	0.60 (0.17)	0.62 (0.15)
4	0.62 (0.17)	0.61 (0.14)	0.63 (0.14)
5	0.71 (0.18)	0.72 (0.15)	0.72 (0.18)
6	0.68 (0.20)	0.69 (0.16)	0.69 (0.16)
7	0.67 (0.19)	0.68 (0.17)	0.69 (0.17)
8	0.68 (0.16)	0.69 (0.19)	0.69 (0.16)
9	0.72 (0.16)	0.71 (0.15)	0.72 (0.16)
10	0.71 (0.15)	0.71 (0.16)	0.71 (0.16)
11	0.72 (0.16)	0.71 (0.16)	0.71 (0.16)
12	0.70 (0.16)	0.70 (0.18)	0.71 (0.18)

Table 27. LevelSet (version 2) mean point-biserial correlation by operational level and form.

Level	Form D Mean PBis (Range)	Form E Mean PBis (Range)	Form F Mean PBis (Range)
2	0.39 (0.25-0.50)	0.32 (0.09-0.46)	0.35 (0.06-0.48)
3	0.38 (0.22-0.49)	0.36 (0.12-0.53)	0.40 (0.08-0.57)
4	0.37 (0.14-0.51)	0.39 (0.16-0.53)	0.36 (0.21-0.55)
5	0.26 (0.13-0.44)	0.28 (0.13-0.47)	0.26 (0.14-0.40)
6	0.27 (0.13-0.41)	0.31 (0.16-0.42)	0.29 (0.12-0.47)
7	0.28 (0.14-0.45)	0.27 (0.10-0.43)	0.28 (0.11-0.39)
8	0.29 (0.14-0.42)	0.27 (0.12-0.47)	0.27 (0.15-0.43)
9	0.26 (0.16-0.43)	0.29 (0.14-0.44)	0.28 (0.12-0.38)
10	0.26 (0.10-0.38)	0.25 (0.10-0.46)	0.27 (0.10-0.48)
11	0.30 (0.11-0.47)	0.30 (0.16-0.43)	0.28 (0.10-0.47)
12	0.32 (0.18-0.47)	0.30 (0.09-0.48)	0.31 (0.13-0.56)

Forms G, H, and I were developed to accommodate the replacement of items in Forms D, E, and F identified as (1) including sensitive content during Spring 2014 or (2) used on another form. *Table 28* identifies the number of items in each category for LevelSet Forms D, E, and F.

Table 28. Summary of items on LevelSet Forms D, E, and F flagged for sensitivity or identified as appearing on multiple test forms.

Level	Form D		Form E		Form F	
	Sensitivity	Repeat	Sensitivity	Repeat	Sensitivity	Repeat
2	2	-	-			
3						
4						1
5		2				
6						
7		1	1	2		2
8	2	2	1	1	1	
9	1		2	1	1	
10					1	
11	2		1	1	1	
12		1	2		2	

Items field tested during Fall 2014 (results described on page 48) were used to replace the identified items in *Table 28* to produce Forms G, H, and I. *Tables 29* through *31* show the final item parameters for LevelSet (version 2) Forms G, H, and I.

Table 29. LevelSet (version 2, revised) mean Lexile measure by operational level and form.

Level	Form G Mean Lexile measure (SD)	Form H Mean Lexile measure (SD)	Form I Mean Lexile measure (SD)
2	239.93 (179.62)	237.33 (179.97)	237.07 (201.39)
3	359.47 (218.12)	358.23 (224.13)	361.07 (203.27
4	475.50 (227.49)	476.87 (210.30)	475.70 (212.29)
5	617.30 (204.42)	614.27 (193.21)	617.90 (194.82)
6	697.13 (221.25)	698.17 (191.91)	695.80 (196.96)
7	786.23 (197.49)	787.57 (209.96)	787.17 (196.36)
8	837.47 (201.19)	835.43 (198.69)	835.73 (197.54)
9	886.40 (195.99)	884.67 (180.65)	886.90 (199.39)
10	932.73 (185.46)	934.13 (183.41)	932.80 (170.95)
11	957.13 (166.41)	955.80 (175.75)	956.57 (188.47)
12	980.20 (201.68)	980.30 (196.69)	981.00 (225.92)

Table 30. LevelSet (version 2, revised) mean P-value by operational level and form.

Level	Form G Mean P-value (SD)	Form H Mean P-value (SD)	Form I Mean P-value (SD)
2	0.58 (0.15)	0.56 (0.15)	0.58 (0.16)
3	0.60 (0.16)	0.60 (0.17)	0.62 (0.15)
4	0.62 (0.17)	0.62 (0.15)	0.63 (0.14)
5	0.71 (0.18)	0.72 (0.15)	0.71 (0.19)
6	0.68 (0.19)	0.69 (0.16)	0.69 (0.16)
7	0.66 (0.19)	0.66 (0.18)	0.67 (0.18)
8	0.66 (0.16)	0.68 (0.20)	0.68 (0.16)
9	0.71 (0.17)	0.69 (0.18)	0.71 (0.16)
10	0.71 (0.15)	0.70 (0.16)	0.70 (0.18)
11	0.70 (0.18)	0.70 (0.17)	0.70 (0.17)
12	0.70 (0.18)	0.69 (0.20)	0.69 (0.22)

Table 31. LevelSet (version 2, revised) mean point-biserial correlation by operational level and form.

Level	Form G Mean PBis (Range)	Form H Mean PBis (Range)	Form I Mean PBis (Range)
2	0.39 (0.25-0.50)	0.32 (0.09-0.46)	0.34 (0.06-0.48)
3	0.38 (0.22-0.49)	0.36 (0.12-0.53)	0.40 (0.20-0.57)
4	0.37 (0.14-0.51)	0.39 (0.16-0.53)	0.36 (0.21-0.55)
5	0.27 (0.12-0.44)	0.28 (0.13-0.47)	0.25 (0.14-0.40)
6	0.28 (0.13-0.41)	0.31 (0.16-0.42)	0.30 (0.12-0.47)
7	0.29 (0.14-0.45)	0.27 (0.10-0.43)	0.28 (0.11-0.39)
8	0.30 (0.14-0.49)	0.27 (0.12-0.47)	0.27 (0.15-0.43)
9	0.27 (0.16-0.43)	0.27 (0.12-0.44)	0.28 (0.12-0.38)
10	0.26 (0.10-0.38)	0.26 (0.10-0.46)	0.25 (0.10-0.36)
11	0.30 (0.12-0.47)	0.30 (0.16-0.43)	0.28 (0.10-0.47)
12	0.31 (0.08-0.47)	0.29 (0.09-0.48)	0.30 (0.08-0.56)

Scoring and Reporting

The two main purposes of the Achieve3000 reading assessments are to initially measure student reading comprehension so reading materials can be appropriately targeted and to iteratively measure growth in reading comprehension throughout the school year. In order to meet these goals, a developmental scale must be used to report the results. The Achieve3000 assessments are reported on the Lexile scale. This section describes the procedures and the analyses used to score and report the results of Achieve3000 reading assessments.

There are two methods for calculating a LevelSet score for a student: (1) a student can receive a LevelSet score that represents his or her reading ability from a stand-alone test using a correspondence table to convert the raw score to a Lexile measure or (2) a student can receive a LevelSet score that represents his or her reading ability from a "body of work" comprised of LevelSet tests and Multiple-Choice Activities that the student has completed during this and/or prior school years using a Bayesian paradigm that aggregates the results into a "current" Lexile measure.

Achieve3000 LevelSet (version 2) Reading Test Scoring

Achieve3000 LevelSet (version 2) scores are reported on the Lexile scale. For the first administration of LevelSet (version 2), individual scores are calculated by first summing the number of correct responses (omitted items and multiple responses are counted as incorrect). The number correct is then converted to a scaled Lexile measure. For successive administrations of LevelSet (version 2), individual scores are calculated using a Bayesian scoring algorithm (described later in this section).

There are many reasons to use scale scores rather than raw scores to report test results. Scale scores overcome the disadvantage of many other types of scores (e.g., percentiles and raw scores), in that equal differences between scale score points represent equal differences in ability. Each question on a test has a unique level of difficulty; therefore, answering 23 questions correctly on one form of a test requires a slightly different level of ability from answering 23 items correctly on another form of the test. But, receiving a scale score (Lexile measure) of 675 on one form of a test represents a similar level of reading ability as receiving a scale score (Lexile measure) of 675 on another form of the test.

Correspondence tables were provided for each test form based upon the difficulties of the items on the form.

Test Use Guidelines. Students should not be administered a specific test form more than once within two years. When a student takes the same assessment form a second time, we are unsure as to how to interpret change in Lexile measures: (1) because the student's reading ability has improved/grown, or (2) because the student remembers some of the items and has experience with the testing environment.

Assessment practices should be in accordance with the generally accepted ethical standards of the education profession. Accordingly, any practice that increases students' scores should simultaneously represent an increase in students' mastery (i.e., increasing students' abilities to perform skills or demonstrate knowledge in real world situations) of the content domains tested. For more information, refer to *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014).

Achieve3000 Multiple-Choice Activity Scores

During the 2008-2009 school year, a study was conducted to link the results from the Achieve3000 Multiple-Choice Activities with the Lexile scale. A sample of 34,885 students reading at levels from 200L to above 1200L completed both the LevelSet assessment and four activities near their reading level. Using this data, a linking function was established between the total raw score of the activity items (4 or 8 items depending on level) and the Lexile measure from LevelSet.

Scoring Achieve3000 Assessments: The Bayesian Paradigm

Bayesian methodology provides a paradigm for combining prior information with current data, both of which are subject to uncertainty, and for arriving at an estimate of current status, which is again subject to uncertainty. Uncertainty is modeled mathematically using probability.

In the Achieve3000 context, when a student is administered the placement test, the results from the test become the prior information for the following test administration—Multiple-Choice Activities of another LevelSet assessment. Each subsequent assessment uses prior information from all previous assessments.

The current data in this context is the performance on the current test (i.e., Multiple-Choice Activity score or LevelSet test), which can be summarized as the number of items answered correctly out of the total number of items attempted.

Both prior information and current data are represented via probability models reflecting uncertainty. The need for incorporating uncertainty when modeling prior information is intuitively clear. The need for incorporating uncertainty when modeling test performance is, perhaps, less intuitive. Once the test has been taken and scored, and assuming that no scoring errors were made, the performance, i.e. raw score, is known with certainty. Uncertainty arises because test performance is associated with, but not determined by, the ability of the student, and it is that ability, rather than the test performance per se, that we are endeavoring to measure. Any single performance may over- or underestimate a student’s ability, based on factors such as luck, prior knowledge, etc. Thus, although we are certain about the test performance once the results have been calculated, we remain uncertain about the ability that produced the performance.

The uncertainty associated with prior knowledge is modeled by a probability distribution for the ability parameter. This distribution is called the prior distribution and it is usually represented by a probability density function (e.g., the normal bell-shaped curve). The uncertainty arising from current data is modeled by a probability function for the data when the ability parameter is held fixed. When roles are reversed so that the data are held fixed and the ability parameter is allowed to vary, this function is called the likelihood function. In the Bayesian paradigm, the posterior probability density for the ability parameter is proportional to the product of the prior density and the likelihood, and this posterior density is used to obtain the new ability estimate along with its uncertainty.

Modeling Growth and Its Impact on the Prior. Once a posterior has been obtained from current data, that posterior can serve as the prior for an immediate repeat assessment. If a substantial amount of time has passed since the last assessment, however, then allowance should be made for an uncertain amount of growth since the last assessment. This allowance is accomplished by means of a growth model, which estimates as a function of elapsed time both student growth and the augmentation in uncertainty.

Bayesian Scoring Process: Overview of Flow

1. *Administer LevelSet Test*. The information from the LevelSet test (Lexile measure, uncertainty) becomes the prior information used by the Bayesian Scoring algorithm to calculate subsequent updated Lexile reader measures. During the administration of LevelSet, a student's performance is considered periodically to determine whether he or she is performing poorly enough to warrant ending the testing session or administering a lower test level. After 5 or 10 questions, the student's results are examined and the test administration can be stopped if warranted.

    a. If the student is scoring all of the first five items incorrectly, then the administration is stopped and the student is presented with the Level 2 test to complete.
    b. If the student is scoring more than five of the first 10 items incorrectly, then the administration is stopped and the student is presented with the Level 2 test to complete.

    Students will receive a raw score and Lexile measure based on performance on the file test level completed.

2. *Administer a Multiple-Choice Activity or another LevelSet and Compute New Values.* This step uses the information from student performance on a Multiple-Choice Activity or another administration of LevelSet to produce a posterior density. This value is used to create the new Lexile measure and associated uncertainty for the student. The new Lexile measure and uncertainty for the student will be incorporated into the prior information for the scoring of subsequent tests. For each subsequent administration of a Multiple-Choice Activity or LevelSet, all of the information on the student's reading ability from the previous test administrations is incorporated into the student's prior.

Conditions

1. Negative growth (negative differences in days since last test) is not permitted. If a student takes a test that is not scored and then takes another test, either (1) the first test should not be scored or (2) the first is scored and the second test is re-scored. If the first test is scored, the information will need to be used as the priors for the second test when re-scoring. Zero time (i.e., tests taken on the same day) will follow the standard process. Zero time means that sigma old will be automatically used as sigma update.

2. Changes in answer key and item difficulty should result in a re-score of any test affected. All tests taken after that rescore will need to have the Bayesian Score recalculated.

Conventions for Reporting

Lexile measures are reported as a number followed by a capital "L" for "Lexile." There is no space between the measure and the "L" and measures of 1,000 or greater are reported without a comma (e.g., 1050L). The Lexile scale is a developmental scale for reporting reader ability and text complexity, ranging from below 200L for beginning readers and beginning-reader materials to above 1600L for advanced readers and materials. Reader Lexile measures are reported in 5-unit intervals.

Prior to May 1, 2014, all Lexile reader measures at or below 0L were reported as BR (Beginning Reader). Starting in spring 2014, Lexile reader measures below 0L may be reported with a more specific measure. These BR measures are shown as "BRxxxL." For example, a Lexile reader measure of -150 is reported as BR150L where "BR" stands for "Beginning Reader" and replaces the negative sign in the number. The Lexile scale is like a thermometer, with numbers below zero indicating decreasing reading ability as the number moves away from zero. The smaller the number following the BR code, the more advanced the reader is. For example, a BR150L reader is more advanced than a BR200L reader. Above 0L, measures indicate increasing reading ability as the numbers increase. For example, a 200L reader si more advanced than a 150L reader.

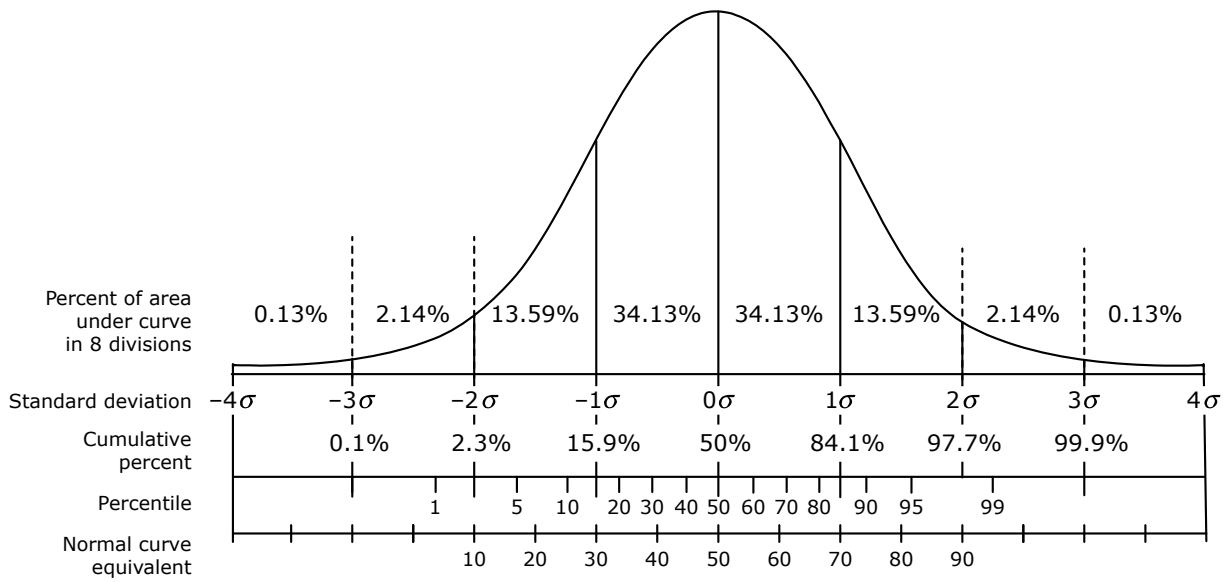
The measures that are reported for an individual student should reflect the purpose for which they will be used. If the purpose is accountability (at the student, school, or district level), then actual measures should be reported at all score points. If the purpose is instructional, then the scores should be capped at the upper bounds of measurement error (e.g., 90th percentile point based on prior research by MetaMetrics with the Lexile Framework). In instructional environments where the purpose of the Lexile measure is to appropriately match readers with texts, all scores below 0L should be reported as "BRxxxL." No student should receive a negative Lexile measure on a score report. It is suggested that the lowest reported value below 0L is BR400L.

Interpreting Achieve3000 Assessment System Results

Achieve3000's assessment system provides both criterion-referenced and norm-referenced interpretations of the Lexile measures. Criterion-referenced interpretations of test results provide a rich frame of reference that can be used to guide instruction and text selection for optimal student reading growth. While norm-referenced interpretations of test results are often required for accountability purposes, they indicate only how well the student is reading in relation to how other, similar students read.

Norm-Referenced Interpretations. A norm-referenced interpretation of a test score expresses how a student performed on the test compared to other students of the same age or grade. Norm-referenced interpretations of reading test results, however, do not provide any information about what a student can or cannot read. For accountability purposes, percentiles, normal curve equivalents (NCEs), and stanines are used to report test results when making comparisons (norm-referenced interpretations). For a comparison of these measures, refer to *Figure 7* below.

Figure 7. Normal distraction of scores described in scale scores, percentiles, stanines, and NCEs.



The percentile rank of a score indicates the percentage of scores less than or equal to that score. Percentile ranks range from 1 to 99. For example, if a student scores at the 65th percentile, it means that he or she performed as well as or better than 65% of the norm group. Real differences in performance are greater at the ends of the percentile range than in the middle. Percentile ranks of scores can be compared across two or more distributions; percentile ranks cannot be used to determine differences in relative rank due to the fact that the intervals between adjacent percentile ranks do not necessarily represent equal raw score intervals. Note that the percentile rank does not refer to the percentage of items answered correctly.

A normal curve equivalent (NCE) is a normalized student score with a mean of 50 and a standard deviation of 21.06. NCEs range from 1 to 99. NCEs allow comparisons between different tests for the same student or group of students and between different students on the same test. NCEs have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an interval scale. That is, the difference between two consecutive scores on the scale has the same meaning throughout the scale. NCEs are required by many categorical funding agencies (for example, Title I).

A stanine is a standardized student score with a mean of 5 and a standard deviation of 2. Stanines range from 1 to 9. In general, stanines of 1–3 are considered below average, stanines of 4–6 are considered average, and stanines of 7–9 are considered above average. A difference of 2 between the stanines for two measures indicates that the two measures are significantly different. Stanines, like percentiles, indicate a student's relative standing in a norm group.

While not very useful at the student level, normative information can be useful (and often required) at the aggregate levels for program evaluation.

A linking study conducted with the Lexile Framework developed normative information based on a sample of 512,224 students from a medium-to-large state. The majority of the students in the norming population were White (66.3%), with 29.3% African American, 1.7% Native American, 1.2% Hispanic, 1.0% Asian, and 0.6% Other. Less than 1% (0.7%) of the students were classified as "limited English proficient," and 10.1% of the students were classified as "Students with Disabilities." Approximately 40% of the students were eligible for the free or reduced-price lunch program. Approximately half of the schools in the state had some form of Title I program (either school-wide or targeted assistance). The sample's distributions of scores on norm-referenced and other standardized measures of reading comprehension are similar to those reported for national distributions.

Criterion-Referenced Interpretations. A growing trend in education is to differentiate between content standards—curricular frameworks that specify what should be taught at each grade level—and performance standards—what students must do to demonstrate proficiency with respect to the specific content. Increasingly, educators and parents want to know more than just how a student's performance compares with that of other students: they ask, "What level of performance does a score represent?" and "How good is good enough?"

The Lexile Framework for Reading, in combination with Achieve3000 reading results, provides a context for examining performance standards from two perspectives—reader-based standards and text-based standards. Reader-based standards are determined by examining the skills and knowledge of students identified as being at the requisite level (the examinee-centered method) or by examining the test items and defining what level of skills and knowledge the student must have to be at the requisite level (the task-centered method). A cut score is established that differentiates between students who have the desired level of skills and knowledge to be considered as meeting the standard and those who do not. Text-based standards are determined by specifying those texts that students with a certain level of skills and knowledge (for example, a high school graduate) should be able to read with a specified level of comprehension. A cut

score is established that reflects this level of ability and is then annotated with benchmark texts descriptive of the standard.

To aid in describing students' reading performance on assessments that do not report in the Lexile metric, MetaMetrics developed a set of national performance standards for Achieve3000 to use. The first set of performance standards developed for grades 2 through 12 were based on four performance levels: Levels I through IV. These levels describe performance on the LevelSet assessment where Level III describes "proficient reading performance." "Proficient" was defined as performance that exhibited competent academic performance when students read grade-level-appropriate text and could be considered as reading "on Grade Level." Students performing at this level should be able to refer to details in the passage, draw conclusions, and make comparisons and generalizations when reading news articles developmentally appropriate for their nominal grade level.

The revised performance standards developed for Grades 2 through 12 are based on four performance levels: Levels I through IV. These levels describe performance on the LevelSet assessment where Level III describes "on track" reading performance. "On track" was defined as performance that exhibited competent academic performance when students read grade-level-appropriate text and could be considered as reading "on track for college and career readiness" as defined by the Common Core State Standards (CCSSO and NGA, ELA Appendix A, 2010b).

During spring 2012, the Lexile ranges associated with the Common Core grade ranges were expanded by +/-30L (Nelson, Perfetti, Liben, & Liben, 2012). Consequently, the LevelSet performance standards developed for Grades 2 through 12 were revised to reflect this change in the reading materials that a student should be reading to be considered as being "on track" for college and career (Achieve3000, 2012) and are presented in *Table 32*.

Table 32. Revised A3K 4-level performance standards in the Lexile metric, revised June 2012.

Grade	Level I	Level II	Level III (On Track)	Level IV
1	BR	BR to 185L	190L to 530L	535L and Above
2	150L and Below	155L – 415L	420L to 650L	655L and Above
3	265L and Below	270L – 515L	520L to 820L	825L and Above
4	385L and Below	390L – 735L	740L to 940L	945L and Above
5	500L and Below	505L – 825L	830L to 1010L	1015L and Above
6	555L and Below	560L – 920L	925L to 1070L	1075L and Above
7	625L and Below	630L – 965L	970L to 1120L	1125L and Above
8	660L and Below	665L – 1005L	1010L to 1185L	1190L and Above
9	775L and Below	780L – 1045L	1050L to 1260L	1265L and Above
10	830L and Below	835L – 1075L	1080L to 1335L	1340L and Above
11/12	950L and Below	955L – 1180L	1185L to 1385L	1390L and Above

Reliability

If use is to be made of some piece of information, then the information should be reliable—stable, consistent, and dependable. In reality, all test scores have some error (or level of uncertainty). This uncertainty in the measurement process is related to three factors: (1) the statistical model that was used to compute the score, (2) the items that were used to determine the score, and (3) the condition of the reader when the items used to determine the score were collected. Once the level of uncertainty in a test score is known, then it can be taken into account when using the test results.

Reliability, or the consistency of scores obtained from an assessment, is a major consideration in evaluating any assessment procedure. Two sources of uncertainty have been examined with Achieve3000 LevelSet (version 2)—text error and reader error.

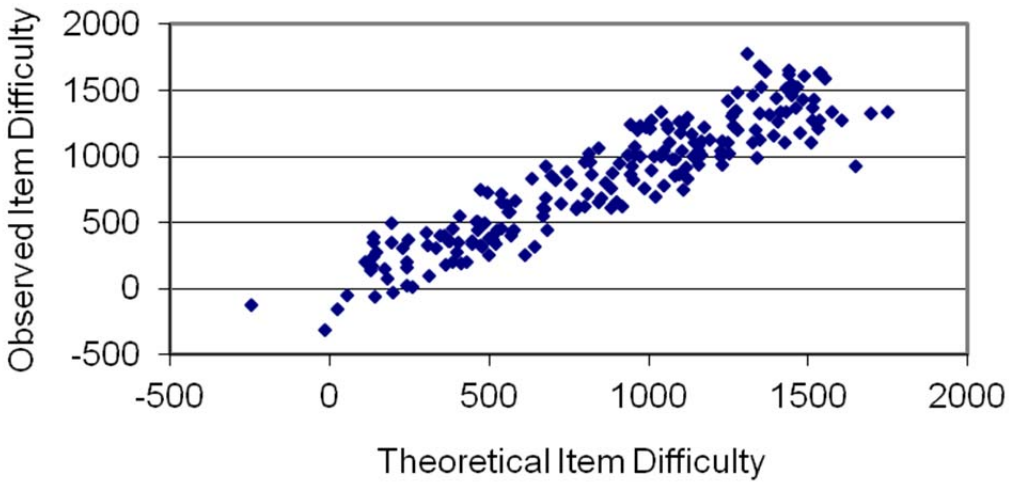
Text Measure Error Associated with The Lexile Framework for Reading

To determine a Lexile measure for a text, the standard procedure is to process the entire text. All pages in the work are concatenated into an electronic file that is processed by a software package called the Lexile Analyzer (developed by MetaMetrics, Inc.). The analyzer "slices" the text file into as many 125-word passages as possible, analyzes the set of slices, and then calibrates each slice in terms of the logit metric. That set of calibrations is then processed to determine the Lexile measure corresponding to a 75% comprehension rate. The analyzer uses the slice calibrations as test item calibrations and then solves for the measure corresponding to a raw score of 75% (e.g., 30 out of 40 correct, as if the slices were test items). Obviously, the measure corresponding to a raw score of 75% on *The Stories that Julian Tells* (520L) would be lower than the measure corresponding to a comparable raw score on *USA Today* (1200L). The Lexile Analyzer automates this process, but what "certainty" can be attached to each text measure?

Using the bootstrap procedure to examine error due to the text samples, the above analysis could be repeated. The result would be an identical text measure to the first because there is no sampling error when a complete text is calibrated. There is, however, another source of error that increases the uncertainty about where a text is located on the Lexile Map. The Lexile Theory is imperfect in its calibration of the difficulty of individual text slices.

Study 1. To examine text measurement error, 200 items that had been previously calibrated to the Lexile scale and shown to fit the Rasch model were administered to 3,026 students in grades 2 through 12 in a large urban school district. For each item, the observed item difficulty calibrated from the Rasch model was compared with the theoretical item difficulty calibrated from the regression equation used to calibrate texts. A scatter plot of the data is presented in *Figure 8*

Figure 8. Scatter plot between observed item difficulty and theoretical item difficulty.



The correlation between the observed and the theoretical calibrations for the 200 items was 0.92 and the root mean square error was 178L. Therefore, for an individual slice of text the measurement error is 178L.

The standard error of measurement associated with a text is a function of the error associated with one slice of text (178L) and the number of slices that are calibrated from a text. Very short books have larger uncertainties than longer books. A book with only four slices would have an uncertainty of 89L whereas a longer book such as *War and Peace* (4,082 slices of text) would only have an uncertainty of 3L (33).

A typical grade 3 reading test has appropriately 2,000 words in the passages. To calibrate this text, it would be sliced into sixteen 125-word passages. The error associated with this text measure would be 45L. A typical grade 7 reading test has approximately 3,000 words in the passages and the error associated with the text measure would be 36L. A typical grade 10 reading test has approximately 4,000 words in the passages and the error associated with the text measure would be 30L.

Table 33. Standard errors for selected values of the length of the text.

Title	Number of Slices	Text Measure	Standard Error of Text
The Stories Julian Tells	46	520L	26
Bunnicula	102	710L	18
The Pizza Mystery	137	620L	15
Meditations of First Philosophy	206	1720L	12
Metaphysics of Morals	209	1620L	12
Adventures of Pinocchio	294	780L	10
Red Badge of Courage	348	900L	10
Scarlet Letter	597	1420L	7
Pride and Prejudice	904	1100L	6
Decameron	2431	1510L	4
War and Peace	4082	1200L	3

Study 2. A second study was conducted by Stenner, Burdick, Sanford, and Burdick (2006) during 2002 to examine ensemble differences across items. An ensemble consists of all of the items that could be developed from a selected piece of text. The theoretical Lexile measure of a piece of text is the mean theoretical difficulty of all items associated with the text. Stenner and his colleagues state that the "Lexile Theory replaces statements about individual items with statements about ensembles. The ensemble interpretation enables the elimination of irrelevant details. The extra-theoretical details are taken into account jointly, not individually, and, via averaging, are removed from the data text explained by the theory" (p. 314). The result is that when making text-dependent generalizations, text readability can be measured with high accuracy and the uncertainty in expected comprehension is largely due to the unreliability in reader measures.

Participants. Participants in this study were students from four school districts in a large southwestern state. These students were participating in a larger study that was designed to assess reading comprehension with the Lexile scale. The total sample included 1,186 grade 3 students, 893 grade 5 students, and 1,531 grade 8 students. The mean tested abilities of the three samples were similar to the mean tested abilities of all students in each grade on the state reading assessment. Though 3,610 students participated in the linking study, the data records for only 2,867 of these students were used for determining the ensemble item difficulties presented in this paper. The students were administered one of four forms at each grade level. The reduction in sample size is because one of the four forms was the data records from this fourth form were not included in the ensemble study.

Instrument. Thirty text passages were response-illustrated by three different item writing teams resulting in three items nested within each of 30 passages for a total of 90 items. All three teams employed a similar item-writing protocol. The ensemble items were spiraled into test forms at the grade level (3, 5, or 8) that most closely corresponded with the item's theoretical calibration.

Winsteps (Wright & Linacre, 2003) was used to estimate item difficulties for the 90 ensemble study items. Of primary interest in this study was the correspondence between theoretical text calibrations and the 30 ensemble means and the consequences that theory misspecification holds for text measure standard errors.

Results. Table 34 presents the ensemble study data in which three independent teams wrote one item for each of thirty passages to make a total of ninety items. Observed ensemble means taken over the three ensemble item difficulties for each passage are given along with an estimate of the within ensemble standard deviation for each passage.

Table 34. Analysis of 30 item ensembles providing an estimate of the theory misspecification error.

Item Number	Theory (T)	Team A	Team B	Team C	Mean[a] (O)	SD[b]	Within Ensemble Variance	T-O
1	400L	456	553	303	437	126	15,909	-37
2	430L	269	632	704	535	234	54,523	-105
3	460L	306	407	483	399	88	7,832	61
4	490L	553	508	670	577	84	6,993	-87
5	540L	747	825	654	742	86	7,332	-202
6	569L	909	657	582	716	172	29,424	-147
7	580L	594	683	807	695	107	11,386	-115
8	620L	897	805	497	733	209	43,808	-113
9	720L	584	850	731	722	133	17,811	-2
10	820L	967	740	675	794	153	23,445	26
11	510L	267	602	468	446	169	28,413	64
12	720L	953	587	774	771	183	33,386	-51
13	745L	791	972	490	751	244	59,354	-6
14	770L	855	1017	958	944	82	6,717	-174
15	790L	866	557	553	659	180	32,327	131
16	770L	1077	1095	893	1022	112	12,446	-252
17	850L	747	864	674	762	96	9,257	88
18	870L	974	1197	870	1014	167	28,007	-144
19	880L	1093	733	692	839	221	48,739	41
20	1020L	888	1372	863	1041	287	82,429	-21
21	812L	902	1133	715	917	209	43,753	-105
22	866L	819	809	780	803	20	419	63
23	940L	945	1057	965	989	60	3,546	-49
24	960L	1124	1205	1170	1166	41	1,653	-206
25	1010L	926	1172	899	999	151	22,733	11
26	1020L	1260	987	881	1043	196	38,397	-23
27	1040L	1503	1361	1239	1368	132	17,536	-328
28	1060L	1109	1091	981	1061	69	4,785	-1
29	1150L	1014	1104	1055	1058	45	2,029	92
30	1210L	1275	1291	1014	1193	156	24,204	17

Total MSE = Average of $(T\text{-}O)^2$ = 12022; Pooled within variance for ensembles = 7984; Remaining between ensemble variance = 4038; Theory misspecification error = 64L.

Barlett's test for homogeneity of variance produced an approximate chi-square statistic of 24.6 with 29 degrees of freedom and sustained the null hypothesis that the variances are equal across ensembles.

Note. All data are reported in Lexile measures. Mean (O) is the observed ensemble mean. SD is the standard deviation within ensemble.

The difference between passage text calibration and observed ensemble mean is provided in the last column. The root mean square error (RMSE) from regressing observed ensemble means on

text calibrations is 110L. *Figures 9* and *10* show plots of observed ensemble means against theoretical text calibrations.

Figure 9. Plot of observed ensemble means and theoretical calibrations (RMSE = 110L).

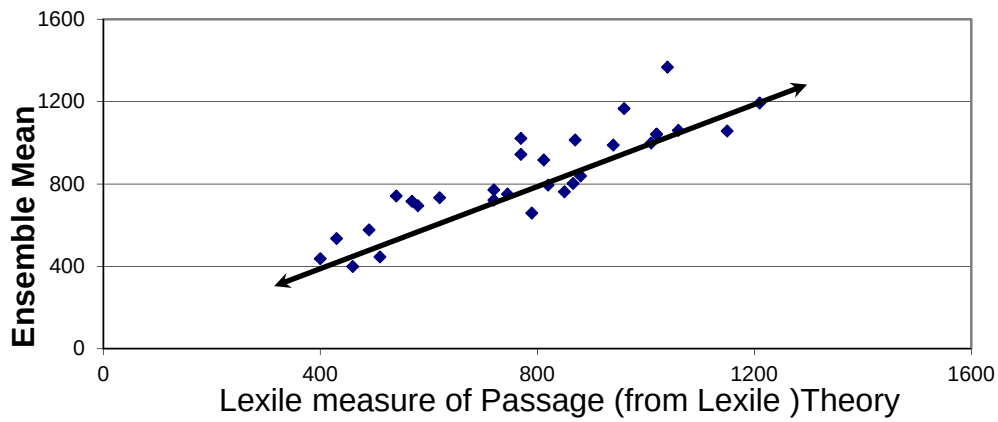
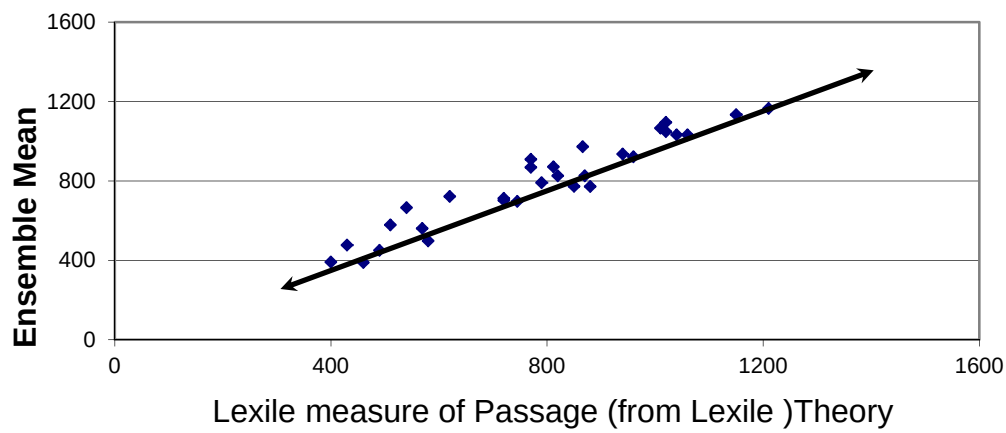


Figure 10. Plot of simulated "true" ensemble means and theoretical calibrations.



Note that some of the deviations around the identity line are because ensemble means are poorly estimated given that each mean is based on only three items. *Figure 9* depicts simulated data when an error term [distributed ~ $N(0, \sigma = 64L)$] is added to each theoretical value. Contrasting the two plots in *Figures 9* and *10* provides a visual depiction of the difference between regressing observed ensemble means on theory and regressing "true" ensemble means on theory. An estimate of the RMSE when "true" ensemble means are regressed on the Lexile Theory is 64L ($\sqrt{110^2 - 89^2} = \sqrt{4{,}038} = 63.54$). This is the average error at the passage level when predicting "true" ensemble means from the Lexile Theory.

Since the RMSE equal to 64L applies to the expected error at the passage/slice level, a text made up of n_i slices would have an expected error of $64 \div \sqrt{n_i}$. Thus, a short periodical article of 500 words ($n_i = 4$) would have a SEM of 32L ($64 \div \sqrt{4}$), whereas a much longer text like the novel *Harry Potter: Chamber of Secrets* (880L, Rowling, 2001) would have a SEM of 2L ($64 \div \sqrt{900}$).

Table 35 contrasts the SEMs computed using the old method with SEMs computed using the Lexile Framework for several books across a broad range of Lexile measures.

Table 35. Old method text readabilities, resampled SEMs, and new SEMs for selected books.

Book	Number of Slices	Lexile Measure	Resampled Old SEM[a]	New SEM
The Boy Who Drank Too Much	257	447L	102	4
Leroy and the Old Man	309	647L	119	4
Angela and the Broken Heart	157	555L	118	5
The Horse of Her Dreams	277	768L	126	4
Little House by Boston Bay	235	852L	126	4
Marsh Cat	235	954L	125	4
The Riddle of the Rosetta Stone	49	1063L	70	9
John Tyler	223	1151L	89	4
A Clockwork Orange	419	1260L	268	3
Geometry and the Visual Arts	481	1369L	140	3
The Patriot Chiefs	790	1446L	139	2
Traitors	895	1533L	140	2

Notes. (a) Three slices selected for each sample replicate. one slice from the first third of the book, one from the middle third and one from the last third. Resampled 1,000 times. SEM = SD of the resampled distribution.

Standard Error of Measurement

Because of the presence of measurement error associated with test unreliability, there is always some uncertainty about a student's true score. This uncertainty is known as the standard error of measurement (SEM). The magnitude of the SEM of an individual student's score depends on the following characteristics of the test:

- the number of test items—smaller standard errors are associated with longer tests,
- the quality of the test items—in general, smaller standard errors are associated with highly discriminating items for which correct answers cannot be obtained by guessing, and
- the match between item difficulty and student ability—smaller standard errors are associated with tests composed of items with difficulties approximately equal to the ability of the student (targeted tests).

Whenever a model is used to explain the relationship between parameters, some of the differences between observed and theoretical measures cannot be explained. Achieve3000's LevelSet (version 2) assessments were developed using the Rasch one-parameter item response theory model to relate a reader's ability and the difficulty of the items. There is a unique amount of measurement error due to model misspecification (violation of model assumptions) associated with each score on the assessment. *Tables* 36 and 37 describe the uncertainties due to model misspecification for LevelSet (version 2) assessments. The Lexile ranges shown in the table indicate reader measures associated with scores of approximately 25% to approximately 75% correct.

Table 36. Uncertainties for LevelSet (version 2) test forms by Lexile range (approximately 25% - 75% correct), Levels 2 through 7.

Reader Measure	Level 2	Level 3	Level 4	Grade 5	Level 6	Level 7
BR200L to BR105L	78					
BR100L to BR5L	73	80				
0 to 95L	72	76	83			
100L to 195L	75	75	79	85		
200L to 295L	79	77	77	78	83	
300L to 395L		82	77	75	78	81
400L to 495L			79	75	76	75
500L to 595L			84	77	77	74
600L to 695L				82	80	75
700L to 795L					85	78
800L to 895L						86
Median	72	75	76	75	76	74

Table 37. Uncertainties for LevelSet (version 2) test forms by Lexile range (approximately 25% - 75% correct), Levels 8 through 12.

Reader Measure	Level 8	Level 9	Level 10	Grade 11	Level 12
400L to 495L	80	83			
500L to 595L	75	77	79	80	82
600L to 695L	74	73	75	74	76
700L to 795L	75	74	73	71	74
800L to 895L	80	77	75	73	75
900L to 995L		85	81	77	78
1000L to 1095L					86
Mean	771	73	73	71	74

Internal Consistency

Internal-consistency reliability examines the extent to which a test measures a single basic concept. One procedure for determining the internal consistency of a test is coefficient alpha (α). Coefficient alpha sets an upper limit to the reliability of tests constructed in terms of the domain-sampling model.

For LevelSet (version 2), internal reliability coefficients were calculated for Forms D, E, and F at each grade level from a sample of 9,922 students from 9 districts in 7 states (CA, HI, IL, IN, LA, NJ, OK). The following districts participated in the reliability studies and a subset participated in the studies described in the validity section of this technical guide.

- Carpinteria Unified School District, CA
- Chicago Public Schools Network 06, IL
- Eatontown Public School District, NJ
- Kapaa-Kauai-Waimea Complex, HI
- Lafourche Parish School District, LA
- Long Branch School District, NJ
- Oklahoma City Public Schools, OK
- Plymouth Community School District, IL
- San Diego Unified School District, CA

Data were collected from Fall 2014 LevelSet administrations. Extreme scores (0% or 100%) were removed from the sample, which resulted in a final sample of 9,882 students. Each student was administered two test forms as part of a validity study conducted by Achieve3000 and described in the next section of the technical guide. Both tests for all students in the final sample are included in the internal reliability data; the results are shown in *Table 38*. With the exception of Grade 11, Form D, all coefficients range between 0.72 and 0.90, with the majority falling in the 0.80 to 0.87 range. A widely accepted guideline is that internal consistency coefficients between 0.7 and 0.8 are acceptable, coefficients between 0.8 are and 0.9 are good, and coefficients .0.9 and above are excellent (George & Mallery, 2003).

Table 38. Internal reliability coefficients for LevelSet (version 2), Forms D, E, and F (N =19,764).

Grade	Coefficient Alpha (*N*)		
	Form D	Form E	Form F
2	0.90 (1,586)	0.86 (1,665)	0.87 (1,498)
3	0.84 (686)	0.82 (697)	0.86 (751)
4	0.85 (775)	0.86 (783)	0.83 (716)
5	0.81 (960)	0.81 (892)	0.82 (966)
6	0.80 (605)	0.83 (629)	0.81 (644)
7	0.80 (459)	0.80 (464)	0.81 (469)
8	0.72 (180)	0.73 (229)	0.72 (200)
9	0.81 (329)	0.85 (347)	0.85 (336)
10	0.80 (321)	0.81 (333)	0.81 (322)
11	0.65 (75)	0.74 (82)	0.73 (85)
12	0.77 (562)	0.81 (560)	0.83 (558)

Test-Retest Reliability

Test-retest reliability examines the stability of test scores over time. When the same test is administered twice within a reasonable time, the correlation of the results provides evidence of test-retest reliability. The closer the results, the greater the test-retest reliability of the assessment.

For LevelSet (version 2), the test-retest reliabilities were examined for a sample of 3,384 students who were administered Forms D, E, and F in the fall of 2014 and then the same form again within a two-week window. This sample was a subset of the sample used to calculate internal reliabilities for the test forms and included students from 9 districts in 7 states (CA, HI, IL, IN, LA, NJ, OK). *Table 39* shows the resulting test-retest correlations and number of students who were administered each set of test forms. Few, if any, standards exist for judging acceptable values for test-retest reliability, but values for well-established commercially available tests have published values ranging from the .70, .80 and even low .90 ranges (Crocker & Algina, 1986).

Table 39. Test-retest correlations for LevelSet (version), Forms D, E, and F (N = 3,384).

Grade	Test-Retest Reliability Coefficients (*n*)		
	Form D	Form E	Form F
1	0.90 (9)	0.83 (13)	0.74 (13)
2	0.91 (102)	0.79 (108)	0.86 (85)
3	0.92 (118)	0.94 (148)	0.93 (132)
4	0.95 (115)	0.93 (115)	0.96 (104)
5	0.94 (177)	0.96 (177)	0.96 (169)
6	0.94 (166)	0.96 (136)	0.97 (141)
7	0.97 (120)	0.95 (119)	0.95 (121)
8	0.96 (104)	0.98 (118)	0.97 (108)
9	0.92 (109)	0.92 (117)	0.96 (98)
10	0.96 (100)	0.95 (84)	0.93 (100)
11	0.96 (9)	0.98 (11)	0.80 (20)
12	0.74 (6)	0.96 (5)	0.93 (7)

Alternate-Form Reliability

Alternate-form reliability examines the consistency of test scores sampled from the same domain of items. When two forms that are considered to be parallel, or interchangeable (i.e. LevelSet Forms D and E) are administered to the same group of students, the correlation coefficient provides information about how well the two parallel forms yield the same results for students and is often referred to as a coefficient of stability and equivalence (Haertel, 2006). LevleSet (version 2), Forms D, E, and F were developed to be parallel test forms so they could be used throughout a given school year to evaluate student reading growth. Test-retest reliability coefficients are generally regarded as the ideal reliability estimate because they reflect the uncertainty in scores arising from examinees' idiosyncratic reactions to different test forms (lack of equivalence between forms), lack of stability over time, and random error (Schmidt, Le, & Ilies, 2003). Although there are no established rules for determining a minimally acceptable value for alternate-from reliabilities, some standardized achievement tests report values in the 0.80 to low 0.90 range for alternate form reliability (Crocker & Algina).

For LevelSet (version 2), alternate-form reliabiliy was examined for a sample of 6,529 students who were administered two different forms (Forms D, E, and F) within two weeks in the fall of 2014. This sample was a subset of the sample used to calculate internal reliabilities for the test forms and included students from 9 districts in 7 states (CA, HI, IL, IN, LA, NJ, OK). *Table 40* shows the alternate-form reliabilities for all combinations of forms. The order of the test administration was varied for students. For example, some students were administered D first, and then E. Others were administered E first, and then D. Results from both groups (e.g., D-E and E-D) were combined to determine the correlations for each test pair shown in *Table 40*.

Table 40. Alternate form reliability coefficients for LevelSet (version 2), Forms D, E, and F (N = 6,529).

Grade	Alternate-Form Reliability Coefficients (*n*)		
	Forms D and E	Forms D and F	Forms E and F
1	0.71 (31)	0.78 (23)	0.79 (23)
2	0.80 (187)	0.84 (159)	0.81 (175)
3	0.89 (230)	0.90 (255)	0.93 (255)
4	0.93 (228)	0.91 (221)	0.92 (210)
5	0.93 (327)	0.92 (318)	0.94 (318)
6	0.93 (284)	0.93 (275)	0.94 (296)
7	0.94 (270)	0.92 (260)	0.93 (275)
8	0.95 (190)	0.97 (203)	0.93 (236)
9	0.92 (209)	0.94 (209)	0.93 (221)
10	0.92 (168)	0.90 (181)	0.91 (174)
11	0.95 (30)	0.94 (25)	0.99 (35)
12	0.94 (12)	0.78 (11)	0.98 (14)

Validity

The *2014 Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education) state that "validity refers to the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests" (p. 11). Validity evidence provides information about how well a test will fulfill its intended function. "The process of ascribing meaning to scores produced by a measurement procedure is generally recognized as the most important task in developing an educational or psychological measure, be it an achievement test, interest inventory, or personality scale" (Stenner, Smith, and Burdick, 1983). Because a test score from the Achieve3000 assessment system will be used as a measure of the reading ability of a student and will be used to target reading materials and instruction, validity evidence should primarily focus on the degree to which LevelSet (version 2) measures reading comprehension of appropriate reading material. For convenience, the various sources of validity evidence—content, criterion-related, and construct validity evidence—will be described as if they are unique, independent components rather than interrelated parts. A primary source of validity evidence comes from examination of the content of LevelSet (version 2) and the degree to which the assessments can be said to measure reading comprehension (construct validity evidence). In addition, in the spring of 2014, criterion related validity evidence was obtained by examining the relationship between the LevelSet tests and other tests of reading comprehension.

Content Validity Evidence

Validity evidence for the content of a test relates to the degree to which the test content is supportive of the intended interpretations of the test scores. Achieve3000's LevelSet (version 2) has been designed to measure comprehension of informational texts. To this end, informational texts have been included in the tests. In addition, the text difficulty of the reading passages was analyzed using the Lexile Analyzer to ensure that the difficulty of the text was appropriate for the students for whom the tests were designed. The difficulty of the item vocabulary was also matched to the difficulty of the passage. The section in this technical report entitled *Development of Achieve3000 LevelSet Assessments* describes the difficulty of the test passages and the item development process. All passages were designed to reflect material read within the Achieve3000 instructional products (KidBiz3000, TeenBiz3000, Spark3000, and Empower3000), and students are asked to respond to the text in ways that are appropriate for the genre. The passages and items were thoroughly reviewed prior to placement on a test.

In addition to reading complex text, students must use the information to answer questions about the text. The CCSS (NGA and CCSSO, 2010a) identifies three standards related to the key ideas and details in the text that define what students should understand and be able to do--

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

PARCC describes close reading as follows:

> Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. (PARCC, 2011, p. 7)

With the embedded completion statement item format used with LevelSet, the student is asked to read a passage taken from an actual text and then choose the option that best fills the blank in the last statement. In order to complete the statement, the student must respond on an inferential level (determine the main idea of the passage, draw an inference from the material presented, or make a connection between sentences in the passage). This inferential level is consistent with Depth of Knowledge (DOK) Level 2 (skills and concepts) and Level 3 (strategic thinking) (Webb, 2007).

- Level 2 (skills and concepts) includes the engagement of some mental processing beyond recalling or reproducing a response. The content knowledge or process involved is more complex than in Level 1. Keywords that generally distinguish a Level 2 item include 'classify,' 'organize,' 'estimate,' 'make observations,' 'collect and display data,' and 'compare data.'

- Level 3 (strategic thinking) requires reasoning, planning, using evidence, and higher level of thinking than the previous two levels. The complexity results because the multistep task requires more demanding reasoning.

In June 2015, a study was conducted to examine the alignment of the LevelSet items with specific CCSS standards (MetaMetrics, 2015). Two English Language Arts subject matter experts (SMEs) participated in the study. The SMEs had experience in reading item and test development (number of years: 8.5 years and 1.5 years), represented diverse backgrounds (gender: female and male), and had a range of educational backgrounds related to English Language Arts (degree: Master of Fine Arts and Bachelor of Fine Arts).

The two English Language Arts SMEs were trained on CCSS Standards 1-3 (Key Ideas and Details). Each SME was provided a copy of the CCSS Standards and the grade-specific standards for Grades 3, 7, and 10. A discussion was held to examine each of the three standards (Appendix A, page 10) and what students should be able to do by the end of the grade level in relation to each standard (Appendix A, pages 14, 39, and 40). After initial training in how to

code the items using the first 10 items of the Grade 5, Form G LevelSet form, each SME independently coded the remaining 20 items. The inter-rater reliability was 79% perfect agreement. After discussion of the results, another short training session was conducted and the inter-rater reliability increased to 88% perfect agreement.

SMEs were then instructed to independently code each item on Forms G, H, and I of LevelSet Grades 3, 7, and 10 and then meet to come to consensus as to the CCSS Standard associated with each item. The results are presented in *Table 41*.

Table 41. Summary of the alignment of the LevelSet items compared to CCSS standards.

Test Form	Number Items Aligned with CCSS 1 (Proportion)	Number Items Aligned with CCSS 2 (Proportion)	Number Items Aligned with CCSS 3 (Proportion)
3G	18 (60)	6 (20)	6 (20)
3H	15 (50)	6 (20)	9 (30)
3I	17 (57)	7 (23)	6 (20)
7G	12 (40)	15 (50)	3 (10)
7H	17 (57)	11 (37)	2 (7)
7I	14 (47)	14 (47)	2 (7)
10G	13 (43)	14 (47)	3 (10)
10H	12 (40)	15 (50)	3 (10)
10I	10 (33)	15 (50)	5 (17)

Criterion-related Validity Evidence

Validity evidence for the use of Achieve 3000 LevelSet tests can also be obtained by examining the relationship between students' LevelSet scores and other criterion such as scores on other assessments of reading comprehension. When the scores from two tests that have been developed to assess the same construct (i.e. reading comprehension) are highly correlated, it supports the validity argument for the use of test scores as measures of that construct.

Study 1. Data from Fall 2014 administrations of LevelSet from five school districts from across the United States were included in this validation study. This sample was a subset of the sample collected for the reliability studies. These school districts provided Achieve3000 with data from LevelSet administrations from their KidBiz3000, TeenBiz3000 and Empower3000 programs. In addition, scores from another test of reading comprehension administered during Spring 2014 were provided to serve as a criterion measure of reading comprehension.

Chicago Public Schools – Network 6, IL

Students in Grades 2 through 8 from three schools participated in the study. All students in the schools were participating in either KidBiz3000 or Teenbiz3000 and were administered a LevelSet test in Fall 2014. Student reading scores were also provided from April through May 2014 administrations of the NWEA Measures of Academic Progress® (MAP) test.

Kapaa Kauai Waimea Complex, HI
Students in Grades 9 and 10 from one high school participated in the study. All students were enrolled in Empower3000 and were administered a LevelSet test in Fall 2014. Student results from Hawaii's statewide reading assessment, the Hawaii State Assessment (HSA), for Spring 2014 were also provided.

Lafourche Parish School District, LA
Students from 23 elementary, upper elementary, middle and high schools in Grades 3 through 9 participated in the study. Students were enrolled in KidBiz3000, TeenBiz3000, or Empower3000 and were administered a LevelSet test in Fall 2014. Student results from Louisiana's statewide reading assessments -- Integrated Louisiana Education Assessment Program (iLEAP, Grades 3, 5, 6, and 7), LEAP (Grades 4 and 8), or EOC (high school) -- were also provided from administrations in April and May 2014.

Long Branch School District, NJ
Students from three schools participated in the study. Students were enrolled in KidBiz3000, TeenBiz3000, or Empower3000 and were administered a LevelSet test in Fall 2014. In addition, student results from the NJ Assessment of Skills and Knowledge (ASK, Grades 3-8) and NJ High School Graduation Exam (HSGE, Grade 11) were provided. These tests were administered in March 2014 (Grade 9), April 2014 (Grades 6-8) or May 2014 (Grades 3-5).

Plymouth Community School District, IN
Students in Grades 5 and 6 from one school participated in the study. Students were enrolled in KidBiz3000 or TeenBiz3000 and were administered a LevelSet test in Fall 2014. In addition, student results from the Indiana Statewide Testing for Educational Progress assessment (ISTEP) from Spring 2014 were provided.

Data for all students whose LevelSet scores were provided are shown in *Table 42*. A dash (—) indicates that the grade did not participate in the study.

Table 42. Descriptive statistics for the KidBiz3000, TeenBiz3000 and Empower3000 LevelSet Lexile measures, Fall 2014 (N = 6,336).

Grade	2		3		4		5	
	n	Mean (SD)	*n*	Mean (SD)	*n*	Mean (SD)	*n*	Mean (SD)
Chicago, IL	80	431.85 (255.9)	133	616.80 (284.47)	65	806.15 (283,17)	227	758.75 (363.63)
Kapaa, HI	—	—	—	—	—	—	—	—
Lafourche, LA	—	—	823	239.20 (226.98)	770	394.82 (235.75)	—	*
Long Branch, NJ	—	—	—	—	51	252.01 (240.07)	83	456.25 (205.82)
Plymouth, IN	—	—	—	—	—	—	273	617.52 (213.90)

* Minimum of 5 students per group to be reported.

Grade	6		7		8		9	
	n	Mean (SD)	*n*	Mean (SD)	*n*	Mean (SD)	*n*	Mean (SD)
Chicago, IL	155	913.87 (278.96)	151	738.67 (275.17)	69	1130.01 (201.65)	—	—
Kapaa, HI	—	—	—	—	—	—	240	857.93 (337.53)
Lafourche, LA	750	631.85 (230.14)	876	718.79 (240.88)	794	807.02 (248.44)	—	*
Long Branch, NJ	75	594.59 (215.57)	83	648.66 (201.72)	65	709.58 (233.82)	105	775.93 (267.85)
Plymouth, IN	249	770.57 (253.67)	—	—	—	—	—	—

* Minimum of 5 students per group to be reported.

Grade	10		11		12	
	n	Mean (SD)	*n*	Mean (SD)	*n*	Mean (SD)
Chicago, IL	—	—	—	—	—	—
Kapaa, HI	81	1032.15 (341.04)	—	—	—	—
Lafourche, LA	—	—	—	—	—	—
Long Branch, NJ	71	763.85 (233.71)	35	577.74 (300.50)	32	890.38 (365.28)
Plymouth, IN	—	—	—	—	—	—

In addition to the LevelSet Lexile measures from Fall 2014, the following data were requested for each student:

1. Additional reading test scale scores from the state summative assessment or other large-scale test for Spring 2014.
2. Student demographics (e.g., gender, grade, race/ethnicity, ELL status, free/reduced-price lunch status).

Table 43 shows the number of students with LevelSet scores from *Table 42* with corresponding test scores from a statewide or nationally normed assessment.

Table 43. Students with LevelSet scores and complete data.

	Initial Sample of Students with LevelSet Scores	Students With Complete Data	Percentage of Initial Sample with Complete Data
Chicago, IL	880	639	0.73
Kapaa, HI	321	93	0.29
Lafourche, LA	4013	2907	0.72
Long Branch, NJ	600	360	0.60
Plymouth, IN	522	475	0.91

Relationship between LevelSet Lexile measures and Other Measures of Reading Comprehension

Correlation coefficients showing the relationship between the LevelSet test scores and state or nationally normed reading tests provide evidence of criterion-related validity for the Achieve3000 LevelSet tests. The correlations shown indicate that the two tests are measuring the same construct – reading comprehension. Descriptive data and correlation coefficients for all participating districts and grades are shown in *Tables 44 – 48*.

Table 44. Chicago Public Schools, Network 6—descriptive statistics for LevelSet Lexile measures and NWEA MAP RIT scores, by grade.

Grade Spring 2014	NWEA MAP RIT Score Mean (SD)	Grade Fall 2014	LevelSet Lexile Measure Mean (SD)	*N*	*r*
1	201.69 (14.46)	2	479.35 (230.93)	65	0.90
2	214.07 (13.50)	3	655.55 (265.37)	115	0.90
3	224.15 (10.31)	4	871.72 (197.54)	53	0.93
4	223.41 (15.30)	5	879.67 (280.52)	165	0.89
5	225.92 (14.27)	6	906.26 (308.61)	99	0.89
6	219.59 (11.16)	7	755.79 (279.25)	87	0.78
7	239.18 (7.74)	8	1154 (174.65)	55	0.73
Total	220.81 (16.00)		808.85 (312.91)	639	0.91

Table 45. Kapaa-Kauai Waimea Complex—descriptive statistics for LevelSet Lexile measures and HSA scale scores, by grade.

Grade Spring 2014	HSA Scale Score Mean (SD)	Grade Fall 2014	LevelSet Lexile Measure Mean (SD)	*N*	*r*
8	317.85 (31.86)	9	856.70 (313.90)	71	0.79
9	314.18 (35.28)	10	875.09 (368.75)	22	0.91

Table 46. Lafourche Parish School District—descriptive statistics for LevelSet Lexile measures and iLEAP or LEAP scale scores, by grade.

Grade Spring 2014	iLEAP or LEAP Scale Score Mean (SD)	Grade Fall 2014	LevelSet Lexile Measure Mean (SD)	*N*	*r*
2	235.43 (39.28)	3	124.57 (139.68)	28	0.30
3	308.02 (53.66)	4	409.68 (235.11)	655	0.74
4	309.23 (51.73)	6	661.60 (213.51)	661	0.68
5	309.79 (57.67)	7	724.23 (236.60)	817	0.76
6	312.64 (56.82)	8	814.29 (238.95)	746	0.75

Table 47. Long Branch School District—descriptive statistics for LevelSet Lexile measures and NJ ASK/NJ HSGE scale scores, by grade.

Grade Spring 2014	NJ ASK Scale Score Mean (SD)	Grade Fall 2014	LevelSet Lexile Measure Mean (SD)	*N*	*r*
3	185.81 (20.89)	4	252.19 (203.70)	31	0.66
4	181.19 (20.54)	5	462.81 (205.33)	58	0.76
5	192.44 (22.10)	6	607.03 (201.60)	62	0.78
6	193.77 (20.91)	7	650.66 (202.00)	64	0.78
7	186.00 (24.44)	8	742.82 (198.27)	39	0.69
8	206.59 (22.45)	9	782.57 (253.89)	88	0.74
11	231.22 (17.86)	12	927.50 (339.79)	18	0.75

Table 48. Plymouth Community School District—descriptive statistics for LevelSet Lexile measures and 2014 ISTEP 5 scale scores, by grade.

Grade Spring 2014	ISTEP 5 LA Scale Score Mean (SD)	Grade Fall 2014	LevelSet Lexile Measure Mean (SD)	*N*	*r*
4	488.17	5	623.68 (209.53)	257	0.77
5	512.05 (49.50)	6	792.43 (229.49)	235	0.85

Study 2. During the 2014-2015 school year, an external evaluation of the Achieve3000 program was conducted using a randomized control model with Grade 3, 6, and 9 classrooms (Shannon and Grant, 2015).

The sample for the study was selected from four school districts located in three regions of the United States (the West South region, the East North Central Region, and the Pacific region). Two districts were classified large suburb and two districts were classified as large city. Within each grade in the study, teachers were randomly assigned to the treatment or control groups. Only treatment teachers implemented the Achieve3000 program, while both groups implemented their usual ELA materials. A total of 512 students were in the treatment group with 127 (24.8%) in Grade 3, 263 (51.4%) in Grade 6, and 122 23.8%) in Grade 9. The treatment group consisted of: 222 (43.4%) females and 290 (56.6%) males; 178 (34.8%) students classified as Hispanic and 334 (65.2%) not classified as Hispanic; and 329 (64.3%) students classified as white, 116 (22.7%) classified as black of African American, 26 (5.1%) classified as Asian, 5 (1.0%) classified as American Indian or Alaska Native, and 36 (7.0%) others. Of the students in the treatment group, 41 (8.0%) were classified as needing special education services, 183 (35.7%) received free- and reduced-price lunch, and 59 (11.5%) were classified as English language learners (ELL).

Each student in the treatment group was administered the Gates MacGinitie Reading Test, fourth edition (GMRT-4) and the LevelSet Test. Both assessments were administrated at the beginning of the school year as a pretest and at the end of the school year as a posttest. The GMRT-4 is a "group-administered, norm-referenced assessment that yields scores for Vocabulary, Reading Comprehension, and Total Reading" (Shannon and Grant, p. ii-iii). The GMRT-4 scores were reported as Extended Scale Scores. There are two methods for calculating a LevelSet score for a student: (1) a student can receive a LevelSet score that represents his or her reading ability from a stand-alone test using a correspondence table to convert the raw score to a Lexile measure (as described on page 63 in this Development and Technical Guide) or (2) a student can receive a LevelSet score that represents his or her reading ability from a "body of work" comprised of LevelSet tests and Multiple-Choice Activities that the student has completed during this and/or prior school years using a Bayesian paradigm that aggregates the results into a "current" Lexile measure (as described on pages 64-66 in this Development and Technical Guide). In this study, Grade 3 students generally received a pre-test Lexile measure using the first method (fixed-form test and correspondence table); while, Grades 6 and 9 students generally received a pre-test Lexile measure using the second method (Bayesian). All students received a post-test Lexile measure using the second method.

Descriptive data and correlation coefficients shown in *Tables 49* through *51* describe the relationship between the GMRT-4 results and the student LevelSet Lexile measures. All of the correlation coefficients are significant at the $p < .0001$ level indicating that there is a strong relationship between the GMRT-4 scores and the LevelSet Lexile measures for the total sample (correlation coefficients range from 0.68 for pretest administration/GMRT-4 Reading Comprehension to 0.86 for posttest administration/GMRT-4 Total Reading).

Table 49. Relationship between GMRT-4 Vocabulary and LevelSet Lexile measure.

		Pretest Administration			Posttest Administration		
Grade	*N*	LevelSet Mean (SD	GMRT-4 Mean (SD)	*r*	LevelSet Mean (SD)	GMRT-4 Mean (SD)	*r*
3	127	214.3 (264.4)	440.0 (40.3)	0.67	383.7 (248.0)	472.9 (44.9)	0.81
6	263	610.0 (252.4)	503.8 (30.2)	0.68	730.3 (258.4)	521.4 (37.4)	0.76
9	122	831.5 (174.3)	522.8 (28.7)	0.75	864.5 (195.8)	532.9 (29.1)	0.68
Total	512	564. 6 (325.0)	492.5 (45.1)	0.82	676.3 (299.5)	512.1 (44.1)	0.83

Table 50. Relationship between GMRT-4 Reading Comprehension and LevelSet Lexile measure.

		Pretest Administration			Posttest Administration		
Grade	*N*	LevelSet Mean (SD	GMRT-4 Mean (SD)	*r*	LevelSet Mean (SD)	GMRT-4 Mean (SD)	*r*
3	127	214.3 (264.4)	438.6 (42.7)	0.37	383.7 (248.0)	473.2 (42.6)	0.68
6	263	610.0 (252.4)	498.1 (31.3)	0.61	730.3 (258.4)	511.3 (38.3)	0.72
9	122	831.5 (174.3)	508.6 (33.7)	0.35	864.5 (195.8)	536.2 (30.6)	0.66
Total	512	564. 6 (325.0)	485.9 (44.5)	0.68	676.3 (299.5)	507.8 (43.8)	0.78

Table 51. Relationship between GMRT-4 Total Reading and LevelSet Lexile measure.

		Pretest Administration			Posttest Administration		
Grade	*N*	LevelSet Mean (SD	GMRT-4 Mean (SD)	*r*	LevelSet Mean (SD)	GMRT-4 Mean (SD)	*r*
3	127	214.3 (264.4)	438.8 (33.0)	0.61	383.7 (248.0)	471.8 (38.8)	0.82
6	263	610.0 (252.4)	501.4 (26.6)	0.72	730.3 (258.4)	516.7 (33.2)	0.80
9	122	831.5 (174.3)	518.3 (26.2)	0.62	864.5 (195.8)	537.2 (27.1)	0.74
Total	512	564. 6 (325.0)	489.9 (41.3)	0.82	676.3 (299.5)	510.4 (40.9)	0.86

Validity Evidence based on Relationship to Other Variables

Categorical variables, including group membership variables, can provide information about whether a test's scores differentiate students with differing levels of ability in a meaningful or expected way.

Study 1. For the LevelSet validity study conducted in Fall 2014, districts provided demographic data on a number of variables that can be examined with respect to performance on LevelSet tests. The following tables provide a demographic summary and the associated means and standard deviations of Lexile measures for the students in the complete sample where the demographic data were available. An analysis of variance (ANOVA) was conducted for the data from each site for available demographic characteristics.

Special Education Status

Special education status was determined by a student's current enrollment in a special education program in the district. Three districts provided data on special education status and an ANOVA

was conducted for the data from each site. As shown in *Table 52*, a significant difference due to special education status was found for all sites, though Kappa, HI and Plymouth, IN had much larger effects than Long Branch, NJ. The differences between the mean Lexile measures are as expected.

Table 52. Means and standard deviations for the LevelSet Lexile measures, by enrollment in a special education program and results of ANOVAs.

	Enrolled in a Special Education Program		Not Enrolled in a Special Education Program		
	n	**Mean (SD)**	***n***	**Mean (SD)**	***p***
Kapaa, HI	12	511.67 (379.42)	82	910.99 (283.61)	<.001
Long Branch, NJ	25	510.24 (228.01)	314	628.51 (269.71)	.03
Plymouth, IN	67	470.75 (251.90)	453	726.34 (220.24)	<.001

Economic Status

Economic status of students was determined by participation in the free/reduced-price lunch (FRPL) program. Students who participated in the FRLP program were classified as economically disadvantaged.

Three sites provided FRPL status information for their students (Kappa, Long Branch, and Riverside). An ANOVA was conducted for the data from each site and a significant difference due to FRPL was observed for all of the sites. The differences between the mean Lexile measures are as expected with students classified as economically disadvantaged scoring significantly lower than students not classified as economically disadvantaged.

Table 53. Means and standard deviations for the LevelSet Lexile measures, by free- and reduced-price lunch status, and results of ANOVAs.

	Eligible for Free/Reduced Lunch		Not Eligible for Free/Reduced Lunch		
	n	**Mean(SD)**	***n***	**Mean (SD)**	***p***
Kapaa, HI	46	773.57 (320.33)	48	942.85 (308.64)	< .01
Long Branch, NJ	279	592.34 (269.34)	56	738.86 (227.25)	<.001
Plymouth, IN	321	642.31 (230.63)	199	775.83 (232.62)	<.001

Gender

All of the participating districts provided gender information with student test scores. An ANOVA was conducted for the data from each site and in three districts, a significant difference due to gender was not observed. For Kapaa, HI and Lafourche, LA, a significant difference due to gender was found. For these two districts, female students scored higher on the LevelSet assessment than male students (higher Lexile measures).

Table 54. Means and standard deviations for the LevelSet Lexile measures, by gender, and results of ANOVAs.

	Female		Male		
	n	**Mean (SD)**	***n***	**Mean (SD)**	***p***
Chicago, IL	304	814.12 (292.91)	335	804.10 (330.38)	.69
Kapaa, HI	145	964 (296.10)	131	799.63 (386.53)	< .01
Lafourche, LA	1,384	671.57 (268.36)	1448	648.90 (281.86)	.03
Long Branch, NJ	156	609.25 (258.32)	183	625.83 (275.77)	.57
Plymouth, IN	236	725.93 (226.70)	239	687.28 (250.36)	.08

Race and Ethnicity

Race and ethnicity of students was identified by specific district coding practices and varied across the districts that provided data on race and/or ethnicity. *Tables 55*, *57*, and *59* provide descriptive statistics for the race groups for each district. To provide a consistent framework for reporting ANOVA results, the data were also organized into two groups: Asian/White and not Asian/White. *Tables 56*, *58*, and *60* provide descriptive statistics and ANOVA results for the districts that provided data on race. In Chicago, IL and Kapaa, HI, students identified as White or Asian scored significantly higher than those not identified as White or Asian. In Long Branch, NJ no significant difference was found.

Table 55. Means and standard deviations for the LevelSet Lexile measures by race, Chicago, IL.

African-American		American Indian/Alaska Native		Asian		White		Other	
n	**Mean (SD)**	***n***	**Mean (SD)**	***n***	**Mean (SD)**	***n***	**Mean (SD)**	***n***	**Mean (SD)**
262	723.95 (307.84)	4	624.75 (443.30)	92	942.84 (275.50)	111	901.676 (326.17)	158	818.71 (282.55)

Table 56. Means and standard deviations for the LevelSet Lexile measures by racial grouping and results of ANOVA, Chicago, IL.

Asian or White		Not Asian or White		
n	**Mean (SD)**	***n***	**Mean (SD)**	***p***
203	920.33 (304.22)	424	758.33 (302.92)	< .001

Table 57. Means and standard deviations for the LevelSet Lexile measures by race, Kapaa, HI.

Hawaiian Native		White		Other	
n	**Mean (SD)**	***n***	**Mean (SD)**	***n***	**Mean (SD)**
25	647.28 (297.30)	20	1099.20 (220.64)	49	870.92 (304.15)

Table 58. Means and standard deviations for the LevelSet Lexile measures by racial grouping and results of ANOVA, Kapaa, HI.

Asian or White		Not Asian or White		
n	**Mean (SD)**	***n***	**Mean (SD)**	***p***
25	1070.40 (243.14)	69	783.78 (317.19)	< .001

Table 59. Means and standard deviations for the LevelSet Lexile measures by race, Long Branch,NJ.

African-American		Hispanic		White	
n	**Mean (SD)**	***n***	**Mean (SD)**	***n***	**Mean (SD)**
72	638.82 (239.97)	177	596.92 (261.92)	84	666.64 (289.65)

Table 60. Means and standard deviations for the LevelSet Lexile measure by racial grouping and results of ANOVA, Long Branch,NJ.

Asian or White		Not Asian or White		
n	**Mean (SD)**	***n***	**Mean (SD)**	***p***
92	651.79 (293.25)	250	607.24 (257.05)	.17

Two districts provided data on ethnicity for students: Chicago, IL and Plymouth, IN. No consistent pattern of reading performance was found between results for students classified as Hispanic or Latino and results for students classified as not Hispanic or Latino. A significant difference was found for the sample from Plymouth, IN with students classified as not Hispanic or Latino scoring significantly higher than those identified as Hispanic or Latino. No significant difference between the two groups was found for the sample from Chicago, IL.

Table 61. Means and standard deviations for the LevelSet Lexile measures by ethnicity and results of ANOVAs.

	Hispanic or Latino		Not Hispanic or Latino		
	n	**Mean (SD)**	***n***	**Mean (SD)**	***p***
Chicago, IL	133	805.37 (279.21)	494	812.24 (321.06)	.82
Plymouth, IN	138	645.77 (203.36)	382	710.62 (250.11)	<.01

Language Proficiency

Language proficiency as defined by identification as an English language learner (ELL) was provided by two districts: Kapaa, HI and Plymouth, IN. In both districts, there was a significant difference between the mean Lexile measures of students identified as ELL and those who were not identified (Kapaa, $p < .01$; Riverside, $p < .001$). The differences between the mean LevelSet Lexile measures are as expected.

Table 62. Means and standard deviations for the LevelSet Lexile measures, by ELL status, and results of ANOVAs.

	ELL		Not ELL		
	n	**Mean (SD)**	***n***	**Mean (SD)**	***p***
Kapaa, HI	19	678.84 (368.34)	75	905.91 (297.38)	<.01
Plymouth, IN	59	544.85 (155.64)	461	712.42 (242.50)	<.001

Study 2. For the Achieve3000 evaluation study conducted in Fall 2015 (Shannon and Grant, 2015), districts provided demographic data on a number of variables that can be examined with respect to Lexile measures reported from LevelSet. The following tables provide a demographic summary and the associated means and standard deviations of Lexile measures for the students in the treatment sample. An analysis of variance (ANOVA) was conducted for the data for the demographic characteristics.

Special Education Status

Special education status was determined by a student's current enrollment in a special education program in the district and an ANOVA was conducted for the data. As shown in *Table 63*, a significant difference due to special education status was found and the difference between the mean Lexile measures are as expected.

Table 63. Means and standard deviations for the LevelSet Lexile measures, by enrollment in a special education program and results of ANOVA.

Enrolled in a Special Education Program		Not Enrolled in a Special Education Program		
n	**Mean (SD)**	***n***	**Mean (SD)**	***p***
41	604.20 (349.13)	255	774.04 (294.49)	.001

Economic Status

Economic status of students was determined by participation in the free- and reduced-price lunch (FRL) program. Students who participated in the FRL program were classified as economically disadvantaged. An ANOVA was conducted for the data and a significant difference due to participation in a FRL program was observed. The difference between the mean Lexile measures are as expected with students classified as economically disadvantaged scoring significantly lower than students not classified as economically disadvantaged.

Table 64. Means and standard deviations for the LevelSet Lexile measures, by free- and reduced-price lunch status, and results of ANOVA.

Eligible for Free/Reduced Lunch		Not Eligible for Free/Reduced Lunch		
n	**Mean(SD)**	***n***	**Mean (SD)**	***p***
183	651.05 (311.31)	113	911.58 (222.46)	.0001

Gender

An ANOVA was conducted to examine the difference in LevelSet scores by gender an, as expected, a significant difference due to gender was not observed.

Table 65. Means and standard deviations for the LevelSet Lexile measure, by gender, and results of the ANOVA.

Female		Male		
n	**Mean (SD)**	***n***	**Mean (SD)**	***p***
222	676.14 (280.33)	290	676.44 (313.92)	.99

Race and Ethnicity

Race and ethnicity of students was identified for each student in the LevelSet evaluation study. Based on an ANOVA analysis with Bonferroni (Dunn *t*) tests, significant differences were observed between the following subgroups:

- Asian and Black or African American, difference of means = 194.82, $p < .05$; and
- White and Black or African American, difference of means = 130.39, $p < .05$.

Data was also collected on ethnicity for the students in the study. The results from the ANOVA are presented in *Table 66*. A significant difference in reading performance was observed between LevelSet Lexile measures for students classified as Hispanic and results for students classified as non-Hispanic.

Table 66. Means and standard deviations for the LevelSet Lexile measure, by ethnicity, and results of the ANOVA.

Non-Hispanic		Hispanic		
n	**Mean (SD)**	***n***	**Mean (SD)**	***p***
334	710.14 (290.14)	178	612.83 (307.31)	.0004

Language Proficiency

Language proficiency as defined by identification as an English language learner (ELL) was provided. From the ANOVA results, there was a significant difference between the mean Lexile measures of students identified as ELL and those who were not identified. The differences between the mean LevelSet Lexile measures are as expected.

Table 67. Means and standard deviations for the LevelSet Lexile measures, by ELL status, and results of ANOVA.

ELL		Not ELL		
n	**Mean (SD)**	***n***	**Mean (SD)**	***p***
59	395.12 (262.71)	453	712.93 (284.45)	.0001

Construct Validity Evidence

Evidence for construct validity of LevelSet (version 2) is provided by the extensive body of research supporting The Lexile Framework for Reading. The development of Achieve3000 assessment system utilized tools for text measurement such as the Lexile Analyzer and procedures for item development that have been shown to result in effective measures of reading comprehension. All of the items on LevelSet (version 2) assessments are items in the family of items upon which the research on the Lexile Framework was based. The section in this technical report entitled The Lexile Framework for Reading provides a detailed description of the framework and evidence to support that tests based upon the framework measure reading comprehension.

Development of Reading Ability

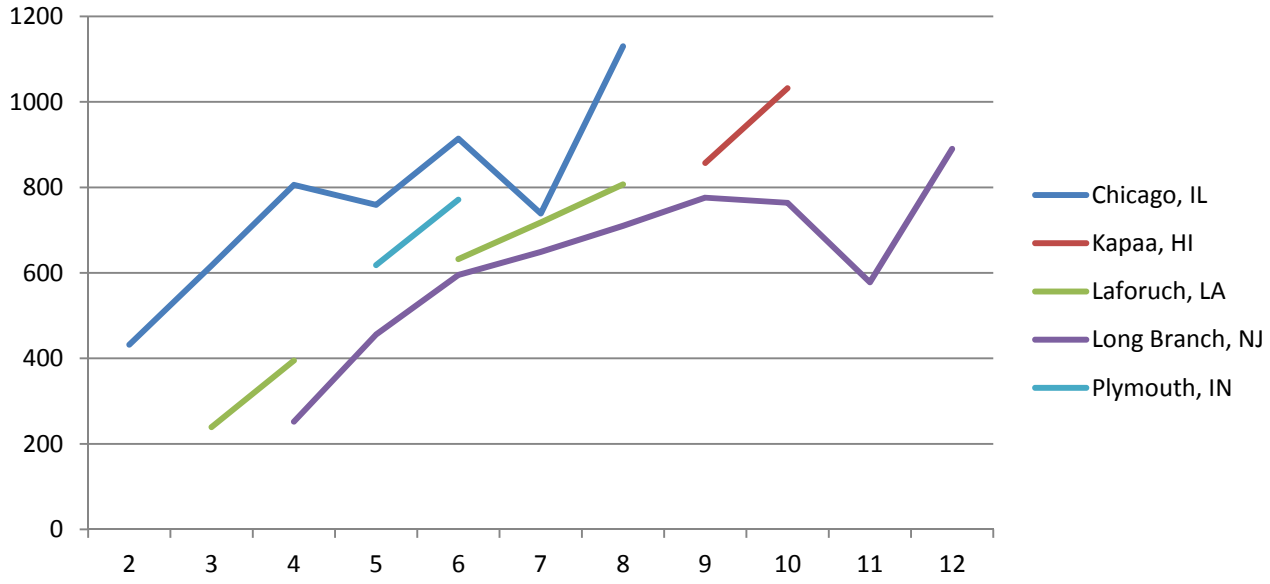
Reading ability generally increases as a student progresses through school. It typically increases more rapidly during elementary school when students are learning to read and are being given explicit instruction in how to read. In later grades, students often receive less explicit instruction on the process of reading and utilize reading as a way to gain knowledge. Reading growth may slow after the early elementary years, but is still expected to continue to increase throughout a student's years of schooling. Score patterns for LevelSet that adhere to this developmental progression provide evidence of construct validity for the assessments.

Study 1. Using the LevelSet data from *Table 42*, the median Lexile measures by grade can show a pattern of growth across the grades. The data from Kapaa, HI, Lafourch, LA, and Plymouth, IN exhibit the expected pattern of increasing monotonically as students move from grade to grade. In contrast, the data from Chicago, IL and Long Branch NJ, do not show increasing Lexile measures across all grades in the sample. In Chicago, scores for students in Grades 5 (758.75L) are lower than scores for Grade 4 (806.15L) and scores in Grade 7 (738.67L) are lower than scores in Grade 6 (913.87L). This pattern is also shown in the NWEA MAP test scores for the complete data sample shown in *Table 44*. Student scores drop slightly on the NWEA MAP test in Grades 5 and 7 and then rise again in the following grades. The similarity in results across the two reading tests suggests that the sample of students in Grades 5 and 7 in Chicago includes lower ability students than the samples represented by the other grades in the Chicago sample.

The LevelSet results for students in Grade 10 and 11 from Long Branch also depart from the expected pattern of increasing scores at higher grade levels. The LevelSet Lexile measures for students in Grade 10 (763.85L) are slightly lower than scores in Grade 9 (775.93L). The Grade 11 scores (577.74L) are substantially lower than Grade 10 scores (763.85L). No corresponding state test data were available to compare to the LevelSet scores for these students. However, the

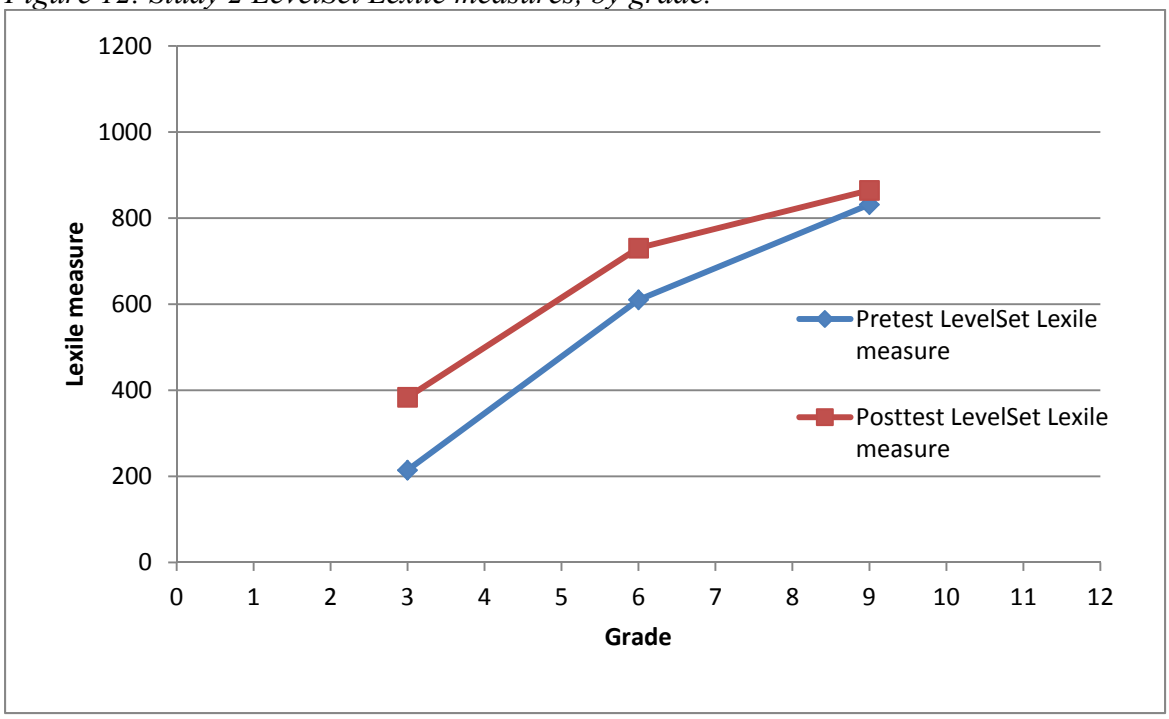
relatively small sample size for Grade 11 suggests that this group may not contain a widely representative sample of students and thus the lower ability students for the grade may comprise the bulk of the Grade 11 sample.

Figure 11. Study 1 LevelSet Lexile measures, by location and grade.



Study 2. Using the data presented in *Tables 49* through *51* from the Achieve3000 evaluation study conducted by Hannon and Grant (2015), the pattern of growth in terms of Lexile measures can be examined. *Figure 12* presents the pretest and posttest results across grades, showing the cross-sectional growth patterns for each administration time. Similar to the results from Study 1, there is a monotonically increasing trend in LevelSet Lexile measures across grades and within grade across time period (pretest to posttest).

Figure 12. Study 2 LevelSet Lexile measures, by grade.



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Appendix

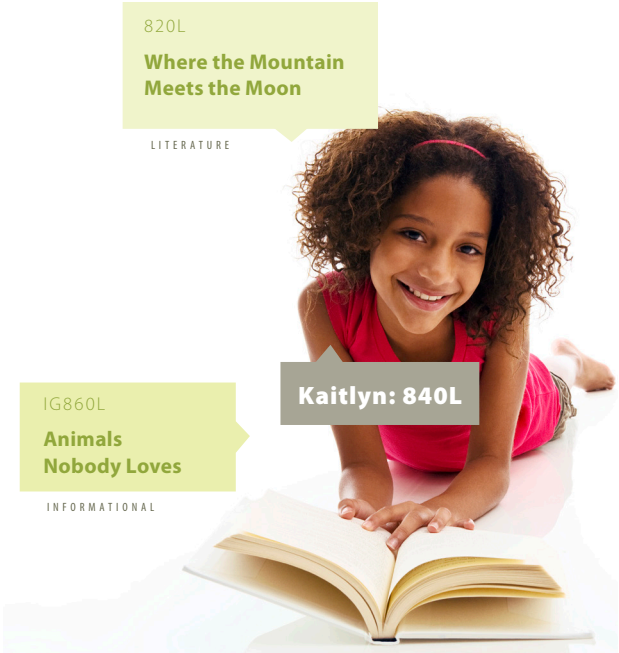
The Lexile Framework for Reading Map

THE LEXILE® FRAMEWORK FOR READING

Matching Readers with Text

Imagine getting students excited about reading while also improving their reading abilities. With the Lexile® Map, students have a chance to match books with their reading levels, and celebrate as they are able to read increasingly complex texts!

Let your students find books that fit them! Build custom book lists for your students by accessing our "Find a Book" tool at Lexile.com/fab.



HOW IT WORKS

The Lexile® Map provides examples of popular books and sample texts that are matched to various points on the Lexile® scale, from 200L for early reading books to 1600L for more advanced texts. The examples on the map help to define text complexity and help readers identify books of various levels of text complexity. Both literary and informational texts are presented on the Lexile Map.

HOW TO USE IT

Lexile reader and text measures can be used together to forecast how well a reader will likely comprehend a text at a specific Lexile level. A Lexile reader measure is usually obtained by having the reader take a reading comprehension test. Numerous tests report Lexile reader measures including many state end-of-year assessments, national norm-referenced assessments, and reading program assessments. A Lexile reader measure places students on the same Lexile scale as the texts. This scale ranges from below 200L to above 1600L. The Lexile web site also provides a way to estimate a reader measure by using information about the reader's grade level and self-reported reading ability.

Individuals reading within their Lexile ranges (100L below to 50L above their Lexile reader measures) are likely to comprehend approximately 75 percent of the text when reading independently. This "targeted reading" rate is the point at which a reader will comprehend enough to understand the text but will also face some reading challenge. The result is growth in reading ability and a rewarding reading experience.

For more guidance concerning targeting readers with books, visit **www.Lexile.com/fab** to access the "Find a Book" tool. "Find a Book" enables users to search from over 130,000 books to build custom reading lists based on Lexile range and personal interests and to check the availability of books at the local library.

The Lexile Framework for Reading

1300 L ▸ 1500L+
LEXILE RANGE

1500L+ ▸

1500L ***Don Quixote**** CERVANTES SAAVEDRA

The Words were to me so many Pearls of Eloquence, and his Voice sweeter to my Ears than Sugar to the Taste. The Reflection on the Misfortune which these Verses brought on me, has often made me applaud Plato's Design of banishing all Poets from a good and well governed Commonwealth, especially those who write wantonly or lasciviously. For, instead of composing lamentable Verses, like those of the Marquiss of Mantua, that make Women and Children cry by the Fireside, they try their utmost Skill on such soft Strokes as enter the Soul, and wound it, like that Thunder which hurts and consumes all within, yet leaves the Garment sound. Another Time he entertained me with the following Song.

SAMPLE TITLES

LITERATURE	1640L	**The Plot Against America** (ROTH)
	1560L	**Rob Roy** (SCOTT)
	1530L	**The Good Earth** (BUCK)
	1520L	**A Fable** (FAULKNER)
	1500L	**The Decameron** (BOCCACCIO)
INFORMATIONAL	1600L	**Sustaining Life: How Human Health Depends on Biodiversity** (CHIVIAN & BERNSTEIN)
	1550L	**The Art of War** (TZU)
	1560L	**The United States' Constitution**
	1520L	**Fair Play: The Ethics of Sport** (SIMON)
	1500L	**Critique of Pure Reason** (KANT)

1400L ▸ 1495L

1400L ***Nathaniel's Nutmeg*** MILTON

Setting sail once again they kept a sharp look-out for Busse Island, discovered thirty years previously by Martin Frobisher, but the rolling sea mists had grown too thick. Storms and gale—force winds plagued them for days on end and at one point grew so ferocious that the foremast cracked, splintered and was hurled into the sea. It was with considerable relief that the crew sighted through the mist the coast of Newfoundland—a vague geographical term in Hudson's day—at the beginning of July. They dropped anchor in Penobscot Bay, some one hundred miles west of Nova Scotia.

SAMPLE TITLES

LITERATURE	1460L	**The Legend of Sleepy Hollow** (IRVING)
	1450L	**Billy Budd**** (MELVILLE)
	1430L	**The Story of King Arthur and His Knights** (PYLE)
	1420L	**Life All Around Me by Ellen Foster** (GIBBONS)
	1420L	**The Scarlet Letter**** (HAWTHORNE)
INFORMATIONAL	1480L	**America's Constitution: A Biography**** (AMAR)
	1430L	**The Declaration of Independence**
	1420L	**Gettysburg Address** (LINCOLN)
	1410L	**Profiles in Courage** (KENNEDY)
	1400L	**The Life and Times of Frederick Douglass** (DOUGLASS)

1300L ▸ 1395L

1300L ***1776: America and Britain at War**** MCCULLOUGH

But from this point on, the citizen-soldiers of Washington's army were no longer to be fighting only for the defense of their country, or for their rightful liberties as freeborn Englishmen, as they had at Lexington and Concord, Bunker Hill and through the long siege at Boston. It was now a proudly proclaimed, all-out war for an independent America, a new America, and thus a new day of freedom and equality. At his home in Newport, Nathanael Greene's mentor, the Reverend Ezra Stiles, wrote in his diary almost in disbelief: Thus the Congress has tied a Gordian knot, which the Parl [iament] will find they can neither cut, nor untie. The thirteen united colonies now rise into an Independent Republic among the kingdoms, states, and empires on earth...And have I lived to see such an important and astonishing revolution?

SAMPLE TITLES

LITERATURE	1360L	**Robinson Crusoe** (DEFOE)
	1350L	**The Secret Sharer** (CONRAD)
	1340L	**The Hunchback of Notre Dame** (HUGO)
	1340L	**The Metamorphosis**** (KAFKA)
	1340L	**Fever Pitch** (HORNBY)
INFORMATIONAL	1390L	**In Defense of Food: An Eater's Manifesto** (POLLAN)
	1380L	**Politics and the English Language**** (ORWELL)
	1370L	**Jane Austen's Pride and Prejudice** (BLOOM)
	1340L	**Walden**** (THOREAU)
	1300L	**Arctic Dreams: Imagination and Desire in a Northern Landscape** (LOPEZ)

**Common Core State Standards Text Exemplar

The Lexile Framework for Reading

1000 L ▸ 1295L
LEXILE RANGE

1200L ▸ 1295L

1200L ***Why We Can't Wait*** KING

We sing the freedom songs today for the same reason the slaves sang them, because we too are in bondage and the songs add hope to our determination that "We shall overcome, Black and white together, We shall overcome someday." I have stood in a meeting with hundreds of youngsters and joined in while they sang "Ain't Gonna Let Nobody Turn Me 'Round." It is not just a song; it is a resolve. A few minutes later, I have seen those same youngsters refuse to turn around from the onrush of a police We sing the freedom songs today for the same reason the slaves sang them, because we too are in bondage and the songs add hope to our determination that "We shall overcome, Black and white together, We shall overcome someday."

SAMPLE TITLES

LITERATURE	1280L	**The House of the Spirits** (ALLENDE)
	1270L	**Tarzan of the Apes** (BURROUGHS)
	1270L	**Chronicle of a Death Foretold** (GARCIA MARQUEZ)
	1220L	**Annie John** (KINCAID)
	1210L	**The Namesake**** (LAHIRI)
INFORMATIONAL	1290L	**A Brief History of Time** (HAWKING)
	1280L	**Black, Blue, and Gray: African Americans in the Civil War**** (HASKINS)
	1240L	**Blood Done Sign My Name** (TYSON)
	1230L	**Stiff: The Curious Lives of Human Cadavers** (ROACH)
	1200L	**The Dark Game: True Spy Stories** (JANECZKO)

1100L ▸ 1195L

1100L ***Pride and Prejudice**** AUSTEN

Lydia was a stout, well-grown girl of fifteen, with a fine complexion and good-humoured countenance; a favourite with her mother, whose affection had brought her into public at an early age. She had high animal spirits, and a sort of natural self-consequence, which the attentions of the officers, to whom her uncle's good dinners and her own easy manners recommended her, had increased into assurance. She was very equal therefore to address Mr. Bingley on the subject of the ball, and abruptly reminded him of his promise; adding, that it would be the most shameful thing in the world if he did not keep it. His answer to this sudden attack was delightful to their mother's ear.

SAMPLE TITLES

LITERATURE	1180L	**The Curious Incident of the Dog in the Night-time** (HADDON)
	1170L	**The Amazing Adventures of Kavalier & Clay** (CHABON)
	1150L	**A Wizard of Earthsea** (LE GUIN)
	1130L	**All the King's Men** (WARREN)
	1110L	**A Separate Peace** (KNOWLES)
INFORMATIONAL	1160L	**The Longitude Prize**** (DASH)
	1160L	**In Search of Our Mothers' Gardens** (WALKER)
	1140L	**Winterdance: The Fine Madness of Running the Iditarod** (PAULSEN)
	1130L	**The Great Fire**** (MURPHY)
	1100L	**Vincent Van Gogh: Portrait of an Artist**** (GREENBERG & JORDAN)

1000L ▸ 1095L

1000L ***Mythbusters Science Fair Book*** MARGLES

There may be less bacteria on the food that's picked up quickly, but playing it safe is the best idea. If it hits the floor, the next thing it should hit is the trash. If putting together petri dishes and dealing with incubation seems like a bigger project than you're ready to take on, there's a simpler way to observe bacterial growth. Practically all you need is some bread and your own two hands. Cut the edges off each slice of bread so that they'll fit into the plastic containers. Put one slice of bread into each container. Measure one tablespoon of water and splash it into the first piece of bread. Put the lid on the container and use your pen and tape to label this your control.

SAMPLE TITLES

LITERATURE	1080L	**I Heard the Owl Call My Name** (CRAVEN)
	1070L	**Savvy** (LAW)
	1070L	**Around the World in 80 Days** (VERNE)
	1010L	**The Pearl** (STEINBECK)
	1000L	**Hobbit or There and Back Again** (TOLKIEN)
INFORMATIONAL	1070L	**Geeks: How Two Lost Boys Rode the Internet Out of Idaho**** (KATZ)
	1030L	**Phineas Gage** (FLEISCHMAN)
	1020L	**This Land Was Made for You and Me: The Life and Songs of Woody Guthrie** (PARTRIDGE)
	1010L	**Travels With Charley: In Search of America**** (STEINBECK)
	1000L	**Claudette Colvin: Twice Toward Justice** (HOOSE)

**Common Core State Standards Text Exemplar

The Lexile Framework for Reading

700L ▸ 995L
LEXILE RANGE

900L ▸ 995L

900L ***We are the Ship: The Story of Negro League Baseball*** NELSON

Rube ran his ball club like it was a major league team. Most Negro teams back then weren't very well organized. Didn't always have enough equipment or even matching uniforms. Most times they went from game to game scattered among different cars, or sometimes they'd even have to "hobo"—which means hitch a ride on the back of someone's truck to get to the next town for a game. But not Rube's team. They were always well equipped, with clean, new uniforms, bats, and balls. They rode to the games in fancy Pullman cars Rube rented and hitched to the back of the train. It was something to see that group of Negroes stepping out of the train, dressed in suits and hats. They were big-leaguers.

SAMPLE TITLES

LITERATURE	980L	**Dovey Coe** (DOWELL)
	950L	**Bud, Not Buddy** (CURTIS)
	940L	**Harry Potter and the Chamber of Secrets** (ROWLING)
	940L	**Heat** (LUPICA)
	900L	**City of Fire** (YEP)
INFORMATIONAL	990L	**Seabiscuit** (HILLENBRAND)
	970L	**The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It**** (OTFINOSKI)
	950L	**Jim Thorpe, Original All-American** (BRUCHAC)
	930L	**Colin Powell A & E Biography** (FINLAYSON)
	920L	**Talking with Artists** (CUMMINGS)

800L ▸ 895L

800L ***Moon Over Manifest*** VANDERPOOL

There wasn't much left in the tree fort from previous dwellers. Just an old hammer and a few rusted tin cans holding some even rustier nails. A couple of wood crates with the salt girl holding her umbrella painted on top. And a shabby plaque dangling sideways on one nail, FORT TREECONDEROGA. Probably named after the famous fort from Revolutionary War days. Anything else that might have been left behind had probably been weathered to bits and fallen through the cracks. No matter. I'd have this place whipped into shape lickety-split. First off, I picked out the straightest nail I could find and fixed that sign up right. Fort Treeconderoga was open for business.

SAMPLE TITLES

LITERATURE	GN840L*	**The Odyssey** (HINDS)
	830L	**Baseball in April and Other Stories** (SOTO)
	820L	**Maniac Magee** (SPINELLI)
	820L	**Where the Mountain Meets the Moon**** (LIN)
	800L	**Homeless Bird** (WHELEN)
INFORMATIONAL	880L	**The Circuit** (JIMENEZ)
	870L	**The 7 Habits of Highly Effective Teens** (COVEY)
	IG860L*	**Animals Nobody Loves** (SEYMOUR)
	860L	**Through My Eyes: Ruby Bridges** (BRIDGES)
	830L	**Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea**** (MONTGOMERY)

700L ▸ 795L

700L ***The Miraculous Journey of Edward Tulane*** DICAMILLO

Edward, for lack of anything better to do, began to think. He thought about the stars. He remembered what they looked like from his bedroom window. What made them shine so brightly, he wondered, and were they still shining somewhere even though he could not see them? Never in my life, he thought, have I been farther away from the stars than I am now. He considered, too, the fate of the beautiful princess who had become a warthog. Why had she become a warthog? Because the ugly witch turned her into one-that was why. And then the rabbit thought about Pellegrina. He felt, in some way that he could not explain to himself, that she was responsible for what had happened to him. It was almost as if it was she, and not the boys, who had thrown Edward overboard.

SAMPLE TITLES

LITERATURE	770L	**Walk Two Moons** (CREECH)
	760L	**Hoot** (HIAASEN)
	750L	**Esperanza Rising** (RYAN)
	720L	**Nancy's Mysterious Letter** (KEENE)
	GN720L*	**Sherlock Holmes and the Adventure at the Copper Beeches** (DOYLE)
INFORMATIONAL	790L	**Be Water, My Friend: The Early Years of Bruce Lee** (MOCHIZUKI)
	760L	**Stay: The True Story of Ten Dogs** (MUNTEAN)
	IG760L*	**Mapping Shipwrecks with Coordinate Planes** (WALL)
	720L	**Pretty in Print: Questioning Magazines** (BOTZAKIS)
	720L	**Spiders in the Hairdo: Modern Urban Legends** (HOLT & MOONEY)

*GN denotes Graphic Novel, IG denotes Illustrated Guide
**Common Core State Standards Text Exemplar

The Lexile Framework for Reading

400L ▸ 695L
LEXILE RANGE

600L ▸ 695L

600L ***You're on Your Way, Teddy Roosevelt*** ST. GEORGE & FAULKNER

But from his first workout in Wood's Gymnasium he had been determined to control his asthma and illnesses rather than letting his asthma and illnesses control him. And he had. On that hot summer day in August he had proved to himself—and everyone else—that he had taken charge of his own life. In 1876 Teedie—now known as Teddy—entered Harvard College. He was on his own ...without Papa. That was all right. "I am to do everything for myself," he wrote in his diary. Why not? He was stronger and in better health than he had ever been. And ready and eager for the adventures and opportunities that lay ahead.

SAMPLE TITLES

LITERATURE	680L	**Charlotte's Web** (WHITE)
	660L	**Holes** (SACHAR)
	620L	**M.C. Higgins, the Great**** (HAMILTON)
	610L	**Mountain Bike Mania** (CHRISTOPHER)
	610L	**A Year Down Yonder** (PECK)
INFORMATIONAL	690L	**Where Do Polar Bears Live?**** (THOMSON)
	680L	**An Eye for Color: The Story of Josef Albers** (WING)
	660L	**Remember: The Journey to School Integration** (MORRISON)
	660L	**From Seed to Plant**** (GIBBONS)
	630L	**Sadako and the Thousand Paper Cranes** (COERR)

500L ▸ 595L

500L ***A Germ's Journey*** ROOKE

Excuse me! Let's blow out of this place! In real life, germs are very small. They can't be seen without a microscope. Rudy forgot to use a tissue. His cold germs fly across the room at more than 100 miles an hour. Whee! I can fly! Best ride ever! A few germs land on Ernie. But skin acts like a suit of armor. It protects against harm. The germs won't find a new home there. Healthy skin keeps germs out. But germs can sneak into the body through cuts, scrapes, or cracks in the skin. Most germs enter through a person's mouth or nose. Rudy's germs continue to fall on nearly everything in the room—including Brenda's candy.

SAMPLE TITLES

LITERATURE	560L	**Sarah, Plain and Tall** (MACLACHLAN)
	530L	**It's All Greek to Me** (SCIESZKA)
	520L	**John Henry: An American Legend** (KEATS)
	500L	**Judy Moody Saves the World** (MCDONALD)
	500L	**The Curse of the Cheese Pyramid** (STILTON)
INFORMATIONAL	IG590L*	**Claude Monet** (CONNOLLY)
	560L	**Lemons and Lemonade: A Book about Supply and Demand** (LOEWEN)
	560L	**Molly the Pony** (KASTER)
	530L	**Langston Hughes: Great American Poet** (MCKISSACK)
	510L	**A Picture for Marc** (KIMMEL)

400L ▸ 495L

400L ***How Not to Babysit Your Brother*** HAPKA

I continued to search. I checked under Steve's bed. Then I checked under my bed. I searched the basement, the garage, and my closet. There was no sign of Steve. This was going to be harder than I thought. Where was Steve hiding? CRASH! Uh-oh, I thought. I heard Buster barking in the kitchen. I ran to see what was going on. When I got there, the dog food bin was tipped over. Steve's head and shoulders were sticking out of the top. Dog food was stuck in his hair, on his clothes, and up his nose. He looked like an alien from the planet Yuck. He giggled as Buster licked some crumbs off his ear.

SAMPLE TITLES

LITERATURE	460L	**Chrysanthemum** (HENKES)
	410L	**The Enormous Crocodile** (DAHL)
	GN400L*	**Pilot And Huxley** (MCGUINESS)
	400L	**The Fire Cat**** (AVERILL)
	400L	**Cowgirl Kate and Cocoa**** (SILVERMAN)
INFORMATIONAL	480L	**Martin Luther King, Jr. and the March on Washington**** (RUFFIN)
	460L	**True Life Treasure Hunts** (DONNELLY)
	460L	**Half You Heard of Fractions?** (ADAMSON)
	420L	**Rally for Recycling** (BULLARD)
	400L	**Animals in Winter** (RUSTAD)

*GN denotes Graphic Novel, IG denotes Illustrated Guide
**Common Core State Standards Text Exemplar

The Lexile Framework for Reading

200L ▸ 400L
LEXILE RANGE

300L ▸ 395L

300L ***Princess Posey and the Next-Door Dog*** GREENE

"We have to stop now," said Miss Lee. "It's time for reading." "Ohhh..." A disappointed sound went up around the circle. "Here's what we'll do." Miss Lee stood up. "You are all very interested in dogs. So this week, you can write a story about your own dog or pet. Then you can read it to the class." Everyone got excited again. Except Posey. She didn't have a pet. Not a dog. Not a cat. Not a hamster. "Those of you who don't have a pet," Miss Lee said, "can write about the pet you hope to own someday." Miss Lee had saved the day! Now Posey had something to write about, too. Posey told her mom about Luca's puppy on the way home.

SAMPLE TITLES

LITERATURE	380L	**Martha Bakes a Cake** (BARSS)
	380L	**Junie B. Jones is (Almost) a Flower Girl** (PARK)
	360L	**Poppleton in Winter**** (RYLANT)
	340L	**Never Swipe a Bully's Bear** (APPLEGATE)
	330L	**Frog and Toad Together**** (LOBEL)
INFORMATIONAL	GN380L*	**BMX Blitz** (CIENCIN)
	380L	**Lemonade for Sale** (MURPHY)
	350L	**A Snowy Day** (SCHAEFER)
	330L	**Freedom River** (RAPPAPORT)
	300L	**From Tree to Paper** (MARSHALL)

200L ▸ 295L

200L ***Ronald Morgan Goes to Bat*** GIFF

He smacked the ball with the bat. The ball flew across the field. "Good;' said Mr. Spano. "Great, Slugger!" I yelled. ''We'll win every game. It was my turn next. I put on the helmet, and stood at home plate. "Ronald Morgan," said Rosemary. "You're holding the wrong end of the bat." Quickly I turned it around. I clutched it close to the end. Whoosh went the first ball. Whoosh went the second one. Wham went the third. It hit me in the knee. "Are you all right?" asked Michael. But I heard Tom say, "I knew it. Ronald Morgan's the worst." At snack time, we told Miss Tyler about the team.

SAMPLE TITLES

LITERATURE	280L	**Hi! Fly Guy**** (ARNOLD)
	260L	**The Cat in the Hat** (SEUSS)
	GN240L*	**Lunch Lady and the Cyborg Substitute** (KROSOCZKA)
	200L	**Dixie** (GILMAN)
	200L	**The Best Bug Parade** (MURPHY)
INFORMATIONAL	290L	**The Story of Pocahantas** (JENNER)
	250L	**Math in the Kitchen** (AMATO)
	230L	**What makes Day and Night** (BRANLEY)
	220L	**I Love Trains!** (STURGES)
	210L	**Sharks!** (CLARKE)

*GN denotes Graphic Novel
**Common Core State Standards Text Exemplar

Please note:

The Lexile measure of a book (the book's text complexity level) is an excellent starting point for a student's book selection. It's important to understand that the book's Lexile measure should not be the only factor in a student's book selection process. Lexile measures do not consider factors such as age-appropriateness, interest, and prior knowledge. These are also key factors when matching children and adolescents with books they might like and are able to read.

Lexile codes provide more information about developmental appropriateness, reading difficulty, and common or intended usage of books. For more information on Lexile codes, please visit **Lexile.com.**

MetaMetrics®
LINKING ASSESSMENT WITH INSTRUCTION

TEXT LEXILE RANGES TO GUIDE READING FOR COLLEGE AND CAREER READINESS

GRADES	CCSS LEXILE TEXT RANGE
11–12	1185L–1385L
9–10	1050L–1335L
6–8	925L–1185L
4–5	740L–1010L
2–3	420L–820L
1	190L–530L

COMMON CORE STATE STANDARDS FOR ENGLISH, LANGUAGE ARTS, REVISED APPENDIX A, NGA AND CCSSO, 2012

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B. Report Sampler

REPORT SAMPLER

Powerful reporting tools for teachers and leaders to drive instruction and maximize success.

ACHIEVE3000®

ACHIEVE3000.COM

Achieve3000® is the leading literacy platform in blended learning programs today, with differentiated solutions that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's solutions for grades PreK-12 reach all students with grade-appropriate content delivered at 12 levels in English and 8 in Spanish. Achieve3000's patented model of online differentiated instruction is proven to accelerate literacy gains for all students and prepare them for college and career success.

All Achieve3000 solutions include an initial assessment to identify students' reading levels at the beginning of the program, as well as embedded assessments that continually measure student achievement throughout the school year. These formative assessments are built right into the instructional routine, ensuring ongoing progress monitoring and data-driven decision-making without taking away from instructional time.

The Achieve3000 Report Sampler provides an overview of the reports available for administrators, teachers and families. Actionable data is updated every day to help educators monitor the health of their implementation, leverage data to drive instruction and enlist families in their student's success. All reports shown are available to both teachers and administrators with an Achieve3000 subscription. Additionally, administrators have access to Leadership Edition, an at-a-glance dashboard that provides key metrics to support a successful implementation.

Making Data Actionable for Students, Teachers, Administrators and Families

Student Monitoring 2

Teacher's Edition 4

Teacher's Edition: Usage Reports 5

- Which of my students are using the program?
- How are my students spending their time?
- How are my students progressing towards Achieve3000's 40-activity usage goal?

Teacher's Edition: Performance Reports 8

- How likely are my students to be on track for C&C when the high stakes assessment is administered?
- How are my students performing on standards?
- How has Lexile performance changed over time?
- How are my students performing on activities?
- How are my students performing on reading skills?
- How can I differentiate my instruction based on NWEA MAP assessment results?

Leadership Edition 14

Achieve3000 Performance Reports 16

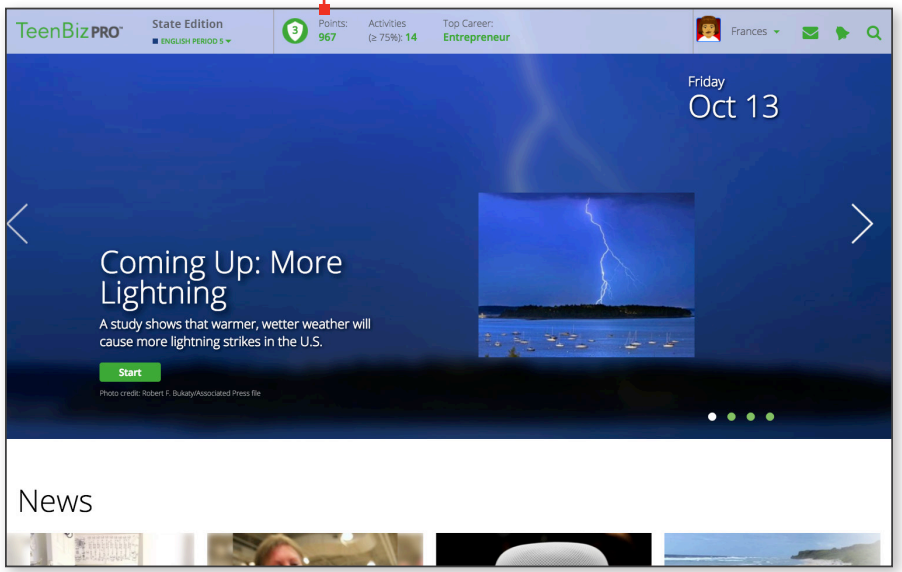
Home Edition 18

For more information or a personalized Achieve3000 demonstration, contact info@achieve3000.com

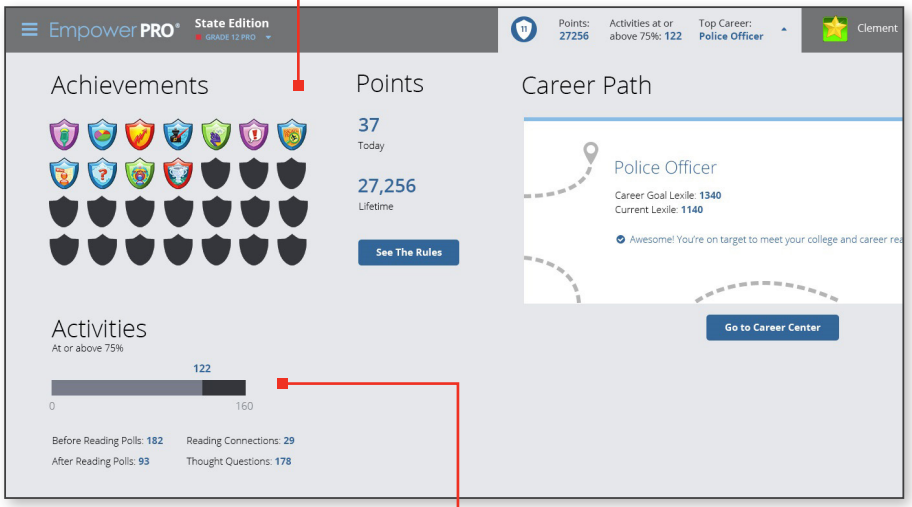
Motivate and Engage Students

- Motivate positive student behaviors by setting goals
- With equity for all students, ensure that readers at every level have the opportunity to earn point and achievements

Points are earned for achievements within the 5-Step Literacy Routine or awarded by a teacher. Students always keep track of total lifetime points.



Students are recognized for quality work by earning achievements.



Students can monitor progress towards the 40-activity goal and performance within each step of the 5-Step Literacy Routine.

Student Ownership & Accountability

- Encourage independence by setting goals and allowing students to monitor their own progress

Career Center

Here are the results for the following careers:

Entrepreneur, Principal

Results

MY TOP CAREER

Entrepreneur Lexile Range 1300L-1490L

Entrepreneurs are people who start businesses. Different entrepreneurs can have very different experiences. Why is that? Different businesses will have different natures and goals. It is helpful for entrepreneurs to know how to explain their ideas to others. It also helps for them to be good at working towards a goal and have some knowledge of business. Entrepreneurs need to be able to raise money to start up their businesses. Being an entrepreneur can be highly rewarding. However, it can also be frustrating. Because many businesses struggle to get off the ground, entrepreneurs need to be able to adjust to changing conditions. They must be able to determine the best way to improve their chances of success.

The median Lexile level for this career is 1405L.
Good Work! You're on target to meet your career and college readiness goal. MORE

Educational Requirements

LEXILE MEASURE
CAREER GOAL: 1405L
CURRENT LEXILE: 940L

Principal Lexile Range 1160L-1400L

Elementary, middle, and high school principals manage day-to-day activities in schools. They set goals. They then help their schools work toward these goals. Principals guide teachers who work in the school. Principals keep an eye on everyone who works at the school. Principals must make sure that people are doing their jobs well. They also help teachers improve their skills. They do this by setting up special training programs. Principals make sure that the students in their schools are reaching goals in the classroom. They are often responsible for disciplining students who break rules. (Behavior matters are sometimes handled by an assistant principal. This person helps the principal.) In addition, principals keep an eye on how much money the school spends. Sometimes, parents and other community members have concerns about a school. It is often the principal who is responsible for addressing those concerns.

The median Lexile level for this career is 1270L.

LEXILE MEASURE
CAREER GOAL: 1270L
CURRENT LEXILE: 940L

Students can make meaning of their Lexile® level by keeping track of their progress towards a career goal.

On the My Lessons page, students can monitor progress of all assigned lessons and complete any missing lesson components.

My Lessons

1 2 3 4 5 6 7 8

Lesson Progress

Dates	Lesson	Topic	Step 1	Step 2	Step 3	Step 4	Step 5
Start: 10/26/16 **End:** 10/27/16	**Straight From the Horse's Mouth** Researchers have discovered evidence that horses were tamed about 1,000 years earlier than was previously thought.	**World Geography:** Southwest and Central Asia	●	●	●	●	●
Start: 10/27/16 **End:** 10/27/16	**Ancient Greece and Rome: Old City Comes To Life** Officials have uncovered the remains of an Egyptian city that thrived 2,000 years ago.	**World History:** 300-1500					
Start: 10/28/16 **End:** 11/3/16	**Rescue at the South Pole** Two Canadian pilots rescued two U.S. scientists who had fallen ill while working at the South Pole.	**News:** Eye On People	●	●	●	●	●
Start: 10/29/16 **End:** 10/30/16	**What a Drone Can Do** Two teenagers built a drone to donate to a national park in Rwanda. The drone is meant to help park rangers protect wildlife.	**News:** Technology	N/A	●	N/A	N/A	N/A
Start: 10/31/16 **End:** 11/2/16	**105 Years of Greatness** Baseball great Emilio "Millito" Navarro died at age 105.	**PARCC Challenge**					
Start: 11/2/16 **End:** 11/3/16	**On a Wave of Hope** An 86-year-old surfer brings a novel offering of peace to the troubled Middle East.	**World Geography:** Southwest and Central Asia	●				
Start: 11/4/16 **End:** 11/10/16	**A Letter Comes Home** More than 60 years after it was stolen from a library in Italy, a letter penned by Christopher Columbus has been returned to its rightful home.	**News:** History	●	●	●	●	●
Start: 11/5/16 **End:** 11/6/16	**Tiger Talks** Countries that have tiger populations have agreed to do more to help tigers, which are disappearing due to loss of habitat.	**News:** Animals in Action	N/A		N/A	N/A	N/A
Start: 11/7/16 **End:** 11/9/16	**Seeing Things in a New Way** Despite numerous challenges, Deanna Jones refused to give up on her dream of becoming a lawyer.	**PARCC Challenge**	●	●	●	●	●

Through the Career Center, students can choose a career, set goals and track their Lexile growth.

Actionable Data at Your Fingertips

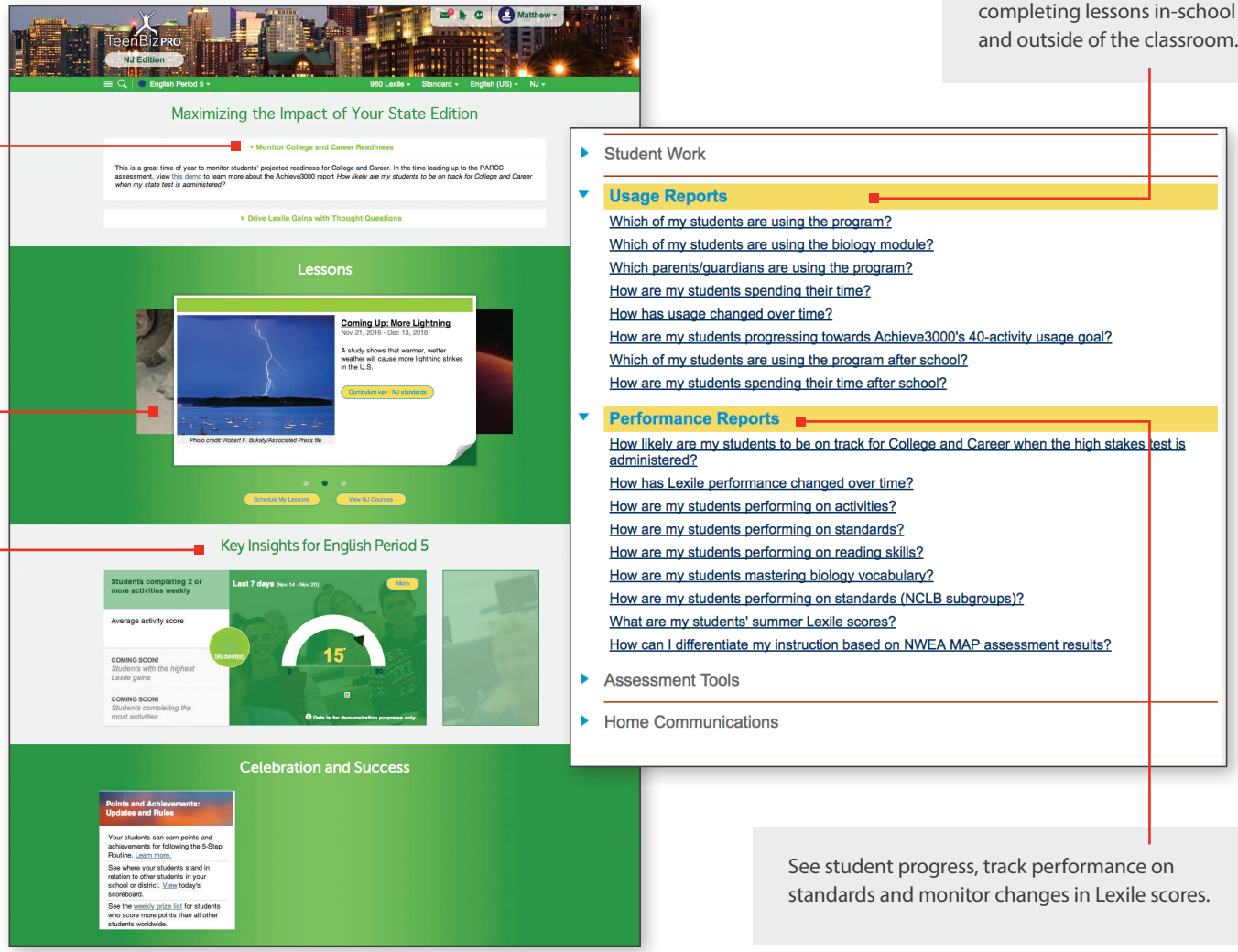
Robust tools to support all teachers:

- Powerful reporting tools empower teachers to leverage Achieve3000 data to drive instruction
- Access to real-time student data makes it quick and easy to monitor student progress
- Teacher resources make planning easier and ensure best practices are infused in every lesson

Extend the effectiveness of your implementation with easy-to-access announcements and best-practice tips for utilizing reports and boosting student performance.

Scroll through assigned lessons, edit choices, utilize lesson plans and easily view standards alignments.

Monitor data regularly to ensure your students are meeting performance metrics and making accelerated progress.



Dig deeper into individual student usage data to monitor which students are completing lessons in-school and outside of the classroom.

See student progress, track performance on standards and monitor changes in Lexile scores.

Which of my students are using the program?

DATA UPDATED DAILY

How it helps:

- Find out which classes and students are using the program
- View usage by grade or school, then drill down even further to see progress for each individual student
- Track progress towards the 40-activity goal: Students who complete 40 activities per semester (80 per school year) can achieve 2X the expected reading gains

ACHIEVE3000 REPORTS

Which of my students are using the program?

August 30, 2016 - December 6, 2016

Determine the frequency with which users are making use of TeenBiz.

Class: ENG LANG ARTS GR 8

#	User Name	Student ID	Grade	Lexile	Product (Scaffolds)	Total Logins	First Login	Last Login	After School Logins	Activities	Writing Assignments	Avg Weekly Activities
1	Alberto, Raymond	16509	8	500L	TeenBizPro (Intervention)	1	9/7	9/7	0	0	0	
2	Chao, Benjamin College & Career Readiness	51509	8	1060L	TeenBizPro (Language)	28	9/7	11/22	0	19	0	1.4[1]
3	Camarena, Alana	70115	8	755L	TeenBizPro (Standard)	48	9/7	12/2	9	25	0	1.6[1]
4	Crosby, Rafael	90802	8	575L	TeenBizPro (Standard)	37	9/7	11/23	5	5[2]	0	0.4[1]
5	Driver, Thomas	78284	8	485L	TeenBizPro (Standard)	10	9/7	10/29	2	9[2]	0	0.7[1]
6	Grace, Amanda	60140	8	830L	TeenBizPro (Standard)	14	9/7	11/15	3	6[2]	5	0.4[1]
7	Gunner, Sean	40629	8	650L	TeenBizPro (Standard)	18	9/7	12/5	8	11[2]	0	0.8[1]
8	Jie, Albert	201317	8	770L	TeenBizPro (Intervention, Language)	16	9/7	12/2	0	4	0	0.3[1]
9	Jones, Sara	11120	8	990L	TeenBizPro (Standard)	19	9/8	12/2	1	8	0	0.6[1]
10	Lyons, Kenneth College & Career Readiness	890361	8	1110L	TeenBizPro (Language)	22	9/7	11/21	7	10	0	0.7[1]
11	Malina, Brian	98872	8	745L	TeenBizPro (Language)	24	9/7	11/15	1	7[2]	0	0.5[1]
12	Pruitt, Joshua ⚠	39538	8	BR115L	TeenBizPro (Standard)	75	9/7	11/29	1	44[2]	0	2.7

Monitor first and last login for each student.

View logins by student outside of school hours. After-school logins are included in the total logins.

See how many activities have been completed within the specified date range.

College & Career Readiness

Indicates student is "On Track" for College and Career Readiness.

See the total logins completed within the specified date range.

How are my students spending their time?

DATA UPDATED DAILY

How it helps:

- Identify the components of the program students are using and the time they are spending on each component
- See total activities completed by class and by student, as well as hours on task
- View average activity performance by student

Monitor use of key program components such as the integrated reading strategy tools to accelerate Lexile gains.

Ensure students are maximizing their time on task by monitoring the percent of time spent in key program components.

Data is summarized by class; expand to see each individual student.

Indicates student is a Developing Reader and may require additional teacher support. Developing Readers remain at their current Lexile level until another LevelSet™ is administered.

KidBiz3000

ACHIEVE3000 REPORTS

How are my students spending their time?

August 30, 2016 - December 6, 2016

Identify the components of the program which users are utilizing.

Class: ENG LANG ARTS GR 8

#	User Name	Lexile	Product (Scaffolds)	Total Logins	First Login	Last Login	Activities	Avg Weekly Activities	Activity Avg Score	Reading Connections: Summarize (Total)	Reading Connections: Generate Questions (Total)	Reading Connections: Setting the Purpose (Total)	Emails Sent	Program Hours	Mail	My Lessons	Activities	Thought Questions
1	Alberto, Raymond	500L	TeenBizPro (Intervention)	1	9/7	9/7	0			2	1	1	0	27m				
2	Chao, Benjamin (College & Career Readiness)	1060L	TeenBizPro (Language)	28	9/7	11/22	19	1.4[1]	82%	3	1	0	10	9h 58m	1%	26%	18%	2%
3	Camarena, Alana	755L	TeenBizPro (Standard)	48	9/7	12/2	25	1.8[1]	67%	4	4	1	30	23h 56m		38%	17%	
4	Crosby, Rafael	575L	TeenBizPro (Standard)	37	9/7	11/23	5[2]	0.4[1]	73%	2	3	0	3	7h 36m	1%	5%	47%	6%
5	Driver, Thomas	485L	TeenBizPro (Standard)	10	9/7	10/29	9[2]	0.7[1]	56%	1	2	0	0	3h 55m	2%	24%	53%	4%
6	Grace, Amanda	830L	TeenBizPro (Standard)	14	9/7	11/15	6[2]	0.4[1]	65%	3	0	0	1	6h 18m		22%	25%	3%
7	Gunner, Sean	650L	TeenBizPro (Standard)	18	9/7	12/5	11[2]	0.8[1]	74%	5	2	1	0	7h 55m	1%	7%	41%	
8	Jie, Albert	770L	TeenBizPro (Intervention, Language)	16	9/7	12/2	4	0.3[1]	79%	2	3	0	0	4h 2m	1%	28%	45%	3%
9	Jones, Sara	990L	TeenBizPro (Standard)	19	9/8	12/2	8	0.6[1]	86%	2	0	1	1	6h 28m	9%	31%	11%	2%
10	Lyons, Kenneth (College & Career Readiness)	1110L	TeenBizPro (Language)	22	9/7	11/21	10	0.7[1]	89%	2	3	2	0	6h 1m	5%	35%	41%	
11	Malina, Brian	745L	TeenBizPro (Language)	24	9/7	11/15	7[2]	0.5[1]	79%	1	0	2	0	9h 33m	7%	15%	25%	3%
12	Pruitt, Joshua	BR115L	TeenBizPro (Standard)	75	9/7	11/29	44[2]	3.2	44%	3	2	1	2	33h 27m		6%	60%	
13	Roy, Hannah	645L	TeenBizPro (Standard)	59	9/7	12/6	58[2]	4.2	72%	2	3	0	8	26h	1%	10%	42%	4%
14	Smith, Jennifer	995L	TeenBizPro (Standard)	15	9/8	9/21	0			1	3	1	0	5h 48m		44%		

How are my students progressing towards Achieve3000's 40-activity usage goal?

DATA UPDATED DAILY

How it helps:

- Track progress towards the 40-activity goal: Students who complete 40 activities per semester (80 per school year) can achieve 2X the expected reading gains
- Identify students who have reached the recommended 40-activity goal
- See how many activities students are completing on average weekly
- Monitor best-practice recommendations for first-try activity scores

ACHIEVE3000 REPORTS

How are my students progressing towards Achieve3000's 40-activity usage goal?

August 1, 2016 - December 6, 2016

Identify the students who have reached the 40-activity goal which is recommended for significant academic progress.

Class: ENG LANG ARTS GR 8

#	User Name		Lexile	Completed 2 Activities Weekly	Completed 1 Activity Weekly	Completed <1 Activity Weekly[1]	Met 40 Activity Goal (Year to Date)	Activities (Year to Date)	Activities (Average % Score)
1	Alberto, Raymond		500L			✔		3	63
2	Chao, Benjamin	College & Career Readiness	1060L	✔			✔	40	83
3	Camarena, Alana		755L	✔[2]			✔	40	74
4	Crosby, Rafael		575L		✔[2]			18	82
5	Driver, Thomas		485L		✔[2]			22	59
6	Grace, Amanda		830L			✔[2]		17	62
7	Gunner, Sean		650L		✔[2]			25	67
8	Jie, Albert		770L			✔		15	78
9	Jones, Sara		990L		✔			23	83
10	Lyons, Kenneth	College & Career Readiness	1110L	✔				38	90
11	Malina, Brian		745L			✔[2]		14	71
12	Pruitt, Joshua	⚠	BR115L	✔[2]			✔	64	51
13	Roy, Hannah		645L	✔[2]			✔	81	76
14	Smith, Jennifer		995L	✔			✔	40	87

See how many activities each student has completed.

Easily monitor the average first-try activity score by student. Research shows that students who who score 75% or higher on the first try see the greatest Lexile growth.

How likely are my students to be on track for College & Career when the high stakes test is administered?

DATA UPDATED DAILY

How it helps:

- Forecast student readiness for College and Career at the time your state assessment is administered*
- See how students are progressing towards College and Career Lexile performance expectations and plan aggressive intervention where it's needed

ACHIEVE3000 REPORTS

How likely are my students to be on track for College and Career when the high stakes test is administered?

December 6, 2016

The data below show projected student readiness for College and Career at the time of the high stakes test, *using Lexile® grade-specific bands from the Common Core State Standards.*

Class: ENG LANG ARTS GR 8

#	User Name	Grade	Lexile	Lexile Updated Date	Current Readiness	Forecasted Readiness: Not On-Track: Far Below	Not On-Track: Approaches	On-Track: Meets	On-Track: Exceeds	Lexile Goal
1	Alberto, Raymond	8	500L	09/07/2016	Falls far below	**72%**	28%	0%	0%	1010 - 1187L
2	Chao, Benjamin College & Career Readiness	8	1060L	11/30/2016	Meets	0%	26%	**62%**	12%	1190L and Above
3	Camarena, Alana	8	755L	11/30/2016	Approaches	9%	**89%**	2%	0%	1010 - 1187L
4	Crosby, Rafael	8	575L	10/31/2016	Falls far below	**57%**	43%	0%	0%	1010 - 1187L
5	Driver, Thomas	8	485L	10/31/2016	Falls far below	**83%**	17%	0%	0%	1010 - 1187L
6	Grace, Amanda	8	830L	09/07/2016	Approaches	5%	**77%**	16%	1%	1010 - 1187L

Forecast is based on student's current Lexile at the time the report is run.

Indicates student is "On Track" for College and Career Readiness.

See each student's current readiness category.

Dark blue shading indicates where students are most likely to be when end-of-year assessments are administered.

*Based on College and Career Readiness benchmarks provided by MetaMetrics®

How are my students performing on standards?

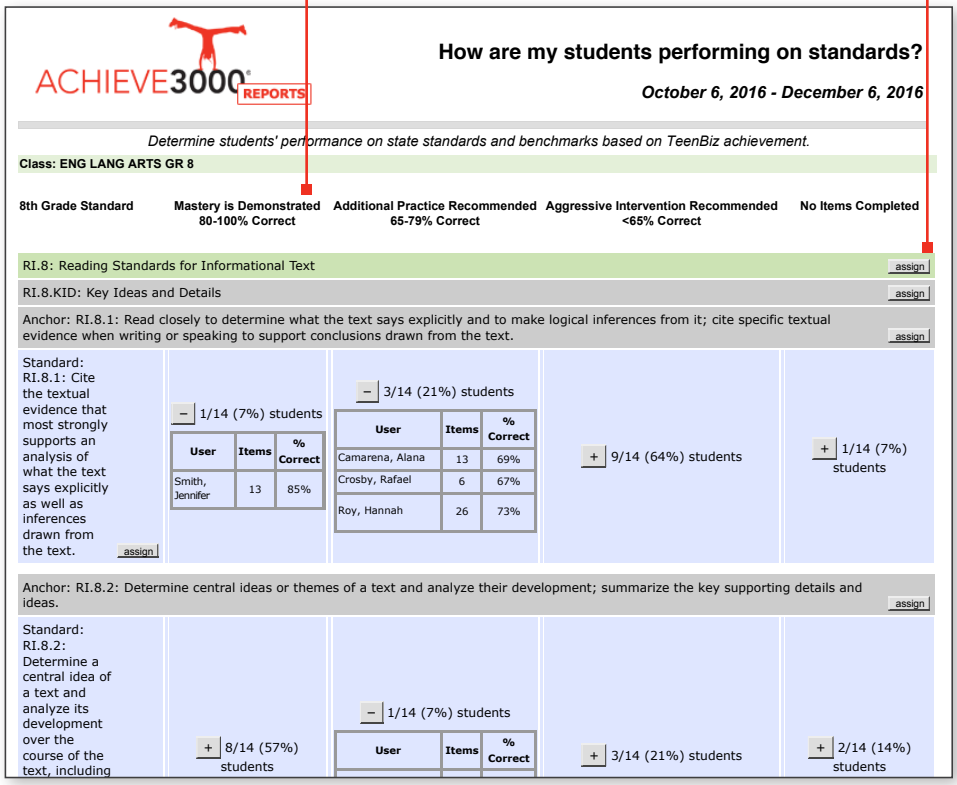
DATA UPDATED DAILY

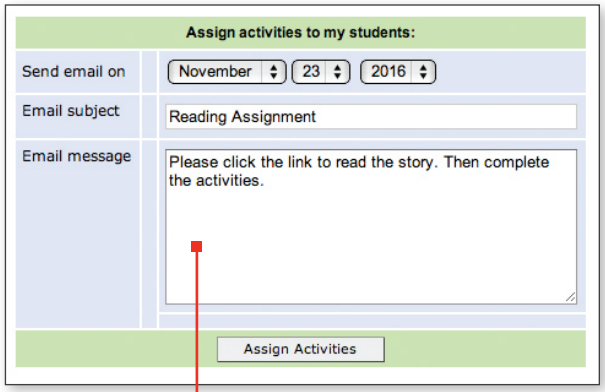
How it helps:

- Review students' mastery of your state standards based on item responses
- See each student's instructional recommendation
- Directly assign lessons for additional practice on specific standards

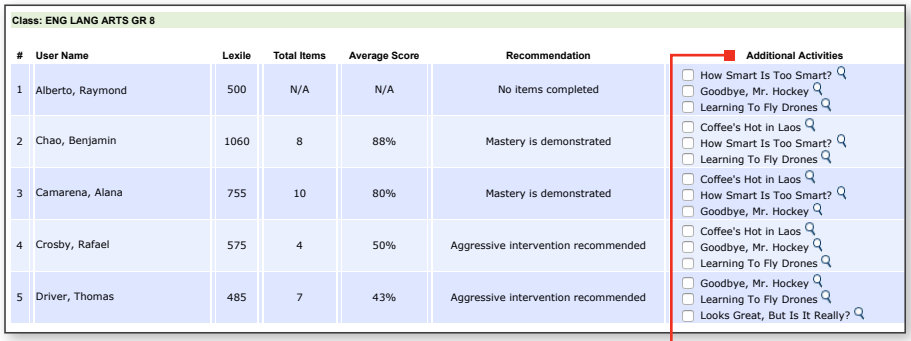
Students are grouped by their level of performance on each standard, informing optimal groups for teacher-led small-group instruction.

Directly assign lessons with additional practice opportunities for each standard.





Send lessons directly to a student's Achieve3000 mailbox with one click.



Recommended assignments offer additional practice opportunities with the selected standard. Lists are personalized based on lessons students have not yet completed.

How has Lexile performance changed over time?

DATA UPDATED DAILY

How it helps:

- Track monthly changes in Lexile level based on LevelSet scores and performance on multiple-choice activities
- Reduces additional testing of students; embedded assessments allow for ongoing progress monitoring without taking away from instructional time
- See completed activities by month and date of Lexile level adjustment

ACHIEVE3000 REPORTS

How has Lexile performance changed over time?

August 1, 2016 - December 7, 2016

Track changes in Lexile/reading activity performance

Class: ENG LANG ARTS GR 8

#	User Name	Grade	August 2016	September 2016	October 2016	November 2016	December 2016	GROWTH	Initial Expected Post-Test Score	Current Expected Post-Test Score	MC Activities
1	Alberto, Raymond	8		Pre-Test: 9/7 (Time: 24m/30 items) Lexile: 500L (5, 15) 3 Activities (3)				0L	590L	590L	3
2	Chao, Benjamin (College & Career Readiness)	8		Pre-Test: 9/7 (Time: 27m/30 items) Lexile: 960L (48, 49) 17 Activities (17) Adjustment on 9/30 Lexile: 975L	14 Activities (14) Adjustment on 10/31 Lexile: 995L	8 Activities (8) Adjustment on 11/30 Lexile: 1060L	1 Activity (1) Lexile: 1060L	+100L	985L	1070L	40
3	Camarena, Alana	8		Pre-Test: 9/7[1] (Time: 50m/30 items) Lexile: 700L (15, 28) 16 Activities (16) Adjustment on 9/30 Lexile: 705L	10 Activities[2] (9) Adjustment on 10/31 Lexile: 710L	13 Activities (13) Adjustment on 11/30 Lexile: 755L	1 Activity (1) Lexile: 755L	+55L	765L	790L	40
4	Crosby, Rafael	8		Pre-Test: 9/8[1] (Time: 1h17m/30 items) Lexile: 505L (5, 16) 8 Activities[2] (7) Adjustment on 9/30 Lexile: 545L	5 Activities (4) Adjustment on 10/31 Lexile: 575L	3 Activities[2] (2) Lexile: 575L	2 Activities (2) Lexile: 575L	+70L	590L	635L	18
5	Driver, Thomas	8		Pre-Test: 9/7 (Time: 30m/30 items) Lexile: 480L (4, 14) 8 Activities[2] (7)	10 Activities[2] (4) Adjustment on 10/31 Lexile: 485L	2 Activities (2) Lexile: 485L	2 Activities (2) Lexile: 485L	+5L	570L	555L	22
6	Grace, Amanda	8		Pre-Test: 9/7 (Time: 49m/30 items) Lexile: 830L (23, 38) 6 Activities[1] (6)	7 Activities[2] (6) Lexile: 830L	2 Activities (2) Lexile: 830L	2 Activities (2) Lexile: 830L	0L	875L	875L	17
7	Gunner, Sean	8		Pre-Test: 9/7 (Time: 44m/30 items) Lexile: 600L (9, 22) 5 Activities[2] (3)	8 Activities[2] (7) Adjustment on 10/31 Lexile: 610L	10 Activities[2] (8) Adjustment on 11/30 Lexile: 650L	2 Activities (2) Lexile: 650L	+50L	675L	690L	25
8	Jie, Albert	8		Pre-Test: 9/7 (Time: 31m/30 items) Lexile: 730L (17, 30) 8 Activities (8) Adjustment on 9/30 Lexile: 760L	4 Activities (4) Adjustment on 10/31 Lexile: 770L	1 Activity (1) Lexile: 770L	2 Activities (2) Lexile: 770L	+40L	790L	815L	15

View what student's predicted Lexile level will be at the time the LevelSet post-test is administered (typically in May).

See Lexile growth to date, updated monthly.

See how many multiple-choice activities each student has completed.

The number of completed activities each month links directly from the report to a detailed breakdown by student.

See student's last Lexile adjustment.

How are my students performing on activities?

DATA UPDATED DAILY

How it helps:

- Monitor students' performance on activities relative to the target score of 75% or higher on average
- Identify students working in their instructional zone: Students who are applying themselves should receive first-try scores of 75% or higher on their first attempt

See how many activities each student has completed with an average score above or below 75% during the report time frame.

ACHIEVE3000 REPORTS

How are my students performing on activities?

October 6, 2016 - December 6, 2016

Monitor student performance on activities.

Class: ENG LANG ARTS GR 8

#	User Name		Lexile	Total Number of Activities Below 75%	Total Number of Activities at 75% and Above	Average Activity Score
1	Chao, Benjamin	College & Career Readiness	1060L	1	6	86
2	Camarena, Alana		755L	3	7	69
3	Driver, Thomas		485L	5[1]	1[1]	42
4	Grace, Amanda		830L	2[1]		57
5	Gunner, Sean		650L	4[1]	5[1]	72
6	Jie, Albert		770L	1		63
7	Jones, Sara		990L		4	88
8	Lyons, Kenneth	College & Career Readiness	1110L		3	92
9	Malina, Brian		745L	1[1]		38
10	Pruitt, Joshua	⚠	BR115L	17[1]	6[1]	49
11	Roy, Hannah		645L	15[1]	29[1]	74

Reflects students' average score across activities completed during the report time frame.

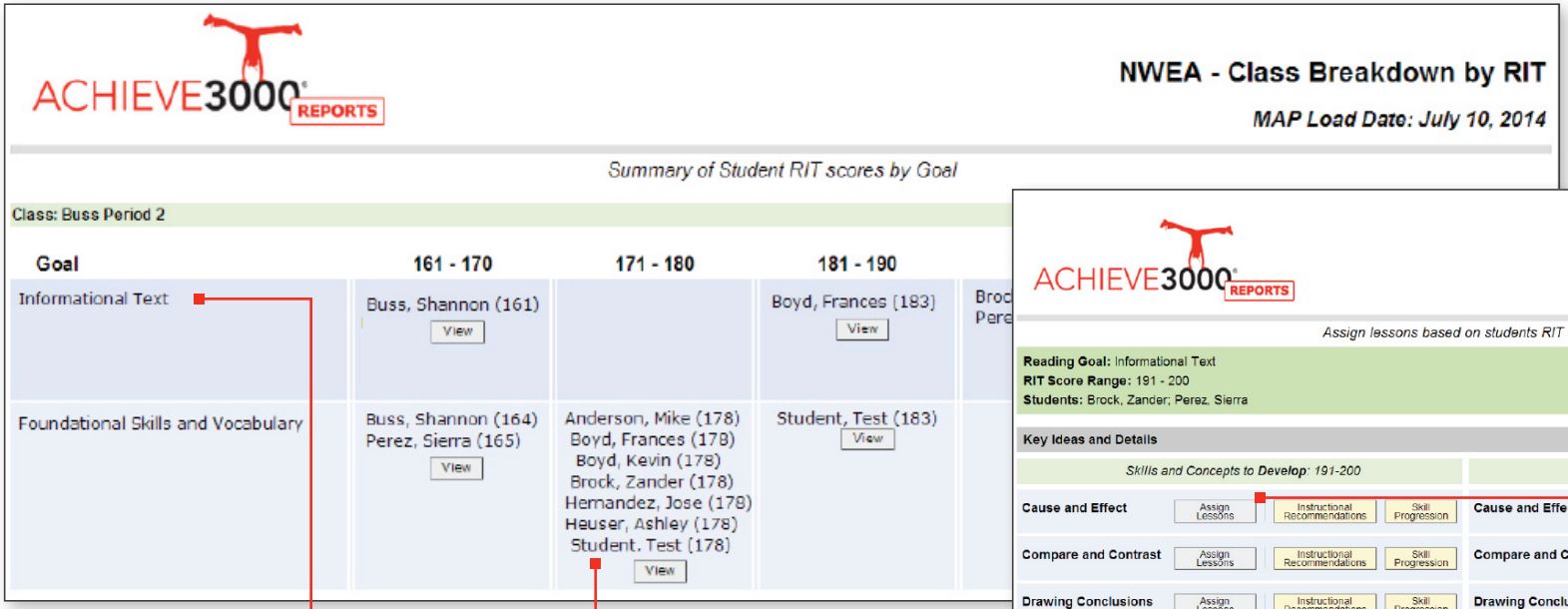
Indicates one or more multiple-choice activities may be invalid. More information is provided for each student in the activity details.

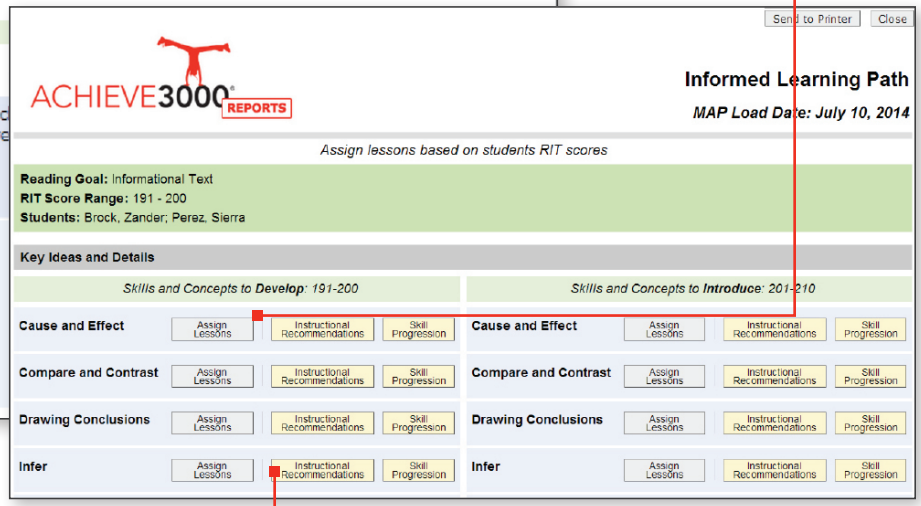
How can I differentiate my instruction based on NWEA MAP assessment results?*

DATA UPDATED DAILY

How it helps:

- Easily import each school's NWEA™ MAP® comprehensive data file (CDF) to generate an Achieve3000 MAP Informed Learning Path for each student
- See a summary of student RIT scores by goal and assign lessons based on RIT scores
- Use grouping for an easy way to work with students based on skill and concept performance within each goal





Directly assign lessons to a student or group of students based on RIT scores.

See how students perform across the RIT bands for each of the goals of Informational Text, Foundational Skills and Vocabulary.

Students are automatically grouped based on their performance on each goal for targeted small-group instruction.

Targeted instructional recommendations are provided for each skill and concept in each RIT band.

*NWEA integration is available to purchase as an add-on to your Achieve3000 solution.

How are my students performing on reading skills?*

DATA UPDATED DAILY

How it helps:

- Pinpoint skill gaps to inform instruction and accelerate learning
- See how students are performing on essential reading comprehension and vocabulary skills
- Inform instruction by identifying at a glance which students are mastering or struggling with specific skills

ACHIEVE3000 REPORTS

How are my students performing on reading skills?

October 4, 2017 - December 4, 2017

Determine students' performance on specific reading skills.

Type: Reading

Class: GR 8

8th Grade Skill	Mastery is Demonstrated 80-100% Correct	Additional Practice Recommended 65-79% Correct	Aggressive Intervention Recommended <65% Correct	No Items Completed
Compare and Contrast assign	− 4/14 (29%) students		− 6/14 (43%) students	+ 4/14 (29%) students
Cause and Effect assign	+ 7/14 (50%) students	+ 1/14 (7%) students	+ 5/14 (36%) students	+ 1/14 (7%) students
Chronology/Sequence assign	+ 4/14 (29%) students	+ 1/14 (7%) students	+ 7/14 (50%) students	+ 2/14 (14%) students
Draw Conclusions assign	+ 2/14 (14%) students	− 2/14 (14%) students	+ 8/14 (57%) students	+ 2/14 (14%) students

Compare and Contrast — Mastery is Demonstrated:

User	Items	% Correct
Christian, Edward	7	86%
Gertler Sean,	2	100%
Jones, Sara	2	100%
Lyons, Ken	2	100%

Compare and Contrast — Aggressive Intervention Recommended:

User	Items	% Correct
Camarena, Alana	5	20%
Crosby, Rafael	1	0%
Jie, Albert	1	0%
Pruitt, Joshua	12	33%
Roy, Hannah	7	43%
Smith, Jennifer	5	60%

Draw Conclusions — Additional Practice Recommended:

User	Items	% Correct
Chao,		

Students are grouped by their level of performance on each skill, informing optimal groups for teacher-led small-group instruction.

See how many students are performing at each level by skill. Expand to see individual performance by student.

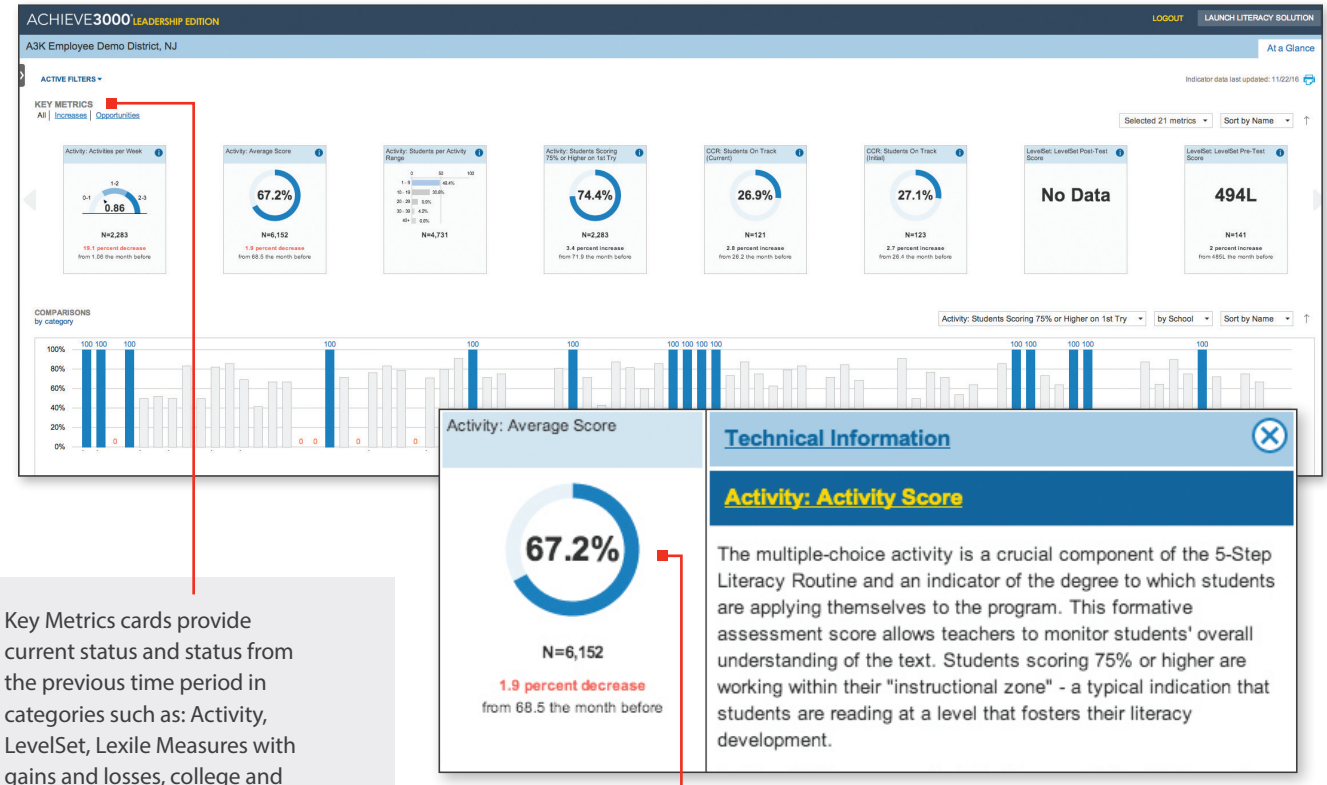
Directly assign lessons with additional practice opportunities for each skill.

The Skills Report is only available to customers with an Achieve3000 Access, Boost, Español or Achieve Intensive license. This report is not available for customers with a Pro subscription.

Making the Most of Your Implementation

DATA UPDATED DAILY

- Dynamic dashboard fueled by daily student data makes it quick and easy to monitor the health of your implementation and demonstrate success on a daily basis
- See an easy at-a-glance overview of your districts, schools and teachers
- Plan on the go with access anytime, anywhere and on any device
- 21 Key Metric cards focus on essential performance and usage data to drive a successful implementation



Key Metrics cards provide current status and status from the previous time period in categories such as: Activity, LevelSet, Lexile Measures with gains and losses, college and career readiness, login metrics for students and more.

An Information icon (i) on each key metric card provides that metric's description and technical information on how it is calculated, as well as suggested action steps.

21 Key Metrics to monitor data at a glance

Activity
- Activities per week
- Average score
- Students per activity range
- Students scoring 75% or higher on 1st try

College and Career Readiness
- Students on track (Current)
- Students on track (Initial)

LevelSet
- Post-test score
- Pre-test score
- Students who completed the post-test
- Students who completed the pre-test

Lexiles
- Gains in Lexiles
- Lexile measure

Logins
- Number of student logins
- Number of teacher logins
- Student logins during/outside school hours
- Students who logged in during the date range
- Teacher logins during/outside school hours
- Teachers who logged in during the date range

Time Spent
- In Activities
- In Articles
- In Thought Questions

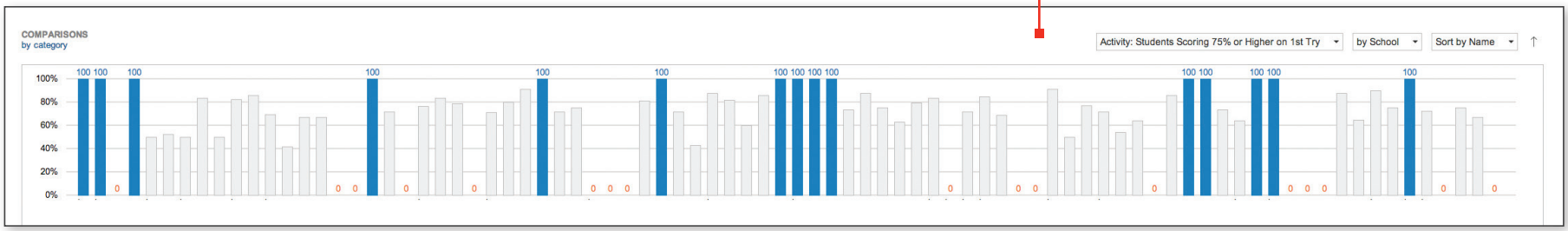
Identify Trends and Areas that Need Attention

DATA UPDATED DAILY

How it helps:

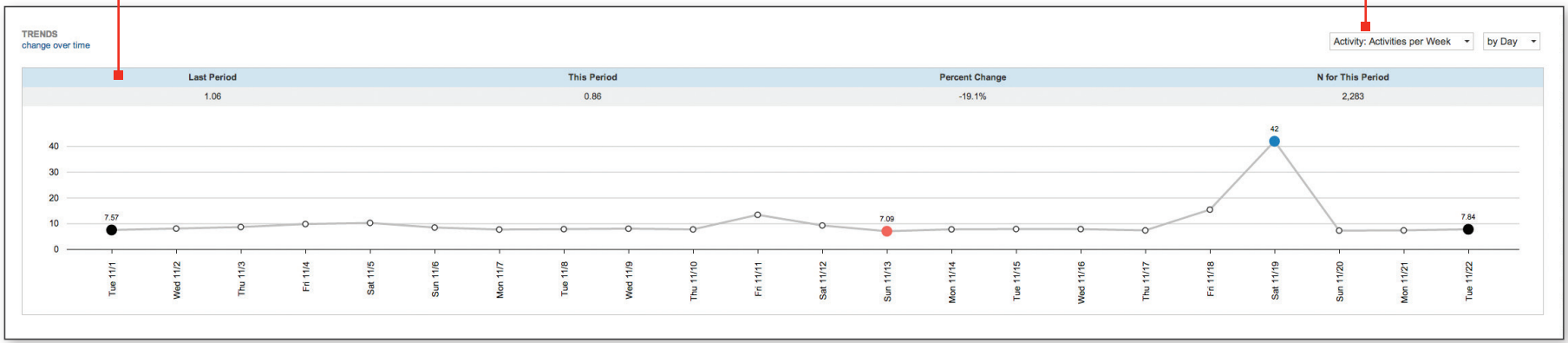
- Compare performance by school, grade level, teacher or class
- Monitor trends by day, week or month

The Comparisons chart compares performance on key metrics across schools, grades, classes and teachers.



The Trends chart allows you to monitor trends across time and see variation by day, week or month.

Filters focus your data by date, school, grade, teacher or class.

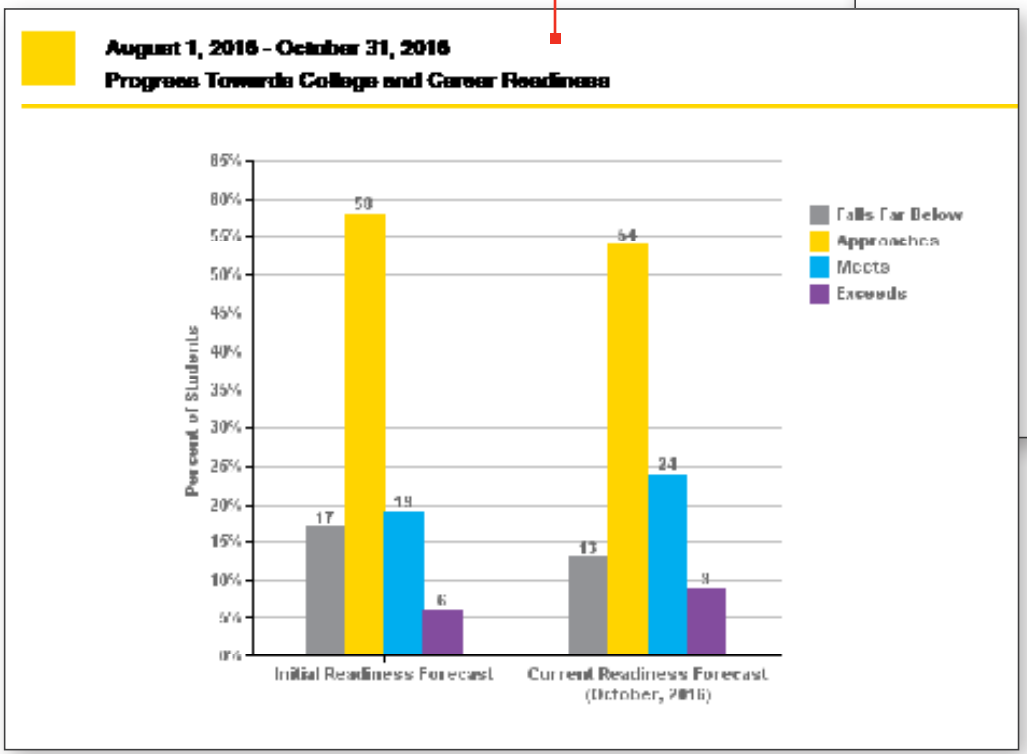


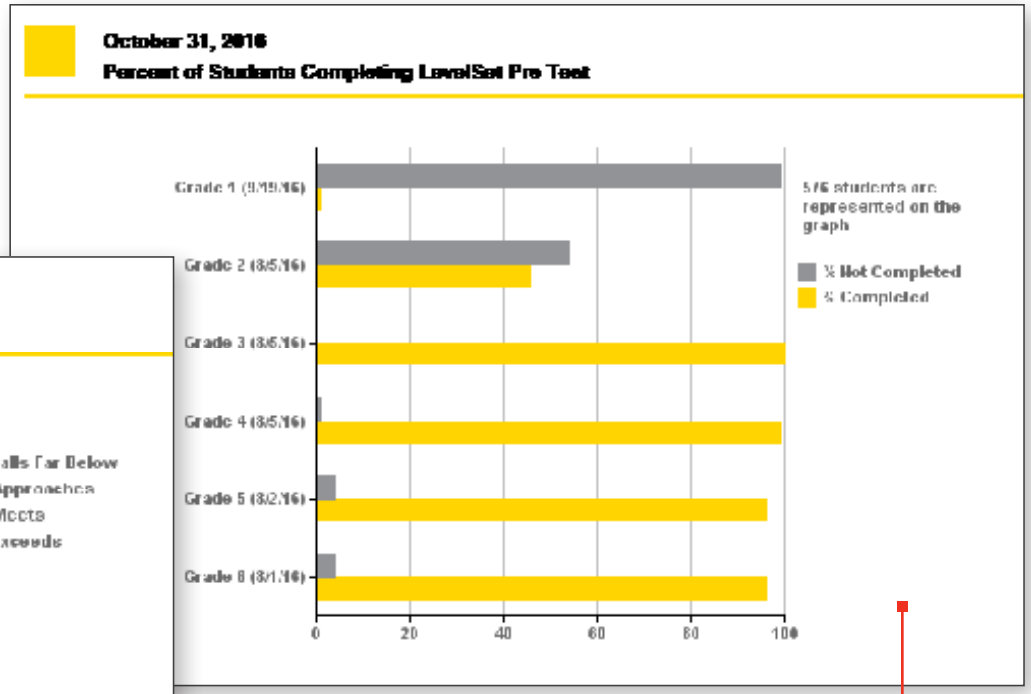
Performance Reports Delivered Monthly*

Achieve3000 Performance Reports are distributed to district and school administrators mid-month, every month after implementation has started:

- At-a-glance view allows you to track student progress and monitor the success of your implementation
- Delivered directly to your email inbox each month

Use this data to monitor your students' progress towards college and career readiness over the course of the school year.





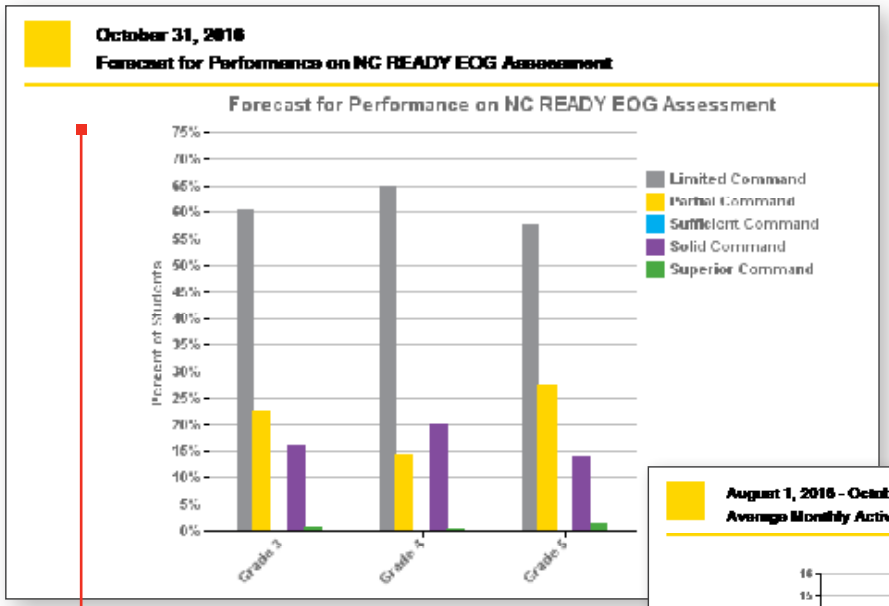
Use this report to see how your students are progressing through the LevelSet test administration.

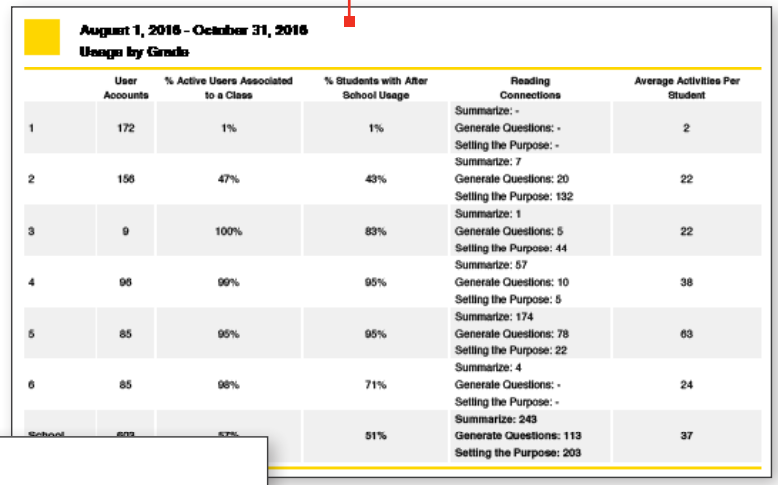
*APRs are delivered every month during the school year, excluding February and June.

Regularly Monitor Implementation Success

- School and district reports include implementation messages and data highlights organized by school, grade or class, depending on recipient

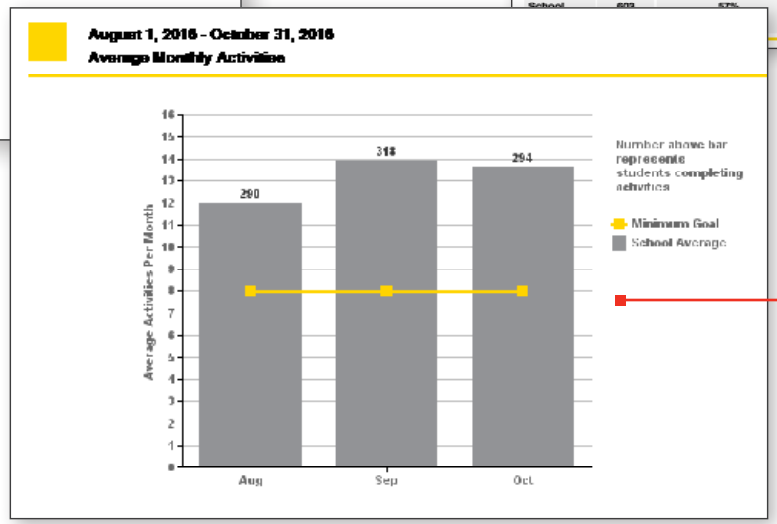
Monitor program usage in key areas (by class and total for all classes) for your Achieve3000 implementation.





August 1, 2016 - October 31, 2016
Usage by Grade

	User Accounts	% Active Users Associated to a Class	% Students with After School Usage	Reading Connections	Average Activities Per Student
1	172	1%	1%	Summarize: - Generate Questions: - Setting the Purpose: -	2
2	156	47%	43%	Summarize: 7 Generate Questions: 20 Setting the Purpose: 132	22
3	9	100%	83%	Summarize: 1 Generate Questions: 5 Setting the Purpose: 44	22
4	96	99%	95%	Summarize: 57 Generate Questions: 10 Setting the Purpose: 5	38
5	85	95%	95%	Summarize: 174 Generate Questions: 78 Setting the Purpose: 22	63
6	85	98%	71%	Summarize: 4 Generate Questions: - Setting the Purpose: -	24
School	[illegible]	[illegible]	51%	Summarize: 243 Generate Questions: 113 Setting the Purpose: 203	37



See students' forecast for performance on your state assessment based on current Lexile measures.

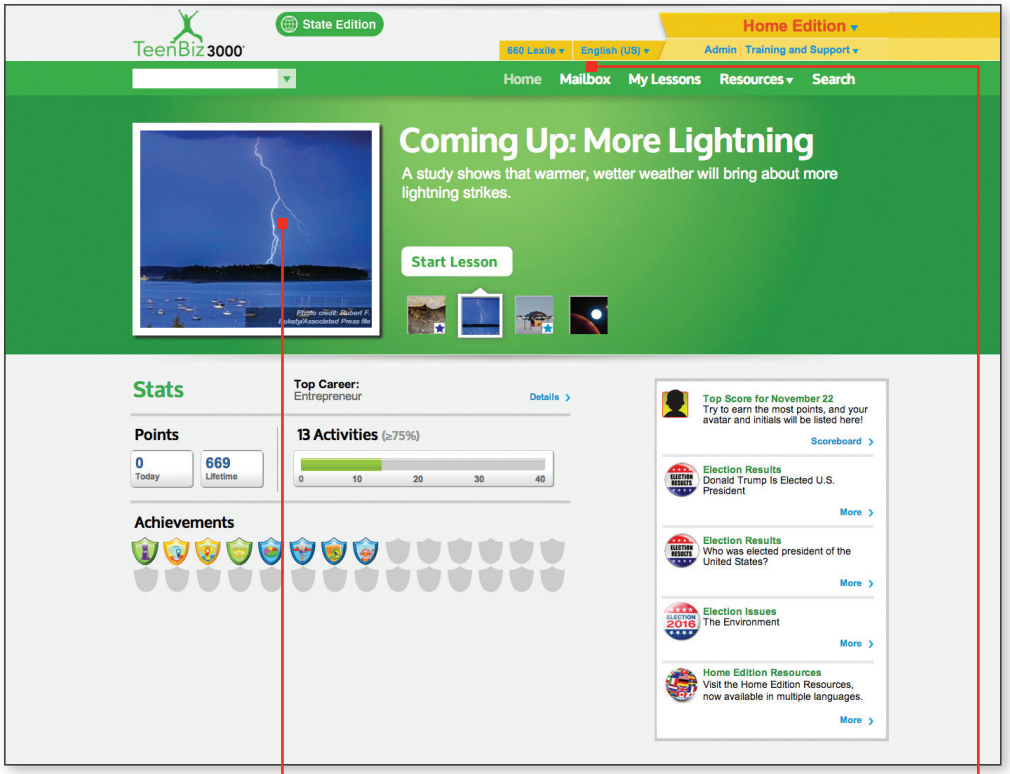
Note: Forecasting report only available for select states.

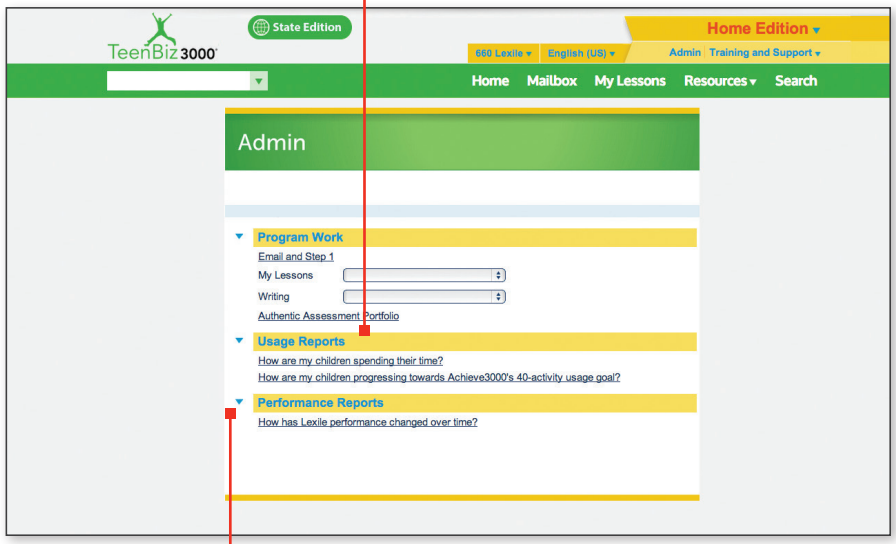
Compare the actual number of activities completed against the activity completion goal of 2 per week (8 per month), plus monitor progress to ensure maximum Lexile gains.

Engage Families with the Home Edition

- Designed to support family literacy and available in English and Spanish
- Increases family involvement and extends the reading experience beyond the school day
- The included Home Resource Site is available in 23 languages and helps parents understand what they can do to support their children

Program work allows parents to see lessons and activity performance for all of their children enrolled in Achieve3000.





Usage and Performance reports for families provide parents with access to key metrics for their children, including how their Lexile level has grown over time.

Family members can view the lessons their children are currently assigned and adjust the Lexile level to support their own literacy needs.

The simulated email system fosters three-way communication, allowing families, students and teachers to engage in conversations.

Partner with Families to Increase Reading Gains

DATA UPDATED DAILY

How it helps:

- Targeted usage and performance reports help families monitor their children's progress and empower them to get involved in their children's learning

ACHIEVE3000 REPORTS

My Lessons Activities

August 7, 2016 - December 7, 2016

View activities and scores.

#	User Name	Activity	Activity Type	Lexile	Part 1 First Try	Part 1 Second Try	Part 2 First Try	Part 2 Second Try	Date	Class Completed
1	Boyd, Frances	Starbucks Under Fire	Lexile Level	940L	100%	100%	N/A	N/A	Dec/6/2016 4:09 PM	No class specified
2	Boyd, Kevin	Live from the Ocean Floor	Lexile Level	720L	88%	100%	N/A	N/A	Dec/5/2016 5:56 PM	No class specified
3	Boyd, Frances	Would You Get Sick for Science?	Lexile Level	940L	88%	100%	N/A	N/A	Nov/29/2016 4:36 PM	No class specified
4	Boyd, Kevin	A New Starting Line in Alaska	Lexile Level	720L	75%	100%	N/A	N/A	Nov/28/2016 9:46 PM	No class specified
5	Boyd, Frances	Glass Beaches?	Lexile Level	940L	63%	88%	N/A	N/A	Nov/22/2016 7:40 PM	No class specified
6	Boyd, Kevin	Danny's Heart	Lexile Level	720L						
7	Boyd, Kevin	Enthusiasm and Attitude	Lexile Level	720L						
8	Boyd, Kevin	Dressed-Up Junk Food?	Lexile Level	720L						

Families can view activity performance and lesson details for their children.

Families can see how their children are spending their time in Achieve3000.

ACHIEVE3000 REPORTS

How are my children spending their time?

August 1, 2016 - December 6, 2016

Identify the components of the program which users are utilizing.

#	User Name	Lexile	Total Logins	First Login	Last Login	Activities	Avg Weekly Activities	Activity Avg Score	Reading Connections: Summarize (Total)	Reading Connections: Generate Questions (Total)	Reading Connections: Setting the Purpose (Total)	Emails Sent	Program Hours	Mail	My Lessons	Activities	Ti Qu
			51			30	1.7[1]	81%	0	0	1	70	14h 18m	12%	7%	7%	
			6			14	0.8[1]	82%	0	0	0	32	44m			3%	

und that 40 sessions is a key benchmark for academic improvement. For significant gains, Achieve3000 recommends that students complete one to two reading activities per week.

ack' for College and Career Readiness. Students without a Lexile level for the current school year will not have a forecast for College and Career readiness.

, student is a Developing Reader and will have sustained practice at the current Lexile level. Administer an interim LevelSet assessment at mid-year to measure progress and update the Lexile level in the p

llowing exception: *All activities.*

ACHIEVE3000 REPORTS

How has Lexile performance changed over time?

September 1, 2016 - December 12, 2016

Track changes in Lexile/reading activity performance

#	User Name	Grade	September 2016	October 2016	November 2016	December 2016	GROWTH	Initial Expected Post-Test Score	Current Expected Post-Test Score	MC Activities
1	Boyd, Frances	6	Pre-Test: 9/7 (Time:21m/30 items) Lexile: 925L(47,48) 4 Activities (4) Adjustment on 9/30 Lexile: 940L	6 Activities (5) Adjustment on 10/31 Lexile: 940L	2 Activities (2) Lexile: 940L	2 Activities (2) Lexile: 940L	+15L	970L (±82)	990L	14
			Pre-Test: 9/7[1] (Time:50m/30 items) Lexile:							

Families can track their children's monthly changes in Lexile levels.

ACHIEVE3000®

THE LEADER IN DIFFERENTIATED INSTRUCTION®

To learn more about Achieve3000's proven solutions, please visit

achieve3000.com

Phone: 888-968-6822

Email: info@achieve3000.com

DISTRICT INITIAL PURCHASE

License quantities are based on the provided student enrollment estimates (RFP page 14). A 1,300 minimum license purchase is required for the extended cost per license. Purchases below the minimum will be offered at $42/license. Because Achieve3000 is web-based, shipping does not apply.

Product	Qty	Unit Cost	2020-2021 School Year
Achieve3000 Middle School Licenses 1 Teacher per Middle School (10 total) 105 Students per Middle School (1050 total)	1050	$30.00	$31,500.00
Achieve3000 High School Licenses 1 Teacher per High School (4 total) 70 Students per High School (280 total)	280	$30.00	$8,400.00
Professional Development See below for detailed PD plan, includes 1 centralized day for initial training, 5 days for Middle School site-based PD, 2 days for High School site-based PD	8	$2,695.00	$21,560.00
Total Cost			**$61,460.00**

PURCHASES OVER 10-YEAR CONTRACT

A 1,300 minimum license purchase is required for the extended cost per license. Purchases below the minimum will be subject to Achieve3000 list prices in the designated school year.

Product	2021-2022 Unit Cost	2022-2023 Unit Cost	2023-2024 Unit Cost	2024-2025 Unit Cost	2025-2026 Unit Cost	2026-2027 Unit Cost	2027-2028 Unit Cost	2028-2029 Unit Cost	2029-2030 Unit Cost
Achieve3000 Licenses Quantities to be determined annually.	$30.00	$30.00	$30.60	$30.60	$30.60	$31.21	$31.21	$31.21	$31.21
Professional Development Number of days to be determined annually.	$2,695.00	$2,695.00	$2,748.90	$2,748.90	$2,748.90	$2,803.88	$2,803.88	$2,803.88	$2,803.88

Professional Development

Achieve3000 Professional Learning Services designed to empower teachers with effective instructional strategies and activities. We work with each customer to develop a comprehensive Customer Success Plan, with professional development and implementation services aligned to your goals and needs. Following a clearly outlined plan, we will establish the path for professional development that engages all stakeholders—principals, coaches, teachers, and parents —through a series of blended sessions, including onsite, live online, and on-demand online.

Professional Learning Sessions will be customized not only for your specific needs and academic goals, but also differentiated to meet the unique needs of each group of participants, with specialized sessions for school and district leadership, multi-subject teachers, reading and English language arts teachers, content-area teachers, and other groups to ensure the greatest impact. skills in Language Arts, Science, and Social Studies.

Recommendations for initial training include:

*1 centralized training day for middle and high school teachers - session to focus on initial introduction to program and platform training
*5 days for middle school site-based professional development - focused on side-by-side coaching, consulting and classroom modeling, as well as deep dive into data and leadership reporting
*2 days for high school site-based professional development - focused on side-by-side coaching, consulting and classroom modeling, as well as deep dive into data and leadership reporting

Following initial training, ongoing professional learning opportunities will support the implementation for the life of the contract. Detailed pricing has been provided above.

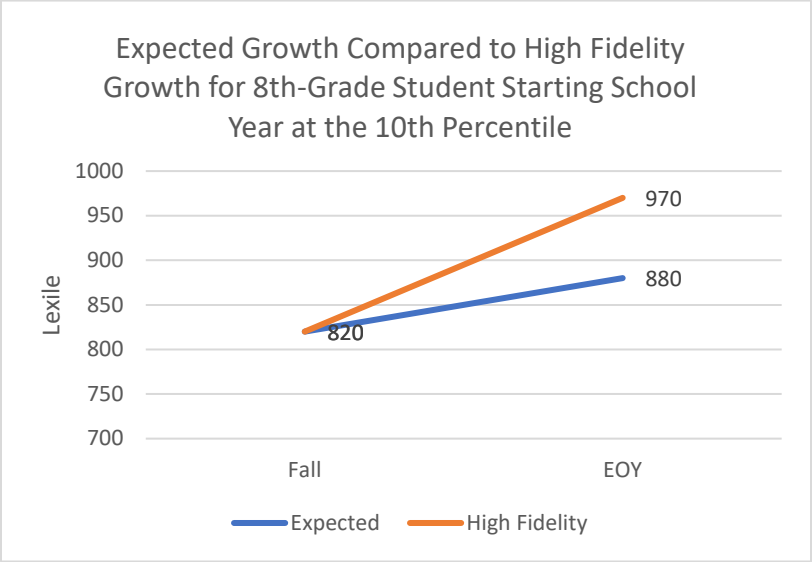
Exhibit C

Achieve3000 Responses for Poudre School District Evaluation Committee RFP 20-630-002 – Secondary Reading Intervention

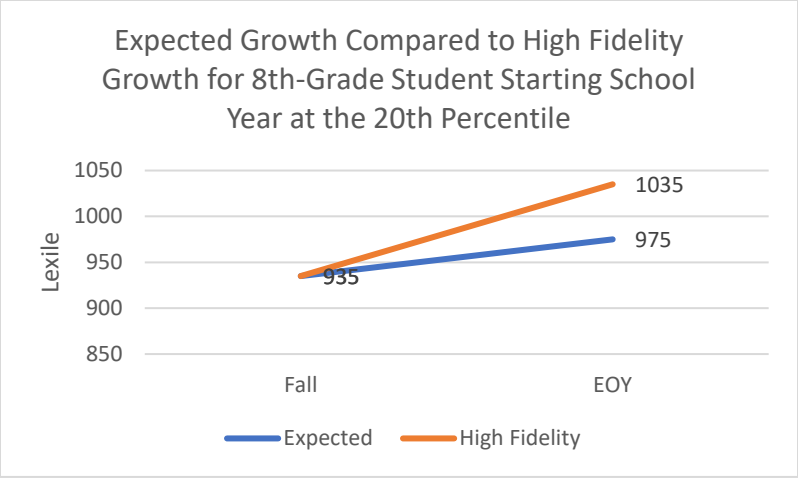
1. **Accelerates growth - What will your product do to accelerate each student's reading growth? How will the diagnostic test guide the teachers' instruction?**

Achieve3000's patented literacy solutions are driven by a proprietary engine that leverages built-in summative and ongoing formative assessments to accelerate learning gains, while maintaining the teacher's ability to lead whole-class instruction and engage all students in meaningful literacy experiences.

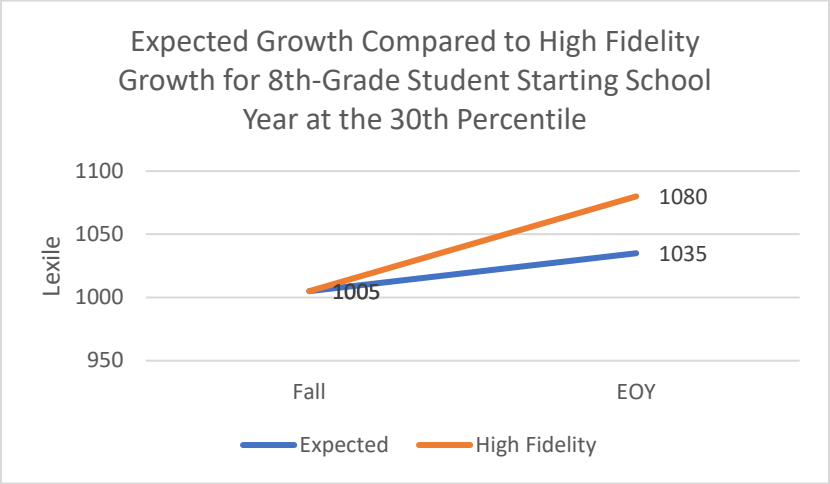
The estimated accelerated growth indicated in the charts below is based on results from the National Lexile Study conducted by MetaMetrics. In that study, struggling readers in middle school who used Achieve3000 with high fidelity – i.e., they completed at least one activity per week with good comprehension (an average 75% correct or higher on embedded comprehension items) – experienced 2.5 times their expected growth. Expected growth is based on research by MetaMetrics's of over 100,000 students at all Lexile levels. MetaMetrics' proprietary growth formula (MetaMetrics, 2004) considers the student's initial Lexile® measure and the length of time from the student's beginning-of-year measure to the end-of-year measure. The initial Lexile (Fall) in the charts is based on MetaMetrics 2017 Lexile norms for eighth grade.



[Student 1]



[Student 2]

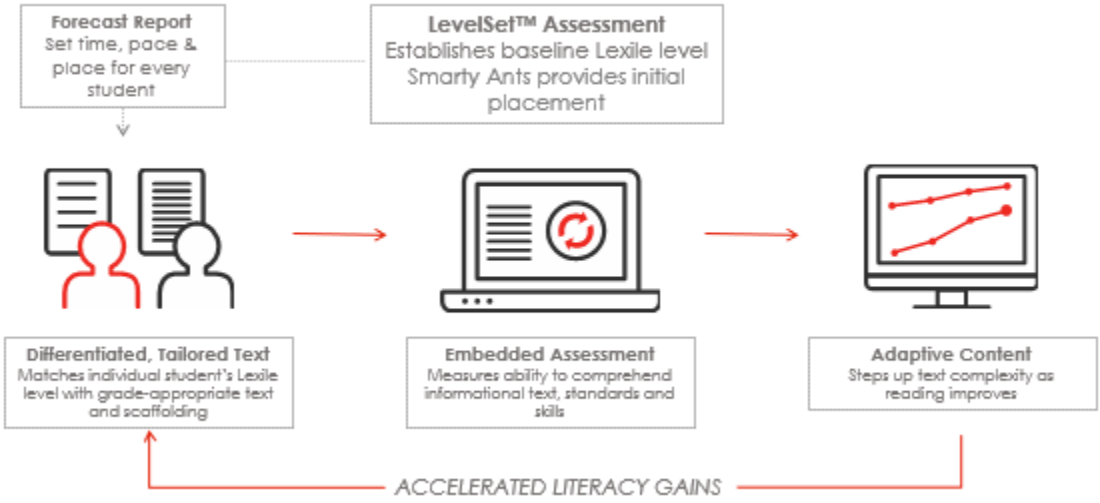


[Student 3]

LevelSet is the diagnostic used to guide instruction. Developed in collaboration with MetaMetrics®, Inc., the makers of the Lexile Framework for Reading®, the LevelSet™ academic screener establishes each student's initial Lexile reading level in English or in Spanish. LevelSet measures a student's ability to comprehend informational text and provides a scale score that matches reading ability with text complexity. It can be administered up to three times per year, first as a pre-test to establish a baseline Lexile level, forecast readiness for university and career benchmarks, match students with differentiated, tailored text; and identify the best solution and implementation that will promote accelerated growth for every student. Interim and post-test administrations provide a summative measure of student growth.

Using the LevelSet results, Achieve3000's adaptive text complexity system automatically matches students to grade-appropriate versions of a text, differentiating the same nonfiction lesson at up to 12 levels of English and up to 8 levels of Spanish. Students complete Colorado-specific, cross-disciplinary lessons using a specialized 5-Step Literacy Routine that strengthens reading and develops key literacy skills while building content-area knowledge and vocabulary simultaneously. Built-in scaffolds support student learning at every step, ensuring students of all ability levels can access the same grade-appropriate content and meet academic standards.

As part of every lesson, students complete an Activity, which is the embedded formative assessment. Each Activity includes multiple-choice items to assess students' comprehension of the article. The activity questions, as well as the reading selections, are written at the student's independent reading level. A component of the Achieve3000 patent uses the embedded assessment results to continually monitor student readiness for more complex text. When the system determines that a student is ready, it automatically increases student Lexile levels, thus exposing them to more and more complex text. In this way, the teacher is able to provide equitable learning experiences to all students, regardless of current reading levels, while accelerating learning for struggling students. See the figure below for the cycle of acceleration.



Our research shows that completion of 40 lessons in a semester and 80 over the course of the year results in double or triple the expected Lexile gains in a year.

2. **Usability - What information will the teachers and students see related to these profiles (such as data reports and skill-based needs reports)**

While each student has a unique, individual learning profile within the system, serving up text and activities written at each student's independent reading level, the student homepage is designed to ensure that all students within a class are treated equitably and feel very much a part of the larger class. All students within a class will see the same set of lessons and lesson collections. Only when they are

working within the lesson will students see differences in how the text is written and presented, and what scaffolds and supports are provided. This allows teachers to have both skills-based and mixed-ability groupings for text-based activities; students of varying reading abilities can easily work together in text explorations, annotations, and discussions.

For example, see below for Student #1's lesson, with a current Lexile of 400,

ARLINGTON, Texas (Achieve3000, November 7, 2019). In March 2019, an African American teen tried to get a job at an amusement park. He was turned down. Why? Because he had dreadlocks.

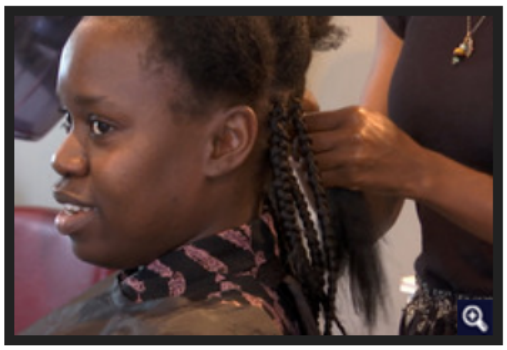


Photo credit: Associated Press

An African American girl gets her hair braided.

It's a problem many African Americans face. Some have been turned away from schools and jobs. Sports games, too. All because of how they style their hair.

Wait a minute. Are schools and companies *allowed* to make rules about how you can dress and wear your hair? They are. But the rules shouldn't affect only certain groups. That's racial discrimination. Take dress codes banning hairstyles like Afros or cornrows. They're not fair. Why? They mostly affect African Americans.

But are such rules illegal? Some places have special laws. Take California. In July 2019, the state passed the CROWN Act. What does this law say? Companies and public schools can't ban black hairstyles, like twists, braids, and dreadlocks. New York passed a law, too. Things are changing.

For student #2, whose current Lexile is 775, the text would look like this:

ARLINGTON, Texas (Achieve3000, November 7, 2019). Kerion Washington applied for a job at Six Flags Over Texas in March 2019. But the 17-year-old was turned down. The decision had nothing to do with his interview. And it had nothing to do with whether he could do the job. So why didn't the amusement park hire him? Believe it or not, it was because of his hairstyle. The length and style didn't violate any of the company's guidelines. But the African American teen was told that to get the job he'd need to cut off his dreadlocks.

Photo credit: Associated Press

An African American girl gets her hair braided. California's CROWN Act makes it illegal for employers and public schools to ban hairstyles such as braids.

Kerion Washington is just one of many people who've faced this kind of injustice. You might have seen news stories about African Americans facing similar situations: Students being turned away from schools. Athletes being disqualified from competitions. Workers being passed over for better positions. And all because of how they style their hair. These stories are examples of *hair discrimination*. And there's a lot more at stake than the freedom to follow the latest fashion trends. Hair discrimination affects people's civil rights. It's considered a form of racial discrimination. And some places now have special laws about it.

In July 2019, California passed the CROWN Act. It has a goal of Creating a Respectful and Open Workplace for Natural hair. What does the law say? It's illegal for the state's employers and public schools to ban black hairstyles, including braids, twists, and dreadlocks. New York passed a similar law soon after that.

And for Student #3, meeting grade-level expectations at a Lexile of 1000, would see this:

ARLINGTON, Texas (Achieve3000, November 7, 2019). Kerion Washington was turned down when he applied for a job at Six Flags Over Texas in March 2019. But the decision had nothing to do with the 17-year-old's interview, qualifications, or work ethic. Why wouldn't the amusement park hire him? Believe it or not, it was because of his hairstyle. The length and style didn't violate any of the company's employee guidelines. But the African American teen was told that to get the job he'd need to cut off his dreadlocks.

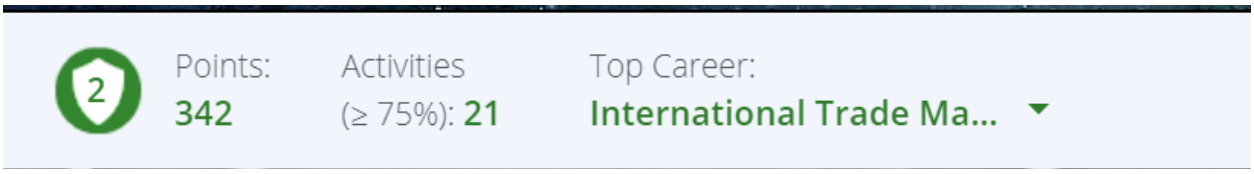
Photo credit: Associated Press

An African American girl gets her hair braided. California's CROWN Act makes it illegal for employers and public schools to ban hairstyles such as braids.

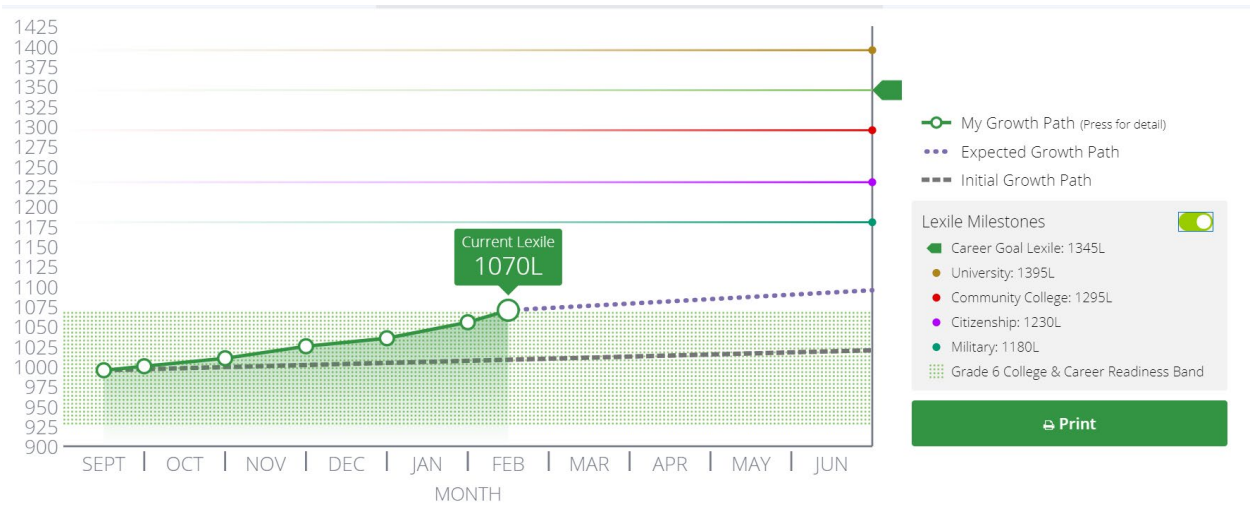
Kerion Washington is just one of many people who've faced this kind of injustice. Just comb through news headlines and social media and you'll find plenty of stories of African Americans confronting similar situations: from students being turned away from schools and athletes being disqualified from competitions to professionals being passed over for promotions. All because of how they style their hair. These incidents are examples of *hair discrimination*. And there's a whole lot more at stake than the freedom to follow trends. Hair discrimination affects people's civil rights. It's considered a form of racial discrimination, and some places now have specific laws against it.

In July 2019, California passed the CROWN Act. It has the goal of Creating a Respectful and Open Workplace for Natural hair. The law makes it illegal for employers and public schools in the state to have policies that ban black hairstyles, such as braids, twists, and dreadlocks. The state of New York passed a similar law soon after that.

Students can find information related to their individual profiles in the top navigation bar of their homepage. They can see how many points they have earned by participating in lesson activities; how many of their activities have yielded correct-answer percentages of 75% of higher, and information about the career goal they have selected.



In our career center, students can learn about a wide variety of careers and select one as their “top career.” This selection allows our system to set a Lexile goal for them to aspire to, along with a variety of other targets shown on the student’s Lexile Tracker, available to students throughout the year within their top navigation bar.



Teachers have access to detailed information about each student's individual learning profile, with the ability to manage and change settings at an individual or class basis, as needed. (See figure below.)

Subscriber Type Student

Login Name aordover8s

Password •••••••••• Reveal Copy

Title

First Name Elizabeth

Last Name Kennedy

Pen Name Elizabeth

Student ID aordover8s30656

Grade Level 8

Math Level 8

Lexile Level 1120

Scaffolds TeenBiz3000

- Language
- Intervention
- Enrichment

eScience3000

- *Language*

Audio Support TeenBiz3000

- [ ] Full audio support
- [ ] No audio support
- [x] Vocabulary audio support
- [ ] Stretch audio support

eScience3000

- [x] *On*

Speech to Text Support TeenBiz3000

- [ ] No speech to text support
- [x] Before reading poll speech to text support
- [x] Reading connections speech to text support
- [x] After reading poll speech to text support
- [x] Thought question speech to text support

Highlight Toolbar TeenBiz3000

- [x] On

eScience3000

- [x] *On*

After Reading Poll Comment Feed [x]

Gender ▼

Ethnicity ▼

Race ▼

User	Supervised Student Work Time Start Time		Supervised Student Work Time End Time		Peer-to-Peer Email	During School Avatars	During School Videos	Audio Support and Speech to Text Support	Highlight Toolbar	Scaffolds	Language
Gomez, William	7:00	AM	3:00	PM	No images or	[ ]	[x]	Vocabulary audio su Speech to text supp	[x]	Standard	English (US
Bender, Dean	7:00	AM	3:00	PM	No images or	[ ]	[x]	Vocabulary audio su Speech to text supp	[x]	Language	Spanish Su
Feeney, James	7:00	AM	3:00	PM	No images or	[ ]	[x]	Vocabulary audio su Speech to text supp	[x]	Interventior	English (US
Jackson, Jessica	7:00	AM	3:00	PM	No images or	[ ]	[x]	Vocabulary audio su Speech to text supp	[x]	Enrichment	English (US
Kennedy, Elizabeth	7:00	AM	3:00	PM	No images or	[ ]	[x]	Vocabulary audio su Speech to text supp	[x]	Standard	English (US
Mcdonald, Ben	7:00	AM	3:00	PM	No images or	[ ]	[x]	Vocabulary audio su Speech to text supp	[x]	Standard	English (US
Perez, Alex	7:00	AM	3:00	PM	No images or	[ ]	[x]	Vocabulary audio su	[x]	Language	Full Spanish

On the reporting side of our solution, teachers have access to detailed data about their students, including key, actionable information like time spent, average activity score, and Lexile growth. Teachers also will be able to see forecast information, tapping into Achieve3000 and MetaMetrics proprietary predictive algorithms, to help estimate how students will progress towards school, state, college and career goals.

Send to Printer | Export to Excel | Close

ACHIEVE3000 REPORTS

How has Lexile performance changed over time?

July 1, 2019 - January 1, 2020

Track changes in Lexile/reading activity performance

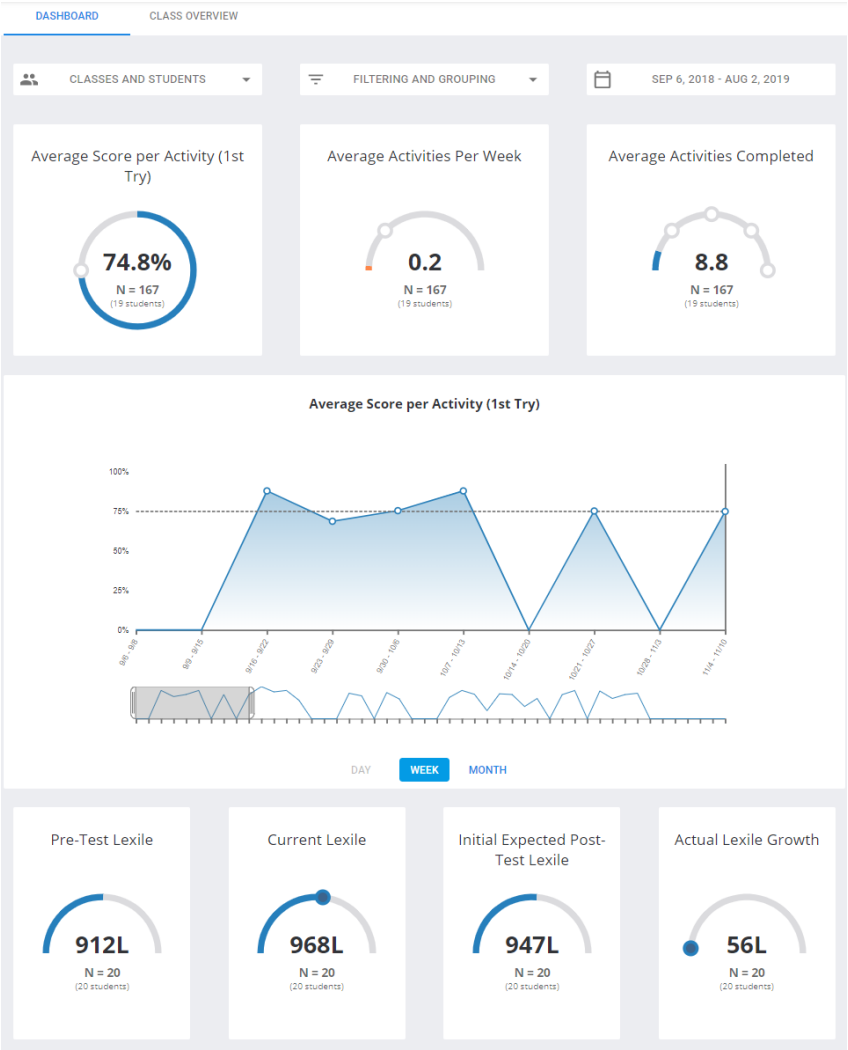
Jon Kirchherr's School

	Total Students	July 2019	August 2019	September 2019	October 2019	November 2019	December 2019	January 2020	GROWTH	Initial Expected Post-Test Score	Current Expected Post-Test Score	MC Activities
– **Class: Language Period 8 SY19-20**												
# User Name	Grade	July 2019	August 2019	September 2019	October 2019	November 2019	December 2019	January 2020	GROWTH	Initial Expected Post-Test Score	Current Expected Post-Test Score	MC Activities
1 Bender, Dean	8								N/A			
2 Feeney, James	8								N/A			
3 Jackson, Jessica	8								N/A			
4 Kennedy, Elizabeth	8								N/A			
5 Mcdonald, Ben	8								N/A			
6 Perez, Alex	8								N/A			
Class: Language Period 8 SY19-20	6								N/A			
+ **Class: LevelSet Period 1 SY19-20**	6								N/A			

College & Career Readiness Student is 'On Track' for College and Career Readiness. Students without a Lexile level for the current school year will not have a forecast for College and Career readiness.

⚠ Based on the Lexile score, student is a Developing Reader and will have sustained practice at the current Lexile level. Administer an interim LevelSet assessment at mid-year to measure progress and update the Lexile level in the program.
Due to processing time, there may be up to a one day delay in the availability of Lexile scores.

This report was run with the following exceptions:
- Work completed in the student's Achieve3000 language setting, either Spanish or English.
- No report data will appear for students who have not completed a LevelSet pretest.

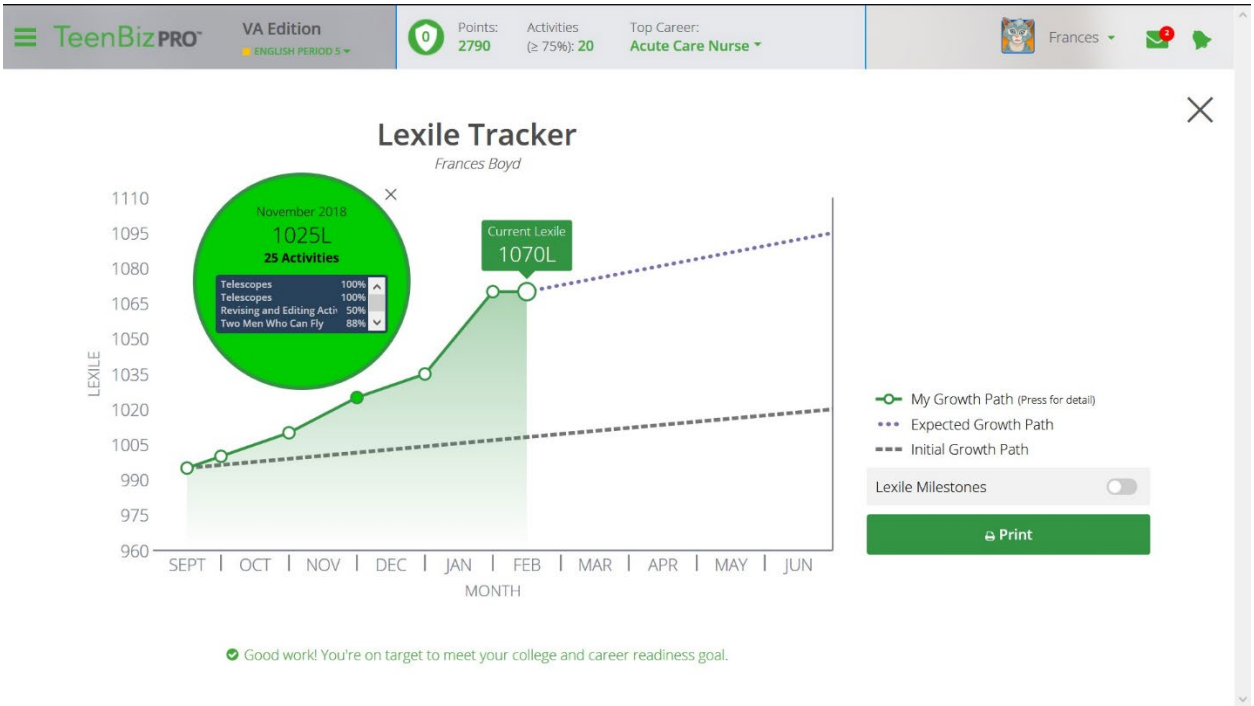


3. **Culture of Reading - How will students be engaged in the goal setting process? What elements promote student ownership of learning?**

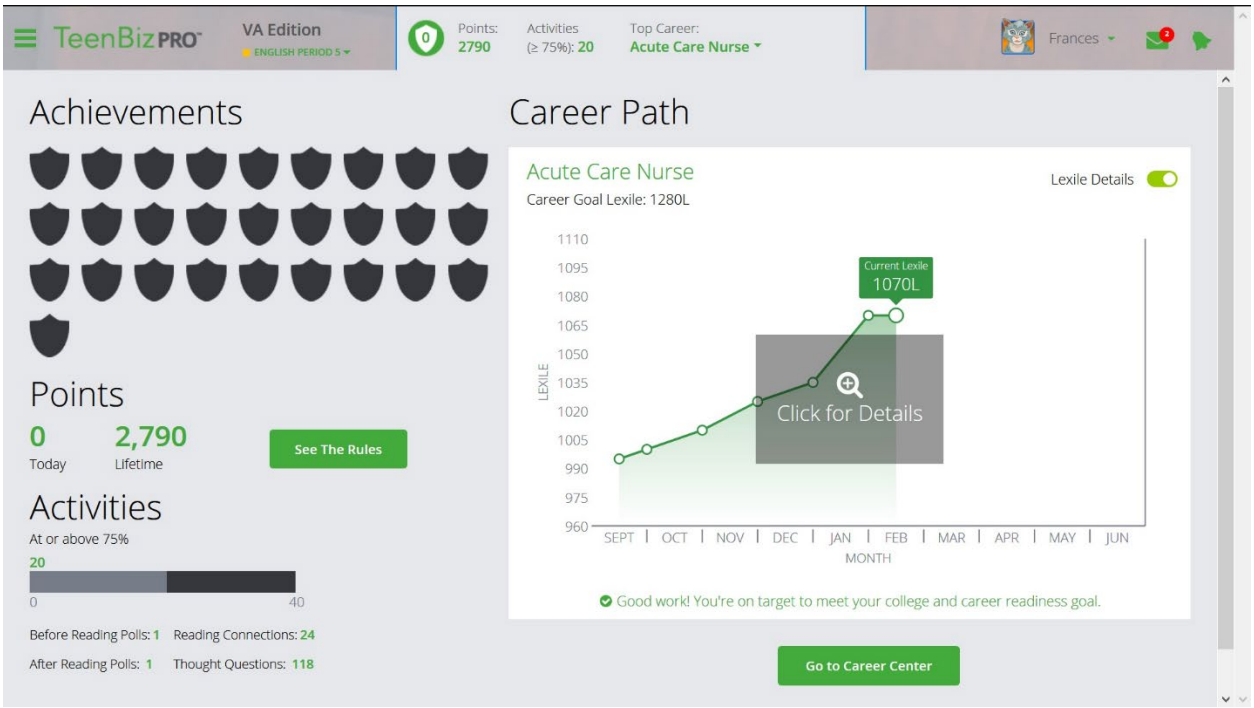
Achieve3000 understands the link between personalization and student motivation, and provides several opportunities to promote student ownership of goal setting and the learning process.

The Achieve3000 Career Center provides students with career information and helps them track their Lexile level and the progress required as they work toward the career of their choice. Through our partnership with MetaMetrics®, we identified the Lexile requirements for entry-level positions in each career. The Career Center is intended to help motivate students to work toward a career goal and make sense of Lexile scores within a real-world context. Students may select any career as their Top Career and then track their month-to-month Lexile gains in relation to that career. Selecting a Top Career, which is displayed on their home page, results in additional messaging letting students know how they are doing toward career readiness.

In addition to the Career Center, the Lexile Tracker provides students with insights into their own literacy growth over time, keeping them engaged in their lessons and motivated to learn more as the school year progresses.



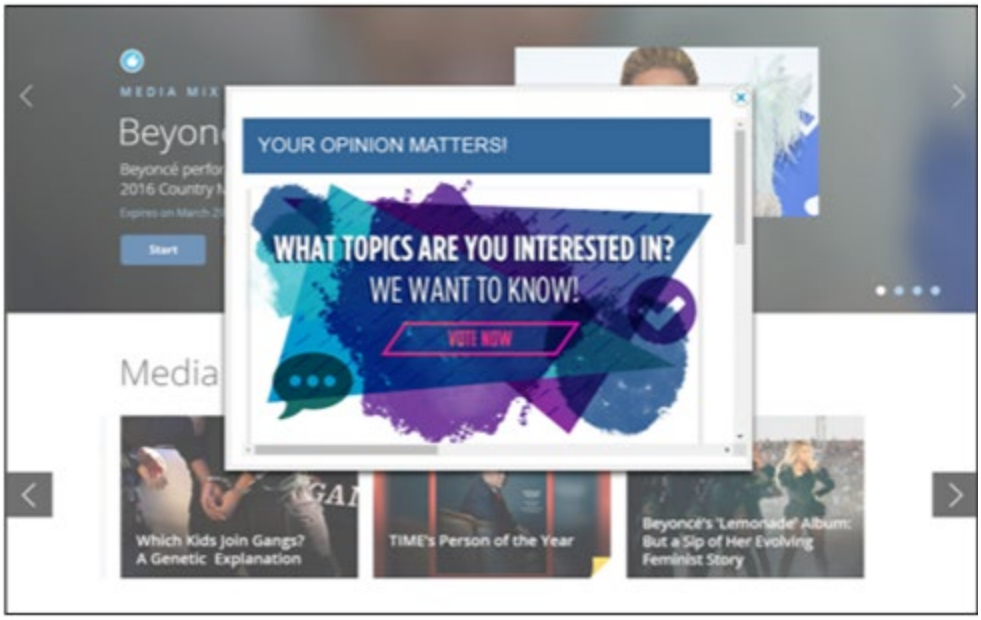
The Lexile Tracker offers students a visual representation of the path from where they are now to their college and career aims in the future. This keeps students focused on their long-term goals and encourages them as they see learning gaps gradually begin to close as they advance in their learning gains. In addition, should students begin to see their Lexile level decline, teachers can use this information to open a dialogue with the student about how to communicate a lack of understanding in learning material.



As students see their growth every time they log on to Achieve3000, they are reminded of how their hard work pays off in Lexile growth. Furthermore, it gives students a sense of agency over their learning, teaching them that it is up to them to apply themselves, ask for help where needed, and participate in class discussions.

Research shows that when children are given choices in reading instruction, their sense of self-efficacy improves, and they spend more time reading. Achieve3000 provides many opportunities for students to make choices in their instructional paths. Students have access to a full archive of over 15,000 lessons. When they search “My Lessons”, students can choose and complete lessons on topics of interest to them. That element of choice—the option to self-select topics of interest—helps to motivate and engage students in their own learning.

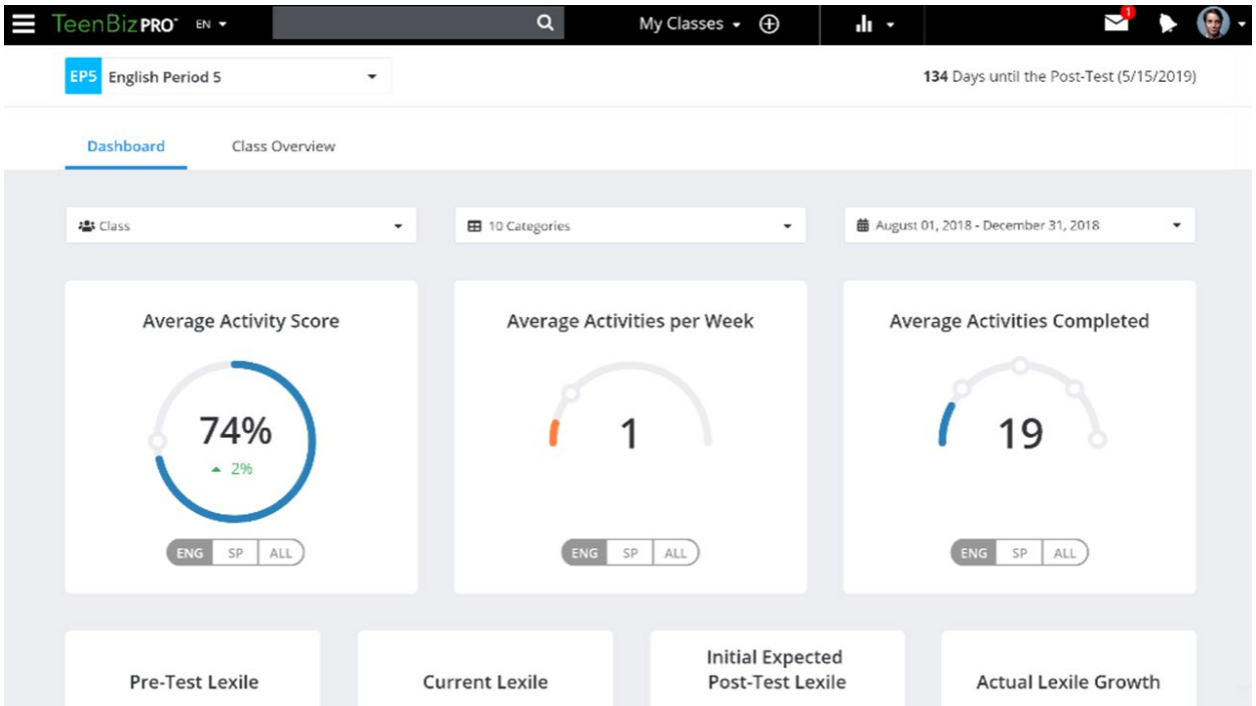
Finally, student engagement surveys provide a platform for students to have their voices heard, which engages students in new ways.



4. Formative Instruction of Reading - How will students growth be progress monitored? What adjustments might we see related to the students learning trajectory?

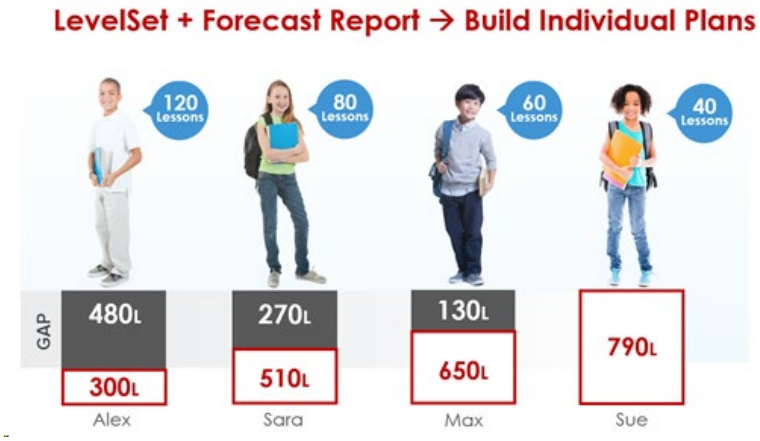
See number 2 above.

In addition, the dynamic reports available on the Achieve3000 platform guide data-driven instructional decisions, such as which students need further intervention, and which are meeting benchmark goals. The Data Center offers an easy-access way for teachers to view key metrics in just a few clicks.



5. **Instructional Planning and Practices - Based on the profiles, what would be each student's recommended instructional schedule? What would be the content of a teacher-directed targeted lesson to meet each student's needs? (Please include a sample or reference a lesson to see online.)**

LevelSet data drives Achieve3000's proprietary forecasting tool, giving every student his or her own differentiated success plan that tells you how much time on task is required to achieve the gains necessary for success, and to get on track for college and career expectations.

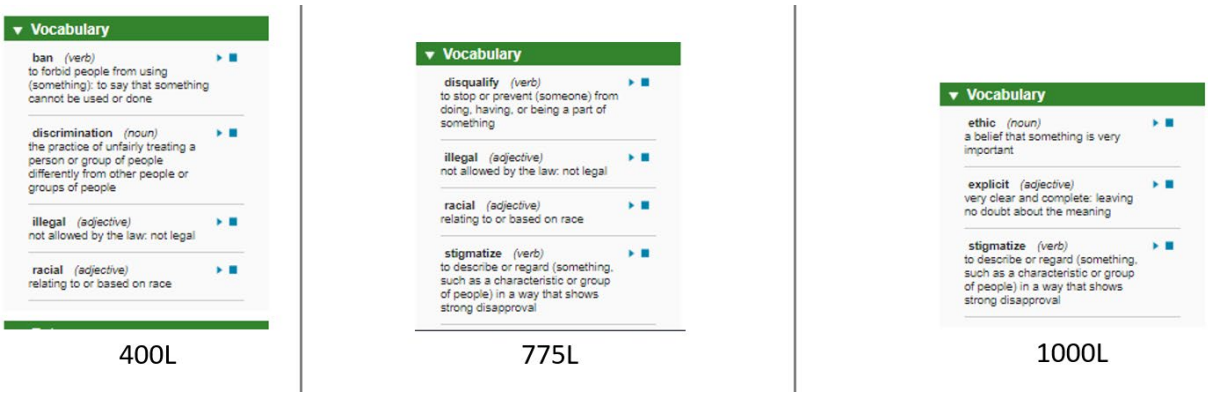


Students complete Colorado-specific, cross-disciplinary lessons using a proven-effective 5-Step Literacy Routine that strengthens reading and develops critical literacy knowledge and skills while building content-area knowledge and vocabulary simultaneously. When in the whole-class learning environment, students are reading the same grade-appropriate topics, tailored to their specific Lexile levels and empowering student collaboration and communication. When working in pull-out, intervention, small-group instruction, or independently, additional scaffolds are activated guaranteeing the equity of access and accountability to grade-appropriate content.

5-Step Literacy Routine

Step 1. Build background through the Before-Reading Poll: Students respond to an opinion statement, expressing and sharing their opinions based on prior experience and prior knowledge. This helps students begin to value the importance of evidence when formulating opinions. This activity also helps set a schema for what students will be thinking, reading, writing, and talking about in this particular lesson. Students can use Sentence Frames to guide the academic discussions that should be conducted in the classroom.

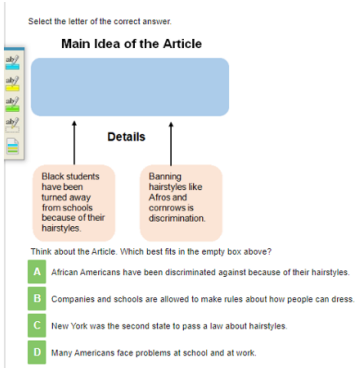
Step 2. Close reading with the Article: As students move into the Article tab, they receive a Vocabulary and Concept Preview with a summary of the day's reading along with an audio-supported dictionary to better set the schema for the upcoming topic. Additionally, students receive new articles every week. Within the solutions, students may be set-up to receive one of 12 levels in English, 12 levels in English with native-language supports, and 8 levels in Spanish of the lesson most closely matched to his or her specific Lexile level, ranging from a 150L to a 1350L, ensuring that all students are placed at their Lexile level, including the most struggling readers.



[Differentiated Vocabulary Support]

Step 3. Embedded assessment within the Activity that drives acceleration: The built-in assessment is embedded into the student routine. Students respond to questions that tap into their knowledge of vocabulary as well as questions about summarization, central ideas/details, and text structure and development. As previously mentioned, a component of the Achieve3000 patent uses the embedded assessment results to continually monitor student readiness for more complex text.

Once a student is ready, the system continues to send the grade-appropriate topic to the student and it automatically increases student Lexile levels, thus exposing them to more and more complex text.



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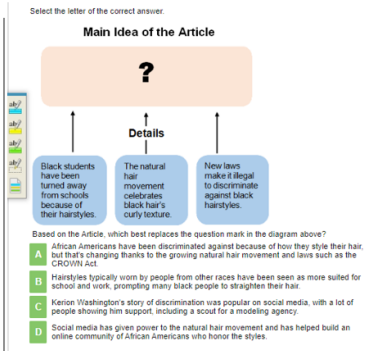
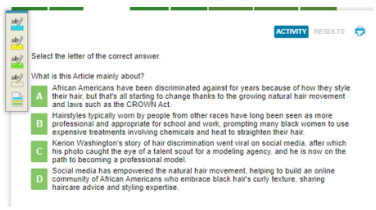


775L

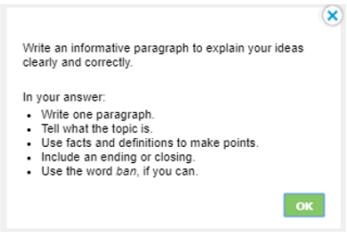


1000L

[Differentiated Activity Questions]

Step 4. Learn the value of evidence through the After-Reading Poll: Students return to the opinion statement to express their opinions, factoring in any new information they may have acquired that day from the sources they read. That information may have confirmed their prior opinions or changed them, but regardless, has helped establish for students the importance and value of evidence. This becomes an opportunity for students to share and reflect on their learning. Use of the Comment Feed in the After-Reading Poll engages students in social participation with their peers as they write about and discuss their opinions and evidence.

Step 5. Synthesize information from multiple sources in the Thought Question: Using the evidence captured through use of close-reading tools on multiple sources of information in Step 2 (the Article), students can draft/edit/revise their written responses, which address narrative, expository, and argument prompts. With all prompts, students are asked to include examples and reasons to support their responses. Students receive sentence starters and paragraph frames, which provide the added support that struggling students need to craft their constructed responses.



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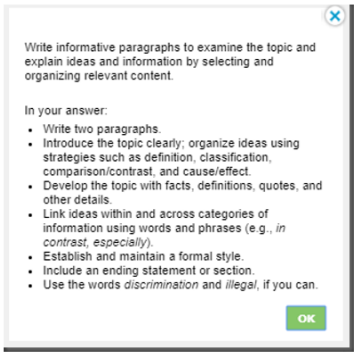

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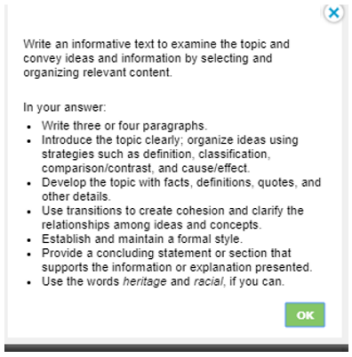

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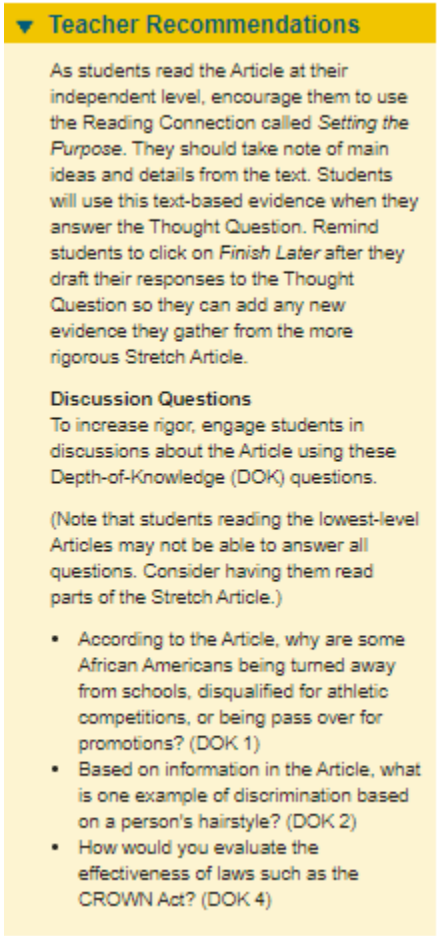
[Differentiated criteria for Thought-Question responses (aligned to the same question).]

For teacher-directed support, every lesson includes extensive and comprehensive Teacher Recommendations, which provide at-point-of-use materials that change as teachers move from step to step of the literacy routine:



Teacher Recommendations

As students read the Article at their independent level, encourage them to use the Reading Connection called *Setting the Purpose*. They should take note of main ideas and details from the text. Students will use this text-based evidence when they answer the Thought Question. Remind students to click on *Finish Later* after they draft their responses to the Thought Question so they can add any new evidence they gather from the more rigorous Stretch Article.

Discussion Questions
To increase rigor, engage students in discussions about the Article using these Depth-of-Knowledge (DOK) questions.

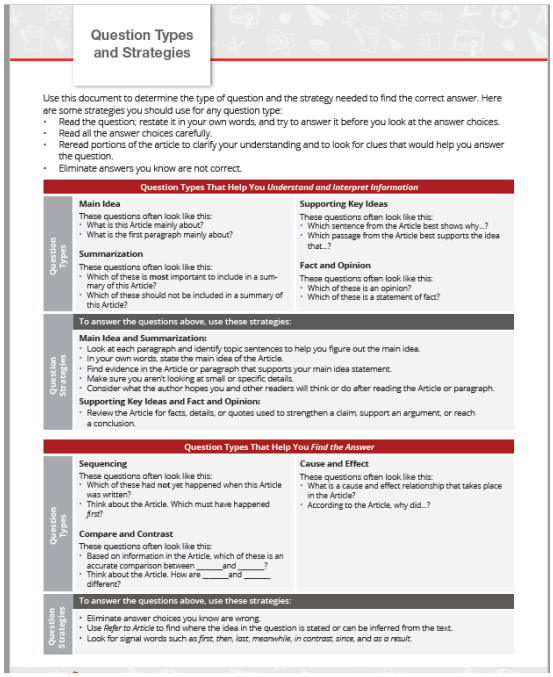
(Note that students reading the lowest-level Articles may not be able to answer all questions. Consider having them read parts of the Stretch Article.)

- According to the Article, why are some African Americans being turned away from schools, disqualified for athletic competitions, or being pass over for promotions? (DOK 1)
- Based on information in the Article, what is one example of discrimination based on a person's hairstyle? (DOK 2)
- How would you evaluate the effectiveness of laws such as the CROWN Act? (DOK 4)

Step 1: The materials help teachers introduce the topic, often with supporting visual or auditory materials that set a better context for the day's lesson, and provide instruction on the academic and cross-disciplinary vocabulary associated with the content-area lesson.

Step 2: The materials provide specific information on how to use the Reading Connections and digital highlighting tools to build close-reading techniques and reading strategies.

Step 3: The recommendations for teachers during the activity focus on test-prep strategies, including how to help students recognize different item types such as technology-enhanced items and the Part A to Part B and multi-select, multiple-choice items.



Question Types and Strategies

Use this document to determine the type of question and the strategy needed to find the correct answer. Here are some strategies you should use for any question type:

- Read the question, restate it in your own words, and try to answer it before you look at the answer choices.
- Read all the answer choices carefully.
- Reread portions of the article to clarify your understanding and to look for clues that would help you answer the question.
- Eliminate answers you know are not correct.

Question Types That Help You *Understand and Interpret Information*

Question Types

Main Idea
These questions often look like this:
- What is this Article mainly about?
- What is the first paragraph mainly about?

Summarization
These questions often look like this:
- Which of these is **most** important to include in a summary of this Article?
- Which of these should not be included in a summary of this Article?

Supporting Key Ideas
These questions often look like this:
- Which sentence from the Article best shows why...?
- Which passage from the Article best supports the idea that...?

Fact and Opinion
These questions often look like this:
- Which of these is an opinion?
- Which of these is a statement of fact?

Question Strategies

To answer the questions above, use these strategies:

Main Idea and Summarization:
- Look at each paragraph and identify topic sentences to help you figure out the main idea.
- In your own words, state the main idea of the Article.
- Find evidence in the Article or paragraph that supports your main idea statement.
- Make sure you aren't looking at small or specific details.
- Consider what the author hopes you and other readers will think or do after reading the Article or paragraph.

Supporting Key Ideas and Fact and Opinion:
- Review the Article for facts, details, or quotes used to strengthen a claim, support an argument, or reach a conclusion.

Question Types That Help You *Find the Answer*

Question Types

Sequencing
These questions often look like this:
- Which of these had **not** yet happened when this Article was written?
- Think about the Article. Which must have happened *first*?

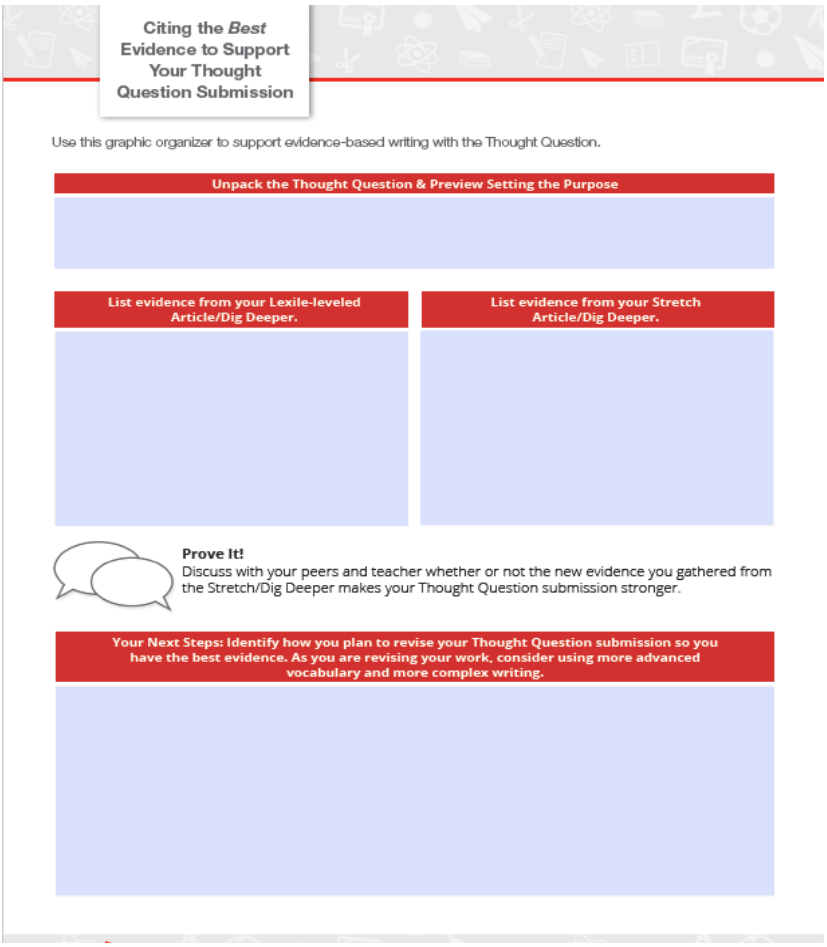
Compare and Contrast
These questions often look like this:
- Based on information in the Article, which of these is an accurate comparison between _____and _____?
- Think about the Article. How are _____and _____ different?

Cause and Effect
These questions often look like this:
- What is a cause and effect relationship that takes place in the Article?
- According to the Article, why did...?

Question Strategies

To answer the questions above, use these strategies:
- Eliminate answer choices you know are wrong.
- Use *Refer to Article* to find where the idea in the question is stated or can be inferred from the text.
- Look for signal words such as *first, then, last, meanwhile, in contrast, since,* and *as a result*.

Step 4: Reinforcement of the importance of evidence is a critical recommendation for the After-Reading Poll. Graphic organizers can be used to help students identify evidence for and against the opinion statement.



Citing the *Best* Evidence to Support Your Thought Question Submission

Use this graphic organizer to support evidence-based writing with the Thought Question.

Unpack the Thought Question & Preview Setting the Purpose

List evidence from your Lexile-leveled Article/Dig Deeper.

List evidence from your Stretch Article/Dig Deeper.

Prove It!
Discuss with your peers and teacher whether or not the new evidence you gathered from the Stretch/Dig Deeper makes your Thought Question submission stronger.

Your Next Steps: Identify how you plan to revise your Thought Question submission so you have the best evidence. As you are revising your work, consider using more advanced vocabulary and more complex writing.

Step 5: With the Thought Questions, teachers are provided with information about what would be included in Thought Question responses. Customized rubrics are available to help teachers evaluate student work.

Delivered as a pop-up window to teachers, ELL and Struggling Readers Supports gives educators ideas for how to differentiate instruction further to help struggling readers in a small-group, teacher-led station.

Additional Clarification Questions –

6. **Do the materials, especially in the "Just for Me " and "Fluency Collection" seem age-appropriate for older students with low Lexile scores? For example, if an 18 year old reads at a 3rd grade lexile will he or she be given topics, graphics, and articles that are designed for a nine year old?**

Just for Me and Fluency collections are age appropriate. Because Achieve3000 Literacy prioritizes equity in the classroom, students are provided with grade-appropriate materials, regardless of their Lexile level. While some programs might give a tenth-grade student reading at a fourth-grade level fourth-

grade reading material, Achieve3000 ensures every student in the same grade reads the same grade-appropriate topics but each one receives it at their own specific Lexile with extra scaffolding enabled, as needed.

The Fluency collection, which is available for grades 2-12, includes read-aloud lessons designed for monthly use, provided to let students demonstrate reading and speaking skills at their current Lexile level. These lessons include teacher resources such as oral reading rubrics, fluency logs, and a fluency assessment tool that can help benchmark student fluency, including timing, recording, and saving student readings so educators can track fluency growth over the course of the school year.

The Just for Me collection, which is available for grades 6-12, is organized into one unit (four lessons) per month, and focuses on phonics and language development, with supports like reading summaries, vocabulary previews, songs, phonics and phonemic awareness scaffolding, and vocabulary flashcards.

A series of Reading Skills collections is also available for grades 2-12, including skills such as, *Cause and Effect, Cite Evidence, Compare and Contrast, Context Clues, Drawing Conclusions, Fact and Opinion, Main Idea, Making Inferences, Making Predictions, Sequence, Summarize,* and *Synonyms and Antonyms.* In these collections, students build key reading skills, with increasing focus on the skill through the lesson progression, and lesson-specific information for teachers about skills-based instruction.

7. **Do the two secondary programs TeenBizPro and EmpowerPro speak to each other and track over time so as to ensure that high school students are not repeating content they saw in middle school?**

Because new content is published weekly in each of our main collections, students will not have to repeat content in high school that they saw in middle school. Our new “Creating Connections” collections, launching in the spring of 2020, will replace some of our older, curriculum-aligned courses and will be specifically targeted to middle or high school students, to avoid any repetition of content.

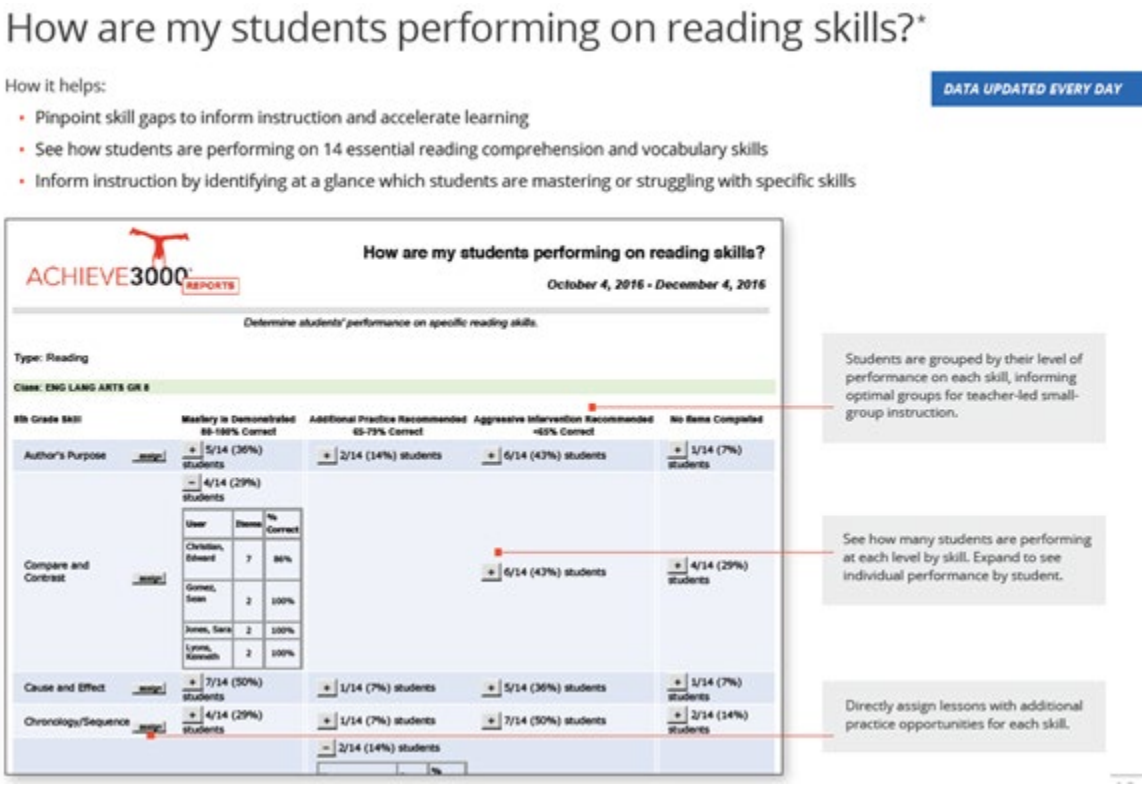
That said, our archive of over 15,000 articles can be searched by students and teachers, and there may be instances when a lesson is selected that has previously been assigned (or is slated to be assigned in the future) by one or more teachers. Our new teacher homepage design has provided improved tools to help teachers identify if a lesson has been assigned by another teacher in the same school.

8. **When will fiction launch into grades 9-12?**

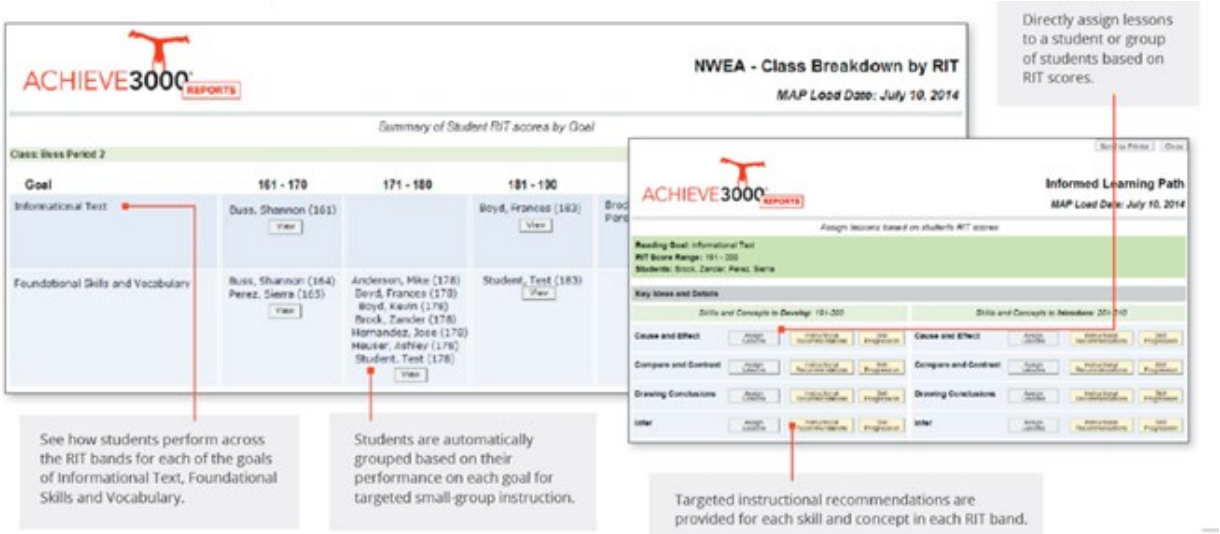
High-school fiction is not in the current roadmap, but our integration with Actively Learn provides teachers with access to a wealth of published stories, novels, and cross-genre text sets, all delivered through the Actively Learn collaborative workspace, where teachers can post their own comprehension questions and enable students to annotate text and engage in classroom discussion. Additional license costs apply for Actively Learn.

9. Can we see and track phonological awareness and skills like it separately from Lexile. In other words, can I break down the Lexile into the elements that make it up?

The Reading Skills report provides data on students' performance on very specific skills, organized by Reading Comprehension and Vocabulary.



In addition, Achieve3000 and Northwest Evaluation Association™ (NWEA) developed a powerful integration tool to allow educators to create MAP® Informed Learning Paths. Teachers can easily see each student's results by RIT ranges (with the Rasch Unit Scale) and assign lessons to address skills strengths and weaknesses. Instructional Recommendations for each skill and concept further help teachers to differentiate instruction.



10. How can students hold themselves accountable for their goals?

See number 3 above with regards to the Student Lexile Tracker and Career Center.

11. Do reports tell students of next steps in what they need to do or learn? While teachers may understand, do students understand next steps/scaffolds to get them to the next level?

The motivation center, at the top of the student homepage, gives students information about their current awarded points and success percentage, and the Lexile Tracker helps students see their current Lexile level, their actual vs. expected growth during the year, and a variety of goals to which they can be aspiring. All of our student-facing reporting is designed to reinforce the message that reading deeply, widely, and regularly is the key to growth and success.

12. Are the reports skills based?

See number 9 above.

13. Does the data travel with the student or is the data tied to the site?

If a student moves to a new school within the district, their data will move with them. Method for data transfer will depend on the rostering method selected and is subject to the Achieve3000 privacy policy.

14. Does the license travel with the student or is it tied to the site?

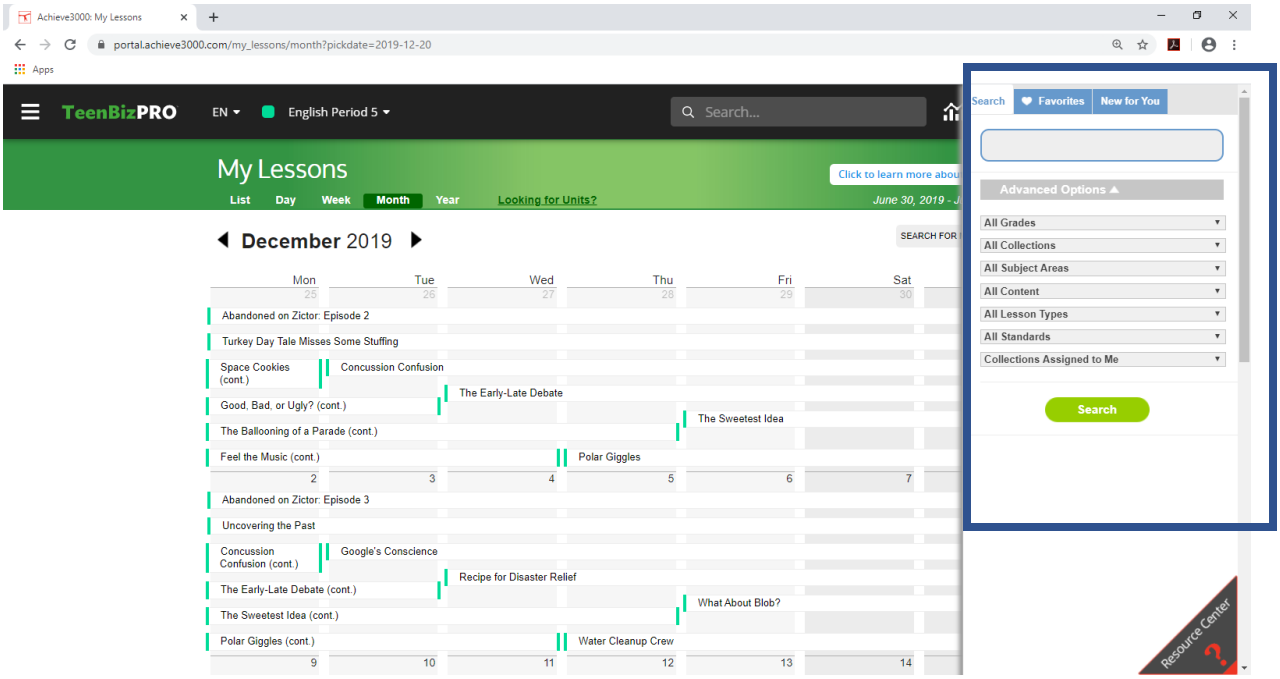
Licenses are tied to the site, however if a student moves to a new site that has Achieve3000 site licenses, they will have a license at the new school.

15. Are Reading Scaffolds adjustable by the teacher or limited to student's Lexile level?

Reading scaffolds for each student are adjustable by the teacher. The Teacher Admin interface includes User Administration functions whereby teachers can restrict students' supervised work time, access to in-program peer-to-peer email, access to in-program games and videos, audio support, level of scaffolding and language. (See number 2 above.)

16. Can the customized lessons be targeted by multiple options such as by Standard and topic?

Yes, lessons can be targeted by standard or topic. We provide customization tools to make it easy for teachers to map lessons to specific learning needs. Using the "Plan and Schedule" menu in the teacher edition, adding lessons is a simple drag and drop process once teachers find the lesson they want from the advanced search tool and searching by grade, lesson collection, subject area, lesson type, and standards.



17. What is your evidence of effectiveness based upon, school-wide use within in English classes or used in an intervention focused model for students who are reading below grade level? If you have specific data on intervention based use, please provide it.

Achieve3000 was proven effective in an independent, randomized controlled trial, which qualifies as strong evidence as defined by ESEA section 8101 (21) (A). Magnolia Consulting, an independent, third-party evaluator. assessed Achieve3000's literacy products impact on student learning during the 2014–2015 school year. The researchers used a randomized control trial where approximately half of the 46 participating teachers in 3rd, 6th, and 9th grade from four school districts across the country were randomly assigned to either the treatment or control groups. The 1,012 participating students included 62% who received free or reduced-price lunch, 12% who received special education services, and 13%

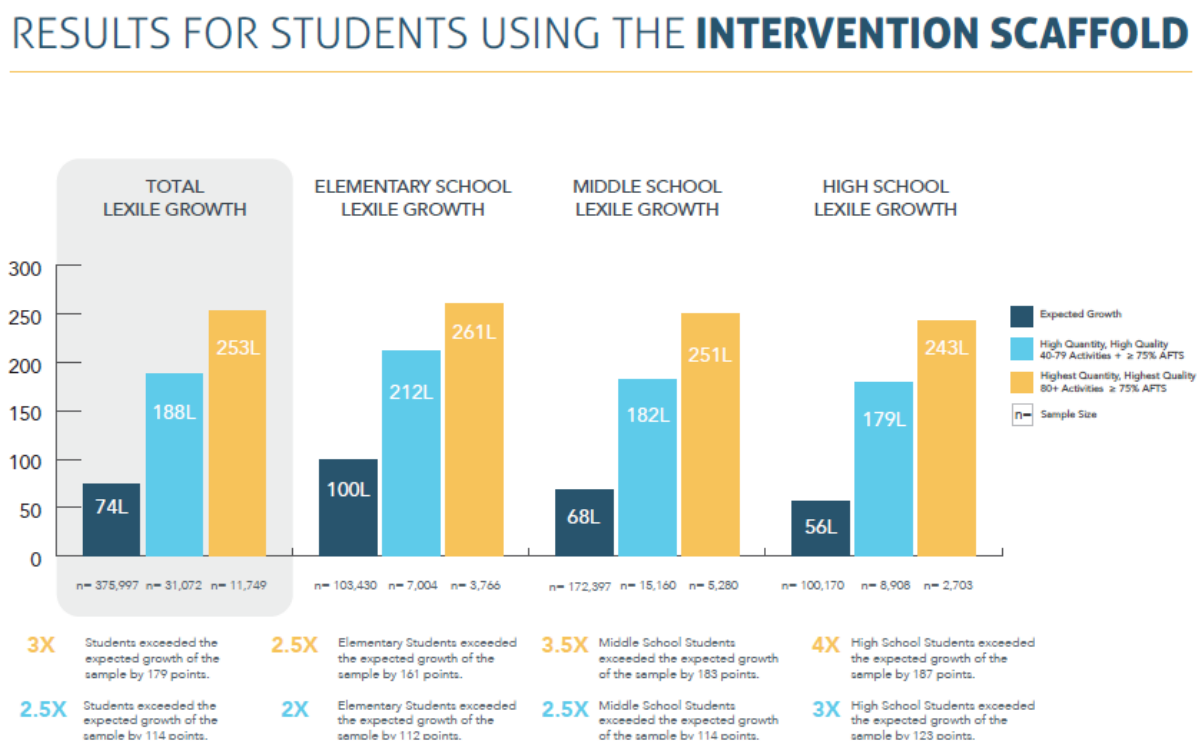
who were classified as English Language Learners. The students were measured at the beginning and end of the school year using the Gates MacGinite Reading Test, fourth edition (GMRT-4). Magnolia also measured program implementation using a mix of weekly logs, classroom observation, and usage data. The researchers concluded that Achieve3000 users made significant gains during the school year and performed better than students using their traditional ELA curriculum. Students who used Achieve3000 during the 2014–2015 school year demonstrated statistically significant and substantively important gains on the GMRT-4's Vocabulary, Reading Comprehension, and Total Reading measures (effect sizes of 0.43, 0.47, 0.48, respectively). In comparison to the control group, Achieve3000 users also made statistically significant gains on the GMRT-4 Reading Comprehension and Total Reading test scores (effect sizes of 0.22 and 0.20). The evidence for ESSA site recently reviewed a sub-sample in this study (grades 6 and 9) and found that the study met the ESSA criteria for strong evidence. Their review can be found here: https://www.evidenceforessa.org/programs/reading/middlehigh-school/achieve3000-secondary.

The Houston Independent School District in Texas measured the impact of Achieve3000 usage on students using scale score performance on the State of Texas Assessment of Academic Readiness program End-of-Course assessments (STAAR EOC) for English I, English II, and Biology and their probability of meeting both the Phase-in 1 and Phase-in 2 passing standards on the STAAR EOC English I and English II. The researchers collected local assessment and Achieve3000 usage data for the 2014-15 school year from 6,759 students across ninth and tenth grades. Of these students, 21.9% had limited English proficiency and 69% were considered at-risk due to economic disadvantage. Because the program was implemented voluntarily across the district, the researchers used a quasi-experimental design adjusting for demographics such as race, gender, economic status, special education status, and English language learner status to control for differences in implementation of the program. The Houston ISD found that increased usage of Achieve3000 was associated with greater achievement on the STAAR EOC exams and increased probability of meeting the Phase-in 1 and Phase-in 2 passing standards on the STAAR EOC exams. The report concluded that "…Achieve3000 does indeed lead to improved reading ability and comprehension for students in need of such improvement."

During the fall of the 2017-2018 school year, Bay District Schools launched its use of Achieve3000's literacy solutions for students in sixth through tenth grades who need intervention based on the district's Response to Intervention (RTI) model. In 2017-2018, there were 28,076 ethnically diverse students enrolled in preschool through 12th grades with 86 percent of students identified as white, 15 percent as black, eight percent as Hispanic, seven percent of students identified as one or more races, two percent as Asian, and about half of a percent as American Indian or Pacific Islander. Across the district, 18 percent of students had disabilities, three percent were English language learners, and 53 percent qualified for free and reduced lunch. Following the 2017-2018 school year, Achieve3000 conducted an analysis of Bay District Schools students' performance on the Florida State Assessment for English language arts (FSA ELA) (Grades 4-10) tests in relation to students' usage of Achieve3000's literacy solutions during the 2017-2018 school year. On average, students saw a scale score increase of 8 points from 2017 to 2018. However, students who completed 80 or more lessons and maintained an average first-try score of 75 percent or above on the embedded assessments gained an average of 14

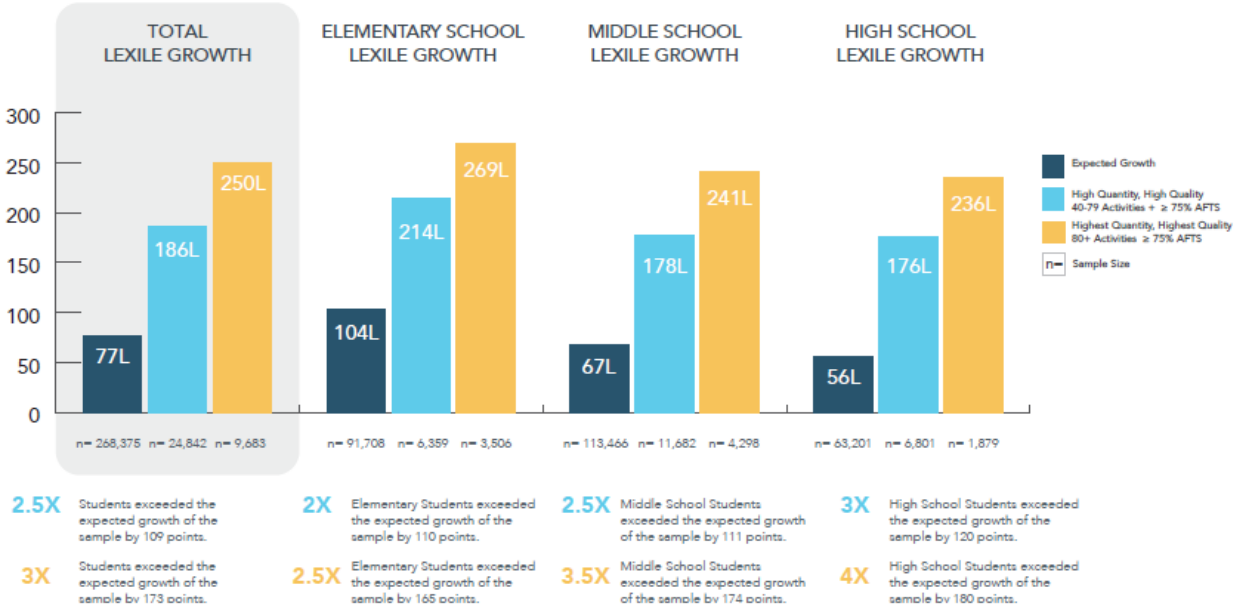
points. Fully 57 percent of students in middle and high school who completed 80 lessons and maintained an average first-try score of 75 percent or above on the embedded assessments made learning gains on the FSA ELA.

Finally, in the summer of 2019, MetaMetrics conducted an independent analysis of usage and performance data from the 2018-2019 school year. They employed multiple methods, including machine learning modeling. See the attached National Lexile Study, as well as a summary of results below.



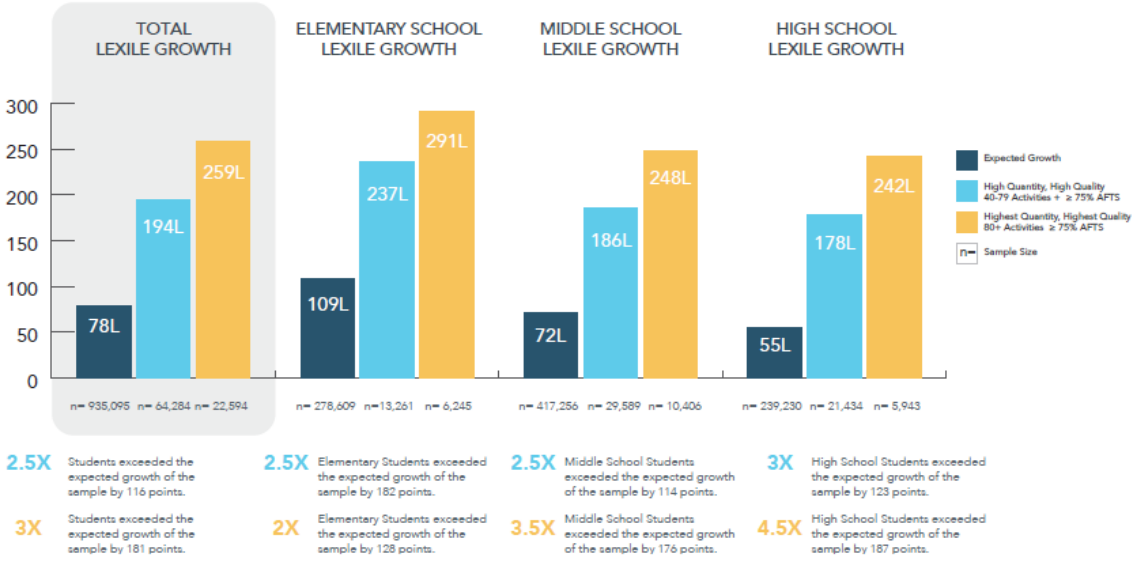
[National Lexile Study page 15]

RESULTS FOR ENGLISH LEARNERS USING THE **LANGUAGE SCAFFOLD**



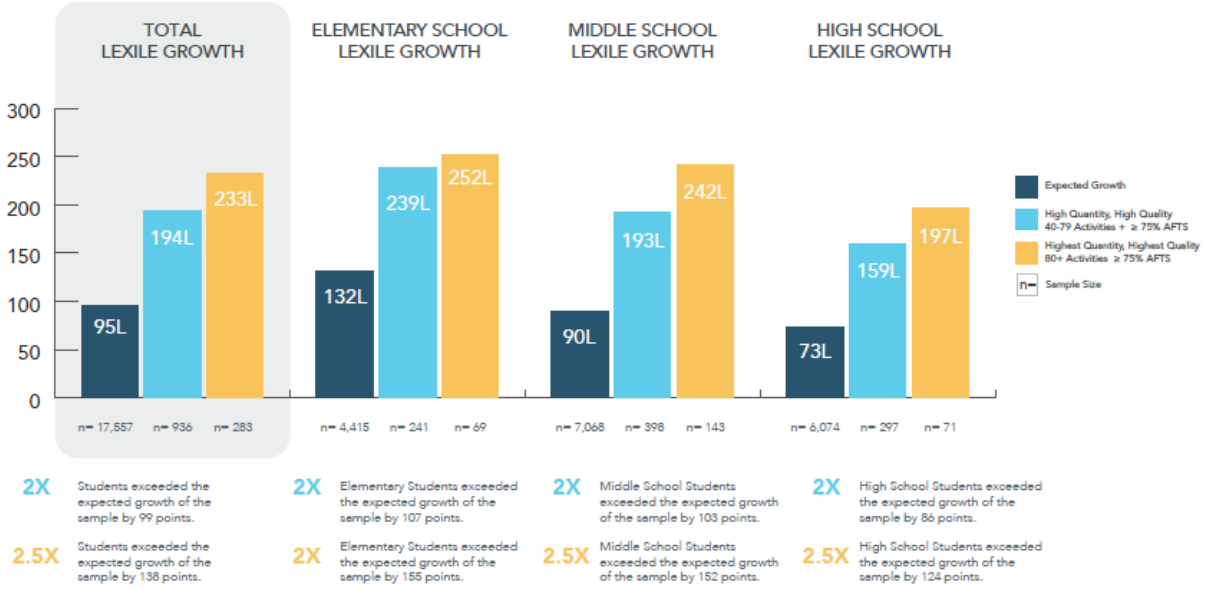
[National Lexile Study page 17]

RESULTS FOR **STRUGGLING READERS**



[National Lexile Study page 21]

RESULTS FOR **STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**



[National Lexile Study page 25]

18. Will we be able to export district-wide data from your assessment and progress monitoring tool with a unique identifier (such as student i.d.) in a common file format such as csv?

Achieve3000 enables customers to export reports in multiple file formats including .csv, .xls, .xlsv, and .pdf.

19. Do you provide a Single Sign-on integration with your digital resources?

Yes, Achieve3000 supports single sign-on integration with an LMS that uses basic LTI specification or SAML in conjunction with either Active Directory or LDAP directory services. These options allow districts and schools to add a link to Achieve3000 in their learning management systems. Once students or teachers are signed into their management system, they are automatically signed into Achieve3000.

Exhibit D

February 26, 2020

Kelly Wooden, Senior Procurement Agent
Poudre School District
970-490-3617
kwooden@psdschools.org

Dear Kelly,

Thank you for the opportunity to provide clarifications regarding our response to Request for Proposals (RFP) # 20-630-002 – Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services. Our responses to your questions are included below.

1. **Tiered Pricing Structure** – the tiered pricing structure provided below is by student license. Teacher, Home, and Leadership access is included in the per student license cost.

   Achieve3000 Literacy (formerly Pro) with Boost Pricing for Poudre School District

Number of Licenses	License Cost (Per Student)
Up to 250	$42
251-499	$38
500-999	$33
1000+	$28

2. **Pricing for 10-Year Contract Term** – Achieve3000 agrees to hold the above tiered pricing firm for the duration of the 10-year contract in order to accommodate increases in enrollment throughout the contract period.

3. **Shipping and Handling** – No tangible materials are included in the Achieve3000 solution offering, it is a web-based program. Therefore, no shipping and handling costs apply.

4. **Lead Time** – The lead time is dependent on variables such as rostering, training, and time of year the purchase is made. However, Achieve3000 does our best to get a client up and running as soon as possible given these factors. **I**t is reasonable to expect a lead time of one to two weeks from when an order is received to when implementation begins. (Noting that there may be factors beyond our control might extend this timeline.)

5. **Professional Development** – Achieve3000 will provide one (1), in-person on site at a Poudre School District location, for no less than three (3) hours of professional development training at no cost to the District. Note that depending on the licenses purchased, we have a standard number of required professional development days, in order to ensure that the implementation

is set up for success. Once the schools have made their program selections, we will work with you to customize a professional development plan.

Number of Licenses	Number of Required PD Days	Professional Development Pricing
Up to 250	2	Onsite Session - $2,695.00 Online Session - $695
251-499	2	
500-999	3	
1000+	4*	

*Depending on the number of licenses over 1000 purchased, additional days might be recommended in order to ensure a successful implementation. Note that our original price proposal included a recommendation of 8 professional development days. As stated above, we will work with you to customize a professional development plan once schools have made their program selections.

6. **Updates** – New content is released on a weekly basis. In addition, there are typically one to two significant product updates per year, with other modifications and improvements made on an ongoing basis. Updates are pushed out automatically to customers at no additional cost. These new releases/changes are communicated to clients via the teacher dashboard, as well as via email.

We look forward to working with Poudre School District. Please let me know if there are any additional follow-up questions.

Best Regards,
Erin Rush, Director of Proposal Services
C: 614.512.5819
E: erin.rush@achieve3000.com

Exhibit E

Achieve3000®
Differentiate. Accelerate. Achieve.

Scope of Work:
Achieve3000 will provide Poudre School District R-1 Achieve3000 licenses and Professional Learning Services for Secondary Reading Intervention Assessment Curriculum with Instruction Materials & Services. Products offered to Poudre School District include Achieve3000 Literacy (formerly TeenBizPro® for grades 6-8and EmpowerPro® for grades 9-12), Achieve3000 Literacy with Boost (formerly Boost and Access) and Professional Learning Services.

- **Achieve3000 Literacy** provides differentiated instruction designed to increase reading ability and comprehension by giving every student the tools they need to help move them along their just-right literacy journey. Customizable learning and language scaffolds give students frequent opportunities to learn and use academic vocabulary, practice close reading, find and cite evidence, write informally and formally, and demonstrate comprehension. Ongoing embedded assessments help teachers target instruction aligned to the CMAS and monitor progress.
- **Achieve3000 Literacy with Boost** enables further targeted and intensive intervention to accelerate the literacy gains of students who need additional supports and services, provides differentiated instruction and accelerated learning for the unique needs of your ESL students, and supports Native Spanish Language and dual-literacy with a suite of classroom tested scaffolds for students and point-of-use instructional supports for teachers.
- **Professional Learning Services –** Achieve3000 will work with Poudre School District to customize a training plan that meets the specific needs of the district. Training can include onsite and online sessions on topics such as product usage, helping teachers and leaders understand and interpret student usage, and performance data reporting.

What Student Data is collected through the use of they system?

Data Collected	General Purpose of Data Collection
Service Data:	Achieve3000 uses Service Data solely to deliver the Achieve3000 services to and through associated Subscribers, provide Students with individualized content within those Services, and provide Administrators with reports on Students' academic progress in using the Services. Achieve3000 does not collect any more individually identifiable information about Student and Administrators than is reasonably necessary to administer and provide our Services and individualized content to Students and their respective Subscriber institutions, to enable participation in Subscriber-sanctioned Student contents, and to generate Subscriber-requested reports on individual Student academic progress.
Students' first and last names	
Student email	
District/School name	
School Year	
Student login name/login password	
Student in-App Data (responses to questionnaires/activities, student work, student generated writing)	
Student enrollment	
Teachers' First and Last name	
Account Type (student, teacher, or administrator)	
User Grade level	
Administrator's First and Last name	
Administrator Title (only collected if provided by the user)	
Administrator curricular responsibilities (only collected if provided by the user)	

Race/ethnicity (optional, only collected by request of the District)	
Student demographic information (optional, including gender, preferred language)	
Socioeconomic status (optional, only collected by request of the District)	
Disabilities (optional, only collected by request of the District)	
Student Test scores (optional, only collected by request of the District)	
Parent first name, last name and email (optional, only collected if parent accesses home edition)	
Website Use Information:	
Standard log files	To understand how visitors' access and use the Website and to better tailor the content and content access options of the website to you and other website users.
Web beacons	
Pixel tags	
IP Address	
Browser Type	
Internet service provider (ISP)	
Device operating system	
Dates/times website it visited	

What third parties does the vendor partner with, and who may receive Student Data in any format? What is the purpose of these third-party partners?

***** Achieve3000 does not share personally identifiable and sensitive information with third parties or external business partners

Third Party Vendor	Purpose
You Tube	Video hosting
Google Analytics	Website usage
Amazon Web Services	Website hosting
FullStory	User Experience
Imperva	DDoS and Security Layer
Brightcove	Product Video Management

Name and Email for Contract Notices:
Erin Rush, proposal.services@achieve3000.com

Authorized Representative to sign the Contract:
Nicholas Bates, Chief Financial Officer

CURRICULUM SERVICES AGREEMENT BETWEEN HOUGHTON MIFFLIN HARCOURT PUBLISHING COMPANY DBA MATH SOLUTIONS: ICLE AND POUDRE SCHOOL DISTRICT R-1

This Curriculum Services Agreement ("Agreement") is entered into this ___ day of May 2020, by and between Poudre School District R-1 ("District") and Houghton Mifflin Harcourt Publishing Company dba Math Solutions: ICLE ("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 first set forth above and continue through and including June 30, 2030 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. Notwithstanding the planned term of an Agreement and/or any extensions thereof as provided in section 1.1 and 1.2 above, the District may terminate an Agreement at any time in its sole discretion for any reason, with or without cause, upon written notice served on the Contractor no less than thirty (30) days prior to the date of termination. In the event of such early termination by the District, the Contractor shall be paid up to the date of termination for services performed under and in accordance with this Agreement.

2. **Deliverables and Purchase Price.**

2.1. The Contractor's responsibility under this Agreement is to provide it's READ 180 Universal web hosted literacy platform to provide educational software which supports instructional materials and services to be used by students grades 6-12 for secondary reading intervention assessment ("Materials"), and for related professional development and technology supports for the District's teachers. The parties agree to the following, as specified in:

2.1.1. Request for Proposal ("RFP") 20-630-002, which is part of this agreement and attached hereto as Exhibit A.

2.1.2. Contractor's Response to RFP 20-630-002, which is part of this agreement and attached hereto as Exhibit B.

2.1.3. Contractor's Response to Evaluation Committee's Questions to RFP 20-630-002, which is part of this agreement and attached hereto as Exhibit C.

2.1.4. Contractor's Pricing and Program Confirmation RFP 20-630-002, which is part of this agreement and attached hereto as Exhibit D.

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

2.2. The Contractor shall offer tiered pricing for Services as set forth on the attached Exhibit D.

2.2.1.

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

2.2.3. Additional subscriptions may be purchased at the prices listed in Exhibit D for the length of the contract.

2.3. The Contractor shall permit the use of diagnostic testing to determine the needs of the students. Charges for full license use of other Materials and licenses shall only be charged once student has been assigned or accessed Materials and licenses. Students who are assigned a license, but are not used or have minimal use, may be reassigned to another student.

2.4. The Contractor shall ensure the District has the most current online platform. No cost shall be associated with upgrades to any online platforms.

2.5. Contractor shall ensure tangible grade-level classroom and teacher Materials are shipped to be received no later than June 20, 2020.

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

2.6. The Contractor shall provide direct points of contacts for tech issues, instructional planning, and data analysis supports to the contact identified in section 9 of this Agreement and update any changes within thirty (30) days of a new contact.

2.7. The Contractor shall ensure the Director of Curriculum, Instruction and Accountability or designee has District administrator account access for oversight of the Services.

2.8. The Contractor shall work with the District's Information Technology department to integrate the Contractor's online platform with the District's support systems.

2.8.1. The Contractor shall work with the District's Information Technology department to roster any online platforms through the services available within the District.

2.9. **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

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

2.9.2. 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.

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

2.9.4. 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.

2.10. 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.

2.11. **Invoices.** Invoices for Services provided shall be submitted to the District's accounts payable department within thirty (30) days of completion of Services.

2.11.1. Invoices for such Services shall include (a) date on which Services were provided, (b) the District Location for which the Service were provided, (c) details of Products delivered, (d) approval signoff from District and purchase order number.

2.11.2. All invoices must be submitted within 45 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.

2.11.3. Payment shall be made within forty-five (45) days from receipt of invoice.

2.12. 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.

2.13. **Professional Development.** Contractor shall provide professional development support of Services during the first two years of implementation, with ongoing support for the remainder of the Agreement.

2.13.1. The Contractor shall meet with the District to establish a training plan within fourteen (14) days from the execution of this Agreement.

2.13.2. Professional development shall follow the anticipated training plan below:

a. Year One
   - Five Sessions of Professional Development
   - Free and Ongoing Webinars and Online Professional Development

b. Year Two
- Four Sessions of Professional Development
- Free and Ongoing Webinars and Online Professional Development

c. Ongoing
- Support through Webinars, Virtual Support, and In-Session Trainings Upon Request

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

2.13.4. Contractor shall not schedule or provide any professional development without written approval the Director of Curriculum, Instruction and Assessment or designee.

2.14. The District understands and agrees that its students' access to and use of the Contractor's web-based system under this Agreement requires 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 and 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 SANS Top 20 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 Contract, 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 Contract; and (d) at the conclusion of the term of the Contract 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 Agreement 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 their 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 to -206 ("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 or Subcontractors fail to comply with any of the foregoing requirements at any time during or after the term of the Agreement the District may, as applicable, terminate the Contract and/or disqualify Contractor and any one or more of Subcontractors from future contracts and subcontracts with the District.

9. **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

Houghton Mifflin Harcourt Publishing Company dba Math Solutions: ICLE
Attn: Shawn Weirather
125 High Street, Suite 900
Boston, MA 02110
Email: hmh.bids@hmhco.com

9.1. Communication notices for the Information Technology Department shall be sent to:

Poudre School District R-1
Attn: Software Engineers
E-mail: softwareeng@psdschools.org

10. **General Provisions.**

10.1. **No Assignment.** Except with respect to its affiliates or a successor entity that may result from corporate merger, 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.

10.2. **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.

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

10.4. **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 in the same manner and with the same formality as was done for this Agreement.

10.5. **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.

10.6. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

10.7. **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
Email: risk@psdschools.org
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 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 10.7, shall not reduce the indemnification liability that Contractor has assumed in section 10.8.

Commercial General Liability

Minimum Limits

d.	Each Occurrence Bodily Injury & Property Damage	$1,000,000
e.	General Aggregate	$2,000,000
f.	Products/Completed Operations Aggregate	$1,000,000
g.	Personal/Advertising Injury	$1,000,000

h. Coverage must be written on an "occurrence" basis.
i. 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

Minimum Limits

a.	Per Loss	$1,000,000
b.	Aggregate	$1,000,000

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.

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

Crime Coverage

Minimum Limits

a. Per Loss $1,000,000

The policy shall include:

a. Coverage for all directors, officers, agents, and employees of the Supplier.
b. Employee dishonesty, forgery and alteration, monies and securities, and computer (cyber) crime.
c. Extended theft and mysterious disappearance.
d. The policy shall not contain a condition requiring an arrest and conviction.
e. Policy must be endorsed to cover Third Party Fidelity and include Poudre School District R-1 as a Loss Payee.

10.8. **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, grievance, charge or proceeding brought in connection with or related to: (a) the Contractor's operations; (b) the Contractor's provision of the Services; (c) the Contractor's actual or alleged infringement of any third party's patent or copyright; and/or (d) the conduct of any of the Contractor'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 10.8 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.

10.9. **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.

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

10.11. **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.

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

10.13. **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.

10.14. **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.

10.15. **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.

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

HOUGHTON MIFFLIN HARCOURT
PUBLISHING COMPANY DBA
MATH SOLUTIONS: ICLE

By: 04/30/2020

Shawn Weirather
Senior Director, Proposals

POUDRE SCHOOL DISTRICT R-1

By:

Sandra Smyser, Ph.D.
Superintendent

Robert Beauchamp

By: Robert Beauchamp (May 14, 2020 13:23 MDT)

Robert Beauchamp
Director of Curriculum, Instruction and Assessment

Exhibit A

POUDRE SCHOOL DISTRICT R-1

Department of Curriculum, Instruction & Assessment

REQUEST FOR PROPOSAL

Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services

RFP# 20-630-002

RFP SCHEDULE

RFP Issued	**July 8, 2019**
Supplier Questions Due	**July 18, 2019 at 2:00 p.m. MST**
Q&A/Addendum Issued	**July 25, 2019**
RFP Opening Date	**August 20, 2019 at 2:00 p.m. MST**
RFP Consideration Period	**August 2019 – January 2020**
Supplier Presentations (if required)	**November 2019**
Award Announced	**January 2020**
Approval, Board of Education	**March 2020**
Delivery Deadline for Materials Ordered	**June 2020**

TABLE OF CONTENTS

PURPOSE OF RFP

BACKGROUND

1.0 GENERAL CONDITIONS

2.0 SPECIAL CONDITIONS

3.0 SCOPE OF WORK

4.0 AGREEMENT TERMS

5.0 REVIEW AND ASSESSMENT

6.0 INSURANCE

7.0 PROPOSAL CERTIFICATION FORM

8.0 REFERENCES

9.0 MODEL FORMAT OF PROPOSAL

EXHIBIT A - SAMPLE DISTRICT AGREEMENT

REQUEST FOR PROPOSAL
Secondary Reading Intervention Assessment Curriculum
with Instructional Materials and Services
RFP# 20-630-002

Poudre School District R-1 (the "District") is issuing this request for proposals ("RFP") from Suppliers for a curriculum with instructional materials and services to be used by students grades 6-12 for secondary reading intervention assessment, and for related professional development and technology supports for the District's teachers. The District wishes to begin using the curriculum, materials, and services in the Fall semester of 2020 for a 10-year period, in accordance with its current curriculum adoption cycle.

The District shall provide copies of this 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 Suppliers' 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 may be directed to the District via the BidNet platform any time after the issuance of this RFP through and including **2:00 p.m. MST on Thursday, July 18, 2019.** 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/addendum via www.bidnetdirect.com

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

At no time during the solicitation process will communication regarding this RFP be permitted with any District employee other than the Procurement Agent named below. Communication with a District employee other than the Procurement Agent named below may disqualify your response from consideration.

The District will only accept and consider electronically submitted bids from Suppliers, which must be submitted and received in the www.bidnetdirect.com electronic solicitation portal on or before 2:00 p.m. MST on Tuesday, August 20, 2019, 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 bids 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, all as requested in Section 3.0 of this RFP must be physically received on or before **2:00 p.m. MST on Tuesday, August 20, 2019 and shall be in a sealed packaged and marked RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services and mailed or delivered to**:

Poudre School District R-1
Curriculum, Instruction and Assessment
Attn: David Lawrence – RFP# 20-630-002 – Secondary Reading Intervention
1502 South Timberline Road
Fort Collins, CO 80524

It is the sole responsibility of the Supplier to see that all sample materials are received by the submission deadline.

Sales Prohibited/Conflict of Interest: No officer, employee, or member of the School Board, shall have a financial interest in the sale to the 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 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,

Kelly Wooden
Senior Procurement Agent

REQUEST FOR PROPOSAL
Secondary Reading Intervention Assessment Curriculum
with Instructional Materials and Services
RFP# 20-630-002

BACKGROUND:

Poudre School District (the 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 District 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-curricular 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:

- 31 elementary schools
- 10 middle schools
- 4 comprehensive 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.

1.0 GENERAL CONDITIONS

1.1 Supplier must provide all requested information. Proposals must meet or exceed specifications contained in this document. Failure to do so may result in rejection of the proposal at the option of the District.

1.2 The successful Supplier will be required to enter into and sign a formal Agreement with the District with reasonable adjustments acceptable to 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.

1.3 The District is exempt from city, county, state and federal sales/excise taxes. Tax exempt certificates will be issued upon request.

1.4 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 and prior to award of the Agreement.

1.5 The District does not assume financial responsibility for late submissions.

1.6 Each Supplier (and its employees, representatives and subcontractors) agrees to abide by all applicable federal, state and local codes, laws, rules and regulations.

1.7 The awarded 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 Senior Procurement Agent may be grounds for elimination from the selection process.

1.9 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.

1.10 Proposals shall contain a signature of an authorized representative in the space provided on the Proposal Certification Form. Failure to properly sign proposal form may invalidate the response.

1.11 The accuracy of the RFP 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.

1.12 The awarded Supplier is not permitted to transfer any interest in the project whether by assignment or otherwise, without prior written consent of the District's Procurement Service Center.

1.13 This solicitation does not commit the District to pay any costs incurred in the preparation of a proposal, submission of sample materials or the return shipping of sample materials. There is no expressed or implied obligation for the District to reimburse responding Suppliers for any expenses incurred in the preparing proposals in response to this request.

1.14 Supplier must note in the solicitation response any intent to use subcontractors. The subcontractor's name, address, phone number and three (3) 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. 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.

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

1.16 Only the names of the companies submitting proposals will be disclosed prior to the completion of Agreement negotiations.

1.17 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, Suppliers are encouraged to check the BidNet website to ensure additional requirements are incorporated into its submissions.

1.18 The District reserves the right to negotiate further with one or more Suppliers or to request additional information. 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, an Agreement may be negotiated and awarded to that Supplier.

1.19 A submission of a proposal in response to this RFP is an offer to contract with the District based upon the terms, conditions, scope of work and specifications contained in this RFP.

1.20 In the event the District has reasonable grounds to believe that any individual assigned to perform work under RFP has a criminal record, is a registered sex offender, is under the influence of alcohol or other substance, has exhibited violence or based upon other information the District deems reliable; the District may exclude such individual from any school building or grounds or impose reasonable conditions upon such individual's presence upon any school premises. In the judgment of the District, if an Agreement cannot be performed because of such action, the Agreement may be terminated.

1.21 The initial agreement between the District and the awarded Supplier is planned to commence on July 1, 2020 and is planned to continue in full force and effect through and including June 30, 2030 unless earlier terminated by the District as provided in section 1.23 below.

1.22 Notwithstanding any other term or provision of this RFP, the District's obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) the Agreement is in effect. In no event shall the District's obligations in the 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.

1.23 Notwithstanding the planned term of an Agreement and/or any extensions thereof as provided above, the District may terminate the Agreement at any time in its sole discretion for any reason, with or without cause, upon written notice served on the Supplier no less than thirty (30) days prior to the date of termination. In the event of such early termination by the District, the Supplier shall be paid up to the date of termination for services performed under and in accordance with this Agreement.

1.24 Independent Supplier

1.24.1 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 RFP.

1.24.2 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

contractors and subcontractors for goods and/or services directly or indirectly related to this RFP.

1.24.3 Nothing in this RFP or as a result of this RFP 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.

1.25 Certification Regarding Illegal Aliens

1.25.1 Supplier certifies, represents, warrants and agrees that it will not knowingly employ or contract with an illegal alien to provide services under this Agreement, and will not enter into an Agreement with a subcontractor that fails to certify to Supplier that the subcontractor will not knowingly employ or contract with an illegal alien 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).

1.25.2 Supplier shall not use either the E-Verify Program or the Department Program procedures to undertake pre-employment 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 an illegal alien, 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 illegal alien. Supplier shall comply with any reasonable request made by the Department of Labor and Employment during 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.

1.26 Qualifications of Supplier. 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. 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 Agreement and to complete the work/furnish the item(s) contemplated therein.

1.27 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:

1.27.1 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.

1.27.2 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.

1.27.3 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.

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

1.28 Miscellaneous

1.28.1 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.

1.28.2 Governing Law. An Agreement resulting from this RFP shall be governed by and construed in accordance with the laws of the State of Colorado. Venue for any and all legal action regarding or arising out of transactions covered herein shall be solely in the District Court in and for Larimer County, State of Colorado.

1.28.3 Equal Opportunity. The successful Supplier will agree not to refuse to hire, discharge, promote, demote, or to otherwise discriminate in matters of compensation against any person otherwise qualified solely because of race, creed, sex, national origin, ancestry or physical handicap.

1.28.4 Appeal of Award. Supplier may appeal the award by submitting, in writing, a request for re-consideration to the District's Procurement Services Manager within (72) hours after the receipt of the notice of award.

1.28.5 In the event the awarded Supplier defaults on its Agreement or the Agreement is terminated for cause due to performance, the District reserves the right to re-procure the products and/or services from the next highest scoring Supplier or from other sources during the remaining term of the terminated or defaulted Agreement. Under this arrangement, the District shall charge the awarded Supplier any differences between its price and the price to be paid to the next highest scoring supplier, as well as, any costs associated with the re-solicitation effort which resulted from such default or termination.

1.29 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 Procurement Services Manager.

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.

Modifications to this RFP document and/or exhibit will not be considered valid and may be cause for disqualification.

2.0 SPECIAL CONDITIONS

2.1 The curriculum, instructional materials and services must be aligned to the Colorado Academic Standards.

2.2 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).

2.3 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.

2.4 The instructional materials and services may include technology and online resources calculated to enhance student learning.

2.5 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.

2.6 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.

2.7 Evaluating teachers may pilot the top scoring programs in their classrooms. The pilot period, if needed, will take place between August 2019 and January 2020. 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.

2.8 The Supplier with whom the District contracts must ensure that the instructional materials are delivered to the District on or before June 2020, 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 2020 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 secondary (grades 6-12) reading intervention assessment 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 secondary reading intervention assessment and curriculum with instructional materials:

3.1.1 The proposal should include diagnostic/formative assessments that can be given at minimum three (3) times a year.

3.1.2 Reading assessments should provide analyses based on standards/skills and level of mastery with suggestions to teachers for next steps in lesson planning. A list of leveled readers including one (1) or more of the following measures: Fountas & Pinnell, age, Grade Level Equivalency, Lexiles, ZPD Ranges, ATOS, DRA, Reading Recovery, etc. Supplier should provide a list of level readers and measure(s) within their response.

3.1.3 Reporting and Data management - With the goal of guiding classroom instruction, curriculum development, and instructional supports, the Assessment System described in this RFP must provide educators with general and skills-specific student performance results, including standard/skill analysis reports, in a timely fashion that enables educators to adjust instruction as needed. This information must be user-friendly, flexible, modifiable, and readily and easily accessible. Immediate results for the selected response items preferred. Data management should be as user friendly or automated as possible. Suppliers shall provide documentation, print screens, and/or print outs of sample reports and data management tools within their response.

3.1.4 Types of Reports:

3.1.4.1 Proposals should include a list of the reports currently available within the proposer's application, i.e., screenshots of the various reports.

3.1.4.2 Reports will display overall assessment performance as well as strengths and weaknesses relative to the specific Colorado State Standards. Please describe costs and specialized processes, if a special data load must be included to allow assessment results reported based on Colorado State Standards.

3.1.4.3 Skill/standard or item analysis reports should be available at the student, class, building, and district levels.

3.1.4.4 A screening report, or some report showing the State of Colorado based performance level of students should be available.

3.1.4.5 Reports need to be available on individual assessments and across assessments (longitudinal/growth) throughout the school year relative to skills and performance. For example, if three (3) Benchmarks are proposed, summary reports should display student performance across the three benchmarks at the student, class, building, and district levels.

3.1.4.6 Student longitudinal reporting should be available. Student reports indicating overall performance and performance relative to skills will be maintained across grades and for each school a student attends. For example, with longitudinal reporting, a teacher planning for his/her class before school begins in September can examine the performance on the previous years' Benchmarks of students in his/her incoming classes. Growth reports should be based on student growth percentiles, if possible.

3.1.4.7 The system must be able to archive reports each year so that educators may review historical reports based upon class and school configurations in previous years.

3.1.5 A technical manual describing the Diagnostic/Formative assessments, including research covering the frequency distributions, means, standard deviations, standard errors of measurement, reliability and validity analysis, and the relevant item statistics, should be provided within Supplier's response.

3.2 Supplier proposals shall provide the following for Secondary Reading Intervention Assessment and Curriculum with Instructional Materials and Services:

3.2.1 A title and description of the instructional materials for use by students and teachers, including student editions and teacher editions.

3.2.2 ISBN numbers (where applicable).

3.2.3 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.

Middle Schools (10 schools)	**Number of Students/Teachers**
1 Teacher per middle school	10 teachers
35 students per grade (6, 7, 8) per school	105 students per school; 1050 total middle school students on READ plans
High Schools (4 schools)	
1 Teacher per high school	4 teachers
35 students per grade (9 & 10) per school	70 students per high school; 280 total high school students

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

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

3.2.5.1 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.

3.2.5.2 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.

3.2.6 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.

3.2.7 Provide price for training, resources and professional learning opportunities referenced in section 3.2.6 of this RFP.

3.2.8 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, telephone number and e-mail address; and (b) describe the work it will perform.

3.3 Supplier proposals shall include the following information:

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

3.3.2 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.

3.3.3 Supplier's website address/Internet URL.

3.3.4 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.

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

3.4.1 For non-digital instructional materials, one (1) English language student edition set (per grade level) of instructional materials and one (1) English language teacher edition set of instructional materials

3.4.2 Access to online resources and/or software for use by students and teachers in connection with the instructional materials. Access will be required for (20) teacher reviewers and (100) student reviewers.

3.4.3 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 is included in this RFP as Exhibit A.

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 Procurement Services Manager.

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.

Modifications to this RFP document and/or exhibit will not be considered valid and may be cause for disqualification.

4.2 If the Supplier selected by the District offers a component which collects, maintains or uses student personally identifiably information, as defined in Colorado State Statue §§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.* A sample of the Agreement is attached herein attached as Exhibit A.

4.2.1 If selected, the Supplier will be required to provide at a minimum:

4.2.1.1 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.

4.2.1.2 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.

4.2.1.3 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 Top 20 Security Controls, National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization and NIST Special Publication 800-57, as recommended best practices by the U.S. Department of Education.

5.0 REVIEW AND ASSESSMENT

5.1 Instructional Materials will be evaluated on the following rubric. Separate criteria may be the basis for review of the written proposals and interview session.

5.1.1 The rating scale shall be from 0 to 2, with 0 – Not Evident, 1 – Partially Evident, 2 Evident and Well Supported. Proposal will be evaluated on the body of evaluation evidence that includes, but is not limited to, the cumulative point system referenced here.

Criteria	Score 0-2
1. The Reading assessment/intervention program submitted is designed for students grades 6-12 that will help them master the content outlined in the Colorado State standards; the program includes a user-friendly interface that allows students to move through the program step-by-step.	
2. The program contains grade 6-12 Reading performance assessments with normative score data, with the potential for predictive alignment to State Standards and assessments.	
3. The Assessment System allows progress monitoring for MTSS and Reading Intervention. The system provides progress reporting on individualized academic plans.	
4. The Assessment System provides educators with ongoing and timely diagnostic/formative assessment information needed to differentiate instructional support for students, better target classroom instruction, plan curriculum, and monitor student learning and progress over time.	
5. Instructional resources to help teachers in instructional planning based on student performance are available through the Assessment System. Lists of age-appropriate leveled readers and other reading resources related to reading performance and subsequent instruction are desired.	
6. Results provide actionable student-friendly/understandable feedback directly to students.	
7. Student results from selected response assessments are viewable in the system quickly/ immediately and available at all levels for data analysis (student, class, school, district). If integral to accurate data analysis, test validity information needs to be included for accurate use of valid data.	
8. The Assessment System include data analysis tools allowing District staff to query the formative, summative and customized assessment results. Demographic student/staff and assessment data can be exportable from the system in multiple formats (i.e., PDF, MS Excel, CSV, TXT, etc.).	
9. Static and live student reports are available to give school and district staffs multiple ways to view student, class/teacher, district reports to inform instruction, professional development, and curriculum. Reporting allows staff to regroup students by performance level.	
10. The Assessment System is web-based/online. Assessment is computer adaptive: i.e., as a student answers questions correctly the system adapts the types of questions presented to the ability level of the student.	
11. The proposal includes a professional development plan that supports the implementation of the assessment and instructional program. Instructional professional development is research-based.	

5.2 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 August 2019 and continuing through and January 2020. 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.

5.3 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: Kelly Wooden, kwooden@psdschools.org and copy Dave Lawrence dlawrence@psdschools.org

5.4 After January 2020, 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.

5.5 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.

5.6 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.

5.7 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.

5.8 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 $1,000,000
b. General Aggregate $2,000,000
c. Products/Completed Operations Aggregate $1,000,000
d. Personal/Advertising Injury $1,000,000
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 $1,000,000
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.

Crime Coverage (for agreements allowing privileged access to network systems, valuable property or sensitive data)

Minimum Limits

Per Loss	$1,000,000

The policy shall include:

a. Coverage for all directors, officers, agents, and employees of the Supplier.
b. Employee dishonesty, forgery and alteration, monies and securities, and computer (cyber) crime.
c. Extended theft and mysterious disappearance.
d. The policy shall not contain a condition requiring an arrest and conviction.
e. Policy must be endorsed to cover Third Party Fidelity and include Poudre School District R-1 as a Loss Payee

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.

7.0 PROPOSAL CERTIFICATION FORM

Secondary Reading Intervention Assessment and Curriculum with Instructional Materials and Services
RFP# 20-630-002

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 **Tuesday, August 20, 2019 2:00 p.m. MST.**

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. MST on Tuesday, August 20, 2019 and shall be in a sealed packaged and marked RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services** and mailed or delivered to:

Poudre School District R-1
Curriculum, Instruction and Assessment
Attn: David Lawrence – RFP# 20-630-002 – Secondary Reading Intervention
1502 South Timberline Road
Fort Collins, CO 80524

The undersigned hereby affirms that:

- Agent 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 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 listed in the proposal.
- Supplier will adhere to all terms and conditions and provide, at a minimum, all services as expressed in the RFP and/or the company's proposal responding to the RFP.
- Supplier meets or exceeds all the required criteria as specified by this RFP, or if not, has submitted a Justification for Consideration addressing any failure to meet the criteria.
- Supplier's proposal is being offered independently of any other Supplier and in full compliance with the terms specified in the RFP.
- Supplier will accept any awards made to it, contingent on Agreement negotiation, as a result of this RFP for a minimum of ninety (90) calendar days following the date and time of the RFP opening.

Supplier Name: _____

Signature of Authorized Agent: _____

Printed Name: _____

Title: _____

E-mail address: _____

Phone Number: _____

Contact Person: _____ **Phone Number:** _____

Contact Email: _____

(If different from Agent)

NOTE: Proposals submitted without the signature of an authorized agent of the Supplier may be considered non-responsive.

8.0 REFERENCES

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 Organization Name_____

Address _____

Contact Person _____

Telephone _____

Email _____

Describe type of work/service performed or items supplied _____

_____

8.2 Organization Name_____

Address _____

Contact Person _____

Telephone _____

Email _____

Describe type of work/service performed or items supplied _____

_____

8.3 Organization 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 5.3).**

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 Certification Form

9.6.1 Submit the completed form in section 7.0

9.7 Reference Form

9.7.1 Submit the completed form in section 8.0

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

This Curriculum Services Agreement ("Agreement") is entered into this ____ day of {DATE}, by and between Poudre School District R-1 ("District") and {CONTRACTOR NAME} ("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 first set forth above and continue through and including {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. {DELIVERABLES AND SERVICES}

2.2. {TOTAL COST}

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

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

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

SAMPLE ONLY. MODIFICATIONS TO THIS DOCUMENT ARE NOT PERMITTED

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

2.6. Contractor shall ensure grade-level classroom 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 provide support for implementation of Services during the first year, at no cost for the following:

2.7.1. {PROFESSIONAL DEVELOPMENT SERVICES}

2.8. 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.

2.9. 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 2.10 are derivative works, and, as such, the District agrees to assign, and hereby assigns, all right, title and interest therein to the Contractor.

2.10. 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.

2.11. The District understands and agrees that its students' access to and use of the Services under this Agreement requires 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.

SAMPLE ONLY; MODIFICATIONS TO THIS DOCUMENT ARE NOT PERMITTED

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 and 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

SAMPLE ONLY. MODIFICATIONS TO THIS DOCUMENT ARE NOT PERMITTED

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 SANS Top 20 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 *et seq*. 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 in writing by the District, initiate the process to 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 Agreement disclose confidential student records and information to subcontractors as identified in Exhibit {XX} ("Subcontractors"), hereinafter attached and made part of this Agreement, 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)

SAMPLE ONLY: MODIFICATIONS TO THIS DOCUMENT ARE NOT PERMITTED

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.** Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"). 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 attached Exhibit {XX} (a) the data elements of confidential student records and information that Contractor collects under the Agreement, 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 or Subcontractors fail 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

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Agreement the District may, as applicable, terminate the Agreement and/or disqualify Contractor and any one or more of Subcontractors from future contracts and subcontracts with the District.

9. **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

{VENDOR INFORMATION}

10. **General Provisions.**

10.1. **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.

10.2. **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.

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

10.4. **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 in the same manner and with the same formality as was done for this Agreement.

10.5. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

10.6. **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 coverage 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

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Agreement, and with renewal certificates as soon as reasonably practical following the expiration of any required insurance that expires during the term of this Agreement. 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 or change of coverage. The insurance requirements specified in this section 10.6, shall not reduce the indemnification liability that Contractor has assumed in section 10.7 below.

Commercial General Liability

a.	Each Occurrence Bodily Injury & Property Damage	$1,000,000
b.	Personal Injury	$1,000,000
c.	Products/Completed Operations Aggregate	$1,000,000
d.	General Aggregate	$2,000,000

e. Coverage must be written on an "occurrence" basis.

f. Poudre School District and its elected officials and employees shall be included as additional insureds; copy of policy endorsement must be attached to the Certificate of Insurance.

Technology Errors & Omissions Liability including Network Security and Privacy Liability

a.	Per Loss	$3,000,000
b.	Aggregate Limit	$3,000,000

c. If policy is written on a claims-made basis, Contractor warrants that any retroactive date under the policy shall precede the effective date of this Agreement and that either continuous coverage will be maintained, or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this Agreement is complete. Contractor shall also maintain such insurance for an additional period of three (3) years following termination of the Agreement.

d. If policy is written on an occurrence form basis, Contractor shall maintain such insurance for an additional period of one (1) year following termination of the Agreement.

Workers' Compensation and Employers' Liability*

a.	State of Colorado	Statutory
b.	Employer's Liability	$500,000 Each Accident $500,000 Disease – Policy Limit $500,000 Disease – Each Employee

c. Waiver of subrogation in favor of Poudre School District R-1; copy of policy endorsement must be attached to the Certificate of Insurance.

d. This requirement shall not apply if Contractor is exempt under the Colorado Workers' Compensation Act and if Contractor has a current Workers' Compensation Coverage

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Rejection on file with the Colorado Department of Labor and Employment, Division of Worker's Compensation.

10.7. **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, grievance, charge or proceeding brought in connection with or related to: (a) the Contractor's operations; (b) the Contractor's provision of the Services; (c) the Contractor's actual or alleged infringement of any third party's patent or copyright; and/or (d) the conduct of any of the Contractor'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 10.7 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.

10.8. **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.

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

10.10. **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.

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

10.12. **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.

10.13. **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.

10.14. **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.

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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.

{VENDOR}	POUDRE SCHOOL DISTRICT R-1
By:_____	By:_____
{NAME} {TITLE}	Sandra Smyser, Ph.D. Superintendent
	By:_____
	Robert Beauchamp Director of Curriculum, Instruction and Assessment

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Exhibit B

Poudre School District R-1

RFP #20-630-002
Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services

Houghton Mifflin Harcourt Publishing Company
1900 South Batavia Avenue
Geneva, Illinois 60134

Corporate Headquarters:
125 High Street
Boston, Massachusetts 02110

Katie Arace
Account Executive

Phone: 860-338-5426 • Email: Katie.Arace@hmhco.com

August 20, 2019

National Sample Box:
Read 180
System 44

TABLE OF CONTENTS

Title Page

Table of Contents i

Letter of Transmittal ..... 1 – 1

Proposer's Approach ..... 2 – 1

- ***READ 180 Universal*** eSampler Access Card
- ***System 44*** eSampler Access Card
- Exhibit A

Cost Component of Proposal ..... 3 – 1

Proposal Certificate Form ..... 4 – 1

Reference Form ..... 5 – 1

Appendix A: **Read180 Universal** correlated to Colorado Academic Standards

Appendix B: ***System44*** correlated to Colorado Academic Standards

Appendix C: ***Reading Inventory*** Supports the 2020 Colorado Academic Standards

Houghton Mifflin Harcourt.
The Learning Company™

August 16, 2019

Mr. David Lawrence, Curriculum and Instruction Chair
Poudre School District R-1
1502 South Timberline Road
Fort Collins, CO 80524

Dear Mr. Lawrence:

Houghton Mifflin Harcourt (HMH) is pleased to present our response to Poudre School District R-1's Request for Proposal (RFP) #20-630-002 for Secondary Reading Intervention.

HMH understands the District's need for a standards-aligned reading intervention and assessment curriculum with a comprehensive system for data analysis and reporting. In response, HMH has designed a multi-tiered solution for Poudre School District that will accelerate the achievement of students in Grades 6–12. HMH is ready to meet and exceed the District's expectations with the ***READ 180 Universal*** intervention program for Tier 2, ***System 44 Next Generation*** intervention program for Tier 3, and coordinated professional services.

READ 180 Universal and ***System 44 Next Generation*** deliver the individualized instruction, practice, and application opportunities that will boost the proficiency, performance, and confidence Poudre School District's students.

- The ***READ 180 Universal*** and ***System 44 Next Generation*** programs have a blended learning approach that combines adaptive digital instruction and interactivities, differentiated teacher-led instruction, and independent reading. The adaptive technology of ***READ 180 Universal*** and ***System 44 Next Generation*** and HMH's analytics work in the background creates an individualized experience for each student. When a student is logged in, the system continuously analyzes his or her interactions with the software and makes adjustments to the content and pacing based on the data.

- The ***READ 180 Universal*** and ***System 44 Next Generation*** programs are aligned to Colorado's standards. They employ an integrated approach to developing strong reading, writing, vocabulary/language, and listening and speaking skills. ***READ 180 Universal*** and ***System 44 Next Generation*** complement any core language arts/reading program, and they have been proven to increase achievement on grade-level, standards-based assessments.

- The ***READ 180 Universal*** and ***System 44 Next Generation*** programs immerse students in research-based, language-rich learning experiences that are supported by vibrant visual and multimedia representations. ***READ 180 Universal*** and ***System 44 Next Generation*** engage

students while delivering layers of academic and language support. Strategies for diverse learners are included in the teacher materials and supports are embedded in the online content.

- Progress monitoring is built into ***READ 180 Universal*** and ***System 44 Next Generation***. The programs include screeners and assessments that accurately measure literacy skills and provide data that drive the individualization of students' software-based learning and teachers' instructional decisions. HMH's online platform makes it easy for teachers and administrators to monitor growth, performance, usage, and fidelity. The teacher and leader dashboards display color-coded data snapshots, and reports are generated with ease. Students' scores are based on the Lexile Framework for Reading. Teachers can run reports at the class, group, and individual student levels. Leaders can also run reports at those levels, as well as at the teacher, school, and district levels. The technology gives teachers and administrators the ability to have the system automatically run reports according to a set schedule, and they can also generate reports manually at any time they choose. The color-coding and clear labeling on reports make them especially useful tools for instructional planning, RTI data-team meetings, district-level accountability monitoring, and conferences with families and students.

- The comprehensive solution of ***READ 180 Universal*** and ***System 44 Next Generation*** will give Poudre School District the opportunity to unify the language and data management facets of implementation and progress monitoring. HMH's technology presents a streamlined system housed on one platform and learning management system (LMS), making Tier transitions; in-district moves; data entry and report generating; and data-driven discussions simpler and more efficient. As students progress through the grades, their data portfolios travel with them. When students transition from Tier 2 to Tier 3, or vice versa, the shared LMS makes it easy to move their progress monitoring profile to their new program.

- In districts and schools around the country, ***READ 180*** and ***System 44*** have been proven to increase student achievement. Positive reviews from the Center for Applied Special Technologies (creators of the Universal Design for Learning framework), What Works Clearinghouse, and the American Institutes for Research's Center on Response to Intervention; endorsements from the Council for Exceptional Children's Council of Administrators of Special Education; alignment to the Strong level of evidence for ESSA criteria; and favorable outcomes on numerous efficacy studies extol the quality of our intervention programs.

These exceptional programs are offered with integrated professional learning services that give both novice and seasoned educators expertise in the programs themselves and in the research-proven best practices of contemporary interventions. The professional learning and support offerings equip teachers with the tools to convert theory into practices that can be immediately integrated into their own classrooms.

To maximize convenience and accessibility, HMH provides training courses and personalized coaching sessions with in-person and online formats. Our professional development sessions give educators comprehensive understanding of the programs' technology, differentiated instruction, teacher and student materials, assessments and data analysis, and classroom management routines. Job-embedded coaching provides individualized support to teams and individuals. HMH's blended in-person and online

coaching cultivates deeper understanding of the programs, and it sharpens teachers' instructional practices, progress monitoring approaches, and data analysis and decision-making skills.

In addition, HMH's technical support will provide assistance for launch and throughout implementation of the programs. HMH's professional development and technical services will boost Poudre School District's return on investment and elevate student outcomes.

HMH ensures that the instructional materials can be delivered to the District on or before June 2020, 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. We can also ensure that the instructional services be accessible to the District on or before June 2020 and continue throughout the 10-year period the District plans to use the services, with allowances for increases in student enrollment.

As The Learning Company, HMH develops and delivers solutions that focus on the growth of every facet of a district—student success, teacher quality, leader excellence, technical stability, and family engagement. With over 135 years of experience in the publication and support of high-quality educational content, we take pride in our ability to work closely with state and district customers to provide equitable, customized, comprehensive solutions that lead to increased achievement for *all* students. The overall goal of every partnership is to form a lasting relationship dedicated to unlocking the full potential of every student, teacher, and leader. Through our prior experience working on projects with Poudre School District and on projects similar to Poudre School District's in magnitude, scope, technical requirements, and function, we have demonstrated our ability to implement and support these resources while meeting all required timelines. HMH serves more than 50 million students in over 150 countries worldwide with a wide variety of products and services, and we invite you to visit https://www.hmhco.com/classroom-solutions for a closer look at HMH's portfolio. Our many years of experience are brought to bear in the provision of innovative products and services to meet the unique educational needs of each customer, and we look forward to continuing our successful partnership with Poudre School District.

Should you have any questions about this response, need additional information, or want to provide feedback, please contact Account Executive Katie Arace at 860.338.5426 or katie.arace@hmhco.com or Director of Sales Mike Lewis at 303.250.7279 or mike.lewis@hmhco.com.

Sincerely,

Shawn Weirather
Senior Director, Proposals

PROPOSER'S APPROACH

READ 180 Universal and *System 44 Next Generation*

HMH is offering Poudre School District a multi-tiered intervention and assessment solution that is proven to accelerate the reading skills of secondary students. The ***READ 180 Universal*** Tier 2 intervention program for Grades 4–12 and the ***System 44 Next Generation*** Tier 3 intervention program for Grades 3–12 use a research-based blended learning model to rebuild students' literacy skills. Their combination of teacher-led whole-group and small-group instruction, adaptive technology, and structured independent reading provide individualized, differentiated learning experiences to each student. The primary target of ***READ 180 Universal*** is reading comprehension, and the intervention targets comprehension, fluency, language and vocabulary, and writing. ***System 44 Next Generation*** focuses on developing the foundational literacy skills of older students through intensive intervention in phonics, sight-word automaticity, fluency, comprehension, and writing.

In districts and schools around the country, ***READ 180*** and ***System 44*** have been proven to increase student achievement. Positive reviews from the Center for Applied Special Technologies (creators of the Universal Design for Learning framework), What Works Clearinghouse, and the American Institutes for Research's Center on Response to Intervention; endorsements from the Council for Exceptional Children's Council of Administrators of Special Education; alignment to the Strong level of evidence for ESSA criteria; and favorable outcomes on numerous efficacy studies extol the quality of our intervention programs. We invite you to review the evidence at https://hmhco.box.com/v/READ180UResearch and https://hmhco.box.com/v/System44Research. The following Scope of Work provides additional information about ***READ 180 Universal*** and ***System 44 Next Generation***.

Scope of Work

1. The secondary reading intervention program should include diagnostic/formative assessments that can be given, at minimum, three times a year.

The *Reading Inventory* computer-based assessment system is built into the ***READ 180 Universal*** and ***System 44 Next Generation*** programs and is used as the diagnostic/placement test and as the growth monitoring assessment administered three to five times per year. Awarded the highest rating for validity and reliability by the National Center on Intensive Intervention, *Reading Inventory* uses the power of adaptive technology and a proven algorithm to capture the most accurate measure of literacy skills for each student. The adaptive functionality creates a low-stress testing situation for students, as the pacing and content are adjusted to meet their individual needs. The algorithm behind *Reading Inventory* enables the system to provide exponentially more information across the entire spectrum of literacy skills in less time. *Reading Inventory* is administered to all students in the program, and students generally take 20–30 minutes to answer the 20–25 questions.

If a student's *Reading Inventory* results indicate they may lack decoding skills (score of 400L and lower for elementary; 600L and lower for secondary), then the *Phonics Inventory* is administered to pinpoint specific needs. The *Phonics Inventory* is a computer-based assessment of letter recognition, decoding skills, and sight-word knowledge. Teachers use the data from the *Phonics Inventory* to determine placement in the phonics-based, intensive Tier 3 intervention, ***System 44 Next Generation***. The Tier 3 intervention program is designed to build the foundational skills of older students who are performing significantly below grade level. Students who score within the acceptable range for the ***READ 180*** Tier 2 intervention are placed in the program using the diagnostic data from *Reading Inventory*. After placing students in ***READ 180*** or ***System 44***, teachers administer *Reading Inventory* (or *Phonics Inventory*, if necessary) two to four more times, at least thirty days apart, to monitor growth.

The scoring of *Reading Inventory* is based on the Lexile Framework for Reading. Real-time data on the Lexile Proficiency and Growth Report show data at the class level and individual student level. The class-level portion of the report displays the summary of Lexile measures and a performance level breakdown. The individual-student-level portion of the report lists each student's name followed by proficiency level, Lexile score, expected growth, and, if the report is generated after subsequent administrations of *Reading Inventory*, the actual growth (numerical difference in points from previous test). Teachers can click on a student's name to drill down to more data. Students also see their results immediately, as their Lexile measure and Individualized Recommended Reading Report are displayed on their own personal screen at the completion of the assessment. Teachers view the Phonics Proficiency and Growth Report to see data for *Phonics Inventory* results. This report is similar to the Lexile Proficiency and Growth Report; however, it shows letter name accuracy, sight words accuracy, sight words fluency, nonsense words accuracy, nonsense words fluency, *Phonics Inventory* fluency score, *Phonics Inventory* decoding status, performance level breakdown, and recommendations for instruction.

In addition to *Reading Inventory* and *Phonics Inventory,* the ***READ 180 Universal*** and ***System 44 Next Generation*** intervention programs include high-quality resources for ongoing progress monitoring. Assessments engage students in a variety of Depth of Knowledge levels, and real-time reports deliver layers of meaningful data, along with grouping suggestions and individualized recommendations for instructional resources.

READ 180 Universal Assessments

- Ongoing diagnostic and formative assessments are embedded in ***READ 180***. Performance and progress are continually tracked as students interact with the Software. The *Do Now* activities and other activities in the *ReaL Book* also provide teachers with formative assessment data.

- *Reading Counts! Quizzes* and *Comprehension QuickWrites* measure students' comprehension of self-selected independent reading texts. The online *Reading Counts!* application administers online quizzes for the program's Paperbacks,

Audiobooks, eBooks, and eReads. The process is conducted by students independently—they log on and take the quiz. Scoring is automatic, and feedback is immediate.

- *Oral Fluency Assessments* for monitoring students' accuracy, rate, and prosody are included. The resources provide leveled passages, scoring sheets, a benchmarks chart, and a chart for recording student scores.

- The *Interim Workshop Assessments* and *End-of-Workshop Assessments* evaluate students' understanding of the key skills. These assessments target comprehension, critical thinking, vocabulary/word study, and writing skills. Each assessment has two forms that assess the same strategies in the same format. Level A forms have passages written at a Lexile range that is below grade level. Level B forms include passages written at a basic-level Lexile range that reaches the beginning of the grade-level Lexile range. Administering the *Interim Workshop Assessments* is optional.

- *Mid-Year Performance Assessments, End-of-Year Performance Assessments*, and curriculum-embedded performance-based tasks, such as the *21st Century* tasks and *End-of-Workshop Career Projects* exercise various college- and career-readiness skills and ask students to synthesize across multiple texts. Writing rubrics and feedback procedures are provided.

- *Mindset Scans*, based on Dr. Carol Dweck's research on the growth mindset theory, allow students and teachers to gain insight into a student's fixed or growth mindset of their academic abilities. These scans are administered at the beginning of the year and revisited throughout the school year to allow students to be self-reflective and evaluate their progress towards building a growth mindset.

System 44 Next Generation Assessments

- The ***System 44*** Software has embedded assessments continuously assesses performance in phonics, decoding, fluency, comprehension, spelling, and writing.

- Each *44Book* Workshop culminates in a performance-based assessment, which requires students to synthesize all readings, analyze information, evaluate options, and produce a written outcome.

- The *Mid-Year Test* and *End-of-Year Test* evaluate the transfer of newly acquired skills in phonemic awareness, phonics, word recognition, spelling, and morphology.

- The online *Reading Counts!* application administers online quizzes for the program's Paperbacks, Audiobooks, and eReads. The quizzes assess basic reading comprehension. The process is conducted by students independently—they log on and take the quiz. Scoring is automatic, and feedback is immediate.

2. Reading assessments should provide analyses based on standards/skills and level of mastery with suggestions to teachers for next steps in lesson planning. Provide a list of leveled readers that are measured by one or more of the following: Fountas & Pinnell, age, Grade Level Equivalent, Lexile, ZPD, ATOS, DRA, Reading Recovery, etc.

With ***READ 180 Universal*** and ***System 44 Next Generation***, educators in Poudre School District will have assessments that thoroughly and efficiently measure students' proficiency in literacy skills, a powerful system that analyzes data and generates precise reports, and resources that offer suggestions and guidance for next steps.

The Teacher Central and Leader Central dashboards (for both ***READ 180 Universal*** and ***System 44 Next Generation***) offer a variety of reports with real-time data that shape instructional decisions. Easy-to-read, color-coded reports display performance, growth, and usage. Teachers can generate reports at the class and student levels, and administrators

can generate reports at the district, school, grade, teacher, class, and student levels. The programs' reporting tools help teachers monitor progress, plan instruction, identify student needs and strengths, create small groups, identify resources that target individual needs, and recognize and celebrate students' achievements. They also facilitate administrative and management tasks and support communication with families.

Leveled Texts

READ 180 Universal and ***System 44 Next Generation*** include independent reading libraries with paperback books, eBooks, audiobooks, and other digital texts. The titles in the *READ 180 Universal Independent Reading Library* and *System 44 Library* were chosen based on their instructional merits and their ability to capture the interests of adolescent readers. The libraries are comprised of authentic fiction and nonfiction selections across many genres.

The *READ 180 Universal Independent Reading Library* for Course B has a wide range of Lexile levels, from 210L to 1180L. We invite you to see the list of titles with their Lexile levels and genres at https://hmhco.box.com/v/READ180CourseBTexts. Using each student's performance data and self-reported areas of interest, the ***READ 180 Universal*** technology delivers individualized recommendations for independent reading. Students can also find other options by using the search tool on their online *Bookshelf*. By providing each student with book choices on their individual level, ***READ 180 Universal*** accelerates reading skills while giving providing opportunities to experience success and enjoyment of reading. The program's use of assignments and routines keep students focused on applying learned skills and strategies during the Independent Reading rotation. The graphic organizers, the *Building Fluency Routine*, text-specific *QuickWrites* and *Reading Counts! Quizzes*, *Independent Reading Projects,* and *Reading Logs* bring added skill-building and accountability to Independent Reading.

System 44 Next Generation has a Modeled/Independent Reading rotation in which students apply what they have learned with selections from the *System 44 Library*. The library has a range from 100L to 450L. Each leveled text includes embedded comprehension questions

that guide students' thinking, understanding, and discussion. Audio recordings that accompany every title increase access and focus, provide models of fluency, and increase reading comprehension through supportive features. The student Software has an eBook Library with built-in tools for getting recommendations, searching, and organizing a personalized *Bookshelf*. Interactive features in the eBooks enable students to play, pause, and replay audio (with read-along highlighting); click for vocabulary definitions, and get book summaries and vocabulary words translated into Spanish. As in ***READ 180***, every title in the *System 44 Library* has a corresponding online *Reading Counts! Quiz* and text-specific *QuickWrites* assignment. The program also includes a *Decodable Digest*, which is especially useful for helping reluctant readers tackle text independently. This component includes two passages for every sound/spelling correspondence taught in the program. ***System 44 Next Generation*** supports teachers' conferencing and small-group facilitation by including discussion questions for every text in the *System 44 Library* and the *Decodable Digest* passages. Please go to https://hmhco.box.com/v/S44Texts to see the list of texts in ***System 44 Next Generation***.

3. The assessment system must provide educators with general and skills-specific student performance results, including standard/skill analysis reports, in a timely fashion that enables educators to adjust instruction as needed. This information must be user-friendly, flexible, modifiable, and readily and easily accessible. Immediate results for the selected response items preferred. Data management should be as user-friendly or automated as possible. Suppliers shall provide documentation, print screens, and/or printouts of sample reports and data management tools within their response.

READ 180 Universal and ***System 44 Next Generation*** deliver data in real time to teachers, administrators, and students. Teacher Central and Leader Central offer a variety of snapshots and full-length reports with data that shape instructional decisions. Data about performance, growth, and usage are displayed in easy-to-ready formats. Teachers can generate reports at the class and student levels, and administrators can generate reports at the district, school, grade, teacher, class, and student levels.

- ***READ 180*** Observe Board: Teachers use the Observe Board to record observational data for each individual student. Rubrics aligned to each literacy and language goal

are embedded in the Observe Board to help frame teachers' notes. For each student, teachers can set reminders about differentiating instruction in upcoming lessons.

- *READ 180* Observer Report: This report displays information about each individual student's participation, progress toward goals, and areas of need. The report is populated by data from the Observe Board. Teachers can view detailed observations by date, as well as a cumulative view of observations over time.

- *READ 180* Diagnostic Skills Report: This report identifies areas of need and monitors progress in the *Reading Zone* and on *Workshop Assessments.* The report displays comprehension questions attempted, comprehension questions answered correctly, and percentage of correct responses for each comprehension skill. Teachers can drill down to view a student's performance by strategy and by skill.

- *READ 180* Independent Reading Report: This report shows class-level and student-level data about independent reading participation and quiz results. The class-level data show the total number of books and words read overall, words read per month, total points, and quiz success rate. The section of the report with individual student data displays the number of books and words read, detailed information about the books chosen, comprehensive data about the quizzes taken, and current Lexile score.

- *READ 180* Lexile Proficiency and Growth Report: This report displays class-level and student-level Lexile scores and progress over time, based on *Reading Inventory* data. The class-level section of the report shows the average Lexile growth (comparison of most recent *Reading Inventory* score with the *Reading Inventory* score from the beginning of the year), number of students whose Lexile levels increased, number of students without growth, and a color-coded graph of the performance level breakdown. The individual student section of the report shows the initial and most recent Lexile scores from the *Reading Inventory*, proficiency levels, expected growth range, and actual growth.

Teachers can drill down to see additional layers of data, including a graph of the student's performance breakdown and the test data and normative data for all *Reading Inventory* assessments completed for the school year. Students whose beginning-of-year *Reading Inventory* scores indicated significant weaknesses in foundational reading skills will have taken *Phonics Inventory*, which drives placement decisions for an intensive Tier 3 intervention. For these students, the teacher will generate the Phonics Proficiency and Growth Report. This report is similar to the Lexile Proficiency and Growth Report; however, it shows letter name accuracy, sight words accuracy, sight words fluency, nonsense words accuracy, nonsense words fluency, *Phonics Inventory* fluency score, *Phonics Inventory* decoding status, performance level breakdown, and recommendations for instruction.

- *READ 180* Student App Report: This report tracks progress and monitors which students need additional support in *Zones* and segments within the *Zones.* It shows class-level and student-level Instructional Software usage and performance. At the class level, the average segments completed, average session length (in minutes), average sessions per week, and average *Zone* performance are displayed. The individual student data shows the student's current level in the Software, average length of a session (in minutes), total number of sessions completed, and performance data for current and previously completed segments in the *Zones.*

- *READ 180* Workshop Assessment Report: Teachers can use this report to identify specific skills to target during whole- and small-group instruction. Class-level and student-level results on *Workshop Assessments* are displayed on the Workshop Assessment Report. The class-level section of the report shows the average test score, the target skills, and graphs that break down proficiency with specific skills. The individual student reports show test scores and the ratio of correct answers to test items across all strands of reading and language. The Skill Results section also shows student responses in terms of Depth of Knowledge levels.

- *READ 180* Digital Mindset Scan Report: This report shows the results of students' Mindset Scans and enables teachers to monitor students' outlooks about their learning. The information is especially useful when preparing for one-to-one student conferences. The Report groups students result, summarizes each mindset category, and provides suggestions for next steps.

- *System 44* Screening and Placement Report: This report details class-level and student-level performance on the *Phonics Inventory* assessment in terms of placement in the program. It shows fluency scores, decoding status, and the Lexile score the student earned after taking the *Reading Inventory* assessment.

- *System 44* Individual Learning Plan Student Report: This report shows an individual student's *Phonics Inventory* decoding status, fluency scores, current topic in the Software, total time (minutes) in the Software, academic goals and progress to goal, and behavioral goals and points.

- *System 44* Summary Progress Report, Student Progress Report, and Reading Progress Report: The Summary Progress Report shows students' growth over time on the *Phonics Inventory.* The Student Progress Report provides comparative data for the *Phonics Inventory* at the individual student level. The Reading Progress Report displays detailed performance data at the class and student levels. The report includes each student's current topic in the Software, percentage completed, number completed, median session time (minutes), decoding accuracy score, decoding fluency score, spelling score, comprehension score, and oral reading fluency score.

- *System 44* Growth Report and Growth Goals Report: The Growth Report measures Lexile growth between two *Reading Inventory* tests. Teachers can drill down for more data, such as the Student Test Printout for *Reading Inventory,* which allows for analysis of specific test results. The Growth Goals Report lists students' actual Lexile scores and expected Lexile scores, along with the benchmarks for the 25th and 50th percentile ranks and the College- and Career-Readiness goals for the grade level. The data help teachers set individual growth goals for students.

- *System 44* Response to Intervention Report, Grading Report, and Student Mastery Report: Use the Response to Intervention report to monitor progress with the Software. This report shows cumulative usage (minutes, sessions, and topics) and mastery to date and the pace at which the student is progressing. The Grading Report includes information gathered from the Software, *Reading Counts!*, and the SAM Student Digital Portfolio. The Student Mastery Report shows each targeted skill in a student's intervention, the date intervention before the skill began, total time spent on that skill, topics mastered, percent mastered, and overall rate of completion.

- *System 44* Student Software Performance Report: Use this report to view the performance of individual students in the Software's *Zones*. This report shows the current topic, scope and sequence completion, number of topics Fast-Tracked, number of cycles to mastery, total time (minutes), Smart Zone Sound Challenge score, Word Zone Word Challenge score, Spelling Zone Spelling Challenge score, Fluency Zone: Read & Think Comprehension score, Sentence Dictation score, and Topic Progress Monitor score.

- *System 44* Intervention Grouping Report: This report groups students based on their *Reading Inventory* proficiency levels/performance standards. Lexile score, test date, and normative data (percentile rank, NCE, stanine) are displayed for each student. This report corresponds to the recommendations from the *Groupinator* and helps teachers determine appropriate strategies and resources for differentiation.

- *System 44* Proficiency Report: This report shows the proficiency level of each student as compared to the results of others in the same grade. The report also displays year-end proficiency Lexile ranges for every grade.

- *System 44* College and Career Readiness Report: This report tracks a student's performance related to narrative, functional, and informational texts of varying complexity levels.

- *System 44* Student Action Report: This report tracks a student's *Reading Inventory* history, shows their Lexile ranges for independent reading and instructional reading, and provides strategic suggestions for instruction to put into action.

- *System 44* Student Progress Report: A student's longitudinal growth in Lexile is displayed on a graph and in a data chart on this report. The data show each test date, proficiency levels, and normative data (percentile rank, NCE, stanine).

- *System 44* Targeted Reading Report: This report takes each students' current Lexile level and displays the text complexity range appropriate for them. Teachers can use this data to guide book selection during Modeled and Independent Reading (and outside of class).

- Recommended Reading Report: This report, included in ***READ 180 Universal*** and ***System 44 Next Generation***, provides an individualized list of book suggestions for each student. The recommendations are based on the student's *Reading Inventory* results and the topics of interest chosen on the *Reading Inventory* screen before the test was administered.

- *Groupinator*: In addition to the reporting tools, ***READ 180 Universal*** and ***System 44 Next Generation*** include the *Groupinator* tool on Teacher Central. The *Groupinator* uses student data and a precise algorithm to group students according to their specific needs. Teachers can rely on the *Groupinator* to use real-time data to quickly, conveniently, and precisely determine groups.

- Implementation Effectiveness Reports: HMH's Professional Services team can provide districts and schools with individualized feedback on how to improve the implementation of ***READ 180 Universal*** and/or ***System 44 Next Generation***. The reports include comprehensive data across district, school, class, grade, and student levels. Specialists from HMH's Professional Services team meet with district leaders to discuss the reports and recommendations.

4a. Proposals should include a list of the reports currently available within the proposer's application, i.e., screenshots of the various reports.

Please see the response to Item #3 for a list of reports provided in the programs. Annotated samples of reports are available at https://hmhco.box.com/v/R180UReportsSamples and https://hmhco.box.com/v/S44NGReportsSamples.

4b. Reports will display overall assessment performance as well as strengths and weaknesses relative to the specific Colorado State Standards. Please describe costs and specialized processes, if a special data load must be included to allow assessment results reported with their alignment to Colorado State Standards.

The reports generated do not cite specific Colorado standards, but they do note the domains and skills within the standards themselves.

4c. Skill/standard or item analysis reports should be available at the student, class, building, and district levels.

Teachers can generate reports at the class and student levels, and administrators can generate reports at the district, school, grade, teacher, class, and student levels.

4d. A screening report, or some report showing the Colorado-based performance level of students should be available.

The reports generated do not cite specific Colorado standards, but they do note the domains and skills within the standards themselves.

4e. Reports relative to skills and performance need to be available on individual assessments and across assessments (longitudinal/growth) throughout the school year. For example, if three benchmarks are proposed, summary reports should display student performance across the three benchmarks at the student, class, building, and district levels.

Reports display data for individual assessments and for the longitudinal growth across multiple assessments. Please see the response to Item #3 for details.

4f. Student longitudinal reporting should be available. Student reports indicating overall performance and skill-specific performance will be maintained across grades and for each school a student attends. For example, with longitudinal reporting, a teacher planning for a new school year can view students' performance on previous years' benchmarks. Growth reports should be based on student growth percentiles, if possible.

The programs allow for longitudinal reporting. A student's data is tied to their account and, therefore, travels with the student. Reports show student growth percentiles and proficiency levels. Please see the response to Item #3 for details.

4g. The system must be able to archive reports each year so that educators may review historical reports based upon class and school configurations in previous years.

Historical data is maintained and displayed on the programs' longitudinal reports for *Reading Inventory* and *Phonics Inventory*.

5. A technical manual describing the diagnostic/formative assessments, including research covering the frequency distributions, means, standard deviations, standard errors of measurement, reliability and validity analysis, and the relevant item statistics, should be provided within Supplier's response.

Technical manuals for the assessments and reports are included with the ***READ 180***

Universal and ***System 44 Next Generation*** programs. Please go to https://hmhco.box.com/v/R180UReportsSamples and https://hmhco.box.com/v/S44NGReportsSamples to view sample pages from the manuals. Comprehensive manuals describing the programs' assessments and reports are available at https://hmhco.box.com/v/PoudreCOTechManuals819.

6. Provide a title and description of the instructional materials for use by students and teachers, including student editions and teacher editions.

READ 180 Universal and ***System 44 Next Generation*** include materials in print and digital formats. Both programs are housed on the Student Achievement Manager (SAM). SAM is a web-based platform and learning management system that houses all of the digital components, rosters and classroom management tools, and resources in a centralized location.

READ 180 Universal includes the following:

- Teacher/Leader Central
  - *ReaL Book Teacher's Edition*, *Blended Learning Handbook, Resources for Differentiated Instruction, Resources for Independent Reading, Teacher Supports for Student Instructional Software*, professional learning resources and videos, implementation guides and technical guides, family letters
  - Classroom videos, audio, and projectables
  - Assessments
  - Real-time reporting system and the *Groupinator* (tool for automated, data-based student grouping recommendations)
- Student Central
  - Student Software, *Bookshelf*, digital *ReaL Book*
- *READ 180 Universal Independent Reading Library*
- Print *ReaL Book* and *ReaL Book Teacher's Edition, Blended Learning Handbook*, *Assessment & Analytics Guide*, and *Classroom Posters*

- *READ 180* App for iOS

For a closer look, please see the *READ 180 Universal Overview* at https://hmhco.box.com/v/READ180UComponents3.

System 44 Next Generation includes the following materials:

- Teacher/Leader Central
  - *44Book Teacher's Edition*; *Resources for Differentiated Instruction; Resources for Modeled and Independent Reading; Teacher Supports for Student Application*; *Screening, Assessment, and Reporting Guide;* downloadable student resources; additional activities for each Workshop; professional learning resources and videos; implementation guides and technical guides; and family letters
  - Classroom videos, audio, and projectables
  - Assessments
  - Real-time reporting system and the *Groupinator*
- Student Central
  - Student Software, *Bookshelf*, digital *44 Book*
- *System 44 Next Generation Independent Reading Library* and *Decodable Digests*
- Print *44 Book* and *44 Book Teacher's Edition; Resources for Differentiated Instruction*; *Screening, Assessment, and Reporting Guide;* and *Classroom Posters*
- Word-building kits
- *System 44* App for iOS

Additional information is available in the *System 44 Universal Overview* at https://hmhco.box.com/v/S44ProgramOv.

7. Provide a description of the technology and online resources for use by students and teachers.

READ 180 Universal and ***System 44 Next Generation*** use a blended model that engages students in teacher-led, whole-group and small-group instruction, adaptive software, and

independent reading. Both programs offer flexible scheduling options, so teachers can choose configurations that work for them and still maintain the fidelity of the interventions. ***READ 180 Universal*** and ***System 44 Next Generation*** deliver differentiation and individualization through research-based instructional approaches and scientifically engineered educational technology.

READ 180 Universal Blended Learning Model

The ***READ 180 Universal*** program's instructional approach integrates the strands of language arts to create cohesive learning experiences and contextual knowledge. Through the program's blend of teacher-led and digital intervention, students develop and strengthen the literacy skills that diminish the achievement gap and beget long-term academic success.

- Used during teacher-facilitated, Whole-Group Learning and Small-Group Learning, the ***READ 180 Universal*** program's *ReaL Book* represents the intersection of high-quality, research-based reading and language instruction. Each of the six Workshops within the *ReaL Book* is guided by an essential question that drives instruction over the course of four to six weeks. Workshops are divided in two parts and include approximately six texts that follow the principles of narrow reading, which involves reading texts with overlapping topics and recurring vocabulary.

  Workshop openers set the stage for the learning ahead. Every Workshop begins with a fluency text—a reading selection approximately two to four years below grade level—designed to meet ***READ 180 Universal*** students at their current levels. A collection of downloadable fluency texts is among the program's many fluency-building resources. Each Workshop includes focus texts that sequentially expand students' content knowledge about a particular subject area while simultaneously developing their literacy skills. Instructional routines guide students to discover personal connections to the focus texts' topics and vocabulary. Teachers provide direct instruction and guided practice for using reading comprehension strategies and close reading with the *ReaL Book*.

- The web-based student application provides a personalized path of instruction that

gives each struggling reader intensive, individualized learning experiences. Students are systematically guided through six *Zones* that the system personalizes based on the data it collects. These *Zones* include:

- The *Explore Zone*: In a Segment's *Explore Zone*, students view an *Anchor Video* that helps students build background knowledge for the *Anchor Text* to come. *Anchor Videos* present key vocabulary words with visual content that sparks connections. While in the *Explore Zone,* students also complete interactive *Word Cards* activities and *Knowledge for Reading* activities. These elements in the *Explore Zone* immerse students in pre-reading experience that promote their reading comprehension.

- The *Reading Zone*: The *Reading Zone*'s leveled texts and instructional approach deliver an individualized experience that targets the specific needs of each student. In the *Reading Zone*, scaffolded instruction begins with special focus on phonics, fluency, vocabulary, and comprehension. Students engage in multiple readings of leveled text, make audio recordings, and learn academic and content-area vocabulary. The read-aloud options provide strong models of fluency. Vocabulary and comprehension questions offer students adaptive practice that includes various question types and immediate feedback.

- The *Language Zone*: In the *Language Zone*, students receive systematic instruction in decoding and word recognition as they build automaticity. The *Language Zone* builds and expands students' vocabulary knowledge through activities with words in context, word families, synonyms and antonyms, words with multiple meanings, and figurative language. More than 8,000 words are defined, analyzed, and contextualized for assessment and study.
- The *Fluency Zone*: The *Fluency Zone* targets students' phonics/decoding skills, sight-word automaticity, and overall fluency. The *Fluency Zone* also helps students make the connection between decoding and encoding through practice activities and a *Word Clinic* support feature. The interactive instruction and practice include helpful tips and immediate, corrective

feedback. Students hear models of fluent reading at the word and sentence levels, and they record themselves, compare it against the model, and have opportunities to re-record.

- The *Writing Zone*: The *Writing Zone* walks students through each stage of the writing process with targeted and scaffolded supports for informative, argumentative, and narrative modes using strategies from the Self-Regulated Strategy Development (SRSD) instructional model developed by Dr. Karen R. Harris and Dr. Steve Graham, who are also on the ***READ 180*** authorship team. The Software has built-in supports like editable sentence frames and sentence starters, a tool that highlights spelling errors and "tired" words that may need revising, graphic organizers, a scratchpad, and more.

- The *Success Zone*: The *Success Zone* unlocks once a student completes the five other *Zones*. Here, students complete a final recording of the *Anchor Text* and apply vocabulary and comprehension skills to passage-specific cumulative tasks. The *Success Zone* includes built-in practice and assessment. Tasks engage students in repeated readings, and then students complete a *Fluency Check* with a final recording of the *Anchor Text*. Each student's passage is at their individual reading level, which is based on their *Reading Inventory* results. Students can listen and re-record until they are satisfied with their reading. Students click to submit the recording to the teacher. Students who have completed the Segment's *Reading Zone* at Levels 4–6 are given an opportunity to read an alternate text (a *Stretch Read*) from the upper range of the Segment's texts.

- The program's Independent Reading rotation is designed to integrate student choice, checkpoints for accountability, and opportunities for teachers to gain insight on student progress. During Independent Reading, students find a comfortable spot and apply their skills to texts at their appropriate level and complete corresponding assignments. The Course B *READ 180 Universal Independent Reading Library* is

comprised of 30 paperback titles (fiction and nonfiction), 46 digital eBook titles (nonfiction), five audiobook titles (fiction and nonfiction; every audiobook title comes with four paperback copies), and 36 *eReads* articles (nonfiction). The ***READ 180 Universal*** Software gives book recommendations for each student, based on reading levels and areas of interest. Students can use the very convenient online *Bookshelf* tool on Student Central to search for texts by keywords, Lexile range, interests, genre, format, or author. ***READ 180 Universal*** optimizes the effectiveness of independent reading by providing graphic organizers, text-specific *QuickWrites* and *Reading Counts! Quizzes*, *Independent Reading Projects,* and *Reading Logs.* Motivational elements are built into students' online *Bookshelf*, as the top of the screen displays the total number of books read, total number of words read, Lexile level, and quiz points earned from passing *Reading Counts! Quizzes.* The teacher materials provide straightforward support for guiding students' reading choices, using the program's resources for Independent Reading, progress monitoring with the Independent Reading Report, and holding one-to-one student conferences to discuss Independent Reading.

- At the end of class, teachers facilitate a brief *Wrap-Up* session that uses growth-mindset-based approaches to guide students' reflection on the day's learning and their successes and challenges.

System 44 Next Generation Blended Learning Model

Rebuilding students' foundational skills is the goal of the ***System 44 Next Generation*** intervention. The program aligns to the core reading components, including reading comprehension. The ***System 44 Next Generation*** daily routine includes a Whole-Group Instruction followed by rotations of the online Instructional Software, teacher-facilitated Small-Group Instruction, and Independent Reading.

- In each day's Whole-Group Instruction, the teacher uses the *Interactive Teaching System* and Teacher's Edition to engage students in a language warm-up and set the instructional goals and language goals.

- In Small-Group Instruction, teachers deliver focused, differentiated instruction anchored on high-interest text selections. Students engage in a close reading routine, respond to text-based questions, and write summaries and arguments. During Small-Group Instruction, students use the *44Book*, *Word Building Kit*, *Anchor Videos*, and *Sound & Articulation Videos.*

- In their rotation with the Instructional Software, students receive intensive, individualized instruction and practice through the interactive technology. The web-based Software is adaptive, so the system continuously analyzes each student's interactions and adjusts the content and pacing to fit his or her needs. This presents each student with an individualized experience throughout each section, or Strand, of the lesson.
    - *The Code Strand*: The *Code Strand* presents students with direct instruction and individualized practice in the 44 sounds and 26 letters that make up the English language. The most stable and highest-utility sounds are introduced first, and there is a quick presentation of sounds that may be "held" so that students can rapidly blend sounds to make words. Students are guided toward mastery through the four zones with *The Code Strand* that presents instruction and practice to systematically develop reading skills: *Smart Zone*, *Word Zone*, *Spelling Zone*, and *Fluency Zone*.
    - *Word Strategies Strand*: The goal of the *Word Strategies* strand is to teach students to recognize common syllable types so they can efficiently decode multisyllabic words. Students also learn that certain letters/groups of letters have meaning, such as adding "s" to the end of the word means more than one, making it plural. Mastering these strategies, tips, and techniques is important to building proficiency with the English language.
    - *Sight Words Strand*: In the *Sight Words* strand, students learn that the English language includes a group of high-utility, high-frequency words, many of which are not decodable. This strand helps build automaticity with these non-

decodable words.

- *Writing Strand*: With a step-by-step process and the scaffolded support of writing frames, students respond to text-based questions the *Writing Strand*. The system guides them through a four-point rubric that helps them self-assess and revise their work before the publishing phase.
- *Success Strand*: In this strand, students begin by watching an *Anchor Video* that builds background knowledge and helps them build mental models of text. They then apply their newly acquired skills and read connected text that is longer, more complex, and more like what they encounter in content-area textbooks. Cloze activities are designed to support the application of comprehension and vocabulary skills.

- In the Modeled/Independent Reading rotation, students find a comfortable spot and read the ***System 44*** paperbacks, audiobooks, or eBooks. The high-interest, leveled texts help students build fluency, vocabulary, comprehension, and confidence. A *Tracking Log* and *Response Log* are included to track student accountability.

8. Provide 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 ten-year period.

HMH has designed an integrated plan that provides initial and ongoing professional development for teachers and administrators. As your partner, HMH will be focused on listening to Poudre School District's teachers and administrators, understanding their needs, giving them the knowledge and resources that optimize the success of the implementation of ***READ 180 Universal*** and ***System 44 Next Generation***, and providing realistic methods of ongoing support. HMH's professional learning services will give both novice and seasoned educators expertise in the program itself and in the proven best practices of instruction. Our professional development sessions give educators comprehensive understanding of the program's methodology, teacher and student materials, technology, differentiated instruction,

assessments, and reports and data analysis. With in-person and web-based training, personalized coaching, and individualized support services, educators get the hands-on experience and knowledge that will maximize the Poudre School District's return on investment and impact student achievement throughout the entire ten-year period.

HMH wants to ensure the successful implementation of ***READ 180 Universal*** and ***System 44 Next Generation*** at launch and for years to come. To do this, we offer best practices recommendations and optional supports across four levels*:* implementation planning, blended professional learning, data analytical services, and technical services*.*

Suggested Professional Learning Plan

The following table represents a suggested professional learning plan and schedule in accordance with Poudre School District's tentative timeline. Actual plans will be created in collaboration with school and District leaders and based upon the needs of the individual schools. This plan includes 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 ten-year adoption period.

Poudre School District R-1 READ 180 Universal and System 44 Next Generation	
Best Practices Professional Learning: Year 1*	**Timeline/ Recommendation**
Implementation Planning Meeting To support the sustainability of our programs and to ensure optimal implementation of the programs across all schools, HMH will collaborate with District leadership to create an implementation plan. This plan will include scope of work, implementation goals, the on-going monitoring of success towards those goals and implementation models. Other actions may include: • Identifying implementation support team members • Creating a planning checklist for the partnership • Creating an assessment and progress monitoring calendar, including Mid- and End-of-Year reporting with student achievement, program evaluation, and recommendations	May/June Scheduled prior to implementation

Poudre School District R-1 ***READ 180 Universal and System 44 Next Generation***	
• Conducting technology audit and dates for technology meeting and installation *Included with Year 1 purchase*	
Technical Services: *TechAdvise* This end-to-end subscription-based service provides school districts with a designated technical consultant to provide onsite and online guidance throughout the school year. Through a structured and proactive planning process, the *TechAdvise* team will ensure a successful implementation of HMH technologies and platforms. *TechAdvise* provides HMH customers with custom services and can include the following activities: • Assigned Project Manager • Comprehensive Technology Assessment, including infrastructure, bandwidth, and device management • Rostering Implementation • SSO Integration • Technical Staff Training • Data Support	One-year Subscription
Getting Started with READ 180 Universal In this introductory two-day course, participants have meaningful, hands-on or virtual experiences to learn about their program's organization, and design. Through direct instruction and guided practice, participants also experience program resources from both a student and teacher perspective. Learning Outcomes: • Build understanding and confidence to ensure a strong implementation • Support differentiation, assessment, and effective whole- and small-group instruction using program resources and instructional tools • Enhance instructional delivery and student learning using HMH technology *Audience: Teachers, teacher leaders* *Delivery: Two full days; in person* *Capacity: Up to 35 participants per session*	July/August Recommended two days per 35 participants
Getting Started with System 44 Next Generation Teachers are introduced to the clear instructional path in ***System 44 Next***	July/ August Recommended

Poudre School District R-1 ***READ 180 Universal and System 44 Next Generation***	
Generation and how it helps struggling readers achieve mastery of foundational skills in phonics, comprehension, and writing. The professional learning includes a differentiated path for participants using ***System 44 Next Generation*** in a ***READ 180*** classroom. Learning Outcomes: • Understand how ***System 44 Next Generation*** raises student reading and writing achievement and increases college and career readiness • Experience the Instructional Model from the students' perspective • Use resources to effectively teach, manage, and assess each part of the Instructional Model • Manage classes and enrollment • Plan and teach effectively with the Teacher Dashboard • Use Multi-Tiered System of Supports resources and support IEPs • Plan for the first three weeks, including administering and monitoring the HMH *Phonics Inventory* *Audience: Teachers, teacher leaders* *Delivery: Full day; in person* *Capacity: Up to 35 participants per session*	one day per 35 participants
Getting Started Leadership Webinar *Getting Started Leadership Webinars* provide an overview of the programs' organization, lesson designs, and support resources. Leaders build deeper understanding of the programs' alignment to the standards and explore the key teacher and student behaviors to observe in the learning environment. Learning Objectives: • Recognize program alignment to standards • Understand the programs' organization, methodologies, and resources that support differentiation, assessment, and effective instruction • Identify the desired teacher and student classroom behaviors that positively impact achievement *Participants: District-level and school-level leaders* *Delivery: One-hour webinar* *Capacity: Up to 35 participants per session*	September/ October Recommended one webinar per 35 participants
Embedded Professional Development Beyond the *Getting Started* courses, HMH's job-embedded professional learning services help teachers deepen their understanding of how to effectively	Any time

Poudre School District R-1 READ 180 Universal and System 44 Next Generation	
implement the program with a focus on instruction, lesson planning, and leveraging high-impact strategies. • ***Getting Started On-Demand Webinars***. The on-demand *Getting Started with READ 180 Universal Webinar* and the on-demand *Getting Started with System 44 Next Generation Webinar* complement *Getting Started* sessions and may be used as either an introduction or to enhance and extend learning. Teachers can work at their own pace to learn about the program's organization, student experience, teaching and planning with print and digital resources as well as assessment, data and reports. Teachers can revisit the webinar throughout the year, making it an excellent resource for professional learning communities to share strategies and suggestions for a successful program implementation. • Comprehensive ***Professional Learning Guides*** support our *Getting Started* sessions, provide additional support throughout the implementation, and offer comprehensive overviews of the programs' architecture and instructional strategies. • The *READ 180 Digital Teacher's Edition* is an instructional tool including explicit lessons and routines for Whole- and Small-Group Learning, as well as resources for differentiation and professional development. • *Getting Started Your First Two Weeks* includes lessons and resources for your first two weeks in ***READ 180*** and ***System 44***. • *Teacher Central*. An online experience provides teachers with digital teaching, lesson planning, professional development, progress monitoring tools, and support resources in a centralized location. The Teacher Central Resource Library contains downloadable resources for lessons and professional development, sorted by category.	
Blended Team Coaching Team Coaching brings the coaching experience into a small group context and opens communication among teachers. It is a collaborative conversation, focused on deepening understanding of student work, student learning targets, instructional practices, goal setting, and action steps. The blended team coaching model includes: • Four in-person coaching days for up to 60 teachers • Eight 30-minute online sessions for a team of five teachers • HMH Coaching Studio access for 1 year	In-person quarterly visits Online monthly session for duration of year Recommended one bundle per 60 teachers; five online licenses per bundle

Poudre School District R-1 ***READ 180 Universal and System 44 Next Generation***	
Mid-Year Check-in Meeting The HMH executive team will meet with District leadership to discuss and review student achievement, program evaluation, and provide recommendations. *Included with Year 1 purchase*	December/ January
End-of-Year Check-in Meeting The HMH executive team will meet with District leadership to discuss and review student achievement, program evaluation, goals from Year 1 and provide recommendations for Year 2. *Included with Year 1 purchase*	May/June
Additional Optional Professional Learning: Years 1 through 10	
***READ 180 Universal* Follow Up Courses** Offered in-person or virtually, HMH Follow-Up Learning supports key program topics, including digital tools and resources, assessment, data, and reports. Choose from relevant topics to personalize your experience, such as: • *Deepening Knowledge of Routines and Performance Tasks* • *Using Data to Differentiate, Monitor Progress, and Celebrate Learning* ***System 44 Next Generation* Follow Up Course** • *Follow-Up Professional Learning Day Two* *Audience: Teachers, teacher leaders* *Delivery: Full day; in person* *Capacity: Up to 35 participants per session*	November and February Recommended one course/ session per 35 teachers
Technical Services: *TechIntegrate* (Remote) Tech Services experts remotely support your HMH technical implementation with customized services such as beginning-of-year planning, end-of-year reporting, digital classroom coaching, data management best practices, and rostering. Our Technical Services team ensures your programs and technology work efficiently for optimal results in your classrooms, schools and districts.	Year 2+ Recommended three remote sessions per year
Getting Started with READ 180 Universal *New Teacher Training* *Audience: New teachers, teacher leaders, and teachers needing a refresher* *Delivery: Two full days; in person* *Capacity: Up to 35 participants per session*	Year 2+ Recommended two days per 35 participants

Poudre School District R-1 ***READ 180 Universal and System 44 Next Generation***	
Getting Started with System 44 Next Generation *New Teacher Training* *Audience: New teachers, teacher leaders, and teachers needing a refresher* *Delivery: Full day; in person* *Capacity: Up to 35 participants per session*	Year 2+ Recommended one day per 35 participants
In-Person Team Coaching Grounded in deep research around adult learning, In-Person Team Coaching includes lesson modeling, peer collaboration, and feedback to drive instructional excellence and change in the classroom. The in-person team coaching model includes: Four teams per day, up to 15 teachers per team	Year 2+ Recommended quarterly
Online Team Coaching HMH coaches work online, through the HMH Coaching Studio, with small groups of up to five teachers or coaches to build content knowledge, refine their practices, model and plan lessons, and analyze student evidence to deliver more effective instruction. • Includes HMH Coaching Studio access for one year. • Choice of eight sessions or four sessions with five teachers per session.	Year 2+ Recommend one bundle of eight- or four-sessions per five teachers
Leadership Development: *Creating a Culture for Rigorous Learning* Offered by the International Center for Leadership in Education (ICLE). This interactive, one-day course will engage leaders in the key elements of organizational leadership needed to create a culture focused on the needs of students. Key elements include creating a culture focused on high expectations, establishing a clear vision, and building leadership capacity through an empowerment model. Effective leadership is about being adaptive, focusing on the process of learning, and monitoring progress toward a clear vision. *Audience: School and district leaders* *Delivery: Full day; in person* *Capacity: Up to 35 participants per session*	Year 2 Recommended one course per 35 participants

**A training plan will be customized from the above based on the District's needs annually for life of adoption.*

Job-Embedded Coaching

HMH recognizes that professional growth occurs through a sustained learning process in which the personal needs of each participant are systematically and strategically elevated

and supported. HMH makes it possible for you to provide teachers with that sustained, personalized learning process through our professional coaching services. HMH offers a blended approach to coaching, with a mix of in-person, on-site sessions and online touchpoints that offer contemporary flexibility and collaborative learning.

Professional coaching for individuals or teams provides opportunities to gain knowledge from an HMH consultant with expertise in the ***READ 180 Universal*** and ***System 44 Next Generation*** programs and in contemporary best practices. The key focus areas of coaching are instruction, lesson design, data-driven decision-making, and content. HMH's professional learning consultants model high-impact instructional strategies; sharpen teachers' expertise by answering program and practice questions; lead grade-level program sessions centered on evidence of student learning; and help teachers select, monitor, and achieve goals.

In regular online touchpoints, HMH's professional learning consultants guide reflection on implementation and provide guidance that strengthens teachers' practice. The online coaching experience includes access to the HMH Coaching Studio, the online community where the participants of HMH's blended coaching have access to additional resources and interactive collaboration. Teachers can upload videos and classroom artifacts to receive feedback from peers and coaches. On the HMH Coaching Studio site, team members can continue communicating, collaborating, and learning beyond their in-person and online coaching sessions. With HMH's professional coaching, Poudre School District's teachers will have the sustained professional learning needed to cultivate significant growth.

9. Provide a statement as to whether the Supplier intends to use one or more subcontractors or third parties in connection with its provision of materials and/or services. For each such subcontractor and third party, the Supplier shall: (a) provide its name, address, telephone number, and email address and (b) describe the work it will perform.

HMH does not plan to use a subcontractor or any third parties for the provision of materials and services to Poudre School District.

10. The proposal shall include the Supplier's full legal name as it appears on IRS Form W-9 as well as any other names under which Supplier does business.

Our full legal name is Houghton Mifflin Harcourt Publishing Company, aka Houghton Mifflin Harcourt or HMH.

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

With roots dating back to 1832, Houghton Mifflin Harcourt's history began in Boston, bringing to life the voices of celebrated authors and thinkers such as Henry David Thoreau, Henry Wadsworth Longfellow, and Virginia Woolf. In 1882, HMH's education division was established with the Riverside Literature Series, placing HMH at the forefront of the emerging education market. Since that time, the education space has undergone enormous transformation with the emergence of technology as a catalyst.

HMH is now a global learning company committed to delivering integrated solutions that engage learners, empower educators and improve student outcomes. As a leading provider of K–12 core curriculum, supplemental and intervention solutions and professional learning services, HMH partners with educators and school districts to uncover solutions that unlock students' potential and extend teachers' capabilities. HMH serves more than 50 million students and 3 million educators in 150 countries, while its award-winning children's books, novels, non-fiction, and reference titles are enjoyed by readers throughout the world.

HMH believes that every successful project must be supported by an outstanding and robust set of resources. Our team of approximately 3,800 professionals possesses a wealth of experience in education and technology, with many holding advanced degrees. Moreover, many of our staff members are former teachers and have extensive experience working in an educational environment. HMH's development, implementation, and support professionals

are well-versed in education and in tailoring our processes to best meet the needs of each customer.

Operating in Boston, where our business began, our corporate headquarters is located at 125 High Street, Boston, MA 02110. HMH also maintains offices in:

- Denver, CO
- Evanston, IL
- Geneva, IL
- New York City
- Orlando, FL
- Portsmouth, NH
- Petaluma, CA
- Puerto Rico
- Rexford, NY
- Round Rock (Austin), TX
- St. Charles, IL

HMH maintains warehouses in the United States that includes:

- Geneva, IL
- Indianapolis, IN
- Orlando, FL
- Troy, MO

Our International Offices include:

- Montreal, Quebec, Canada
- Dublin, Ireland
- Beijing, China

Our office-based staff is augmented by a nationwide network of consultants, sales representatives, professional development personnel, and regional management. These teams have extensive experience working on site with a wide range of clients, including state

agencies, large school districts, and individual private schools to ensure they are realizing the full potential of our products and tools.

For more information, visit our web site at: www.hmhco.com.

12. Provide the Supplier's website address/Internet URL.

The address of HMH's main website is https://www.hmhco.com/.

13. Provide the first and last name, telephone number, and email address of the employee designated as the District's primary contact with respect to the RFP and the Supplier's proposal.

The District's primary contact is Account Executive Katie Arace. She can be reached at 860.338.5426 and katie.arace@hmhco.com.

14. Provide, for non-digital instructional materials, one English-language student edition set (per grade level) of instructional materials and one English-language teacher edition set of instructional materials.

As part of this submission, HMH is providing the District with sample sets of non-digital student and teacher materials.

15. Provide access to online resources and/or software for use by students and teachers. Access will be required for 20 teacher reviewers and 100 student reviewers.

For online access to ***READ 180 Universal*** and ***System 44 Next Generation***, please see the pages for each following this section.

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

Evaluators can use the online access provided in the response to Item #15 to review training resources and professional learning materials.

HMH

READ180® UNIVERSAL

Visit the eSampler to see all of the program components. Learn how *READ 180*, the world's most effective reading intervention program, engages students, empowers teachers and leaders, and raises reading achievement.

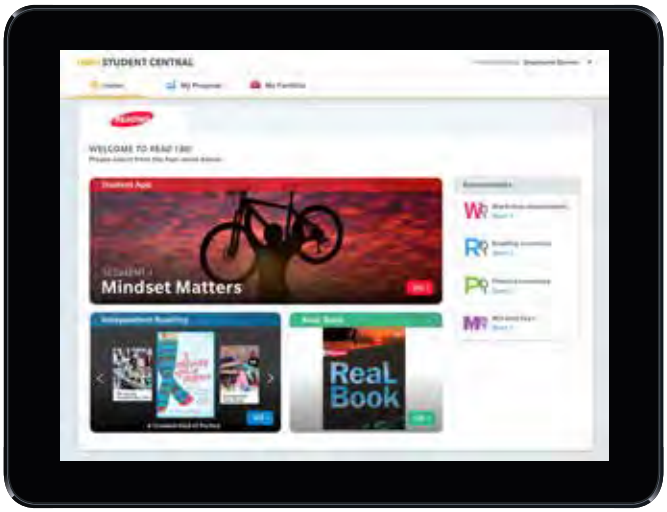
To access the eSampler visit hmhco.com/read180universal/esampler and log in with the following information:

username: read180
password: universal

Explore all of the components of the *READ 180* eSampler!

For Students:

- Student Central
- Student Application
- The *ReaL Book*
  - Sample Workshop
- Independent Reading
  - Paperbacks
  - Audiobooks
  - eBooks
  - eReads



For Teachers:

- HMH Teacher Central
  - Data Dashboard
  - Classroom Management
  - Teacher Tools
  - Resources
- Digital Teacher Edition
  - Sample Workshop
- Blended Learning Handbook
- Professional Learning Guide
- Assessments
- Professional Development

Connect with us:

Houghton Mifflin Harcourt

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SYSTEM 44®

NEXT GENERATION

***System 44*® Next Generation** is a proven foundational reading program designed to get your most challenged readers in Grades 3 –12+ on the path to college and career. Visit the ***System 44* Next Generation eSampler** to discover how the program's personalized learning progression and explicit instruction engages students in reading, writing, language, speaking, and listening.

TO ACCESS THE eSAMPLER VISIT: *hmhco.com/products/esamplers*

Log in with the following information:

Username: **system44**
Password: **nextgeneration**
Start Date: **1/1/2019**
End Date: **12/31/2019**

1. Choose ***Literacy Solutions***.
2. Next, select ***Reading Intervention***.
3. Then, click the ***System 44* Next Generation** blue **eSampler** button.

Make sure to explore all of the components of the *System44* Next Generation eSampler!

For Students:

- Instructional Software
- 44Book
- Decodable Digest
- Independent Reading Library (Paperbacks, eBooks, and Audiobooks)

For Teachers:

- Teacher Dashboard, which includes: the Interactive Teaching System, Resources for Differentiated Instruction, and Teaching Resources for Modeled and Independent Reading
- Assessment and Reporting
- Embedded Print and Online Professional Development Tools

Connect with us:

Houghton Mifflin Harcourt

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CURRICULUM SERVICES AGREEMENT
BETWEEN HOUGHTON MIFFLN HARCOURT PUBLISHING COMPANY~~{CONTRACTOR}~~
AND POUDRE SCHOOL DISTRICT R-1

This Curriculum Services Agreement ("Agreement") is entered into this ____ day of ~~{DATE}~~2019, by and between Poudre School District R-1 ("District") and ~~{CONTRACTOR NAME}~~Houghton Mifflin Harcourt Publishing Company ("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 first set forth above and continue through and including {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. {DELIVERABLES AND SERVICES}

2.1.1 The Contractor shall in its sole discretion make its [Product], as defined in the scope of work in the attached Exhibit 1, available for use at the District locations, in accordance with District purchase orders submitted for such products pursuant to the terms of this Agreement (hereinafter the "Services").

2.1.2 The total cost for the Services shall be outlined on the District's purchase orders submitted and accepted by Contractor during the term of this Agreement. All sums for said

purchase orders shall be due and payable by the District within thirty (30) days after the date on the Contractor's invoice.

2.1.3. Contractor retains all right, title and interest in and to any and all of Contractor's software, materials, tools, forms, documentation, training and implementation materials and intellectual property (collectively, "Contactor Materials"). Contractor grants to the District a personal, nonexclusive license to use the Contractor Materials for its own noncommercial, incidental use as set forth in the end user.

2.1.4. This agreement in no way binds the District or District Schools to exclusive use of Contractor's Services. Discretion to utilize Services is under the direction of each District School Principal or Principal designee. District Principals or Principal designee will adhere to applicable laws, regulations, and District policies.

2.1.5. Additional District schools may utilize this Agreement under all terms and conditions specified and upon submission of a district purchase order, accepted by the Contractor as outlined in section 2.1.2.

2.2. {TOTAL COST}

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

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

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

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

2.6. Contractor shall ensure grade-level classroom 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 provide support for implementation of Services during the first year, at no cost for the following:

2.7.1. {PROFESSIONAL DEVELOPMENT SERVICES}

2.8. 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.

2.9. 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 2.~~10~~9 are derivative works, and, as such, the District agrees to assign, and hereby assigns, all right, title and interest therein to the Contractor.

2.10. 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.

2.11. The District understands and agrees that its students' access to and use of the Services under this Agreement requires 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~~such that it is rendered unreadable and unreconstructable ~~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 and 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~~ commercially reasonable applicable industry standard practices, including implementing ~~appropriate~~ reasonably designed administrative, physical and technical safeguards ~~that are no less rigorous than those outlined in SANS Top 20 Security Controls, as amended,~~ and use commercially reasonable methods, consistent with industry standards to secure such confidential student records and information from unauthorized access, disclosure, alteration and use. The Contractor shall ~~ensure~~ require 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 *et seq*. 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~~ ongoing risk assessments and remediate ~~any identified~~significant security vulnerabilities in a reasonably timely manner. The Contractor shall promptly and without undue delay notify the District ~~in the event~~upon discovery of: (a) an~~y~~ actual security or privacy breach concerning confidential student records and information; and/or (b) an~~y~~ actual 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 in writing by the District, initiate the process to 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 Agreement disclose confidential student records and information to subcontractors as identified in Exhibit {XX} ("Subcontractors"), hereinafter attached and made part of this Agreement, 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 written 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.** Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"). 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 attached Exhibit {XX} (a) the data elements of confidential student records and information that Contractor collects under the Agreement, 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.

Comment [LJ1]: To be completed if bid is approved.

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 or Subcontractors fail 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 and any one or more of Subcontractors from future contracts and subcontracts with the District. Excluding any data breach, the District may allow an opportunity to cure a breach in thirty (30) days of written notice.

9. **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
{VENDOR INFORMATION}
Houghton Mifflin Harcourt Publishing Company
Attn: General Counsel
125 High Street
Boston, MA 02110

10. **General Provisions.**

10.1. **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.

10.2. **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.

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

10.4. **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 in the same manner and with the same formality as was done for this Agreement.

10.5. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

10.6. **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 coverage 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, or financial equivalent. 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 as soon as reasonably practical following the expiration of any required insurance that expires during the term of this Agreement. 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 ~~or change of coverage~~, except ten (10) days of non-payment of premium. The insurance requirements specified in this section 10.6, shall not reduce the indemnification liability that Contractor has assumed in section 10.7 below.

Commercial General Liability

a. Each Occurrence Bodily Injury & Property Damage $1,000,000

b. Personal Injury $1,000,000

c. Products/Completed Operations Aggregate $1,000,000

d. General Aggregate $2,000,000

e. Coverage must be written on an "occurrence" basis.

f. Poudre School District and its elected officials and employees shall be included as additional insureds; copy of policy endorsement must be attached to the Certificate of Insurance.

Technology Errors & Omissions Liability including Network Security and Privacy Liability

a. Per Loss $3,000,000

b. Aggregate Limit $3,000,000

c. If policy is written on a claims-made basis, Contractor warrants that any retroactive date under the policy shall precede the effective date of this Agreement and that either continuous coverage will be maintained, or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this Agreement is complete. Contractor shall also maintain such insurance for an additional period of three (3) years following termination of the Agreement.

d. If policy is written on an occurrence form basis, Contractor shall maintain such insurance for an additional period of one (1) year following termination of the Agreement.

Workers' Compensation and Employers' Liability*

a. State of Colorado Statutory
b. Employer's Liability $500,000 Each Accident

$500,000 Disease – Policy Limit
$500,000 Disease – Each Employee

c. Waiver of subrogation, for General Liability and Workers' Comp, in favor of Poudre School District R-1; copy of policy endorsement must be attached to the Certificate of Insurance. d. This requirement shall not apply if Contractor is exempt under the Colorado Workers' Compensation Act and if Contractor has a current Workers' Compensation Coverage Rejection on file with the Colorado Department of Labor and Employment, Division of Worker's Compensation.

Comment [LJ2]: Tech E&O does not allow Waiver of Subrogation

10.7. **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 actual liability arising from ~~any suit, action, grievance, charge or proceeding brought in connection with or related to~~: (a) the Contractor's negligent operations; (b) the Contractor's negligent provision of the Services; (c) the Contractor's actual ~~or alleged~~ infringement of any third party's patent or copyright; and/or (d) the negligent conduct of any of the Contractor's employees, volunteers, agents or representatives. The indemnification and hold harmless obligation hereunder shall include all reasonable attorney fees, costs and expenses directly 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 10.7 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. Nor shall anything in the section 10.7 or otherwise in this Agreement be construed in any way or applied in any manner to require the Contractor to indemnify the District and the District's Board members, employees, representatives and agents in connection with any liability arising from their own negligence, breach of duty or intentional misconduct.

10.8. **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.

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

10.10. **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.

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

10.12. **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.

10.13. **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.

10.14. 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.

{VENDOR}
By:_____
{NAME}
{TITLE}

POUDRE SCHOOL DISTRICT R-1
By:_____
Sandra Smyser, Ph.D.
Superintendent

By:_____
Robert Beauchamp
Director of Curriculum, Instruction and Assessment

EXHIBIT 1

PRODUCT

Comment [LJ3]: To be completed if bid is approved.

COST COMPONENT OF PROPOSAL

Provide the ISBN numbers.

***Read 180 Universal*:**

Stage B Student Materials	978-1-328-01903-5
Stage B Teacher Materials	978-1-328-01968-4
Stage B Classroom Materials	978-1-328-01764-2 (one time purchase)
Stage C Student Materials	978-1-328-01906-6
Stage C Teacher Materials	978-1-328-01989-9
Stage B Classroom Materials	978-1-328-01765-9 (one time purchase)

System 44:

Secondary Student Materials	978-1-328-01948-6
Secondary Teacher Materials	978-1-328-01849-6
Secondary Classroom Materials	978-1-328--58205-6 (one time purchase)

Please note that HMH is offering these 5-year ISBN's at special pricing on the cost proposal that follows in order to accommodate a 10-year contract when purchased twice—initially and with a 5-year renewal.

Provide pricing for the District's initial purchase of instructional materials for the number of teachers and students listed in the table on page 14 of the RFP. The quantities listed are estimates. The District is not obligated to purchase the quantities listed and reserves the right to adjust or reduce the quantities ordered.

HMH understands that the District reserves the right to adjust or reduce the quantities ordered.

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

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

2.) Provide your most competitive shipping quote for the materials. The District reserves the right to use a third-party carrier for shipment of ordered materials.

For detailed pricing information, please refer to the cost proposal included in this section of our response.

Provide the price for training, resources, and professional learning opportunities referenced in the response.

Set forth below are prices for training, resources, and professional learning opportunities referenced in our response.

Professional Learning Services Pricing

Meetings	
Implementation, Mid-Year, and End-of-Year Meetings	Included with Year 1 purchase
Courses	
In-person training (Getting Started and Follow-Up)	$2,800/day*
Webinars	$800/session
Embedded Professional Learning	Included with purchase
Leadership Development: *Creating a Culture for Rigorous Learning*	$4,050/day
Coaching	
Blended Team Coaching • *Four in-person coaching days* • *Eight 30-minute online sessions for a team of five teachers* • *HMH Coaching Studio access for 1 year*	$15,500
In-Person Team Coaching Grounded in deep research around adult learning, In-Person Team Coaching includes lesson modeling, peer collaboration, and feedback to drive instructional excellence and change in the classroom. The in-person	$2,800/day

team coaching model includes: • Four teams per day, up to 15 teachers per team	
Online Team Coaching HMH coaches work online, through the HMH Coaching Studio, with small groups of up to five teachers or coaches to build content knowledge, refine their practices, model and plan lessons, and analyze student evidence to deliver more effective instruction. • Includes HMH Coaching Studio access for one year. • Choice of 8 sessions or 4 sessions with 5 teachers per session.	$4,500.00 for eight online sessions $3,300.00 for eight online sessions
Technical Services	
TechAdvise	$27,500/year
TechIntegrate	$2,800/on site day $1,750/remote session

**Getting Started training included at no cost when program purchase exceeds $100,000.00.*

It is important to note that one of the hallmarks of HMH professional development offerings is our flexibility and willingness to tailor the structure of our services to best meet your needs. With such a broad base of offerings and experience, we are happy to discuss specific customizations to our services based on the District's goals and to refine our offerings and pricing accordingly.

Poudre CO. - RFP Reply

Comprehensive Reading Intervention for Grades 6-12

Districts across the United States implement ***READ180 Universal, System44 Next Generation, t***o meet the needs of their school schedule, space and available teachers. ***READ180 Universal, System 44 Next Generation*** solutions are a blended instructional model that includes student software, student interactive text, classroom materials and teaching software/print materials.

READ180 Universal and System 44 Next Generation

Student Subscription Price:

READ 180 Universal Stages A, B, C and ***System 44 Next Generation*** Secondary student subscription includes student software, student interactive text (ReaL book or System44 book) and HMH hosting services.

HMH is pleased to offer a multiple year pricing option. To support a request for a 10 year subscription price, we are proposing the purchase of two five-year student subscription at a cost of $639 each--a 20% savings.

Years 1-5 = $639

Years 6-10 = $639

Payment for years 1-5 are due with initial purchase. Payment for years 6-10 is due in the sixth year.

Teacher Subscription Price: ***READ 180 Universal*** Stages A, B, C and ***System 44 Next Generation*** Secondary teacher subscription includes teacher software and management system access

10 Year Subscription: INCLUDED

(This can be reissued at the same price point for the second 5 years)

Classroom Materials

READ 180 Universal Stages A, B, C and ***System 44 Next Generation*** Secondary classroom materials include teacher guide/blended learning handbook, resources for differentiation of instruction and independent reading libraries

R180 Universal Classroom Materials Stage A, B and C:	$1,999	Savings of over 50%
System 44 Next Generation Classroom Materials:	$1,999	Savings of over 50%

Implementation Best Practices

As a result of proven, research-based instructional programs, high-quality professional learning, and on-going classroom coaching, Houghton Mifflin Harcourt has demonstrated the ability to scale student achievement in over 40,000 classrooms serving one million struggling students every day. We are honored to join your journey to raise mathematics achievement, and we are pleased to share the following materials and services necessary to accelerate the learning of your below-proficient students. Houghton Mifflin Harcourt implementation best practices recommend:

- **Training and professional learning** to ensure capacity building
- **Ongoing, blended coaching** to accelerate and sustain student achievement
- **Data analytics** to evaluate implementation successes and challenges

Training and professional learning: This professional learning helps teachers begin using the comprehensive intervention program in their classrooms. Participants will explore program materials, experience the pace of a module, learn how to differentiate instruction, and navigate the print and online assessment resources.

For new implementation options, the initial new intervention teacher training model and cost is as follows:

- ***READ180 Universal***
    - 2 days of Getting Started new teacher training
    - Can service up to 35 teachers in the training session
    - RFP Price: $5,600

- ***System44 Next Generation***
    - 1 days of Getting Started new teacher training
    - Can service up to 35 teachers in the training session
    - RFP Price: $2,800

ONGOING, BLENDED COACHING

HMH Professional Services helps schools and districts achieve measurable gains with a person-to-person approach to professional learning centered on student outcomes. HMH Blended Coaching in a combination of in person, online, and most importantly, on your time, our professional coaches are ready to work flexibly with you which are:

Flexible: From job embedded to online coaching
Personalize: Specifically aligned to your learning targets
Collaborative: Ongoing interactions via Coaching Studio
Sustainable: Plans that are strategic, measureable and on-going

In-Classroom Support for Intervention Teachers *(4-8 visits per teacher)*

Houghton Mifflin Harcourt consultants will provide regular, in-person, one-on-one support within the classroom throughout the year to ensure successful implementation of intervention materials. In-classroom support visits focus on four key areas including (1) fidelity to model, (2) classroom management, (3) instruction, and (4) progress monitoring.

The consultant will:

- Support implementation, management, instruction, and assessment practices
- Develop an action plan for support that may include classroom demonstrations, co-planning, co-teaching, assistance with data collection and analysis, providing targeted resources,
- Continuously assess, monitor, and set new goals based on success toward standards
- RFP Price: $2,800 per day
- Number of coaching days to be determined once number of Intervention teachers are determined

HMH Coaching Studio On-line Support *(4-8 online sessions)*

The HMH Coaching Studio is a web and mobile based platform designed to support the blended coaching model. Through the Coaching Studio teaches and leaders will be empowered to make continued progress on their goals, reflect on their learning, and set goals for the next in-person and/or online coaching session.

Online coaching support packages are:

- HMH Coaching Studio & 4 online sessions for 1 teacher: $1,500
- HMH Coaching Studio & 8 online sessions for 1 teacher: $2,650
- HMH Coaching Studio & 4 online group/team sessions for 5 teachers: $3,300
- HMH Coaching Studio & 8 online group/team sessions for 5 teachers: $4,500

Data Analytics: Houghton Mifflin Harcourt's team of data experts will partner with your school or district to transform data into helpful, actionable information to enable you to track progress against academic improvement goals and meet accountability demands over the course of the school year.

HMH recommends using a number of different monitoring tools to measure program progress including:

- Ongoing monitoring of reports generated by the management system
- An analysis of *student test* scores at least twice per year
- A formal quarterly review of implementation effectiveness to highlight successes and challenges and measure implementation success against three key indicators
- Data reports at least twice per year to help quantify student achievement gains and identify opportunities for improvement

Our data experts can help leaders in a variety of ways including:

- Using program data to evaluate implementation and make changes as necessary for optimal results
- Comparing and analyzing district, school, and classroom growth data and targets
- Identifying district- or school-level trends and quickly pinpointing specific concerns
- Utilizing data for short- and long-range planning

7.0 PROPOSAL CERTIFICATION FORM

Secondary Reading Intervention Assessment and Curriculum with Instructional Materials and Services
RFP# 20-630-002

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 **Tuesday, August 20, 2019 2:00 p.m. MST.**

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. MST on Tuesday, August 20, 2019 and shall be in a sealed packaged and marked RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services** and mailed or delivered to:

Poudre School District R-1
Curriculum, Instruction and Assessment
Attn: David Lawrence – RFP# 20-630-002 – Secondary Reading Intervention
1502 South Timberline Road
Fort Collins, CO 80524

The undersigned hereby affirms that:

- Agent 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 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 listed in the proposal.
- Supplier will adhere to all terms and conditions and provide, at a minimum, all services as expressed in the RFP and/or the company's proposal responding to the RFP.
- Supplier meets or exceeds all the required criteria as specified by this RFP, or if not, has submitted a Justification for Consideration addressing any failure to meet the criteria.
- Supplier's proposal is being offered independently of any other Supplier and in full compliance with the terms specified in the RFP.
- Supplier will accept any awards made to it, contingent on Agreement negotiation, as a result of this RFP for a minimum of ninety (90) calendar days following the date and time of the RFP opening.

Supplier Name: Houghton Mifflin Harcourt Publishing Company

Signature of Authorized Agent: _____

Printed Name: Shawn Weirather

Title: Senior Director, Proposals

E-mail address: hmh.bids@hmhco.com

Phone Number: 800-767-8420

Contact Person: Katie Arace Account Executive **Phone Number:** 860-338-5426

Contact Email: Katie.Arace@hmhco.com

(If different from Agent)

NOTE: Proposals submitted without the signature of an authorized agent of the Supplier may be considered non-responsive.

8.0 REFERENCES

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 Organization Name Boulder Valley School District

Address 6500 E. Arapahoe Road, Boulder, CO 80303

Contact Person Neil Anderson, Principal

Telephone 750-561-4200

Email Neil.andersone@bvsd.org

Describe type of work/service performed or items supplied

Starting their second year with System 44 NG and Read 180 Universal

8.2 Organization Name Fountain Ft. Carson School District 8

Address 10665 Jimmy Camp Road, Fountain, CO 80817

Contact Person Dr. Lori Cooper, Chief Academic Officer

Telephone 719-382-1307

Email lcooper@ffc8.org

Describe type of work/service performed or items supplied

System 44 NG and Read 180 Universal for about 3 years

8.3 Organization Name Laramie 1 School District

Address 2810 House Ave., Cheyenne, WY 82001

Contact Person Dr. Stephen Newton, Curriculum Coordinator

Telephone 307-771-2214

Email Stephen.newton@laramie1.org

Describe type of work/service performed or items supplied

System 44 NG and Read 180 Universal for about 4 years

Houghton Mifflin Harcourt

correlated to the

2020 Colorado Academic Standards for Reading, Writing, and Communicating

Grades 6–12

2019

READ 180 Universal is a comprehensive system of instruction, assessment, and professional development designed to raise reading achievement for struggling readers (any student reading two or more years below grade-level) in grades 4-12+.
The *READ 180 Universal* Instructional Model provides simple, clear organization for the classroom.

- The Instructional Model includes Whole Group Instruction, Small-Group Differentiated Instruction, and Independent Activities. It was built to meet the needs of a 45-50 minute instructional period. Additional instructional and differentiation resources allow for teachers to extend the instructional block to 60 or 90+ minutes to meet their scheduling needs.
- Instructional Routines provide consistency for students and foster acquisition of critical thinking skills and encourage students to use new content area and academic vocabulary in discussions.
- Teachers begin and end each session with the Whole-Group where students have the opportunity to engage each other and use academic language.
- Workshops are divided into two parts that include approximately six texts that follow the principles of narrow reading, which involves reading texts with overlapping topics and recurring vocabulary.
- The Student App includes six levels of instruction that are consistent with the Zone of Proximal Development for Lexile measured reading.
- The Independent Reading Library includes over 120 texts per stage.

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.					
Evidence Outcomes Students Can:					
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1) i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a) ii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b) iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c) iv. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)	**Getting Started Lessons:** 1-9 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15,	**Pages:** 31, 79, 127, 191, 241, 291		**Speaking and Listening:** Collaborative Discussion Academic Discussion	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.16, 6.17, 6.18, 6.19, 6.20, 6.21 **Interim Performance Tasks:** 1-4 **End-of-Year Performance Tasks:** 1-5				
b. Interpret information presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS: SL.6.2)	**Getting Started Lessons:** 4, 6 **Workshop 1 Lessons:** 1.1, 1.2 **Workshop 2 Lessons:** 2.1 **Workshop 3 Lessons:** 3.1 **Workshop 4 Lessons:** 4.1 **Workshop 5 Lessons:** 5.1 **Workshop 6 Lessons:** 6.1	**Pages:** 30, 78, 126, 190, 240, 290		**Reading Comprehension:** Read Maps Text and Visual Representations	
c. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: SL.6.3)	The Think-Pair-Share Routine and the Academic Discussion Routine provide opportunities to address this standard.			**Speaking and Listening:** Evaluating a Persuasive Speech Evaluating Evidence in a Persuasive Speech Identifying Claims and Evidence	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Develop, organize, and present ideas and opinions effectively.					
Evidence Outcomes Students Can:					
a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)	**Workshop 2 Lessons:** 2.15, 2.17, 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Speaking and Listening:** Presenting a Persuasive Speech Presenting an Argument Essay	
b. Include multimedia components (for example: graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)				**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)	**Workshop 1 Lessons:** 1.1 **Workshop 2 Lessons:** 2.15, 2.17, 2.23 **Workshop 3 Lessons:** 3.1, 3.26 **Workshop 4 Lessons:** 4.1, 4.24, **Workshop 5 Lessons:** 5.1, 5.24 **Workshop 6 Lessons:** 6.1, 6.21			**Speaking and Listening:** Using Appropriate Language **Writing: Skill Builder:** Formal and Informal Language	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze literary elements within different types of literature to make meaning.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.7, 3.18, 3.19 **Workshop 5 Lessons:** 5.13, 5.14 **Workshop 6 Lessons:** 6.4, 6.5	**Pages:** 83, 135, 137, 141, 143,145, 147, 149, 159, 161, 263, 264-265, 297, 299		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Read for Detail	**Paperbacks:** All Summer in a Day Dive: The Discovery Donner Party: A Diary of a Survivor Drama The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Escape Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.4, 3.12, 3.20 **Workshop 5 Lessons:** 5.19 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Summarizing Teaching Theme	**Pages:** 60-61, 83, 133, 135, 137, 141, 143, 145, 147, 149, 159, 161, 263, 264-265, 297, 299, 300-301	**Reading Zone**: Segments B.1-B.25	**Reading Comprehension:** Analyze Theme Problem and Solution Reading Text Closely Summarize	**Paperbacks:** All Summer in a Day The Cruisers Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Mercy on These Teenage Chimps Moby Dick Quinceañera Means Sweet 15 Sisters Switched (My Sister the Vampire) Final Projects Daily Reading Log **eBooks:** Battle at Little Big Horn Classic Tales of Terror Creatures Infest Local School! Frankenstein Happy Burger

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Killer Hairdo and Other Urban Legends Secrets of Oak Park Smile **Audiobooks:** The Star Fisher
iii. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)	**Workshop 1 Lessons:** 1.24 **Workshop 3 Lessons:** 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.20 **Workshop 6 Lessons:** 6.5 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Character Teaching Plot Teaching Plot Devices	**Pages:** 132-133, 137, 141, 145, 147, 263		**Reading Comprehension:** Analyze Plot Read Drama	**Paperbacks:** The Cruisers Dive: The Discovery Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) Rules Serafina's Promise Switched (My Sister the Vampire) **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! The Deep (Dive Book #2) The Escape Frankenstein Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories One False Note Smile Visitors: Strange Invaders

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Wait Until Dark: Tales of Suspense Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)	**Workshop 1 Lessons:** 1.16, 1.24 **Workshop 3 Lessons:** 3.7, 3.18 **Workshop 4 Lessons:** 4.18 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Reading Comprehension:** Figurative Language: Symbolism **Vocabulary:** Denotation and Connotation	**Paperbacks:** The Great Wall of Lucy Wu Milo: Sticky Notes & Brain Freeze
ii. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)	**Workshop 1 Lessons:** 1.1, 1.2, 1.3 **Workshop 3 Lessons:** 3.5, 3.6, 3.10, 3.11, 3.19 **Workshop 5 Lessons:** 5.13 **Workshop 6 Lessons:** 6.4 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Plot Teaching Plot Devices Teaching Setting	**Pages:** 133, 135, 137, 145, 162-163, 263, 297		**Reading Comprehension:** Analyze Plot Analyze Setting Analyze Theme	**Paperbacks:** The Cruisers King Arthur: The Story of the Sword and the Stone Quinceañera Means Sweet 15 Rules Serafina's Promise **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories Echo The Escape The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Visitors: Strange Invaders **Audiobooks:**

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Somewhere in the Darkness The Star Fisher
iii. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)	**Workshop 4 Lessons:** 4.10 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Point of View	**Page:** 133	**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Analyze the Development of Point of View Stretch: On Growing Up Multicultural (Make Inferences)	**Paperbacks:** The Revolution of Evelyn Serrano **Audiobooks:** Esperanza Rising
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)	**Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast			**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!"	
ii Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)	**Workshop 3 Lessons:** 3.20 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast	**Pages:** 163, 205, 219	**Reading Zone**: Segment B.2, B4-B5, B.12-B.14, B.18-B19, B.21-B.23	**Reading Comprehension:** Compare and Contrast: Texts in Different Genres Universal Theme	**eBooks:** The Adventures of Captain Underpants
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)		**Pages:** 59, 82-83, 134-149, 158-162, 220-221, 262-263, 296-299			**Paperbacks** All Summer in a Day The Cruisers Dive: The Discovery Donner Party: A Diary of a Survivor Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Serafina's Promise Sisters Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Francisco Pizarro: Destruction of the Inca Empire Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **AudioBooks** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Analyze organization and structure of informational text to make meaning.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)	**Getting Started Lessons:** 1, 2 **Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.12, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:**	**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 217, 255, 257, 295, 317		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Identifying Text Evidence Make Inferences Stretch: The Pit and the Pendulum at the Palace (Make Inferences)	**Paperbacks:** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia **eBooks:** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Danger Is My Business: The World's Most Dangerous Jobs

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Strategy Best Practices: Teaching Making Inferences				Don't Try This at Home: Famous Daredevils Francisco Pizarro: Destruction of the Inca Empire Gettysburg Great Debates: Sports Issues: Fair or Foul? I Mean Business! Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
ii. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.6, 6.11, 6.12, 6.13, 6.15, 6.16 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Main/Central Idea and Details Teaching Reading for Detail	**Pages:** 35, 37, 40-41, 45, 48, 55, 57, 85, 87, 95, 103, 105, 107, 131, 157, 195, 197, 199, 200-201, 205, 207, 215, 217, 219, 245, 247, 249, 255, 257, 267, 269, 273, 295, 309, 311, 313, 317	**Reading Zone**: Segments B.1-B.25	**Reading Comprehension:** Central Idea and Details Identifying Key Ideas Reading Text Closely Summarize	**Paperbacks:** Against the Odds: True Teen Stories Belly-Busting Worm Invasions! National Geographic Kids: Everything Soccer Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks:** The Big Lie Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Hatshepsut: The Girl Who Became King

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Teaching Sequence of Events				I Mean Business! Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? When Birds Get Flu and Cows Go Mad!
iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)	**Workshop 1 Lessons:** 1.5, 1.18, 1.24 **Workshop 6 Lessons:** 6.12				**Paperbacks:** Behind Rebel Lines I Am Malala National Geographic Kids: Everything Soccer **eBooks:** Alcatraz: Prison for America's Most Wanted Francisco Pizarro: Destruction of the Inca Empire Gettysburg Hatshepsut: The Girl Who Became King Planting Seeds: The Story of Wangari Maathai When Birds Get Flu and Cows Go Mad!
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)	**Workshop 1 Lessons:** 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.24 **Workshop 2 Lessons:** 2.15	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Vocabulary:** Denotation and Connotation	**eBooks:** Chasing Lincoln's Killer
ii. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)	**Workshop 1 Lessons:** 1.9, 1.18 **Workshop 2 Lessons:** 2.6, 2.9, 2.12 **Workshop 4 Lessons:** 4.14	**Pages:** 47, 95, 215, 269, 273		**Reading Comprehension:** Critical Reading: Analyze Read Electronic Text Text Structure: Problem and Solution	**Paperbacks:** Tales From the Top of the World **eBooks:** Alcatraz: Prison for America's Most Wanted Chasing Lincoln's Killer Cities of the Dead

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
iii. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 2.14 **Workshop 4 Lessons:** 4.10 **Workshop 5 Lessons:** 5.6, **Workshop 6 Lessons:** 6.16 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Author's Purpose	**Pages:** 103, 105, 250-251, 313	**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Evaluate Author's Viewpoint Identify Author's Purpose	
c. Use Integration of Knowledge and Ideas to:					
i. Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)	**Workshop 2 Lessons:** 2.8 **Workshop 4 Lessons:** 4.16 **Workshop 5 Lessons:** 5.17	**Pages:** 93, 109, 215, 267, 309		**Reading Comprehension:** Critical Reading: Synthesize Text and Visual Representations	
ii. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)	**Workshop 1 Lessons:** 1.8, **Workshop 2 Lessons:** 2.5	**Page:** 87		**Reading Comprehension:** Critical Reading: Analyze Critical Reading: Evaluate Evaluate Sources and Evidence Fact and Opinion Identify Persuasion and Propaganda Stretch: Dreams, Threats, and Sweaty Palms (Problem and Solution)	**eBooks:** Don't Try This at Home: Famous Daredevils Great Debates: Sports Issues: Fair or Foul? UFOs: Fact or Fiction?

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person). (CCSS: RI.6.9)	**Workshop 6 Lessons:** 6.14	**Pages:** 103, 270-271	**Reading Zone**: Segments B.2, B.4- B.5, B.12-B.14, B.18-B.19, B.21-B.23	**Reading Comprehension:** Compare and Contrast: Presentation of Events by Two Authors	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literary nonfiction in the grades 6-9 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)		**Pages:** 34-35, 36-39, 44-47, 54-55, 56-57, 84-87, 92-95, 102-103, 104-107, 108-109, 130-131, 156-157, 194-195, 196-199, 204-207, 214-217, 218-219, 244-245, 246-249, 254-257, 266-269, 272-273, 294-295, 308-313, 316-317			**Paperbacks** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer The Rescuers (Ten True Tales) Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Great Debates: Sports Issues: Fair or Foul? Hatshepsut: The Girl Who Became King I Mean Business!

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.					
Grade Level Expectation: 3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.					
Evidence Outcomes Students Can:					
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.6.4)					
i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)	**Workshop 1 Lessons:** 1.2, 1.4, 1.5, 1.9, 1.14, 1.15, 1.16	**Pages:** 39, 43, 90, 91, 150, 202, 247, 252, 302		**Vocabulary:** Context Clues: Definition and Example Synonyms and Antonyms Unfamiliar Words	Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *audience, auditory, audible*). (CCSS: L.6.4b)	**Workshop 1 Lessons:** 1.7 **Workshop 2 Lessons:** 2.7, 2.12 **Workshop 4 Lessons:** 4.7 **Workshop 5 Lessons:** 5.7 **Workshop 6 Lessons:** 6.7	**Pages:** 42, 92, 150, 202, 252, 294, 295, 302		**Vocabulary:** Greek Roots Latin Roots Prefixes Suffixes Word Origins	
iii. Consult reference materials	**Workshop 1 Lessons:**	**Pages:**		**Vocabulary:**	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)	1.7 **Workshop 5 Lessons:** 5.7	91, 253, 392-397		Using a Dictionary Using a Thesaurus	
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary. (CCSS: L.6.4d)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.6.5)					
i. Interpret figures of speech (for example: personification) in context. (CCSS.L.6.5a)		**Page:** 59	**Reading Zone**: Segments B.1-B.25	**Language:** Figurative Language	
ii. Use the relationship between particular words (for example: cause/effect, part/whole, item/category) to better understand each of the words. (CCSS.L.6.5b)				**Vocabulary:** Antonyms Synonyms	
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *stingy, scrimping, economical, unwasteful, thrifty*). (CCSS.L.6.5c)	**Workshop 1 Lessons:** 1.16 **Workshop 2 Lessons:** 2.15 **Workshop 4 Lessons:** 4.17, 4.18	**Page:** 203		**Vocabulary:** Denotation and Connotation	
c. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.L.6.6)	**Getting Started Lessons:** 4, 5, 6, 7, 8, 9 **Workshop 1 Lessons:** 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.11, 1.12, 1.13, 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.1, 2.2, 2.8, 2.11, 2.13, 2.20,	**Pages:** 30, 33, 34, 36, 38, 44, 46, 53, 54, 56, 58, 78, 81, 82, 84, 86, 92, 94, 101, 102,	**Language Zone**: Segments B.1-B.25	**Language:** Concept Builder Pronunciation and Expression **Reading Comprehension:** Analyze the Development of Point of View Stretch:	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.2, 3.14, 3.15, 3.16, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27 **Workshop 4 Lessons:** 4.2, 4.11, 4.12, 4.13, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25 **Workshop 5 Lessons:** 5.2, 5.6, 5.10, 5.11, 5.12, 5.13, 5.17, 5.19, 5.22, 5.23, 5.24, 5.25 **Workshop 6 Lessons:** 6.2, 6.4, 6.8, 6.9, 6.10, 6.14, 6.16, 6.18, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1-5 **End-of-Year Performance Tasks:** 1-5	104, 106, 108, 126, 129, 133, 134, 136, 138, 140, 142, 144, 146, 148, 155, 156, 158, 160, 190, 193, 194, 196, 198, 204, 205, 206, 213, 214, 216, 218, 219, 220, 240, 243, 244, 246, 248, 254, 256, 261, 262, 266, 268, 272, 290, 293, 294, 296, 298, 307, 308, 310, 312, 316, 342-365		On Growing Up Multicultural (Make Inferences) **Writing:** Business Letter	
Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write arguments to support claim(s) with clear reasons, relevant evidence, credible sources, and a formal style.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1) i. Introduce claim(s) and organize the reasons and evidence clearly.	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance**	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segments B.2-B.5, B.7, B.9-B.11, B.13-B.18, B.20, B.22-B.25	**Speaking and Listening:** Writing Prompts: Argument Essay **Writing:** Argument Argument Essay	Students have the opportunity to recommend selections to classmates.

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(CCSS: W.6.1a) ii. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS: W.6.1b) iii. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c) iv. Establish and maintain a formal style. (CCSS: W.6.1d) v. Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e)	**Tasks:** 1, 2, 3, 4, 5, 6		Argument Writing Rubrics: 4pt, 6pt Rate Your Argument Essay	Argument Writing Rubrics Writing a Review **Writing: Skill Builder:** Choosing Important Details Structuring an Argument Supporting Reasons Creating a Topic Sentence **Writing Process:** Argument	
<u>Prepared Graduates:</u> 7. Craft informational/explanatory texts using techniques specific to the genre.					
<u>Grade Level Expectation:</u> 2. Write informative/explanatory texts characterized by appropriate organization, ample development, precise language, and formal style.					
<u>Evidence Outcomes</u> Students Can:					
a. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) i. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a) ii. Develop the topic with relevant facts, definitions, concrete details,	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23	**Pages:** 49, 50-51, 62-71, 152, 153, 164-173, 210, 211, 224-233, 391	**Writing Zone**: Segment B.2-B.4, B.6-B.9, B.12-B.14, B12-B.14, B.16-B.23, B.25 Informative Writing Rubrics: 4pt, 6pt Informative Writing Rate Your Informative Essay	**Writing:** Cause-and-Effect Paragraph Compare-and-Contrast Paragraph Content-Area Paragraph Descriptive Essay Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics News Article **Writing: Skill Builder:** Choosing Important Details Creating a Topic Sentence Formal and Informal	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
quotations, or other information and examples. (CCSS: W.6.2b) iii. Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d) v. Establish and maintain a formal style. (CCSS: W.6.2e) vi. Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)				Language Targeting Tired Words Using Precise Adjectives Using Synonyms Using Transition Words **Writing Process:** Informational Paragraph Informational Summary	
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.					
Evidence Outcomes Students Can:					
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3) i. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts	**Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.7, B.10-B.12, B.15, B.19, B.21, B.24 Narrative Writing Rubrics: 4pt, 6pt Rate Your Narrative	**Speaking and Listening:** Writing Prompts: Narrative Essay Personal Narrative **Writing:** Character Sketch Historical Narrative Narrative Essay Narrative Writing Rubrics Personal Narrative Realistic Narrative **Writing: Skill Builder:** Adding Character Details Describing Story Elements Sequencing Events Using Dialogue Using Precise Adjectives Using Transition Words **Writing Process:** Personal Narrative	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
from one time frame or setting to another. (CCSS: W.6.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d) v. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e) vi. Use stylistic techniques (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.					
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions, grammar, usage, and mechanics as well as a style appropriate for purpose and audience.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)					
i. Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS: L.6.1a)		**Pages:** 31, 79, 127, 191, 241, 291		**Grammar and Conventions:** Possessive Nouns Pronoun Agreement Subject and Object Pronouns	
ii. Use intensive pronouns (for example: *myself, ourselves*). (CCSS: L.6.1b)				**Language:** Reflexive, Intensive, and Reciprocal Pronouns	
iii. Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c)				**Grammar and Conventions:** Pronoun Agreement	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iv. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)				**Language:** Correcting Vague Pronouns	
v. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)				**Reading Comprehension:** Compare and Contrast: Varieties of English	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) i. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a) ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)				**Grammar and Conventions:** Punctuating Pauses, Breaks, and Omissions in Text **Foundational Skills:** Spelling Routines **Spelling:** More Unaccented Vowels Spelling: Spelling Short Vowel Sounds Spelling Story: Letter Pairs Student Resource Practice Page Word Chain: Vowels Build Words: Consonant Blends Double Consonants Look Out: Letter Sequence Missing Letters More Missing Letters Reversed Letters Unaccented Vowels	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3) i. Vary sentence patterns for meaning, reader/ listener interest, and style. (CCSS: L.6.3a) ii. Maintain consistency in style and tone. (CCSS: L.6.3b)				**Writing: Skill Builder:** Combining Sentences	
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 and 2 above.) (CCSS: W.6.4)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 62-71, 74-75, 122-123, 164-173, 224-233, 236-237, 274-283, 330-331, 374-379, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics	Quick Writes

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)	**Workshop 1 Lessons:** 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.17, 6.18, 6.19, 6.20	**Page:** 386		**Writing:** Revision Checklist Revision Rubric Peer Feedback and Self-Evaluation Frames Argument Writing Rubrics Informative Writing Rubrics Narrative Writing Rubrics	
f. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (CCSS: W.6.6)		**Pages:** 176-177, 286-287			

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.6.10)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 39, 45, 55, 57, 59, 62-71, 93, 107, 109, 135, 139, 143, 145, 147, 157, 164-173, 197, 205, 215, 219, 221, 224-233, 255, 263, 267, 273, 274-283,297, 309, 313, 317, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and	Quick Writes

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.					
Evidence Outcomes Students Can:					
a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)	**Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 178-187, 332-341, 389		**Writing:** Choosing and Narrowing a Topic Conduct an Investigation Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Reference & Research: Conduct an Investigation	
b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:**	**Page:** 390		**Writing:** Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Writing: Skill Builder: Using Citations Reference & Research: Conduct an Investigation	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.21 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6				
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9) i. Apply *grade 6 Reading standards* to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to (CCSS: W.6.9a) ii. Apply *grade 6 Reading standards* to literary nonfiction (for example: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)	**Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Reading Comprehension:** Critical Reading: Evaluate Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.					
Evidence Outcomes Students Can:					
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7* topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1) i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a) ii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b) iii. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c) iv. Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)	**Getting Started Lessons:** 1-9 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15,	**Pages:** 31, 79, 127, 191, 241, 291		**Speaking and Listening:** Collaborative Discussion Academic Discussion	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.16, 6.17, 6.18, 6.19, 6.20, 6.21 **Interim Performance Tasks:** 1-4 **End-of-Year Performance Tasks:** 1-5				
b. Analyze the main ideas and supporting details presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)	**Workshop 1 Lessons:** 1.1, 1.2 **Workshop 2 Lessons:** 2.1 **Workshop 3 Lessons:** 3.1 **Workshop 4 Lessons:** 4.1 **Workshop 5 Lessons:** 5.1, **Workshop 6 Lessons:** 6.1	**Pages:** 30, 78, 126, 190, 240, 290			
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)	The Think-Pair-Share Routine and the Academic Discussion Routine provide opportunities to address this standard.			**Speaking and Listening:** Evaluating a Persuasive Speech Evaluating Evidence in a Persuasive Speech Identifying Claims and Evidence	
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Prepare for formal presentations and use appropriate delivery techniques.					
Evidence Outcomes Students Can:					
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact,	**Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:**			**Speaking and Listening:** Presenting an Argument Essay Presenting a Persuasive Speech	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
adequate volume, and clear pronunciation. (CCSS: SL.7.4)	4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21				
b. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Interim Performance Tasks:** 5 **End-of-Year Performance Tasks:** 5, 6			**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)	**Workshop 1 Lessons:** 1.1 **Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.1, 3.26, **Workshop 4 Lessons:** 4.1, 4.24 **Workshop 5 Lessons:** 5.1, 5.24 **Workshop 6 Lessons:** 6.1, 6.21			**Speaking and Listening:** Using Appropriate Language **Writing: Skill Builder:** Formal and Informal Language	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze the connections between interrelated literary elements to understand literary texts.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.7, 3.18, 3.19 **Workshop 5 Lessons:** 5.13, 5.14 **Workshop 6 Lessons:** 6.4, 6.5	**Pages:** 83, 135, 137, 141, 143,145, 147, 149, 159, 161, 263, 264-265, 297, 299		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions	**Paperbacks:** Rules Switched (My Sister the Vampire) **eBooks:** Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Classic Tales of Terror Echo The Escape Visitors: Strange Invaders **Audiobooks:** Esperanza Rising The Outsiders
ii. Determine a theme ad/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.4, 3.12, 3.20 **Workshop 5 Lessons:** 5.19 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Summarizing Teaching Theme	**Pages:** 60-61, 83, 133, 135, 137, 141, 143, 145, 147, 149, 159, 161, 263, 264-265, 297, 299, 300-301	**Reading Zone**: Segments B.1-B.25	**Reading Comprehension:** Problem and Solution Reading Text Closely Analyze Theme Summarize	**Paperbacks:** All Summer in a Day The Cruisers Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Mercy on These Teenage Chimps Moby Dick Quinceañera Means Sweet 15 Sisters Switched (My Sister the Vampire) Daily Reading Log **eBooks:** The Band Battle at Little Big Horn Classic Tales of Terror Creatures Infest Local School!

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Frankenstein Happy Burger The Killer Hairdo and Other Urban Legends Secrets of Oak Park Smile **Audiobooks:** The Star Fisher
iii. Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)	**Workshop 1 Lessons:** 1.24 **Workshop 3 Lessons:** 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.20 **Workshop 6 Lessons:** 6.5 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Character Teaching Plot Teaching Plot Devices Teaching Setting	**Pages:** 132-133, 137, 141, 145, 147, 263		**Reading Comprehension:** Analyze Plot Analyze Setting Read Drama	**Paperbacks:** The Cruisers Dive: The Discovery Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 Rules Serafina's Promise Final Projects **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Destination: Everest The Deep (Dive Book #2) Echo The Escape Hear Me Jane Eyre The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					One False Note Smile Visitors: Strange Invaders Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty Somewhere in the Darkness The Star Fisher
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)	**Workshop 1 Lessons:** 1.16, 1.24 **Workshop 3 Lessons:** 3.7, 3.18 **Workshop 4 Lessons:** 4.18 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Figurative Language	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Reading Comprehension:** Elements of Poetry Figurative Language: Symbolism Mood Rhyme Scheme Sounds in Poetry **Vocabulary:** Denotation and Connotation	**Paperbacks:** Serafina's Promise **eBooks:** The Orphan of Ellis Island
ii. Analyze how a drama's or poem's form or structure (for example: soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)	**Workshop 3 Lessons:** 3.5, 3.6, 3.10, 3.11, 3.19 **Workshop 5 Lessons:** 5.13 **Workshop 6 Lessons:** 6.4	**Pages:** 162-163		**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!" Read Poetry	
iii. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)	**Workshop 4 Lessons:** 4.10		**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Analyze the Development of Point of View	**Paperbacks:** The Revolution of Evelyn Serrano

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (for example: lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)	**Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast			**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!"	
ii. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)	**Workshop 3 Lessons:** 3.20	**Page:** 163			
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)		**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 217, 255, 257, 295, 317			**Paperbacks** All Summer in a Day The Cruisers Dive: The Discovery Donner Party: A Diary of a Survivor Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Serafina's Promise Sisters

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Francisco Pizarro: Destruction of the Inca Empire Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **AudioBooks** Esperanza Rising The Mighty

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Outsiders Somewhere in the Darkness The Star Fisher
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Summarize and evaluate to show understanding of informational texts.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)	**Getting Started Lessons:** 1, 2 **Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.12, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Making Inferences	**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 255, 257, 295, 317		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Identifying Text Evidence Make Inferences Stretch: The Pit and the Pendulum at the Palace (Make Inferences)	**Paperbacks:** I Am Malala The Worst-Case Scenario Survive-o-pedia **eBooks:** I Mean Business! Night Sky Vanished: True Stories of the Missing

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.17 **Workshop 3 Lessons:** 3.3, 3.17, 4.3 **Workshop 4 Lessons:** 4.4, 4.5, 4.9, 4.14, 4.15, 4.16, **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.6, 6.11, 6.12, 6.13, 6.15, 6.16 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Sequence of Events	**Pages:** 45, 48, 55, 197, 200-201, 205, 219, 311	**Reading Zone**: Segment B.1, B.3, B.5-B.8, B.10, B.12-B.15, B.17-B.25	**Reading Comprehension:** Identifying Key Ideas Reading Text Closely	**Paperbacks:** Daily Reading Log **eBooks:** Alcatraz: Prison for America's Most Wanted Vanished: True Stories of the Missing
iii. Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)	**Workshop 1 Lessons:** 1.5, 1.18, 1.24, **Workshop 4 Lessons:** 4.6, 4.8 **Workshop 6 Lessons:** 6.12			**Reading Comprehension:** People, Events, and Ideas	**Paperbacks:** Behind Rebel Lines I Am Malala **eBooks:** Reservation Superstars The Big Lie Francisco Pizarro: Destruction of the Inca Empire Gettysburg Hatshepsut: The Girl Who Became King Planting Seeds: The Story of Wangari Maathai When Birds Get Flu and Cows Go Mad!

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)	**Workshop 1 Lessons:** 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.24 **Workshop 2 Lessons:** 2.15	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Reading Comprehension:** Tone **Vocabulary:** Denotation and Connotation	**eBooks:** Alcatraz: Prison for America's Most Wanted Chasing Lincoln's Killer Vanished: True Stories of the Missing
ii. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)	**Workshop 1 Lessons:** 1.9, 1.18 **Workshop 2 Lessons:** 2.6, 2.12 **Workshop 4 Lessons:** 4.14	**Pages:** 47, 95, 215, 269, 273		**Reading Comprehension:** Text Structure: Cause and Effect Text Structure: Compare and Contrast Text Structure: Description Text Structure: Problem and Solution Text Structure: Sequence	**eBooks:** Cities of the Dead When Birds Get Flu and Cows Go Mad!
iii. Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others. (CCSS: RI.7.6)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 2.14 **Workshop 4 Lessons:** 4.10 **Workshop 5 Lessons:** 5.6 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Author's Purpose Teaching Point of View	**Pages:** 103, 105, 107, 208-209, 250-251, 313	**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Analyze the Development of Point of View Identify Author's Purpose	
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (for example: how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7)	**Workshop 4 Lessons:** 4.16			**Reading Comprehension:** Compare Text Across Media: California's Water Crisis in Video and Print	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)	**Workshop 1 Lessons:** 1.8 **Workshop 2 Lessons:** 2.5	**Page:** 87		**Reading Comprehension:** Critical Reading: Evaluate	**eBooks:** Don't Try This at Home: Famous Daredevils Great Debates: Sports Issues: Fair or Foul? UFOs: Fact or Fiction?
iii. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (CCSS: RI.7.9)	**Workshop 5 Lessons:** 5.17, 6.14 **Workshop 6 Lessons:** 6.14			**Reading Comprehension:** Critical Reading: Synthesize Identifying Evidence Across Texts	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.7.10)	**Workshop 1 Lessons:** 1.23	**Pages:** 34-35, 36-39, 44-47, 54-55, 56-57, 84-87, 92-95, 102-103, 104-107, 108-109, 130-131, 156-157, 194-195, 196-199, 204-207, 214-217, 218-219, 244-245, 246-249, 254-257, 266-269, 272-273, 294-295, 308-313, 316-317			**Paperbacks** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer The Rescuers (Ten True Tales) Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Daredevils False! Popular Myths Debunked Gettysburg Great Debates: Sports Issues: Fair or Foul? Hatshepsut: The Girl Who Became King I Mean Business! Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.					
Grade Level Expectation: 3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.					
Evidence Outcomes Students Can:					
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.7.4)					
i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)	**Workshop 1 Lessons:** 1.2, 1.4, 1.5, 1.9, 1.14, 1.15, 1.16	**Pages:** 39, 43, 90, 91, 150, 202, 247, 252, 302	**Reading Zone**: Segments B.1-B.25	**Vocabulary:** Context Clues: Definition and Example Synonyms and Antonyms Unfamiliar Words	Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *belligerent, bellicose, rebel*). (CCSS: L.7.4b)	**Workshop 1 Lessons:** 1.7 **Workshop 2 Lessons:** 2.7, 2.12, **Workshop 4 Lessons:** 4.7 **Workshop 5 Lessons:** 5.7 **Workshop 6 Lessons:** 6.7	**Pages:** 42, 92, 150, 202, 252, 294, 295, 302		**Vocabulary:** Greek Roots Latin Roots Word Origins	
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.7.5)					
i. Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCSS: L.7.5a)		**Page:** 59	**Reading Zone**: Segments B.1-B.25	**Language:** Figurative Language	
ii. Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCSS: L.7.5b)				**Vocabulary:** Antonyms Synonyms	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *refined, respectful, polite, diplomatic, condescending*). (CCSS: L.7.5c)	**Workshop 1 Lessons:** 1.16 **Workshop 2 Lessons:** 2.15 **Workshop 4 Lessons:** 4.17, 4.18	**Page:** 203		**Vocabulary:** Antonyms Synonyms Denotation and Connotation	
c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)	**Getting Started Lessons:** 4, 5, 6, 7, 8, 9 **Workshop 1 Lessons:** 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.11, 1.12, 1.13, 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.1, 2.2, 2.8, 2.11, 2.13, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.2, 3.14, 3.15, 3.16, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27 **Workshop 4 Lessons:** 4.2, 4.11, 4.12, 4.13, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25 **Workshop 5 Lessons:** 5.2, 5.6, 5.10, 5.11, 5.12, 5.13, 5.17, 5.19, 5.22, 5.23, 5.24, 5.25 **Workshop 6 Lessons:** 6.2, 6.4, 6.8, 6.9, 6.10, 6.14, 6.16, 6.18, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1-5 **End-of-Year Performance Tasks:** 1-5	**Pages:** 30, 33, 34, 36, 38, 44, 46, 53, 54, 56, 58, 78, 81, 82, 84, 86, 92, 94, 101, 102, 104, 106, 108, 126, 129, 133, 134, 136, 138, 140, 142, 144, 146, 148, 155, 156, 158, 160, 190, 193, 194, 196, 198, 204, 205, 206, 213, 214, 216, 218, 219, 220, 240, 243, 244, 246, 248, 254, 256, 261, 262, 266, 268, 272, 290, 293, 294, 296, 298, 307,	**Language Zone**: Segments B.1-B.25	**Language:** Concept Builder Pronunciation and Expression	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
		308, 310, 312, 316, 342-365			
Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write well-organized arguments using logical reasons, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1) i. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a) ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b) iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c) iv. Establish and maintain a formal style. (CCSS: W.7.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segments B.2-B.5, B.7, B.9-B.11, B.13-B.18, B.20, B.22-B.25 Argument Writing Rubrics: 4pt, 6pt Rate Your Argument Essay	**Speaking and Listening:** Writing Prompts: Argument Essay **Writing:** Argument Argument Essay Argument Writing Rubrics Writing a Review **Writing: Skill Builder:** Choosing Important Details Structuring an Argument Supporting Reasons Creating a Topic Sentence	Students have the opportunity to recommend selections to classmates.

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.					
Evidence Outcomes Students Can:					
b. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2) i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a) ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b) iii. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d) v. Establish and maintain a formal style. (CCSS: W.7.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segment B.2-B.3, B.4, B.6-B-9, B.12-B.14, B.16-B.23, B.25 Informative Writing Rubrics: 4pt, 6pt Rate Your Informative Essay	**Writing:** Cause-and-Effect Paragraph Compare-and-Contrast Paragraph Content-Area Paragraph Descriptive Essay Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics News Article **Writing: Skill Builder:** Choosing Important Details Creating a Topic Sentence Formal and Informal Language Targeting Tired Words Using Precise Adjectives Using Synonyms Using Transition Words	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.					
Evidence Outcomes Students Can:					
c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3) i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.7.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d) v. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e) vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme,	**Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.7, B.10-B.12, B.15, B.19, B.21, B.24 Narrative Writing Rubrics: 4pt, 6pt Rate Your Narrative	**Speaking and Listening:** Writing Prompts: Narrative Essay Personal Narrative **Writing:** Character Sketch Historical Narrative Narrative Essay Narrative Writing Rubrics Personal Narrative Realistic Narrative **Writing: Skill Builder:** Adding Character Details Describing Story Elements Sequencing Events Using Dialogue Using Precise Adjectives Using Transition Words	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.					
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics and that its style is appropriate to task, purpose, and audience.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)					
i. Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a) ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b) iii. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c)				**Grammar and Conventions:** Combining Sentences with Prepositional Phrases Choosing Concise Words and Phrases Choosing Sentence Structure Coordinating and Subordinating Conjunctions	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2) a. Use a comma to separate coordinate coordinate adjectives. (for example: *It was a fascinating, enjoyable movie* but not *He wore and old[,] green shirt*). (CCSS: L.7.2a) b. Correctly spell frequently used words and consult reference materials (for example,				**Grammar and Conventions:** Punctuating Pauses, Breaks, and Omissions in Text **Foundational Skills:** Spelling Routines **Spelling:** More Unaccented Vowels Spelling: Spelling Short Vowel Sounds Spelling Story: Letter Pairs Student Resource Practice Page	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequently used vocabulary. (adapted from CCSS: L.7.2b)				Word Chain: Vowels Build Words: Consonant Blends Double Consonants Look Out: Letter Sequence Missing Letters More Missing Letters Reversed Letters Unaccented Vowels	
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3) i. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)				**Grammar and Conventions:** Choosing Concise Words and Phrases **Language:** Synonyms: Use Precise Language Precise Language: Emotions **Writing: Skill Builder:** Using Precise Adjectives	
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku	Quick Writes

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.7.5)	**Workshop 1 Lessons:** 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.20, 5.21, 5.22, 5.23	**Page:** 386		**Writing:** Revision Checklist Revision Rubric Peer Feedback and Self-Evaluation Frames Argument Writing Rubrics Informative Writing Rubrics Narrative Writing Rubrics	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Workshop 6 Lessons: 6.17, 6.18, 6.19, 6.20				
f. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS: W.7.6)		**Pages:** 176-177, 286-287			
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.7.10)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 39, 45, 55, 57, 59, 62-71, 93, 107, 109, 135, 139, 143, 145, 147, 157, 164-173, 197, 205, 215, 219, 221, 224-233, 255, 263, 267, 273, 274-283,297, 309, 313, 317, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics	Quick Writes

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Pose research questions, synthesize answers from multiple credible resources, and present conclusions in an appropriate format.					
Evidence Outcomes Students Can:					
a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)	**Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 178-187, 332-341, 389		**Writing:** Choosing and Narrowing a Topic Conduct an Investigation Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Reference & Research: Conduct an Investigation	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6			**Writing:** Skill Builder: Using Citations Finding and Recording Information Organizing Information and Notes	
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9) i. Apply *grade 7 Reading standards* to literature (for example: "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (CCSS: W.7.9a) ii. Apply *grade 7 Reading standards* to literary nonfiction. (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)	**Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Writing:** Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes **Reading Comprehension:** Critical Reading: Evaluate	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Engage in effective collaborative discussions and analyze information presented.					
Evidence Outcomes Students Can:					
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8* topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1) i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a) ii. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b) iii. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c) iv. Acknowledge new information expressed by	**Getting Started Lessons:** 1-9 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15,	**Pages:** 31, 79, 127, 191, 241, 291		**Speaking and Listening:** Collaborative Discussion Academic Discussion	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)	6.16, 6.17, 6.18, 6.19, 6.20, 6.21 **Interim Performance Tasks:** 1-4 **End-of-Year Performance Tasks:** 1-5				
b. Analyze the purpose of information presented in diverse media and formats (for example: visually, quantitatively, orally) and evaluate the motives (for example: social, commercial, political) behind its presentation. (CCSS: SL.8.2)	**Getting Started Lessons:** 4 **Workshop 1 Lessons:** 1.1, 1.2, **Workshop 2 Lessons:** 2.1 **Workshop 3 Lessons:** 3.1 **Workshop 4 Lessons:** 4.1 **Workshop 5 Lessons:** 5.1 **Workshop 6 Lessons:** 6.1	**Pages:** 30, 78, 126, 190, 240, 290			
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS: SL.8.3)	The Think-Pair-Share Routine and the Academic Discussion Routine provide opportunities to address this standard.			**Speaking and Listening:** Evaluating a Persuasive Speech Evaluating Evidence in a Persuasive Speech Identifying Claims and Evidence	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Develop organized presentations incorporating key details and claims while tailored for purpose and audience.					
Evidence Outcomes Students Can:					
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)	**Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21 **Interim Performance Tasks:** 5			**Speaking and Listening:** Presenting a Persuasive Speech Presenting an Argument Essay	
b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)	**Workshop 1 Lessons:** 1.23 **Interim Performance Tasks:** 5 **End-of-Year Performance Tasks:** 5, 6			**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6)	**Getting Started Lessons:** 5 **Workshop 1 Lessons:** 1.1 **Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.1, 3.26 **Workshop 4 Lessons:** 4.1, 4.24			**Speaking and Listening:** Using Appropriate Language **Writing: Skill Builder:** Formal and Informal Language	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Workshop 5 Lessons: 5.1, 5.24 **Workshop 6 Lessons:** 6.1, 6.21				
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze and evaluate literary elements and an author's choices to understand literary text.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.7, 3.18, 3.19 **Workshop 5 Lessons:** 5.13, 5.14 **Workshop 6 Lessons:** 6.4, 6.5	**Pages:** 83, 135, 137, 141, 143,145, 147, 149, 159, 161, 263, 264-265, 297, 299		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Read for Detail Identifying Text Evidence Reading Text Closely	**Paperbacks:** All Summer in a Day Dive: The Discovery Donner Party: A Diary of a Survivor Drama The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Stanford Wong Flunks Big Time Switched (My Sister the Vampire) Daily Reading Log **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Frankenstein Happy Burger Hear Me The Killer Hairdo and Other Urban Legends Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
ii. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 3 Lessons:** 3.4, 3.12, 3.20 **Workshop 5 Lessons:** 5.19 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Plot Teaching Plot Devices Teaching Setting Teaching Summarizing	**Pages:** 60-61, 83, 133, 135, 137, 141, 143, 145, 147, 149, 159, 161, 263, 264-265, 297, 299, 300-301	**Reading Zone**: Segments B.1 - B.25	**Reading Comprehension:** Analyze Theme Problem and Solution Reading Text Closely Summarize	**Paperbacks:** All Summer in a Day The Cruisers Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Looking for Red Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 Rules Serafina's Promise Sisters

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Teaching Theme				Switched (My Sister the Vampire) Daily Reading Log **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Classic Tales of Terror Creatures Infest Local School! The Escape Frankenstein Happy Burger Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Secrets of Oak Park Smile Visitors: Strange Invaders **Audiobooks:** Somewhere in the Darkness The Star Fisher
iii. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)	**Workshop 1 Lessons:** 1.24 **Workshop 3 Lessons:** 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.20 **Workshop 6 Lessons:** 6.5 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Character	**Pages:** 132-133, 141, 147		**Reading Comprehension:** Analyze Character Analyze Plot Plot Device: Dialogue Problem and Solution Read Drama	**Paperbacks:** Dive: The Discovery Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Rules Sisters Stanford Wong Flunks Big Time Final Projects **eBooks:** Alison's Trumpet and Other Stories

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Band Destination: Everest The Deep (Dive Book #2) Echo Hear Me Love Letters and Other Stories Money Hungry One False Note Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)	**Workshop 1 Lessons:** 1.16, 1.24 **Workshop 3 Lessons:** 3.7, 3.18 **Workshop 4 Lessons:** 4.18 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Vocabulary:** Denotation and Connotation	**Paperbacks:** The Great Wall of Lucy Wu
ii. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5)	**Workshop 3 Lessons:** 3.5, 3.6, 3.10, 3.11, 3.19 **Workshop 5 Lessons:** 5.13, **Workshop 6 Lessons:** 6.4 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Compare and Contrast	**Pages:** 162-163	**Reading Zone**: Segment B.2**,** B.4**,** B.5, B.12 - B.14, B.18, B.19**,** B.21, B.22, B.23	**Reading Comprehension:** Compare and Contrast: Text Structures Compare Text Across Media: Centers for Disease Control and Promoting Global Health Compare Text Across Media: To the Top of Dawn Wall Critical Reading: Synthesize Read Across Texts	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)	**Workshop 4 Lessons:** 4.10 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Point of View	**Page:** 133	**Reading Zone**: Segments B.2 - B.11, B.13, B.15, B.16, B.18, B.20, B.21, B.24, B.25	**Reading Comprehension:** Analyze the Development of Point of View Critical Reading: Analyze Figurative Language: Irony Plot Device: Suspense	**Paperbacks:** The Maze of Bones (The 39 Clues)
c. Use Integration of Knowledge and Ideas to:					
i. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CCSS: RL.8.7)	**<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Compare and Contrast			**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!"	
ii. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)	**Workshop 3 Lessons:** 3.20	**Page:** 163		**Reading Comprehension:** Compare and Contrast: Texts in Different Genres Read Across Texts Universal Theme	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently. (CCSS: RL.8.10)		**Pages:** 59, 82-83, 134-149, 158-162, 220-221, 262-263, 296-299 221			**Paperbacks** All Summer in a Day The Cruisers Dive: The Discovery Donner Party: A Diary of a Survivor Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Serafina's Promise Sisters Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Francisco Pizarro: Destruction of the Inca Empire Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **AudioBooks** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Analyze and evaluate an author's choices to understand informational text.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)	**Getting Started Lessons:** 1, 2 **Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.12, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Making Inferences	**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 217, 255, 257, 295, 317		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Identifying Text Evidence Make Inferences Stretch: The Pit and the Pendulum at the Palace (Make Inferences)	**Paperbacks:** Against the Odds: True Teen Stories Behind Rebel Lines I Am Malala National Geographic Kids: Everything Soccer Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia **eBooks:** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils Francisco Pizarro: Destruction of the Inca Empire Gettysburg

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Great Debates: Sports Issues: Fair or Foul? I Mean Business! Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
ii. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.6, 6.11, 6.12, 6.13, 6.15, 6.16 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Sequence of Events	**Pages:** 45, 48, 55, 197, 200-201, 205, 219, 311	**Reading Zone**: Segments B.1 - B.25	**Reading Comprehension:** Central Idea and Details Identifying Key Ideas Reading Text Closely Summarize	**Paperbacks:** Against the Odds: True Teen Stories Belly-Busting Worm Invasions! National Geographic Kids: Everything Soccer Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks:** The Big Lie Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Hatshepsut: The Girl Who Became King I Mean Business! Killer Wallpaper Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
iii. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)	**Workshop 1 Lessons:** 1.5, 1.18, 1.24 **Workshop 4 Lessons:** 4.6, 4.8 **Workshop 6 Lessons:** 6.12			**Reading Comprehension:** Cause and Effect People, Events, and Ideas	**eBooks:** Alcatraz: Prison for America's Most Wanted Francisco Pizarro: Destruction of the Inca Empire When Birds Get Flu and Cows Go Mad!
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)	**Workshop 1 Lessons:** 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.24 **Workshop 2 Lessons:** 2.15	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Vocabulary:** Denotation and Connotation	**eBooks:** Chasing Lincoln's Killer
ii. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)	**Workshop 1 Lessons:** 1.9, 1.18 **Workshop 2 Lessons:** 2.6, 2.9, 2.12 **Workshop 4 Lessons:** 4.14	**Pages:** 47, 95, 215, 269, 273		**Reading Comprehension:** Analyzing Text Features in Advertisement Cause and Effect Read Text Features in Context	**Paperbacks:** Tales From the Top of the World **eBooks:** Alcatraz: Prison for America's Most Wanted Chasing Lincoln's Killer Cities of the Dead Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 2.14 **Workshop 4 Lessons:** 4.10 **Workshop 5 Lessons:** 5.6, **Workshop 6 Lessons:** 6.16 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Author's Purpose Teaching Point of View	**Pages:** 103, 105, 107, 208-209, 250-251, 313	**Reading Zone**: Segments B.2 - B.11**,** B.13, B.15, B.16, B.18, B.20, B.21, B.24, B.25	**Reading Comprehension:** Claim and Counterclaim Evaluate Author's Viewpoint Identify Author's Purpose	
c. Use Integration of Knowledge and Ideas to:					
i. Evaluate the advantages and disadvantages of using different mediums (for example: print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)	**Workshop 4 Lessons:** 4.16			**Reading Comprehension:** Compare Text Across Media: Introducing Literacy Texts Compare Text Across Media: Malala Yousafzai's Address to the United Nations Compare Text Across Media: To the Top of Dawn Wall	
ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)	**Workshop 1 Lessons:** 1.8 **Workshop 2 Lessons:** 2.5	**Page:** 87		**Reading Comprehension:** Critical Reading: Evaluate Evaluate Sources and Evidence Fact and Opinion Identify Persuasion and Propaganda	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)	**Workshop 5 Lessons:** 5.17 **Workshop 6 Lessons:** 6.14			**Reading Comprehension:** Compare and Contrast: Presentation of Events by Two Authors Critical Reading: Synthesize Evaluate Author's Viewpoint Identifying Evidence Across Texts	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. (CCSS: RI.8.10)		**Pages:** 34-35, 36-39, 44-47, 54-55, 56-57, 84-87, 92-95, 102-103, 104-107, 108-109, 130-131, 156-157, 194-195, 196-199, 204-207, 214-217, 218-219, 244-245, 246-249, 254-257, 266-269, 272-273, 294-295, 308-313, 316-317			**Paperbacks** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer The Rescuers (Ten True Tales) Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Great Debates: Sports Issues: Fair or Foul? Hatshepsut: The Girl Who Became

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					King I Mean Business! Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.					
Grade Level Expectation: 3. Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.					
Evidence Outcomes Students Can:					
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.8.4)					
i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)	**Workshop 1 Lessons:** 1.2, 1.4, 1.5, 1.9, 1.14, 1.15, 1.16	**Pages:** 39, 43, 90, 91, 150, 202, 247, 252, 302	**Reading Zone**: Segments B.1 - B.25	**Vocabulary:** Context Clues: Definition and Example Synonyms and Antonyms Unfamiliar Words	Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *precede, recede, secede*). (CCSS: L.8.4b)	**Workshop 1 Lessons:** 1.7 **Workshop 2 Lessons:** 2.7, 2.12, **Workshop 4 Lessons:** 4.7 **Workshop 5 Lessons:** 5.7 **Workshop 6 Lessons:** 6.7	**Pages:** 42, 92, 150, 202, 252, 294, 295, 302		**Vocabulary:** Greek Roots Latin Roots Word Origins	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
a. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)					
i. Interpret figures of speech (e.g. verbal irony, puns) in context. (CCSS: L.8.5a)		**Page:** 59	**Reading Zone**: Segments B.1-B.25	**Language:** Figurative Language	
ii. Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)				**Vocabulary:** Antonyms Synonyms	
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *bullheaded, willful, firm, persistent, resolute*). (CCSS: L.8.5c)	**Workshop 1 Lessons:** 1.16 **Workshop 2 Lessons:** 2.15 **Workshop 4 Lessons:** 4.17, 4.18	**Page:** 203		**Language:** Figurative Language **Vocabulary:** Denotation and Connotation	
c. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)	**Getting Started Lessons:** 1, 4, 5 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.10, 1.11, 1.17, 1.2, 1.24 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.9, 2.10, 2.15, 2.16,	**Pages:** 30, 33, 34, 36, 38, 44, 46, 53, 54, 56, 58, 78, 81, 82, 84, 86, 92, 94, 101, 102, 104, 106,	**Language Zone**: Segments B.1 - B.25	**Language:** Concept Builder Pronunciation and Expression	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	2.2, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.9, 3.10, 3.14, 3.15, 3.2, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.3, 4.4, 4.6, 4.8, 4.11, 4.21, 4.23, 4.25 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.6, 5.9, 5.10, 5.17, 5.19, 5.2, 5.23 **Workshop 6 Lessons:** 6.1, 6.3, 6.4, 6.9, 6.10, 6.12, 6.17, 6.19, 6.20, 6.21, 6.22, 6.25 **Interim Performance Tasks:** 1, 2	108, 126, 129, 133, 134, 136, 138, 140, 142, 144, 146, 148, 155, 156, 158, 160, 190, 193, 194, 196, 198, 204, 205, 206, 213, 214, 216, 218, 219, 220, 240, 243, 244, 246, 248, 254, 256, 261, 262, 266, 268, 272, 290, 293, 294, 296, 298, 307, 308, 310, 312, 316, 342-365			

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.8.1) i. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.8.1a) ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b) iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c) iv. Establish and maintain a formal style. (CCSS: W.8.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segments B.2-B.5, B.7, B.9-B.11, B.13-B.18, B.20, B.22-B.25 Argument Writing Rubrics: 4pt, 6pt Rate Your Argument Essay	**Speaking and Listening:** Writing Prompts: Argument Essay **Writing:** Argument Argument Essay Argument Writing Rubrics Writing a Review **Writing: Skill Builder:** Choosing Important Details Structuring an Argument Supporting Reasons Creating a Topic Sentence	Students have the opportunity to recommend selections to classmates.

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.					
Evidence Outcomes Students Can:					
a. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2) i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a) ii. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b) iii. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d) e. Establish and maintain a formal style. (CCSS: W.8.2e) v. Provide a concluding statement or section that follows from and supports the information or	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23	**Pages:** 49, 50-51, 62-71, 152, 153, 164-173, 210, 211, 224-233, 391	**Writing Zone**: Segment B.2-B.4, B.6-B.9, B.12-B.14, B12-B.14, B.16-B.23, B.25 Informative Writing Rubrics: 4pt, 6pt Informative Writing Rate Your Informative Essay	**Writing:** Cause-and-Effect Paragraph Compare-and-Contrast Paragraph Content-Area Paragraph Descriptive Essay Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics News Article **Writing: Skill Builder:** Choosing Important Details Creating a Topic Sentence Formal and Informal Language Targeting Tired Words Using Precise Adjectives Using Synonyms Using Transition Words	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
explanation presented. (CCSS: W.8.2f)					
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and develop and reflect on experiences and events.					
Evidence Outcomes Students Can:					
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3) i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.8.3a) ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d) v. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.7, B.10-B.12, B.15, B.19, B.21, B.24 Narrative Writing Rubrics: 4pt, 6pt Rate Your Narrative	**Speaking and Listening:** Writing Prompts: Narrative Essay Personal Narrative **Writing:** Character Sketch Historical Narrative Narrative Essay Narrative Writing Rubrics Personal Narrative Realistic Narrative **Writing: Skill Builder:** Adding Character Details Describing Story Elements Sequencing Events Using Dialogue Using Precise Adjectives Using Transition Words	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(CCSS: W.8.3e) vi. Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.					
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1) i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a) ii. Form and use verbs in the active and passive voice. (CCSS: L.8.1b) iii. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c) iv. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)		**Pages:** 31, 79, 127, 191, 241, 291		**Grammar and Conventions:** Active and Passive Voice Verb Mood	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2) i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a) ii. Use an ellipsis to indicate an omission. (CCSS: L.8.2b) iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.8.2c)				**Grammar and Conventions:** Punctuating Pauses, Breaks, and Omissions in Text **Foundational Skills:** Spelling Routines **Spelling:** More Unaccented Vowels Spelling: Spelling Short Vowel Sounds Spelling Story: Letter Pairs Student Resource Practice Page Word Chain: Vowels Build Words: Consonant Blends Double Consonants Look Out: Letter Sequence Missing Letters More Missing Letters Reversed Letters Unaccented Vowels	
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3) i. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (for example: emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (CCSS: L.8.3a)				**Grammar and Conventions:** Active and Passive Voice Using Verbs for Effect Verb Mood	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 62-71, 74-75, 110-119, 122-123, 164-173, 224-233, 236-237, 274-283, 318-327, 330-331, 374-379, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and	Quick Writes

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)	**Workshop 1 Lessons:** 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.17, 6.18, 6.19, 6.20	**Page:** 386		**Writing:** Revision Checklist Revision Rubric Peer Feedback and Self-Evaluation Frames Argument Writing Rubrics Informative Writing Rubrics Narrative Writing Rubrics	
f. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS: W.8.6)		**Pages:** 176-177, 286-287			

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.8.10)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 39, 45, 55, 57, 59, 62-71, 93, 107, 109, 135, 139, 143, 145, 147, 157, 164-173, 197, 205, 215, 219, 221, 224-233, 255, 263, 267, 273, 274-283,297, 309, 313, 317, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and	Quick Writes

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.					
Evidence Outcomes Students Can:					
a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)	**Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 178-187, 332-341, 389		**Writing:** Choosing and Narrowing a Topic Conduct an Investigation Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Reference & Research: Conduct an Investigation	
b. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:**			**Writing:** Skill Builder: Using Citations Finding and Recording Information Organizing Information and Notes	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.21 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6				
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.8.9) i. Apply *grade 8 Reading standards* to literature (for example: "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). (CCSS: W.8.9a) ii. Apply *grade 8 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). (CCSS: W.8.9b)	**Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Reading Comprehension:** Critical Reading: Evaluate Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Respond to others' ideas, and evaluate perspective and rhetoric.					
Evidence Outcomes Students Can:					
a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10* topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) ii. Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b) iii. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-	**Getting Started Lessons:** 1-7 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23	**Pages:** 27, 75, 125, 185, 237, 289		**Speaking and Listening:** Collaborative Discussion Academic Discussion	Students have the opportunity to discuss their independent reading in collaborative discussions throughout the program.

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
10.1c) iv. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)	**Interim Performance Task Lessons:** 1-5 **End-of-Year Performance Task Lessons:** 1-6				
b. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)		**Pages:** 26, 74, 124, 184, 236, 288		**Speaking and Listening:** Present and Reflect: Persuasive Argument	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
c. Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25	**Pages:** 42-43, 142-143, 206-207, 254-255, 304-305		**Speaking and Listening:** Evaluating Evidence in a Persuasive Speech	**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Organize and develop credible presentations tailored to purpose and audience.					
Evidence Outcomes Students Can:					
a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)	**Workshop 1 Lessons:** 1.9, 1.23 **Workshop 2 Lessons:** 2.24 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9, 6.23 **Interim Performance Task Lessons:** 5	**Pages:** 232-233, 284-285		**Speaking and Listening:** Present and Reflect: Persuasive Argument	
b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)	**Workshop 2 Lessons:** 2.24 **Workshop 5 Lessons:** 5.25, Interim Performance task Lesson IPT.5, End-of-Year Performance task Lesson EYPT.5, End-of-Year Performance task Lesson EYPT.6	**Pages:** 232-233, 284-285		**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)	**Workshop 1 Lessons:** GS 7, 1.1, 1.9, 1.23 **Workshop 2 Lessons:** 2.1, 2.24 **Workshop 3 Lessons:** 3.1, 3.1, 3.24 **Workshop 4 Lessons:** 4.1, 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.1, 5.25	**Pages:** 42-43, 142-143, 206-207, 232-233, 254-255, 284-285, 304-305		**Speaking and Listening:** Using Appropriate Language	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Workshop 6 Lessons: 6.1, 6.9, 6.23				
d. Use feedback to evaluate and revise the presentation. *provides opportunities*	**Workshop 1 Lessons:** 1.9, 1.23 **Workshop 2 Lessons:** 2.24 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9, 6.23 **Interim Performance Task Lessons:** 5	**Pages:** 232-233, 284-285		**Speaking and Listening:** Present and Reflect: Persuasive Argument	
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)	**Workshop 1 Lessons:** 1.12, 1.13, 1.14 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11 **Workshop 3 Lessons:** 3.6, 3.15, 3.16 **Workshop 6 Lessons:** 6.13, 6.14, 6.15			**Reading Comprehension:** Make Inferences	**Paperbacks:** Blood Is Thicker (Bluford High #8) Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Good Enough Novio Boy S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					eBooks: Accidental Love Adrift Dangerous Game Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned Shattered (Bluford High) Slam! The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone
ii. Determine a theme or central idea of a text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	**Workshop 2 Lessons:** 2.5, 2.9, 2.1, 2.11, 2.14, 2.19 **Workshop 6 Lessons:** 6.12, 6.13, 6.14, 6.15 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Theme	**Pages:** 49, 51, 85, 87, 89, 91, 93, 95, 107, 108-109, 151, 201, 269, 271, 273, 311, 313, 315	**Reading Zone Segments:** C.1 - C.25		**Paperbacks:** Antony and Cleopatra Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Novio Boy Peak S.O.S. Titanic Shadowshaper The Lightning Dreamer The Whole Sky Full of Stars **eBooks:**

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Accidental Love Adrift Emma Mechanica Pig Park Romiette and Julio Shattered (Bluford High) Stick and Whittle The Haunting of Sunshine Girl The Legend of Mulan The Plague The War of the Worlds Untwine **Audiobooks:** Danger Zone
iii. Analyze how complex characters (for example, those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	**Workshop 1 Lessons:** 1.12, 1.13 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.11, 2.14 **Workshop 3 Lessons:** 3.15, 3.16 **Workshop 6 Lessons:** 6.12, 6.13, 6.14				**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak Sasha and the Spark Shadowshaper The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Call Me Maria Dangerous Game Emma Loves Me, Loves Me Not Macbeth

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Mechanica Pig Park Pinned Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey Untwine **Audiobooks:** Before We Were Free Danger Zone
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)	**Workshop 2 Lessons:** 2.4, 2.1 **Workshop 4 Lessons:** 4.1 **Workshop 6 Lessons:** 6.24 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 93, 99, 107, 199, 202-203, 204, 252		**Reading Comprehension:** Mood Figurative Language: Allusions Figurative Language: Simile and Metaphor Figurative Language: Symbolism	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.
ii. Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)	**Workshop 5 Lessons:** 5.26		provides opportunities: <u>Problem and Solution</u> **Reading Zone**: Segments C.2 - C.9, C.13, C.16, C.18, C.20 - C.23, C.25	**Reading Comprehension:** Compare and Contrast: Text Structures	**Paperbacks:** Antony and Cleopatra Crossover Dracula/Romeo and Juliet Peak S.O.S. Titanic Accidental Love **eBooks:** Accidental Love Adrift

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
			Sequence **Reading Zone Segments:** s C.2 - C.4, C.9 - C.11, C.13 - C.20, C.22, C.24 Cause and Effect **Reading Zone Segments:** C.1, C.2, C.4, C.8, C.9 - C.17, C.19 - C.22, C.24, C.25		Loves Me, Loves Me Not Pinned Romiette and Julio Shattered (Bluford High) The Haunting of Sunshine Girl Untwine
iii. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing from a variety of world literature. (CCSS: RL.9-10.6)	**Workshop 1 Lessons:** 1.5 **Workshop 5 Lessons:** 5.15		**Reading Zone Segments:** s C.2 - C.7, C.10 - C.14, C.17 - C.20, C.23 - C.25	**Reading Comprehension:** Compare and Contrast: Points of View Compare and Contrast: Perspectives	**Paperbacks:** Blood Is Thicker (Bluford High #8) Broken Memory Code Talker Flight to Freedom Novio Boy Peak S.O.S. Titanic Shadowshaper **eBooks:** Call Me Maria Dangerous Game In Your Face: Poems About Real Life Loves Me, Loves Me Not Mechanica Pinned Untwine

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Use Integration of Knowledge and Ideas to:					
i. Analyze the representation of a subject or a key scene in two different artistic mediums (for example: Auden's poem "Musée d Beaux Arts" and Breughel's painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment. (CCSS: RL.9-10.7)				**Reading Comprehension:** Compare and Contrast: Texts in Different Genres	
ii. Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) (CCSS: RL.9-10.9)				**Reading Comprehension:** Plot Device: Parody Cross-Text Analysis	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. ii. By the end of grade 10 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.9-10.10)		**Pages:** 48-51, 84-95, 106-107, 150-151, 200-201, 268-273, 310-315			**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Broken Memory Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					eBooks: Accidental Love Adrift Call Me Maria Confessions of a Gym-Class Dropout Dangerous Game Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Understand the logical progression of ideas in increasingly complex texts.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)	**Workshop 1 Lessons:** 1.4, 1.5, 1.6, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18 **Workshop 3 Lessons:** 3.3, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16			**Reading Comprehension:** Make Inferences Read Content-Area Text Read for Detail	**Paperbacks:** Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War)

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story
ii. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.7, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18 **Workshop 3 Lessons:** 3.4, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16		Central Idea and Details **Reading Zone Segments:** C.1 - C.25 Summary **Reading Zone Segments:** C.1, C.3 - C.9, C.11, C.13 - C.16, C.18 - C.25	**Reading Comprehension:** Stretch: The First Amendment: First Principles (Summarize) Summarize Central Idea and Details Main Idea and Details	**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Sasha and the Spark Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	**Workshop 4 Lessons:** 4.2 **Workshop 6 Lessons:** 6.5		**Reading Zone Segments:** s C.2 - C.4, C.9 - C.11, C.13 - C.20, C.22, C.24	**Reading Comprehension:** Plot Device: Conflict Plot Device: Suspense Plot Device: Flashback and Foreshadowing	**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Why'd They Wear That? **eBooks:** Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 Young Americans: Tales of Teenage Immigrants
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)	**Workshop 1 Lessons:** 1.15, 1.17 **Workshop 2 Lessons:** 2.4, 2.16 **Workshop 4 Lessons:** 4.8, 4.19 **Workshop 5 Lessons:** 5.6, 5.7 **Workshop 6 Lessons:** 6.24	**Pages:** 99, 199, 204, 252			**Paperbacks:** Disasters Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** Alive! The True Story of Three People Who Fought Death--and Won Assassination! College 101: A READ 180 Guide Escape From the Ice: Shackleton and the Endurance Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting **Audiobooks:** Cage Within Reach: My Everest Story
ii. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter). (CCSS: RI.9-10.5)	**Workshop 1 Lessons:** 1.15 **Workshop 4 Lessons:** 4.6, 4.13, 4.15 **Workshop 5 Lessons:** 5.6, 5.7, 5.16			**Reading Comprehension:** Evaluate Sources and Evidence	**eBooks:** Pearl Harbor (24/7 Goes to War)
iii. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)	**Workshop 1 Lessons:** 1.1 **Workshop 3 Lessons:** 3.3, 3.17, 3.19, 3.2 **Workshop 4 Lessons:** 4.3, 4.4, 4.5 **Workshop 5 Lessons:** 5.8, 5.11 **Workshop 6 Lessons:** 6.6, 6.1, 6.17 **<u>Additional Teaching Resources:</u>**		**Reading Zone Segments:** s C.2 - C.7, C.10 - C.15, C.17 - C.20, C.23 - C.25	**Reading Comprehension:** Evaluate Author's Purpose Evaluate Author's Viewpoint Identify Author's Purpose Identify Point of View	**Paperbacks:** Courage Has No Color Disasters Start It Up The Boy Who Harnessed the Wind The Keeper: The Unguarded Story of Tim Howard **eBooks:** A Word From the Wise: Great Speeches Flying Cars

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Strategy Best Practices: Teaching Author's Purpose				Food: The Good, the Bad, and the Gross Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting Pow! Smash! Boom!: Super Jobs in Comic Books The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants
c. Use Integration of Knowledge and Ideas to:					
i. Analyze various accounts of a subject told in different mediums (for example: a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)	**Workshop 6 Lessons:** 6.18, 6.24			**Reading Comprehension:** Compare and Contrast: Texts in Different Genres	
ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10.8)	**Workshop 3 Lessons:** 3.5 **Workshop 5 Lessons:** 5.13, 5.14, 5.15			**Reading Comprehension:** Evaluate Sources and Evidence	**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali
iii. By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli's The Prince, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four				**Reading Comprehension:** Read Across Texts: Historical Accounts	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (adapted from CCSS: RI.9-10.9)					
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 9 read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10 read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently. (CCSS: RI.9-10.10)		**Pages:** 30-31, 32-35, 52-57, 78-79, 80-81, 102-105, 128-129, 130-133, 138-139, 146-149, 154-157, 188-189, 190-193, 198-199, 210-213, 214-219, 240-241, 242-243, 246-249, 258-263, 292-293, 294-297, 316-319			**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.					
Grade Level Expectation: 3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.					
Evidence Outcomes Students Can:					
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)					
i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**Workshop 1 Lessons:** 1.4, 1.15, 1.17 **Workshop 3 Lessons:** 3.9, 3.11 **Workshop 4 Lessons:** 4.8	**Pages:** 99, 141, 199, 204, 252	**Reading Zone Segments:** s C.1 - C.25		Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(CCSS: L.9-10.4a)					
ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *analyze, analysis, analytical; advocate, advocacy*). (CCSS: L.9-10.4b)	**Workshop 1 Lessons:** 1.1				
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS: L.9-10.4c)	**Workshop 1 Lessons:** 1.8, 1.1				
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)	**Workshop 1 Lessons:** 1.8	**Pages:** 41, 402-407			
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-10.5)					
i. Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a)		**Pages:** 41, 93, 107			
ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)	**Workshop 2 Lessons:** 2.4 **Workshop 5 Lessons:** 5.9, 5.11	**Pages:** 253			
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness	**Workshop 1 Lessons:** GS 4, GS 5, GS 6, GS 7, 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.1, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.2, 1.21, 1.22, 1.23, 1.24	**Pages:** 26, 29, 30, 45, 48, 50, 51, 54, 56, 74, 77, 78, 80, 84, 86,	**Language Zone**: Segments C.1 - C.25		Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)	**Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.2, 2.21, 2.22, 2.23, 2.24, 2.25 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.1, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.2, 3.22, 3.23, 3.24 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.1, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.2, 4.22, 4.23, 4.24, 4.25, 4.26 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.1, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.2, Workshop5 Lesson 5.22, 5.23, 5.24, 5.25, 5.26 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.1, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.22, 6.23, 6.24 **Interim Performance Task Lessons:** 1, 2, 3, 5 **End-of-Year Performance Task Lessons:** 1, 2, 3, 4, 5, 6	88, 90, 92, 94, 101, 102, 104, 106, 124, 127, 128, 130, 132, 138, 145, 146, 148, 150, 154, 156, 184, 187, 188, 190, 192, 198, 200, 209, 210, 212, 214, 216, 218, 232-233, 236, 239, 240, 242, 246, 248, 257, 258, 260, 262, 268, 270, 272, 284-285, 288, 291, 292, 294, 296, 307, 310, 312, 314, 316, 318 42-43, 142-143, 206-207, 254-255, 304-305			

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1) i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a) ii. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b) iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c) iv. Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.	**Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24, 5.26 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 160-168, 228, 274-282, 397	**Writing Zone Segments:** C.2,C.3, C.6 - C.9, C.11, C.12, C.14 - C.16, C.18, C.20 - C.25 Argument Writing Rubric: 4pt Argument Writing Rubric: 6pt Rate Your Argument Essay	**Writing:** Argument Essay Writing a Persuasive Speech Writing a Review **Writing: Skill Builder:** Defending an Opinion	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
v. Establish and maintain an appropriate style and objective tone. (CCSS: W.9-10.1d) vi. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)					
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.					
Evidence Outcomes Students Can:					
a, Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2) i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a) ii. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b) iii. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex	**Workshop 1 Lessons:** 1.7, 1.19, 1.20, 1.21, 1.22, 1.24 **Workshop 2 Lessons:** 2.25 **Workshop 4 Lessons:** 4.7, 4.11, 4.21, 4.22, 4.23, 4.24	**Pages:** 38, 39, 60-67, 196, 197, 222-229, 397	**Writing Zone Segments:** s C.2 - C.7, C.10, C.12 - C.14, C.17 - C.20, C.22, C.25 Informative Writing Rubric: 4pt Informative Writing Rubric: 6pt Rate Your Informative Essay	**Writing:** Announcement Business Letter Résumé	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ideas and concepts. (CCSS: W.9-10.2c) iv. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d) v. Establish and maintain an appropriate style and objective tone. (CCSS: W.9-10.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.9-10.2f)					
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging real or imagined narratives using multiple plot lines.					
Evidence Outcomes Students Can:					
a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3) i. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a) ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b) iii. Use a variety of techniques to sequence events so that they build	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22	**Pages:** 300, 301, 322-329, 398	**Writing Zone Segments:** C.1, C.4, C.5, C.8 - C.11, C.13, C.15-C.17, C.19, C.21, C.23, C.24 Narrative Writing Rubric: 4pt Narrative Writing Rubric: 6pt Rate Your Narrative	**Speaking and Listening:** Elements of a Narrative **Writing:** Biographical Narrative Fictional Narrative Free Verse Poem Narrative Writing Rubrics Personal Essay Personal Narrative Realistic Narrative **Writing: Skill Builder:** Using Dialogue	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
on one another to create a coherent whole. (CCSS: W.9-10.3c) iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d) v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e) vi. Use a range of stylistic devices (for example: poetic techniques, figurative language, imagery, graphic elements to support the presentation of implicit or explicit themes or to engage and entertain the intended audience.					
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1) i. Use parallel structure. (CCSS: L.9-10.1a) ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative,		**Pages:** 27, 75, 125, 166, 185, 228, 237, 280, 289		**Speaking and Listening:** Collaborative Discussion **Grammar and Conventions:** Choosing Concise Words and Phrases Combining Sentences with Prepositional Phrases Using Phrases and Clauses	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)					
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)					
i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)		**Pages:** 166		**Grammar and Conventions:** Using Phrases and Clauses	
ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)				**Grammar and Conventions:** Using Colons	
iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.9-10.2c)	**Workshop 1 Lessons:** 1.8			**Writing:** Proofreading Practice	
c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3) i. Write and to edit so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA Handbook) appropriate for the discipline and writing type. (CCSS: L.9-10.3a)				**Writing:** Proofreading Practice Choosing Important Details	Quick Writes provide opportunities to demonstrate this standard.

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.) (CCSS: W.9-10.4)	**Workshop 1 Lessons:** 1.18, 1.19, 1.20, 1.21, **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23, **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23, **Workshop 6 Lessons:** 6.8, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 2, 4	**Pages:** 60-67, 160-168, 222-229, 274-282, 322-329, 397, 398		**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics	Quick Writes

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Résumé	
e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)	**Workshop 1 Lessons:** 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.17 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.22, 4.23.4.24 **Workshop 5 Lessons:** 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.20, 6.21, 6.22	**Pages:** 396		**Writing:** Choosing and Narrowing a Topic Proofreading Practice Peer Feedback and Self-Evaluation Frames Revision Checklist	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)		**Pages:** 284-285			**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W.9-10.10)	**Workshop 1 Lessons:** 1.7, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.12, 2.16, 2.17, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.7, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 35, 55, 60-67, 81, 103, 131, 147, 160-168, 191, 199, 211, 217, 222-229, 249, 261, 274-282, 297, 319, 322-329, 397	**Writing Zone Segments:** s: C.1-C.25	**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article	Quick Writes

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.					
Evidence Outcomes Students Can:					
a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)	**Interim Performance Task Lessons:** 1, 2, 3, 4 **End-of-Year Performance Task Lessons:** 1, 2, 3	**Pages:** 399		**Reading Comprehension:** Use Multiple Sources **Writing:** Features of a Research Paper	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)	**Workshop 1 Lessons:** 1.23 **Workshop 3 Lessons:** 3.24 **Workshop 4 Lessons:** 4.25 **Workshop 5 Lessons:** 5.25 **Workshop 6 Lessons:** 6.23 **Interim Performance Tasks:** 1, 2, 3, 4 **End-of-Year Performance Tasks:** 1, 2, 3			**Reading Comprehension:** Cross-Text Analysis **Reading Comprehension:** Use Multiple Sources **Writing:** Informative: Finding and Recording Information **Writing:** Informative: Organizing Information and Notes **Writing:** Skill Builder: Using Citations **Writing:** Sources **Writing:** Taking Notes	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9) i. Apply *grades 9–10 Reading standards* to literature (for example: "Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS: W.9-10.9a) ii. Apply *grades 9–10 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific	**Workshop 2 Lessons:** 2.12, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, **Workshop 6 Lessons:** 6.17 **End-of-Year Performance Tasks:** 1, 2			**Reading Comprehension:** Cause and Effect Central Idea and Details Compare and Contrast Critical Reading: Analyze Critical Reading: Evaluate Critical Reading: Synthesize Cross-Text Analysis Evaluate Literary Merit Universal Theme Cause and Effect Central Idea and Details Compare and Contrast Critical Reading: Analyze Critical Reading: Evaluate Critical Reading: Synthesize Cross-Text Analysis	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (CCSS: W.9-10.9b)				Evaluate Literary Merit **Writing:** Literary Analysis Literary Analysis Rubrics	

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.					
Evidence Outcomes Students Can:					
a. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 11–12* topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1) i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. (CCSS: SL.11-12.1a) ii. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b) iii. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-	**Getting Started Lessons:** 1-7 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23	**Pages:** 27, 75, 125, 185, 237, 289		**Speaking and Listening:** Collaborative Discussion	

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
12.1c) iv. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)	**Interim Performance Task Lessons:** 1-5 **End-of-Year Performance Task Lessons:** 1-6				
b. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)		**Pages:** 26, 74, 124, 184, 236, 288			**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS: SL.11-12.3)	**Workshop 1 Lessons:** 1.9 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9	**Pages:** 42-43, 142-143, 206-207, 254-255, 304-305			**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.					
Evidence Outcomes Students Can:					
a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. (CCSS: SL.11-12.4)	**Workshop 1 Lessons:** 1.9, 1.23 **Workshop 2 Lessons:** 2.24 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9, 6.23 **Interim Performance Task Lessons:** 5	**Pages:** 232-233, 284-285		**Speaking and Listening:** Present and Reflect: Persuasive Argument	
b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. (CCSS: SL.11-12.5)	**Workshop 2 Lessons:** 2.24 **Workshop 5 Lessons:** 5.25 **Interim Performance Task Lessons:** 5 **End-of-Year Performance Task Lessons:**	**Pages:** 232-233, 284-285		**Speaking and Listening:** Media Outline	

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	5, 6				
c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)	**Workshop 1 Lessons:** GS 7, 1.1, 1.9, 1.23 **Workshop 2 Lessons:** 2.1, 2.24 **Workshop 3 Lessons:** 3.1, 3.1, 3.24 **Workshop 4 Lessons:** 4.1, 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.1, 5.25 **Workshop 6 Lessons:** 6.1, 6.9, 6.23	**Pages:** 42-43, 142-143, 206-207, 232-233, 254-255, 284-285, 304-305		**Speaking and Listening:** Using Appropriate Language	
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Interpret and evaluate complex literature using various critical reading strategies.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. (CCSS: RL.11-12.1)	**Workshop 1 Lessons:** 1.12, 1.13, 1.14 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11 **Workshop 3 Lessons:** 3.6, 3.15, 3.16 **Workshop 6 Lessons:** 6.13, 6.14, 6.15				**Paperbacks:** Blood Is Thicker (Bluford High #8) Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Good Enough Novio Boy S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Dangerous Game

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned Shattered (Bluford High) Slam! The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone
ii. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)	**Workshop 2 Lessons:** 2.5, 2.9, 2.1, 2.11, 2.14, 2.19 **Workshop 6 Lessons:** 6.12, 6.13, 6.14, 6.15 **<u>Additional Teaching Resources:</u>** **Meeting Individual Needs:** Teaching Theme	**Pages:** 49, 51, 85, 87, 89, 91, 93, 95, 107, 108-109, 151, 201, 269, 271, 273, 311, 313, 315	**Reading Zone Segments:** C.1 **Reading Zone Segments:** s C.3 - C.9 **Reading Zone Segments:** C.11 **Reading Zone Segments:** s C.13 - C.16 **Reading Zone Segments:** s C.18 - C.25		**Paperbacks:** Antony and Cleopatra Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Novio Boy Peak S.O.S. Titanic Shadowshaper The Lightning Dreamer The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Emma Mechanica

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Pig Park Romiette and Julio Shattered (Bluford High) Stick and Whittle The Haunting of Sunshine Girl The Legend of Mulan The Plague The War of the Worlds Untwine **Audiobooks:** Danger Zone
iii. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)	**Workshop 1 Lessons:** 1.12, 1.13 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.11, 2.14 **Workshop 3 Lessons:** 3.15, 3.16 **Workshop 6 Lessons:** 6.12, 6.13, 6.14				**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak Sasha and the Spark Shadowshaper The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Call Me Maria Dangerous Game Emma Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey Untwine **Audiobooks:** Before We Were Free Danger Zone
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)	**Workshop 4 Lessons:** 2.1, 4.9, 4.1 **<u>Additional Teaching Resources:</u>** **Meeting Individual Needs:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 93, 99, 107, 199, 202-203, 204, 252			Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Analyze how an author's choices concerning how to structure specific parts of a text (for example: the choice of where to begin or it's a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5) *these matches provide*	**Workshop 5 Lessons:** 5.26		<u>Problem and Solution</u> **Reading Zone Segments:** C.2 - C.9, C.13, C.16, C.18, C.20 - C.23, C.25 <u>Sequence</u> **Reading Zone Segments:** C.2 - C.4, C.9 -		**Paperbacks:** Antony and Cleopatra Crossover Dracula/Romeo and Juliet Peak S.O.S. Titanic Accidental Love **eBooks:** Accidental Love Adrift Loves Me, Loves Me Not Pinned

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
opportunities to address the standard			C.11, C.13 - C.20, C.22, C.24 <u>Cause and Effect</u> **Reading Zone Segments:** C.1, C.2, C.4, C.8, C.9 - C.17, C.19 - C.22, C.24, C.25		Romiette and Julio Shattered (Bluford High) The Haunting of Sunshine Girl Untwine
iii. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)	**Workshop 1 Lessons:** 1.5, 1.10 **Workshop 3 Lessons:** 3.17 **Workshop 5 Lessons:** 5.8, 5.11 **Workshop 6 Lessons:** 6.15 **<u>Additional Teaching Resources:</u>** **Meeting Individual Needs:** Teaching Point of View		**Reading Zone Segments:** C.2 - C.7, C.10 - C.14, C.17 - C.20, C.23 - C.25		
c. Use Integration of Knowledge and Ideas to:					
i. Analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (CCSS: RL.11-12.7)					

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational words (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics. (CCSS: RL.11-12.9)					
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)		**Pages:** 48-51, 84-95, 106-107, 150-151, 200-201, 268-273, 310-315			**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Broken Memory Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Call Me Maria Confessions of a Gym-Class Dropout Dangerous Game Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Macbeth Mechanica Pig Park Pinned Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Interpret and evaluate complex informational texts using various critical reading strategies.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. (CCSS: RI.11-12.1)	**Workshop 1 Lessons:** 1.4, 1.5, 1.6, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18 **Workshop 3 Lessons:** 3.3, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16				**Paperbacks:** Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:**

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Determine and analyze the development and interaction of two or more central ideas over the course of the text to provide a complex analysis or objective summary of the text. (CCSS: RI.11-12.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.7, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18, 2.25 **Workshop 3 Lessons:** 3.4, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.5, 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16		**Reading Zone Segments:** C.1, C.3 - C.9, C.11, C.13 - C.16, C.18 - C.25	**Reading Comprehension:** Stretch: The First Amendment: First Principles (Summarize) Summarize	**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Sasha and the Spark Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Comic Books Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Within Reach: My Everest Story
iii. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS: RI.11-12.3)	**Workshop 4 Lessons:** 4.2 **Workshop 6 Lessons:** 6.5		**Reading Zone Segments:** s C.2 - C.4, C.9 - C.11, C.13 - C.20, C.22, C.24		**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Why'd They Wear That? **eBooks:** Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 Young Americans: Tales of Teenage Immigrants

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iv. Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity). *Provides opportunities*					**Paperbacks:** Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Greatest: Muhammad Ali Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story
v. Predict the impact an informational text will have on an audience and justify the prediction. *The first reading of an informational text may provide some opportunity to meet this standard.*	**Workshop 1 Lessons:** 1.4 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.3 **Workshop 4 Lessons:** 4.3 **Workshop 5 Lessons:** 5.3 **Workshop 6 Lessons:** 6.4				
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines faction in Federalist No. 10). (CCSS: RI.11-12.4)	**Workshop 1 Lessons:** 1.15, 1.17 **Workshop 2 Lessons:** 2.16 **Workshop 4 Lessons:** 4.8, 4.19 **Workshop 5 Lessons:** 5.6, 5.7	**Pages:** 99, 199, 204, 252			Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Analyze and evaluate the effectiveness of an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5)	**Workshop 1 Lessons:** 1.15 **Workshop 4 Lessons:** 4.6, 4.13, 4.15 **Workshop 5 Lessons:** 5.16				**eBooks:** Pearl Harbor (24/7 Goes to War)

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (CCSS: RI.11-12.6)	**Workshop 1 Lessons:** 1.1 **Workshop 3 Lessons:** 3.17, 3.19, 3.2 **Workshop 5 Lessons:** 5.8, 5.11 **Workshop 6 Lessons:** 6.6, 6.1, 6.17		**Reading Zone Segments:** s C.2 - C.7, C.10 - C.14, C.17 - C.20, C.23 - C.25	**Reading Comprehension:** Evaluate Author's Purpose Evaluate Author's Viewpoint Identify Author's Purpose Identify Point of View	**Paperbacks:** Courage Has No Color Disasters Start It Up The Boy Who Harnessed the Wind The Keeper: The Unguarded Story of Tim Howard **eBooks:** A Word From the Wise: Great Speeches Flying Cars Food: The Good, the Bad, and the Gross Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting Pow! Smash! Boom!: Super Jobs in Comic Books The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants
c. Use Integration of Knowledge and Ideas to:					
i. Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)					

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses) by the end of 12th grade. (CCSS: RI.11-12.8)	**Workshop 3 Lessons:** 3.15 **Workshop 5 Lessons:** 5.13				**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali
iii. Analyze 17th-, 18th-, and 19th-century foundational U.S. and world documents of historical and literary significance (for example: The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features by the end of 12th grade. (adapted from CCSS: RI.11-12.9)					
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 11, read and comprehend literary nonfiction, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.11-12.10) By the end of grade 12, read and comprehend literary		**Pages:** 30-31, 32-35, 52-57, 78-79, 80-81, 102-105, 128-129, 130-133, 138-139, 146-149, 154-157, 188-189, 190-193,			**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
nonfiction, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently. (CCSS: RI.11-12.10)		198-199, 210-213, 214-219, 240-241, 242-243, 246-249, 258-263, 292-293, 294-297, 316-319			The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.					
Grade Level Expectation: 3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.					
Evidence Outcomes Students Can:					
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)					
i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.11-12.4a)	**Workshop 1 Lessons:** 1.4, 1.15, 1.17, **Workshop 3 Lessons:** 3.9, 3.11 **Workshop 4 Lessons:** 4.8	**Pages:** 99, 141, 199, 204, 252	**Reading Zone Segments:** s C.1 - C.25		Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *conceive, conception, conceivable*). (CCSS: L.11-12.4b)	**Workshop 1 Lessons:** 1.1				
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS: L.11-12.4c) iv. Verify the preliminary					

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
determination of the meaning of a word or phrase. (CCSS: L.11-12.4d)					
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)					
i. Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a)		**Pages:** 57, 81, 219, 247			
ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)	**Workshop 2 Lessons:** 2.4 **Workshop 5 Lessons:** 5.9, 5.11	**Pages:** 253			
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)	**Workshop 1 Lessons:** GS 4, GS 5, GS 6, GS 7, 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.1, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.2, 1.21, 1.22, 1.23, 1.24 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.2, 2.21, 2.22, 2.23, 2.24, 2.25 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.1, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.2, 3.22, 3.23, 3.24 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.1, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.2, 4.22, 4.23, 4.24, 4.25, 4.26 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.1, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.2, Workshop5 Lesson 5.22, 5.23, 5.24, 5.25, 5.26 **Workshop 6 Lessons:**	**Pages:** 26, 29, 30, 45, 48, 50, 51, 54, 56, 74, 77, 78, 80, 84, 86, 88, 90, 92, 94, 101, 102, 104, 106, 124, 127, 128, 130, 132, 138, 145, 146, 148, 150, 154, 156, 184, 187, 188, 190, 192, 198, 200, 209, 210, 212, 214, 216, 218, 232-233, 236, 239, 240, 242, 246, 248, 257, 258, 260, 262,	**Language Zone**: Segments C.1 - C.25		Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.1, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.22, 6.23, 6.24 **Interim Performance Task Lessons:** 1, 2, 3, 5 **End-of-Year Performance Task Lessons:** 1, 2, 3, 4, 5, 6	268, 270, 272, 284-285, 288, 291, 292, 294, 296, 307, 310, 312, 314, 316, 318 42-43, 142-143, 206-207, 254-255, 304-5			
Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.11-12.1) i. Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS: W.11-12.1a) ii. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS: W.11-12.1b) iii. Use words, phrases, and clauses to link the major sections	**Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24, 5.26 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 160-168, 228, 274-282, 397	**Writing Zone Segments:** C.2, C.3, C.6 - C.9, C.11, C.12, C.14 - C.16, C.18, C.20 - C.25 Argument Writing Rubric: 4pt Argument Writing Rubric: 6pt Rate Your Argument Essay		Quick Writes

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.11-12.1c) iv. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.11-12.1e)					
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.					
Evidence Outcomes Students Can:					
b. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2) i. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.11-12.2a) ii. Develop the topic thoroughly	**Workshop 1 Lessons:** 1.7, 1.19, 1.20, 1.21, 1.22, 1.24 **Workshop 2 Lessons:** 2.25 **Workshop 4 Lessons:** 4.7, 4.11, 4.21, 4.22, 4.23, 4.24	**Pages:** 38, 39, 60-67, 81, 103, 196, 197, 222-229, 397	**Writing Zone Segments:** s C.2 - C.7, C.10, C.12 - C.14, C.17 - C.20, C.22, C.25 Informative Writing Rubric: 4pt Informative Writing Rubric: 6pt Rate Your Informative Essay		

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.11-12.2b) iii. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.11-12.2c) iv. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d) v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.11-12.2f)					
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.					
Evidence Outcomes Students Can:					
c. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22	**Pages:** 300, 301, 322-329, 398	**Writing Zone Segments:** C.1, C.4, C.5, C.8 - C.11, C.13, C.15 -		**Paperbacks:** Good Enough Sasha and the Spark **eBooks:**

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
sequences. (CCSS: W.11-12.3) i. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.11-12.3a) ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.11-12.3b) iii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. (CCSS: W.11-12.3c) iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.11-12.3d) v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e) vi. Select and use stylistic devices to craft engaging and effective text.			C.17, C.19, C.21, C.23, C.24 Narrative Writing Rubric: 4pt Narrative Writing Rubric: 6pt Rate Your Narrative		Accidental Love Emma Stick and Whittle The Legend of Mulan

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)					
i. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a) ii. Resolve issues of complex or contested usage, consulting references (for example: Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed. (CCSS: L.11-12.1b)		**Pages:** 27, 41, 75, 125, 185, 237, 289		**Speaking and Listening:** Collaborative Discussion	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2) i. Observe hyphenation conventions. (CCSS: L.11-12.2a) ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted fromCCSS: L.11-12.2b)	**Workshop 1 Lessons:** 1.8			**Writing:** Proofreading Practice **Writing:** Skill Builder: Combining Sentences **Grammar and Conventions:** Using Hyphens Using Commas, Parentheses, and Dashes	

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.11-12.3) a. Vary syntax for effect (for example: Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS: L.11-12.3a)				**Writing:** Skill Builder: Supporting Reasons Using Four Types of Sentences Choosing Important Details Interesting Beginnings	
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.) (CCSS: W.11-12.4)	**Workshop 1 Lessons:** 1.18, 1.19, 1.20, 1.21, **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23, **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23, **Workshop 6 Lessons:** 6.8, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 2, 4	**Pages:** 60-67, 160-168, 222-229, 274-282, 322-329, 397, 398		**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and	Quick Writes

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics Résumé	
e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)	**Workshop 1 Lessons:** 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.17 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.22, 4.23.4.24 **Workshop 5 Lessons:** 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.20, 6.21, 6.22	**Pages:** 396		**Writing:** Choosing and Narrowing a Topic Proofreading Practice Peer Feedback and Self-Evaluation Frames Revision Checklist	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)		**Pages:** 284-285			**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W.11-12.10)	**Workshop 1 Lessons:** 1.7, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.12, 2.16, 2.17, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.7, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1, 2, 3, 4, 5			**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem	Quick Writes

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	End-of-Year Performance Tasks: 1, 2, 3, 4, 5, 6			Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.					
Evidence Outcomes Students Can:					
a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the	**Interim Performance Task Lessons:** 1, 2, 3, 4 **End-of-Year Performance Task Lessons:** 1, 2, 3	**Pages:** **Pages:** 399		**Reading Comprehension:** Use Multiple Sources	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:**

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)					A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. (CCSS: W.11-12.8) c. Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources. d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the	**Workshop 1 Lessons:** 1.23 **Workshop 3 Lessons:** 3.24 **Workshop 4 Lessons:** 4.25 **Workshop 5 Lessons:** 5.25 **Workshop 6 Lessons:** 6.23 **Interim Performance Tasks:** 1, 2, 3, 4 **End-of-Year Performance Tasks:** 1, 2, 3	**Pages:** 400		**Reading Comprehension:** Use Multiple Sources **Writing: Skill Builder:** Using Citations **Writing:** Sources Taking Notes	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Modern Language Association (MLA) or the American Psychological Association (APA).					
e. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9) a. Apply *grades 11–12 Reading standards* to literature (for example: "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (CCSS: W.11-12.9a) b. Apply *grades 11–12 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the reasoning in seminal U.S. Texts, including the application of constitutional principles and use of legal reasoning [for example: in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses]"). (CCSS: W.11-12.9b)	**Workshop 2 Lessons:** 2.12, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, **Workshop 6 Lessons:** 6.17 **End-of-Year Performance Tasks:** 1, 2			**Reading Comprehension:** Universal Theme	

Houghton Mifflin Harcourt

correlated to the

2020 Colorado Academic Standards for Reading, Writing, and Communicating

Grades 6–12

2019

READ 180 Universal is a comprehensive system of instruction, assessment, and professional development designed to raise reading achievement for struggling readers (any student reading two or more years below grade-level) in grades 4-12+.
The *READ 180 Universal* Instructional Model provides simple, clear organization for the classroom.

- The Instructional Model includes Whole Group Instruction, Small-Group Differentiated Instruction, and Independent Activities. It was built to meet the needs of a 45-50 minute instructional period. Additional instructional and differentiation resources allow for teachers to extend the instructional block to 60 or 90+ minutes to meet their scheduling needs.
- Instructional Routines provide consistency for students and foster acquisition of critical thinking skills and encourage students to use new content area and academic vocabulary in discussions.
- Teachers begin and end each session with the Whole-Group where students have the opportunity to engage each other and use academic language.
- Workshops are divided into two parts that include approximately six texts that follow the principles of narrow reading, which involves reading texts with overlapping topics and recurring vocabulary.
- The Student App includes six levels of instruction that are consistent with the Zone of Proximal Development for Lexile measured reading.
- The Independent Reading Library includes over 120 texts per stage.

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.					
Evidence Outcomes Students Can:					
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1) i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a) ii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b) iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c) iv. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)	**Getting Started Lessons:** 1-9 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15,	**Pages:** 31, 79, 127, 191, 241, 291		**Speaking and Listening:** Collaborative Discussion Academic Discussion	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.16, 6.17, 6.18, 6.19, 6.20, 6.21 **Interim Performance Tasks:** 1-4 **End-of-Year Performance Tasks:** 1-5				
b. Interpret information presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS: SL.6.2)	**Getting Started Lessons:** 4, 6 **Workshop 1 Lessons:** 1.1, 1.2 **Workshop 2 Lessons:** 2.1 **Workshop 3 Lessons:** 3.1 **Workshop 4 Lessons:** 4.1 **Workshop 5 Lessons:** 5.1 **Workshop 6 Lessons:** 6.1	**Pages:** 30, 78, 126, 190, 240, 290		**Reading Comprehension:** Read Maps Text and Visual Representations	
c. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: SL.6.3)	The Think-Pair-Share Routine and the Academic Discussion Routine provide opportunities to address this standard.			**Speaking and Listening:** Evaluating a Persuasive Speech Evaluating Evidence in a Persuasive Speech Identifying Claims and Evidence	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Develop, organize, and present ideas and opinions effectively.					
Evidence Outcomes Students Can:					
a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)	**Workshop 2 Lessons:** 2.15, 2.17, 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Speaking and Listening:** Presenting a Persuasive Speech Presenting an Argument Essay	
b. Include multimedia components (for example: graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)				**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)	**Workshop 1 Lessons:** 1.1 **Workshop 2 Lessons:** 2.15, 2.17, 2.23 **Workshop 3 Lessons:** 3.1, 3.26 **Workshop 4 Lessons:** 4.1, 4.24, **Workshop 5 Lessons:** 5.1, 5.24 **Workshop 6 Lessons:** 6.1, 6.21			**Speaking and Listening:** Using Appropriate Language **Writing: Skill Builder:** Formal and Informal Language	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze literary elements within different types of literature to make meaning.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.7, 3.18, 3.19 **Workshop 5 Lessons:** 5.13, 5.14 **Workshop 6 Lessons:** 6.4, 6.5	**Pages:** 83, 135, 137, 141, 143,145, 147, 149, 159, 161, 263, 264-265, 297, 299		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Read for Detail	**Paperbacks:** All Summer in a Day Dive: The Discovery Donner Party: A Diary of a Survivor Drama The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Escape Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.4, 3.12, 3.20 **Workshop 5 Lessons:** 5.19 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Summarizing Teaching Theme	**Pages:** 60-61, 83, 133, 135, 137, 141, 143, 145, 147, 149, 159, 161, 263, 264-265, 297, 299, 300-301	**Reading Zone**: Segments B.1-B.25	**Reading Comprehension:** Analyze Theme Problem and Solution Reading Text Closely Summarize	**Paperbacks:** All Summer in a Day The Cruisers Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Mercy on These Teenage Chimps Moby Dick Quinceañera Means Sweet 15 Sisters Switched (My Sister the Vampire) Final Projects Daily Reading Log **eBooks:** Battle at Little Big Horn Classic Tales of Terror Creatures Infest Local School! Frankenstein Happy Burger

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Killer Hairdo and Other Urban Legends Secrets of Oak Park Smile **Audiobooks:** The Star Fisher
iii. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)	**Workshop 1 Lessons:** 1.24 **Workshop 3 Lessons:** 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.20 **Workshop 6 Lessons:** 6.5 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Character Teaching Plot Teaching Plot Devices	**Pages:** 132-133, 137, 141, 145, 147, 263		**Reading Comprehension:** Analyze Plot Read Drama	**Paperbacks:** The Cruisers Dive: The Discovery Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) Rules Serafina's Promise Switched (My Sister the Vampire) **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! The Deep (Dive Book #2) The Escape Frankenstein Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories One False Note Smile Visitors: Strange Invaders

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Wait Until Dark: Tales of Suspense Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)	**Workshop 1 Lessons:** 1.16, 1.24 **Workshop 3 Lessons:** 3.7, 3.18 **Workshop 4 Lessons:** 4.18 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Reading Comprehension:** Figurative Language: Symbolism **Vocabulary:** Denotation and Connotation	**Paperbacks:** The Great Wall of Lucy Wu Milo: Sticky Notes & Brain Freeze
ii. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)	**Workshop 1 Lessons:** 1.1, 1.2, 1.3 **Workshop 3 Lessons:** 3.5, 3.6, 3.10, 3.11, 3.19 **Workshop 5 Lessons:** 5.13 **Workshop 6 Lessons:** 6.4 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Plot Teaching Plot Devices Teaching Setting	**Pages:** 133, 135, 137, 145, 162-163, 263, 297		**Reading Comprehension:** Analyze Plot Analyze Setting Analyze Theme	**Paperbacks:** The Cruisers King Arthur: The Story of the Sword and the Stone Quinceañera Means Sweet 15 Rules Serafina's Promise **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories Echo The Escape The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Visitors: Strange Invaders **Audiobooks:**

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Somewhere in the Darkness The Star Fisher
iii. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)	**Workshop 4 Lessons:** 4.10 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Point of View	**Page:** 133	**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Analyze the Development of Point of View Stretch: On Growing Up Multicultural (Make Inferences)	**Paperbacks:** The Revolution of Evelyn Serrano **Audiobooks:** Esperanza Rising
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)	**Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast			**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!"	
ii Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)	**Workshop 3 Lessons:** 3.20 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast	**Pages:** 163, 205, 219	**Reading Zone**: Segment B.2, B4-B5, B.12-B.14, B.18-B19, B.21-B.23	**Reading Comprehension:** Compare and Contrast: Texts in Different Genres Universal Theme	**eBooks:** The Adventures of Captain Underpants
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)		**Pages:** 59, 82-83, 134-149, 158-162, 220-221, 262-263, 296-299			**Paperbacks** All Summer in a Day The Cruisers Dive: The Discovery Donner Party: A Diary of a Survivor Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Serafina's Promise Sisters Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Francisco Pizarro: Destruction of the Inca Empire Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **AudioBooks** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Analyze organization and structure of informational text to make meaning.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)	**Getting Started Lessons:** 1, 2 **Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.12, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:**	**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 217, 255, 257, 295, 317		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Identifying Text Evidence Make Inferences Stretch: The Pit and the Pendulum at the Palace (Make Inferences)	**Paperbacks:** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia **eBooks:** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Danger Is My Business: The World's Most Dangerous Jobs

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Strategy Best Practices: Teaching Making Inferences				Don't Try This at Home: Famous Daredevils Francisco Pizarro: Destruction of the Inca Empire Gettysburg Great Debates: Sports Issues: Fair or Foul? I Mean Business! Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
ii. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.6, 6.11, 6.12, 6.13, 6.15, 6.16 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Main/Central Idea and Details Teaching Reading for Detail	**Pages:** 35, 37, 40-41, 45, 48, 55, 57, 85, 87, 95, 103, 105, 107, 131, 157, 195, 197, 199, 200-201, 205, 207, 215, 217, 219, 245, 247, 249, 255, 257, 267, 269, 273, 295, 309, 311, 313, 317	**Reading Zone**: Segments B.1-B.25	**Reading Comprehension:** Central Idea and Details Identifying Key Ideas Reading Text Closely Summarize	**Paperbacks:** Against the Odds: True Teen Stories Belly-Busting Worm Invasions! National Geographic Kids: Everything Soccer Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks:** The Big Lie Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Hatshepsut: The Girl Who Became King

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Teaching Sequence of Events				I Mean Business! Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? When Birds Get Flu and Cows Go Mad!
iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)	**Workshop 1 Lessons:** 1.5, 1.18, 1.24 **Workshop 6 Lessons:** 6.12				**Paperbacks:** Behind Rebel Lines I Am Malala National Geographic Kids: Everything Soccer **eBooks:** Alcatraz: Prison for America's Most Wanted Francisco Pizarro: Destruction of the Inca Empire Gettysburg Hatshepsut: The Girl Who Became King Planting Seeds: The Story of Wangari Maathai When Birds Get Flu and Cows Go Mad!
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)	**Workshop 1 Lessons:** 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.24 **Workshop 2 Lessons:** 2.15	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Vocabulary:** Denotation and Connotation	**eBooks:** Chasing Lincoln's Killer
ii. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)	**Workshop 1 Lessons:** 1.9, 1.18 **Workshop 2 Lessons:** 2.6, 2.9, 2.12 **Workshop 4 Lessons:** 4.14	**Pages:** 47, 95, 215, 269, 273		**Reading Comprehension:** Critical Reading: Analyze Read Electronic Text Text Structure: Problem and Solution	**Paperbacks:** Tales From the Top of the World **eBooks:** Alcatraz: Prison for America's Most Wanted Chasing Lincoln's Killer Cities of the Dead

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
iii. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 2.14 **Workshop 4 Lessons:** 4.10 **Workshop 5 Lessons:** 5.6, **Workshop 6 Lessons:** 6.16 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Author's Purpose	**Pages:** 103, 105, 250-251, 313	**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Evaluate Author's Viewpoint Identify Author's Purpose	
c. Use Integration of Knowledge and Ideas to:					
i. Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)	**Workshop 2 Lessons:** 2.8 **Workshop 4 Lessons:** 4.16 **Workshop 5 Lessons:** 5.17	**Pages:** 93, 109, 215, 267, 309		**Reading Comprehension:** Critical Reading: Synthesize Text and Visual Representations	
ii. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)	**Workshop 1 Lessons:** 1.8, **Workshop 2 Lessons:** 2.5	**Page:** 87		**Reading Comprehension:** Critical Reading: Analyze Critical Reading: Evaluate Evaluate Sources and Evidence Fact and Opinion Identify Persuasion and Propaganda Stretch: Dreams, Threats, and Sweaty Palms (Problem and Solution)	**eBooks:** Don't Try This at Home: Famous Daredevils Great Debates: Sports Issues: Fair or Foul? UFOs: Fact or Fiction?

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person). (CCSS: RI.6.9)	**Workshop 6 Lessons:** 6.14	**Pages:** 103, 270-271	**Reading Zone**: Segments B.2, B.4- B.5, B.12-B.14, B.18-B.19, B.21-B.23	**Reading Comprehension:** Compare and Contrast: Presentation of Events by Two Authors	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literary nonfiction in the grades 6-9 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)		**Pages:** 34-35, 36-39, 44-47, 54-55, 56-57, 84-87, 92-95, 102-103, 104-107, 108-109, 130-131, 156-157, 194-195, 196-199, 204-207, 214-217, 218-219, 244-245, 246-249, 254-257, 266-269, 272-273, 294-295, 308-313, 316-317			**Paperbacks** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer The Rescuers (Ten True Tales) Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Great Debates: Sports Issues: Fair or Foul? Hatshepsut: The Girl Who Became King I Mean Business!

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.					
Grade Level Expectation: 3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.					
Evidence Outcomes Students Can:					
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.6.4)					
i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)	**Workshop 1 Lessons:** 1.2, 1.4, 1.5, 1.9, 1.14, 1.15, 1.16	**Pages:** 39, 43, 90, 91, 150, 202, 247, 252, 302		**Vocabulary:** Context Clues: Definition and Example Synonyms and Antonyms Unfamiliar Words	Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *audience, auditory, audible*). (CCSS: L.6.4b)	**Workshop 1 Lessons:** 1.7 **Workshop 2 Lessons:** 2.7, 2.12 **Workshop 4 Lessons:** 4.7 **Workshop 5 Lessons:** 5.7 **Workshop 6 Lessons:** 6.7	**Pages:** 42, 92, 150, 202, 252, 294, 295, 302		**Vocabulary:** Greek Roots Latin Roots Prefixes Suffixes Word Origins	
iii. Consult reference materials	**Workshop 1 Lessons:**	**Pages:**		**Vocabulary:**	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)	1.7 **Workshop 5 Lessons:** 5.7	91, 253, 392-397		Using a Dictionary Using a Thesaurus	
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary. (CCSS: L.6.4d)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.6.5)					
i. Interpret figures of speech (for example: personification) in context. (CCSS.L.6.5a)		**Page:** 59	**Reading Zone**: Segments B.1-B.25	**Language:** Figurative Language	
ii. Use the relationship between particular words (for example: cause/effect, part/whole, item/category) to better understand each of the words. (CCSS.L.6.5b)				**Vocabulary:** Antonyms Synonyms	
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *stingy, scrimping, economical, unwasteful, thrifty*). (CCSS.L.6.5c)	**Workshop 1 Lessons:** 1.16 **Workshop 2 Lessons:** 2.15 **Workshop 4 Lessons:** 4.17, 4.18	**Page:** 203		**Vocabulary:** Denotation and Connotation	
c. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.L.6.6)	**Getting Started Lessons:** 4, 5, 6, 7, 8, 9 **Workshop 1 Lessons:** 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.11, 1.12, 1.13, 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.1, 2.2, 2.8, 2.11, 2.13, 2.20,	**Pages:** 30, 33, 34, 36, 38, 44, 46, 53, 54, 56, 58, 78, 81, 82, 84, 86, 92, 94, 101, 102,	**Language Zone**: Segments B.1-B.25	**Language:** Concept Builder Pronunciation and Expression **Reading Comprehension:** Analyze the Development of Point of View Stretch:	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.2, 3.14, 3.15, 3.16, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27 **Workshop 4 Lessons:** 4.2, 4.11, 4.12, 4.13, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25 **Workshop 5 Lessons:** 5.2, 5.6, 5.10, 5.11, 5.12, 5.13, 5.17, 5.19, 5.22, 5.23, 5.24, 5.25 **Workshop 6 Lessons:** 6.2, 6.4, 6.8, 6.9, 6.10, 6.14, 6.16, 6.18, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1-5 **End-of-Year Performance Tasks:** 1-5	104, 106, 108, 126, 129, 133, 134, 136, 138, 140, 142, 144, 146, 148, 155, 156, 158, 160, 190, 193, 194, 196, 198, 204, 205, 206, 213, 214, 216, 218, 219, 220, 240, 243, 244, 246, 248, 254, 256, 261, 262, 266, 268, 272, 290, 293, 294, 296, 298, 307, 308, 310, 312, 316, 342-365		On Growing Up Multicultural (Make Inferences) **Writing:** Business Letter	
Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write arguments to support claim(s) with clear reasons, relevant evidence, credible sources, and a formal style.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1) i. Introduce claim(s) and organize the reasons and evidence clearly.	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance**	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segments B.2-B.5, B.7, B.9-B.11, B.13-B.18, B.20, B.22-B.25	**Speaking and Listening:** Writing Prompts: Argument Essay **Writing:** Argument Argument Essay	Students have the opportunity to recommend selections to classmates.

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(CCSS: W.6.1a) ii. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS: W.6.1b) iii. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c) iv. Establish and maintain a formal style. (CCSS: W.6.1d) v. Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e)	**Tasks:** 1, 2, 3, 4, 5, 6		Argument Writing Rubrics: 4pt, 6pt Rate Your Argument Essay	Argument Writing Rubrics Writing a Review **Writing: Skill Builder:** Choosing Important Details Structuring an Argument Supporting Reasons Creating a Topic Sentence **Writing Process:** Argument	
<u>Prepared Graduates:</u> 7. Craft informational/explanatory texts using techniques specific to the genre.					
<u>Grade Level Expectation:</u> 2. Write informative/explanatory texts characterized by appropriate organization, ample development, precise language, and formal style.					
<u>Evidence Outcomes</u> Students Can:					
a. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) i. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a) ii. Develop the topic with relevant facts, definitions, concrete details,	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23	**Pages:** 49, 50-51, 62-71, 152, 153, 164-173, 210, 211, 224-233, 391	**Writing Zone**: Segment B.2-B.4, B.6-B.9, B.12-B.14, B12-B.14, B.16-B.23, B.25 Informative Writing Rubrics: 4pt, 6pt Informative Writing Rate Your Informative Essay	**Writing:** Cause-and-Effect Paragraph Compare-and-Contrast Paragraph Content-Area Paragraph Descriptive Essay Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics News Article **Writing: Skill Builder:** Choosing Important Details Creating a Topic Sentence Formal and Informal	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
quotations, or other information and examples. (CCSS: W.6.2b) iii. Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d) v. Establish and maintain a formal style. (CCSS: W.6.2e) vi. Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)				Language Targeting Tired Words Using Precise Adjectives Using Synonyms Using Transition Words **Writing Process:** Informational Paragraph Informational Summary	
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.					
Evidence Outcomes Students Can:					
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3) i. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts	**Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.7, B.10-B.12, B.15, B.19, B.21, B.24 Narrative Writing Rubrics: 4pt, 6pt Rate Your Narrative	**Speaking and Listening:** Writing Prompts: Narrative Essay Personal Narrative **Writing:** Character Sketch Historical Narrative Narrative Essay Narrative Writing Rubrics Personal Narrative Realistic Narrative **Writing: Skill Builder:** Adding Character Details Describing Story Elements Sequencing Events Using Dialogue Using Precise Adjectives Using Transition Words **Writing Process:** Personal Narrative	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
from one time frame or setting to another. (CCSS: W.6.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d) v. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e) vi. Use stylistic techniques (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.					
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions, grammar, usage, and mechanics as well as a style appropriate for purpose and audience.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)					
i. Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS: L.6.1a)		**Pages:** 31, 79, 127, 191, 241, 291		**Grammar and Conventions:** Possessive Nouns Pronoun Agreement Subject and Object Pronouns	
ii. Use intensive pronouns (for example: *myself, ourselves*). (CCSS: L.6.1b)				**Language:** Reflexive, Intensive, and Reciprocal Pronouns	
iii. Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c)				**Grammar and Conventions:** Pronoun Agreement	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iv. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)				**Language:** Correcting Vague Pronouns	
v. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)				**Reading Comprehension:** Compare and Contrast: Varieties of English	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) i. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a) ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)				**Grammar and Conventions:** Punctuating Pauses, Breaks, and Omissions in Text **Foundational Skills:** Spelling Routines **Spelling:** More Unaccented Vowels Spelling: Spelling Short Vowel Sounds Spelling Story: Letter Pairs Student Resource Practice Page Word Chain: Vowels Build Words: Consonant Blends Double Consonants Look Out: Letter Sequence Missing Letters More Missing Letters Reversed Letters Unaccented Vowels	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3) i. Vary sentence patterns for meaning, reader/ listener interest, and style. (CCSS: L.6.3a) ii. Maintain consistency in style and tone. (CCSS: L.6.3b)				**Writing: Skill Builder:** Combining Sentences	
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 and 2 above.) (CCSS: W.6.4)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 62-71, 74-75, 122-123, 164-173, 224-233, 236-237, 274-283, 330-331, 374-379, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics	Quick Writes

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)	**Workshop 1 Lessons:** 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.17, 6.18, 6.19, 6.20	**Page:** 386		**Writing:** Revision Checklist Revision Rubric Peer Feedback and Self-Evaluation Frames Argument Writing Rubrics Informative Writing Rubrics Narrative Writing Rubrics	
f. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (CCSS: W.6.6)		**Pages:** 176-177, 286-287			

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.6.10)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 39, 45, 55, 57, 59, 62-71, 93, 107, 109, 135, 139, 143, 145, 147, 157, 164-173, 197, 205, 215, 219, 221, 224-233, 255, 263, 267, 273, 274-283,297, 309, 313, 317, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and	Quick Writes

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.					
Evidence Outcomes Students Can:					
a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)	**Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 178-187, 332-341, 389		**Writing:** Choosing and Narrowing a Topic Conduct an Investigation Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Reference & Research: Conduct an Investigation	
b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:**	**Page:** 390		**Writing:** Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Writing: Skill Builder: Using Citations Reference & Research: Conduct an Investigation	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.21 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6				
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9) i. Apply *grade 6 Reading standards* to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to (CCSS: W.6.9a) ii. Apply *grade 6 Reading standards* to literary nonfiction (for example: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)	**Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Reading Comprehension:** Critical Reading: Evaluate Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.					
Evidence Outcomes Students Can:					
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7* topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1) i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a) ii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b) iii. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c) iv. Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)	**Getting Started Lessons:** 1-9 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15,	**Pages:** 31, 79, 127, 191, 241, 291		**Speaking and Listening:** Collaborative Discussion Academic Discussion	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.16, 6.17, 6.18, 6.19, 6.20, 6.21 **Interim Performance Tasks:** 1-4 **End-of-Year Performance Tasks:** 1-5				
b. Analyze the main ideas and supporting details presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)	**Workshop 1 Lessons:** 1.1, 1.2 **Workshop 2 Lessons:** 2.1 **Workshop 3 Lessons:** 3.1 **Workshop 4 Lessons:** 4.1 **Workshop 5 Lessons:** 5.1, **Workshop 6 Lessons:** 6.1	**Pages:** 30, 78, 126, 190, 240, 290			
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)	The Think-Pair-Share Routine and the Academic Discussion Routine provide opportunities to address this standard.			**Speaking and Listening:** Evaluating a Persuasive Speech Evaluating Evidence in a Persuasive Speech Identifying Claims and Evidence	
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Prepare for formal presentations and use appropriate delivery techniques.					
Evidence Outcomes Students Can:					
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact,	**Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:**			**Speaking and Listening:** Presenting an Argument Essay Presenting a Persuasive Speech	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
adequate volume, and clear pronunciation. (CCSS: SL.7.4)	4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21				
b. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Interim Performance Tasks:** 5 **End-of-Year Performance Tasks:** 5, 6			**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)	**Workshop 1 Lessons:** 1.1 **Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.1, 3.26, **Workshop 4 Lessons:** 4.1, 4.24 **Workshop 5 Lessons:** 5.1, 5.24 **Workshop 6 Lessons:** 6.1, 6.21			**Speaking and Listening:** Using Appropriate Language **Writing: Skill Builder:** Formal and Informal Language	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze the connections between interrelated literary elements to understand literary texts.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.7, 3.18, 3.19 **Workshop 5 Lessons:** 5.13, 5.14 **Workshop 6 Lessons:** 6.4, 6.5	**Pages:** 83, 135, 137, 141, 143,145, 147, 149, 159, 161, 263, 264-265, 297, 299		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions	**Paperbacks:** Rules Switched (My Sister the Vampire) **eBooks:** Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Classic Tales of Terror Echo The Escape Visitors: Strange Invaders **Audiobooks:** Esperanza Rising The Outsiders
ii. Determine a theme ad/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.4, 3.12, 3.20 **Workshop 5 Lessons:** 5.19 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Summarizing Teaching Theme	**Pages:** 60-61, 83, 133, 135, 137, 141, 143, 145, 147, 149, 159, 161, 263, 264-265, 297, 299, 300-301	**Reading Zone**: Segments B.1-B.25	**Reading Comprehension:** Problem and Solution Reading Text Closely Analyze Theme Summarize	**Paperbacks:** All Summer in a Day The Cruisers Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Mercy on These Teenage Chimps Moby Dick Quinceañera Means Sweet 15 Sisters Switched (My Sister the Vampire) Daily Reading Log **eBooks:** The Band Battle at Little Big Horn Classic Tales of Terror Creatures Infest Local School!

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Frankenstein Happy Burger The Killer Hairdo and Other Urban Legends Secrets of Oak Park Smile **Audiobooks:** The Star Fisher
iii. Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)	**Workshop 1 Lessons:** 1.24 **Workshop 3 Lessons:** 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.20 **Workshop 6 Lessons:** 6.5 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Character Teaching Plot Teaching Plot Devices Teaching Setting	**Pages:** 132-133, 137, 141, 145, 147, 263		**Reading Comprehension:** Analyze Plot Analyze Setting Read Drama	**Paperbacks:** The Cruisers Dive: The Discovery Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 Rules Serafina's Promise Final Projects **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Destination: Everest The Deep (Dive Book #2) Echo The Escape Hear Me Jane Eyre The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					One False Note Smile Visitors: Strange Invaders Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty Somewhere in the Darkness The Star Fisher
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)	**Workshop 1 Lessons:** 1.16, 1.24 **Workshop 3 Lessons:** 3.7, 3.18 **Workshop 4 Lessons:** 4.18 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Figurative Language	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Reading Comprehension:** Elements of Poetry Figurative Language: Symbolism Mood Rhyme Scheme Sounds in Poetry **Vocabulary:** Denotation and Connotation	**Paperbacks:** Serafina's Promise **eBooks:** The Orphan of Ellis Island
ii. Analyze how a drama's or poem's form or structure (for example: soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)	**Workshop 3 Lessons:** 3.5, 3.6, 3.10, 3.11, 3.19 **Workshop 5 Lessons:** 5.13 **Workshop 6 Lessons:** 6.4	**Pages:** 162-163		**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!" Read Poetry	
iii. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)	**Workshop 4 Lessons:** 4.10		**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Analyze the Development of Point of View	**Paperbacks:** The Revolution of Evelyn Serrano

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (for example: lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)	**Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast			**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!"	
ii. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)	**Workshop 3 Lessons:** 3.20	**Page:** 163			
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)		**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 217, 255, 257, 295, 317			**Paperbacks** All Summer in a Day The Cruisers Dive: The Discovery Donner Party: A Diary of a Survivor Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Serafina's Promise Sisters

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Francisco Pizarro: Destruction of the Inca Empire Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **AudioBooks** Esperanza Rising The Mighty

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Outsiders Somewhere in the Darkness The Star Fisher
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Summarize and evaluate to show understanding of informational texts.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)	**Getting Started Lessons:** 1, 2 **Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.12, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Making Inferences	**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 255, 257, 295, 317		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Identifying Text Evidence Make Inferences Stretch: The Pit and the Pendulum at the Palace (Make Inferences)	**Paperbacks:** I Am Malala The Worst-Case Scenario Survive-o-pedia **eBooks:** I Mean Business! Night Sky Vanished: True Stories of the Missing

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.17 **Workshop 3 Lessons:** 3.3, 3.17, 4.3 **Workshop 4 Lessons:** 4.4, 4.5, 4.9, 4.14, 4.15, 4.16, **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.6, 6.11, 6.12, 6.13, 6.15, 6.16 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Sequence of Events	**Pages:** 45, 48, 55, 197, 200-201, 205, 219, 311	**Reading Zone**: Segment B.1, B.3, B.5-B.8, B.10, B.12-B.15, B.17-B.25	**Reading Comprehension:** Identifying Key Ideas Reading Text Closely	**Paperbacks:** Daily Reading Log **eBooks:** Alcatraz: Prison for America's Most Wanted Vanished: True Stories of the Missing
iii. Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)	**Workshop 1 Lessons:** 1.5, 1.18, 1.24, **Workshop 4 Lessons:** 4.6, 4.8 **Workshop 6 Lessons:** 6.12			**Reading Comprehension:** People, Events, and Ideas	**Paperbacks:** Behind Rebel Lines I Am Malala **eBooks:** Reservation Superstars The Big Lie Francisco Pizarro: Destruction of the Inca Empire Gettysburg Hatshepsut: The Girl Who Became King Planting Seeds: The Story of Wangari Maathai When Birds Get Flu and Cows Go Mad!

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)	**Workshop 1 Lessons:** 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.24 **Workshop 2 Lessons:** 2.15	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Reading Comprehension:** Tone **Vocabulary:** Denotation and Connotation	**eBooks:** Alcatraz: Prison for America's Most Wanted Chasing Lincoln's Killer Vanished: True Stories of the Missing
ii. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)	**Workshop 1 Lessons:** 1.9, 1.18 **Workshop 2 Lessons:** 2.6, 2.12 **Workshop 4 Lessons:** 4.14	**Pages:** 47, 95, 215, 269, 273		**Reading Comprehension:** Text Structure: Cause and Effect Text Structure: Compare and Contrast Text Structure: Description Text Structure: Problem and Solution Text Structure: Sequence	**eBooks:** Cities of the Dead When Birds Get Flu and Cows Go Mad!
iii. Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others. (CCSS: RI.7.6)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 2.14 **Workshop 4 Lessons:** 4.10 **Workshop 5 Lessons:** 5.6 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Author's Purpose Teaching Point of View	**Pages:** 103, 105, 107, 208-209, 250-251, 313	**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Analyze the Development of Point of View Identify Author's Purpose	
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (for example: how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7)	**Workshop 4 Lessons:** 4.16			**Reading Comprehension:** Compare Text Across Media: California's Water Crisis in Video and Print	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)	**Workshop 1 Lessons:** 1.8 **Workshop 2 Lessons:** 2.5	**Page:** 87		**Reading Comprehension:** Critical Reading: Evaluate	**eBooks:** Don't Try This at Home: Famous Daredevils Great Debates: Sports Issues: Fair or Foul? UFOs: Fact or Fiction?
iii. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (CCSS: RI.7.9)	**Workshop 5 Lessons:** 5.17, 6.14 **Workshop 6 Lessons:** 6.14			**Reading Comprehension:** Critical Reading: Synthesize Identifying Evidence Across Texts	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.7.10)	**Workshop 1 Lessons:** 1.23	**Pages:** 34-35, 36-39, 44-47, 54-55, 56-57, 84-87, 92-95, 102-103, 104-107, 108-109, 130-131, 156-157, 194-195, 196-199, 204-207, 214-217, 218-219, 244-245, 246-249, 254-257, 266-269, 272-273, 294-295, 308-313, 316-317			**Paperbacks** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer The Rescuers (Ten True Tales) Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Daredevils False! Popular Myths Debunked Gettysburg Great Debates: Sports Issues: Fair or Foul? Hatshepsut: The Girl Who Became King I Mean Business! Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.					
Grade Level Expectation: 3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.					
Evidence Outcomes Students Can:					
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.7.4)					
i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)	**Workshop 1 Lessons:** 1.2, 1.4, 1.5, 1.9, 1.14, 1.15, 1.16	**Pages:** 39, 43, 90, 91, 150, 202, 247, 252, 302	**Reading Zone**: Segments B.1-B.25	**Vocabulary:** Context Clues: Definition and Example Synonyms and Antonyms Unfamiliar Words	Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *belligerent, bellicose, rebel*). (CCSS: L.7.4b)	**Workshop 1 Lessons:** 1.7 **Workshop 2 Lessons:** 2.7, 2.12, **Workshop 4 Lessons:** 4.7 **Workshop 5 Lessons:** 5.7 **Workshop 6 Lessons:** 6.7	**Pages:** 42, 92, 150, 202, 252, 294, 295, 302		**Vocabulary:** Greek Roots Latin Roots Word Origins	
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.7.5)					
i. Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCSS: L.7.5a)		**Page:** 59	**Reading Zone**: Segments B.1-B.25	**Language:** Figurative Language	
ii. Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCSS: L.7.5b)				**Vocabulary:** Antonyms Synonyms	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *refined, respectful, polite, diplomatic, condescending*). (CCSS: L.7.5c)	**Workshop 1 Lessons:** 1.16 **Workshop 2 Lessons:** 2.15 **Workshop 4 Lessons:** 4.17, 4.18	**Page:** 203		**Vocabulary:** Antonyms Synonyms Denotation and Connotation	
c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)	**Getting Started Lessons:** 4, 5, 6, 7, 8, 9 **Workshop 1 Lessons:** 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.11, 1.12, 1.13, 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.1, 2.2, 2.8, 2.11, 2.13, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.2, 3.14, 3.15, 3.16, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27 **Workshop 4 Lessons:** 4.2, 4.11, 4.12, 4.13, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25 **Workshop 5 Lessons:** 5.2, 5.6, 5.10, 5.11, 5.12, 5.13, 5.17, 5.19, 5.22, 5.23, 5.24, 5.25 **Workshop 6 Lessons:** 6.2, 6.4, 6.8, 6.9, 6.10, 6.14, 6.16, 6.18, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1-5 **End-of-Year Performance Tasks:** 1-5	**Pages:** 30, 33, 34, 36, 38, 44, 46, 53, 54, 56, 58, 78, 81, 82, 84, 86, 92, 94, 101, 102, 104, 106, 108, 126, 129, 133, 134, 136, 138, 140, 142, 144, 146, 148, 155, 156, 158, 160, 190, 193, 194, 196, 198, 204, 205, 206, 213, 214, 216, 218, 219, 220, 240, 243, 244, 246, 248, 254, 256, 261, 262, 266, 268, 272, 290, 293, 294, 296, 298, 307,	**Language Zone**: Segments B.1-B.25	**Language:** Concept Builder Pronunciation and Expression	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
		308, 310, 312, 316, 342-365			
Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write well-organized arguments using logical reasons, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1) i. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a) ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b) iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c) iv. Establish and maintain a formal style. (CCSS: W.7.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segments B.2-B.5, B.7, B.9-B.11, B.13-B.18, B.20, B.22-B.25 Argument Writing Rubrics: 4pt, 6pt Rate Your Argument Essay	**Speaking and Listening:** Writing Prompts: Argument Essay **Writing:** Argument Argument Essay Argument Writing Rubrics Writing a Review **Writing: Skill Builder:** Choosing Important Details Structuring an Argument Supporting Reasons Creating a Topic Sentence	Students have the opportunity to recommend selections to classmates.

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.					
Evidence Outcomes Students Can:					
b. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2) i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a) ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b) iii. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d) v. Establish and maintain a formal style. (CCSS: W.7.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segment B.2-B.3, B.4, B.6-B-9, B.12-B.14, B.16-B.23, B.25 Informative Writing Rubrics: 4pt, 6pt Rate Your Informative Essay	**Writing:** Cause-and-Effect Paragraph Compare-and-Contrast Paragraph Content-Area Paragraph Descriptive Essay Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics News Article **Writing: Skill Builder:** Choosing Important Details Creating a Topic Sentence Formal and Informal Language Targeting Tired Words Using Precise Adjectives Using Synonyms Using Transition Words	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.					
Evidence Outcomes Students Can:					
c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3) i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.7.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d) v. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e) vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme,	**Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.7, B.10-B.12, B.15, B.19, B.21, B.24 Narrative Writing Rubrics: 4pt, 6pt Rate Your Narrative	**Speaking and Listening:** Writing Prompts: Narrative Essay Personal Narrative **Writing:** Character Sketch Historical Narrative Narrative Essay Narrative Writing Rubrics Personal Narrative Realistic Narrative **Writing: Skill Builder:** Adding Character Details Describing Story Elements Sequencing Events Using Dialogue Using Precise Adjectives Using Transition Words	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.					
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics and that its style is appropriate to task, purpose, and audience.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)					
i. Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a) ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b) iii. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c)				**Grammar and Conventions:** Combining Sentences with Prepositional Phrases Choosing Concise Words and Phrases Choosing Sentence Structure Coordinating and Subordinating Conjunctions	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2) a. Use a comma to separate coordinate coordinate adjectives. (for example: *It was a fascinating, enjoyable movie* but not *He wore and old[,] green shirt*). (CCSS: L.7.2a) b. Correctly spell frequently used words and consult reference materials (for example,				**Grammar and Conventions:** Punctuating Pauses, Breaks, and Omissions in Text **Foundational Skills:** Spelling Routines **Spelling:** More Unaccented Vowels Spelling: Spelling Short Vowel Sounds Spelling Story: Letter Pairs Student Resource Practice Page	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequently used vocabulary. (adapted from CCSS: L.7.2b)				Word Chain: Vowels Build Words: Consonant Blends Double Consonants Look Out: Letter Sequence Missing Letters More Missing Letters Reversed Letters Unaccented Vowels	
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3) i. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)				**Grammar and Conventions:** Choosing Concise Words and Phrases **Language:** Synonyms: Use Precise Language Precise Language: Emotions **Writing: Skill Builder:** Using Precise Adjectives	
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku	Quick Writes

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.7.5)	**Workshop 1 Lessons:** 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.20, 5.21, 5.22, 5.23	**Page:** 386		**Writing:** Revision Checklist Revision Rubric Peer Feedback and Self-Evaluation Frames Argument Writing Rubrics Informative Writing Rubrics Narrative Writing Rubrics	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Workshop 6 Lessons: 6.17, 6.18, 6.19, 6.20				
f. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS: W.7.6)		**Pages:** 176-177, 286-287			
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.7.10)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 39, 45, 55, 57, 59, 62-71, 93, 107, 109, 135, 139, 143, 145, 147, 157, 164-173, 197, 205, 215, 219, 221, 224-233, 255, 263, 267, 273, 274-283,297, 309, 313, 317, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics	Quick Writes

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Pose research questions, synthesize answers from multiple credible resources, and present conclusions in an appropriate format.					
Evidence Outcomes Students Can:					
a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)	**Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 178-187, 332-341, 389		**Writing:** Choosing and Narrowing a Topic Conduct an Investigation Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Reference & Research: Conduct an Investigation	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6			**Writing:** Skill Builder: Using Citations Finding and Recording Information Organizing Information and Notes	
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9) i. Apply *grade 7 Reading standards* to literature (for example: "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (CCSS: W.7.9a) ii. Apply *grade 7 Reading standards* to literary nonfiction. (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)	**Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Writing:** Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes **Reading Comprehension:** Critical Reading: Evaluate	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Engage in effective collaborative discussions and analyze information presented.					
Evidence Outcomes Students Can:					
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8* topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1) i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a) ii. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b) iii. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c) iv. Acknowledge new information expressed by	**Getting Started Lessons:** 1-9 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15,	**Pages:** 31, 79, 127, 191, 241, 291		**Speaking and Listening:** Collaborative Discussion Academic Discussion	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)	6.16, 6.17, 6.18, 6.19, 6.20, 6.21 **Interim Performance Tasks:** 1-4 **End-of-Year Performance Tasks:** 1-5				
b. Analyze the purpose of information presented in diverse media and formats (for example: visually, quantitatively, orally) and evaluate the motives (for example: social, commercial, political) behind its presentation. (CCSS: SL.8.2)	**Getting Started Lessons:** 4 **Workshop 1 Lessons:** 1.1, 1.2, **Workshop 2 Lessons:** 2.1 **Workshop 3 Lessons:** 3.1 **Workshop 4 Lessons:** 4.1 **Workshop 5 Lessons:** 5.1 **Workshop 6 Lessons:** 6.1	**Pages:** 30, 78, 126, 190, 240, 290			
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS: SL.8.3)	The Think-Pair-Share Routine and the Academic Discussion Routine provide opportunities to address this standard.			**Speaking and Listening:** Evaluating a Persuasive Speech Evaluating Evidence in a Persuasive Speech Identifying Claims and Evidence	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Develop organized presentations incorporating key details and claims while tailored for purpose and audience.					
Evidence Outcomes Students Can:					
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)	**Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21 **Interim Performance Tasks:** 5			**Speaking and Listening:** Presenting a Persuasive Speech Presenting an Argument Essay	
b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)	**Workshop 1 Lessons:** 1.23 **Interim Performance Tasks:** 5 **End-of-Year Performance Tasks:** 5, 6			**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6)	**Getting Started Lessons:** 5 **Workshop 1 Lessons:** 1.1 **Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.1, 3.26 **Workshop 4 Lessons:** 4.1, 4.24			**Speaking and Listening:** Using Appropriate Language **Writing: Skill Builder:** Formal and Informal Language	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Workshop 5 Lessons: 5.1, 5.24 **Workshop 6 Lessons:** 6.1, 6.21				
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze and evaluate literary elements and an author's choices to understand literary text.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.7, 3.18, 3.19 **Workshop 5 Lessons:** 5.13, 5.14 **Workshop 6 Lessons:** 6.4, 6.5	**Pages:** 83, 135, 137, 141, 143,145, 147, 149, 159, 161, 263, 264-265, 297, 299		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Read for Detail Identifying Text Evidence Reading Text Closely	**Paperbacks:** All Summer in a Day Dive: The Discovery Donner Party: A Diary of a Survivor Drama The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Stanford Wong Flunks Big Time Switched (My Sister the Vampire) Daily Reading Log **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Frankenstein Happy Burger Hear Me The Killer Hairdo and Other Urban Legends Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
ii. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 3 Lessons:** 3.4, 3.12, 3.20 **Workshop 5 Lessons:** 5.19 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Plot Teaching Plot Devices Teaching Setting Teaching Summarizing	**Pages:** 60-61, 83, 133, 135, 137, 141, 143, 145, 147, 149, 159, 161, 263, 264-265, 297, 299, 300-301	**Reading Zone**: Segments B.1 - B.25	**Reading Comprehension:** Analyze Theme Problem and Solution Reading Text Closely Summarize	**Paperbacks:** All Summer in a Day The Cruisers Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Looking for Red Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 Rules Serafina's Promise Sisters

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Teaching Theme				Switched (My Sister the Vampire) Daily Reading Log **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Classic Tales of Terror Creatures Infest Local School! The Escape Frankenstein Happy Burger Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Secrets of Oak Park Smile Visitors: Strange Invaders **Audiobooks:** Somewhere in the Darkness The Star Fisher
iii. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)	**Workshop 1 Lessons:** 1.24 **Workshop 3 Lessons:** 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.20 **Workshop 6 Lessons:** 6.5 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Character	**Pages:** 132-133, 141, 147		**Reading Comprehension:** Analyze Character Analyze Plot Plot Device: Dialogue Problem and Solution Read Drama	**Paperbacks:** Dive: The Discovery Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Rules Sisters Stanford Wong Flunks Big Time Final Projects **eBooks:** Alison's Trumpet and Other Stories

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Band Destination: Everest The Deep (Dive Book #2) Echo Hear Me Love Letters and Other Stories Money Hungry One False Note Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)	**Workshop 1 Lessons:** 1.16, 1.24 **Workshop 3 Lessons:** 3.7, 3.18 **Workshop 4 Lessons:** 4.18 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Vocabulary:** Denotation and Connotation	**Paperbacks:** The Great Wall of Lucy Wu
ii. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5)	**Workshop 3 Lessons:** 3.5, 3.6, 3.10, 3.11, 3.19 **Workshop 5 Lessons:** 5.13, **Workshop 6 Lessons:** 6.4 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Compare and Contrast	**Pages:** 162-163	**Reading Zone**: Segment B.2**,** B.4**,** B.5, B.12 - B.14, B.18, B.19**,** B.21, B.22, B.23	**Reading Comprehension:** Compare and Contrast: Text Structures Compare Text Across Media: Centers for Disease Control and Promoting Global Health Compare Text Across Media: To the Top of Dawn Wall Critical Reading: Synthesize Read Across Texts	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)	**Workshop 4 Lessons:** 4.10 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Point of View	**Page:** 133	**Reading Zone**: Segments B.2 - B.11, B.13, B.15, B.16, B.18, B.20, B.21, B.24, B.25	**Reading Comprehension:** Analyze the Development of Point of View Critical Reading: Analyze Figurative Language: Irony Plot Device: Suspense	**Paperbacks:** The Maze of Bones (The 39 Clues)
c. Use Integration of Knowledge and Ideas to:					
i. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CCSS: RL.8.7)	**<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Compare and Contrast			**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!"	
ii. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)	**Workshop 3 Lessons:** 3.20	**Page:** 163		**Reading Comprehension:** Compare and Contrast: Texts in Different Genres Read Across Texts Universal Theme	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently. (CCSS: RL.8.10)		**Pages:** 59, 82-83, 134-149, 158-162, 220-221, 262-263, 296-299 221			**Paperbacks** All Summer in a Day The Cruisers Dive: The Discovery Donner Party: A Diary of a Survivor Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Serafina's Promise Sisters Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Francisco Pizarro: Destruction of the Inca Empire Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **AudioBooks** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Analyze and evaluate an author's choices to understand informational text.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)	**Getting Started Lessons:** 1, 2 **Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.12, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Making Inferences	**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 217, 255, 257, 295, 317		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Identifying Text Evidence Make Inferences Stretch: The Pit and the Pendulum at the Palace (Make Inferences)	**Paperbacks:** Against the Odds: True Teen Stories Behind Rebel Lines I Am Malala National Geographic Kids: Everything Soccer Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia **eBooks:** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils Francisco Pizarro: Destruction of the Inca Empire Gettysburg

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Great Debates: Sports Issues: Fair or Foul? I Mean Business! Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
ii. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.6, 6.11, 6.12, 6.13, 6.15, 6.16 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Sequence of Events	**Pages:** 45, 48, 55, 197, 200-201, 205, 219, 311	**Reading Zone**: Segments B.1 - B.25	**Reading Comprehension:** Central Idea and Details Identifying Key Ideas Reading Text Closely Summarize	**Paperbacks:** Against the Odds: True Teen Stories Belly-Busting Worm Invasions! National Geographic Kids: Everything Soccer Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks:** The Big Lie Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Hatshepsut: The Girl Who Became King I Mean Business! Killer Wallpaper Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
iii. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)	**Workshop 1 Lessons:** 1.5, 1.18, 1.24 **Workshop 4 Lessons:** 4.6, 4.8 **Workshop 6 Lessons:** 6.12			**Reading Comprehension:** Cause and Effect People, Events, and Ideas	**eBooks:** Alcatraz: Prison for America's Most Wanted Francisco Pizarro: Destruction of the Inca Empire When Birds Get Flu and Cows Go Mad!
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)	**Workshop 1 Lessons:** 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.24 **Workshop 2 Lessons:** 2.15	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Vocabulary:** Denotation and Connotation	**eBooks:** Chasing Lincoln's Killer
ii. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)	**Workshop 1 Lessons:** 1.9, 1.18 **Workshop 2 Lessons:** 2.6, 2.9, 2.12 **Workshop 4 Lessons:** 4.14	**Pages:** 47, 95, 215, 269, 273		**Reading Comprehension:** Analyzing Text Features in Advertisement Cause and Effect Read Text Features in Context	**Paperbacks:** Tales From the Top of the World **eBooks:** Alcatraz: Prison for America's Most Wanted Chasing Lincoln's Killer Cities of the Dead Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 2.14 **Workshop 4 Lessons:** 4.10 **Workshop 5 Lessons:** 5.6, **Workshop 6 Lessons:** 6.16 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Author's Purpose Teaching Point of View	**Pages:** 103, 105, 107, 208-209, 250-251, 313	**Reading Zone**: Segments B.2 - B.11**,** B.13, B.15, B.16, B.18, B.20, B.21, B.24, B.25	**Reading Comprehension:** Claim and Counterclaim Evaluate Author's Viewpoint Identify Author's Purpose	
c. Use Integration of Knowledge and Ideas to:					
i. Evaluate the advantages and disadvantages of using different mediums (for example: print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)	**Workshop 4 Lessons:** 4.16			**Reading Comprehension:** Compare Text Across Media: Introducing Literacy Texts Compare Text Across Media: Malala Yousafzai's Address to the United Nations Compare Text Across Media: To the Top of Dawn Wall	
ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)	**Workshop 1 Lessons:** 1.8 **Workshop 2 Lessons:** 2.5	**Page:** 87		**Reading Comprehension:** Critical Reading: Evaluate Evaluate Sources and Evidence Fact and Opinion Identify Persuasion and Propaganda	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)	**Workshop 5 Lessons:** 5.17 **Workshop 6 Lessons:** 6.14			**Reading Comprehension:** Compare and Contrast: Presentation of Events by Two Authors Critical Reading: Synthesize Evaluate Author's Viewpoint Identifying Evidence Across Texts	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. (CCSS: RI.8.10)		**Pages:** 34-35, 36-39, 44-47, 54-55, 56-57, 84-87, 92-95, 102-103, 104-107, 108-109, 130-131, 156-157, 194-195, 196-199, 204-207, 214-217, 218-219, 244-245, 246-249, 254-257, 266-269, 272-273, 294-295, 308-313, 316-317			**Paperbacks** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer The Rescuers (Ten True Tales) Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Great Debates: Sports Issues: Fair or Foul? Hatshepsut: The Girl Who Became

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					King I Mean Business! Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.					
Grade Level Expectation: 3. Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.					
Evidence Outcomes Students Can:					
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.8.4)					
i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)	**Workshop 1 Lessons:** 1.2, 1.4, 1.5, 1.9, 1.14, 1.15, 1.16	**Pages:** 39, 43, 90, 91, 150, 202, 247, 252, 302	**Reading Zone**: Segments B.1 - B.25	**Vocabulary:** Context Clues: Definition and Example Synonyms and Antonyms Unfamiliar Words	Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *precede, recede, secede*). (CCSS: L.8.4b)	**Workshop 1 Lessons:** 1.7 **Workshop 2 Lessons:** 2.7, 2.12, **Workshop 4 Lessons:** 4.7 **Workshop 5 Lessons:** 5.7 **Workshop 6 Lessons:** 6.7	**Pages:** 42, 92, 150, 202, 252, 294, 295, 302		**Vocabulary:** Greek Roots Latin Roots Word Origins	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
a. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)					
i. Interpret figures of speech (e.g. verbal irony, puns) in context. (CCSS: L.8.5a)		**Page:** 59	**Reading Zone**: Segments B.1-B.25	**Language:** Figurative Language	
ii. Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)				**Vocabulary:** Antonyms Synonyms	
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *bullheaded, willful, firm, persistent, resolute*). (CCSS: L.8.5c)	**Workshop 1 Lessons:** 1.16 **Workshop 2 Lessons:** 2.15 **Workshop 4 Lessons:** 4.17, 4.18	**Page:** 203		**Language:** Figurative Language **Vocabulary:** Denotation and Connotation	
c. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)	**Getting Started Lessons:** 1, 4, 5 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.10, 1.11, 1.17, 1.2, 1.24 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.9, 2.10, 2.15, 2.16,	**Pages:** 30, 33, 34, 36, 38, 44, 46, 53, 54, 56, 58, 78, 81, 82, 84, 86, 92, 94, 101, 102, 104, 106,	**Language Zone**: Segments B.1 - B.25	**Language:** Concept Builder Pronunciation and Expression	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	2.2, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.9, 3.10, 3.14, 3.15, 3.2, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.3, 4.4, 4.6, 4.8, 4.11, 4.21, 4.23, 4.25 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.6, 5.9, 5.10, 5.17, 5.19, 5.2, 5.23 **Workshop 6 Lessons:** 6.1, 6.3, 6.4, 6.9, 6.10, 6.12, 6.17, 6.19, 6.20, 6.21, 6.22, 6.25 **Interim Performance Tasks:** 1, 2	108, 126, 129, 133, 134, 136, 138, 140, 142, 144, 146, 148, 155, 156, 158, 160, 190, 193, 194, 196, 198, 204, 205, 206, 213, 214, 216, 218, 219, 220, 240, 243, 244, 246, 248, 254, 256, 261, 262, 266, 268, 272, 290, 293, 294, 296, 298, 307, 308, 310, 312, 316, 342-365			

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.8.1) i. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.8.1a) ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b) iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c) iv. Establish and maintain a formal style. (CCSS: W.8.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segments B.2-B.5, B.7, B.9-B.11, B.13-B.18, B.20, B.22-B.25 Argument Writing Rubrics: 4pt, 6pt Rate Your Argument Essay	**Speaking and Listening:** Writing Prompts: Argument Essay **Writing:** Argument Argument Essay Argument Writing Rubrics Writing a Review **Writing: Skill Builder:** Choosing Important Details Structuring an Argument Supporting Reasons Creating a Topic Sentence	Students have the opportunity to recommend selections to classmates.

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.					
Evidence Outcomes Students Can:					
a. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2) i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a) ii. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b) iii. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d) e. Establish and maintain a formal style. (CCSS: W.8.2e) v. Provide a concluding statement or section that follows from and supports the information or	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23	**Pages:** 49, 50-51, 62-71, 152, 153, 164-173, 210, 211, 224-233, 391	**Writing Zone**: Segment B.2-B.4, B.6-B.9, B.12-B.14, B12-B.14, B.16-B.23, B.25 Informative Writing Rubrics: 4pt, 6pt Informative Writing Rate Your Informative Essay	**Writing:** Cause-and-Effect Paragraph Compare-and-Contrast Paragraph Content-Area Paragraph Descriptive Essay Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics News Article **Writing: Skill Builder:** Choosing Important Details Creating a Topic Sentence Formal and Informal Language Targeting Tired Words Using Precise Adjectives Using Synonyms Using Transition Words	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
explanation presented. (CCSS: W.8.2f)					
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and develop and reflect on experiences and events.					
Evidence Outcomes Students Can:					
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3) i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.8.3a) ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d) v. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.7, B.10-B.12, B.15, B.19, B.21, B.24 Narrative Writing Rubrics: 4pt, 6pt Rate Your Narrative	**Speaking and Listening:** Writing Prompts: Narrative Essay Personal Narrative **Writing:** Character Sketch Historical Narrative Narrative Essay Narrative Writing Rubrics Personal Narrative Realistic Narrative **Writing: Skill Builder:** Adding Character Details Describing Story Elements Sequencing Events Using Dialogue Using Precise Adjectives Using Transition Words	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(CCSS: W.8.3e) vi. Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.					
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1) i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a) ii. Form and use verbs in the active and passive voice. (CCSS: L.8.1b) iii. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c) iv. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)		**Pages:** 31, 79, 127, 191, 241, 291		**Grammar and Conventions:** Active and Passive Voice Verb Mood	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2) i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a) ii. Use an ellipsis to indicate an omission. (CCSS: L.8.2b) iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.8.2c)				**Grammar and Conventions:** Punctuating Pauses, Breaks, and Omissions in Text **Foundational Skills:** Spelling Routines **Spelling:** More Unaccented Vowels Spelling: Spelling Short Vowel Sounds Spelling Story: Letter Pairs Student Resource Practice Page Word Chain: Vowels Build Words: Consonant Blends Double Consonants Look Out: Letter Sequence Missing Letters More Missing Letters Reversed Letters Unaccented Vowels	
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3) i. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (for example: emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (CCSS: L.8.3a)				**Grammar and Conventions:** Active and Passive Voice Using Verbs for Effect Verb Mood	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 62-71, 74-75, 110-119, 122-123, 164-173, 224-233, 236-237, 274-283, 318-327, 330-331, 374-379, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and	Quick Writes

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)	**Workshop 1 Lessons:** 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.17, 6.18, 6.19, 6.20	**Page:** 386		**Writing:** Revision Checklist Revision Rubric Peer Feedback and Self-Evaluation Frames Argument Writing Rubrics Informative Writing Rubrics Narrative Writing Rubrics	
f. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS: W.8.6)		**Pages:** 176-177, 286-287			

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.8.10)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 39, 45, 55, 57, 59, 62-71, 93, 107, 109, 135, 139, 143, 145, 147, 157, 164-173, 197, 205, 215, 219, 221, 224-233, 255, 263, 267, 273, 274-283,297, 309, 313, 317, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and	Quick Writes

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.					
Evidence Outcomes Students Can:					
a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)	**Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 178-187, 332-341, 389		**Writing:** Choosing and Narrowing a Topic Conduct an Investigation Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Reference & Research: Conduct an Investigation	
b. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:**			**Writing:** Skill Builder: Using Citations Finding and Recording Information Organizing Information and Notes	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.21 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6				
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.8.9) i. Apply *grade 8 Reading standards* to literature (for example: "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). (CCSS: W.8.9a) ii. Apply *grade 8 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). (CCSS: W.8.9b)	**Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Reading Comprehension:** Critical Reading: Evaluate Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Respond to others' ideas, and evaluate perspective and rhetoric.					
Evidence Outcomes Students Can:					
a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10* topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) ii. Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b) iii. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-	**Getting Started Lessons:** 1-7 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23	**Pages:** 27, 75, 125, 185, 237, 289		**Speaking and Listening:** Collaborative Discussion Academic Discussion	Students have the opportunity to discuss their independent reading in collaborative discussions throughout the program.

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
10.1c) iv. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)	**Interim Performance Task Lessons:** 1-5 **End-of-Year Performance Task Lessons:** 1-6				
b. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)		**Pages:** 26, 74, 124, 184, 236, 288		**Speaking and Listening:** Present and Reflect: Persuasive Argument	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
c. Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25	**Pages:** 42-43, 142-143, 206-207, 254-255, 304-305		**Speaking and Listening:** Evaluating Evidence in a Persuasive Speech	**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Organize and develop credible presentations tailored to purpose and audience.					
Evidence Outcomes Students Can:					
a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)	**Workshop 1 Lessons:** 1.9, 1.23 **Workshop 2 Lessons:** 2.24 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9, 6.23 **Interim Performance Task Lessons:** 5	**Pages:** 232-233, 284-285		**Speaking and Listening:** Present and Reflect: Persuasive Argument	
b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)	**Workshop 2 Lessons:** 2.24 **Workshop 5 Lessons:** 5.25, Interim Performance task Lesson IPT.5, End-of-Year Performance task Lesson EYPT.5, End-of-Year Performance task Lesson EYPT.6	**Pages:** 232-233, 284-285		**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)	**Workshop 1 Lessons:** GS 7, 1.1, 1.9, 1.23 **Workshop 2 Lessons:** 2.1, 2.24 **Workshop 3 Lessons:** 3.1, 3.1, 3.24 **Workshop 4 Lessons:** 4.1, 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.1, 5.25	**Pages:** 42-43, 142-143, 206-207, 232-233, 254-255, 284-285, 304-305		**Speaking and Listening:** Using Appropriate Language	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Workshop 6 Lessons: 6.1, 6.9, 6.23				
d. Use feedback to evaluate and revise the presentation. *provides opportunities*	**Workshop 1 Lessons:** 1.9, 1.23 **Workshop 2 Lessons:** 2.24 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9, 6.23 **Interim Performance Task Lessons:** 5	**Pages:** 232-233, 284-285		**Speaking and Listening:** Present and Reflect: Persuasive Argument	
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)	**Workshop 1 Lessons:** 1.12, 1.13, 1.14 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11 **Workshop 3 Lessons:** 3.6, 3.15, 3.16 **Workshop 6 Lessons:** 6.13, 6.14, 6.15			**Reading Comprehension:** Make Inferences	**Paperbacks:** Blood Is Thicker (Bluford High #8) Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Good Enough Novio Boy S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					eBooks: Accidental Love Adrift Dangerous Game Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned Shattered (Bluford High) Slam! The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone
ii. Determine a theme or central idea of a text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	**Workshop 2 Lessons:** 2.5, 2.9, 2.1, 2.11, 2.14, 2.19 **Workshop 6 Lessons:** 6.12, 6.13, 6.14, 6.15 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Theme	**Pages:** 49, 51, 85, 87, 89, 91, 93, 95, 107, 108-109, 151, 201, 269, 271, 273, 311, 313, 315	**Reading Zone Segments:** C.1 - C.25		**Paperbacks:** Antony and Cleopatra Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Novio Boy Peak S.O.S. Titanic Shadowshaper The Lightning Dreamer The Whole Sky Full of Stars **eBooks:**

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Accidental Love Adrift Emma Mechanica Pig Park Romiette and Julio Shattered (Bluford High) Stick and Whittle The Haunting of Sunshine Girl The Legend of Mulan The Plague The War of the Worlds Untwine **Audiobooks:** Danger Zone
iii. Analyze how complex characters (for example, those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	**Workshop 1 Lessons:** 1.12, 1.13 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.11, 2.14 **Workshop 3 Lessons:** 3.15, 3.16 **Workshop 6 Lessons:** 6.12, 6.13, 6.14				**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak Sasha and the Spark Shadowshaper The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Call Me Maria Dangerous Game Emma Loves Me, Loves Me Not Macbeth

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Mechanica Pig Park Pinned Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey Untwine **Audiobooks:** Before We Were Free Danger Zone
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)	**Workshop 2 Lessons:** 2.4, 2.1 **Workshop 4 Lessons:** 4.1 **Workshop 6 Lessons:** 6.24 **<u>Additional Teaching Resources:</u>** **Strategy Best Practices:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 93, 99, 107, 199, 202-203, 204, 252		**Reading Comprehension:** Mood Figurative Language: Allusions Figurative Language: Simile and Metaphor Figurative Language: Symbolism	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.
ii. Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)	**Workshop 5 Lessons:** 5.26		provides opportunities: <u>Problem and Solution</u> **Reading Zone**: Segments C.2 - C.9, C.13, C.16, C.18, C.20 - C.23, C.25	**Reading Comprehension:** Compare and Contrast: Text Structures	**Paperbacks:** Antony and Cleopatra Crossover Dracula/Romeo and Juliet Peak S.O.S. Titanic Accidental Love **eBooks:** Accidental Love Adrift

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
			Sequence **Reading Zone Segments:** s C.2 - C.4, C.9 - C.11, C.13 - C.20, C.22, C.24 Cause and Effect **Reading Zone Segments:** C.1, C.2, C.4, C.8, C.9 - C.17, C.19 - C.22, C.24, C.25		Loves Me, Loves Me Not Pinned Romiette and Julio Shattered (Bluford High) The Haunting of Sunshine Girl Untwine
iii. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing from a variety of world literature. (CCSS: RL.9-10.6)	**Workshop 1 Lessons:** 1.5 **Workshop 5 Lessons:** 5.15		**Reading Zone Segments:** s C.2 - C.7, C.10 - C.14, C.17 - C.20, C.23 - C.25	**Reading Comprehension:** Compare and Contrast: Points of View Compare and Contrast: Perspectives	**Paperbacks:** Blood Is Thicker (Bluford High #8) Broken Memory Code Talker Flight to Freedom Novio Boy Peak S.O.S. Titanic Shadowshaper **eBooks:** Call Me Maria Dangerous Game In Your Face: Poems About Real Life Loves Me, Loves Me Not Mechanica Pinned Untwine

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Use Integration of Knowledge and Ideas to:					
i. Analyze the representation of a subject or a key scene in two different artistic mediums (for example: Auden's poem "Musée d Beaux Arts" and Breughel's painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment. (CCSS: RL.9-10.7)				**Reading Comprehension:** Compare and Contrast: Texts in Different Genres	
ii. Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) (CCSS: RL.9-10.9)				**Reading Comprehension:** Plot Device: Parody Cross-Text Analysis	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. ii. By the end of grade 10 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.9-10.10)		**Pages:** 48-51, 84-95, 106-107, 150-151, 200-201, 268-273, 310-315			**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Broken Memory Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					eBooks: Accidental Love Adrift Call Me Maria Confessions of a Gym-Class Dropout Dangerous Game Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Understand the logical progression of ideas in increasingly complex texts.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)	**Workshop 1 Lessons:** 1.4, 1.5, 1.6, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18 **Workshop 3 Lessons:** 3.3, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16			**Reading Comprehension:** Make Inferences Read Content-Area Text Read for Detail	**Paperbacks:** Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War)

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story
ii. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.7, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18 **Workshop 3 Lessons:** 3.4, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16		Central Idea and Details **Reading Zone Segments:** C.1 - C.25 Summary **Reading Zone Segments:** C.1, C.3 - C.9, C.11, C.13 - C.16, C.18 - C.25	**Reading Comprehension:** Stretch: The First Amendment: First Principles (Summarize) Summarize Central Idea and Details Main Idea and Details	**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Sasha and the Spark Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	**Workshop 4 Lessons:** 4.2 **Workshop 6 Lessons:** 6.5		**Reading Zone Segments:** s C.2 - C.4, C.9 - C.11, C.13 - C.20, C.22, C.24	**Reading Comprehension:** Plot Device: Conflict Plot Device: Suspense Plot Device: Flashback and Foreshadowing	**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Why'd They Wear That? **eBooks:** Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 Young Americans: Tales of Teenage Immigrants
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)	**Workshop 1 Lessons:** 1.15, 1.17 **Workshop 2 Lessons:** 2.4, 2.16 **Workshop 4 Lessons:** 4.8, 4.19 **Workshop 5 Lessons:** 5.6, 5.7 **Workshop 6 Lessons:** 6.24	**Pages:** 99, 199, 204, 252			**Paperbacks:** Disasters Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** Alive! The True Story of Three People Who Fought Death--and Won Assassination! College 101: A READ 180 Guide Escape From the Ice: Shackleton and the Endurance Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting **Audiobooks:** Cage Within Reach: My Everest Story
ii. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter). (CCSS: RI.9-10.5)	**Workshop 1 Lessons:** 1.15 **Workshop 4 Lessons:** 4.6, 4.13, 4.15 **Workshop 5 Lessons:** 5.6, 5.7, 5.16			**Reading Comprehension:** Evaluate Sources and Evidence	**eBooks:** Pearl Harbor (24/7 Goes to War)
iii. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)	**Workshop 1 Lessons:** 1.1 **Workshop 3 Lessons:** 3.3, 3.17, 3.19, 3.2 **Workshop 4 Lessons:** 4.3, 4.4, 4.5 **Workshop 5 Lessons:** 5.8, 5.11 **Workshop 6 Lessons:** 6.6, 6.1, 6.17 **<u>Additional Teaching Resources:</u>**		**Reading Zone Segments:** s C.2 - C.7, C.10 - C.15, C.17 - C.20, C.23 - C.25	**Reading Comprehension:** Evaluate Author's Purpose Evaluate Author's Viewpoint Identify Author's Purpose Identify Point of View	**Paperbacks:** Courage Has No Color Disasters Start It Up The Boy Who Harnessed the Wind The Keeper: The Unguarded Story of Tim Howard **eBooks:** A Word From the Wise: Great Speeches Flying Cars

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Strategy Best Practices: Teaching Author's Purpose				Food: The Good, the Bad, and the Gross Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting Pow! Smash! Boom!: Super Jobs in Comic Books The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants
c. Use Integration of Knowledge and Ideas to:					
i. Analyze various accounts of a subject told in different mediums (for example: a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)	**Workshop 6 Lessons:** 6.18, 6.24			**Reading Comprehension:** Compare and Contrast: Texts in Different Genres	
ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10.8)	**Workshop 3 Lessons:** 3.5 **Workshop 5 Lessons:** 5.13, 5.14, 5.15			**Reading Comprehension:** Evaluate Sources and Evidence	**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali
iii. By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli's The Prince, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four				**Reading Comprehension:** Read Across Texts: Historical Accounts	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (adapted from CCSS: RI.9-10.9)					
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 9 read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10 read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently. (CCSS: RI.9-10.10)		**Pages:** 30-31, 32-35, 52-57, 78-79, 80-81, 102-105, 128-129, 130-133, 138-139, 146-149, 154-157, 188-189, 190-193, 198-199, 210-213, 214-219, 240-241, 242-243, 246-249, 258-263, 292-293, 294-297, 316-319			**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.					
Grade Level Expectation: 3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.					
Evidence Outcomes Students Can:					
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)					
i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**Workshop 1 Lessons:** 1.4, 1.15, 1.17 **Workshop 3 Lessons:** 3.9, 3.11 **Workshop 4 Lessons:** 4.8	**Pages:** 99, 141, 199, 204, 252	**Reading Zone Segments:** s C.1 - C.25		Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(CCSS: L.9-10.4a)					
ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *analyze, analysis, analytical; advocate, advocacy*). (CCSS: L.9-10.4b)	**Workshop 1 Lessons:** 1.1				
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS: L.9-10.4c)	**Workshop 1 Lessons:** 1.8, 1.1				
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)	**Workshop 1 Lessons:** 1.8	**Pages:** 41, 402-407			
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-10.5)					
i. Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a)		**Pages:** 41, 93, 107			
ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)	**Workshop 2 Lessons:** 2.4 **Workshop 5 Lessons:** 5.9, 5.11	**Pages:** 253			
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness	**Workshop 1 Lessons:** GS 4, GS 5, GS 6, GS 7, 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.1, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.2, 1.21, 1.22, 1.23, 1.24	**Pages:** 26, 29, 30, 45, 48, 50, 51, 54, 56, 74, 77, 78, 80, 84, 86,	**Language Zone**: Segments C.1 - C.25		Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)	**Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.2, 2.21, 2.22, 2.23, 2.24, 2.25 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.1, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.2, 3.22, 3.23, 3.24 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.1, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.2, 4.22, 4.23, 4.24, 4.25, 4.26 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.1, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.2, Workshop5 Lesson 5.22, 5.23, 5.24, 5.25, 5.26 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.1, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.22, 6.23, 6.24 **Interim Performance Task Lessons:** 1, 2, 3, 5 **End-of-Year Performance Task Lessons:** 1, 2, 3, 4, 5, 6	88, 90, 92, 94, 101, 102, 104, 106, 124, 127, 128, 130, 132, 138, 145, 146, 148, 150, 154, 156, 184, 187, 188, 190, 192, 198, 200, 209, 210, 212, 214, 216, 218, 232-233, 236, 239, 240, 242, 246, 248, 257, 258, 260, 262, 268, 270, 272, 284-285, 288, 291, 292, 294, 296, 307, 310, 312, 314, 316, 318 42-43, 142-143, 206-207, 254-255, 304-305			

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1) i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a) ii. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b) iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c) iv. Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.	**Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24, 5.26 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 160-168, 228, 274-282, 397	**Writing Zone Segments:** C.2,C.3, C.6 - C.9, C.11, C.12, C.14 - C.16, C.18, C.20 - C.25 Argument Writing Rubric: 4pt Argument Writing Rubric: 6pt Rate Your Argument Essay	**Writing:** Argument Essay Writing a Persuasive Speech Writing a Review **Writing: Skill Builder:** Defending an Opinion	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
v. Establish and maintain an appropriate style and objective tone. (CCSS: W.9-10.1d) vi. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)					
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.					
Evidence Outcomes Students Can:					
a, Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2) i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a) ii. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b) iii. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex	**Workshop 1 Lessons:** 1.7, 1.19, 1.20, 1.21, 1.22, 1.24 **Workshop 2 Lessons:** 2.25 **Workshop 4 Lessons:** 4.7, 4.11, 4.21, 4.22, 4.23, 4.24	**Pages:** 38, 39, 60-67, 196, 197, 222-229, 397	**Writing Zone Segments:** s C.2 - C.7, C.10, C.12 - C.14, C.17 - C.20, C.22, C.25 Informative Writing Rubric: 4pt Informative Writing Rubric: 6pt Rate Your Informative Essay	**Writing:** Announcement Business Letter Résumé	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ideas and concepts. (CCSS: W.9-10.2c) iv. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d) v. Establish and maintain an appropriate style and objective tone. (CCSS: W.9-10.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.9-10.2f)					
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging real or imagined narratives using multiple plot lines.					
Evidence Outcomes Students Can:					
a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3) i. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a) ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b) iii. Use a variety of techniques to sequence events so that they build	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22	**Pages:** 300, 301, 322-329, 398	**Writing Zone Segments:** C.1, C.4, C.5, C.8 - C.11, C.13, C.15-C.17, C.19, C.21, C.23, C.24 Narrative Writing Rubric: 4pt Narrative Writing Rubric: 6pt Rate Your Narrative	**Speaking and Listening:** Elements of a Narrative **Writing:** Biographical Narrative Fictional Narrative Free Verse Poem Narrative Writing Rubrics Personal Essay Personal Narrative Realistic Narrative **Writing: Skill Builder:** Using Dialogue	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
on one another to create a coherent whole. (CCSS: W.9-10.3c) iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d) v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e) vi. Use a range of stylistic devices (for example: poetic techniques, figurative language, imagery, graphic elements to support the presentation of implicit or explicit themes or to engage and entertain the intended audience.					
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1) i. Use parallel structure. (CCSS: L.9-10.1a) ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative,		**Pages:** 27, 75, 125, 166, 185, 228, 237, 280, 289		**Speaking and Listening:** Collaborative Discussion **Grammar and Conventions:** Choosing Concise Words and Phrases Combining Sentences with Prepositional Phrases Using Phrases and Clauses	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)					
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)					
i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)		**Pages:** 166		**Grammar and Conventions:** Using Phrases and Clauses	
ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)				**Grammar and Conventions:** Using Colons	
iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.9-10.2c)	**Workshop 1 Lessons:** 1.8			**Writing:** Proofreading Practice	
c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3) i. Write and to edit so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA Handbook) appropriate for the discipline and writing type. (CCSS: L.9-10.3a)				**Writing:** Proofreading Practice Choosing Important Details	Quick Writes provide opportunities to demonstrate this standard.

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.) (CCSS: W.9-10.4)	**Workshop 1 Lessons:** 1.18, 1.19, 1.20, 1.21, **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23, **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23, **Workshop 6 Lessons:** 6.8, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 2, 4	**Pages:** 60-67, 160-168, 222-229, 274-282, 322-329, 397, 398		**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics	Quick Writes

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Résumé	
e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)	**Workshop 1 Lessons:** 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.17 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.22, 4.23.4.24 **Workshop 5 Lessons:** 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.20, 6.21, 6.22	**Pages:** 396		**Writing:** Choosing and Narrowing a Topic Proofreading Practice Peer Feedback and Self-Evaluation Frames Revision Checklist	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)		**Pages:** 284-285			**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W.9-10.10)	**Workshop 1 Lessons:** 1.7, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.12, 2.16, 2.17, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.7, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 35, 55, 60-67, 81, 103, 131, 147, 160-168, 191, 199, 211, 217, 222-229, 249, 261, 274-282, 297, 319, 322-329, 397	**Writing Zone Segments:** s: C.1-C.25	**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article	Quick Writes

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.					
Evidence Outcomes Students Can:					
a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)	**Interim Performance Task Lessons:** 1, 2, 3, 4 **End-of-Year Performance Task Lessons:** 1, 2, 3	**Pages:** 399		**Reading Comprehension:** Use Multiple Sources **Writing:** Features of a Research Paper	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)	**Workshop 1 Lessons:** 1.23 **Workshop 3 Lessons:** 3.24 **Workshop 4 Lessons:** 4.25 **Workshop 5 Lessons:** 5.25 **Workshop 6 Lessons:** 6.23 **Interim Performance Tasks:** 1, 2, 3, 4 **End-of-Year Performance Tasks:** 1, 2, 3			**Reading Comprehension:** Cross-Text Analysis **Reading Comprehension:** Use Multiple Sources **Writing:** Informative: Finding and Recording Information **Writing:** Informative: Organizing Information and Notes **Writing:** Skill Builder: Using Citations **Writing:** Sources **Writing:** Taking Notes	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9) i. Apply *grades 9–10 Reading standards* to literature (for example: "Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS: W.9-10.9a) ii. Apply *grades 9–10 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific	**Workshop 2 Lessons:** 2.12, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, **Workshop 6 Lessons:** 6.17 **End-of-Year Performance Tasks:** 1, 2			**Reading Comprehension:** Cause and Effect Central Idea and Details Compare and Contrast Critical Reading: Analyze Critical Reading: Evaluate Critical Reading: Synthesize Cross-Text Analysis Evaluate Literary Merit Universal Theme Cause and Effect Central Idea and Details Compare and Contrast Critical Reading: Analyze Critical Reading: Evaluate Critical Reading: Synthesize Cross-Text Analysis	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (CCSS: W.9-10.9b)				Evaluate Literary Merit **Writing:** Literary Analysis Literary Analysis Rubrics	

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.					
Evidence Outcomes Students Can:					
a. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 11–12* topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1) i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. (CCSS: SL.11-12.1a) ii. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b) iii. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-	**Getting Started Lessons:** 1-7 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23	**Pages:** 27, 75, 125, 185, 237, 289		**Speaking and Listening:** Collaborative Discussion	

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
12.1c) iv. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)	**Interim Performance Task Lessons:** 1-5 **End-of-Year Performance Task Lessons:** 1-6				
b. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)		**Pages:** 26, 74, 124, 184, 236, 288			**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS: SL.11-12.3)	**Workshop 1 Lessons:** 1.9 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9	**Pages:** 42-43, 142-143, 206-207, 254-255, 304-305			**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.					
Evidence Outcomes Students Can:					
a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. (CCSS: SL.11-12.4)	**Workshop 1 Lessons:** 1.9, 1.23 **Workshop 2 Lessons:** 2.24 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9, 6.23 **Interim Performance Task Lessons:** 5	**Pages:** 232-233, 284-285		**Speaking and Listening:** Present and Reflect: Persuasive Argument	
b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. (CCSS: SL.11-12.5)	**Workshop 2 Lessons:** 2.24 **Workshop 5 Lessons:** 5.25 **Interim Performance Task Lessons:** 5 **End-of-Year Performance Task Lessons:**	**Pages:** 232-233, 284-285		**Speaking and Listening:** Media Outline	

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	5, 6				
c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)	**Workshop 1 Lessons:** GS 7, 1.1, 1.9, 1.23 **Workshop 2 Lessons:** 2.1, 2.24 **Workshop 3 Lessons:** 3.1, 3.1, 3.24 **Workshop 4 Lessons:** 4.1, 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.1, 5.25 **Workshop 6 Lessons:** 6.1, 6.9, 6.23	**Pages:** 42-43, 142-143, 206-207, 232-233, 254-255, 284-285, 304-305		**Speaking and Listening:** Using Appropriate Language	
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Interpret and evaluate complex literature using various critical reading strategies.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. (CCSS: RL.11-12.1)	**Workshop 1 Lessons:** 1.12, 1.13, 1.14 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11 **Workshop 3 Lessons:** 3.6, 3.15, 3.16 **Workshop 6 Lessons:** 6.13, 6.14, 6.15				**Paperbacks:** Blood Is Thicker (Bluford High #8) Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Good Enough Novio Boy S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Dangerous Game

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned Shattered (Bluford High) Slam! The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone
ii. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)	**Workshop 2 Lessons:** 2.5, 2.9, 2.1, 2.11, 2.14, 2.19 **Workshop 6 Lessons:** 6.12, 6.13, 6.14, 6.15 **<u>Additional Teaching Resources:</u>** **Meeting Individual Needs:** Teaching Theme	**Pages:** 49, 51, 85, 87, 89, 91, 93, 95, 107, 108-109, 151, 201, 269, 271, 273, 311, 313, 315	**Reading Zone Segments:** C.1 **Reading Zone Segments:** s C.3 - C.9 **Reading Zone Segments:** C.11 **Reading Zone Segments:** s C.13 - C.16 **Reading Zone Segments:** s C.18 - C.25		**Paperbacks:** Antony and Cleopatra Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Novio Boy Peak S.O.S. Titanic Shadowshaper The Lightning Dreamer The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Emma Mechanica

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Pig Park Romiette and Julio Shattered (Bluford High) Stick and Whittle The Haunting of Sunshine Girl The Legend of Mulan The Plague The War of the Worlds Untwine **Audiobooks:** Danger Zone
iii. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)	**Workshop 1 Lessons:** 1.12, 1.13 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.11, 2.14 **Workshop 3 Lessons:** 3.15, 3.16 **Workshop 6 Lessons:** 6.12, 6.13, 6.14				**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak Sasha and the Spark Shadowshaper The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Call Me Maria Dangerous Game Emma Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey Untwine **Audiobooks:** Before We Were Free Danger Zone
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)	**Workshop 4 Lessons:** 2.1, 4.9, 4.1 **<u>Additional Teaching Resources:</u>** **Meeting Individual Needs:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 93, 99, 107, 199, 202-203, 204, 252			Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Analyze how an author's choices concerning how to structure specific parts of a text (for example: the choice of where to begin or it's a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5) *these matches provide*	**Workshop 5 Lessons:** 5.26		<u>Problem and Solution</u> **Reading Zone Segments:** C.2 - C.9, C.13, C.16, C.18, C.20 - C.23, C.25 <u>Sequence</u> **Reading Zone Segments:** C.2 - C.4, C.9 -		**Paperbacks:** Antony and Cleopatra Crossover Dracula/Romeo and Juliet Peak S.O.S. Titanic Accidental Love **eBooks:** Accidental Love Adrift Loves Me, Loves Me Not Pinned

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
opportunities to address the standard			C.11, C.13 - C.20, C.22, C.24 <u>Cause and Effect</u> **Reading Zone Segments:** C.1, C.2, C.4, C.8, C.9 - C.17, C.19 - C.22, C.24, C.25		Romiette and Julio Shattered (Bluford High) The Haunting of Sunshine Girl Untwine
iii. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)	**Workshop 1 Lessons:** 1.5, 1.10 **Workshop 3 Lessons:** 3.17 **Workshop 5 Lessons:** 5.8, 5.11 **Workshop 6 Lessons:** 6.15 **<u>Additional Teaching Resources:</u>** **Meeting Individual Needs:** Teaching Point of View		**Reading Zone Segments:** C.2 - C.7, C.10 - C.14, C.17 - C.20, C.23 - C.25		
c. Use Integration of Knowledge and Ideas to:					
i. Analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (CCSS: RL.11-12.7)					

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ii. Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational words (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics. (CCSS: RL.11-12.9)					
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)		**Pages:** 48-51, 84-95, 106-107, 150-151, 200-201, 268-273, 310-315			**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Broken Memory Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Call Me Maria Confessions of a Gym-Class Dropout Dangerous Game Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not

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					Macbeth Mechanica Pig Park Pinned Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Interpret and evaluate complex informational texts using various critical reading strategies.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. (CCSS: RI.11-12.1)	**Workshop 1 Lessons:** 1.4, 1.5, 1.6, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18 **Workshop 3 Lessons:** 3.3, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16				**Paperbacks:** Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:**

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Determine and analyze the development and interaction of two or more central ideas over the course of the text to provide a complex analysis or objective summary of the text. (CCSS: RI.11-12.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.7, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18, 2.25 **Workshop 3 Lessons:** 3.4, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.5, 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16		**Reading Zone Segments:** C.1, C.3 - C.9, C.11, C.13 - C.16, C.18 - C.25	**Reading Comprehension:** Stretch: The First Amendment: First Principles (Summarize) Summarize	**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Sasha and the Spark Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Comic Books Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Within Reach: My Everest Story
iii. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS: RI.11-12.3)	**Workshop 4 Lessons:** 4.2 **Workshop 6 Lessons:** 6.5		**Reading Zone Segments:** s C.2 - C.4, C.9 - C.11, C.13 - C.20, C.22, C.24		**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Why'd They Wear That? **eBooks:** Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 Young Americans: Tales of Teenage Immigrants

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iv. Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity). *Provides opportunities*					**Paperbacks:** Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Greatest: Muhammad Ali Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story
v. Predict the impact an informational text will have on an audience and justify the prediction. *The first reading of an informational text may provide some opportunity to meet this standard.*	**Workshop 1 Lessons:** 1.4 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.3 **Workshop 4 Lessons:** 4.3 **Workshop 5 Lessons:** 5.3 **Workshop 6 Lessons:** 6.4				
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines faction in Federalist No. 10). (CCSS: RI.11-12.4)	**Workshop 1 Lessons:** 1.15, 1.17 **Workshop 2 Lessons:** 2.16 **Workshop 4 Lessons:** 4.8, 4.19 **Workshop 5 Lessons:** 5.6, 5.7	**Pages:** 99, 199, 204, 252			Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Analyze and evaluate the effectiveness of an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5)	**Workshop 1 Lessons:** 1.15 **Workshop 4 Lessons:** 4.6, 4.13, 4.15 **Workshop 5 Lessons:** 5.16				**eBooks:** Pearl Harbor (24/7 Goes to War)

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (CCSS: RI.11-12.6)	**Workshop 1 Lessons:** 1.1 **Workshop 3 Lessons:** 3.17, 3.19, 3.2 **Workshop 5 Lessons:** 5.8, 5.11 **Workshop 6 Lessons:** 6.6, 6.1, 6.17		**Reading Zone Segments:** s C.2 - C.7, C.10 - C.14, C.17 - C.20, C.23 - C.25	**Reading Comprehension:** Evaluate Author's Purpose Evaluate Author's Viewpoint Identify Author's Purpose Identify Point of View	**Paperbacks:** Courage Has No Color Disasters Start It Up The Boy Who Harnessed the Wind The Keeper: The Unguarded Story of Tim Howard **eBooks:** A Word From the Wise: Great Speeches Flying Cars Food: The Good, the Bad, and the Gross Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting Pow! Smash! Boom!: Super Jobs in Comic Books The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants
c. Use Integration of Knowledge and Ideas to:					
i. Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)					

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses) by the end of 12th grade. (CCSS: RI.11-12.8)	**Workshop 3 Lessons:** 3.15 **Workshop 5 Lessons:** 5.13				**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali
iii. Analyze 17th-, 18th-, and 19th-century foundational U.S. and world documents of historical and literary significance (for example: The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features by the end of 12th grade. (adapted from CCSS: RI.11-12.9)					
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 11, read and comprehend literary nonfiction, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.11-12.10) By the end of grade 12, read and comprehend literary		**Pages:** 30-31, 32-35, 52-57, 78-79, 80-81, 102-105, 128-129, 130-133, 138-139, 146-149, 154-157, 188-189, 190-193,			**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
nonfiction, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently. (CCSS: RI.11-12.10)		198-199, 210-213, 214-219, 240-241, 242-243, 246-249, 258-263, 292-293, 294-297, 316-319			The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.					
Grade Level Expectation: 3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.					
Evidence Outcomes Students Can:					
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)					
i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.11-12.4a)	**Workshop 1 Lessons:** 1.4, 1.15, 1.17, **Workshop 3 Lessons:** 3.9, 3.11 **Workshop 4 Lessons:** 4.8	**Pages:** 99, 141, 199, 204, 252	**Reading Zone Segments:** s C.1 - C.25		Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *conceive, conception, conceivable*). (CCSS: L.11-12.4b)	**Workshop 1 Lessons:** 1.1				
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS: L.11-12.4c) iv. Verify the preliminary					

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
determination of the meaning of a word or phrase. (CCSS: L.11-12.4d)					
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)					
i. Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a)		**Pages:** 57, 81, 219, 247			
ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)	**Workshop 2 Lessons:** 2.4 **Workshop 5 Lessons:** 5.9, 5.11	**Pages:** 253			
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)	**Workshop 1 Lessons:** GS 4, GS 5, GS 6, GS 7, 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.1, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.2, 1.21, 1.22, 1.23, 1.24 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.2, 2.21, 2.22, 2.23, 2.24, 2.25 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.1, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.2, 3.22, 3.23, 3.24 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.1, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.2, 4.22, 4.23, 4.24, 4.25, 4.26 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.1, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.2, Workshop5 Lesson 5.22, 5.23, 5.24, 5.25, 5.26 **Workshop 6 Lessons:**	**Pages:** 26, 29, 30, 45, 48, 50, 51, 54, 56, 74, 77, 78, 80, 84, 86, 88, 90, 92, 94, 101, 102, 104, 106, 124, 127, 128, 130, 132, 138, 145, 146, 148, 150, 154, 156, 184, 187, 188, 190, 192, 198, 200, 209, 210, 212, 214, 216, 218, 232-233, 236, 239, 240, 242, 246, 248, 257, 258, 260, 262,	**Language Zone**: Segments C.1 - C.25		Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.1, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.22, 6.23, 6.24 **Interim Performance Task Lessons:** 1, 2, 3, 5 **End-of-Year Performance Task Lessons:** 1, 2, 3, 4, 5, 6	268, 270, 272, 284-285, 288, 291, 292, 294, 296, 307, 310, 312, 314, 316, 318 42-43, 142-143, 206-207, 254-255, 304-5			
Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.11-12.1) i. Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS: W.11-12.1a) ii. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS: W.11-12.1b) iii. Use words, phrases, and clauses to link the major sections	**Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24, 5.26 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 160-168, 228, 274-282, 397	**Writing Zone Segments:** C.2, C.3, C.6 - C.9, C.11, C.12, C.14 - C.16, C.18, C.20 - C.25 Argument Writing Rubric: 4pt Argument Writing Rubric: 6pt Rate Your Argument Essay		Quick Writes

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.11-12.1c) iv. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.11-12.1e)					
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.					
Evidence Outcomes Students Can:					
b. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2) i. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.11-12.2a) ii. Develop the topic thoroughly	**Workshop 1 Lessons:** 1.7, 1.19, 1.20, 1.21, 1.22, 1.24 **Workshop 2 Lessons:** 2.25 **Workshop 4 Lessons:** 4.7, 4.11, 4.21, 4.22, 4.23, 4.24	**Pages:** 38, 39, 60-67, 81, 103, 196, 197, 222-229, 397	**Writing Zone Segments:** s C.2 - C.7, C.10, C.12 - C.14, C.17 - C.20, C.22, C.25 Informative Writing Rubric: 4pt Informative Writing Rubric: 6pt Rate Your Informative Essay		

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.11-12.2b) iii. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.11-12.2c) iv. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d) v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.11-12.2f)					
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.					
Evidence Outcomes Students Can:					
c. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22	**Pages:** 300, 301, 322-329, 398	**Writing Zone Segments:** C.1, C.4, C.5, C.8 - C.11, C.13, C.15 -		**Paperbacks:** Good Enough Sasha and the Spark **eBooks:**

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
sequences. (CCSS: W.11-12.3) i. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.11-12.3a) ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.11-12.3b) iii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. (CCSS: W.11-12.3c) iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.11-12.3d) v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e) vi. Select and use stylistic devices to craft engaging and effective text.			C.17, C.19, C.21, C.23, C.24 Narrative Writing Rubric: 4pt Narrative Writing Rubric: 6pt Rate Your Narrative		Accidental Love Emma Stick and Whittle The Legend of Mulan

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)					
i. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a) ii. Resolve issues of complex or contested usage, consulting references (for example: Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed. (CCSS: L.11-12.1b)		**Pages:** 27, 41, 75, 125, 185, 237, 289		**Speaking and Listening:** Collaborative Discussion	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2) i. Observe hyphenation conventions. (CCSS: L.11-12.2a) ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted fromCCSS: L.11-12.2b)	**Workshop 1 Lessons:** 1.8			**Writing:** Proofreading Practice **Writing:** Skill Builder: Combining Sentences **Grammar and Conventions:** Using Hyphens Using Commas, Parentheses, and Dashes	

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.11-12.3) a. Vary syntax for effect (for example: Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS: L.11-12.3a)				**Writing:** Skill Builder: Supporting Reasons Using Four Types of Sentences Choosing Important Details Interesting Beginnings	
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.) (CCSS: W.11-12.4)	**Workshop 1 Lessons:** 1.18, 1.19, 1.20, 1.21, **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23, **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23, **Workshop 6 Lessons:** 6.8, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 2, 4	**Pages:** 60-67, 160-168, 222-229, 274-282, 322-329, 397, 398		**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and	Quick Writes

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics Résumé	
e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)	**Workshop 1 Lessons:** 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.17 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.22, 4.23.4.24 **Workshop 5 Lessons:** 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.20, 6.21, 6.22	**Pages:** 396		**Writing:** Choosing and Narrowing a Topic Proofreading Practice Peer Feedback and Self-Evaluation Frames Revision Checklist	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)		**Pages:** 284-285			**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W.11-12.10)	**Workshop 1 Lessons:** 1.7, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.12, 2.16, 2.17, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.7, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1, 2, 3, 4, 5			**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem	Quick Writes

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	End-of-Year Performance Tasks: 1, 2, 3, 4, 5, 6			Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.					
Evidence Outcomes Students Can:					
a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the	**Interim Performance Task Lessons:** 1, 2, 3, 4 **End-of-Year Performance Task Lessons:** 1, 2, 3	**Pages:** **Pages:** 399		**Reading Comprehension:** Use Multiple Sources	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:**

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)					A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. (CCSS: W.11-12.8) c. Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources. d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the	**Workshop 1 Lessons:** 1.23 **Workshop 3 Lessons:** 3.24 **Workshop 4 Lessons:** 4.25 **Workshop 5 Lessons:** 5.25 **Workshop 6 Lessons:** 6.23 **Interim Performance Tasks:** 1, 2, 3, 4 **End-of-Year Performance Tasks:** 1, 2, 3	**Pages:** 400		**Reading Comprehension:** Use Multiple Sources **Writing: Skill Builder:** Using Citations **Writing:** Sources Taking Notes	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Modern Language Association (MLA) or the American Psychological Association (APA).					
e. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9) a. Apply *grades 11–12 Reading standards* to literature (for example: "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (CCSS: W.11-12.9a) b. Apply *grades 11–12 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the reasoning in seminal U.S. Texts, including the application of constitutional principles and use of legal reasoning [for example: in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses]"). (CCSS: W.11-12.9b)	**Workshop 2 Lessons:** 2.12, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, **Workshop 6 Lessons:** 6.17 **End-of-Year Performance Tasks:** 1, 2			**Reading Comprehension:** Universal Theme	

Houghton Mifflin Harcourt

correlated to the

2020 Colorado Academic Standards for Reading, Writing, and Communicating

Grades 6–12

2019

System 44 Next Generation is a foundational reading program for the **most** challenged readers in grades 3-12+. *System 44 Next Generation* focuses on the foundational reading skills [phonics, comprehension, and writing] required for success with the Mississippi College- and Career Readiness Standards.

System 44 Next Generation is designed for daily use with groups of 10-12 students who rotate between the Instructional Software and Small-Group Instruction or Modeled and Independent Reading.

- Teachers begin each session with a language warm up and setting the day's language and instructional goals.
- Small-Group Instruction is based on data-driven reports from the software.
- Students build fluency and reading comprehension skills through modeled and independent reading.

2020 Colorado Academic Standards, Grade 6	***System 44 Next Generation***
Standard 1. Oral Expression and Listening	
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.	
Grade Level Expectation: 1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.	
Evidence Outcomes Students Can:	
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1) i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a) ii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b) iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c) iv. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182 **Teaching Resources: Secondary** **Comprehension Strategies** **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Princess Brat, The,* 101, *Raven, The,* 163, *Samurai Fighters,* 135
b. Interpret information presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS: SL.6.2)	**44Book: Secondary** 10, 32, 54, 76, 98, 108, 120, 142, 164
c. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: SL.6.3)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 28, 50, 72, 94, 138, 160, 182
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.	
Grade Level Expectation: 2. Develop, organize, and present ideas and opinions effectively.	
Evidence Outcomes Students Can:	
a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182
b. Include multimedia components (for example: graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

2020 Colorado Academic Standards, Grade 6	*System 44 Next Generation*
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 15, 18, 23, 25, 28, 30, 37, 40, 45, 47, 50, 52, 59, 62, 67, 69, 72, 74, 81, 84, 89, 91, 94, 96, 103, 106, 111, 113, 116, 118, 125, 128, 133, 135, 138, 140, 147, 150, 155, 157, 160, 162, 169, 172, 177, 179, 182, 184
Standard 2. Reading for All Purposes	
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 1. Analyze literary elements within different types of literature to make meaning.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Make Inferences** *Beauty and the Geek,* 145, *Sweater Thief, The,* 139, *These Are Not Poems,* 71 **Instructional Routines** **Comprehension Routines** Making Inferences, 38–39
ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	The Following Supports this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Comprehension Strategies** **Read for Detail** *Arabian Nights,* 143, *Back From the Grave!,* 117, *Big!,* 55
iii. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)	The Following Provides Opportunities to Meet this Objective: **Teaching Resources: Secondary** **Sequence of Events** *Ant Attack!,* 115, *DJ Mystery,* 93, *Story of Shi Jin, The,* 137
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)	The Following Support this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *Ant Attack!,* 114, *Killer Plague,* 124 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Button Your Lip and Other Idioms,* 86, *Princess Brat, The,* 100, *Story of Shi Jin, The,* 136, *Sweater*

2020 Colorado Academic Standards, Grade 6	*System 44 Next Generation*
	Thief, The, 138, *These Are Not Poems,* 70, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86 **Multiple-Meaning Words** *DJ, Mystery,* 92
ii. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89
iii. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 22-23, 102-103, 88-89, 124-125, 154-155
c. Use Integration of Knowledge and Ideas to:	
i. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)	Each text in the Student Library is available as an Audiobook, offering students the chance to both "see" and "hear" the text simultaneously.
ii Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)	**44Book: Secondary** Each Scholastic *44Book*Module has a content-area focus with several readings of varied genres and provides opportunities to meet this objective.
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Literature/ Language Arts** *Ant Attack!,* 114–115, *Arabian Nights,* 142–143, *Back From the Grave!,* 116–117, *Beauty and the Geek,* 144–145, *Button Your Lip and Other Idioms,* 86–87, *DJ Mystery,* 92–93, *Killer Plague,* 124–125, *Princess Brat, The,* 100–101, *Story of Shi Jin, The,* 136–137, *Sweater Thief, The,* 138–139, *These Are Not Poems,* 70–71, *When Lisa Met Billy,* 110–111
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 2. Analyze organization and structure of informational text to make meaning.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Making Inferences**

2020 Colorado Academic Standards, Grade 6	*System 44 Next Generation*
	Cool Jobs in Basketball, 89, *Disaster!,* 119, *Four Rotten Rulers,* 151, *Messy Jobs,* 63, *Music Mash-Up,* 131, *Plugged In,* 65, *They Did What?,* 73
ii. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Summarize** *Big Steals,* 85, *Crash!,* 91, *Everyday Heroes,* 147, *Play Ball!,* 133, *Promise, The,* 161, *Ripped From the Headlines,* 103, *Witch Hunt,* 141, *Wonders of the World,* 79
iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)	The Following Support this Objective: **44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Raven, The,* 163, *Samurai Fighters,* 135
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Big!,* 54, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Promise, The,* 160, *Raven, The,* 162, *Shamila's*

2020 Colorado Academic Standards, Grade 6	*System 44 Next Generation*
	Goal, 68, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76 **Idioms** *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
ii. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)	The Following Supports this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
iii. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
c. Use Integration of Knowledge and Ideas to:	
i. Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)	**44Book: Secondary** 10, 20, 32, 42, 46, 54, 64, 76, 86, 98, 108, 120, 142, 152, 164
ii. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)	**44Book: Secondary** 86
iii. Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person). (CCSS: RI.6.9)	--
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literary nonfiction in the grades 6-9 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)	**44Book: Secondary** 14-15, 20-21, 22-25, 36-37, 42-43, 44-47, 58-59, 64-65, 66-69, 80-81, 86-87, 102-103, 108-109, 124-125, 130-131, 132-135, 146-147, 152-153, 154-157, 168-169, 174-175, 176-179 **Teaching Resources: Secondary** **Arts** *Fashion Flashback,* 94–95, *Is This Art?,* 98–99, *Music Mash-Up,* 130–131, *Poster Power,* 66–67 **Jobs** *Cool Jobs in Basketball,* 88–89, *Hot Jobs,* 152–153, *Messy Jobs,* 62–63, *Never Give Up,* 158–159, *Plugged In,* 64–65, *Survival Guide: How to Keep Your Job,* 104–105 **Life Issues** *Yo, Yolanda! Advice About Friends,* 112–113

2020 Colorado Academic Standards, Grade 6	*System 44 Next Generation*
	Math *Big!,* 54–55, *They Did What?,* 72–73 **Physical Education** *Cool Jobs in Basketball,* 88–89, *Play Ball!,* 132–133, *Tiburón, El,* 120–121, *Weird Sports Records,* 108–109, *Yes!,* 80–81 **Science** *African Journey,* 82–83, *Bugs That Kill,* 56–57, *Crash!,* 90–91, *Did You Know?,* 58–59, *Disaster!,* 118–119, *Fast!,* 60–61, *Have You Seen My Mummy?,* 122–123, *Killer Croc,* 154–155, *Left to Die,* 126–127, *Lost! Mysteries of the Bermuda Triangle,* 56–57, *Medical Miracle,* 128–129 *Messy Jobs,* 62, *What's New? A History of Invention,* 76–77 **Social Studies/History** *Big Steals,* 84–85, *Everyday Heroes,* 146–147, *Fashion Flashback,* 94–95, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148–149, *Four Rotten Rulers,* 150–151, *Is This Art?,* 98–99, *Play Ball!,* 132–133, *Promise, The,* 160–161, *Ripped From the Headlines,* 102–103, *Samurai Fighters,* 134–135, *Shamila's Goal,* 68–69, *Tiburón, El,* 120–121, *Tragedy at Sea,* 164–165, *Unstoppable,* 106–107, *Wacky Attractions,* 74–75, *Weird Sports Records,* 108–109, *What's New? A History of Invention,* 76–77, *Witch Hunt,* 140–141, *Wonders of the World,* 78–79, *Yes!,* 80–81
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
Grade Level Expectation: 3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.	
Evidence Outcomes Students Can:	
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.6.4) i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a) ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *audience, auditory, audible*). (CCSS: L.6.4b) iii. Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning**

2020 Colorado Academic Standards, Grade 6	*System 44 Next Generation*
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary. (CCSS: L.6.4d)	*Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **44Book: RDI** The Following Matches Provide Opportunities to Meet this Objective: Series 1: Lesson 11: Word Strategies: TG 132-135, Flip Chart 11, Word Building Kit, Decodable Digest p.18, 44Book p. 14, SAM: L11 Vocabulary Series 7: Lesson 39: Ending -*es*: TG 242-245, Flip Chart 39, Word Building Kit, SAM: L39 Vocabulary Series 8: Lesson 40: Endings –*ing*, -*ed* /ed/, -*ed* /d/ /t/: TG 246-249, Flip Chart 40, Word Building Kit, SAM: L40 Vocabulary Series 11: Lesson 50: Unlocking Multisyllable Words: TG 288-289, Flip Chart 50, Word Building Kit, SAM: L50 SMART Series 12: Lesson 51: Inflectional Endings –*ed*, -*ing* (drop *e*): TG 290-293, Flip Chart 51, Word Building Kit, SAM: L51 Vocabulary Series 12: Lesson 52: Inflectional Endings –*ed*, -*ing* (with doubling): TG 294-297, Flip Chart 52, Word Building Kit, SAM: L52 Vocabulary Series 13: Lesson 54: Changing –*y* to -*i*: TG 304-307, Flip Chart 54, Word Building Kit, SAM: L54 Vocabulary Series 20: Lesson 72: Morphological Word Families: TG 376-377, Flip Chart 72, SAM: L72 SMART
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.6.5) i. Interpret figures of speech (for example: personification) in context. (CCSS.L.6.5a) ii. Use the relationship between particular words (for example: cause/effect, part/whole, item/category) to better understand each of the words. (CCSS.L.6.5b) iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *stingy, scrimping, economical, unwasteful, thrifty*). (CCSS.L.6.5c)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Extending Meaning, 46–47 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,*

2020 Colorado Academic Standards, Grade 6	*System 44 Next Generation*
	162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110
c. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.L.6.6)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Comprehension Strategies** **Idioms, Understanding** *Button Your Lip and Other Idioms,* 87 **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 Idioms, 49 **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* **142,** *Back From the Grave!,* **116,** *Big!,* **54,** *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
Standard 3. Writing and Composition	
Prepared Graduates:	

2020 Colorado Academic Standards, Grade 6	***System 44 Next Generation***
6. Craft arguments using techniques specific to the genre.	
Grade Level Expectation: 1. Write arguments to support claim(s) with clear reasons, relevant evidence, credible sources, and a formal style.	
Evidence Outcomes Students Can:	
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1) i. Introduce claim(s) and organize the reasons and evidence clearly. (CCSS: W.6.1a) ii. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS: W.6.1b) iii. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c) iv. Establish and maintain a formal style. (CCSS: W.6.1d) v. Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e)	**44Book: Secondary** 28, 50, 72, 94, 138, 160, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.	
Grade Level Expectation: 2. Write informative/explanatory texts characterized by appropriate organization, ample development, precise language, and formal style.	
Evidence Outcomes Students Can:	
a. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) i. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a) ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b) iii. Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d) v. Establish and maintain a formal style. (CCSS: W.6.2e) vi. Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)	**44Book: Secondary** 18, 40, 62, 84, 106, 116, 128, 150, 172

2020 Colorado Academic Standards, Grade 6	***System 44 Next Generation***
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.	
Grade Level Expectation: 3. Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.	
Evidence Outcomes Students Can:	
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3) i. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d) v. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e) vi. Use stylistic techniques (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.	---
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
Grade Level Expectation: 4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions, grammar, usage, and mechanics as well as a style appropriate for purpose and audience.	
Evidence Outcomes Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1) i. Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS: L.6.1a) ii. Use intensive pronouns (for example: *myself, ourselves*). (CCSS: L.6.1b) iii. Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c) iv. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d) v. Recognize variations from standard English in their own and others' writing and speaking, and	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184

2020 Colorado Academic Standards, Grade 6	*System 44 Next Generation*
identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) i. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a) ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 82, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **44Book: RDI** Series 1: Lesson 1: Understanding the System TG 102-103, The System of Sounds and Spellings poster, Flip Chart 1, SAM: L1 SMART Series 1: Lesson 2: Identifying and Understanding Consonants & Vowels: TG 104-105, Flip Chart 2, Sound & Articulation DVD, SAM: L2 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 3: Lesson 26: Contrasting Consonants: TG 192-193, Flip Chart 26, Sound and Articulation DVD, Handwriting Practice, SAM: L26 SMART Series 4: Lesson 28: Final Blends: TG 200-203, Flip Chart 28, Word Building Kit, Elkonin Boxes, SAM: L28 Vocabulary Series 7: Lesson 35: Digraph *sh*: TG 228-231, Flip Chart 35, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L35 Vocabulary Series 7: Lesson 36: *ch, -tch*: TG 232-235, Flip Chart 36, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L36 Vocabulary Series 7: Lesson 37: Digraph *th*: TG 236-239, Flip Chart 37, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L37 Vocabulary Series 16: Lesson 62: Using Patterns to Determine Vowel Sounds: TG 334-335, Flip Chart 62, Word Building Kit, SAM: L62 Vocabulary Series 19: Lesson 68: r-Controlled Vowel *ar*: TG 350-353, Flip Chart 68, Word Building Kit, Sound and Articulation DVD, SAM: L68 Vocabulary Series 19: Lesson 69: r-Controlled Vowels *er, ir, ur*: TG 362-365, Flip Chart 69, Word Building Kit, Sound and Articulation DVD, SAM: L69 Vocabulary Series 19: Lesson 70: Other /sh/ Spellings: TG 366-369, Flip Chart 70, Word Building Kit, Sound and Articulation DVD, SAM: L70 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71

2020 Colorado Academic Standards, Grade 6	*System 44 Next Generation*
	Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 74: r-Controlled Vowel Syllables: TG 382-385, Flip Chart 74, Word Building Kit, SAM: L74 Vocabulary Series 21: Lesson 75: Diphthongs *oi, oy*: TG 386-389, Flip Chart 75, Word Building Kit, Sound and Articulation DVD, SAM: L75 Vocabulary Series 21: Lesson 77: Diphthongs *ou (cloud), ow (owl)*: TG 394-397, Flip Chart 77, Word Building Kit, Sound and Articulation DVD, SAM: L77 Vocabulary
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3) i. Vary sentence patterns for meaning, reader/ listener interest, and style. (CCSS: L.6.3a) ii. Maintain consistency in style and tone. (CCSS: L.6.3b)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 and 2 above.) (CCSS: W.6.4)	**44Book: Secondary** 18, 28, 40, 50, 62, 72, 84, 94, 106, 116, 128, 138, 150, 160, 172, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)	**44Book: Secondary** 18, 19, 28, 28, 40, 41, 50, 51, 62, 63, 72, 73, 84, 85, 94, 106, 107, 116, 117, 128, 129, 138, 139, 150, 151, 160, 161, 172, 173, 182, 183
f. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (CCSS: W.6.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 19, 28, 29, 41, 50, 51, 63, 72, 73, 85, 94, 95, 107, 117, 129, 138, 139, 151, 160, 161, 173, 182, 183
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.6.10)	Selected Examples Include: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166

2020 Colorado Academic Standards, Grade 6	***System 44 Next Generation***
Standard 4. Research Inquiry and Design	
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
Grade Level Expectation: 1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.	
Evidence Outcomes Students Can:	
a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9) i. Apply *grade 6 Reading standards* to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to (CCSS: W.6.9a) ii. Apply *grade 6 Reading standards* to literary nonfiction (for example: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

2020 Colorado Academic Standards, Grade 7	***System 44 Next Generation***
Standard 1. Oral Expression and Listening	
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.	
Grade Level Expectation: 1. Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.	
Evidence Outcomes Students Can:	
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7* topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1) i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a) ii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b) iii. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c) iv. Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182 **Teaching Resources: Secondary** **Comprehension Strategies** **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Princess Brat, The,* 101, *Raven, The,* 163, *Samurai Fighters,* 135
b. Analyze the main ideas and supporting details presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)	**44Book: Secondary** 10, 32, 54, 76, 98, 108, 120, 142, 164
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 28, 50, 72, 94, 138, 160, 182
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.	
Grade Level Expectation: 2. Prepare for formal presentations and use appropriate delivery techniques.	
Evidence Outcomes Students Can:	
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182

2020 Colorado Academic Standards, Grade 7	*System 44 Next Generation*
b. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 15, 18, 23, 25, 28, 30, 37, 40, 45, 47, 50, 52, 59, 62, 67, 69, 72, 74, 81, 84, 89, 91, 94, 96, 103, 106, 111, 113, 116, 118, 125, 128, 133, 135, 138, 140, 147, 150, 155, 157, 160, 162, 169, 172, 177, 179, 182, 184
Standard 2. Reading for All Purposes	
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 1. Analyze the connections between interrelated literary elements to understand literary texts.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Make Inferences** *Beauty and the Geek,* 145, *Sweater Thief, The,* 139, *These Are Not Poems,* 71 **Instructional Routines** **Comprehension Routines** Making Inferences, 38–39
ii. Determine a theme ad/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)	The Following Supports this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Comprehension Strategies** **Read for Detail** *Arabian Nights,* 143, *Back From the Grave!,* 117, *Big!,* 55
iii. Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)	The Following Provides Opportunities to Meet this Objective: **Teaching Resources: Secondary** **Sequence of Events** *Ant Attack!,* 115, *DJ Mystery,* 93, *Story of Shi Jin, The,* 137
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)	The Following Support this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *Ant Attack!,* 114, *Killer Plague,* 124

2020 Colorado Academic Standards, Grade 7	*System 44 Next Generation*
	Extending Meaning *Arabian Nights,* 142, *Back From the Grave!,* 116, *Button Your Lip and Other Idioms,* 86, *Princess Brat, The,* 100, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86 **Multiple-Meaning Words** *DJ, Mystery,* 92
ii. Analyze how a drama's or poem's form or structure (for example: soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89
iii. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 22-23, 102-103, 88-89, 124-125, 154-155
c. Use Integration of Knowledge and Ideas to:	
i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (for example: lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)	Each text in the Student Library is available as an Audiobook, offering students the chance to both "see" and "hear" the text simultaneously.
ii. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)	**44Book: Secondary** Each Scholastic *44Book*Module has a content-area focus with several readings of varied genres and provides opportunities to meet this objective.
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary Literature/ Language Arts** *Ant Attack!,* 114–115, *Arabian Nights,* 142–143, *Back From the Grave!,* 116–117, *Beauty and the Geek,* 144–145, *Button Your Lip and Other Idioms,* 86–87, *DJ Mystery,* 92–93, *Killer Plague,* 124–125, *Princess Brat, The,* 100–101, *Story of Shi Jin, The,* 136–137, *Sweater Thief, The,* 138–139, *These Are Not Poems,* 70–71, *When Lisa Met Billy,* 110–111

2020 Colorado Academic Standards, Grade 7	***System 44 Next Generation***
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 2. Summarize and evaluate to show understanding of informational texts.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Making Inferences** *Cool Jobs in Basketball,* 89, *Disaster!,* 119, *Four Rotten Rulers,* 151, *Messy Jobs,* 63, *Music Mash-Up,* 131, *Plugged In,* 65, *They Did What?,* 73
ii. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Summarize** *Big Steals,* 85, *Crash!,* 91, *Everyday Heroes,* 147, *Play Ball!,* 133, *Promise, The,* 161, *Ripped From the Headlines,* 103, *Witch Hunt,* 141, *Wonders of the World,* 79
iii. Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)	The Following Support this Objective: **44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Raven, The,* 163, *Samurai Fighters,* 135

2020 Colorado Academic Standards, Grade 7	*System 44 Next Generation*
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Big!,* 54, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76 **Idioms** *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
ii. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)	The Following Supports this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
iii. Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others. (CCSS: RI.7.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
c. Use Integration of Knowledge and Ideas to:	
i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (for example: how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7)	**44Book: Secondary** 10, 20, 32, 42, 46, 54, 64, 76, 86, 98, 108, 120, 142, 152, 164
ii. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)	**44Book: Secondary** 86

2020 Colorado Academic Standards, Grade 7	*System 44 Next Generation*
iii. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (CCSS: RI.7.9)	--
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.7.10)	**44Book: Secondary** 14-15, 20-21, 22-25, 36-37, 42-43, 44-47, 58-59, 64-65, 66-69, 80-81, 86-87, 102-103, 108-109, 124-125, 130-131, 132-135, 146-147, 152-153, 154-157, 168-169, 174-175, 176-179 **Teaching Resources: Secondary** **Arts** *Fashion Flashback,* 94–95, *Is This Art?,* 98–99, *Music Mash-Up,* 130–131, *Poster Power,* 66–67 **Jobs** *Cool Jobs in Basketball,* 88–89, *Hot Jobs,* 152–153, *Messy Jobs,* 62–63, *Never Give Up,* 158–159, *Plugged In,* 64–65, *Survival Guide: How to Keep Your Job,* 104–105 **Life Issues** *Yo, Yolanda! Advice About Friends,* 112–113 **Math** *Big!,* 54–55, *They Did What?,* 72–73 **Physical Education** *Cool Jobs in Basketball,* 88–89, *Play Ball!,* 132–133, *Tiburón, El,* 120–121, *Weird Sports Records,* 108–109, *Yes!,* 80–81 **Science** *African Journey,* 82–83, *Bugs That Kill,* 56–57, *Crash!,* 90–91, *Did You Know?,* 58–59, *Disaster!,* 118–119, *Fast!,* 60–61, *Have You Seen My Mummy?,* 122–123, *Killer Croc,* 154–155, *Left to Die,* 126–127, *Lost! Mysteries of the Bermuda Triangle,* 56–57, *Medical Miracle,* 128–129 *Messy Jobs,* 62, *What's New? A History of Invention,* 76–77 **Social Studies/History** *Big Steals,* 84–85, *Everyday Heroes,* 146–147, *Fashion Flashback,* 94–95, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148–149, *Four Rotten Rulers,* 150–151, *Is This Art?,* 98–99, *Play Ball!,* 132–133, *Promise, The,* 160–161, *Ripped From the Headlines,* 102–103, *Samurai Fighters,* 134–135, *Shamila's Goal,* 68–69, *Tiburón, El,* 120–121, *Tragedy at Sea,* 164–165, *Unstoppable,* 106–107, *Wacky Attractions,* 74–75, *Weird Sports Records,* 108–109, *What's New? A History of Invention,* 76–77, *Witch Hunt,* 140–141, *Wonders of the World,* 78–79, *Yes!,* 80–81

2020 Colorado Academic Standards, Grade 7	***System 44 Next Generation***
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
Grade Level Expectation: 3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.	
Evidence Outcomes Students Can:	
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.7.4) i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a) ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *belligerent, bellicose, rebel*). (CCSS: L.7.4b) iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c) iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **44Book: RDI** The Following Matches Provide Opportunities to Meet this Objective: Series 1: Lesson 11: Word Strategies: TG 132-135, Flip Chart 11, Word Building Kit, Decodable Digest p.18, 44Book p. 14, SAM: L11 Vocabulary Series 7: Lesson 39: Ending *-es*: TG 242-245, Flip Chart 39, Word Building Kit, SAM: L39 Vocabulary Series 8: Lesson 40: Endings *–ing*, *-ed* /ed/, *-ed* /d/ /t/: TG 246-249, Flip Chart 40, Word Building Kit, SAM: L40 Vocabulary Series 11: Lesson 50: Unlocking Multisyllable Words: TG 288-289, Flip Chart 50, Word Building Kit, SAM: L50 SMART

2020 Colorado Academic Standards, Grade 7	*System 44 Next Generation*
	Series 12: Lesson 51: Inflectional Endings *–ed*, *-ing* (drop *e*): TG 290-293, Flip Chart 51, Word Building Kit, SAM: L51 Vocabulary Series 12: Lesson 52: Inflectional Endings *–ed*, *-ing* (with doubling): TG 294-297, Flip Chart 52, Word Building Kit, SAM: L52 Vocabulary Series 13: Lesson 54: Changing *–y* to *-i*: TG 304-307, Flip Chart 54, Word Building Kit, SAM: L54 Vocabulary Series 20: Lesson 72: Morphological Word Families: TG 376-377, Flip Chart 72, SAM: L72 SMART
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.7.5) i. Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCSS: L.7.5a) ii. Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCSS: L.7.5b) iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *refined, respectful, polite, diplomatic, condescending*). (CCSS: L.7.5c)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Extending Meaning, 46–47 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110
c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Comprehension Strategies** **Idioms, Understanding** *Button Your Lip and Other Idioms,* 87 **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 Idioms, 49 **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104

2020 Colorado Academic Standards, Grade 7	*System 44 Next Generation*
	Extending Meaning *Arabian Nights,* **142,** *Back From the Grave!,* **116,** *Big!,* **54,** *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
Standard 3. Writing and Composition	
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.	
Grade Level Expectation: 1. Write well-organized arguments using logical reasons, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.	
Evidence Outcomes Students Can:	
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1) i. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a) ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b) iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c) iv. Establish and maintain a formal style. (CCSS: W.7.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)	**44Book: Secondary** 28, 50, 72, 94, 138, 160, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166

2020 Colorado Academic Standards, Grade 7	***System 44 Next Generation***
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.	
Grade Level Expectation: 2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.	
Evidence Outcomes Students Can:	
b. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2) i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a) ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b) iii. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d) v. Establish and maintain a formal style. (CCSS: W.7.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)	**44Book: Secondary** 18, 40, 62, 84, 106, 116, 128, 150, 172
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.	
Grade Level Expectation: 3. Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.	
Evidence Outcomes Students Can:	
c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3) i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.7.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)	---

2020 Colorado Academic Standards, Grade 7	*System 44 Next Generation*
iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d) v. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e) vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.	
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
Grade Level Expectation: 4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics and that its style is appropriate to task, purpose, and audience.	
Evidence Outcomes Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1) i. Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a) ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b) iii. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2) a. Use a comma to separate coordinate coordinate adjectives. (for example: *It was a fascinating, enjoyable movie* but not *He wore and old[,] green shirt*). (CCSS: L.7.2a) b. Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequently used vocabulary. (adapted from CCSS: L.7.2b)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 82, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **44Book: RDI** Series 1: Lesson 1: Understanding the System TG 102-103, The System of Sounds and Spellings poster, Flip Chart 1, SAM: L1 SMART Series 1: Lesson 2: Identifying and Understanding Consonants & Vowels: TG 104-105, Flip Chart 2, Sound & Articulation DVD, SAM: L2 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 3: Lesson 26: Contrasting Consonants: TG

2020 Colorado Academic Standards, Grade 7	*System 44 Next Generation*
	192-193, Flip Chart 26, Sound and Articulation DVD, Handwriting Practice, SAM: L26 SMART Series 4: Lesson 28: Final Blends: TG 200-203, Flip Chart 28, Word Building Kit, Elkonin Boxes, SAM: L28 Vocabulary Series 7: Lesson 35: Digraph *sh*: TG 228-231, Flip Chart 35, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L35 Vocabulary Series 7: Lesson 36: *ch, -tch*: TG 232-235, Flip Chart 36, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L36 Vocabulary Series 7: Lesson 37: Digraph *th*: TG 236-239, Flip Chart 37, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L37 Vocabulary Series 16: Lesson 62: Using Patterns to Determine Vowel Sounds: TG 334-335, Flip Chart 62, Word Building Kit, SAM: L62 Vocabulary Series 19: Lesson 68: r-Controlled Vowel *ar*: TG 350-353, Flip Chart 68, Word Building Kit, Sound and Articulation DVD, SAM: L68 Vocabulary Series 19: Lesson 69: r-Controlled Vowels *er, ir, ur*: TG 362-365, Flip Chart 69, Word Building Kit, Sound and Articulation DVD, SAM: L69 Vocabulary Series 19: Lesson 70: Other /sh/ Spellings: TG 366-369, Flip Chart 70, Word Building Kit, Sound and Articulation DVD, SAM: L70 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 74: r-Controlled Vowel Syllables: TG 382-385, Flip Chart 74, Word Building Kit, SAM: L74 Vocabulary Series 21: Lesson 75: Diphthongs *oi, oy*: TG 386-389, Flip Chart 75, Word Building Kit, Sound and Articulation DVD, SAM: L75 Vocabulary Series 21: Lesson 77: Diphthongs *ou (cloud), ow (owl)*: TG 394-397, Flip Chart 77, Word Building Kit, Sound and Articulation DVD, SAM: L77 Vocabulary
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3) i. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184

2020 Colorado Academic Standards, Grade 7	*System 44 Next Generation*
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)	**44Book: Secondary** 18, 28, 40, 50, 62, 72, 84, 94, 106, 116, 128, 138, 150, 160, 172, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.7.5)	**44Book: Secondary** 18, 19, 28, 28, 40, 41, 50, 51, 62, 63, 72, 73, 84, 85, 94, 106, 107, 116, 117, 128, 129, 138, 139, 150, 151, 160, 161, 172, 173, 182, 183
f. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS: W.7.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 19, 28, 29, 41, 50, 51, 63, 72, 73, 85, 94, 95, 107, 117, 129, 138, 139, 151, 160, 161, 173, 182, 183
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.7.10)	Selected Examples Include: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
Standard 4. Research Inquiry and Design	
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
Grade Level Expectation: 1. Pose research questions, synthesize answers from multiple credible resources, and present conclusions in an appropriate format.	
Evidence Outcomes Students Can:	
a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
b. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9) i. Apply *grade 7 Reading standards* to literature (for example: "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (CCSS: W.7.9a) ii. Apply *grade 7 Reading standards* to literary nonfiction. (for example: "Trace and evaluate the	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

2020 Colorado Academic Standards, Grade 7	*System 44 Next Generation*
argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)	

2020 Colorado Academic Standards, Grade 8	*System 44 Next Generation*
Standard 1. Oral Expression and Listening	
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.	
Grade Level Expectation: 1. Engage in effective collaborative discussions and analyze information presented.	
Evidence Outcomes Students Can:	
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8* topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1) i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a) ii. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b) iii. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c) iv. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182 **Teaching Resources: Secondary** **Comprehension Strategies** **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Princess Brat, The,* 101, *Raven, The,* 163, *Samurai Fighters,* 135
b. Analyze the purpose of information presented in diverse media and formats (for example: visually, quantitatively, orally) and evaluate the motives (for example: social, commercial, political) behind its presentation. (CCSS: SL.8.2)	**44Book: Secondary** 10, 32, 54, 76, 98, 108, 120, 142, 164
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS: SL.8.3)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 28, 50, 72, 94, 138, 160, 182
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.	
Grade Level Expectation: 2. Develop organized presentations incorporating key details and claims while tailored for purpose and audience.	
Evidence Outcomes Students Can:	
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182

2020 Colorado Academic Standards, Grade 8	*System 44 Next Generation*
b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 15, 18, 23, 25, 28, 30, 37, 40, 45, 47, 50, 52, 59, 62, 67, 69, 72, 74, 81, 84, 89, 91, 94, 96, 103, 106, 111, 113, 116, 118, 125, 128, 133, 135, 138, 140, 147, 150, 155, 157, 160, 162, 169, 172, 177, 179, 182, 184
Standard 2. Reading for All Purposes	
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 1. Analyze and evaluate literary elements and an author's choices to understand literary text.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Make Inferences** *Beauty and the Geek,* 145, *Sweater Thief, The,* 139, *These Are Not Poems,* 71 **Instructional Routines** **Comprehension Routines** Making Inferences, 38–39
ii. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)	The Following Supports this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Comprehension Strategies** **Read for Detail** *Arabian Nights,* 143, *Back From the Grave!,* 117, *Big!,* 55
iii. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)	The Following Provides Opportunities to Meet this Objective: **Teaching Resources: Secondary** **Sequence of Events** *Ant Attack!,* 115, *DJ Mystery,* 93, *Story of Shi Jin, The,* 137
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)	The Following Support this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *Ant Attack!,* 114, *Killer Plague,* 124

2020 Colorado Academic Standards, Grade 8	*System 44 Next Generation*
	Extending Meaning *Arabian Nights,* 142, *Back From the Grave!,* 116, *Button Your Lip and Other Idioms,* 86, *Princess Brat, The,* 100, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86 **Multiple-Meaning Words** *DJ, Mystery,* 92
ii. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89
iii. Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 22-23, 102-103, 88-89, 124-125, 154-155
c. Use Integration of Knowledge and Ideas to:	
i. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CCSS: RL.8.7)	Each text in the Student Library is available as an Audiobook, offering students the chance to both "see" and "hear" the text simultaneously.
ii. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)	**44Book: Secondary** Each Scholastic *44Book*Module has a content-area focus with several readings of varied genres and provides opportunities to meet this objective.
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently. (CCSS: RL.8.10)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary Literature/ Language Arts** *Ant Attack!,* 114–115, *Arabian Nights,* 142–143, *Back From the Grave!,* 116–117, *Beauty and the Geek,* 144–145, *Button Your Lip and Other Idioms,* 86–87, *DJ Mystery,* 92–93, *Killer Plague,* 124–125, *Princess Brat, The,* 100–101, *Story of Shi Jin, The,* 136–137, *Sweater Thief, The,* 138–139, *These Are Not Poems,* 70–71, *When Lisa Met Billy,* 110–111

2020 Colorado Academic Standards, Grade 8	***System 44 Next Generation***
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 2. Analyze and evaluate an author's choices to understand informational text.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Making Inferences** *Cool Jobs in Basketball,* 89, *Disaster!,* 119, *Four Rotten Rulers,* 151, *Messy Jobs,* 63, *Music Mash-Up,* 131, *Plugged In,* 65, *They Did What?,* 73
ii. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Summarize** *Big Steals,* 85, *Crash!,* 91, *Everyday Heroes,* 147, *Play Ball!,* 133, *Promise, The,* 161, *Ripped From the Headlines,* 103, *Witch Hunt,* 141, *Wonders of the World,* 79
iii. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)	The Following Support this Objective: **44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Raven, The,* 163, *Samurai Fighters,* 135

2020 Colorado Academic Standards, Grade 8	*System 44 Next Generation*
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Big!,* 54, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76 **Idioms** *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
ii. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)	The Following Supports this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
iii. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
c. Use Integration of Knowledge and Ideas to:	
i. Evaluate the advantages and disadvantages of using different mediums (for example: print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)	**44Book: Secondary** 10, 20, 32, 42, 46, 54, 64, 76, 86, 98, 108, 120, 142, 152, 164
ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)	**44Book: Secondary** 86

2020 Colorado Academic Standards, Grade 8	*System 44 Next Generation*
iii. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)	--
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. (CCSS: RI.8.10)	**44Book: Secondary** 14-15, 20-21, 22-25, 36-37, 42-43, 44-47, 58-59, 64-65, 66-69, 80-81, 86-87, 102-103, 108-109, 124-125, 130-131, 132-135, 146-147, 152-153, 154-157, 168-169, 174-175, 176-179 **Teaching Resources: Secondary** **Arts** *Fashion Flashback,* 94–95, *Is This Art?,* 98–99, *Music Mash-Up,* 130–131, *Poster Power,* 66–67 **Jobs** *Cool Jobs in Basketball,* 88–89, *Hot Jobs,* 152–153, *Messy Jobs,* 62–63, *Never Give Up,* 158–159, *Plugged In,* 64–65, *Survival Guide: How to Keep Your Job,* 104–105 **Life Issues** *Yo, Yolanda! Advice About Friends,* 112–113 **Math** *Big!,* 54–55, *They Did What?,* 72–73 **Physical Education** *Cool Jobs in Basketball,* 88–89, *Play Ball!,* 132–133, *Tiburón, El,* 120–121, *Weird Sports Records,* 108–109, *Yes!,* 80–81 **Science** *African Journey,* 82–83, *Bugs That Kill,* 56–57, *Crash!,* 90–91, *Did You Know?,* 58–59, *Disaster!,* 118–119, *Fast!,* 60–61, *Have You Seen My Mummy?,* 122–123, *Killer Croc,* 154–155, *Left to Die,* 126–127, *Lost! Mysteries of the Bermuda Triangle,* 56–57, *Medical Miracle,* 128–129 *Messy Jobs,* 62, *What's New? A History of Invention,* 76–77 **Social Studies/History** *Big Steals,* 84–85, *Everyday Heroes,* 146–147, *Fashion Flashback,* 94–95, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148–149, *Four Rotten Rulers,* 150–151, *Is This Art?,* 98–99, *Play Ball!,* 132–133, *Promise, The,* 160–161, *Ripped From the Headlines,* 102–103, *Samurai Fighters,* 134–135, *Shamila's Goal,* 68–69, *Tiburón, El,* 120–121, *Tragedy at Sea,* 164–165, *Unstoppable,* 106–107, *Wacky Attractions,* 74–75, *Weird Sports Records,* 108–109, *What's New? A History of Invention,* 76–77, *Witch Hunt,* 140–141, *Wonders of the World,* 78–79, *Yes!,* 80–81

2020 Colorado Academic Standards, Grade 8	***System 44 Next Generation***
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
Grade Level Expectation: 3. Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.	
Evidence Outcomes Students Can:	
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.8.4) i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a) ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *precede, recede, secede*). (CCSS: L.8.4b) iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c) iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **44Book: RDI** The Following Matches Provide Opportunities to Meet this Objective: Series 1: Lesson 11: Word Strategies: TG 132-135, Flip Chart 11, Word Building Kit, Decodable Digest p.18, 44Book p. 14, SAM: L11 Vocabulary Series 7: Lesson 39: Ending -*es*: TG 242-245, Flip Chart 39, Word Building Kit, SAM: L39 Vocabulary Series 8: Lesson 40: Endings –*ing*, -*ed* /ed/, -*ed* /d/ /t/: TG 246-249, Flip Chart 40, Word Building Kit, SAM: L40 Vocabulary Series 11: Lesson 50: Unlocking Multisyllable Words: TG 288-289, Flip Chart 50, Word Building Kit, SAM: L50 SMART Series 12: Lesson 51: Inflectional Endings –*ed*, -*ing* (drop *e*): TG 290-293, Flip Chart 51, Word

2020 Colorado Academic Standards, Grade 8	*System 44 Next Generation*
	Building Kit, SAM: L51 Vocabulary Series 12: Lesson 52: Inflectional Endings –*ed*, -*ing* (with doubling): TG 294-297, Flip Chart 52, Word Building Kit, SAM: L52 Vocabulary Series 13: Lesson 54: Changing –*y* to -*i*: TG 304-307, Flip Chart 54, Word Building Kit, SAM: L54 Vocabulary Series 20: Lesson 72: Morphological Word Families: TG 376-377, Flip Chart 72, SAM: L72 SMART
a. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5) i. Interpret figures of speech (e.g. verbal irony, puns) in context. (CCSS: L.8.5a) ii. Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b) iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *bullheaded, willful, firm, persistent, resolute*). (CCSS: L.8.5c)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Extending Meaning, 46–47 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110
c. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Comprehension Strategies** **Idioms, Understanding** *Button Your Lip and Other Idioms,* 87 **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 Idioms, 49 **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* **142,** *Back From the Grave!,* **116,**

2020 Colorado Academic Standards, Grade 8	*System 44 Next Generation*
	Big!, **54,** *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
Standard 3. Writing and Composition	
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.	
Grade Level Expectation: 1. Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.	
Evidence Outcomes Students Can:	
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.8.1) i. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.8.1a) ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b) iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c) iv. Establish and maintain a formal style. (CCSS: W.8.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)	**44Book: Secondary** 28, 50, 72, 94, 138, 160, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166

2020 Colorado Academic Standards, Grade 8	***System 44 Next Generation***
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.	
Grade Level Expectation: 2. Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.	
Evidence Outcomes Students Can:	
a. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2) i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a) ii. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b) iii. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d) e. Establish and maintain a formal style. (CCSS: W.8.2e) v. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)	**44Book: Secondary** 18, 40, 62, 84, 106, 116, 128, 150, 172
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.	
Grade Level Expectation: 3. Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and develop and reflect on experiences and events.	
Evidence Outcomes Students Can:	
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3) i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.8.3a) ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the	---

2020 Colorado Academic Standards, Grade 8	*System 44 Next Generation*
relationships among experiences and events. (CCSS: W.8.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d) v. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e) vi. Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.	
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
Grade Level Expectation: 4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.	
Evidence Outcomes Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1) i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a) ii. Form and use verbs in the active and passive voice. (CCSS: L.8.1b) iii. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c) iv. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2) i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a) ii. Use an ellipsis to indicate an omission. (CCSS: L.8.2b) iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.8.2c)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 82, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **44Book: RDI** Series 1: Lesson 1: Understanding the System TG 102-103, The System of Sounds and Spellings poster, Flip Chart 1, SAM: L1 SMART Series 1: Lesson 2: Identifying and Understanding Consonants & Vowels: TG 104-105, Flip Chart 2, Sound & Articulation DVD, SAM: L2 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound &

2020 Colorado Academic Standards, Grade 8	*System 44 Next Generation*
	Articulation DVD, SAM: L5 SMART Series 3: Lesson 26: Contrasting Consonants: TG 192-193, Flip Chart 26, Sound and Articulation DVD, Handwriting Practice, SAM: L26 SMART Series 4: Lesson 28: Final Blends: TG 200-203, Flip Chart 28, Word Building Kit, Elkonin Boxes, SAM: L28 Vocabulary Series 7: Lesson 35: Digraph *sh*: TG 228-231, Flip Chart 35, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L35 Vocabulary Series 7: Lesson 36: *ch, -tch*: TG 232-235, Flip Chart 36, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L36 Vocabulary Series 7: Lesson 37: Digraph *th*: TG 236-239, Flip Chart 37, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L37 Vocabulary Series 16: Lesson 62: Using Patterns to Determine Vowel Sounds: TG 334-335, Flip Chart 62, Word Building Kit, SAM: L62 Vocabulary Series 19: Lesson 68: r-Controlled Vowel *ar*: TG 350-353, Flip Chart 68, Word Building Kit, Sound and Articulation DVD, SAM: L68 Vocabulary Series 19: Lesson 69: r-Controlled Vowels *er, ir, ur*: TG 362-365, Flip Chart 69, Word Building Kit, Sound and Articulation DVD, SAM: L69 Vocabulary Series 19: Lesson 70: Other /sh/ Spellings: TG 366-369, Flip Chart 70, Word Building Kit, Sound and Articulation DVD, SAM: L70 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 74: r-Controlled Vowel Syllables: TG 382-385, Flip Chart 74, Word Building Kit, SAM: L74 Vocabulary Series 21: Lesson 75: Diphthongs *oi, oy*: TG 386-389, Flip Chart 75, Word Building Kit, Sound and Articulation DVD, SAM: L75 Vocabulary Series 21: Lesson 77: Diphthongs *ou (cloud), ow (owl)*: TG 394-397, Flip Chart 77, Word Building Kit, Sound and Articulation DVD, SAM: L77 Vocabulary

2020 Colorado Academic Standards, Grade 8	*System 44 Next Generation*
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3) i. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (for example: emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (CCSS: L.8.3a)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	**44Book: Secondary** 18, 28, 40, 50, 62, 72, 84, 94, 106, 116, 128, 138, 150, 160, 172, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)	**44Book: Secondary** 18, 19, 28, 28, 40, 41, 50, 51, 62, 63, 72, 73, 84, 85, 94, 106, 107, 116, 117, 128, 129, 138, 139, 150, 151, 160, 161, 172, 173, 182, 183
f. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS: W.8.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 19, 28, 29, 41, 50, 51, 63, 72, 73, 85, 94, 95, 107, 117, 129, 138, 139, 151, 160, 161, 173, 182, 183
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.8.10)	Selected Examples Include: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
Standard 4. Research Inquiry and Design	
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
Grade Level Expectation: 1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.	
Evidence Outcomes Students Can:	
a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
b. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

2020 Colorado Academic Standards, Grade 8	*System 44 Next Generation*
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.8.9) i. Apply *grade 8 Reading standards* to literature (for example: "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). (CCSS: W.8.9a) ii. Apply *grade 8 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). (CCSS: W.8.9b)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

2020 Colorado Academic Standards, Grades 9-10	***System 44 Next Generation***
Standard 1. Oral Expression and Listening	
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.	
Grade Level Expectation: 1. Respond to others' ideas, and evaluate perspective and rhetoric.	
Evidence Outcomes Students Can:	
a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10* topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) ii. Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b) iii. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c) iv. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182 **Teaching Resources: Secondary** **Comprehension Strategies** **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Princess Brat, The,* 101, *Raven, The,* 163, *Samurai Fighters,* 135
b. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)	**44Book: Secondary** 10, 32, 54, 76, 98, 108, 120, 142, 164
c. Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 28, 50, 72, 94, 138, 160, 182

2020 Colorado Academic Standards, Grades 9-10	***System 44 Next Generation***
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.	
Grade Level Expectation: 2. Organize and develop credible presentations tailored to purpose and audience.	
Evidence Outcomes Students Can:	
a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182
b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 15, 18, 23, 25, 28, 30, 37, 40, 45, 47, 50, 52, 59, 62, 67, 69, 72, 74, 81, 84, 89, 91, 94, 96, 103, 106, 111, 113, 116, 118, 125, 128, 133, 135, 138, 140, 147, 150, 155, 157, 160, 162, 169, 172, 177, 179, 182, 184
d. Use feedback to evaluate and revise the presentation. *provides opportunities*	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182
Standard 2. Reading for All Purposes	
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 145, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Make Inferences** *Beauty and the Geek,* 145, *Sweater Thief, The,* 139, *These Are Not Poems,* 71 **Instructional Routines** **Comprehension Routines** Making Inferences, 38–39

2020 Colorado Academic Standards, Grades 9-10	***System 44 Next Generation***
ii. Determine a theme or central idea of a text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	The Following Supports this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89, 124-125, 154-155 **Teaching Resources: Secondary** **Comprehension Strategies** **Read for Detail** *Arabian Nights,* 143, *Back From the Grave!,* 117, *Big!,* 55
iii. Analyze how complex characters (for example, those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	The Following Provides Opportunities to Meet this Objective: **Teaching Resources: Secondary** **Sequence of Events** *Ant Attack!,* 115, *DJ Mystery,* 93, *Story of Shi Jin, The,* 137
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)	The Following Support this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *Ant Attack!,* 114, *Killer Plague,* 124 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Button Your Lip and Other Idioms,* 86, *Princess Brat, The,* 100, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86 **Multiple-Meaning Words** *DJ, Mystery,* 92
ii. Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89
iii. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing from a variety of world literature. (CCSS: RL.9-10.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 22-23, 102-103, 88-89, 124-125, 154-155
c. Use Integration of Knowledge and Ideas to:	
i. Analyze the representation of a subject or a key scene in two different artistic mediums (for example: Auden's poem "Musée d Beaux Arts" and Breughel's painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment. (CCSS: RL.9-10.7)	Each text in the Student Library is available as an Audiobook, offering students the chance to both "see" and "hear" the text simultaneously.

2020 Colorado Academic Standards, Grades 9-10	***System 44 Next Generation***
ii. Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) (CCSS: RL.9-10.9)	**44Book: Secondary** Each Scholastic *44Book*Module has a content-area focus with several readings of varied genres and provides opportunities to meet this objective.
d. Use Range of Reading and Complexity of Text to:	
i. By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. ii. By the end of grade 10 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.9-10.10)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Literature/ Language Arts** *Ant Attack!,* 114–115, *Arabian Nights,* 142–143, *Back From the Grave!,* 116–117, *Beauty and the Geek,* 144–145, *Button Your Lip and Other Idioms,* 86–87, *DJ Mystery,* 92–93, *Killer Plague,* 124–125, *Princess Brat, The,* 100–101, *Story of Shi Jin, The,* 136–137, *Sweater Thief, The,* 138–139, *These Are Not Poems,* 70–71, *When Lisa Met Billy,* 110–111
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 2. Understand the logical progression of ideas in increasingly complex texts.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Making Inferences** *Cool Jobs in Basketball,* 89, *Disaster!,* 119, *Four Rotten Rulers,* 151, *Messy Jobs,* 63, *Music Mash-Up,* 131, *Plugged In,* 65, *They Did What?,* 73
ii. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Summarize** *Big Steals,* 85, *Crash!,* 91, *Everyday Heroes,* 147, *Play Ball!,* 133, *Promise, The,* 161, *Ripped From the Headlines,* 103, *Witch Hunt,* 141, *Wonders of the World,* 79

2020 Colorado Academic Standards, Grades 9-10	***System 44 Next Generation***
iii. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	The Following Support this Objective: **44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Raven, The,* 163, *Samurai Fighters,* 135
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Big!,* 54, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76 **Idioms** *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78

2020 Colorado Academic Standards, Grades 9-10	***System 44 Next Generation***
ii. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter). (CCSS: RI.9-10.5)	The Following Supports this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
iii. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
c. Use Integration of Knowledge and Ideas to:	
i. Analyze various accounts of a subject told in different mediums (for example: a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)	**44Book: Secondary** 10, 20, 32, 42, 46, 54, 64, 76, 86, 98, 108, 120, 142, 152, 164
ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10.8)	**44Book: Secondary** 86
iii. By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli's The Prince, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (adapted from CCSS: RI.9-10.9)	--
d. Use Range of Reading and Complexity of Text to:	
i. By the end of grade 9 read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10 read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently. (CCSS: RI.9-10.10)	**44Book: Secondary** 14-15, 20-21, 22-25, 36-37, 42-43, 44-47, 58-59, 64-65, 66-69, 80-81, 86-87, 102-103, 108-109, 124-125, 130-131, 132-135, 146-147, 152-153, 154-157, 168-169, 174-175, 176-179 **Teaching Resources: Secondary** **Arts** *Fashion Flashback,* 94–95, *Is This Art?,* 98–99, *Music Mash-Up,* 130–131, *Poster Power,* 66–67 **Jobs** *Cool Jobs in Basketball,* 88–89, *Hot Jobs,* 152–153, *Messy Jobs,* 62–63, *Never Give Up,* 158–159, *Plugged In,* 64–65, *Survival Guide: How to Keep Your Job,* 104–105 **Life Issues** *Yo, Yolanda! Advice About Friends,* 112–113 **Math** *Big!,* 54–55, *They Did What?,* 72–73 **Physical Education** *Cool Jobs in Basketball,* 88–89, *Play Ball!,* 132–133, *Tiburón, El,* 120–121, *Weird Sports Records,* 108–109, *Yes!,* 80–81 **Science** *African Journey,* 82–83, *Bugs That Kill,* 56–57, *Crash!,* 90–91, *Did You Know?,* 58–59, *Disaster!,* 118–119, *Fast!,* 60–61, *Have You Seen My*

2020 Colorado Academic Standards, Grades 9-10	*System 44 Next Generation*
	Mummy?, 122–123, *Killer Croc,* 154–155, *Left to Die,* 126–127, *Lost! Mysteries of the Bermuda Triangle,* 56–57, *Medical Miracle,* 128–129 *Messy Jobs,* 62, *What's New? A History of Invention,* 76–77 **Social Studies/History** *Big Steals,* 84–85, *Everyday Heroes,* 146–147, *Fashion Flashback,* 94–95, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148–149, *Four Rotten Rulers,* 150–151, *Is This Art?,* 98–99, *Play Ball!,* 132–133, *Promise, The,* 160–161, *Ripped From the Headlines,* 102–103, *Samurai Fighters,* 134–135, *Shamila's Goal,* 68–69, *Tiburón, El,* 120–121, *Tragedy at Sea,* 164–165, *Unstoppable,* 106–107, *Wacky Attractions,* 74–75, *Weird Sports Records,* 108–109, *What's New? A History of Invention,* 76–77, *Witch Hunt,* 140–141, *Wonders of the World,* 78–79, *Yes!,* 80–81
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
Grade Level Expectation: 3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.	
Evidence Outcomes Students Can:	
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.9-10.4) i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a) ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *analyze, analysis, analytical; advocate, advocacy*). (CCSS: L.9-10.4b) iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS: L.9-10.4c) iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky*

2020 Colorado Academic Standards, Grades 9-10	*System 44 Next Generation*
	Attractions, 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **44Book: RDI** The Following Matches Provide Opportunities to Meet this Objective: Series 1: Lesson 11: Word Strategies: TG 132-135, Flip Chart 11, Word Building Kit, Decodable Digest p.18, 44Book p. 14, SAM: L11 Vocabulary Series 7: Lesson 39: Ending -*es*: TG 242-245, Flip Chart 39, Word Building Kit, SAM: L39 Vocabulary Series 8: Lesson 40: Endings –*ing*, -*ed* /ed/, -*ed* /d/ /t/: TG 246-249, Flip Chart 40, Word Building Kit, SAM: L40 Vocabulary Series 11: Lesson 50: Unlocking Multisyllable Words: TG 288-289, Flip Chart 50, Word Building Kit, SAM: L50 SMART Series 12: Lesson 51: Inflectional Endings –*ed*, -*ing* (drop *e*): TG 290-293, Flip Chart 51, Word Building Kit, SAM: L51 Vocabulary Series 12: Lesson 52: Inflectional Endings –*ed*, -*ing* (with doubling): TG 294-297, Flip Chart 52, Word Building Kit, SAM: L52 Vocabulary Series 13: Lesson 54: Changing –*y* to -*i*: TG 304-307, Flip Chart 54, Word Building Kit, SAM: L54 Vocabulary Series 20: Lesson 72: Morphological Word Families: TG 376-377, Flip Chart 72, SAM: L72 SMART
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-10.5) i. Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a) ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Extending Meaning, 46–47 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110

2020 Colorado Academic Standards, Grades 9-10	*System 44 Next Generation*
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Comprehension Strategies** **Idioms, Understanding** *Button Your Lip and Other Idioms,* 87 **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 Idioms, 49 **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* **142,** *Back From the Grave!,* **116,** *Big!,* **54,** *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78

2020 Colorado Academic Standards, Grades 9-10	***System 44 Next Generation***
Standard 3. Writing and Composition	
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.	
Grade Level Expectation: 1. Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.	
Evidence Outcomes Students Can:	
a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1) i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a) ii. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b) iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c) iv. Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs. v. Establish and maintain an appropriate style and objective tone. (CCSS: W.9-10.1d) vi. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)	**44Book: Secondary** 28, 50, 72, 94, 138, 160, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.	
Grade Level Expectation: 2. Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.	
Evidence Outcomes Students Can:	
a, Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2) i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a) ii. Develop the topic with well-chosen, relevant, and	**44Book: Secondary** 18, 40, 62, 84, 106, 116, 128, 150, 172

2020 Colorado Academic Standards, Grades 9-10	***System 44 Next Generation***
sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b) iii. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c) iv. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d) v. Establish and maintain an appropriate style and objective tone. (CCSS: W.9-10.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.9-10.2f)	
<u>Prepared Graduates:</u> 8. Craft narratives using techniques specific to the genre.	
<u>Grade Level Expectation:</u> 3. Write engaging real or imagined narratives using multiple plot lines.	
<u>Evidence Outcomes</u> Students Can:	
a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3) i. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a) ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b) iii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c) iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d) v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e) vi. Use a range of stylistic devices (for example: poetic techniques, figurative language, imagery, graphic elements to support the presentation of implicit or explicit themes or to engage and entertain the intended audience.	---

2020 Colorado Academic Standards, Grades 9-10	***System 44 Next Generation***
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
Grade Level Expectation: 4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.	
Evidence Outcomes Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1) i. Use parallel structure. (CCSS: L.9-10.1a) ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2) i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a) ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b) iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.9-10.2c)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 82, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **44Book: RDI** Series 1: Lesson 1: Understanding the System TG 102-103, The System of Sounds and Spellings poster, Flip Chart 1, SAM: L1 SMART Series 1: Lesson 2: Identifying and Understanding Consonants & Vowels: TG 104-105, Flip Chart 2, Sound & Articulation DVD, SAM: L2 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 3: Lesson 26: Contrasting Consonants: TG 192-193, Flip Chart 26, Sound and Articulation DVD, Handwriting Practice, SAM: L26 SMART Series 4: Lesson 28: Final Blends: TG 200-203, Flip Chart 28, Word Building Kit, Elkonin Boxes, SAM: L28 Vocabulary Series 7: Lesson 35: Digraph *sh*: TG 228-231, Flip Chart 35, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L35 Vocabulary Series 7: Lesson 36: *ch, -tch*: TG 232-235, Flip Chart 36, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L36 Vocabulary Series 7: Lesson 37: Digraph *th*: TG 236-239, Flip Chart 37, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L37 Vocabulary

2020 Colorado Academic Standards, Grades 9-10	*System 44 Next Generation*
	Series 16: Lesson 62: Using Patterns to Determine Vowel Sounds: TG 334-335, Flip Chart 62, Word Building Kit, SAM: L62 Vocabulary Series 19: Lesson 68: r-Controlled Vowel *ar*: TG 350-353, Flip Chart 68, Word Building Kit, Sound and Articulation DVD, SAM: L68 Vocabulary Series 19: Lesson 69: r-Controlled Vowels *er, ir, ur*: TG 362-365, Flip Chart 69, Word Building Kit, Sound and Articulation DVD, SAM: L69 Vocabulary Series 19: Lesson 70: Other /sh/ Spellings: TG 366-369, Flip Chart 70, Word Building Kit, Sound and Articulation DVD, SAM: L70 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 74: r-Controlled Vowel Syllables: TG 382-385, Flip Chart 74, Word Building Kit, SAM: L74 Vocabulary Series 21: Lesson 75: Diphthongs *oi, oy*: TG 386-389, Flip Chart 75, Word Building Kit, Sound and Articulation DVD, SAM: L75 Vocabulary Series 21: Lesson 77: Diphthongs *ou (cloud), ow (owl)*: TG 394-397, Flip Chart 77, Word Building Kit, Sound and Articulation DVD, SAM: L77 Vocabulary
c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3) i. Write and to edit so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA Handbook) appropriate for the discipline and writing type. (CCSS: L.9-10.3a)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.) (CCSS: W.9-10.4)	**44Book: Secondary** 18, 28, 40, 50, 62, 72, 84, 94, 106, 116, 128, 138, 150, 160, 172, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)	**44Book: Secondary** 18, 19, 28, 28, 40, 41, 50, 51, 62, 63, 72, 73, 84, 85, 94, 106, 107, 116, 117, 128, 129, 138, 139, 150, 151, 160, 161, 172, 173, 182, 183

2020 Colorado Academic Standards, Grades 9-10	***System 44 Next Generation***
f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 19, 28, 29, 41, 50, 51, 63, 72, 73, 85, 94, 95, 107, 117, 129, 138, 139, 151, 160, 161, 173, 182, 183
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W.9-10.10)	Selected Examples Include: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
Standard 4. Research Inquiry and Design	
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
Grade Level Expectation: 1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.	
Evidence Outcomes Students Can:	
a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9) i. Apply *grades 9–10 Reading standards* to literature (for example: "Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS: W.9-10.9a) ii. Apply *grades 9–10 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (CCSS: W.9-10.9b)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

2020 Colorado Academic Standards, Grades 11-12	***System 44 Next Generation***
Standard 1. Oral Expression and Listening	
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.	
Grade Level Expectation: 1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.	
Evidence Outcomes Students Can:	
a. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 11–12* topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1) i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. (CCSS: SL.11-12.1a) ii. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b) iii. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c) iv. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182 **Teaching Resources: Secondary** **Comprehension Strategies** **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Princess Brat, The,* 101, *Raven, The,* 163, *Samurai Fighters,* 135
b. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)	**44Book: Secondary** 10, 32, 54, 76, 98, 108, 120, 142, 164
c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS: SL.11-12.3)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 28, 50, 72, 94, 138, 160, 182

2020 Colorado Academic Standards, Grades 11-12	***System 44 Next Generation***
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.	
Grade Level Expectation: 2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.	
Evidence Outcomes Students Can:	
a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. (CCSS: SL.11-12.4)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182
b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. (CCSS: SL.11-12.5)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 15, 18, 23, 25, 28, 30, 37, 40, 45, 47, 50, 52, 59, 62, 67, 69, 72, 74, 81, 84, 89, 91, 94, 96, 103, 106, 111, 113, 116, 118, 125, 128, 133, 135, 138, 140, 147, 150, 155, 157, 160, 162, 169, 172, 177, 179, 182, 184
Standard 2. Reading for All Purposes	
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 1. Interpret and evaluate complex literature using various critical reading strategies.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. (CCSS: RL.11-12.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 145, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Make Inferences** *Beauty and the Geek,* 145, *Sweater Thief, The,* 139, *These Are Not Poems,* 71 **Instructional Routines** **Comprehension Routines** Making Inferences, 38–39

2020 Colorado Academic Standards, Grades 11-12	*System 44 Next Generation*
ii. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)	The Following Supports this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89, 124-125, 154-155 **Teaching Resources: Secondary** **Comprehension Strategies** **Read for Detail** *Arabian Nights,* 143, *Back From the Grave!,* 117, *Big!,* 55
iii. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)	The Following Provides Opportunities to Meet this Objective: **Teaching Resources: Secondary** **Sequence of Events** *Ant Attack!,* 115, *DJ Mystery,* 93, *Story of Shi Jin, The,* 137
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)	The Following Support this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *Ant Attack!,* 114, *Killer Plague,* 124 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Button Your Lip and Other Idioms,* 86, *Princess Brat, The,* 100, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86 **Multiple-Meaning Words** *DJ, Mystery,* 92
ii. Analyze how an author's choices concerning how to structure specific parts of a text (for example: the choice of where to begin or it's a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
iii. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 22-23, 102-103, 88-89, 124-125, 154-155
c. Use Integration of Knowledge and Ideas to:	
i. Analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (CCSS: RL.11-12.7)	Each text in the Student Library is available as an Audiobook, offering students the chance to both "see" and "hear" the text simultaneously.

2020 Colorado Academic Standards, Grades 11-12	***System 44 Next Generation***
ii. Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational words (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics. (CCSS: RL.11-12.9)	**44Book: Secondary** Each Scholastic *44Book*Module has a content-area focus with several readings of varied genres and provides opportunities to meet this objective.
d. Use Range of Reading and Complexity of Text to:	
i. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Literature/ Language Arts** *Ant Attack!,* 114–115, *Arabian Nights,* 142–143, *Back From the Grave!,* 116–117, *Beauty and the Geek,* 144–145, *Button Your Lip and Other Idioms,* 86–87, *DJ Mystery,* 92–93, *Killer Plague,* 124–125, *Princess Brat, The,* 100–101, *Story of Shi Jin, The,* 136–137, *Sweater Thief, The,* 138–139, *These Are Not Poems,* 70–71, *When Lisa Met Billy,* 110–111
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 2. Interpret and evaluate complex informational texts using various critical reading strategies.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. (CCSS: RI.11-12.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Making Inferences** *Cool Jobs in Basketball,* 89, *Disaster!,* 119, *Four Rotten Rulers,* 151, *Messy Jobs,* 63, *Music Mash-Up,* 131, *Plugged In,* 65, *They Did What?,* 73
ii. Determine and analyze the development and interaction of two or more central ideas over the course of the text to provide a complex analysis or objective summary of the text. (CCSS: RI.11-12.2)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Summarize** *Big Steals,* 85, *Crash!,* 91, *Everyday Heroes,* 147, *Play Ball!,* 133, *Promise, The,* 161, *Ripped From the Headlines,* 103, *Witch Hunt,* 141, *Wonders of the World,* 79

2020 Colorado Academic Standards, Grades 11-12	*System 44 Next Generation*
iii. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS: RI.11-12.3)	The Following Support this Objective: **44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Raven, The,* 163, *Samurai Fighters,* 135
iv. Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).	The Following provide opportunities to meet this Objective: **44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179
v. Predict the impact an informational text will have on an audience and justify the prediction.	The Following provide opportunities to meet this Objective: **Teaching Resources: Secondary** *Big Steals,* 85, *Crash!,* 91, *Everyday Heroes,* 147, *Play Ball!,* 133, *Promise, The,* 161, *Ripped From the Headlines,* 103, *Witch Hunt,* 141, *Wonders of the World,* 79
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines faction in Federalist No. 10). (CCSS: RI.11-12.4)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Big!,* 54, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of*

2020 Colorado Academic Standards, Grades 11-12	*System 44 Next Generation*
	Invention, 76 **Idioms** *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
ii. Analyze and evaluate the effectiveness of an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5)	The Following Supports this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
iii. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (CCSS: RI.11-12.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
c. Use Integration of Knowledge and Ideas to:	
i. Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)	**44Book: Secondary** 10, 20, 32, 42, 46, 54, 64, 76, 86, 98, 108, 120, 142, 152, 164
ii. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses) by the end of 12th grade. (CCSS: RI.11-12.8)	**44Book: Secondary** 86
iii. Analyze 17th-, 18th-, and 19th-century foundational U.S. and world documents of historical and literary significance (for example: The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features by the end of 12th grade. (adapted from CCSS: RI.11-12.9)	--
d. Use Range of Reading and Complexity of Text to:	
i. By the end of grade 11, read and comprehend literary nonfiction, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.11-12.10) By the end of grade 12, read and comprehend literary nonfiction, including stories, dramas, and	**44Book: Secondary** 14-15, 20-21, 22-25, 36-37, 42-43, 44-47, 58-59, 64-65, 66-69, 80-81, 86-87, 102-103, 108-109, 124-125, 130-131, 132-135, 146-147, 152-153, 154-157, 168-169, 174-175, 176-179 **Teaching Resources: Secondary** **Arts** *Fashion Flashback,* 94–95, *Is This Art?,* 98–99,

2020 Colorado Academic Standards, Grades 11-12	*System 44 Next Generation*
poems, in the grades 11-CCR text complexity band independently and proficiently. (CCSS: RI.11-12.10)	*Music Mash-Up,* 130–131, *Poster Power,* 66–67 **Jobs** *Cool Jobs in Basketball,* 88–89, *Hot Jobs,* 152–153, *Messy Jobs,* 62–63, *Never Give Up,* 158–159, *Plugged In,* 64–65, *Survival Guide: How to Keep Your Job,* 104–105 **Life Issues** *Yo, Yolanda! Advice About Friends,* 112–113 **Math** *Big!,* 54–55, *They Did What?,* 72–73 **Physical Education** *Cool Jobs in Basketball,* 88–89, *Play Ball!,* 132–133, *Tiburón, El,* 120–121, *Weird Sports Records,* 108–109, *Yes!,* 80–81 **Science** *African Journey,* 82–83, *Bugs That Kill,* 56–57, *Crash!,* 90–91, *Did You Know?,* 58–59, *Disaster!,* 118–119, *Fast!,* 60–61, *Have You Seen My Mummy?,* 122–123, *Killer Croc,* 154–155, *Left to Die,* 126–127, *Lost! Mysteries of the Bermuda Triangle,* 56–57, *Medical Miracle,* 128–129 *Messy Jobs,* 62, *What's New? A History of Invention,* 76–77 **Social Studies/History** *Big Steals,* 84–85, *Everyday Heroes,* 146–147, *Fashion Flashback,* 94–95, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148–149, *Four Rotten Rulers,* 150–151, *Is This Art?,* 98–99, *Play Ball!,* 132–133, *Promise, The,* 160–161, *Ripped From the Headlines,* 102–103, *Samurai Fighters,* 134–135, *Shamila's Goal,* 68–69, *Tiburón, El,* 120–121, *Tragedy at Sea,* 164–165, *Unstoppable,* 106–107, *Wacky Attractions,* 74–75, *Weird Sports Records,* 108–109, *What's New? A History of Invention,* 76–77, *Witch Hunt,* 140–141, *Wonders of the World,* 78–79, *Yes!,* 80–81
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
Grade Level Expectation: 3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.	
Evidence Outcomes Students Can:	
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.11-12.4) i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47

2020 Colorado Academic Standards, Grades 11-12	*System 44 Next Generation*
word or phrase. (CCSS: L.11-12.4a) ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *conceive, conception, conceivable*). (CCSS: L.11-12.4b) iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS: L.11-12.4c) iv. Verify the preliminary determination of the meaning of a word or phrase. (CCSS: L.11-12.4d)	**Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **44Book: RDI** The Following Matches Provide Opportunities to Meet this Objective: Series 1: Lesson 11: Word Strategies: TG 132-135, Flip Chart 11, Word Building Kit, Decodable Digest p.18, 44Book p. 14, SAM: L11 Vocabulary Series 7: Lesson 39: Ending -*es*: TG 242-245, Flip Chart 39, Word Building Kit, SAM: L39 Vocabulary Series 8: Lesson 40: Endings –*ing*, -*ed* /ed/, -*ed* /d/ /t/: TG 246-249, Flip Chart 40, Word Building Kit, SAM: L40 Vocabulary Series 11: Lesson 50: Unlocking Multisyllable Words: TG 288-289, Flip Chart 50, Word Building Kit, SAM: L50 SMART Series 12: Lesson 51: Inflectional Endings –*ed*, -*ing* (drop *e*): TG 290-293, Flip Chart 51, Word Building Kit, SAM: L51 Vocabulary Series 12: Lesson 52: Inflectional Endings –*ed*, -*ing* (with doubling): TG 294-297, Flip Chart 52, Word Building Kit, SAM: L52 Vocabulary Series 13: Lesson 54: Changing –*y* to -*i*: TG 304-307, Flip Chart 54, Word Building Kit, SAM: L54 Vocabulary Series 20: Lesson 72: Morphological Word Families: TG 376-377, Flip Chart 72, SAM: L72 SMART

2020 Colorado Academic Standards, Grades 11-12	*System 44 Next Generation*
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5) i. Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a) ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Extending Meaning, 46–47 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Comprehension Strategies** **Idioms, Understanding** *Button Your Lip and Other Idioms,* 87 **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 Idioms, 49 **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* **142,** *Back From the Grave!,* **116,** *Big!,* **54,** *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky*

2020 Colorado Academic Standards, Grades 11-12	***System 44 Next Generation***
	Attractions, 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
Standard 3. Writing and Composition	
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.	
Grade Level Expectation: 1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.	
Evidence Outcomes Students Can:	
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.11-12.1) i. Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS: W.11-12.1a) ii. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS: W.11-12.1b) iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.11-12.1c) iv. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.11-12.1e)	**44Book: Secondary** 28, 50, 72, 94, 138, 160, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166

2020 Colorado Academic Standards, Grades 11-12	***System 44 Next Generation***
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.	
Grade Level Expectation: 2. Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.	
Evidence Outcomes Students Can:	
b. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2) i. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.11-12.2a) ii. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.11-12.2b) iii. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.11-12.2c) iv. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d) v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.11-12.2f)	**44Book: Secondary** 18, 40, 62, 84, 106, 116, 128, 150, 172
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.	
Grade Level Expectation: 3. Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.	
Evidence Outcomes Students Can:	
c. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.11-12.3)	---

2020 Colorado Academic Standards, Grades 11-12	***System 44 Next Generation***
i. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.11-12.3a) ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.11-12.3b) iii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. (CCSS: W.11-12.3c) iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.11-12.3d) v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e) vi. Select and use stylistic devices to craft engaging and effective text.	
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
Grade Level Expectation: 4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.	
Evidence Outcomes Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1) i. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a) ii. Resolve issues of complex or contested usage, consulting references (for example: Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed. (CCSS: L.11-12.1b)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2) i. Observe hyphenation conventions. (CCSS: L.11-12.2a) ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 82, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **44Book: RDI** Series 1: Lesson 1: Understanding the System TG 102-103, The System of Sounds and Spellings

2020 Colorado Academic Standards, Grades 11-12	*System 44 Next Generation*
frequent vocabulary. (adapted fromCCSS: L.11-12.2b)	poster, Flip Chart 1, SAM: L1 SMART Series 1: Lesson 2: Identifying and Understanding Consonants & Vowels: TG 104-105, Flip Chart 2, Sound & Articulation DVD, SAM: L2 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 3: Lesson 26: Contrasting Consonants: TG 192-193, Flip Chart 26, Sound and Articulation DVD, Handwriting Practice, SAM: L26 SMART Series 4: Lesson 28: Final Blends: TG 200-203, Flip Chart 28, Word Building Kit, Elkonin Boxes, SAM: L28 Vocabulary Series 7: Lesson 35: Digraph *sh*: TG 228-231, Flip Chart 35, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L35 Vocabulary Series 7: Lesson 36: *ch, -tch*: TG 232-235, Flip Chart 36, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L36 Vocabulary Series 7: Lesson 37: Digraph *th*: TG 236-239, Flip Chart 37, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L37 Vocabulary Series 16: Lesson 62: Using Patterns to Determine Vowel Sounds: TG 334-335, Flip Chart 62, Word Building Kit, SAM: L62 Vocabulary Series 19: Lesson 68: r-Controlled Vowel *ar*: TG 350-353, Flip Chart 68, Word Building Kit, Sound and Articulation DVD, SAM: L68 Vocabulary Series 19: Lesson 69: r-Controlled Vowels *er, ir, ur*: TG 362-365, Flip Chart 69, Word Building Kit, Sound and Articulation DVD, SAM: L69 Vocabulary Series 19: Lesson 70: Other /sh/ Spellings: TG 366-369, Flip Chart 70, Word Building Kit, Sound and Articulation DVD, SAM: L70 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 74: r-Controlled Vowel Syllables: TG 382-385, Flip Chart 74, Word Building Kit, SAM: L74 Vocabulary Series 21: Lesson 75: Diphthongs *oi, oy*: TG 386-389, Flip Chart 75, Word Building Kit, Sound and

2020 Colorado Academic Standards, Grades 11-12	*System 44 Next Generation*
	Articulation DVD, SAM: L75 Vocabulary Series 21: Lesson 77: Diphthongs *ou (cloud), ow (owl)*: TG 394-397, Flip Chart 77, Word Building Kit, Sound and Articulation DVD, SAM: L77 Vocabulary
c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.11-12.3) a. Vary syntax for effect (for example: Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS: L.11-12.3a)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.) (CCSS: W.11-12.4)	**44Book: Secondary** 18, 28, 40, 50, 62, 72, 84, 94, 106, 116, 128, 138, 150, 160, 172, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)	**44Book: Secondary** 18, 19, 28, 28, 40, 41, 50, 51, 62, 63, 72, 73, 84, 85, 94, 106, 107, 116, 117, 128, 129, 138, 139, 150, 151, 160, 161, 172, 173, 182, 183
f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 19, 28, 29, 41, 50, 51, 63, 72, 73, 85, 94, 95, 107, 117, 129, 138, 139, 151, 160, 161, 173, 182, 183
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W.11-12.10)	Selected Examples Include: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
Standard 4. Research Inquiry and Design	
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
Grade Level Expectation: 1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.	
Evidence Outcomes Students Can:	
a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

2020 Colorado Academic Standards, Grades 11-12	*System 44 Next Generation*
understanding of the subject under investigation. (CCSS: W.11-12.7)	
b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. (CCSS: W.11-12.8) c. Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources. d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
e. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9) a. Apply *grades 11–12 Reading standards* to literature (for example: "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (CCSS: W.11-12.9a) b. Apply *grades 11–12 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the reasoning in seminal U.S. Texts, including the application of constitutional principles and use of legal reasoning [for example: in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses]"). (CCSS: W.11-12.9b)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

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correlated to the

2020 Colorado Academic Standards for Reading, Writing, and Communicating

2019

Reading Inventory is a research-based, computer adaptive reading assessment program for students in Grades K-12 that measures reading comprehension on the Lexile Framework® for Reading. The most powerful feature of the program is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations.

Reading Inventory:

- uses a computer-adaptive environment that supports monitoring for Tier I and Tier III;
- provides an accurate, Native Lexile® Score;
- includes forecast tools, enabling educators to set personalized and effective instructional intervention targets;
- includes 21 reports that provide clear actionable data; and
- includes school-to-home letters in six languages, helping educators communicate learning goals to parents and guardians.

Reading Inventory is a fast and accurate way to assess student reading levels and monitor reading progress. RI assists in the identification of struggling readers, planning for instruction, gauging the effectiveness of curriculum, and demonstrating accountability. RI is designed to measure a reading ability with texts of increasing difficulty using the Lexile Framework®.

The Lexile Framework® is a research-proven system for measuring students' reading levels and matching readers to text. The Lexile Framework uses a common metric—a Lexile measure—to evaluate both reading ability and text difficulty. By placing both reader and text on the same scale, the Framework allows educators to forecast the level of comprehension a student will experience with a particular text, and to evaluate curriculum needs based on each student's ability to comprehend the materials. By utilizing the Lexile Framework, RI provides educators with the unique opportunity to bridge the gap between high-stakes assessment and instruction, and indicates future performance on such tests.

RI Supports Key Features and Expectations of the Common Core State Standards

Text Complexity—The 2020 Colorado Academic Standards continue to call for a carefully calibrated "staircase" of text complexity. RI facilitates the process of systematically exposing students to a staircase on increasingly complex text using three dimensions of text complexity. The Lexile Framework for Reading utilized in RI is useful as a quantitative measure of text complixity. RI texts are also evaluated qualitatively by examining reading purpose, format, and interest level. The Targeted Reading Report allows teachers to view the upper range of text complexity that students can manage, with support, in order to accelerate their reading growth.
Informational Texts—The 2020 Colorado Academic Standards are informed by the CCSS and NAEP framework, which reflects the increased importance of informational text for college and career readiness. RI supports a 50%-50% mix of fiction and nonfiction
Increasing Independence— The 2020 Colorado Academic Standards expect students to demonstrate independence while becoming self-directed learners. RI makes reading growth clear and empowers them to read independently. The Recommended Reading Report suggests titles based on test results and individual reading interests. The Book Expert database allows readers to search and select new texts with the appropriate level of challenge.
Technology—The 2020 Colorado Academic Standards asks students to employ technology in their learning and RI brings assessment to students with computer-based adaptive software. The data genereated is accessible in a variety of reports so students, teachers and administrators can use technology to strategically monitor progress and set goals.

Reading Inventory provides continuous assessment and immediate feedback for administrators, teachers and parents, by way of the Achievement Manager. SAM manages all information and performance data for students, teachers, and schools using software programs. RI, in addition to automatically scoring and analyzing student performance data, provides educators with 21 reports and letters that support universay screening, instructional placement, progress monitoring and AYP reporting needs.

Smart Reports that Facilitate Targeted Instruction:

District and School Proficiency Report—This report allows administrators and principals to review the performance of students using RI on a district-wide or school-wide basis.

Intervention Grouping Report—This report groups students under the four RI performance standars. The report is used to target for additional support students whose performance is Below Basic or Basic.

Recommended Reading Report—This report provides an indivualized list of books for a student based on his or her reading interests and RI test results and Lexile level.

Student Action Report—This report shows an individual student's RI test history, a reading placement chart targeting appropriate Lexile ranges for different reading purposes, and teaching recommendations to help the student meetin grade-level expectations.

Students Yearly Progress Report—This report tracks an individual student's Lexile scores over time in relation to the student's year-end grade-level proficiency range.

College and Career Readiness Report—This report shows text complexity measures of widely used texts from fiction, informational, and functional sources. For middle school and high school students, their individual Lexile growth is benchmarked on the text that supports key life milestones – a driver's license manual, military manuals, and college text books.

RI Subtests—*Reading Inventory* uses the Foundational Reading Assessment subtest and the Reading Comprehension Assessment subtest to provide immediate, actionable data on students' reading levels and growth over time.

The Foundational Reading Assessment can be used to assess the development of early literacy skills for students in K-2, including phonological awareness, letter-sound and letter-word ideentification, decoding, and sight word recognition.

- Multistage set of testlets that may be administered to a student up to three times
- Utilizes "hybrid" scores that combine accuracy and speed of responding: these fluency scores are effective in that individual and developmental differences in an underlying reading skill affect both accuracy and speed of response.
- Performace can be linked to DIBELS Next benchmark levels and percentile scores.
- Three Strands: Phonological Awareness, Letter-Word Identification, and Word Attack

The Reading Comprehension Assessment can be used to assess the development of reading comprehension, to match students with appropriate texts for successful reading experiences, and to provide students with "stretch" reading experiences aligned with college and career readiness with appropriate scaffolding.

- Computer-adaptive algorithm to adapt the text to the specific level of the reader
- Applies the Bayesian scoring algorithm that uses past performance to predict future performance, connecting each test administration to every other administration to produce more precise measurements
- The "embedded completion" item format correlates to the same core reading competency measured by norm-referenced, criterion-referenced, and individually administered reading tests
- Coverts raw score into the Lexile metric, thus readers and texts are measured using the same metric
- The majority of the reading passages are authentic: they are sampled from best-selling literature, curriculum texts, and familiar periodicals.

RI Reading Assessment Program Research and Validation—RI has been the subject of many scientific validation studies. The RI research ranges from a norming study with a sample of 512,224 students to an analysis of gender, race, and ethnic differences among 19,000 fourth through ninth grade students. The RI technical Guide details the research foundation, program history and assessment validity and reliability studies. The RI Technical Guide is the latest in a series of technical publications describing the development and psychometric characteristics of *Reading Inventory*.

RI Professional Development includes includes options for hands-on or Online training for effect school or district implementation. Workshops faciliatate learning how to implement RI by:

- exploring program materials
- examining resources to make effective instructional placements
- studying best practices for reading assessment administration
- learning how to read and interpret data for informed decision making
- receiving information to forecase student performance outcomes

Exhibit C

1) Our District did find the pricing information provided in HMH's proposal on pages 52 through 57. Section 3.2.3 of the RFP requested initial purchase pricing based on the figures in the table below and our evaluation committee is finding it challenging to understand how HMH's figures align with the figures in the table. Please provide clarification and a more specific pricing proposal based on the numbers in the table below:

3.2.3 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.

Middle Schools (10 schools)	Number of Students/Teachers
1 Teacher per middle school	10 teachers
35 students per grade (6, 7, 8) per school	105 students per school; 1050 total middle school students on READ plans
High Schools (4 schools)	
1 Teacher per high school	4 teachers
35 students per grade (9 & 10) per school	70 students per high school; 280 total high school students

Please see attached cost proposal for the above numbers.

2) For the Professional Learning Services pricing identified on pages 52 and 53, please clarify which offerings are required, strongly recommended or optional.
On the attached cost proposal, I have included 2 days of Getting Started.
We also recommend coaches days that can be provided with a blended model of in-person and through webinars. The number of days can be discussed with the district to determine what best fits your needs.

3) For the Technical Services identified on page 53, please clarify if these services listed are required or optional.
All HMH technical services offerings are optional. Districts around the country have varying needs of technical support, which is why HMH offers flexible and customized models to meet the needs of our customers. In most cases, HMH does encourage districts to purchase at least 1-2 days of remote TechIntegrate days to ensure heightened support in the event of unforeseen implementation challenges.

4) For the Student Licenses/Subscriptions pricing on page 54, please clarify if the $639.00 is per student per year, per student for 5 years, or for the total number of students listed in the table noted above (section 3.2.3 of the RFP).
The price, for 5 years is $799.00 however, the RFP cost is $639.00 for a 5 year plan for one student which breaks down to $127.80 per student per year. Otherwise it would be $199.00 per year per student.

5) For the Classroom Materials pricing noted on page 54, would it be accurate to use the quoted amount of $1,999.00 multiplied by the 14 teachers in the table noted above (section 3.2.3 of the RFP) to estimate a materials total that is just under $28,000.00?
Yes, it is recommended that each classroom/teacher have their own set of classroom materials which includes the classroom libraries. The RFP cost of those materials is $1999.00 per one set.

Therefore, 14 classroom sets of materials would cost $27,986 which is a one- time cost, you will not need to purchase these each year.

6) Can you please help us understand if there are any costs involved when a student shifts from the System 44 program into the Read 180 program? If there are costs associated with this shift, please provide clarification on when and how this transition takes place, as well as, an itemized list detailing the associated costs.
   With the new subscription pricing a student will have a Lit license which can be used with System 44 or Read 180 within the same stage (B or C). A student can be on the System 44 software and still use the Read 180 ReaL Book in the small group rotation. If the teacher feels that that student is not ready for the Read 180 ReaL Book than a System 44 student book will need to be purchase for $29.99 and a classroom set of System 44 readers for $1999.00.

In order to proceed with evaluation of HMH's response to the RFP in a timely manner, please email your responses to the items above to me at: kwooden@psdschools.org **no later than 3:00pm (MST) on Tuesday, October 15, 2019.**

Exhibit D

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Pricing and Program Confirmation regarding:

RFP # 20-630-002-Secondary Reading Intervention Assessment Curriculum with

Instructional Materials and Services

1. Poudre School District currently owns 1177 *READ 180 Enterprise Edition* and *Next Generation* licenses combined. By upgrading the existing licenses to *READ 180 Universal,* the Poudre School District will have access to the newest version ensuring HTML5 compatibility as well as the flexibility of a Literacy License allowing access to the *System 44* and the *READ 180* software.

   With the new subscription model, HMH honors the investment the Poudre School District has previously made in *READ 180* providing a 5-year subscription upgrade price of $360 per student. This includes access to the Student Application and the Student ReaL Book every year for 5 years. In addition to the student materials, *READ 180 Universal* provides a 5-year digital Teacher License at no charge. The digital tools include:

   - Teacher & Leader Dashboards
   - Teacher Tools
   - Reports
   - Point-of-Use Searchable Resources
   - Professional Development Videos
   - HMH *Reading Inventory*
   - HMH *Phonics Inventory*
   - Independent Reading Assessments
   - Workshop Assessments
   - Digital Teacher's Edition
   - Workshop Anchor Videos
   - Resources for Differentiated Instruction
   - Teaching Resources for Independent Reading
   - Text Downloadables
   - Student App Teacher Supports
   - HMH *Reading Inventory* Professional Learning Guide
   - Embedded Professional Learning Materials

   A set of Classroom Materials completes the *READ 180 Universal* package. These print materials are a one-time purchase of $1999 and include:

   - Teacher's Edition
   - Assessment & Analytics Guide
   - Professional Learning Guide
   - Classroom Posters
   - Paperback and Audiobook Library with 35 titles/4 copies of each title

   PLEASE NOTE: The upgrade prices listed above are valid through June 15, 2020.

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The Learning Company™

The chart below provides a comparison of the upgrade pricing for a 1-year, 3-year and 5-year subscription reflecting the significant savings with the 5-year investment.

Year 1	Year 2	Year 3	Year 4	Year 5	Total
One Year Option					
$90.00	$199.00	$199.00	$199.00	$199.00	$886.00
Three Year Option					
$240.00*	$0	$0	$199.00	$199.00	$638.00
Five Year Option					
$360.00*	$0	$0	$0	$0	$360.00

*Paid in full the first year.

2. If the Poudre School District needs more than 1177 student licenses and books to support all students needing intervention, the cost for the additional *READ 180 Universal* Student Licenses and ReaL Books is:
   - Years 1-5: $639/student
   - Years 6-10: $639/student

   Additional digital Teacher Licenses will be provided at no charge; and additional sets of *READ 180 Universal* Classroom Materials will be $1999/set.

3. The average shipping cost is 10% on print materials only.

4. The standard lead time for shipping is 7-10 days. Digital is approximately 3-5 days.

5. One initial 4-hour, in-person professional service day will be provided to the district at no cost. For additional paid follow-up training to sustain best practices and successful implementation, please refer to the services menu provided in the RFP.

6. Subscription customers will receive any digital product enhancements and updates without additional charge. We release updates to our digital applications on a weekly basis and customers can view those updates on our Product Support website
   Note that we target the release of significant updates before each new school year, or between Semesters whenever possible.

Exhibit E

- Provide a detailed specific description of the product and scope of work to be completed. Descriptions should not include wording such as “most used” or “used by x amount of schools”.
    - *Service descriptions should be in detail and free of sales language, so that it is clear to the common person- “What are we buying?”*

      Reading Counts is an independent reading program for Grades K–12 that combines reading practice and software-based assessment. Students choose from thousands of popular and engaging titles, read the books, and take the corresponding quizzes. This technology-based reading program creates a personalized and engaging learning environment that ensures independent reading accountability. Reading Counts perpetual licenses on Poudre’s servers require an annual fee to get any new quizzes that are added to the program. The Student Access charge of $2.00 per license ensures that Poudre receives all new quizzes. The $350 Basic Plan ensures the Poudre’s Reading Counts program receives any patches or program updates throughout the term period.

      Reading Inventory is a research-based, adaptive student assessment program that measures reading skills and longitudinal progress on the Lexile Framework for Reading from Kindergarten through college readiness. It can be administered in a group setting in around 30 minutes 3–5 times per year. The Product Support Plan includes software updates and point releases, and access to tech support.

      Phonics Inventory is a foundational reading assessment that measures fluency of the phonological decoding and sight word reading of older, struggling readers in Grades 3–12+. This computer-based phonics assessment provides a data-driven reading profile to support an appropriate reading intervention placement. The Product Support Plan includes software updates and point releases, and access to tech support.

      Read 180 is a blended learning solution that accelerates learning for struggling readers that are two year or more below grade level. Technology components include adaptive software that personalizes instruction for students and provides data for differentiation to teachers. The Reading Inventory, Phonics Inventory and Reading Counts programs are embedded in the curriculum. The Product Support Plan includes software updates and point releases, and access to tech support.

      System 44 is an intensive, foundational reading program for the most challenged readers. The program ensures that struggling students master the system of 44 sounds and 26 letters of the English language by multiple assessments, multiple entry points, adaptive software, and targeted instruction. System 44 is proven to raise reading achievement for the most challenged students. The Reading Inventory, Phonics Inventory and Reading Counts programs are embedded in the curriculum. The Product Support Plan includes software updates and point releases, and access to tech support.

-
-
- What Student Data is collected through the use of the system?

- *List all Student Data that is collected, maintained, generated, or inferred through use of service.*
- *This includes information created or collected by the company.*

In providing our Products, HMH and our service providers may collect the following:

•Information submitted by a school administrator or teacher about himself or herself, such as first and last name, email address, photo and other profile information, and username and password.
•Information submitted by a school administrator or teacher about the students in a particular school or classroom, such as first and last names, student ID numbers, usernames and passwords, gender and other demographic information, learning level, and performance data. Sometimes our customer provides us with or permits us to access a school or school district database from which we retrieve this information. We may combine information about a student with information about his or her school, such as its location.
•Information about a student's parent or guardian, such as names and email addresses. This information may be submitted by a teacher or by the parent or guardian, and we may associate it with the student's information.
•Information and content submitted by a school administrator or teacher, such as lesson plans and notes.
•Information and content submitted by a student using our Products, such as notes and responses to questions, activities, game play, assessments, assignments, and postings to a bulletin board viewable by others in the same class. Depending on the Product, a student's notes and responses may be provided through open text fields, voice recordings, photographs, or video recordings. If a teacher chooses not to set individual passwords for his or her students' accounts, then students in the same class may be able to access each other's notes or other work.
•For certain of our Products, the name and email address of an individual to whom a user wishes to send content from the Product. We use the information only to send the message, and we do not retain it.
•Information about how, where, in a general sense (based on IP address), when, and for how long a user accesses and uses our Products, as well as what content he or she views, what actions he or she takes (including, for example, clicks, touches, and hovers using a mouse), and how he or she navigates through our Products. We may use cookies, pixel tags, and other technologies to collect this information.
•Information from and about the user's device, such as mobile device type, browser type and version, operating system name and version, IP address, and referring URL. We collect this information automatically when a user accesses our services, to help us understand usage, diagnose problems, administer our Products, and provide support.
•Information collected through cookies, which are pieces of information stored directly on a user's computer, and other persistent identifiers. We use cookies, IP addresses, and other persistent identifiers to authenticate users in order to ensure that only authorized individuals are permitted access to our Products.
•Information collected through pixel tags (also known as web beacons and clear GIFs) or other, similar technologies to track how a user navigates through our Products, so that we can understand, for example, what links are clicked and what content is accessed and for how long. This information allows us to improve our user interface and create a better product, such as by making commonly accessed content easier to reach or by more prominently displaying content that has been less frequently accessed.

We do not use cookies, pixel tags, or other technologies to track our users' use of third-party services.

- What is the purpose for collecting Student Data?

In addition to the uses described above, and subject to any restrictions imposed by applicable law or our agreement with our customer, we may use and disclose the information we collect:

•To permit our customers and their authorized end users (i.e., administrators and teachers) to tailor and optimize the use of our Products to the needs of a particular school, classroom, or student.

•To permit school administrators and teachers to review students' work, monitor students' performance and progress, plan lessons, and otherwise support instruction.

•To permit parents and guardians to review their children's work and monitor their performance and progress.

•To offer students immediate feedback and continuous support, permit them to access information shared by their teachers, suggest other content or activities for them, help them track their own progress and maintain a file of their work, allow them to create a collection of books or other content, permit them to play games with other students, and adjust instruction to meet their needs.

•To personalize user experience, such as by using the appropriate language, displaying his or her name on the user dashboard or permitting a student to view a profile picture of his or her teacher.

•To permit school administrators and teachers to use our Products' profile, social networking, and professional development features. These features permit the sharing of the user's username, photo, and other profile information with other users. They also allow users to communicate and share content with one another and, in some cases, with the public. We urge the school administrator and teacher users of our social networking features to be careful when deciding to disclose information through them.

•For analytics purposes, to understand how our Products are accessed and used, and how they perform, so that we may improve upon their design and functionality and otherwise develop and improve upon our products and services. We also develop analytics studies that contain only aggregate information that does not permit the identification of any individual user or of a school or school district. We may disclose these studies to third parties, including to market our products and services to them.

•To provide our school and school district customers, as well as their administrators and teachers with various types of reports, such as reports detailing the performance and progress of a particular school district, school, classroom, or student.

•To communicate with administrators, teachers, and parents or guardians, subject to any communications preferences they express.

•To ensure that our Products run properly and are presented optimally, and for Product improvement.

•To diagnose problems, troubleshoot issues, and provide maintenance and support.

•To calculate the royalties due to the owners of content appearing in our Products.

We may use and disclose nonpersonal information collected from the users of our Products for any reason, subject to any restrictions imposed by applicable law or our agreement with our customer. We do not, however, disclose any personal information about the users of our Products to any third party, except:

•As directed by our school district customer to which the information relates.

•To our third party service providers, who provide services such as website hosting and customer service, to permit them to provide those services to us.

•To the extent we believe necessary or appropriate to comply with legal process or to respond to requests from government authorities.

•To the extent we believe necessary or appropriate to protect our rights, safety, or property and/or that of our affiliates, our customers, our users or others.

•In the event of any reorganization, merger, sale, joint venture, assignment, transfer or other disposition of all or any portion of our business, assets or stock (including in connection with any bankruptcy or similar proceedings), in which case the transferred information will remain subject to the terms of this Privacy Policy.

- What third-parties does the vendor partner with, who may receive Student Data in any format?
  - *This includes storage and vendors receiving encrypted data.*

Third party service providers used at this time are as follows:

- Amazon Web Services provides hosting and administration services
- Connectria Inc. provides system and network administration services
- Intellify Learning, Inc. provides data and reporting services
- Algoria Inc. provides customer support functions
- PRO Unlimited Inc. manages individual contractors with specialized expertise.

In the event that HMH engages different or additional third party service providers at any time during the course of the District's use of these programs. HMH shall ensure that such new vendors are similarly obligated to protect the confidentiality of student data and may provide an updated list upon request from the District.

SCHEDULE OF DATA: **Student Achievement Manager (SAM)**

Category of Data	Elements	Check if used by your system
Application Technology Metadata	IP Addresses of users, Use of cookies etc.	X
	Other application technology metadata-	
Application Use Statistics	Metadata on user interaction with application	X
Assessment	Standardized test scores	X
	Observation data	X
	Other assessment data-Please specify:	Performance-based Assessment Scores; Universal Screener and Progress Monitoring Scores; Curriculum-Embedded Assessment Scores
Attendance	Student school (daily) attendance data	
	Student class attendance	
Communications	Online communications that are captured (emails, blog entries)	
Conduct	Conduct or behavioral data	
Demographics	Date of Birth	
	Place of Birth	
	Gender	X
	Ethnicity or race	X
	Language information (native, preferred or primary language spoken by student)	X
	Other demographic information-Please specify:	Customer Demographics as specified by District
Enrollment	Student school enrollment	X
	Student grade level	X
	Homeroom	
	Guidance counselor	
	Specific curriculum	
	Year of graduation	
	Other enrollment information-Please specify:	
Parent/Guardian Contact Information	Address	
	Email	
	Phone	
Parent/Guardian ID	Parent ID number (created to link parents to students)	
Parent/Guardian Name	First and/or Last	

Category of Data	Elements	Check if used by your system
Schedule	Student scheduled courses	X
	Teacher names	X
Special Indicator	English language learner information	X
	Low income status	X
	Medical alerts	
	Student disability	X
	Specialized education services (IEP or 504)	X
	Living situations (homeless/foster care)	
	Other indicator information-Please specify:	Please refer to the *Student Achievement Manager (SAM) Data Management Manual* provided at the following: http://www.hmhco.com/product-support/content/techsupport/sam/manuals/HMHSAM_DMM_2_5.pdf.

Category of Data	Elements	Check if used by your system
Student Contact Information	Address	
	Email	
	Phone	
Student Identifiers	Local (School district) ID number	X
	State ID number	
	Vendor/App assigned student ID number	X
	Student app username	X
	Student app passwords	X
Student Name	First and/or Last	X
Student In App Performance	Program/application performance (typing program-student types 60 wpm, reading program-student reads below grade level)	X
Student Program Membership	Academic or extracurricular activities a student may belong to or participate in	
Student Survey Responses	Student responses to surveys or questionnaires	
Student work	Student generated content; writing, pictures etc.	
	Other student work data-Please specify:	
Transcript	Student course grades	X
	Student course data	X

Category of Data	Elements	Check if used by your system
	Student course grades/performance scores	X
	Other transcript data - Please specify:	
Transportation	Student bus assignment	
	Student pick up and/or drop	
	off location	
	Student bus card ID	
	Other transportation data- Please specify:	
Other	Please list each additional data element used, stored or collected by your application	Please refer to the *SAM Data Management Manual* provided at the following: http://www.hmhco.com/product-support/content/techsupport/sam/manuals/HMHSAM_DMM_2_5.pdf.

CURRICULUM SERVICES AGREEMENT BETWEEN
SAVVAS LEARNING COMPANY LLC AND POUDRE SCHOOL DISTRICT R-1

This Curriculum Services Agreement ("Agreement") is entered into this ___ day of May 2020, by and between Poudre School District R-1 ("District") and Savvas Learning Company LLC ("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 first set forth above and continue through and including June 30, 2030 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. Notwithstanding the planned term of an Agreement and/or any extensions thereof as provided in section 1.1 and 1.2 above, the District may terminate an Agreement at any time in its sole discretion for any reason, with or without cause, upon written notice served on the Contractor no less than thirty (30) days prior to the date of termination. In the event of such early termination by the District, the Contractor shall be paid up to the date of termination for services performed under and in accordance with this Agreement.

2. **Deliverables and Purchase Price.**

2.1. The Contractor's responsibility under this Agreement is to provide it's iLit Suite web hosted literacy platform to provide educational software which supports instructional materials and services to be used by students grades 6-12 for secondary reading intervention assessment ("Materials"), and for related professional development and technology supports for the District's teachers. The parties agree to the following, as specified in:

2.1.1. Request for Proposal ("RFP") 20-630-002, which is part of this agreement and attached hereto as Exhibit A.

2.1.2. Contractor's Response to RFP 20-630-002, which is part of this agreement and attached hereto as Exhibit B.

2.1.3. Contractor's Response to Evaluation Committee's Questions to RFP 20-630-002, which is part of this agreement and attached hereto as Exhibit C.

2.1.4. Contractor's Pricing and Program Confirmation RFP 20-630-002, which is part of this agreement and attached hereto as Exhibit D.

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

2.2. The Contractor shall offer tiered pricing for Services as set forth on the attached Exhibit D.

2.2.1. Access to Services shall be available for seven (7) years through 2027, unless earlier terminated as outlined in section 1.

2.2.1.1. Access to Services during the term of July 1, 2027 through June 30, 2030, shall be based on the digital program being available.

2.2.2. Additional subscriptions may be purchased at the prices listed in Exhibit D through June 30, 2027, use of the Services as outlined in section 2.2.1.1 shall be at no charge.

2.3. The Contractor shall permit the use of diagnostic testing to determine the needs of the students. Charges for full license use of other Materials and licenses shall only be charged once student has been assigned or accessed Materials and licenses. Students who are assigned a license, but are not used or have minimal use, may be reassigned to another student.

2.4. The Contractor shall ensure the District has the most current online platform. No cost shall be associated with upgrades to any online platforms.

2.5. Contractor shall ensure tangible grade-level classroom and teacher Materials are shipped to be received no later than June 20, 2020.

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

2.6. The Contractor shall provide direct points of contacts for tech issues, instructional planning, and data analysis supports to the contact identified in section 9 of this Agreement and update any changes within thirty (30) days of a new contact.

2.7. The Contractor shall ensure the Director of Curriculum, Instruction and Accountability or designee has District administrator account access for oversight of the Services and access.

2.8. The Contractor shall work with the District's Information Technology department to integrate the Contractor's online platform with the District's support systems.

2.8.1. The Contractor shall work with the District's Information Technology department to roster any online platforms through the services available within the District.

2.9. **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

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

2.9.2. 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.

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

2.9.4. 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.

2.10. 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.

2.11. **Invoices.** Invoices for Services provided shall be submitted to the District's accounts payable department within thirty (30) days of completion of Services.

2.11.1. Invoices for such Services shall include (a) date on which Services were provided, (b) the District Location for which the Service were provided, (c) details of Products delivered, (d) approval signoff from District and purchase order number.

2.11.2. All invoices must be submitted within 45 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.

2.11.3. Payment shall be made within forty-five (45) days from receipt of invoice.

2.12. 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.

2.13. **Professional Development.** Contractor shall provide professional development support of Services during the first two years of implementation, with ongoing support for the remainder of the Agreement.

2.13.1. The Contractor shall meet with the District to establish a training plan within fourteen (14) days from the execution of this Agreement.

2.13.2. Professional development shall follow the anticipated training plan below:

a. Year One

- Five Sessions of Professional Development
- Free and Ongoing Webinars and Online Professional Development

b. Year Two
- Four Sessions of Professional Development
- Free and Ongoing Webinars and Online Professional Development

c. Ongoing
- Support through Webinars, Virtual Support, and In-Session Trainings Upon Request

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

2.13.4. Contractor shall not schedule or provide any professional development without written approval the Director of Curriculum, Instruction and Assessment or designee.

2.14. The District understands and agrees that its students' access to and use of the Contractor's web-based system under this Agreement requires 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 and 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 SANS Top 20 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 *et seq*. 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 in writing by the District, initiate the process to 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 Agreement disclose confidential student records and information to subcontractors as identified in Exhibit E ("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.** Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"). 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 attached Exhibit E: (a) the data elements of confidential student records and information that Contractor collects under the Agreement, 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 or Subcontractors fail 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 and any one or more of Subcontractors from future contracts and subcontracts with the District. Excluding any data breach, the District may allow an opportunity to cure a breach within thirty (30) days of written notice.

9. **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

Savvas Learning Company LLC
Attn: Scott Sayers
15 East Midland Avenue, Suite 502
Paramus, NJ 07652
Email: scott.sayers@pearson.com

9.1. Communication notices for the Information Technology Department shall be sent to:

Poudre School District R-1
Attn: Software Engineers
E-mail: softwareeng@psdschools.org

10. **General Provisions.**

10.1. **No Assignment.** Except with respect to its affiliates or a successor entity that may result from corporate merger, 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.

10.2. **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.

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

10.4. **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 in the same manner and with the same formality as was done for this Agreement.

10.5. **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.

10.6. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

10.7. **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
Email: risk@psdschools.org
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 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 10.7, shall not reduce the indemnification liability that Contractor has assumed in section 10.8.

Commercial General Liability

Minimum Limits

d.	Each Occurrence Bodily Injury & Property Damage	$1,000,000
e.	General Aggregate	$2,000,000
f.	Products/Completed Operations Aggregate	$1,000,000
g.	Personal/Advertising Injury	$1,000,000

h. Coverage must be written on an "occurrence" basis.
i. 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

Minimum Limits

a.	Per Loss	$1,000,000
b.	Aggregate	$1,000,000

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

Crime Coverage

Minimum Limits

a. Per Loss $1,000,000

The policy shall include:

a. Coverage for all directors, officers, agents, and employees of the Supplier.
b. Employee dishonesty, forgery and alteration, monies and securities, and computer (cyber) crime.
c. Extended theft and mysterious disappearance.
d. The policy shall not contain a condition requiring an arrest and conviction.
e. Policy must be endorsed to cover Third Party Fidelity and include Poudre School District R-1 as a Loss Payee.

10.8. **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, grievance, charge or proceeding brought in connection with or related to: (a) the Contractor's operations; (b) the Contractor's provision of the Services; (c) the Contractor's actual or alleged infringement of any third party's patent or copyright; and/or (d) the conduct of any of the Contractor'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 10.8 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.

10.9. **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.

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

10.11. **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.

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

10.13. **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.

10.14. **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.

10.15. **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.

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

Savvas Learning Company LLC

Matt Stricker
By: Matt Stricker (May 13, 2020)

Matt Sticker
Vice President, Sales and Shared Operations Learning Services

POUDRE SCHOOL DISTRICT R-1

By:_____

Sandra Smyser, Ph.D.
Superintendent

Robert Beauchamp
By: Robert Beauchamp (May 14, 2020 13:22 MDT)

Robert Beauchamp
Director of Curriculum, Instruction and Assessment

Exhibit A

POUDRE SCHOOL DISTRICT R-1

Department of Curriculum, Instruction & Assessment

REQUEST FOR PROPOSAL

Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services

RFP# 20-630-002

RFP SCHEDULE

RFP Issued	**July 8, 2019**
Supplier Questions Due	**July 18, 2019 at 2:00 p.m. MST**
Q&A/Addendum Issued	**July 25, 2019**
RFP Opening Date	**August 20, 2019 at 2:00 p.m. MST**
RFP Consideration Period	**August 2019 – January 2020**
Supplier Presentations (if required)	**November 2019**
Award Announced	**January 2020**
Approval, Board of Education	**March 2020**
Delivery Deadline for Materials Ordered	**June 2020**

TABLE OF CONTENTS

PURPOSE OF RFP

BACKGROUND

1.0 GENERAL CONDITIONS

2.0 SPECIAL CONDITIONS

3.0 SCOPE OF WORK

4.0 AGREEMENT TERMS

5.0 REVIEW AND ASSESSMENT

6.0 INSURANCE

7.0 PROPOSAL CERTIFICATION FORM

8.0 REFERENCES

9.0 MODEL FORMAT OF PROPOSAL

EXHIBIT A - SAMPLE DISTRICT AGREEMENT

REQUEST FOR PROPOSAL
Secondary Reading Intervention Assessment Curriculum
with Instructional Materials and Services
RFP# 20-630-002

Poudre School District R-1 (the "District") is issuing this request for proposals ("RFP") from Suppliers for a curriculum with instructional materials and services to be used by students grades 6-12 for secondary reading intervention assessment, and for related professional development and technology supports for the District's teachers. The District wishes to begin using the curriculum, materials, and services in the Fall semester of 2020 for a 10-year period, in accordance with its current curriculum adoption cycle.

The District shall provide copies of this 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 Suppliers' 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 may be directed to the District via the BidNet platform any time after the issuance of this RFP through and including **2:00 p.m. MST on Thursday, July 18, 2019.** 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/addendum via www.bidnetdirect.com

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

At no time during the solicitation process will communication regarding this RFP be permitted with any District employee other than the Procurement Agent named below. Communication with a District employee other than the Procurement Agent named below may disqualify your response from consideration.

The District will only accept and consider electronically submitted bids from Suppliers, which must be submitted and received in the www.bidnetdirect.com electronic solicitation portal on or before 2:00 p.m. MST on Tuesday, August 20, 2019, 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 bids 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, all as requested in Section 3.0 of this RFP must be physically received on or before **2:00 p.m. MST on Tuesday, August 20, 2019 and shall be in a sealed packaged and marked RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services and mailed or delivered to**:

Poudre School District R-1
Curriculum, Instruction and Assessment
Attn: David Lawrence – RFP# 20-630-002 – Secondary Reading Intervention
1502 South Timberline Road
Fort Collins, CO 80524

It is the sole responsibility of the Supplier to see that all sample materials are received by the submission deadline.

Sales Prohibited/Conflict of Interest: No officer, employee, or member of the School Board, shall have a financial interest in the sale to the 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 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,

Kelly Wooden
Senior Procurement Agent

REQUEST FOR PROPOSAL
Secondary Reading Intervention Assessment Curriculum
with Instructional Materials and Services
RFP# 20-630-002

BACKGROUND:

Poudre School District (the 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 District 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-curricular 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:

- 31 elementary schools
- 10 middle schools
- 4 comprehensive 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.

1.0 GENERAL CONDITIONS

1.1 Supplier must provide all requested information. Proposals must meet or exceed specifications contained in this document. Failure to do so may result in rejection of the proposal at the option of the District.

1.2 The successful Supplier will be required to enter into and sign a formal Agreement with the District with reasonable adjustments acceptable to 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.

1.3 The District is exempt from city, county, state and federal sales/excise taxes. Tax exempt certificates will be issued upon request.

1.4 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 and prior to award of the Agreement.

1.5 The District does not assume financial responsibility for late submissions.

1.6 Each Supplier (and its employees, representatives and subcontractors) agrees to abide by all applicable federal, state and local codes, laws, rules and regulations.

1.7 The awarded 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 Senior Procurement Agent may be grounds for elimination from the selection process.

1.9 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.

1.10 Proposals shall contain a signature of an authorized representative in the space provided on the Proposal Certification Form. Failure to properly sign proposal form may invalidate the response.

1.11 The accuracy of the RFP 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.

1.12 The awarded Supplier is not permitted to transfer any interest in the project whether by assignment or otherwise, without prior written consent of the District's Procurement Service Center.

1.13 This solicitation does not commit the District to pay any costs incurred in the preparation of a proposal, submission of sample materials or the return shipping of sample materials. There is no expressed or implied obligation for the District to reimburse responding Suppliers for any expenses incurred in the preparing proposals in response to this request.

1.14 Supplier must note in the solicitation response any intent to use subcontractors. The subcontractor's name, address, phone number and three (3) 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. 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.

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

1.16 Only the names of the companies submitting proposals will be disclosed prior to the completion of Agreement negotiations.

1.17 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, Suppliers are encouraged to check the BidNet website to ensure additional requirements are incorporated into its submissions.

1.18 The District reserves the right to negotiate further with one or more Suppliers or to request additional information. 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, an Agreement may be negotiated and awarded to that Supplier.

1.19 A submission of a proposal in response to this RFP is an offer to contract with the District based upon the terms, conditions, scope of work and specifications contained in this RFP.

1.20 In the event the District has reasonable grounds to believe that any individual assigned to perform work under RFP has a criminal record, is a registered sex offender, is under the influence of alcohol or other substance, has exhibited violence or based upon other information the District deems reliable; the District may exclude such individual from any school building or grounds or impose reasonable conditions upon such individual's presence upon any school premises. In the judgment of the District, if an Agreement cannot be performed because of such action, the Agreement may be terminated.

1.21 The initial agreement between the District and the awarded Supplier is planned to commence on July 1, 2020 and is planned to continue in full force and effect through and including June 30, 2030 unless earlier terminated by the District as provided in section 1.23 below.

1.22 Notwithstanding any other term or provision of this RFP, the District's obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) the Agreement is in effect. In no event shall the District's obligations in the 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.

1.23 Notwithstanding the planned term of an Agreement and/or any extensions thereof as provided above, the District may terminate the Agreement at any time in its sole discretion for any reason, with or without cause, upon written notice served on the Supplier no less than thirty (30) days prior to the date of termination. In the event of such early termination by the District, the Supplier shall be paid up to the date of termination for services performed under and in accordance with this Agreement.

1.24 Independent Supplier

1.24.1 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 RFP.

1.24.2 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

contractors and subcontractors for goods and/or services directly or indirectly related to this RFP.

1.24.3 Nothing in this RFP or as a result of this RFP 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.

1.25 Certification Regarding Illegal Aliens

1.25.1 Supplier certifies, represents, warrants and agrees that it will not knowingly employ or contract with an illegal alien to provide services under this Agreement, and will not enter into an Agreement with a subcontractor that fails to certify to Supplier that the subcontractor will not knowingly employ or contract with an illegal alien 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).

1.25.2 Supplier shall not use either the E-Verify Program or the Department Program procedures to undertake pre-employment 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 an illegal alien, 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 illegal alien. Supplier shall comply with any reasonable request made by the Department of Labor and Employment during 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.

1.26 Qualifications of Supplier. 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. 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 Agreement and to complete the work/furnish the item(s) contemplated therein.

1.27 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:

1.27.1 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.

1.27.2 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.

1.27.3 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.

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

1.28 Miscellaneous

1.28.1 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.

1.28.2 Governing Law. An Agreement resulting from this RFP shall be governed by and construed in accordance with the laws of the State of Colorado. Venue for any and all legal action regarding or arising out of transactions covered herein shall be solely in the District Court in and for Larimer County, State of Colorado.

1.28.3 Equal Opportunity. The successful Supplier will agree not to refuse to hire, discharge, promote, demote, or to otherwise discriminate in matters of compensation against any person otherwise qualified solely because of race, creed, sex, national origin, ancestry or physical handicap.

1.28.4 Appeal of Award. Supplier may appeal the award by submitting, in writing, a request for re-consideration to the District's Procurement Services Manager within (72) hours after the receipt of the notice of award.

1.28.5 In the event the awarded Supplier defaults on its Agreement or the Agreement is terminated for cause due to performance, the District reserves the right to re-procure the products and/or services from the next highest scoring Supplier or from other sources during the remaining term of the terminated or defaulted Agreement. Under this arrangement, the District shall charge the awarded Supplier any differences between its price and the price to be paid to the next highest scoring supplier, as well as, any costs associated with the re-solicitation effort which resulted from such default or termination.

1.29 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 Procurement Services Manager.

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.

Modifications to this RFP document and/or exhibit will not be considered valid and may be cause for disqualification.

2.0 SPECIAL CONDITIONS

2.1 The curriculum, instructional materials and services must be aligned to the Colorado Academic Standards.

2.2 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).

2.3 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.

2.4 The instructional materials and services may include technology and online resources calculated to enhance student learning.

2.5 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.

2.6 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.

2.7 Evaluating teachers may pilot the top scoring programs in their classrooms. The pilot period, if needed, will take place between August 2019 and January 2020. 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.

2.8 The Supplier with whom the District contracts must ensure that the instructional materials are delivered to the District on or before June 2020, 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 2020 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 secondary (grades 6-12) reading intervention assessment 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 secondary reading intervention assessment and curriculum with instructional materials:

3.1.1 The proposal should include diagnostic/formative assessments that can be given at minimum three (3) times a year.

3.1.2 Reading assessments should provide analyses based on standards/skills and level of mastery with suggestions to teachers for next steps in lesson planning. A list of leveled readers including one (1) or more of the following measures: Fountas & Pinnell, age, Grade Level Equivalency, Lexiles, ZPD Ranges, ATOS, DRA, Reading Recovery, etc. Supplier should provide a list of level readers and measure(s) within their response.

3.1.3 Reporting and Data management - With the goal of guiding classroom instruction, curriculum development, and instructional supports, the Assessment System described in this RFP must provide educators with general and skills-specific student performance results, including standard/skill analysis reports, in a timely fashion that enables educators to adjust instruction as needed. This information must be user-friendly, flexible, modifiable, and readily and easily accessible. Immediate results for the selected response items preferred. Data management should be as user friendly or automated as possible. Suppliers shall provide documentation, print screens, and/or print outs of sample reports and data management tools within their response.

3.1.4 Types of Reports:

3.1.4.1 Proposals should include a list of the reports currently available within the proposer's application, i.e., screenshots of the various reports.

3.1.4.2 Reports will display overall assessment performance as well as strengths and weaknesses relative to the specific Colorado State Standards. Please describe costs and specialized processes, if a special data load must be included to allow assessment results reported based on Colorado State Standards.

3.1.4.3 Skill/standard or item analysis reports should be available at the student, class, building, and district levels.

3.1.4.4 A screening report, or some report showing the State of Colorado based performance level of students should be available.

3.1.4.5 Reports need to be available on individual assessments and across assessments (longitudinal/growth) throughout the school year relative to skills and performance. For example, if three (3) Benchmarks are proposed, summary reports should display student performance across the three benchmarks at the student, class, building, and district levels.

3.1.4.6 Student longitudinal reporting should be available. Student reports indicating overall performance and performance relative to skills will be maintained across grades and for each school a student attends. For example, with longitudinal reporting, a teacher planning for his/her class before school begins in September can examine the performance on the previous years' Benchmarks of students in his/her incoming classes. Growth reports should be based on student growth percentiles, if possible.

3.1.4.7 The system must be able to archive reports each year so that educators may review historical reports based upon class and school configurations in previous years.

3.1.5 A technical manual describing the Diagnostic/Formative assessments, including research covering the frequency distributions, means, standard deviations, standard errors of measurement, reliability and validity analysis, and the relevant item statistics, should be provided within Supplier's response.

3.2 Supplier proposals shall provide the following for Secondary Reading Intervention Assessment and Curriculum with Instructional Materials and Services:

3.2.1 A title and description of the instructional materials for use by students and teachers, including student editions and teacher editions.

3.2.2 ISBN numbers (where applicable).

3.2.3 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.

Middle Schools (10 schools)	**Number of Students/Teachers**
1 Teacher per middle school	10 teachers
35 students per grade (6, 7, 8) per school	105 students per school; 1050 total middle school students on READ plans
High Schools (4 schools)	
1 Teacher per high school	4 teachers
35 students per grade (9 & 10) per school	70 students per high school; 280 total high school students

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

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

3.2.5.1 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.

3.2.5.2 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.

3.2.6 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.

3.2.7 Provide price for training, resources and professional learning opportunities referenced in section 3.2.6 of this RFP.

3.2.8 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, telephone number and e-mail address; and (b) describe the work it will perform.

3.3 Supplier proposals shall include the following information:

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

3.3.2 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.

3.3.3 Supplier's website address/Internet URL.

3.3.4 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.

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

3.4.1 For non-digital instructional materials, one (1) English language student edition set (per grade level) of instructional materials and one (1) English language teacher edition set of instructional materials

3.4.2 Access to online resources and/or software for use by students and teachers in connection with the instructional materials. Access will be required for (20) teacher reviewers and (100) student reviewers.

3.4.3 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 is included in this RFP as Exhibit A.

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 Procurement Services Manager.

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.

Modifications to this RFP document and/or exhibit will not be considered valid and may be cause for disqualification.

4.2 If the Supplier selected by the District offers a component which collects, maintains or uses student personally identifiably information, as defined in Colorado State Statue §§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.* A sample of the Agreement is attached herein attached as Exhibit A.

4.2.1 If selected, the Supplier will be required to provide at a minimum:

4.2.1.1 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.

4.2.1.2 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.

4.2.1.3 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 Top 20 Security Controls, National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization and NIST Special Publication 800-57, as recommended best practices by the U.S. Department of Education.

5.0 REVIEW AND ASSESSMENT

5.1 Instructional Materials will be evaluated on the following rubric. Separate criteria may be the basis for review of the written proposals and interview session.

5.1.1 The rating scale shall be from 0 to 2, with 0 – Not Evident, 1 – Partially Evident, 2 Evident and Well Supported. Proposal will be evaluated on the body of evaluation evidence that includes, but is not limited to, the cumulative point system referenced here.

Criteria	Score 0-2
1. The Reading assessment/intervention program submitted is designed for students grades 6-12 that will help them master the content outlined in the Colorado State standards; the program includes a user-friendly interface that allows students to move through the program step-by-step.	
2. The program contains grade 6-12 Reading performance assessments with normative score data, with the potential for predictive alignment to State Standards and assessments.	
3. The Assessment System allows progress monitoring for MTSS and Reading Intervention. The system provides progress reporting on individualized academic plans.	
4. The Assessment System provides educators with ongoing and timely diagnostic/formative assessment information needed to differentiate instructional support for students, better target classroom instruction, plan curriculum, and monitor student learning and progress over time.	
5. Instructional resources to help teachers in instructional planning based on student performance are available through the Assessment System. Lists of age-appropriate leveled readers and other reading resources related to reading performance and subsequent instruction are desired.	
6. Results provide actionable student-friendly/understandable feedback directly to students.	
7. Student results from selected response assessments are viewable in the system quickly/ immediately and available at all levels for data analysis (student, class, school, district). If integral to accurate data analysis, test validity information needs to be included for accurate use of valid data.	
8. The Assessment System include data analysis tools allowing District staff to query the formative, summative and customized assessment results. Demographic student/staff and assessment data can be exportable from the system in multiple formats (i.e., PDF, MS Excel, CSV, TXT, etc.).	
9. Static and live student reports are available to give school and district staffs multiple ways to view student, class/teacher, district reports to inform instruction, professional development, and curriculum. Reporting allows staff to regroup students by performance level.	
10. The Assessment System is web-based/online. Assessment is computer adaptive: i.e., as a student answers questions correctly the system adapts the types of questions presented to the ability level of the student.	
11. The proposal includes a professional development plan that supports the implementation of the assessment and instructional program. Instructional professional development is research-based.	

5.2 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 August 2019 and continuing through and January 2020. 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.

5.3 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: Kelly Wooden, kwooden@psdschools.org and copy Dave Lawrence dlawrence@psdschools.org

5.4 After January 2020, 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.

5.5 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.

5.6 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.

5.7 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.

5.8 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 $1,000,000
b. General Aggregate $2,000,000
c. Products/Completed Operations Aggregate $1,000,000
d. Personal/Advertising Injury $1,000,000
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 $1,000,000
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.

Crime Coverage (for agreements allowing privileged access to network systems, valuable property or sensitive data)

Minimum Limits

Per Loss	$1,000,000

The policy shall include:

a. Coverage for all directors, officers, agents, and employees of the Supplier.
b. Employee dishonesty, forgery and alteration, monies and securities, and computer (cyber) crime.
c. Extended theft and mysterious disappearance.
d. The policy shall not contain a condition requiring an arrest and conviction.
e. Policy must be endorsed to cover Third Party Fidelity and include Poudre School District R-1 as a Loss Payee

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.

7.0 PROPOSAL CERTIFICATION FORM

Secondary Reading Intervention Assessment and Curriculum with Instructional Materials and Services
RFP# 20-630-002

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 **Tuesday, August 20, 2019 2:00 p.m. MST.**

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. MST on Tuesday, August 20, 2019 and shall be in a sealed packaged and marked RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services** and mailed or delivered to:

Poudre School District R-1
Curriculum, Instruction and Assessment
Attn: David Lawrence – RFP# 20-630-002 – Secondary Reading Intervention
1502 South Timberline Road
Fort Collins, CO 80524

The undersigned hereby affirms that:

- Agent 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 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 listed in the proposal.
- Supplier will adhere to all terms and conditions and provide, at a minimum, all services as expressed in the RFP and/or the company's proposal responding to the RFP.
- Supplier meets or exceeds all the required criteria as specified by this RFP, or if not, has submitted a Justification for Consideration addressing any failure to meet the criteria.
- Supplier's proposal is being offered independently of any other Supplier and in full compliance with the terms specified in the RFP.
- Supplier will accept any awards made to it, contingent on Agreement negotiation, as a result of this RFP for a minimum of ninety (90) calendar days following the date and time of the RFP opening.

Supplier Name: _____

Signature of Authorized Agent: _____

Printed Name: _____

Title: _____

E-mail address: _____

Phone Number: _____

Contact Person: _____ **Phone Number:** _____

Contact Email: _____

(If different from Agent)

NOTE: Proposals submitted without the signature of an authorized agent of the Supplier may be considered non-responsive.

8.0 REFERENCES

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 Organization Name_____

Address _____

Contact Person _____

Telephone _____

Email _____

Describe type of work/service performed or items supplied _____

_____

8.2 Organization Name_____

Address _____

Contact Person _____

Telephone _____

Email _____

Describe type of work/service performed or items supplied _____

_____

8.3 Organization 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 5.3).**

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 Certification Form

9.6.1 Submit the completed form in section 7.0

9.7 Reference Form

9.7.1 Submit the completed form in section 8.0

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

This Curriculum Services Agreement ("Agreement") is entered into this ____ day of {DATE}, by and between Poudre School District R-1 ("District") and {CONTRACTOR NAME} ("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 first set forth above and continue through and including {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. {DELIVERABLES AND SERVICES}

2.2. {TOTAL COST}

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

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

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

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

2.6. Contractor shall ensure grade-level classroom 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 provide support for implementation of Services during the first year, at no cost for the following:

2.7.1. {PROFESSIONAL DEVELOPMENT SERVICES}

2.8. 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.

2.9. 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 2.10 are derivative works, and, as such, the District agrees to assign, and hereby assigns, all right, title and interest therein to the Contractor.

2.10. 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.

2.11. The District understands and agrees that its students' access to and use of the Services under this Agreement requires 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.

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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 and 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

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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 SANS Top 20 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 *et seq*. 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 in writing by the District, initiate the process to 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 Agreement disclose confidential student records and information to subcontractors as identified in Exhibit {XX} ("Subcontractors"), hereinafter attached and made part of this Agreement, 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)

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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.** Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"). 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 attached Exhibit {XX} (a) the data elements of confidential student records and information that Contractor collects under the Agreement, 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 or Subcontractors fail 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

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Agreement the District may, as applicable, terminate the Agreement and/or disqualify Contractor and any one or more of Subcontractors from future contracts and subcontracts with the District.

9. **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

{VENDOR INFORMATION}

10. **General Provisions.**

10.1. **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.

10.2. **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.

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

10.4. **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 in the same manner and with the same formality as was done for this Agreement.

10.5. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

10.6. **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 coverage 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

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Agreement, and with renewal certificates as soon as reasonably practical following the expiration of any required insurance that expires during the term of this Agreement. 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 or change of coverage. The insurance requirements specified in this section 10.6, shall not reduce the indemnification liability that Contractor has assumed in section 10.7 below.

Commercial General Liability

a.	Each Occurrence Bodily Injury & Property Damage	$1,000,000
b.	Personal Injury	$1,000,000
c.	Products/Completed Operations Aggregate	$1,000,000
d.	General Aggregate	$2,000,000

e. Coverage must be written on an "occurrence" basis.

f. Poudre School District and its elected officials and employees shall be included as additional insureds; copy of policy endorsement must be attached to the Certificate of Insurance.

Technology Errors & Omissions Liability including Network Security and Privacy Liability

a.	Per Loss	$3,000,000
b.	Aggregate Limit	$3,000,000

c. If policy is written on a claims-made basis, Contractor warrants that any retroactive date under the policy shall precede the effective date of this Agreement and that either continuous coverage will be maintained, or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this Agreement is complete. Contractor shall also maintain such insurance for an additional period of three (3) years following termination of the Agreement.

d. If policy is written on an occurrence form basis, Contractor shall maintain such insurance for an additional period of one (1) year following termination of the Agreement.

Workers' Compensation and Employers' Liability*

a.	State of Colorado	Statutory
b.	Employer's Liability	$500,000 Each Accident $500,000 Disease – Policy Limit $500,000 Disease – Each Employee

c. Waiver of subrogation in favor of Poudre School District R-1; copy of policy endorsement must be attached to the Certificate of Insurance.

d. This requirement shall not apply if Contractor is exempt under the Colorado Workers' Compensation Act and if Contractor has a current Workers' Compensation Coverage

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Rejection on file with the Colorado Department of Labor and Employment, Division of Worker's Compensation.

10.7. **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, grievance, charge or proceeding brought in connection with or related to: (a) the Contractor's operations; (b) the Contractor's provision of the Services; (c) the Contractor's actual or alleged infringement of any third party's patent or copyright; and/or (d) the conduct of any of the Contractor'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 10.7 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.

10.8. **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.

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

10.10. **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.

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

10.12. **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.

10.13. **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.

10.14. **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.

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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.

{VENDOR}	POUDRE SCHOOL DISTRICT R-1
By:_____	By:_____
{NAME} {TITLE}	Sandra Smyser, Ph.D. Superintendent
	By:_____
	Robert Beauchamp Director of Curriculum, Instruction and Assessment

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Exhibit B

Pearson

Poudre School District R-1

Secondary Reading Intervention Assessment Curriculum With Instructional Materials and Services

TECHNICAL ORIGINAL
RFP#: 20-630-002

Due: August 20, 2019

Poudre School District R-1
1502 South Timberline Road
Fort Collins, CO 80524

Illustration by Tang Yau Hoong

Title Page

Pearson	
RFP Number	20-630-002
Name of Proposing Firm	Pearson K12 Learning LLC
Local Address	3075 W. Ray. Rd. Chandler, AZ 85226
Telephone Number	303.919.6902
Name of Contact Person	Scott Sayers Account General Manager
Date	August 16 2019
Address of Principal Place of Business	221 River Street Hoboken, NJ 07030
List of Materials Submitted for Evaluation	SuccessMaker® Reading iLit Suite

ALWAYS LEARNING

Pearson

Table of Contents

Letter of Transmittal

Proposer's Approach

- SuccessMaker® Reading
- iLit Suite

Cost Component of Proposal

- Cost Component of Proposal
- Services Pricing

Proposal Certification Form

References

Conditions and Exceptions

Appendix

- SuccessMaker Professional Development Pathway
- iLit Professional Development Pathway

ALWAYS LEARNING

Pearson

Pearson K12 Learning LLC
221 River Street
Hoboken, NJ 07030

www.pearson.com

August 16, 2019

David Lawrence
Poudre School District R-1
1502 South Timberline Rd.
Fort Collins, CO 80524

RE: RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services

Dear Mr. Lawrence:

To assist Poudre School District R-1 (PSD) in obtaining the curriculum, materials, and services specified in RFP #20-630-002, Pearson K12 Learning LLC (Pearson) offers the following solutions:

- **SuccessMaker® Reading.** A personalized reading intervention program for students in grades 6–8. SuccessMaker Reading accelerates student learning with immediate scaffolded feedback and targeted instructional support.
- **iLit Suite:** A literacy solution designed to accelerate reading for students in grades 6–12 and up who are reading two or more years below grade level, with the goal of increasing students' reading ability by up to two grades in one school year.

Pearson provides research-based print and digital programs to help students of all ages learn at their own pace, in their own way. With 50 percent of US schools using at least one of our systems, we are the nation's leading company for education solutions. To best deliver the benefits of Pearson products and services to our customers, we look for degreed professionals who pay attention to details, communicate openly, and demonstrate the drive to complete tasks and activities required for on-time, accurate delivery.

Pearson shares the goal of educators everywhere—inspiring all students to reach their greatest academic potential. We provide respected programs in preK–12 education that have been proven effective for our customers nationwide. Our products and services are research-based, academically rigorous, and culturally appropriate. The deadlines set forth in the RFP will be met.

We appreciate the time you will take reviewing our proposal and look forward to discussing our solutions with you. If you have any questions, please contact your Account General Manager, Scott Sayers, at scott.sayers@pearson.com or 303.919.6902.

Yours sincerely,

Mark Welsh
Vice President, Proposal Services and Adoption Contracts
T: 319.358.4476 F: 319.358.4284
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Proposer's Approach

Requirement

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.

Response

To support Poudre School District R-1 (PSD) and district teachers in the implementation of a curriculum with instructional materials and services to be used by students for secondary reading intervention assessment, and for related professional development and technology supports for the District's teachers, Pearson offers SuccessMaker® Reading, the iLit Suite, and related professional development options. Our plan is outlined in the following response. Please contact your Account General Manager, Scott Sayers, at scott.sayers@pearson.com, with any questions.

3.0 Scope of Work

Requirement

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 secondary (grades 6-12) reading intervention assessment 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.

Response

SuccessMaker Reading

Today's students have diverse learning needs that often challenge the one-size-fits-all curriculum programs of yesterday. With SuccessMaker Reading, PSD teachers can address a variety of students and promote measurable gains in reading achievement.

SuccessMaker Reading provides personalized reading intervention for students in grades 6–8 through an adaptive learning engine. Student learning is accelerated through immediate scaffolded feedback and targeted instructional support.

The focus of instruction is on reading strategies, reading skills, and vocabulary development to improve reading proficiency and comprehension. Lessons gradually move students from focused instruction to guided practice and finally to independent practice and mastery.

With comprehensive standards-aligned content, PSD students can develop the foundational skills, deep conceptual understanding, and relevant application knowledge necessary to become college and career ready. Teachers can engage and motivate hard-to-reach students by providing them with opportunities for success at their level.

For complete information, see our response below titled **SuccessMaker Reading Curriculum.**

iLit Suite

The iLit Suite is a literacy solution designed to accelerate reading for students in grades 6–12 who are reading two or more years below grade level, with the goal of increasing students' reading ability by up to two grades in one school year.

iLit uses the proven instructional model and established research found in the Ramp-Up Literacy® program from Pearson. It is also an effective solution for students who are reading on grade level.

Instruction integrates all elements of language arts to help strengthen student comprehension and critical thinking ability. This is achieved through modeling, differentiated instruction, ongoing integrated assessments, and personalized reading and writing support. Strategies and scaffolding are designed to engage struggling students and improve reading achievement for those who are behind grade level. Through a workshop approach where teachers deliver highly guided and modeled instruction before gradually releasing responsibility to students, iLit is designed to help struggling readers build communication skills and demonstrate understanding through performance tasks, as required by the Common Core State Standards (CCSS).

For complete information, see our response below titled **iLit Suite curriculum.**

Vendor Profile

To view Pearson company information, see the **Vendor Profile** section of this response.

Sample Materials and Online Services

See our response below under the heading **Technology and Online Resources** for Demo account information for SuccessMaker Reading and the iLit Suite. As both are digital-only products, there are no physical sample materials to be provided.

Requirement

Supplier proposals shall provide the following for secondary reading intervention assessment and curriculum with instructional materials:

3.1.1 The proposal should include diagnostic/formative assessments that can be given at minimum three (3) times a year

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3.1.2 Reading assessments should provide analyses based on standards/skills and level of mastery with suggestions to teachers for next steps in lesson planning. A list of leveled readers including one (1)

or more of the following measures: Fountas & Pinnell, age, Grade Level Equivalency, Lexiles, ZPD Ranges, ATOS, DRA, Reading Recovery, etc. Supplier should provide a list of level readers and measure(s) within their response.

3.1.3 Reporting and Data management - With the goal of guiding classroom instruction, curriculum development, and instructional supports, the Assessment System described in this RFP must provide educators with general and skills-specific student performance results, including standard/skill analysis reports, in a timely fashion that enables educators to adjust instruction as needed. This information must be user-friendly, flexible, modifiable, and readily and easily accessible. Immediate results for the selected response items preferred. Data management should be as user friendly or automated as possible. Suppliers shall provide documentation, print screens, and/or print outs of sample reports and data management tools within their response.
3.1.4 Types of Reports:

- 3.1.4.1 Proposals should include a list of the reports currently available within the proposer's application, i.e., screenshots of the various reports.
- 3.1.4.2 Reports will display overall assessment performance as well as strengths and weaknesses relative to the specific Colorado State Standards. Please describe costs and specialized processes, if a special data load must be included to allow assessment results reported based on Colorado State Standards.
- 3.1.4.3 Skill/standard or item analysis reports should be available at the student, class, building, and district levels.
- 3.1.4.4 A screening report, or some report showing the State of Colorado based performance level of students should be available.
- 3.1.4.5 Reports need to be available on individual assessments and across assessments (longitudinal/growth) throughout the school year relative to skills and performance. For example, if three (3) Benchmarks are proposed, summary reports should display student performance across the three benchmarks at the student, class, building, and district levels.
- 3.1.4.6 Student longitudinal reporting should be available. Student reports indicating overall performance and performance relative to skills will be maintained across grades and for each school a student attends. For example, with longitudinal reporting, a teacher planning for his/her class before school begins in September can examine the performance on the previous years' Benchmarks of students in his/ her incoming classes. Growth reports should be based on student growth percentiles, if possible.
- 3.1.4.7 The system must be able to archive reports each year so that educators may review historical reports based upon class and school configurations in previous years.

3.1.5 A technical manual describing the Diagnostic/Formative assessments, including research covering the frequency distributions, means, standard deviations, standard errors of measurement, reliability and validity analysis, and the relevant item statistics, should be provided within Supplier's response.

Response

SuccessMaker Reading Assessments

To help PSD teachers effectively assess student progress, the Initial Placement Diagnostic in SuccessMaker Reading is designed to find a student's optimal learning level to make instruction most effective. Following the diagnostic, SuccessMaker provides instruction, practice, review. During this process SuccessMaker continuously monitors and formatively assesses student performance to determine mastery and to determine remediation is needed.

Initial Placement in SuccessMaker Reading

SuccessMaker Reading's Initial Placement Diagnostic is designed to find a student's appropriate starting point within the course in approximately the first hour of student use. The student does not realize he or she is engaged in initial assessment, because the software makes it appear as if the student is already in the engaging interface of the course, eliminating boredom or test anxiety. When the student has exited the assessment, teachers are notified of placement level within the management system and reporting tools. Once Initial Placement is complete, students are automatically presented lessons at their instructional level.

Initial placement is adaptive for each student. Students in demographic grades 6–8 are placed at their instructional reading level, which is the Lexile level at which the student can comprehend with 75 percent accuracy. Two types of activities are used to assess students:

- Short passages (250–500 words) followed by five questions
- A series of five brief passages (125–175 words) followed by one question each

Three types of questions are presented:

- Literal
- Interpretive
- Applied

Decisions are made following every five questions:

- 81–100 percent = Current passage Lexile level + 100 Lexile points
- 61–80 percent = Current passage Lexile level + 50 Lexile points
- 41–60 percent = Current passage Lexile level (no change)
- 21–40 percent = Current passage Lexile level - 50 Lexile points
- 0–20 percent = Current passage Lexile level - 100 Lexile points

Initial placement generally requires between 20 and 90 minutes, depending on each student's reading rate—on average, three 20-minute sessions are required. Interrupted sessions are bookmarked at the stopping point and student progress is saved. Initial placement starts automatically when students log in and ends when the program decides the appropriate SuccessMaker courseware level. From there SuccessMaker moves into rich, engaging content that is just right for each student, and as they work, the program formatively assesses every click and swipe in the program to determine each student's needs.

Adaptive Motion

As students work in SuccessMaker Reading, the program monitors every click and swipe to formatively assess and determine when mastery has been achieved and when remediation is needed

Because learning is assessed in this way, it is not necessary to benchmark students during the year. Teachers have real time student performance data all year long. This includes skills mastery, standards mastery, and areas of difficulty reports to help drive instruction and small group work.

Adaptive Learning Model. SuccessMaker Reading helps students achieve mastery through real-time course adaptation. PSD teachers can monitor individual student progress and use data from the reporting features to provide intervention.

Real-Time Reporting

PSD teachers and administrators have access to real-time progress monitoring and standards-mastery through comprehensive, real-time reporting at all levels (student, class, grade, school, and district). In addition to detailed class and individual student reports, teachers can access a variety of reports that help direct instruction, including a report that groups students by similar areas of need. Teachers can also assign content by learning standard to individual students.

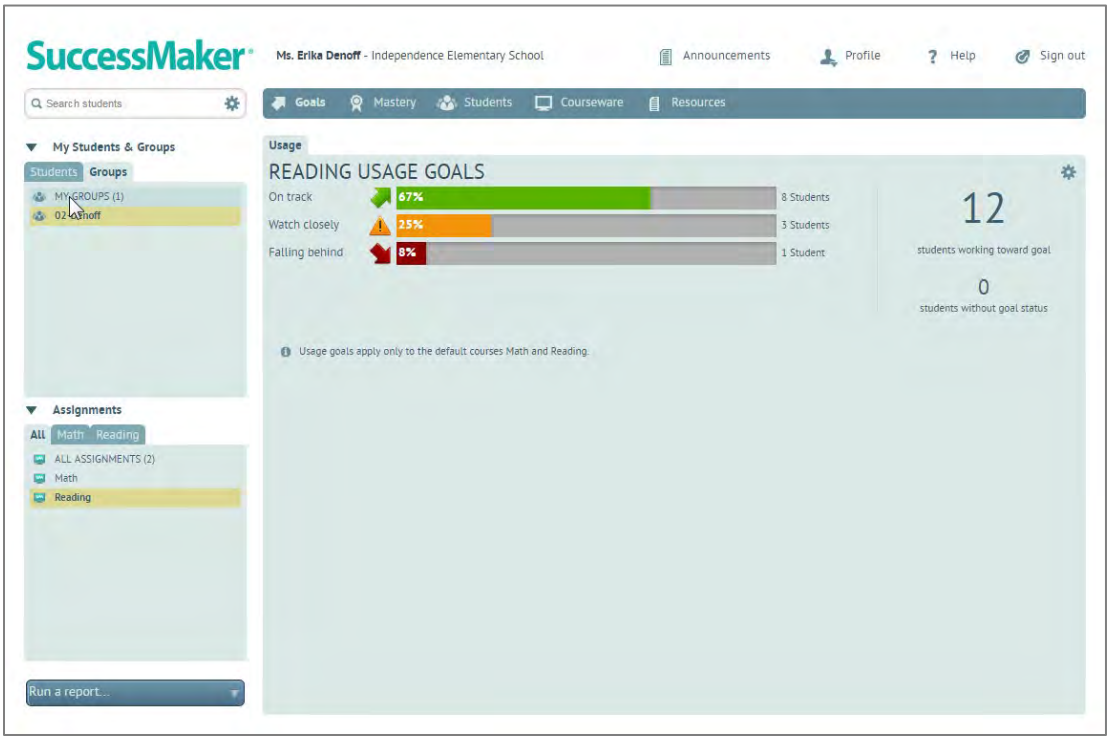
While students are working in the program on content that is personalized to their individual needs, teachers are freed up to work with students in small groups.

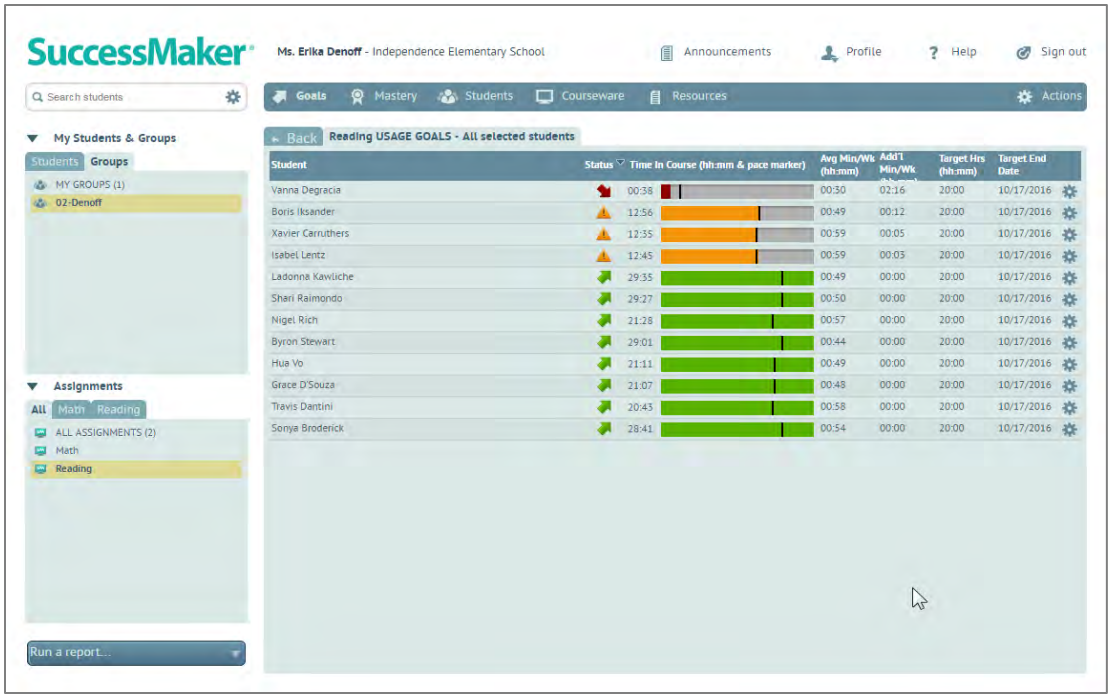
Monitoring Student Achievement

As students work in SuccessMaker, the system tracks their progress and keeps a record of their work. SuccessMaker provides continuous formative assessment and clear reports for a detailed view of student performance information. This frees up teachers to work with small groups.

Whether tracking student progress toward a specific performance target or monitoring time on the system to help students meet school and high-stakes testing goals, SuccessMaker allows teachers to monitor student performance on an individual basis at each school and grade level. Depending upon how teachers wish to view data, PSD teachers can access student performance information in the Teacher Dashboard through an array of on-demand performance reports and real-time monitoring graphs and tools.

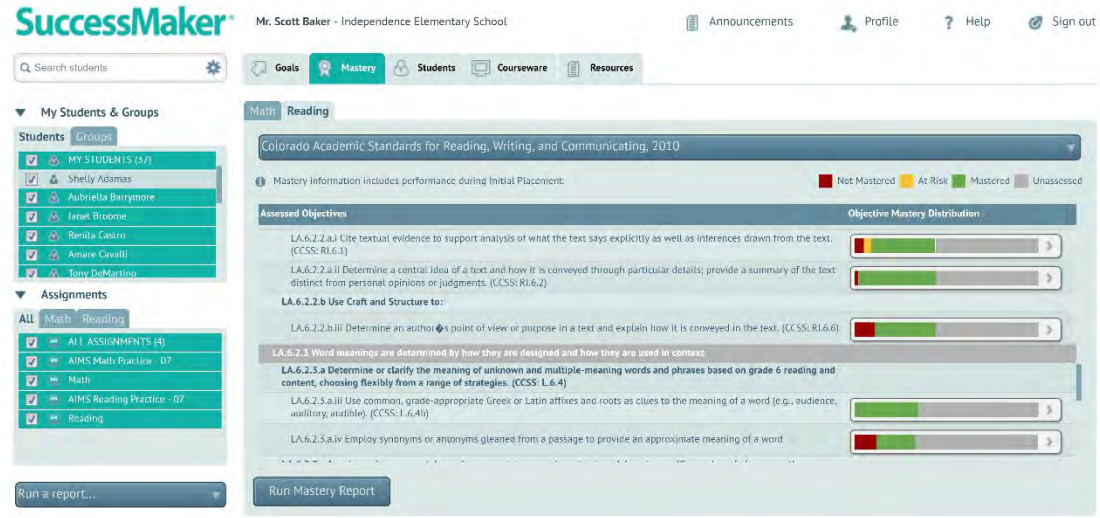
The Teacher Dashboard provides an array of options to view student performance and standards mastery data in graphical, easy-to-read formats. At a glance, teachers have the option of viewing current performance in the courseware, progress toward a usage goal, and mastery of state standards.





Track toward Goals. Usage goals are easy to monitor with the Usage tab. Goal information displays whole class, group, or individual student formats.

The Mastery tab provides quick access to an overall view of individual, group, and class-level performance against specific Colorado Academic Standards, making it easy to see where more instruction is necessary. Color-coding clearly identifies standards as being not mastered (red), at risk (yellow), or mastered (green).



Real Time Data. The mastery view provides color-coded mastery status information. Teachers can quickly see learning trends for a whole class, a small group, or even an individual student. The color-coded bars are active. Selecting the bar gives the teacher access to the names of the students who have been assessed on the standard and their mastery status.

Mastery

Pearson

Harris Williams
Reading

Report Run: Jul 30, 2019, 5:24 PM

Assigned Course Level	Current Course Level	IP Level	Time Spent	Total Sessions (minimum of 1 assessment)	Average Session Time
6.00	6.298	5.75	13:03	40	0:19

Skill or Standard	Mastery Status	# of Skills Completed/ Judged	# of Attemp
LA.5.2.1.c.i Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)	Mastered	1	15
LA.5.2.1.d.ii Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)	Mastered	1	12
LA.5.2.2.a.ii Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)	Mastered	3	31
LA.5.2.2.a.iv Distinguish between fact and opinion, providing support for judgments made.	At Risk	1	11
LA.5.2.2.b.ii Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)	Mastered	1	14
LA.5.3.3.d With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)	Not Mastered	2	29
LA.5.4.1.b Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS: W.5.8)	Mastered	1	10
LA.6.2.1.a.i Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	Mastered	1	10
LA.6.2.1.a.ii Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	Mastered	1	10

Mastery

Pearson

Jonathan O'Neal
Reading

Report Run: Jul 30, 2019, 5:27 PM

Assigned Course Level	Current Course Level	IP Level	Time Spent	Total Sessions (minimum of 1 assessment)	Average Session Time
7.00	6.872	6	21:13	65	0:19

Skill or Standard	Mastery Status	# of Skills Completed/ Judged	# of Attemp
Determine the author's purpose.	Not Mastered	1	15
Determine the meaning of a multiple-meaning word in context.	Mastered	1	15
Determine the meaning of antonyms	Mastered	1	10
Determine the meaning of metaphors.	Not Mastered	1	15
Distinguish between the spellings of homophones to determine meaning.	Mastered	1	15
Distinguish fact and opinion in selected texts	Mastered	1	14
Draw conclusions based on explicit information.	Mastered	1	15
Identify cause-and-effect relationships that are stated or implied in text	At Risk	1	11
Identify characters' actions, motives, emotions, traits, and feelings	Not Mastered	1	15
Identify compare and contrast organizational patterns in expository text.	Mastered	1	10
Identify the main idea and supporting details of a passage	Mastered	1	15
Make inferences	Mastered	1	15
Make inferences based on explicit and implicit information.	At Risk	1	14

Individual Student Mastery Reports. The Individual Student Colorado Academic Standards and Skills Mastery Reports provide a detailed view of each student's real-time mastery data. These reports are often used for parent and/or student conferences, data meetings and for driving instruction and small group support.

Detailed Reporting Capabilities

Reports provide a detailed view of student progress to round out the array of at-a-glance information available from the dashboard reporting view. PSD teachers and administrators can access detailed student performance reports, as shown in the following figure.

SuccessMaker Reporting Capabilities	
Report	**Information for Educators**
Individual Student Performance Report	▪ Displays individual data on time, gain, strand performance, independent practice performance, and areas of difficulty for the recent four weeks
Cumulative Performance Report	▪ Provides a global overview of a group, class, or grade-level progress ▪ Identifies Initial Placement level, current level, gain, time-on-task data, mean, and standard deviation ▪ Shows results while a student is in Initial Placement
Areas of Difficulty Report	▪ Provides precise information about specific areas where students need additional support ▪ Shows students with common areas of difficulty for easy interventions using small groups ▪ Supports decisions for RTI instruction ▪ Allows for user-defined options such as sorting and demographic filtering
Last Session	▪ Provides individual student data on session date, time spent in the session, exercises attempted with percent correct, and a breakdown of the exercises attempted across instruction, independent practice, and remediation
Prescriptive Scheduling Report	▪ Enables teachers to monitor student progress and adjust schedules to reach performance goals ▪ Specifies a time frame and a target level for each grade ▪ Provides projections of where a student will be at the targeted date, and based on the student's current rate, the additional time in the course for the student to achieve the target level

Monitoring Student Progress. PSD teachers and administrators can use the broad range of reports available with SuccessMaker for making data-driven instruction decisions and applying appropriate intervention strategies.

All reports are exportable as csv, doc, PDF, and other formats enabling year-on-year comparisons.

iLit Assessments

Using data from normed and embedded assessments in iLit, PSD teachers can monitor student progress toward grade-level reading proficiency and standards-aligned mastery.

Students are enrolled in an iLit intervention course at their actual grade level. The iLit system serves the needs of students reading two or more grade levels below target through a leveled interactive work text and a highly calibrated assessment system that prescribes student work based on performance gaps.

Helping Teachers Make Data-Driven Decisions

PSD teachers can view the assessment data gathered by the program using the iLit performance dashboard. Software-based adaptive quizzes and activities evaluate students' strengths and weaknesses. Using the information from both norm-referenced assessments and daily formative assessments, the iLit system groups students based on progress.

Teachers can use the system daily to see students who are struggling and need a reteach during the Work Time instructional component. Teachers can also make data-driven instructional decisions for students who need additional help, supplementing instruction with both digital and print resources provided by the program.

iLit includes the following ongoing, informative assessments:

- Teachers use reading conference forms for observational assessment of students' comprehension of independent reading.
- Whole-class assessments are built into whole-group instruction.
- Embedded assessments in the weekly interactive nonfiction reading selections call on students to interact with the text to demonstrate comprehension.
- Student writing summaries are automatically assessed and scored through the Pearson writing engine.
- Critical reading responses that students write are scored by teachers on a four-point rubric.

iLit Assessment Types	
Assessment Type	**Activity**
Observational	▪ Reading Conferencing ▪ Classroom Conversation
Whole Class	▪ Knowledge Checks
Performance Based	▪ Summary Writing ▪ Critical Response ▪ Paragraph and Essay Scoring ▪ Projects and Performance Based
Objective	▪ Skills Study Plan ▪ Word Study Plan ▪ Vocabulary Practice ▪ Skills Study Plan ▪ Work Study Plan ▪ Foundational Readers ▪ Content Area Readers
Normed	▪ GRADE administered at precise intervals throughout the year

Assessment for Student Progress. With iLit, PSD teachers can monitor student progress toward grade-level reading proficiency.

The assessment plan incorporated into the iLit solution is fully integrated and timed to occur at precise intervals throughout the year. The GRADE from Pearson is administered digitally for use as an independent measurement of reading growth and as a diagnostic assessment. Students take the GRADE at the beginning of the year, middle of the year, and end of year. Assessments are built into classroom time, so no additional time is required for test administration.

iLit includes embedded assessments in the weekly interactive nonfiction reading selections. Students' levels are evaluated several times each year to confirm appropriate placement and progression. Each student receiving intensive intervention through the iLit program will be working on his or her own tablet. Students take assessments on their tablets, and teachers see the results through the system's reporting features.

Real-Time Reporting Features

iLit includes a student response system for instant whole-class assessment, student conference forms to capture data on independent reading to make observational assessment easy for teachers, and observational notes and comprehension rubric capture data that adjusts instruction.

Reporting is available for all data collected from assessments in iLit. All student work is scored and can be viewed from the teacher's app. Report data can be exported in .CSV format and imported into an Excel spreadsheet. Import capability will be available in an upcoming release of iLit and will allow for corrections to be made.

Teacher Performance Dashboard

iLit offers the tools teachers need to monitor student performance and adapt instruction. PSD teachers can access class data on their tablet through the Performance Dashboard:

- **Monitor Class Performance.** Teachers can review assignments, keep track of warnings and alerts, and see aggregate performance data from their classes.
- **Monitor Each Student.** Teachers can prepare for conferences and small group instruction by examining a single student's performance to see how he or she is progressing and determine whether a student is making gains in key skill areas.
- **Check Progress in All Skill Areas.** Teachers can view any skill area to see how a class is making gains in language arts, writing, and vocabulary.

District Reporting Features

The district reporting web app grants teachers and administrators access to performance data gathered by iLit. PSD teachers and administrators can check live performance data from any device. Users can also customize the data they view using filters to see how specific student groups are achieving reading growth.

PSD staff can access reports related to reading and writing skills at the class, school, and district level. Users can also view aggregated skills at a district level to see progress toward proficiency in specific skill areas. Additionally, users can compare performance data across schools, and even check to see which books are most popular in a single classroom. Administrators can monitor class and view usage data such as what lessons teachers are on in the program, class GRADE scores and data, number of logins, time spent in each part of the lesson, and number of books read.

At the class level, teachers and administrators can view student progress on assignments and assessments by task and skill, including reading comprehension, writing, vocabulary, fluency, word count, and reading level.

Report Samples

The iLit Performance Dashboard and assignments tab make it easy PSD teachers to monitor student progress. Teachers can quickly see how individual students, the whole class, or groups of students are performing in the following strands:

- Reading Growth (Reading Level)
- Reading Comprehension
- Words Read
- Fluency
- Word Study and Phonics
- Writing
- Vocabulary
- Language
- Speaking
- Benchmark Assessments

Reading Growth

Student reading growth is measured within iLit based on students' comprehension of the interactive readings, which span a wide range of levels of text complexity. Each student's reading level as measured within the iLit system and displayed on the Performance Dashboard.

Reading Level Reports. Teachers have quick access to information on their students' reading levels.

Reading Comprehension Report. Teachers can see where their students are in terms of reading comprehension so they can access interventions for struggling students.

Fluency Reports. Teachers can easily monitor student progress in fluency.

The iLit district reporting dashboard allows administrators and teachers to monitor performance across classes and schools (based on data sharing policies PSD establishes.

All the same types of data that can be viewed at a class level can be view across classes, teachers, and schools. Data are accessed through the iLit ClassView system. Administrators can view data within any blocks of time they select within a school year, and they can monitor performance across school years. If students move from school to school, their data is retained and travels with them. Within the writing components and fill-in-the-blank components, rubrics and scoring keys are provided.

iLit Student Summary Report

Teacher, Student and Parent Guide

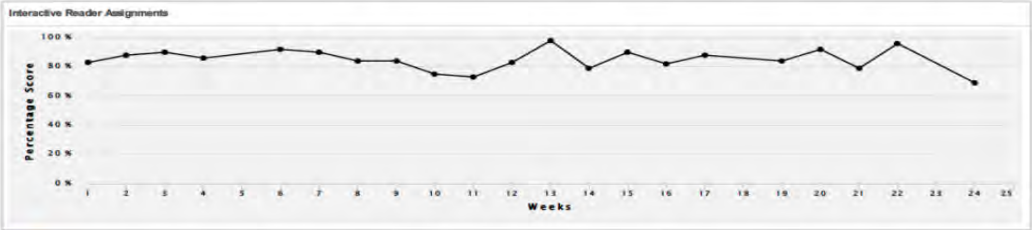
iLit is proud to provide teachers, students and parents an easy to read report that aggregates all the data collected through a student's iLit activity. Please use the guide below to help interpret this comprehensive report.

Report Date:	12 May 2016	1	Lexile Level:	1120.0
Student Name:		2	Books Read:	27
Teacher Name:		3	Assignments Finished / Sent:	113 / 142
District Name:			Beginning of Year - GRADE:	6.4
School Name:		4	Middle of Year - GRADE:	8.0
Class Period:			End of Year - GRADE:	–
Product:			Grade:	Level C

5

Initial IR Placement (GLE)	Average IR Level (GLE)	Reading Progress (GLE)
6.2	8.6	2.4 ↑

	6 Reading Level	7 Reading Comprehension	8 Word Count	9 Vocabulary	10 Language Arts	11 Writing	12 Benchmark
Student Avg.	8.6	86.3%	395220	98.4%	87.8%	88.0%	86.5%
Class Avg.	5.8	66.7%	166020	85.3%	74.8%	92.9%	59.8%



1 – Lexile Level: This is generated from the student's completion of the Interactive Reader. The Lexile Level reflects the student's level of reading.

2 – Books Read: This reflects the complete books read by each student in the iLit Library .

3 – Assignments Finished/Sent: This calculates the total number of assignments the student has completed in iLit to date compared to the total number of assignments the teacher has sent the student.

4 – GRADE™ – GRADE™ is a norm-referenced assessment that measures students' Reading Comprehension. GRADE™ is administered three times during a full year of iLit. GRADE™ scores are presented in Grade Level Equivalent (GLE) scores. Subtracting the End of Year or Middle of Year from the Beginning of Year will provide the years of growth accomplished by that student.

5 – iLit tracks a student Reading Growth from week to week through the completion of the Interactive Reader (IR). The Initial IR Placement reflects the first Interactive Reader (IR) the student was assigned. The Average IR Level reflects the average level of all the IRs completed by the student. The Reading Progress informs how many grade levels the student has improved from the Initial Placement and the Average Level. All IRs are reflected as a GLE score.

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iLit Summary Report. PSD teachers, administrators, students, and parents can view an easy-to-read summary that aggregates all the data collected through a student's iLit activity.

Requirement

3.2 Supplier proposals shall provide the following for Secondary Reading Intervention Assessment and Curriculum with Instructional Materials and Services

3.2.1 A title and description of the instructional materials for use by students and teachers, including student editions and teacher editions.

Response

SuccessMaker Reading Curriculum

SuccessMaker Reading is a supplemental program that provides targeted, individualized instruction delivered outside of core classroom lessons in 15–20 minute, one-on-one computer sessions four to five times a week. While some students work independently in the program, PSD teachers can use the available print resources to work with other students in small groups.

Instruction is designed to accommodate an array of different learning styles and needs, including students served by special education, those who are gifted or at-risk, and English language learners.

Key Benefits for Students and Teachers

SuccessMaker Reading delivers the following benefits for PSD students and their teachers:

- **Comprehensive Supplemental Curriculum.** Based on more than 50 years of research, SuccessMaker Reading helps teachers deliver critical reading instruction, practice, and application activities designed to meet the needs of elementary and middle school students.
- **Personalized, Adaptive Instruction.** Through a proprietary algorithm, SuccessMaker Reading identifies students' specific skill strengths and weaknesses with an adaptive diagnostic assessment. Then, based on their individual learning needs, students receive the instruction and support they need to accelerate their learning.
- **Alignment to Common Core and State Standards.** Teachers can be confident that the personalized content in SuccessMaker Reading is preparing students for college and careers. The program has undergone a comprehensive evaluation, analysis, and realignment to the Colorado state standards for reading.
- **Engaging Student Experience.** Students are actively engaged in their learning through immediate, constructive feedback as well as real-time, scaffolded support based on their responses. Embedded rewards for progress and motivational feedback support student engagement and effort.

- **Flexible Implementation Options.** SuccessMaker Reading functions like a personal tutor for students. Teachers can work with a small group while other students work independently in the program.
- **Comprehensive Reporting.** Teachers have access to real-time progress monitoring and standards-mastery reporting from the teacher dashboard. In addition to detailed class and individual student reports, teachers can access a variety of reports that help direct instruction, including a report that groups students by similar areas of need. Teachers can also assign content by learning standard to individual students.
- **Standards-Based Instructional Resources.** Teachers have access to more than 12,000 standards-aligned learning resources—printable or interactive—for reading, math, and science content. SuccessMaker Reading also includes helpful on-demand training tutorials.
- **Real-Time Reporting.** Teachers and administrators can monitor student progress and standards mastery through comprehensive, real-time reporting at all levels (student, class, grade, school, and district).

How SuccessMaker Reading Works

SuccessMaker Reading will help PSD teachers interact with students the way a tutor would—with both deep content knowledge and an informed view of each student's individual strengths and weaknesses.

Through explicit, systematic, and responsive instruction, SuccessMaker Reading helps teachers deliver personalized support to a wide spectrum of students who have difficulty with grade-level reading concepts. The program provides continuously adaptive instruction, practice, and application activities with ongoing, embedded assessments to determine when students achieve mastery and when targeted support is needed.

Continuously Adaptive Instruction

Once each student's ideal starting point for instruction is determined, the system continuously adapts instruction based on ongoing evaluation of student performance. The balance of curriculum presented to each student is custom-tailored to focus more time on learning objectives the student has yet to master.

When mastery is determined, the student moves forward in the program. Where performance is lacking, the system automatically initiates a series of remediation strategies.

Teachers have an instant view of student performance, and they can drill down into a fine level of detail for a meaningful view of progress. This approach empowers teachers to make the most efficient use of instructional time.

A True Intervention Solution

SuccessMaker Reading provides the flexibility of a true intervention solution. In addition to reading instruction where students work at their own individual levels, teachers can assign content by standard to individual students or groups of students to provide extra practice on standards currently being taught in the classroom. Activities include full adaptive functionality, so if students struggle with grade-level skills, strategies, or concepts, the system automatically initiates intervention and remediation.

While students are working in the program, teachers have real-time access to student performance. This information will help drive small group instruction. In the fall of 2019, the Areas of Difficulty Report will also provide links to targeted lessons for use with small groups. This blended learning model, where students work independently in SuccessMaker on learning that is personalized their performance and needs while the teacher works with another group of students in a teacher-led small groups is a powerful model for intervention.

Supporting Core Classroom Instruction

SuccessMaker Reading multiplies the teacher's instructional impact and supports differentiation in the classroom by providing students with the instruction and practice they need, when they need it. Comprehensive, standards-aligned instruction delivers remediation, intervention, reinforcement, and generalization practice to directly support their instruction. Teachers can also make assignments that are targeted to specific skills and standards to provide additional practice to support learning in the core classroom.

Meeting Diverse Intervention Needs

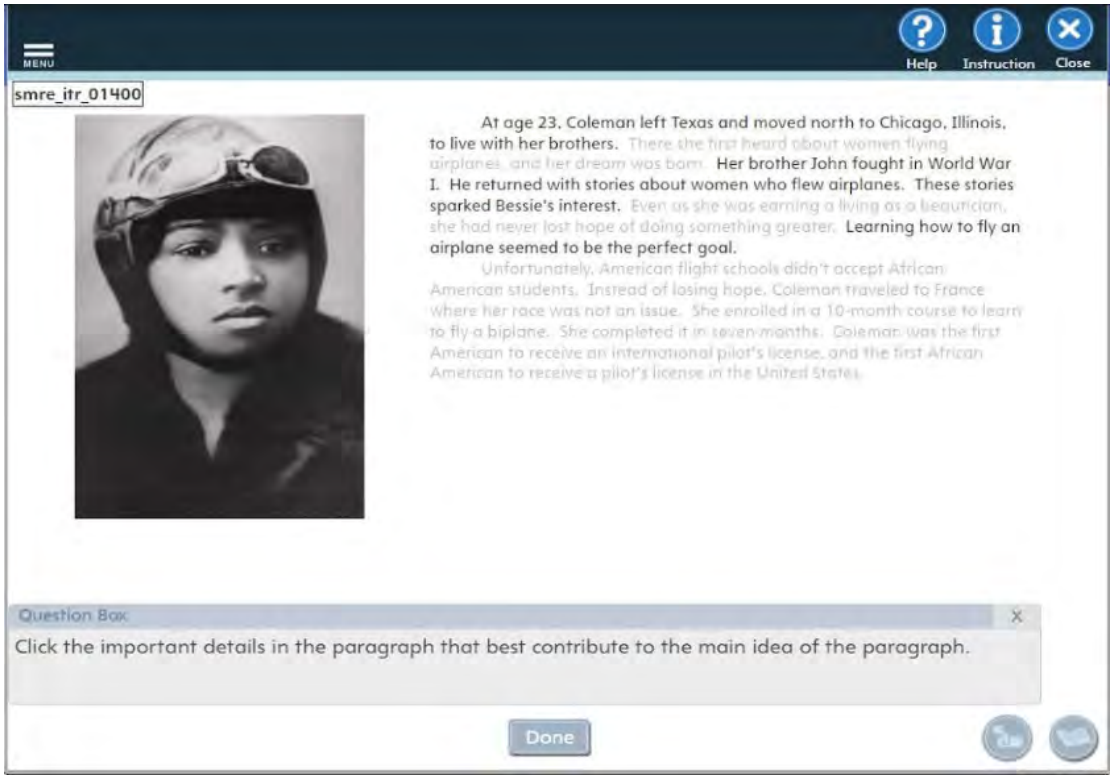
SuccessMaker Reading serves as an adaptive tool that enables educators to individualize instruction to meet a wide variety of student needs. The program can be used for students with high-incidence disabilities (learning disabilities, speech and language disabilities, mild intellectual disabilities, and behavioral disorders) as well as English language learners. It is an endorsed product of the Council of Administrators of Special Education (CASE). To offer the flexibility schools need to provide effective instruction to all students, SuccessMaker Reading aligns to the Universal Design for Learning initiative, which advocates for flexibility in goals, methods, materials, and assessments to remove barriers from learning.

Engaging and Age-Appropriate Content

The design and content of SuccessMaker Reading is intended for 6–8 students. Lessons use, interactive, and engaging graphics to assist with concept and background building. Focused instruction is accomplished by an age-appropriate host (teen-figure) in brief instructional videos. These pieces model meta-cognitive thinking strategies and processes.

Student-Friendly Interface

SuccessMaker Reading incorporates a student-friendly interface for both entry and participation within the program, as shown in the following figure. Within the courses, for example, students can choose a theme with special icons for learning resources, including a ruler, calculator, glossary, currency reference tables, progress check, and audio repeat.



Student-Friendly Interface. As PSD students work in SuccessMaker Reading, they will receive audio and visual feedback and scaffolded support to help them develop deep understanding and application of reading skills.

Essential Components of Reading Instruction

SuccessMaker Reading is based on the essential components of reading instruction as outlined by the National Reading Panel:

- Concepts of print
- Phonics
- Phonological awareness
- Fluency
- Vocabulary
- Comprehension (includes literal, interpretive, and applied objectives)
- Spelling

Reading Strategies, Skills, and Vocabulary

With SuccessMaker Reading, PSD teachers can provide explicit, scaffolded reading instruction for their students. The focus of instruction is on reading strategies, reading skills, and vocabulary development to improve reading proficiency and comprehension. Lessons gradually move students from focused instruction to guided practice and finally to independent practice and mastery.

Guided practice lessons include the following components:

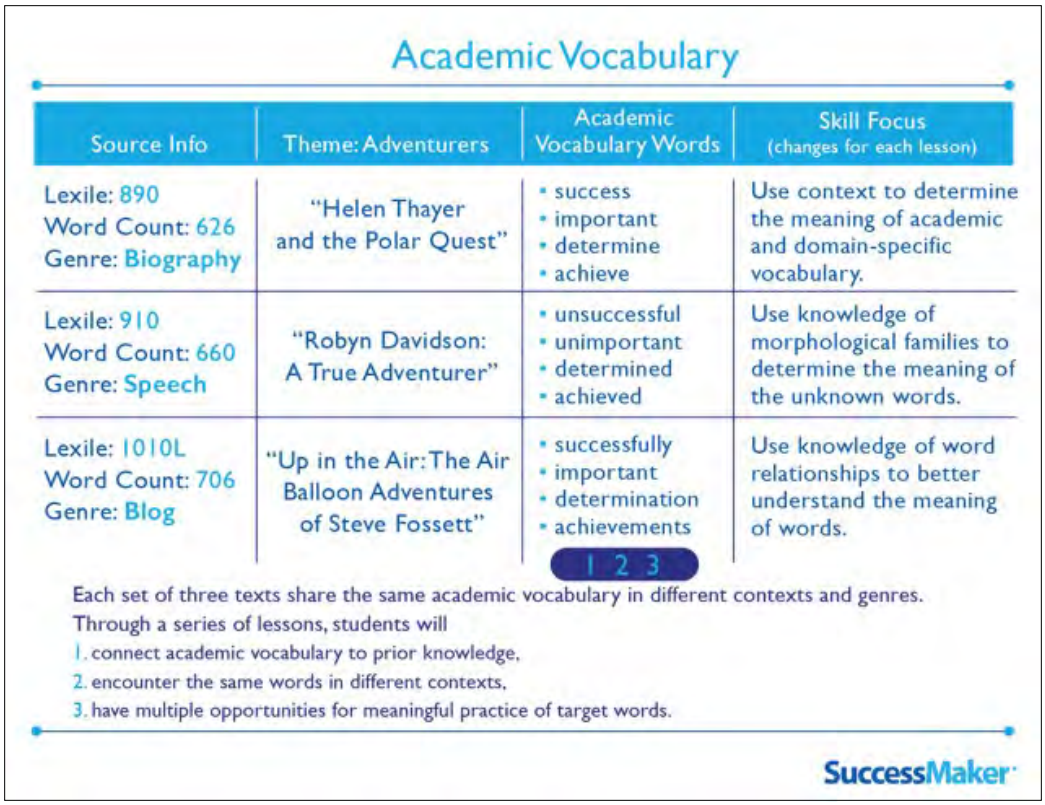
- **Focused instruction** introduces the primary objective of each reading lesson through an animation or a two- to three-minute instructional video facilitated by an age-appropriate host. Focused instruction reinforces a specific skill objective that is associated with a single strategy.
- **Interactive practice** allows students to experience applied practice in the concept or skill that was presented. These independent activities are driven by skills and objectives and are designed to address all reading strands. Supportive feedback provides assistance when students have difficulty with items. Interactive practice presents four to 15 questions or tasks based on the student's performance.
- **Cross-content learning** helps students read and comprehend texts across different genres, readability levels, and content-area topics. Of the reading passages within the program, 50 percent are science or social studies content to help students apply reading skills and their growing need for vocabulary across key content areas.
- **Application** activities include looking for information in the passage to answer questions, ignoring extraneous information, and using tools such as highlighting in the software to organize and direct learning. The application stage gives students the chance to practice their newly mastered skills.

Connecting Vocabulary to Prior Knowledge

Using SuccessMaker Reading, students connect academic vocabulary to prior knowledge, encounter the same words in different contexts, and have multiple opportunities for meaningful practice of target words.

PSD students will build academic vocabulary through the following instructional features:

- Multiple-genre texts
- Academic vocabulary shared across genres
- Thematically aligned academic texts
- Opportunities for word practice
- Functionality and interactions consistent with next-generation assessment items



Academic Vocabulary

Source Info	Theme: Adventurers	Academic Vocabulary Words	Skill Focus (changes for each lesson)
Lexile: 890 Word Count: 626 Genre: Biography	"Helen Thayer and the Polar Quest"	• success • important • determine • achieve	Use context to determine the meaning of academic and domain-specific vocabulary.
Lexile: 910 Word Count: 660 Genre: Speech	"Robyn Davidson: A True Adventurer"	• unsuccessful • unimportant • determined • achieved	Use knowledge of morphological families to determine the meaning of the unknown words.
Lexile: 1010L Word Count: 706 Genre: Blog	"Up in the Air: The Air Balloon Adventures of Steve Fossett"	• successfully • important • determination • achievements	Use knowledge of word relationships to better understand the meaning of words.

1 2 3

Each set of three texts share the same academic vocabulary in different contexts and genres.
Through a series of lessons, students will
1. connect academic vocabulary to prior knowledge,
2. encounter the same words in different contexts,
3. have multiple opportunities for meaningful practice of target words.

SuccessMaker

Academic Vocabulary Instruction. Using SuccessMaker Reading, students connect academic vocabulary to prior knowledge, encounter the same words in different contexts, and have multiple opportunities for meaningful practice of target words.

Delivering Personalized Instruction

SuccessMaker Reading provides personalized intervention instruction through the following program functionalities:

- Integrated text readers from a balance of literary and informational content
- Research-based instructional sequence designed to model, provide guided practice, reinforce, re-teach, and enrich reading instruction
- Comprehensive standards-aligned content addressing all major content standards in reading
- A focus on foundational skill development, deep conceptual understanding, close reading support, and application activities
- Multiple strategies for scaffolded support and remediation

SuccessMaker Reading texts are approximately 40 percent fiction and 60 percent non-fiction and include a variety of genres and readability levels, as called for by state and national standards. Genres include, but are not limited to, historical fiction, mystery, myths, legends, journals, and poetry.

Non-fiction texts support the content areas of literature, science, and social studies, such as biographies, how-to's, and technical manuals. Beyond the variety of text passages, students use charts, maps, and tables to gain and apply information.

SuccessMaker Reading Texts		
Genre	**Examples**	
Fiction Genre	▪ Cultural Fiction ▪ Mysteries ▪ Fantasy ▪ Historical Fiction ▪ Humorous Fiction ▪ Legends ▪ Fairy Tales	▪ Narratives ▪ Pattern and Picture Book ▪ Tall Tales ▪ Fables ▪ Myths ▪ Folk Tales ▪ Realistic Fiction
Nonfiction Genre	▪ Biographies ▪ Editorials ▪ Pattern and Picture Books ▪ Historical Nonfiction ▪ Textbooks ▪ Journals ▪ Letters to the Editor ▪ Magazine and Newspaper Articles ▪ Expository Articles	▪ Technical Manuals and Instructional Texts ▪ Interviews ▪ Business and Friendly Letters ▪ Cultural Nonfiction ▪ Encyclopedias ▪ Speeches ▪ How-To Articles ▪ Resources: Dictionaries, Glossaries, and Thesauruses
Poetry	▪ Cinquain ▪ Blank Verse ▪ Rhyme	▪ Haiku ▪ Free Verse

Variety of Genres. With SuccessMaker Reading, PSD students will benefit from exposure to a variety of fiction and non-fiction texts.

A Variety of Themes

Stories in SuccessMaker Reading make a point to emphasize socially responsible topics such as living and working in communities, ecological themes, and respect for others.

Sample story titles include the following:

- "Becoming President"
- "School Bully"
- "Best Brothers"
- "Juan's First Day"
- "Our Communities"
- "My Friend Leo"
- "New Nation, New Friends"
- "One Person Really Can Make a Difference"

Additionally, many of the focused instruction pieces include modeling of such positive affective behaviors through video vignettes or cartoons.

Text-Dependent Learning

Content in SuccessMaker Reading follows a guided practice lesson format like what teachers are already doing in the classroom (model, guided practice, independent practice, offline writing). Students begin an instructional sequence with an animated video or vignette that teaches the skill, strategy, or concept (foundational skills, comprehension, and vocabulary).

Once students watch this interactive vignette, they receive an interactive text reader with embedded questions. For grades 3–8, a cognitive coach guides students to apply the strategy using authentic text. The coach helps students apply close reading skills and make the connection between instruction and application through gradual release of control.

In addition to embedded questions within the text, students answer general comprehension questions at the end of the text (to confirm the text reader Lexile level is appropriate) and specific questions tied to the concept or strategy taught in the video. Each text reader features full audio support, and a glossary is available if students need vocabulary support.

A Variety of Texts and Lexile Levels

SuccessMaker Reading has a Lexile range of Beginning Reader (BR) to 1100. Each passage was crafted specifically to address instructional objectives, topics, themes, and key vocabulary, in addition to the designated Lexile range. A list of passages and Lexile levels can be provided upon request.

Texts are approximately 40 percent fiction and 60 percent non-fiction and include a variety of genres and readability levels, as called for by state and national standards. Genres include, but are not limited to, historical fiction, mystery, myths, legends, journals, and poetry.

Non-fiction texts support the content areas of literature, science, and social studies, such as biographies, how-to's, and technical manuals. Beyond the variety of text passages, students use charts, maps, and tables to gain and apply information.

SuccessMaker Reading Spanish Component

SuccessMaker Reading delivers adaptive, personalized instruction designed to address the specific needs of individual students, including English learners.

In addition to the comprehensive, standards-aligned instruction in SuccessMaker Reading, teachers have access to real-time data, direct links to digital content for use in whole group and small group teacher-led instruction. Teachers can also create custom course work to address students' academic needs or to meet grade-level expectations.

For Back-to-School 2019, SuccessMaker Reading will have Spanish translations for English learners. These translations can be turned on for individual students and for groups. Students will see the text in English, but will be able to click on any text to see and hear the Spanish translations.

SuccessMaker Reading features a wide range of built-in support for students with limited English proficiency:

- Short, explicit instruction videos and animation introduce concepts to help students of limited English proficiency build background knowledge.
- Students can access a hyperlinked English/Spanish glossary for pronunciation modeling and, for some entries, images and video
- Readers who need extra support can access optional audio.
- A built-in text tracker supports line-by-line scanning for struggling readers.
- Students can use the repeat audio function for questions and answers.

iLit Suite Curriculum

iLit is developmentally and age-appropriate for middle and high school students. Each PSD student receiving intensive intervention through the program will be working on their own device. Students are grouped based on data points collected from their performance in class each day.

Students can use iPads, Chromebooks, tablets, or desktop computers anywhere they have an Internet or Wi-Fi connection. The program features real-time individualized study plans and an e-library of more than 3,000 appropriately leveled, high-interest titles. The iLit library engages students with culturally relevant texts of all genres, starting with Lexile Beginning Reader (BR) and exceeding 3,000.

Personalizing Learning

With iLit, PSD teachers can deliver blended and personalized learning experiences. After an initial diagnostic assessment, students are placed into one of nine levels of instructional difficulty within the iLit system, each aligned to a Lexile range. Students move through the levels at their own pace. Through the intelligent scoring engine, they are evaluated on both reading comprehension and writing.

Personalizing Learning. With iLit, PSD teachers can deliver personalized learning for their students. After an initial diagnostic assessment, students are placed into one of nine instructional levels, and they move through the levels at their own pace.

The assessment plan incorporated into the iLit solution is fully integrated and timed to occur at precise intervals throughout the school year. Assessments are administered at the beginning, middle, and end of the year and are built into the iLit classroom schedule, so no additional time is required. iLit includes embedded assessments in weekly interactive nonfiction reading selections. Student achievement levels are evaluated several times each year to confirm appropriate placement and progression through the program.

Flexible Delivery of the Instructional Model

The following figure shows the flexible delivery capabilities of the iLit program—which includes iLit 45, iLit ELL, and iLit 20—to address PSD district and school instructional and scheduling needs. The program is designed to accelerate academic growth, with more than a year of reading gain in a single school year.

iLit Program Offers Flexibility in Delivery		
ILit 45	**iLit ELL**	**iLit 20**
Complements existing ELA solutions for readers on or below grade level	Complements existing ELA solutions for English language learners (ELLs) reading on or below grade level	Supplemental reading, literacy, ELL solution for all students
Requires dedicated class period Teacher-led 45-minute lessons	Requires dedicated class period Teacher-led 45-minute lessons	Supplement in or out of class Self-paced, independent 20-minute lessons
Includes all six components of the instructional plan spaced throughout the week	Includes all six components of the instructional plan, spaced throughout the week Lessons focus on English language development	Includes the Time to Read and Work Time components of the instructional plan
GRADE—assessments for placement and monitoring SIOP— instructional guidance at point-of-use	GRADE—assessments for placement and monitoring SIOP— instructional guidance at point-of-use	GRADE—assessments for placement and monitoring SIOP— instructional guidance at point-of-use
*GRADE™—Group Reading Assessment and Diagnostic Evaluation exam *SIOP®—Sheltered Instruction Observation Protocol (instructional framework to assist all students; improves language skills while teaching grade-level content)		

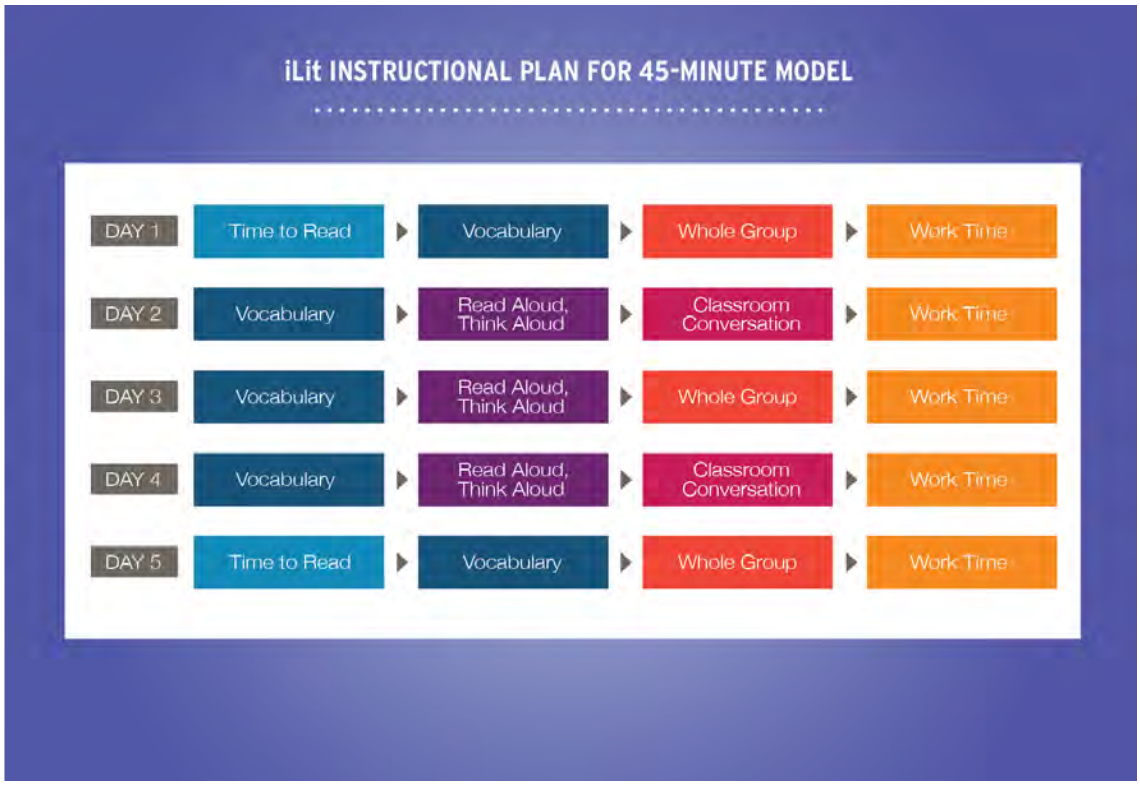
Flexible Program Delivery. Teacher-led 45-minute sessions or self-paced 20-minute independent sessions offer flexible delivery options to address PSD instructional and scheduling needs.

The 45-Minute Instructional Model

iLit 45 and iLit ELL share an instructional model that includes 180 daily lessons organized into six units that span a full school year:

1. **Time to Read.** Students read a book that they have selected. With more than 3,000 titles, the iLit library has something for every reader, including fast and edgy thrillers, high-interest nonfiction, classic literature, 200 Spanish readers, and much more. Library titles range in Lexile levels from BR to 3000+, which means students will be able to find a text that is both interesting and at their reading level.
2. **Build a Bigger Vocabulary.** Every day they use iLit, students add new words to their vocabulary. Words come from the Read Aloud, Think Aloud text and are selected so that students develop academic and domain-specific vocabulary. The teacher first checks student knowledge by sending students a survey asking for the meaning of the word.
3. **Read Aloud, Think Aloud.** Teachers read aloud from an on-level anchor text, model the strategies good readers use, and re-teach vocabulary in context. At built-in stopping points, teachers tap or click to launch the instruction and modeling support used to teach the strategies. Students follow along on their tablets or computers as teachers read. Teachers have the option of playing professionally recorded audio instead of reading the texts themselves.

4. **Classroom Conversation.** Students engage in structured collaborative conversation—in pairs, small groups, or as a whole class—relating to the Read Aloud, Think Aloud texts. In this part of the lesson, students have the opportunity to authentically practice and apply listening and speaking standards. Teachers use a built-in evaluation form to capture data relating to student performance.
5. **Whole Group.** Whole group instruction in all areas of English language arts is tied to other portions of the lesson. For example, reading skills and strategies modeled during Read Aloud, Think Aloud are first taught in Whole Group instruction component; the types of writing and the stages of the writing process are taught directly and explicitly; and students learn about how to conduct effective research.
6. **Work Time.** Students go to the assignment tab in their student app and work through a variety of interactive tasks. Meanwhile, the teacher leads small group lessons for students who need extra help. Performance data are used to recommend students for small group instruction.



iLit Instructional Plan. The iLit 45-minute instructional model includes lessons for students to complete every day.

iLit ELL: Accelerating Language

In the language acquisition intervention classroom, students have an even greater language need due to their limited English skills. ELLs often struggle with grade-level content or need additional language support. In addition, ELLs need to learn priority skills at their targeted grade level to help them move toward standards mastery.

Lit ELL was designed specifically for English language learners, particularly those who are two or more years below grade level in reading. The program provides explicit instruction for newcomers to long-term English learners. It is designed to close achievement gaps and move students toward on-level instruction, allowing them to be successful in meeting expectations of identified state standards.

The Newcomer Module that begins each iLit ELL level supports getting started vocabulary and a transition into the American academic setting. PSD teachers can look to the lesson planner for information about specific reading, writing, speaking and listening, and language standards that are addressed in each lesson. Notes built into the program help teachers guide students through opportunities to learn subtle nuances and language development. iLit ELL engages students in reading, writing, listening, and speaking through a game-based interface. A series of 45-minute lessons emphasize effective, research-based strategies shown to improve overall reading abilities with scaffolds to meet different levels of English language proficiency.

iLit ELL Program Features	
▪ Access to more than 3,000 books in the independent reading library ▪ Embedded English language proficiency level differentiation ▪ Text-to-speech audio support ▪ Academic vocabulary instruction and support ▪ Visual dictionary ▪ Non-fiction texts with accompanying visuals in a range of Lexile levels from beginning reader (BR) to 3000L+ ▪ Scaffolding support for all levels of English language leaners ▪ SIOP in practice notes ▪ Trans-adaptation of text in English and 45 other languages available for every word in the student app	▪ Trans-adaptation of text in English and 45 other languages available for every word in the student app ▪ Leveling of student activities based on student performance ▪ Oral language production practice and automated scoring with feedback ▪ Automated scoring of comprehension with feedback ▪ Automated writing feedback and revision guidance ▪ Self-generated content, including custom surveys and model texts ▪ District-level dashboard to monitor school and class performance ▪ Message Center with tips, reminders, and notifications

Designed Specifically for English Language Learners. Lessons in iLit ELL emphasize effective, research-based strategies shown to improve overall reading abilities, with scaffolds to meet different levels of English language proficiency.

iLit 20

Specially designed for 20-minute segments, iLit 20 complements existing reading and English language arts instruction. Game-like interfaces, individualized study plans, and an e-library of high-interest books engage students in reading and writing and help them increase their reading levels.

Designed for PCs, Macs, and mobile tablets, iLit 20 includes the following components:

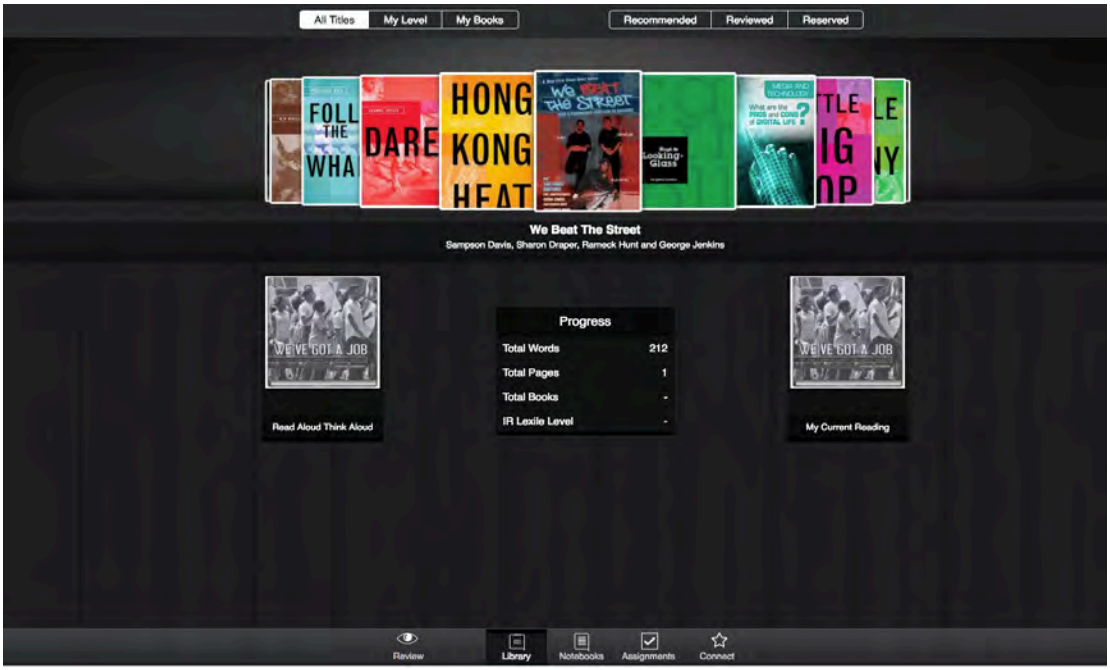
- **Self-Selection Library.** Students read a book they have selected. With more than 3,000 titles, the library has something for every reader, including fast and edgy thrillers, high-interest nonfiction, classic literature, 200 Spanish readers, and much more. Library titles range in Lexile from BR to 3000+, which means students will be able to find a text that is both interesting and at their reading level.
- **Independent Work Assignments.** Students go to the assignment tab in their student app and work through a variety of interactive tasks. Meanwhile, the teacher leads small group lessons for students who need extra help. Performance data are used to recommend students for small group instruction.

Engaging, Interactive Content

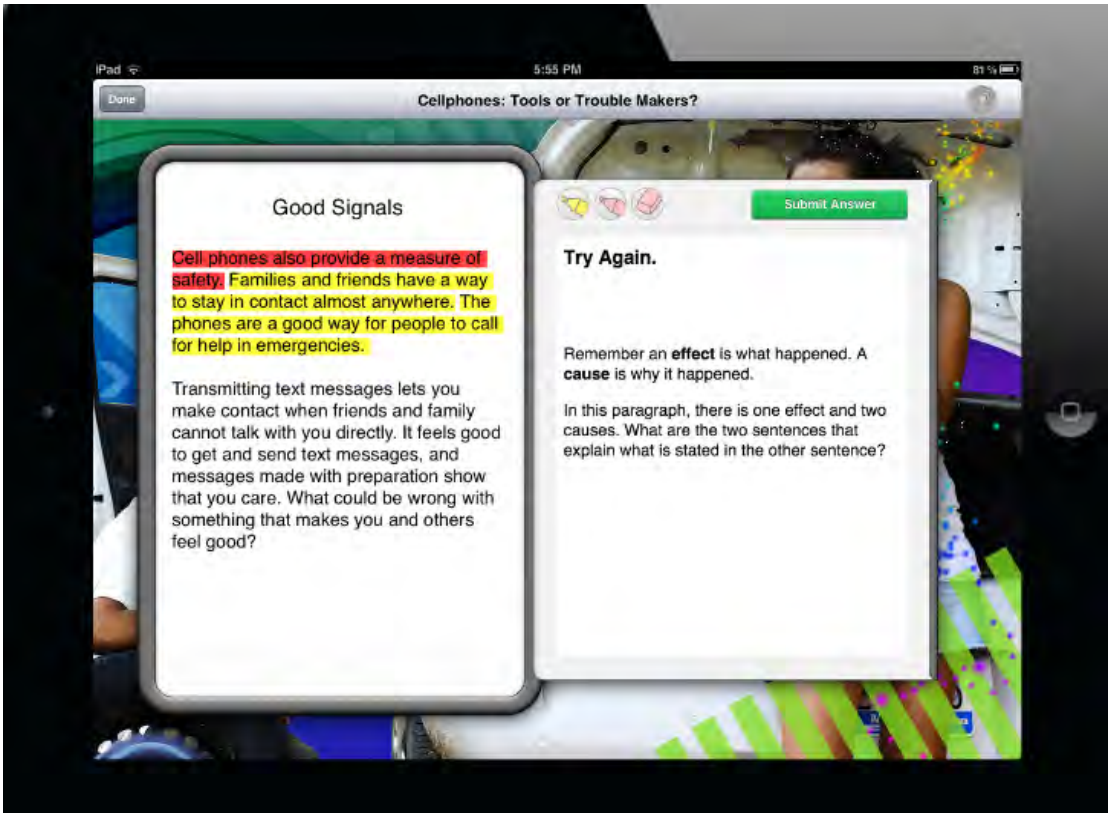
Designed for mobile devices and computers, the strategies and scaffolding in the iLit program engage struggling students and improve reading achievement for those who have fallen behind grade level.

Activities in iLit are designed to engage students every day:

- High-interest library with more than 3,000 titles
- Culturally responsive literary selections
- A digital notebook organized by areas of instruction
- Personalized study plans in vocabulary, grammar, and spelling
- Support for reading skill development
- Automatic writing feedback and guided instruction on mechanics and development
- Trans-adaptation of text in English and 45 other languages



Independent Reading Time. Time to Read features more than 3,000 titles, giving PSD students a wide range of selections for highly engaging reading.



Intensive Student Coaching. PSD students will receive intensive remediation on reading skills so they are practicing the correct method in developing their reading skills.

Requirement

3.2.2 ISBN numbers (where applicable)

Response

- **SuccessMaker Reading:** Please see attached Cost Proposal
- **iLit Suite:** Please see attached Cost Proposal

Requirement

3.2.3 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.

Middle Schools (10 Schools)	**Number of Students/Teachers**
1 Teacher per middle school	10 teachers
35 students per grade (6, 7, 8) per school	105 students per school; 1050 total middle school students on READ plans
High School (4 Schools)	**Number of Students/Teachers**
1 Teacher per high school	4 teachers
35 students per grade (9 & 10) per school	70 students per high school; 280 total high school students

Response

For complete information, see the **Cost Component** section of our response.

Requirement

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

Response

SuccessMaker Online Resources

SuccessMaker Reading is a hosted, web-based program and can be accessed by teachers, students, and administrators from any standard web browser. The program's technology-based components do not require additional installation.

Client Mobile/Tablet Requirements

Browser and Operating System Support

Approved devices are based on a supported operating system, RAM, and screen resolution.

Supported Browsers	Supported Mobile Operating Systems			
	Chrome OS™	iOS 11 and 12	Android 8 and 9 (Oreo and Pie)	Windows® 8.1, 10 client (excludes Windows RT)
Google Chrome™ version 74 or later (32-bit Windows®; 64-bit Mac OS® X)	✓	N/A	✓	N/A
Microsoft Metro/Edge	N/A	N/A	N/A	✓
Safari® (64-bit)	N/A	✓	N/A	N/A
Mozilla Firefox® 63 or later (32-bit Windows; 64-bit Mac OS X)	N/A	N/A	✓**	N/A

**While we expect the supported versions of the Firefox browser will work on an Android device, not all aspects of the student UI have been fully tested in this configuration. For best results, when running the courseware on an Android device, use the Google Chrome browser.

Browser settings required:

- JavaScript must be enabled.
- Normal browsing mode enabled (private or incognito browsing mode is not supported).
- For Home Users and Pearson Hosted customers, cookies must be enabled for https://*.smhost.net
- For Locally Deployed customers, cookies must be enabled for your locally deployed URL.

Fluency is not supported on iPads. For fluency recording on all other mobile devices listed in this document, use Firefox.

Complete system requirements are available at.
https://k12tech.pearson.com/download/SuccessMaker/System_Requirements/SM_12/System_Requirements-Hosted_SM_12.pdf

iLit Online Resources

iLit is hosted and web-based and requires no software installation. PSD students and educators can access iLit through workstations that meet the minimum technical requirements that follow.

iLit can be deployed on iOS, Android, or Windows tablets. In addition, browsers are supported.

The system requirements for iLit include the following:

- iPad Minimum Requirements
  - iOS 8.x or above
  - iPad 2/iPad Mini or newer
  - 16GB Storage
- Browsers:
  - **Windows:** Internet Explorer 10, Firefox v30, Chrome v40 and newer
  - **Mac:** Safari 7, Firefox v30, Chrome v40 and newer

Network Bandwidth Per Classroom:

- 1.2Mbps per user (Peak)
- 330Kbps per user (Nominal)
- Please see the Deployment Configuration Worksheet to test network bandwidth. ● http://pearsonappstore.com/contentserver.php

iLit has dedicated, native apps specifically designed for ipad and chromebooks. Those apps are available from the Apple app store and the Chrome App store.

Requirement

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

- 3.2.5.1 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.
- 3.2.5.2 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.

Response

For complete information, see the **Cost Component** section of our response.

Requirement

3.2.6 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.

Response

Professional Learning Opportunities

A successful implementation for SuccessMaker Reading and iLit requires training, resources and professional learning services to support the educators who will implement our reading intervention programs effectively with their students. Summaries for SuccessMaker Reading and iLit professional learning opportunities are detailed below.

SuccessMaker Reading

Our professional learning services for SuccessMaker Reading are designed around a consultative approach that tailors the user experience to specific customer needs. Prior to beginning the implementation, the Intervention Lead will work with district leaders to create a plan to drive towards the district's intended outcomes. Using the implementation plan as a guide, the IL will customize the training agenda and delivery. Every topic, product feature, and discussion will be based upon the district's requirements. Beyond initial training, Pearson offers end-to-end training and support.

Implementation Essentials

Pearson recommends at minimum three days per site of SuccessMaker Reading professional learning during the first year of the implementation process for PSD teachers and administrators. Experienced Pearson Education Specialists provide training and consultation so educators have the knowledge and skills to effectively use the program. Teachers and administrators learn the program, customization options, and best practices when using SuccessMaker Reading.

The following figure outlines the topics covered during the minimum recommended three days per site of SuccessMaker Reading Implementation Essentials training.

Sample Training Timeline Implementation Essentials			
Timeline	**Audience**	**Duration**	**Training Session**
Implementation Planning Implementation planning prior to beginning the implementation is critical to overall success. The intervention lead will manage the project and work with district leaders to create a plan to drive towards the district's intended outcomes. Topics may include system setup, installation, recommendations for teacher, district and administrator training, on-going support, classroom usage, monitoring progress, and evaluating student outcomes.			
Day 1 (prior to start)	Teachers, coaches, administrators	6 hours	**Initial Training-Learn the Fundamentals (Day 1)** This workshop includes hands-on and step-by-step training on product features needed to get students started with SuccessMaker Reading. The Education Specialist tailors the agenda and topics so teachers can maximize the best product features for their student population and goals. **Up to 30 participants**
Day 2 (6-8 weeks after start)	Teachers, coaches, administrators	6 hours	**Follow- Up Training-Deepen Knowledge (Day 2)** This training allows participants to move past the "how-to" and dive deeper into meeting student's individual needs. The approach is extremely consultative and focus areas are aligned to the district's goals and plans for usage. These services are intended to bring teachers from understanding to applying. **Up to 30 participants**
Day 3 (TBD)	Teachers, coaches, administrators	6 hours	**In-Class Support-Maximize Impact (Day 3)** In Class Support comes in the form of modeling, coaching, and consultation focused on practices that maintain or improve implementation fidelity. A strong emphasis is placed on targeted areas such as Differentiation and Data. Flexible delivery options available. **Participant size varies based on the type of support**

iLit

We understand the importance of sustained professional learning opportunities that are engaging and collaborative in design. Reading intervention teachers will immerse themselves in iLit, a comprehensive digital and print literacy program that engages readers and accelerates literacy skills and language development. This immersion includes understanding the research-proven instructional model, being comfortable with the classroom technology, and applying appropriate strategies and classroom management. In addition, teachers must understand how to use the features specific to the district's strategies and desired student outcomes.

We recommend a minimum of three days (six hours per day, per site) of iLit professional development for PSD teachers and administrators during the first year of implementation. This recommendation includes Implementation Essentials and two days of follow-up support. We also strongly encourage ongoing, job-embedded support during the first year to verify that PSD educators have the knowledge and skills they need to successfully use the program.

Our best practices professional development options for iLit are listed below. Specific descriptions, outcomes, and recommendations follow the listing.

- **iLit** Initial Training
  - Initial Training for Teachers
  - Initial Training for Administrators
- **iLit** Professional Development Services
- **iLit** Technology and Digital Classroom Management
- **iLit** Embedded Professional Development
- **iLit** Professional Learning Community

Initial Training and Professional Development

The following figure outlines the topics covered in professional development options for PSD district teachers, coaches, and administrators implementing iLit.

Professional Development for iLit			
Course Name	**Topics and Outcomes**	**Duration**	**Target Audience**
Implementation Planning Prior to initiating the implementation, a Pearson Intervention Lead will work with district leaders to create a plan to meet the district's intended outcomes. Your Intervention Lead serves as a continuum of support as the implementation progresses. Implementation planning topics include, but are not limited to, professional development planning and scheduling, recommendations for classroom usage, monitoring progress, evaluating student outcomes and system set-up.			
Initial Training	Product Training includes hands-on and step-by-step training on product features needed to get students started with **iLit**. The Education Specialist tailors the agenda and topics so teachers can maximize the best product features for their student population and goals. The following topics are typically included: ▪ Pedagogy ▪ State and national alignments ▪ Student experience ▪ Teacher experience ▪ Determining placement starting levels ▪ Monitoring placement results ▪ Developing rituals and routines ▪ Using Pearson's online support ▪ Managing course settings ▪ Understanding the Group Reading Assessment and Diagnostic Evaluation™ (GRADE™) ▪ Report basics ▪ Assignments	1 day	Educators, literary coaches, reading and intervention specialists
Initial Training for Administrators	Administrators and implementation leads learn the required aspects of the program necessary to implement it effectively. Training and consultation are tailored to specific goals and needs and may include the following topics: ▪ Goal setting/implementation planning ▪ "Look-fors" in the iLit classroom ▪ Accessing and interpreting data ▪ Understanding achievable gains and usage when iLit is implemented with fidelity	1 day	Administrators

Pearson

Professional Development for iLit			
Course Name	**Topics and Outcomes**	**Duration**	**Target Audience**
Professional Development—Follow-Up Training(s)	With a consultative and flexible approach, these follow-up trainings may include the following focus areas: ▪ Analyzing real student data ▪ Using data to drive decisions ▪ Monitoring student progress ▪ In-class observation ▪ Coaching and modeling ▪ Intervention strategies ▪ Motivational strategies ▪ Administering or interpreting ▪ Grade (BOY) ▪ Interactive reader administration ▪ Pacing, i.e., how to complete a lesson within a class period ▪ Plan a lesson ▪ Create individual three-week lesson overviews ▪ Planning for newcomers ▪ Differentiation ▪ Small groups ▪ Building capacity ▪ Reflection/lessons learned ▪ Implementation planning ▪ Assessing impact of iLit on individual students	1 day(s) Flexible delivery options are available. Participant size will vary depending on the type of support provided.	Educators, literary coaches, reading and intervention specialists
Professional Development In-Class Support	Job-embedded support is focused on practices that maintain or improve implementation fidelity. Through consultation, coaching and collaboration, teachers and administrators can learn best practices for instruction and implementation. Support varies, but areas of focus may include the following: ▪ Co-planning and co-teaching ▪ Coaching/observations ▪ Reflection ▪ Newcomers ▪ Differentiation ▪ Goal setting/planning future lessons ▪ Focus walks using Look-for tools	1 day(s) Flexible delivery options are available. Participant size will vary depending on the type of support provided	Educators, literary coaches, reading and intervention specialists

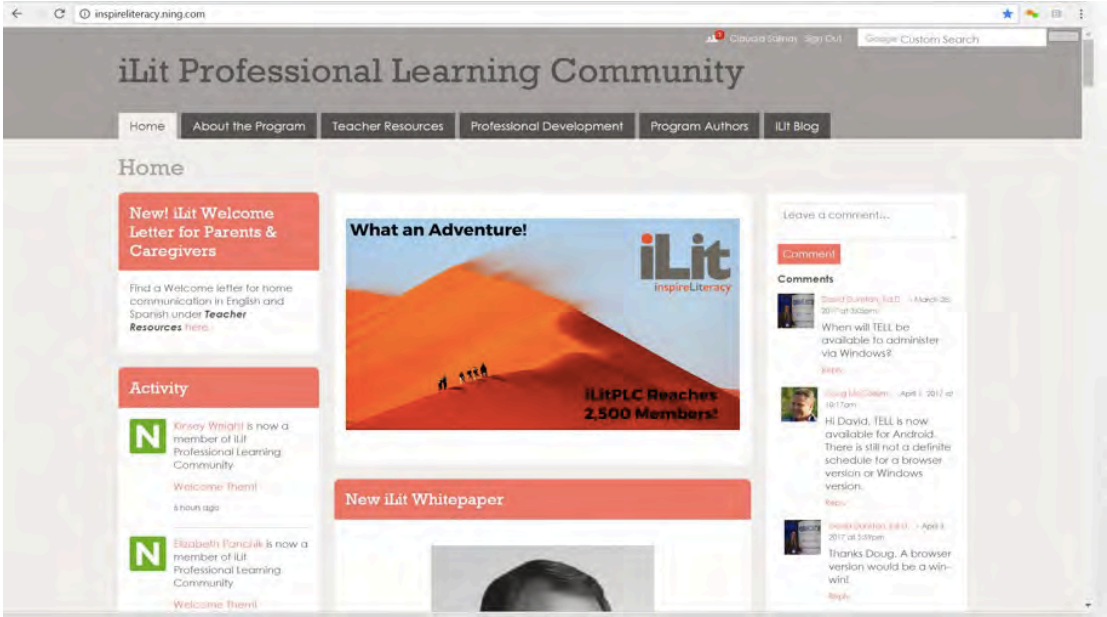
Professional Development for iLit			
Course Name	**Topics and Outcomes**	**Duration**	**Target Audience**
Enhancing Practice—Technology and Digital Classroom Management	This workshop addresses the following topics: ▪ Identify best practices for managing a digital classroom ▪ Use the iLit teacher, student, and project apps effectively ▪ Explore how the iLit teacher, student, and project apps work together ▪ Prepare for and teach all iLit lesson segments ▪ Assign and administer the GRADE and other iLit assessments and assignments effectively We recommend this workshop take place as soon after initial training as possible.	1 day	Educators, literary coaches, reading and intervention specialists

Embedded Professional Development

When planning instruction, teachers will have access to on-demand embedded professional development through the iLit teacher app. Videos include messages from the program authors and model classroom strategies. Additionally, each lesson includes professional development tips, best practices for differentiation to engage adolescent readers, and other topical suggestions.

iLit Professional Learning Community

PSD teachers will also have access to iLit's Professional Learning Community. Teachers can join a discussion board, access printable materials, and explore additional professional development opportunities. For more information, visit https://inspireliteracy.ning.com/.



Community of Support. PSD additional professional development opportunities through the iLit Professional Learning Community.

Implementation Management Services

Included with purchase, Pearson offers our Implementation Management Services. These services provide guidance and management to ensure Poudre School District's SuccessMaker Reading and iLit implementations have an established focus and starting point. More importantly, these services offer a continuum of support as the implementations progress through the school year. Our continuum focuses on implementation fidelity with regards to what has to occur and how often to support learning and to achieve outcomes given the designated instructional time allotted for intervention. These services for PSD include the following:

- Intervention lead
- Outcomes Insight Tool
- High-Stakes Management™ Services (SuccessMaker Reading)
- myPearsonTraining.com

Intervention Lead

The Pearson Intervention Lead is an education specialist who will serve as the primary point of contact for PSD and work with district leadership at different levels to define outcomes and determine measures of success in implementing our SuccessMaker Reading solution.

As an expert in the product and Pearson services offerings, the Intervention Lead will provide ongoing support throughout the implementation to ensure the district is on track. As questions arise or needs change, he or she will offer continued guidance and recommendations.

PSD can rely on our Intervention Lead to address user concerns and to recommend ongoing training or support necessary to promote high levels of fidelity to the district's SuccessMaker Reading implementation.

Outcomes Insight Tool

For a comprehensive approach to monitoring, measuring, improving, and reporting on implementation of Pearson professional learning services, our Outcomes Insight Tool will provide PSD educators and Pearson team members with essential information throughout the school year. The suite of data collection tools and reports can be used to monitor both short- and long-term outcomes related to improving classroom practices.

The Outcomes Insight Tool consists of three components:

1. **Customer Blueprint** that includes pertinent information regarding school or district goals, plans for monitoring progress, the program and services purchased, and the plan for their delivery.
2. **Customer Insight Report** is the record of service that shows our progress in fulfilling the expectations outlined in the customer blueprint.
3. **Observation Tool** consists of various rubrics that are designed to support implementation of Pearson programs and best teaching practices. Our Education Specialists will use the SuccessMaker Reading observation tool or iLit observation tool during onsite support to coach PSD teachers and administrators and ensure quality experiences using the program.

Observation data captured in our Outcomes Insight Tool will be available to PSD administrators on a digital dashboard that will display customer blueprint details, status on service days delivered, and detailed reports of each visit.

High Stakes Management Services (SuccessMaker)

High Stakes Management™ (HSM) is an established research-based service designed to help PSD teachers and administrators forecast and manage student achievement in high-stakes assessments, while supporting implementation to improve outcomes aligned to the Colorado Academic Standards.

HSM features expert consulting, recommendations for implementation fidelity, and detailed forecasting reports that can predict student outcomes for maximizing student performance.

To further data-driven instruction and monitor progress towards district and state goals, Pearson offers HSM services described below.

High Stakes Management (HSM) Services for SuccessMaker	
Services	**Description**
Implementation Planning and System Setup	Design the HSM Program Plan and School Action Plans (including training timelines).
Data Collection and Report Generation for Interim Progress and Time-of-Test Reports	Collect and compile student data into succinct and informative reports.
Interim Progress Report Meeting and Data Analysis and Forecasting Presentation	Review and interpret the results of the data, including usage trends, gains, and mastery performance to recommend changes to the implementation prior to the high-stakes assessment to enhance outcomes.
Time-of-Test Progress Report, Analysis and Review	Review data when students take the test or at the end of the year to make implementation decisions for the remainder of the year or create a proactive plan for next year.
On-Target Analysis and Review	Analyze the statistical relationship between the student data and high-stakes assessment data. Review whether targets used during the course of the year were strong indicators of student achievement on high-stakes assessments.
Onsite and Connected Support	Provide additional support and guidance either onsite or remotely.

myPearsonTraining.com

For digital, on-demand professional development support, PSD teachers and administrators can access online training and resources through myPearsonTraining.com.

Authorized users can access comprehensive training materials and thousands of innovative and effective on-demand resources. Our flexible delivery options provide educators with timely and convenient access to a wide range of program and platform training solutions.

Demo Account for myPearsonTraining.com

PSD teachers and administrators can use the following credentials to access the myPearsonTraining demo account:

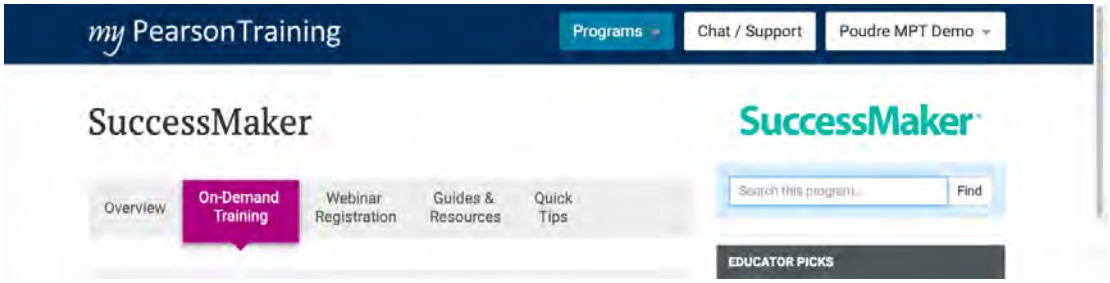
Website: https://mypearsontraining.com

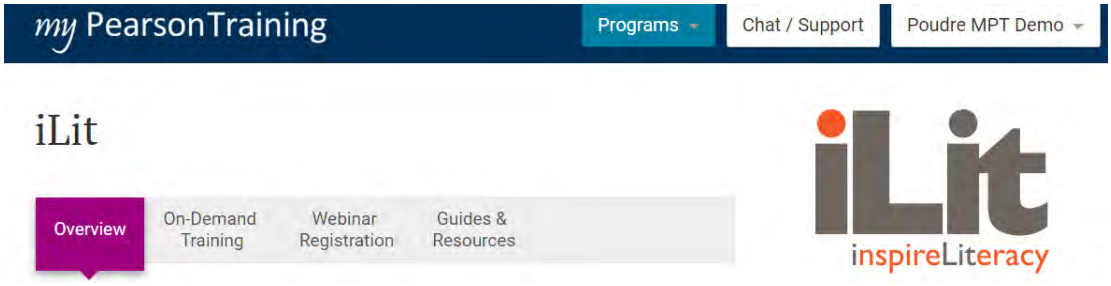
Click **Sign In**.

Enter the following credentials:

- **Username:** 2019_Poudre_MPT_Demo
- **Password:** Poudre

Click the Programs dropdown arrow for a list of identified favorites for PSD.





Based on individual program offerings, authorized users will have access to the following Pearson support:

- **On-Demand Tutorials and Guides.** Our online resources offer concise product training developed by educational experts with teaching, instructional design, and product backgrounds. Educators can supplement our onsite and virtual training, or use our materials on their own to further their understanding of our programs and platforms.
- **Library of Training Resources.** User guides, training guides, implementation ideas, back-to-school tips, end-of-year procedures, and more are available to authorized users.
- **Virtual Training Sessions.** Users can self-schedule live sessions on the topic of their choice, with the option to sign up as a single participant or as a group.
- **Chat and Email Support.** Educators can connect with a trained Pearson customer support specialist for questions about our products or program implementation

Transcript Feature

myPearsonTraining.com includes a transcript feature that keeps track of user progress and provides certificates of completion when online tutorials and training sessions are complete. Certificates include the tutorial or session name, duration, and completion date.

Requirement

3.2.7 Provide price for training, resources and professional learning opportunities referenced in section 3.2.6 of this RFP.

Response

For complete information, see the **Cost Component** section of our response.

Requirement

3.2.8 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, telephone number and e-mail address; and (b) describe the work it will perform.

Response

Pearson does not plan to use subcontractors for this project.

3.3 Vendor Profile

Requirement

3.3 Supplier proposals shall include the following information:

Response

The following figure shows the required business information for Pearson K12 Learning LLC.

Pearson	
Business Information	
3.3.1 Full legal name of business as it appears on IRS Form W-9, as well as any other names under which vendor does business.	▪ Pearson K12 Learning LLC ▪ Pearson Education, Inc. ▪ NCS Pearson, Inc.
3.3.2 A description of vendor's business and organization, including:	
(a) products and services offered;	▪ See below for a description of Pearson products and services.
(b) address of headquarters and location of branch offices;	▪ Pearson K12 Learning LLC. is located 221 River Street, Hoboken, NJ 07030. ▪ Branch offices include Boulder, CO; Chandler, AZ; Indianapolis, IN; Iowa City, IA; Lawrence, KS; San Antonio, TX; and San Francisco, CA.
c) number of employees; and	▪ Pearson K12 Learning LLC employs 1,425 in the United States, including Colorado.
d) number of years vendor has been in business.	▪ The Pearson business unit responsible for this proposal was renamed Pearson K12 Learning LLC following a sale to Nexus Capital Management, which closed on March 29, 2019.
3.3.3 Vendor's website address/Internet URL.	▪ www.pearson.com.
3.3.4 First and last name, telephone number and e-mail address of the employee within vendor's organization designated as the District's primary contact with respect to this RFP and vendor's response thereto.	▪ Scott Sayers ▪ Account General Manager ▪ 303.919.6902 ▪ scott.sayers@pearson.com

Pearson Products and Services

The Nation's Leading Education Provider

Pearson provides research-based print and digital programs to help students of all ages learn at their own pace, in their own way. With 50 percent of US schools using at least one of our systems, we are the nation's leading company for education solutions. From preschool to high school, early learning to professional certification, our curriculum materials, multimedia learning tools, and testing programs help educate millions of students.

Pearson curriculum products are designed so schools can focus their attention on helping students unlock their full potential. We offer a wide range of products and services to promote student achievement:

- Technology-delivered adaptive learning solutions that provide teachers with curriculum instruction to address individual student needs
- Core and supplemental resources that empower students to learn and give teachers the tools to prepare students to succeed
- Results-based software and assessment tools that help educators manage and monitor student progress
- Comprehensive student management tools focused on customer reporting requirements
- Professional development designed to confirm teachers have a solid working knowledge and understanding of research-based instructional strategies, to deepen content knowledge, and to understand how students learn

A Leader in K–12 Digital Solutions

Pearson programs and services have been effective for our customers across the nation. Our digital solutions include assessment, planning, instruction, and progress monitoring that is integrated with the curricula in our textbooks.

Pearson digital learning products draw on our rich publishing experience. Our solutions range from individual online courses to complete personalized learning systems comprising technical infrastructure, professional development services, and digital curricula.

K–12 Textbooks Educating Millions

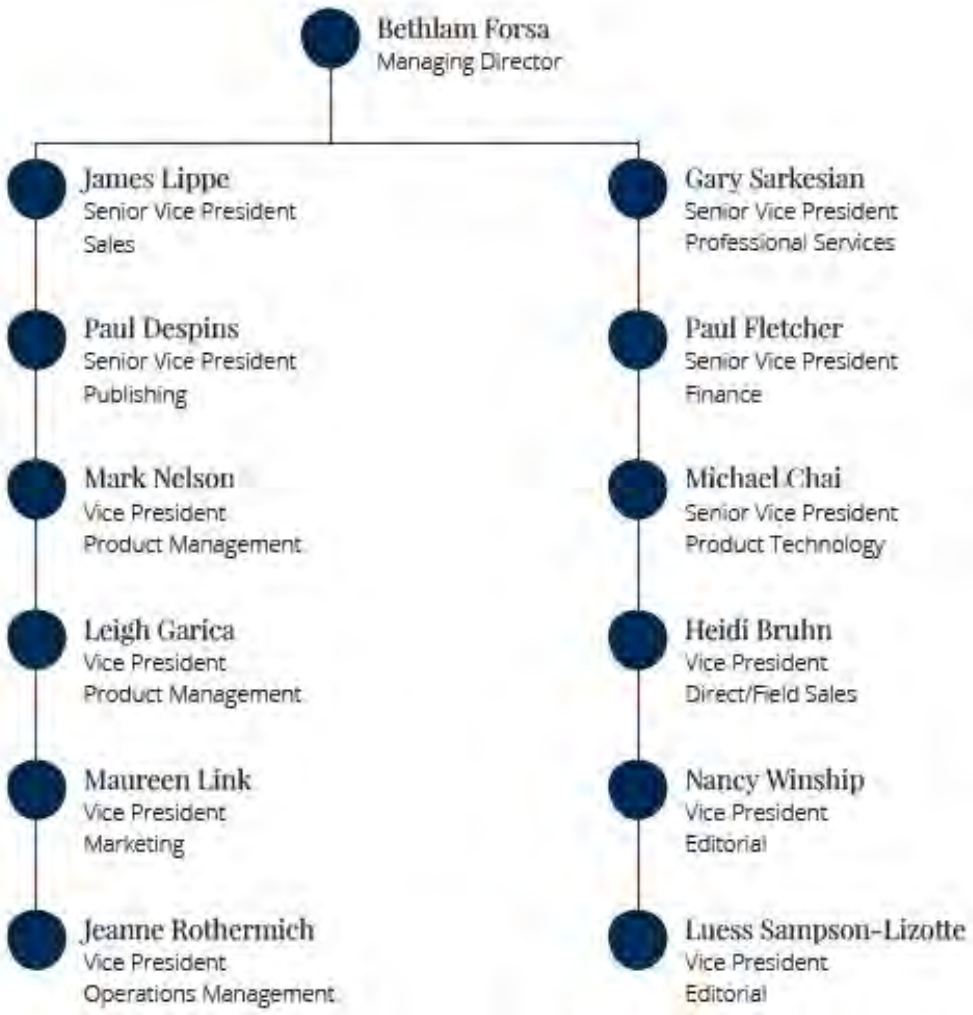
Pearson textbooks educate hundreds of millions of students worldwide through such imprints as Scott Foresman, Prentice Hall, Addison-Wesley, Allyn and Bacon, Benjamin Cummings, and Longman. Today, one in three US school children studies English and math with a Scott Foresman or Prentice Hall textbook.

Professional Development Services

Students benefit most when confident, thoroughly prepared teachers deliver proven curricula. For more than 20 years, we have provided an extensive portfolio of professional development programs ranging from content- and function-specific professional development services to intensive support for school transformation efforts.

Corporate Structure

The Pearson business unit responsible for this proposal was renamed Pearson K12 Learning LLC following a sale to Nexus Capital Management, which closed on March 29, 2019.Our PSD team is part of the business unit that currently employs 1,425 in the United States, including Colorado. The following figure shows our leadership group.



Serving Education Around the US. Our leadership team has been a trusted collaborator in district, state, and national assessments educational plans.

Working with Experts to Benefit Our Customers

Pearson works with more than 1,000 authors and researchers to offer our customers practical, evidence-based programs and resources. Close association with key authors and architects of state standards verifies our pedagogical approach and the soundness of our educational materials, assessments, and professional development.

Research-Based Programs for Proven Results

Pearson customers can be confident in our high-quality instructional materials and services. Developed for quality, efficacy, and usability, our curricula programs are based on critical foundational research and proven classroom results.

The primary differentiator between Pearson and other vendors is our research base and close work with national and international thought leaders. Through our products, services, and partnerships, Pearson aims to make a measurable difference to learning outcomes for students, educators, and education systems. We collaborate with regional education laboratories, universities, and private research companies to independently evaluate the effectiveness and usability of our curricula.

Experienced Staff to Benefit Our Customers

To best deliver the benefits of Pearson products and services to our customers, we look for degreed professionals who pay attention to details, communicate openly, and demonstrate the drive to complete tasks and activities required for on-time, accurate delivery. We support our staff with training opportunities so they stay knowledgeable and informed, which improves their responsiveness and performance to our customers.

Requirement

3.4 Vendor shall provide the following for review by District staff during the proposal consideration period:

- 3.4.1 One (1) English language student edition set (per grade level) of instructional materials and one (1) English language teacher edition set of instructional materials
- 3.4.2 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.
- 3.4.3 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.

Response

Pearson complies with the above requirements.

4.0 Agreement Terms

Requirement

4.1 Successful award is contingent upon a successfully negotiated and executed Agreement. A sample District Agreement is included in this RFP as Exhibit A.

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 Procurement Services Manager.

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.

Modifications to this RFP document and/or exhibit will not be considered valid and may be cause for disqualification.

Response

Please refer to the Conditions and Exceptions section of this response.

Requirement

4.2 If the Supplier selected by the District offers a component which collects, maintains or uses student personally identifiably information, as defined in Colorado State Statue §§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. A sample of the Agreement is attached herein attached as Exhibit A.

- 4.2.1 If selected, the Supplier will be required to provide at a minimum:
- 4.2.1.1 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.
- 4.2.1.2 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.
- 4.2.1.3 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 Top 20 Security Controls, National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization and NIST Special Publication 800-57, as recommended best practices by the U.S. Department of Education

Response

Please refer to the Conditions and Exceptions section of this response.

iLit
inspireLiteracy

Per Student Subscripton License

	1 Year	ISBN	3 Years Pre-Paid	ISBN	6 Years Pre-Paid	ISBN	7 Years Pre-Paid	ISBN
iLit45	$75	9780328896530	$135	9780328963195	$180	9780328963201	$210	TBD
iLitELL	$75	9780328896547	$135	9780328963218	$180	9780328963225	$210	TBD
iLit20	$32	9780328880546	$57.60	9780328963232	$76.80		$89.60	TBD

Per School Site Subscription Pricing

	1 Year Price Per School	ISBN	3 Years Pre-Paid Price Per School	ISBN	6 Years Pre-Paid Price Per School	ISBN	7 Years Pre-Paid Price Per School	ISBN
iLit 20 0-400 Students	$7,500 per year	9780328963256	$6,000 per year	9780328963270	$4,500 per year	9780328963287	$5,250 per year	TBD
iLit 20 401+ Students	$12,500 per year	9780328963256	$10,000 per year	9780328963270	$7,500 per year	9780328963287	$8,750 per year	TBD
iLit Suite per student mix and match 0-400 Students	$12,500 per year		$10,000 per year		$7,500 per year		$8,750 per year	TBD
iLit Suite per student mix and match 401+ Students	$17,500 per year		$14,000 per year		$10,500 per year		$12,250 per year	TBD

The Mix and Match site licenses will allow for a totally customizable blend of iLit licenses (iLit20, iLit45, and iLitELL) within the numerical limits of the size of the license (<400 or >400) to fit the needs of all of your students and teachers. There is not a limit to the number of teacher licenses to accompany the student licenses.

10% Discount with the purchase of 5 or more site licenses

SuccessMaker (SM) Per Student Subscription License								
	1 year	**ISBN**	**3 Years Pre-Paid**	**ISBN**	**6 Years Pre-Paid**	**ISBN**	**7 Years Pre-Paid**	**ISBN**
*SM Full	$60	6000222	$150	6000222	$240	6000222	$280	TBD
SM Reading	$32	6000223	$80	6000223	$128	6000223	$149.33	TBD
SM Math	$32	6000224	$80	6000224	$128	6000224	$149.33	TBD
Per School Site Subscription Pricing								
Up to 200 Students in Building	**1 Year Price Per School**	**ISBN**	**3 Year Price Per School**	**ISBN**	**6 Year Price Per School**	**ISBN**	**7 Year Price Per school**	**ISBN**
SM Full	$9,900	6000225	$23,760	6000225	$35,640	6000225	$41,580	TBD
SM Reading	$7,425	6000226	$17,820	6000226	$26,730	6000226	$31,135	TBD
SM Math	$7,425	6000227	$17,820	6000227	$26,730	6000227	$31,135	TBD
201-400 students in building	**1 Year Price Per School**	**ISBN**	**3 Year Price Per School**	**ISBN**	**6 Year Price Per School**	**ISBN**	**7 Year Price Per school**	**ISBN**
SM Full	$12,500	6000225	$30,000	6000225	$45,000	6000225	$52,500	TBD
SM Reading	$7,500	6000226	$18,000	6000226	$27,000	6000226	$31,500	TBD
SM Math	$7,500	6000227	$18,000	6000227	$27,000	6000227	$31,500	TBD
Per School Site Subscription Pricing (Pre Paid)								
401+ Students in Building	**1 Year Price Per School**	**ISBN**	**3 Year Price Per School**	**ISBN**	**6 Year Price Per School**	**ISBN**	**7 Year Price Per school**	**ISBN**
SM Full	$17,500	6000225	$42,000	6000225	$63,000	6000225	$73,500	TBD
SM Reading	$12,500	6000226	$30,000	6000226	$45,000	6000226	$52,500	TBD
SM Math	$12,500	6000227	$30,000	6000227	$45,000	6000227	$52,500	TBD

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The Mix and Match site licenses will allow for a totally customizable blend of iLit licenses (iLit20, iLit45, and iLitELL) within the numerical limits of the size of the license (<400 or >400) to fit the needs of all of your students and teachers. There is not a limit to the number of teacher licenses to accompany the student licenses.

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SM Math	$12,500	6000227	$30,000	6000227	$45,000	6000227	$52,500	TBD

Poudre School District

Professional Development Services Pricing for iLit

MyPearsonTraining.com		**Included with purchase**
Intervention Lead		**Included with purchase**
Outcomes Insight Tool		**Included with purchase**
Implementation Essentials (Initial Training)	**1 day**	**$1,900**
Enhancing Practice Service (Follow-up Training)	**1 day**	**$1,900**
Enhancing Practice Service – Three day option (recommended per site)	**3 days @ $1,700/day**	**$5,100**
Technology and Digital Classroom Management Workshop	**1 day**	**$3,150**
District Training Package	**28 days @ $1,500/day**	**$42,000**
District Training Package	**45 days @ $1,450/day**	**$65,250**

Professional Development Services Pricing for SuccessMaker

MyPearsonTraining.com		**Included with purchase**
Intervention Lead		**Included with purchase**
Outcomes Insight Tool		**Included with purchase**
High Stakes Management		**Included with purchase**
Implementation Essentials (Initial Training)	**1**	**$1,900**
SuccessMaker Best Practices (recommended per site)	**3 days @ $1,700/day**	**$5,100**
SuccessMaker 28 Day District Package	**28 days @ $1,500/day**	**$42,000**
SuccessMaker 45 Day District Package	**45 days @ $1,450/day**	**$65,250**

7.0 PROPOSAL CERTIFICATION FORM

Secondary Reading Intervention Assessment and Curriculum with Instructional Materials and Services
RFP# 20-630-002

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 **Tuesday, August 20, 2019 2:00 p.m. MST.**

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. MST on Tuesday, August 20, 2019 and shall be in a sealed packaged and marked RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services** and mailed or delivered to:

Poudre School District R-1
Curriculum, Instruction and Assessment
Attn: David Lawrence – RFP# 20-630-002 – Secondary Reading Intervention
1502 South Timberline Road
Fort Collins, CO 80524

The undersigned hereby affirms that:

- Agent 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 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 listed in the proposal.
- Supplier will adhere to all terms and conditions and provide, at a minimum, all services as expressed in the RFP and/or the company's proposal responding to the RFP.
- Supplier meets or exceeds all the required criteria as specified by this RFP, or if not, has submitted a Justification for Consideration addressing any failure to meet the criteria.
- Supplier's proposal is being offered independently of any other Supplier and in full compliance with the terms specified in the RFP.
- Supplier will accept any awards made to it, contingent on Agreement negotiation, as a result of this RFP for a minimum of ninety (90) calendar days following the date and time of the RFP opening.

Supplier Name: Pearson K12 Learning LLC

Signature of Authorized Agent: Mark Welsh

Printed Name: Mark Welsh

Title: VP, Proposal Services & Contract Adoptions

E-mail address: proposals@pearson.com

Phone Number: 201-236-7000

Contact Person: Scott Sayers **Phone Number:** 303-919-6902

Contact Email: scott.sayers@pearson.com

(If different from Agent)

NOTE: Proposals submitted without the signature of an authorized agent of the Supplier may be considered non-responsive.

8.0 REFERENCES

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 Organization Name Westminister Public Schools

Address 6933 Raleigh St, Office B-304F, Westminister, CO 80030

Contact Person Sue Lee

Telephone 303-487-2628

Email sulee@westministerpublicschools.org

Describe type of work/service performed or items supplied

Implementation of Intervention/Supplemental products

8.2 Organization Name St. Vrain Valley Schools

Address 395 South Pratt Parkway, Longmont, CO 80501

Contact Person Oakley Schilling, EL/ELD Coordinator

Telephone 303-702-7512, ext. 57512

Email schilling.oakley@svvsd.org

Describe type of work/service performed or items supplied

Implementation of Intervention/Supplemental products

8.3 Organization Name Weld Co School District 6 Greeley Evans

Address 1025 Ninth Ave., Greeley, CO 80631

Contact Person Jessica Cooney, District Secondary CLD Specialist

Telephone 970-348-6295

Email jcooney1@greeleyschools.org

Describe type of work/service performed or items supplied

Implementation of Intervention/Supplemental products

8.0 REFERENCES

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 Organization Name Weld RE-5J School District

Address Colorado

Contact Person Karen Weiser, PK-12 Curriculum Coach TOSA

Telephone 970-587-6092

Email kweiser@weldre5j.org

Describe type of work/service performed or items supplied

Implementation of Intervention/Supplemental products

8.2 Organization Name Goosecreek Consolidated School District

Address Texas

Contact Person Bart Cobb, Principal, G.W. Carver Elementary

Telephone 281-420-4600

Email barrett.cobb@gccisd.net

Describe type of work/service performed or items supplied

Implementation of Intervention/Supplemental products

8.3 Organization Name Fayette County Public Schools

Address Kentucky

Contact Person Natalee Feese, Instructional Support Director, Math

Telephone 859-381-4000

Email natalee.feese@fayette.kyschools.org

Describe type of work/service performed or items supplied

Implementation of Intervention/Supplemental products

Pearson K12 Learning LLC's
Conditions and Exceptions to
Poudre School District R-1
RFP #20-630-002
Secondary Reading Curriculum Intervention
Assessment Curriculum with Instructional Materials and Services

Pearson K12 Learning LLC ("Pearson"), as part of its response to the Poudre School District R-1 (the "District"), submits the following conditions and/or exceptions with respect to the above-referenced Request for Proposal ("RFP"). Pearson understands that the terms of the final agreement may be subject to further negotiations between the District and Pearson in the event the District awards a contract pursuant to the RFP.

GENERAL CONDITION: Pearson is submitting its response to the District on the basis that, if the District chooses to award Pearson a contract pursuant to the RFP (1) the form of agreement to be used for the project will be negotiated between the parties or (2) the District will incorporate the conditions and exceptions set forth in this document and the terms of the licenses governing the products offered under this District into the final agreement provided that such incorporated terms will take precedence over any conflicting terms in the District. Sample license agreements will be made available for the District's review on request. If requested by the District, Pearson will negotiate in good faith regarding the possible inclusion of additional or modified provisions in Pearson's applicable license agreements, whether such terms arise from the District's RFP document or otherwise.

In connection with any digital products being offered under this RFP, Pearson reserves the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. This will allow Pearson to continue to deliver the most up-to-date content and technology to customers. The District will be notified of any change prior to the beginning of the new school year.

SPECIFIC CONDITIONS AND EXCEPTIONS: Without in any way limiting the generality of the foregoing, Pearson's response to the RFP is subject to the following specific conditions and exceptions. Again, Pearson is willing to discuss these conditions and exceptions, as well as any other proposed agreement terms, with the District.

1.0 General Conditions:

Page 6, Section 1.4; also, Page 8, Section 1.19: Pearson acknowledges that its proposal is an offer and acceptance of all terms, conditions and specifications of the RFP, subject to these conditions and exceptions and any applicable standard license agreements.

Page 7, Section 1.12: Pearson reserves the right to assign any resulting contract to a successor entity, without District's consent, in the event of a sale or merger or acquisition of all or substantially all of Pearson's assets. Should such an event occur during the life of any resulting agreement, Pearson maintains that the pricing, contract, and terms and conditions of the agreement will be binding on any successor or new ownership.

Page 8, Section 1.23: Pearson acknowledges that District may terminate the contract for convenience or for cause; however, in the event of termination for cause, Pearson would anticipate a thirty (30) day notice and cure period. There are no refunds or credits for products and services already purchased, or for the remaining balance of any unused subscription period.

Page 10, Section 1.27, Warranty/Guarantee Laws and Regulations, subsection 1.27.1: All product warranties and associated remedies offered by Pearson shall be as set forth in Pearson's standard license agreements or terms for software/digital products that have such agreements or terms, or for all other products, as set forth in the final agreement to be negotiated by the parties. In the event that the Customer determines that the product does not meet standards, Pearson will make a good faith effort to resolve such issues; however, in no event will Pearson be responsible for payment of costs associated with the Customer's testing.

Page 10, Section 1.27, Warranty/Guarantee Laws and Regulations, subsection 1.27.2: Pearson proposes the following alternative language with respect to infringement indemnification:

> "Pearson will hold the Customer harmless and indemnify the Customer against any third party claim that any product, in the form delivered by Pearson to the Customer, infringes or violates any valid United States patents or copyrights of a third party existing at the time of delivery; provided that Pearson must be given

prompt, written notice of the claim and allowed, at its option, to control the defense and settlement of any such claim. In addition, if the Customer's use of any product is restricted as the result of a claim of infringement, Pearson shall, at its option, either: (a) substitute other equally suitable product; (b) modify the allegedly infringing product to avoid the infringement; or (c) procure for the Customer the right to continue to use such product free of the restrictions caused by the infringement. This shall be the Customer's exclusive remedy for third party claim of infringement claim against the product."

Page 11, Section 1.28.5: Pearson will look to correct any defective or nonconforming work as quickly as practicable. Remedies for licensed products will be as set forth in the relevant license agreement or, for other products, as mutually agreed upon during final negotiations. Pearson will not be responsible for the purchase of substitute products or services.

4.0 Agreement Terms:

Page 16, Section 4.2, regarding Exhibit A, Curriculum Services Agreement: Pearson acknowledges that any personally identifiable account information or education records provided to Pearson through the products offered under this RFP will be handled with confidentiality as required by applicable law. If Pearson is the awarded vendor, Pearson would like to discuss with the Customer its Curriculum Services Agreement in the context of the product(s) that the Customer selects. Pearson may require certain changes or clarifications to Customer's relevant language as part of final contract negotiations. Other provisions in Customer's Exhibit A, Curriculum Services Agreement, have been addressed in these exceptions and clarifications.

6.0 Insurance:

Pages 19-20: Pearson maintains a comprehensive insurance program and can generally meet the listed requirements; however, there may be certain technical aspects of the insurance clause that would need to be negotiated as part of the final contract. For example, Pearson's policies contain a blanket additional insured endorsement that covers customers where there is a contractual requirement to do so, which allows Pearson to meet customer needs without having to issue a separate certificate each time a customer requests one.

Page 20, Section 6.1, Indemnification: Pearson would require negotiation of this provision. Pearson is willing to agree to indemnify Customer for personal injury or damage to tangible property to the extent that the loss or damage is attributable to the fault or negligence of Pearson, or for any claim that any product as delivered to the Customer infringes or violates any valid United States patent or copyrights of a third party existing at the time of delivery, all subject to Pearson receiving prompt notice of any claim and being given the opportunity to control the defense of the claim.

SuccessMaker Professional Development Plan

	Activation		Essentials	Enhance Practice	
	My Pearson Training	**Initial Training**	**Follow Up Training**	**In-Class Support**	**High Stakes Management**
Objectives/ Outcomes	➢ Recorded Webinars ➢ Live Open Registration Webinars ➢ Live Individualized Webinars ➢ Live chat ➢ Email Support ➢ Online On-Demand Tutorials: • Program Overview • Introduction to the Teacher Dashboard • Creating and Managing Users • Progress Monitoring and Reports *See MyPearsonTraining.com for a full listing of modules.*	Product Training includes hands-on and step-by- step training on product features needed to get students started with SM. The Education Specialist tailors the agenda and topics so teachers can maximize the best product features for their student population and goals. Topics typically include: • Pedagogy • State and National Alignments • Student Experience • Teacher Experience (Teacher Dashboard) • Determining appropriate placement starting levels • Monitoring placement results • Developing rituals and routines • Using Pearson online training materials • Managing course settings • Report basics	Follow-up days of support allow participants to move past the "how-to" and dive deeper into personalized and customized implementation practices. This approach is extremely consultative and flexible with focus areas aligned to the district's goals and plans for usage. These services are intended to bring teachers from understanding to applying. Focus areas may include: • Analyzing student data • Using data to drive decisions • Monitoring student progress • Customizing courses to meet students' personal needs and differentiate instruction • Intervention Strategies • Motivational Strategies • Lab Management • Strategies for Whole Group Instruction	Job-embedded modeling, coaching, and support focused on practices that maintain or improve implementation fidelity. These vary, but may include: • In-class support on targeted areas of need. Examples of areas include: Differentiating Instruction, Classroom Management, and motivational activities • Support includes observations, modeling, and feedback Can include small group sessions designed to systematically examine reports in order to refine intervention practices and personalize learning for individual students: • Discuss observations • Plan intervention strategies • Design custom courses	High Stakes Management™ (HSM) is an established research-based set of specialized services designed to forecast and manage student achievement in the world of high-stakes assessments. These services are included in the SuccessMaker Partnership Plus package. An HSM implementation is a proven method of maximizing student performance year over year by providing each school in the district with expert consulting, actionable implementation recommendations, and efficacy results in an OnTarget™ data analysis. Services packages vary based on the number of schools and desired level of support, but often include: • Implementation Planning and Goal Setting • System Set-up • Data Collection and Report Generation for Interim Progress Reports and Time-of-test Report. • Interim Progress Report (mid-year data analysis and presentation) • Time-of-test Progress Report (data analysis and presentation) • On-Target™ Analysis and Review • Mid-year on-site and Virtual (Remote) support
Duration	Ongoing, self-paced	1 day	1 day	1 day	N/A
Participants	Unlimited	Up to 30	Up to 30	1:1 or small groups	N/A
Delivery	Virtual	Onsite	Onsite or Virtual	Onsite	Onsite or Virtual

Pearson

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SuccessMaker Professional Development Plan

Suggested Plan: YEAR 1

	Aug - Sept		Sept - Nov	Dec - May		
Professional Development	MyPearsonTraining	Initial Training	Follow-up Training	In-Class Support	Follow-up Training/ Planning for Year 2	
Number of Days	N/A	1 day	1 day	1 days	1 day	**Total PD:** 5 days
High-Stakes Management	Implementation Planning System Setup			Interim Progress Report & Report-Out	Time-Of-Test Report & Report-Out	
Number of Days	1 day			1 day	1 day	**Total HSM:** 3 days
						Total:

Suggested Plan: YEAR 2

	Aug - Sept		Sept - Nov	Dec - May		
Professional Development	MyPearsonTraining	Initial Training (new staff)	Follow-up Training (Intervention Strategies)	In-Class Support	Follow-up Training/ Planning for year 3	
Number of Days		(1 day)	1 day	1 day	1 days	**Total PD:** 3-4 days
High Stakes Management	On-Target Analysis & Report-Out	Refine Implementation Plan		Interim Progress Report & Report-Out	Time-Of-Test Report & Report-Out	
Number of Days	1 day	1 day		1 day	1 day	**Total HSM:** 4 days
						Total:

Pearson

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iLit Professional Development Plan

Year One

	Getting Started		Essentials		Enhance Practice		
	Preparing for Implementation	**Initial Training Teachers**	**Initial Training Administrators**	**Follow Up Training**	**In-Class Support**	**Follow Up Training**	**Reflection & Planning**
Timing	*Step One*	*Before Program Launch*	*At Start of Implementation*		*6-8 weeks after Launch*	*Mid-Year*	*End of Year*
Description	*Implementation Planning* Pearson collaborates with key stakeholders to develop implementation plans with strategies specifically designed to meet the varying needs, goals and expectations of the district. The planning process is fluid and collaborative, leaving room for flexibility and the ability to evolve with the ever-changing needs of the school. *IT Consultation* Pearson collaborates with the district IT administrator to ensure technical requirements are met and appropriate policies and procedures are in place for a successful implementation.	Product Training includes hands-on and step-by- step training on product features needed to get students started with iLit. The Education Specialist tailors the agenda and topics so teachers can maximize the best product features for their student population and goals. Topics typically include: • Pedagogy • State and National Alignments • Student Experience • Teacher Experience (Teacher Dashboard) • Determining appropriate placement starting levels • Monitoring placement results • Developing rituals and routines • Using Pearson online training materials • Managing course settings • Report basics	Administrators and Implementation leads learn the required aspects of the program for it to be implemented with fidelity. Training and Consultation are tailored to specific goals and needs and may include: • Goal Setting/Implementation Planning • "Look-fors" in the iLit Classroom • Accessing and Interpreting Data • Understanding Achievable gains when iLit is implemented with fidelity.	Teachers build on program knowledge from Initial Training and focus on the effective implementation and best practices in the classroom. Participants receive hands-on practice using apps and devices to gain comfort with the technology needed to implement iLit. Education Specialists model best practices for classroom management and strategies for meeting student needs. Additional topics may include: pacing, lesson planning or supporting Newcomers. *Outcomes:* • identify best practices for managing a digital classroom; • effectively use the iLit Teacher, Student, and Project Apps; • explore how the iLit Teacher, Student, and Project Apps work together; • prepare for and teach all iLit lesson segments; and • effectively assign and administer GRADE™ and other iLit assessments and assignments.	Job-embedded support is focused on practices that maintain or improve implementation fidelity. Through consultation, coaching and collaboration, teachers and administrators can learn best practices for instruction and implementation. Support varies, but may include: • Co-planning and co-teaching • Coaching / observations • Reflection • Newcomers • Differentiation • Goal setting / planning future lessons • Focus Walks using Look-for tools	Follow-up days of support allow participants to move past the "how-to" and dive deeper into personalized and customized implementation practices. This approach is extremely consultative and flexible with focus areas aligned to the district's goals and plans for usage. These services are intended to bring teachers from understanding to applying. Topics and support varies but may include: • Differentiation • Small Groups • Building Capacity • Reflection/Lessons Learned • Implementation Planning • Assessing impact of iLit on individual students.	Review the year's progress, identifying areas of success and improvement. Revisit Implementation Goals and plan for next year's implementation and professional development.
Duration	Varies	Ongoing, self-paced	1 day	Varies	1 day	1 day	Varies
Participants	IT/Instructional Admin	Up to 15 teachers	Up to 15 admin	Up to 15 teachers	1:1 or small groups	Varies	N/A
Delivery	Virtual	Virtual	Onsite	Onsite	Onsite	Onsite or Virtual	Virtual

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iLit Professional Development Plan

Year Two

	Preparing for Implementation	Initial Training	Follow Up Training	In-Class Support	Follow Up Training	Reflection & Planning
Timing	*Prior to Start of Year*	*Beginning of Year*		*6-8 weeks after Start of Year*	*Mid-Year*	*End of Year*
Description	Work with Pearson to refine Implementation Plans, reset goals and plan for professional development.	Ensure new teachers and Administrators receive Initial Training.	For experienced teachers, begin the year with training to ensure teachers are prepared to begin using the program. Discuss lessons learned from the previous year and collaborate to plan for success. Explore advanced features to differentiate instruction and support diverse learners.	Job-embedded support is focused on practices that maintain or improve implementation fidelity. Through consultation, coaching and collaboration, teachers and administrators can learn best practices for instruction and implementation. Support varies, but may include: • Co-planning and co-teaching • Coaching / observations • Reflection • Newcomers • Differentiation • Goal setting / planning future lessons • Focus Walks using Look-for tools	For teachers in their first year of Implementation, follow-up days of support allow move past the "how-to" and dive deeper into personalized and customized implementation practices. For experienced teacher, a strong emphasis is placed on using data and strengthening instructional practices through the use of iLit. Topics and support varies but may include: • Differentiation • Small Groups • Building Capacity • Reflection/Lessons Learned • Implementation Planning • Assessing impact of iLit on individual students.	Review the year's progress, identifying areas of success and improvement. Revisit Implementation Goals and plan for next year's implementation and professional development.
Duration	Varies	1 day	1 day	1 day	1 day	Varies
Participants	Admin	Up to 15 New Teachers	Up to 15 Existing Teachers	Up to 15 Teachers	Up to 15 Teachers	Admin
Delivery						

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Exhibit C

Poudre CO SM Reading

1. **Accelerates growth - What will your product do to accelerate each student's reading growth?**

After the Initial Placement diagnostic is complete, SuccessMaker's adaptive motion will begin with its instruction, practice, review/retention cycle at the student's functional level. When students achieve mastery, they will move forward. When students struggle, they will automatically be moved into adaptive remediation and progress monitoring in the form of a prerequisite or related skill or lower level content (for a short time with the goal of providing remediation support) as seen in the instructional model below. Thanks to SuccessMaker's continuously adaptive motion this happens in real time with no need to wait for a benchmark assessment.

As students work independently in SuccessMaker, teachers are freed up to work with small groups using real-time mastery data and the Areas of Difficulty Report to guide instruction.

Additionally, teachers can provide practice for students that is focused on what the student is currently learning in his or her core classroom. These assignments can be targeted to specific skills, standards or if you are using a Pearson core program to specific lessons. The combination of work at the student's functional level plus additional practice when needed on on-grade level content is a powerful way to accelerate learning.

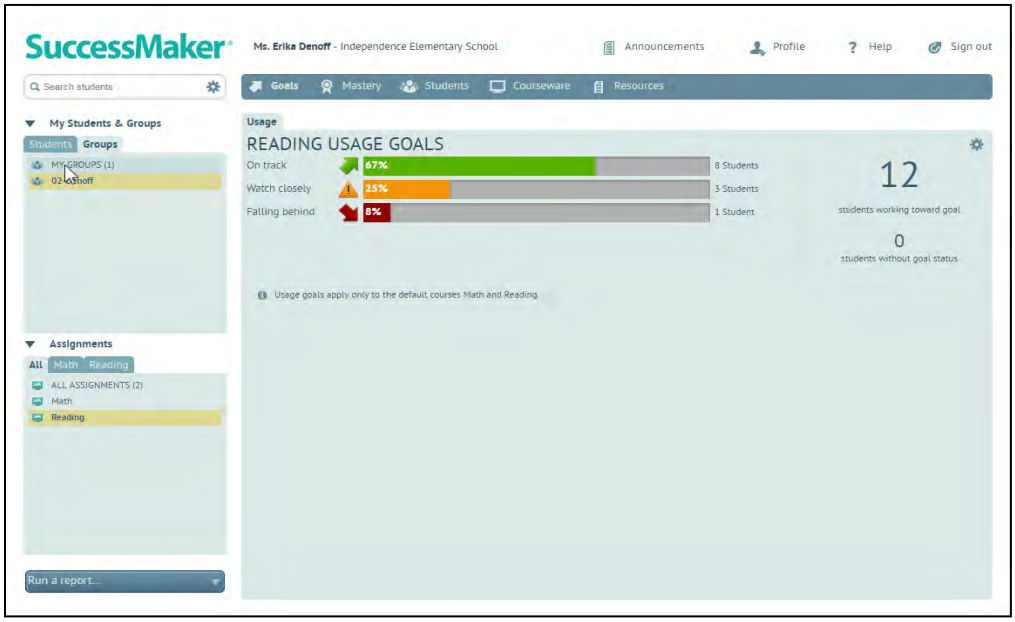
How will the diagnostic test guide the teachers' instruction?

SuccessMaker's Initial Placement determines each student's best start level (IP Level). From that point forward teachers will use the real-time mastery data and Areas of Difficulty report to inform instruction.

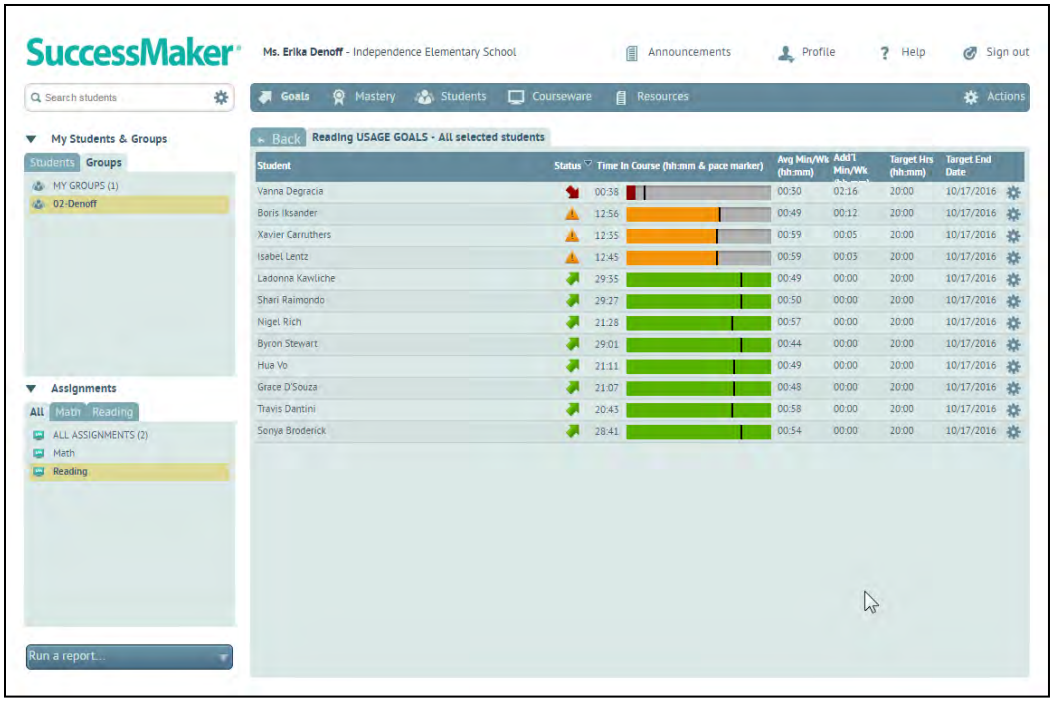
2. **Usability - What information will the teachers and students see related to these profiles (such as data reports and skill-based needs reports)**

Students will receive a progress report following each session in SuccessMaker that includes # Correct, # Attempted, and % Correct. Daily goals in the program are to score 65% or higher on a daily basis. Keep in mind that students may be receiving remediation on any given day, our analysts tell us that 65% or higher on a daily basis will lead to 75% or higher skills mastery (Acceptable Performance) for most students. Another really important goal is # Correct in each session. In SuccessMaker, students will hear immediate descriptive feedback (positive and corrective) with each answer. So a student's job is to listen and learn as they work to get as many questions right as possible with 65% or higher.

The Teacher Dashboard provides an array of options to view usage goals, student performance, and standards mastery data in graphical, easy-to-read formats. At a glance, teachers have the option of viewing current performance in the courseware, progress toward a usage goal, and mastery of Colorado Academic Standards.

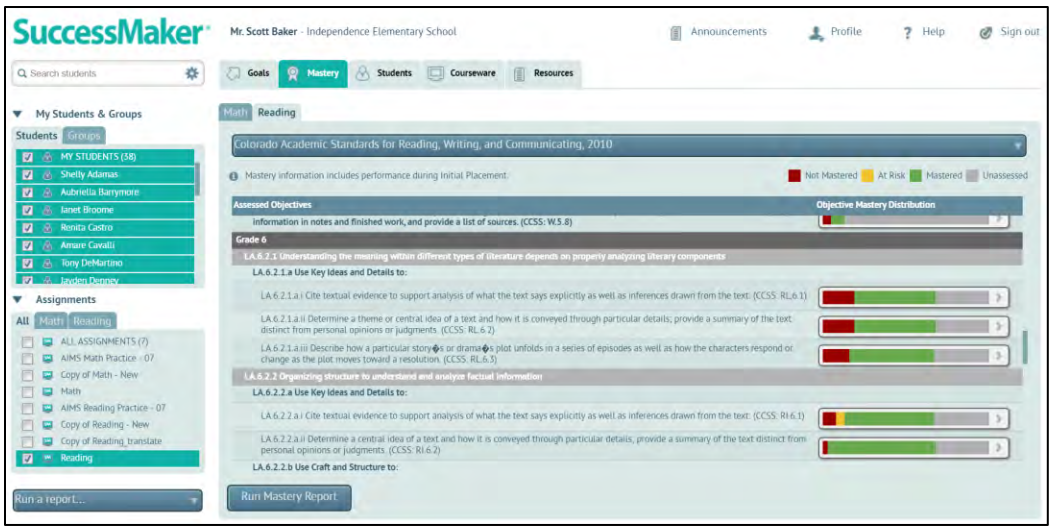


Track toward Goals. Usage goals are easy to monitor with the Usage tab. Goal information displays for a whole class and/or group as seen above. Clicking on the color-coded bars brings up individual student information as seen in the image below.



Track toward Goals. Individual usage goals help teachers ensure that SuccessMaker is used with fidelity.

The Mastery tab provides quick access to an overall view of individual, group, and class-level performance against specific skills and state standards making it easy to see trends in learning and help direct instruction. Color-coding clearly identifies standards as being not mastered (red), at risk (yellow), or mastered (green). Clicking on the bar shows specific students that have been assessed on the standard and their mastery status.



Standards Mastery. The Colorado Academic Standards view provides an overview of standards mastery performance for a class or group. Clicking on the color-coded bars brings up individual student mastery status results. This view is also available for skills mastery.

Mastery

Pearson

Harris Williams

Reading

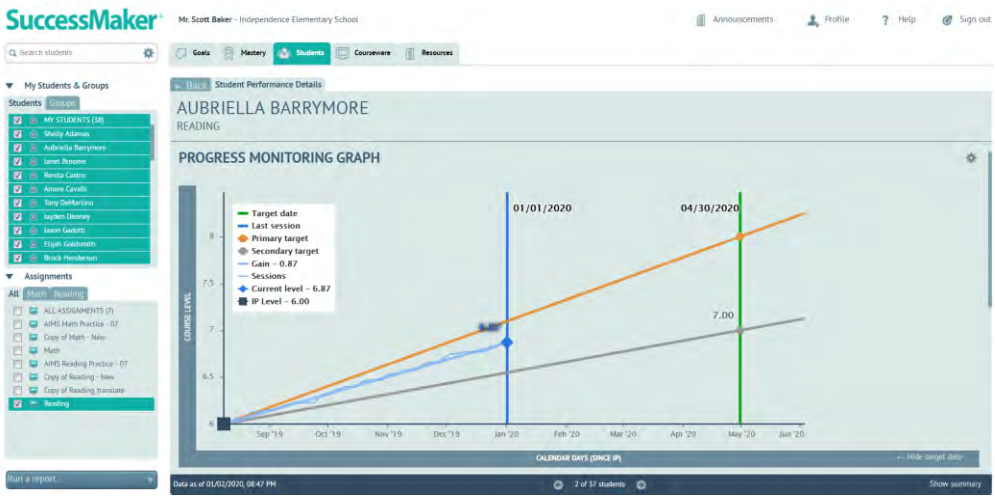
Report Run: Jan 2, 2020, 7:33 PM

Assigned Course Level	Current Course Level	IP Level	Time Spent	Total Sessions (minimum of 1 assessment)	Average Session Time
6.00	6.298	5.75	12:59	40	0:19

Skill or Standard	Mastery Status	# of Skills Completed/ Judged	# of Attemp
LA.5.2.1.c.i Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)	Mastered	1	15
LA.5.2.1.d.ii Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)	Mastered	1	12
LA.5.2.2.a.ii Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)	Mastered	3	31
LA.5.2.2.a.iv Distinguish between fact and opinion, providing support for judgments made.	At Risk	1	11
LA.5.2.2.b.ii Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)	Mastered	1	14
LA.5.3.3.d With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)	Not Mastered	2	29
LA.5.4.1.b Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS: W.5.8)	Mastered	1	10
LA.6.2.1.a.i Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	Mastered	1	10
LA.6.2.1.a.ii Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	Mastered	1	10
LA.6.2.1.a.iii Describe how a particular storys or dramas plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)	Mastered	2	26
LA.6.2.2.a.i Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)	Mastered	4	52
LA.6.2.2.a.ii Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)	Mastered	6	77
LA.6.2.2.b.iii Determine an authors point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)	Mastered	2	29
LA.6.2.3.a.iv Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word	Not Mastered	1	15
LA.6.2.3.c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)	Mastered	3	39

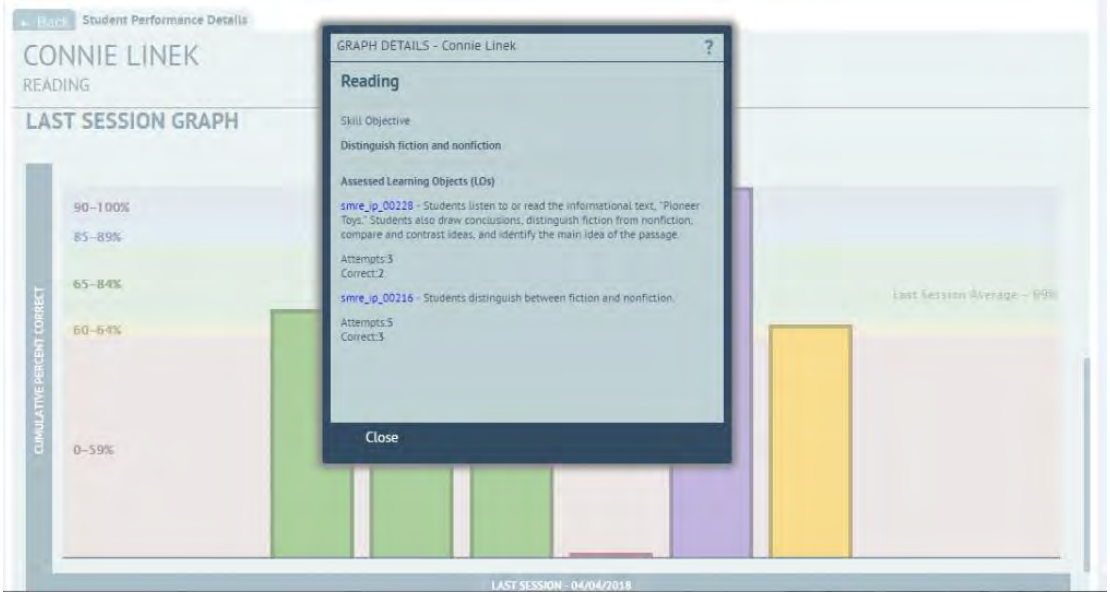
Real Time Data. The Mastery Report provides a detailed report for each student's mastery status on their assessed standards. This report is also available for skills mastery and is helpful for driving instruction, informing parents, and for data meetings.

Finally, teachers have access to interactive, point-of-use progress monitoring and last session graphs (shown following). The Progress Monitoring Graph is customizable and reflective of real time performance in SuccessMaker. Teachers can see how students are progressing toward a goal predictive of proficiency on high-stakes assessment, roll over each data point to see session summary information, and adjust goals if needed.



Progress Monitoring Graphs. SuccessMaker provides multiple ways to monitor student progress toward annual goals in reading and in math including reports and graphs. The Progress Monitoring Graph displays real time overall growth data for the year.

Just below the Progress Monitoring Graph, teachers have access to a Last Session Summary. This graph displays each learning objective, or skill, the student saw the last time they logged in to SuccessMaker as well as their proficiency with that skill. Teachers can click on any bar, get additional information on that specific skill or strategy, and then click a link to view examples of that skill. This graph is a great springboard for 1:1 conferencing, and the links to content can be used with projectors or interactive whiteboards for whole group and/or small group instruction.



Last Session Summary. This graph displays each learning objective the student saw the last time they logged in to SuccessMaker as well as their proficiency with that skill. The links in blue are direct links to content that can be used for 1:1 conferencing with students or for class instruction.

Detailed Reporting Capabilities

Reports provide a more detailed view of student progress to round out the array of at-a-glance information available from the dashboard reporting view. Teachers and administrators can access detailed student performance reports, as shown in the following figure.

SuccessMaker Reporting Capabilities	
Report	**Information for Educators**
Individual Student Performance Report	▪ Displays individual data on time, gain, strand performance, independent practice performance, and areas of difficulty for the recent four weeks
Cumulative Performance Report	▪ Provides a global overview of a group, class, or grade-level progress ▪ Identifies Initial Placement level, current level, gain, time-on-task data, mean, and standard deviation ▪ Shows results while a student is in Initial Placement

SuccessMaker Reporting Capabilities	
Report	**Information for Educators**
Areas of Difficulty Report	▪ Provides precise information about specific areas where students need additional support ▪ Shows students with common areas of difficulty for easy interventions using small groups ▪ Supports decisions for RTI instruction ▪ Targeted lessons for use with small groups are linked directly in the Areas of Difficulty Report for small group instruction
Last Session	▪ Provides individual student data on session date, time spent in the session, exercises attempted with percent correct, and a breakdown of the exercises attempted across instruction, independent practice, and remediation
Prescriptive Scheduling Report	▪ Enables teachers to monitor student progress and adjust schedules to reach performance goals ▪ Specifies a time frame and a target level for each grade ▪ Provides projections of where a student will be at the targeted date, and based on the student's current rate, the additional time in the course for the student to achieve the target level

Monitoring Student Progress. Teachers and administrators can use the broad range of reports available with SuccessMaker for making data-driven instruction decisions and applying appropriate intervention strategies.

Individual Student Performance Report

Student Performance

Pearson

Abigail Odom

Reading

Report Run: 01/02/20 07:49 PM

School: Independence Elementary School
Teacher: **Mr. Scott Baker**
Grade: 7
Group: NA

IP Level: 5.75 (Basic) | IP Correct: 25 | IP Attempted: 38 | IP Percent Correct: 66% | IP Time Spent: 1:00 | Placed: 10/09/19

Performance Summary

	Level Data				Instructional Performance			Mastery			
	Assigned Course Level	Current Course Level	IP Level	Gain	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Reputation Index (RI)	Skills Mastered	Skills Assessed	Skills Percent Mastered
Cumulative - Since IP	**6.00**	**6.30**	**5.75**	**0.55**	**349**	**514**	**68%**	**75%**	**13**	**17**	**76%**

	Support				Usage		
	Help Used	Audio Replays Used	Report Card Views	Glossary Used	Time Spent	Total Sessions	Average Session Time
Cumulative - Including IP	**15**	**29**	**18**	**11**	**13:00**	**40**	**0:20**

Performance by Strand - Cumulative

Strand	Strand Level	Exercises Correct	Exercises Attempted	Exercises Percent Correct
Comprehension	6.26	211	307	69%
Concepts of Print	‡	--	--	--
Fluency	5.94	--	--	--
Grammar	NA	NA	NA	NA
Phonics	5.81	17	25	68%
Phonological Awareness	‡	--	--	--
Spelling	6.21	14	20	70%
Vocabulary	6.30	94	142	66%
Totals		**336**	**494**	**68%**

Areas of Difficulty - 4 weeks

Skills at risk

Strand	Level	*Skill Description*	Date at Risk
Comprehension	6.06	Identify the main idea and supporting details of a passage	12/27/19

Skills not mastered

Strand	Level	*Skill Description*	Date at Risk
Comprehension	5.92	Recognize figurative language: imagery and sensory words	12/27/19
Vocabulary	5.96	Know the meaning of grade-level content words	12/27/19
Vocabulary	5.99	Use knowledge of word relationships to better understand the meaning of words (synonyms, antonyms, and words with similar but not identical meanings)	12/27/19

Detailed Performance Information. The individual Student Performance report shows detailed information about a student's cumulative performance and each strand and areas of difficulty.

Cumulative Performance

Cumulative Performance

Pearson

Reading

Report Dates: All Session Dates
Report Run: 04/12/19 - 08:36 PM

School: Independence Elementary School
Teacher: **Erika Denoff**
Grade: NA
Group: NA

Student	Level Data				Usage		Instructional Performance			Mastery			
	Assigned Course Level	Current Course Level	IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered	AP
Sonya Broderick	2	3.23	2.25	0.98	29:20	90	932	1386	67%	33	25	76%	•
Xavier Carruthers	2	2.27	2.00	0.27	12:21	38	288	504	57%	14	4	29%	
Grace D'Souza	2	1.99	1.50	0.49	21:02	65	721	1105	65%	25	16	64%	
Travis Dantini	2	2.97	2.25	0.72	20:50	64	613	923	66%	23	18	78%	•
Vanna Degracia	2	In IP	In IP	In IP	0:39	2	44	62	71%	In IP	In IP	In IP	
Boris Iksander	2	3.24	2.75	0.49	13:00	40	558	598	93%	26	26	100%	•
Ladonna Kawliche	2	2.7	2.00	0.70	29:40	91	779	1326	59%	30	13	43%	
Isabel Lentz	2	1.56	1.25	0.31	12:54	40	388	558	70%	20	17	85%	•
Shari Raimondo	1	1.22	0.50	0.72	29:00	90	1161	1737	67%	31	26	84%	•
Nigel Rich	2	1.85	1.50	0.35	21:23	66	556	1031	54%	21	4	19%	
Byron Stewart	2	2.28	1.50	0.78	29:15	90	1015	1545	66%	34	25	74%	
Hua Vo	2	1.99	1.50	0.49	21:03	65	721	1105	65%	25	14	56%	
Mean - 12 Students	**1.92**	**2.30**	**1.73**	**0.57**	**20:02**	**61.75**	**648.00**	**990.00**	**66.67%**	**25.64**	**17.09**	**64.36%**	
Standard Deviation	0.29	0.67	0.61	0.22	8:58	27.59	314.23	486.74	9.74%	6.07	8.09	25.16%	

% of Students with AP: 41.67%

***Options:** **No additional grouping** (grouped by course only)
Sort **by Student**

No Grades selected
No Groups selected

Legend: **AP** Acceptable Performance (75% Skills Mastered)
In IP Student still in Initial Placement

Class or Group Performance. The Cumulative Performance shows data for a group, class, or grade.

Last Session Report

Last Session

Pearson

Reading

Report Run: 01/02/20 - 07:53 PM

School: Independence Elementary Sc
Teacher: Scott Baker
Grade: NA
Group: NA

Student	Level	Raw Performance			Exercises Correct / Attempted			Usage			
	Current Course Level	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Instructional	Independent Practice	Remediation	Help Used	Time Spent	Total Sessions (minimum of 1 assignment)	Session Date
Shelly Adamas	7.87	14	22	64%	3 / 5	-- / --	11 / 17	1	0:20	66	01/01/20
Aubriella Barrymore	6.87	12	20	60%	6 / 10	-- / --	6 / 10	2	0:20	65	01/01/20
Janet Broome	In IP	7	10	70%	7 / 10	-- / --	-- / --	2	0:20	2	12/25/19
Renita Castro	5.42	10	17	59%	3 / 5	-- / --	7 / 12	1	0:20*	67	12/27/19
Amare Cavalli	5.42	10	17	59%	3 / 5	-- / --	7 / 12	1	0:20	67	12/27/19
Tony DeMartino	8.13	10	11	91%	-- / --	10 / 11	-- / --	0	0:20*	40	01/01/20
Jayden Denney	6.87	12	20	60%	6 / 10	-- / --	6 / 10	1	0:20	65	12/27/19
Jason Gadotti	6.77	16	25	64%	4 / 6	-- / --	12 / 19	4	0:20	66	12/25/19
Elijah Goldsmith	6.87	12	20	60%	6 / 10	-- / --	6 / 10	1	0:17*	65	12/27/19
Brock Henderson	8.13	10	11	91%	-- / --	10 / 11	-- / --	1	0:20	40	12/27/19
Jacob Hopper	7.22	14	20	70%	3 / 5	11 / 15	-- / --	2	0:17*	90	12/27/19
Javier Jiminez	8.21	14	20	70%	-- / --	14 / 20	-- / --	0	0:20	91	12/25/19
Kassandra Johnson	7.22	14	20	70%	3 / 5	11 / 15	-- / --	1	0:18*	90	01/01/20
Mean - 13 Students	7.08	11.92	17.92	68.31%	4.4 / 7.1	11.2 / 14.4	7.86 / 12.86	1.31	0:19	62.62	
Standard Deviation	0.95	2.47	4.59	11.03%	1.65 / 2.51	1.64 / 3.71	2.54 / 3.67	1.03	0:01	24.29	

***Options:**

No additional grouping
Sort by **Student Name**

No Grades selected
No Groups selected

Legend:

In IP	Student still in Initial Placement
NA	Data does not apply. Some courses and settings may not report data for all columns
F	Student encountered content from Reading Fluency strands in this session
--	Data has not been reported yet
*	Student exited the session early

Monitoring Daily Student Progress. The Last Session Report gives teachers the ability to monitor each session and provide motivational support to students.

Prescriptive Scheduling

Prescriptive Scheduling

Pearson

Reading

Target Level: 4.15
Target Date: 05/01/19
Report Run: 03/08/19 - 12:38 PM
School Days to Target: 38

School: Independence Elementary School
Teacher: Audrey Stall
Grade: 3
Group: NA

Student	Performance Data				Current Rate			Current Forecast		Prescription		
	Current Course Level	IP Level	Time Since IP	Skills Percent Mastered	Session Length Setting	Average Min/Day	Current Learning Rate	Time	Level	Add'l Sessions to Target	Add'l Time to Target	Add'l Min/Day to Target
Marc Bauman	3.43	3.00	12:09	82%	0:20	0:11	medium	7:09	3.68	44	14:31	23
Kelly Bentley	0.36	0.00	17:56	7%	0:20	0:11	low	6:53	0.51	--	--	--
Jade Dreier	3.38	2.75	20:36	58%	0:20	0:11	low	7:07	3.59	60	19:58	32
Michael Farmer	3.38	2.75	20:24	62%	0:20	0:11	low	6:58	3.59	60	19:48	32
Shaneequa Forsythe	4.49	4.00	11:48	100%	0:20	0:10	medium	6:29	4.75	• •	• •	• •
Malia Kimball	3.10	2.75	12:18	71%	0:20	0:11	low	7:03	3.30	98	32:37	52
Connie Linek	3.96	3.00	28:41	84%	0:20	0:10	medium	6:25	4.17	•	•	0
Lin Nguyen	0.43	0.00	17:31	35%	0:20	0:09	low	5:51	0.57	--	--	--
Jesus Ortiz	In IP	In IP	In IP	In IP	0:20	In IP	In IP	In IP	In IP	In IP	In IP	In IP

Forecasting Student Achievement. The prescription in the right-side columns of the Prescriptive Scheduling report provide the exact amount of time each individual student needs to reach the courseware level target. Teachers can use this information to prioritize those students for additional time in the course.

3. **Culture of Reading - How will students be engaged in the goal setting process? What elements promote student ownership of learning?**

Daily goals help a great deal in achieving long term mastery and growth. Students will be engaged in goal setting based on their daily session scores. These daily goals will eventually result in gain and mastery. Through motivation strategies and conversations around gains, students will begin to see that their daily hard work leads to growth.

4. **Formative Instruction of Reading - How will students growth be progress monitored? What adjustments might we see related to the students learning trajectory?**

See progress monitoring and reporting notes above, especially the Progress Monitoring Graph for adjustments to trajectory.

We would like to know more about reporting functionality for each program. Alignment to state testing? Results at all reporting levels (student, group, class, school, district)?

See reporting and progress monitoring information above. SuccessMaker Reports are available at the student, group, class, school and district levels.

Will we be able to export district-wide data from your assessment and progress monitoring tool with a unique identifier (such as student i.d.) in a common file format such as csv?

Yes. Data can be exported is several formats including .csv.

Do you provide a Single Sign-on integration with your digital resources?

Yes, through a program called EasyBridge.

Exhibit D

1. **The District will be offering a menu of options for our secondary sites to choose from that best meets the needs of our students. This menu of options will allow the middle schools and high schools to select one of three reading intervention and assessment programs. As such, the District is requesting a tiered pricing structure be provided for the program(s) your company originally submitted in response to RFP 20-630-002. Please indicate if the tiered pricing is based on a site or student license, and if licenses are based on site license how many slots are included.**

Attached you will find the pricing sheet which contains pricing options for purchasing iLit licenses per student and/or by site. Tiered pricing options are also located at the bottom of the page on the PRINT OPTIONS tab of the spreadsheet.

2. **Also provide the tiered pricing structure for subsequent purchases of all materials indicated in your response to section 1 above, for student and teacher materials to accommodate increases in enrollment throughout the duration of the proposed ten (10) year contract term.**

The pricing structure includes pricing for 1 and 3 year purchasing options found on the iLit tab of pricing spreadsheet

3. **If orders will contain tangible materials, and be subject to shipping and handling, such costs shall be identified as part of the pricing structures provided in the sections above. If shipping and handling is noted as a flat percentage, the percentage shall be based only on the total dollar amount of physical materials, digital materials shall not be subject to shipping and handling.**

Shipping and handling for print materials is 5% and digital licenses is 0%.

4. **Please provide standard lead times after an order is received for both tangible and digital materials identified above.**

7-10 Days

5. **The District is requesting your company provide at a minimum one (1), in-person on site at a Poudre School District location, for no less than three (3) hours of professional development training at no cost to the District. The training shall guide teachers through the use of the printed and/or digital materials within the classroom. The preferred date(s)/time(s) of the identified trainings will be confirmed by the District and provided at a later date.**

Agreed

6. **Please confirm how often digital updates occur, including how the District would be notified of updates, including lead time and if updates are released during the term of a resulting agreement will be offered to the District at no cost.**

iLit updates occur in a few different ways. First, updates are pushed through embedded files that are automatically downloaded to apps and pushed to web apps without interruption to the customer. Second, if the customer uses native apps (iOS or Chrome apps) those apps will occasionally need to be updated. The need for those native app updates is infrequent and communicated to the customer through the iLit interface. iLit customers can always be assured that if they have access to the program, they are receiving the most updated environment.

Per Student Subscripton License

	1 Year	ISBN	3 Years Pre-Paid	ISBN	7 Years Pre-Paid***	ISBN
iLit45	$75	9780328896530	$135	9780328963195	$210	TBD
iLitELL	$75	9780328896547	$135	9780328963218	$210	TBD
iLit20	$32	9780328880546	$57.60	9780328963232	$89.60	TBD

Per School Site Subscription Pricing

	1 Year Price Per School	ISBN	3 Years Pre-Paid Price Per School	ISBN	7 Years Pre-Paid***	ISBN
iLit 20 0-400 Students	$7,500 per year	9780328963256	$18,000	9780328963270	$36,750	TBD
iLit 20 401+ Students	$12,500 per year	9780328963256	$30,000	9780328963270	$61,250	TBD
iLit ELL 0-400 Students	$12,500 per year	9781402629037	$30,000	9781402629044	$52,500	TBD
iLit ELL 401+ Students	$17,500 per year	9781402629068	$42,000	9781402629075	$73,500	TBD
iLIt45 0-400 Students	$12,500 per year	9781402629099	$30,000	9781402629105	$52,500	TBD
iLit45 401+ Students	$17,500 per year	9781402629129	$42,000	9781402629136	$73,500	TBD
iLit Suite 0-400 Students	$12,500 per year		$30,000		$61,250	TBD
iLit Suite 401+ Students	$17,500 per year		$52,000		$85,750	TBD

The Mix and Match site licenses will allow for a totally customizable blend of iLit licenses (iLit20, iLit45, and iLitELL) within the numerical limits of the size of the license to fit the needs of all of your students and teachers. There is not a limit to the number of teacher licenses to accompany the student licenses.

***Purchase 7 Year license receive 3 extra years gratis = **10 Year Licenses**

0% Shipping and Handling on Digital Licenses

10% Discount with the purchase of 5 or more site licenses

Blended Print Packages

ISBN-13	Title	Price
iLit 45 / ELL Read Aloud, Think Aloud Tradebooks*		
9781456982683	*Level A (Because of Winn-Dixie, Night of the Twister, A Strong Right Arm: The Story of Mamie "Peanut" Johnson)*	$119.95
9781456982690	*Level B (Tales of Famous Heros, Alamo War, Frindle)*	$221.95
9781456982706	*Level C (Saint Louis Armstrong Beach, Don't Call Me Hero, Kids on Strike!)*	$161.95
9781456982713	*Level D (Trino's Choice, Ask Me No Questions, At the Edge: Daring Acts in Desperate Times)*	$161.95
9781456982720	*Level E (Accidental Love, Freak the Mighty, We've Got a Job: The 1963 Birmingham Children's March)*	$167.95
9781456982737	*Level F (The Last Book in the Universe, Somebody Everybody Listens to, We Beat the Street: How a Friendship Pact Led to Success)*	$143.95
9781456982744	*Level G (Code Talker: A Novel about the Navajo Marines of World War Two, An Island Like You: Stories of the Barrio, Students on Strike)*	$191.95
	**Each level includes 3 books, 6 copies each. Titles may vary upon availability.*	
Read Aloud Think Aloud Interface Anthology *per student*		
Shorter texts in a variety of genres. Further develop unit themes. All selections included in iLit apps.		
9780328991846	*Interface Print Anthology. BG.1*	$29.95
9780328991853	*Interface Print Anthology. BG.2*	$29.95
9780328991860	*Interface Print Anthology. IM.1*	$29.95
9780328993567	*Interface Print Anthology. IM.2*	$29.95
9780328991877	*Interface Print Anthology. IM.3*	$29.95
9780328991884	*Interface Print Anthology. AV.1*	$29.95
9780328991891	*Interface Print Anthology. AV.2*	$29.95
Best of Today's Tradebook Collection		$247.95
• 25 popular tradebooks		
• Titles augment tradebooks included in iLit digital apps		
9781680211610	**Phonics Reader - Decode Set 1**	$519.95
9781680211627	**Phonics Reader - Develop Set 2**	$519.95
	• 24 high interest decodable readers	
	• Complete print teaching support, including assessments	
	• All selections included in iLit digital apps	
9781680213669	**Newcomers in Action**	$146.00
	• 10 engaaging nonfiction and fiction books, content focused on topics critial to newcomers	
	• Featuring survival vocabulary, real world setting, easy-to-read text, engaging photographs, diverse characters	
	• Emphasis on building vocabulary. • Lexile 150L-290L	
9781680214185	**Welcome Newcomers Boxed Set**	$749.95
	* 84 topic based books (3 Each of 28 Titles) * 14 Nonfiction Boos Paired with 14 Fiction Books	
	* 140 Full-Color Vocabulary Cards. * 10 Survival Words per Topic	
	* Comprehensive Teacher's Guide * Lexile 150L-290L	
9781680214192	**Welcome Newcomers Book Set (1 each of 28 titles)**	223.95
	* 14 Nonfiction Books Paired with 14 Fiction Books	
	* Lexile 150L-290L	
97816802142239	**Welcome Newcomers Audiobook Set 5 Discs (28 audiobooks)**	119.95
	* 5 CDs with 28 Word-for-Word Audiobooks	
9781622508662	**Teen Emergent Sight Word Readers *Emerge***	$519.95
	• 20 high interest content readers Lexile: BR to 60L	
	• Complete print teaching support, including assessments	
	• All selections included in iLit digital apps	

9781622508679	**Teen Emergent Sight Word Readers *Engage***	$519.95
	• 20 high interest content readers Lexile: BR to 180L *• Complete print teaching support, including assessments* *• All selections included in iLit digital apps*	

9781622508686	**Teen Emergent Sight Word Readers *Excel***	$519.95
	• 20 high interest content readers Lexile: 60L to 170L *• Complete print teaching support, including assessments* *• All selections included in iLit digital apps*	

Leveled Library Collections *high Interest, low readability libraries*

• 3 libraries per collection

• 90 books in each collection

• Wide range of fiction and nonfiction titles

• Lexile: BR to 820L

• All selections included in iLit digital apps

9781680211450	**Elementary Library Collection**	$736.95
9781680211467	**Middle School Library Collection**	$873.95
9781680211474	**High School Library Collection**	$879.95

iLit Skill Practice Workbook *per student*

Includes grammar, word study, vocabulary, and reading strategies practice

9780328947324	*Level A*	$19.95
9780328947331	*Level B*	$19.95
9780328947348	*Level C*	$19.95
9780328947355	*Level D*	$19.95
9780328947362	*Level E*	$19.95
9780328947379	*Level F*	$19.95
9780328947386	*Level G*	$19.95

iLit ELL and Newcomer Skill Practice Workbook *per student*

Includes grammar, word study, vocabulary, and reading strategies practice

9781402622601	*ELL Newcomer*	$19.95
9780328993208	*ELL Level A*	$19.95
9780328993215	*ELL Level B*	$19.95
9780328993222	*ELL Level C*	$19.95
9780328993239	*ELL Level D*	$19.95
9780328993246	*ELL Level E*	$19.95
9780328993253	*ELL Level F*	$19.95
9780328993260	*ELL Level G*	$19.95

5% Shipping & Handling

All iLit teachers will receive a bundle of Skills Practice Workbook and ELL Skills Practice Workbook

Tiered Pricing for Workbooks

7+ Site Licenses	1 Year Gratis Student Workbooks in Corresponding Level of Choice
4-6 Site Licenses	Buy 1 Get 1 Free Student Workbooks
1-3 Site Licenses	Teacher workbook bundle (blackline masters)

2100+ Student Licenses	1 Year Gratis Student Workbooks in Corresponding Level of Choice
1200-2099 Student Licenses	Buy 1 Get 1 Free Student Workbooks
400-1199 Student Licenses	Teacher workbook bundle (blackline masters)

Exhibit E

Data Collected by Pearson Realize

Field Name	For what purpose is it collected	How is it used in the application?	Is it required for the application to function properly?	Who has access to this element?
Educator - Email address	Password Reset	Displayed to instructor	Required	Teacher
Educator - Name	So the Teacher can be listed in the course	Displayed to corresponding student, instructor and Administrator	Required	Teachers, Students and District Administrators
Educator - Online postings/comments (which are visible to others, such as comments in response to teacher prompts in a class social media-type product/discussion board)	As an instructional platform, Teachers can provide feedback to students individually and to other groups.	To provide feedback to an individual student or group of students	Optional	Teachers and students
Educator - Photographs / Video Images	As an instructional platform, Teachers can provide feedback to students individually and to other groups.	Displayed to corresponding student, instructor and Administrator	Optional	Teachers and students
Educator - School	Identifies the School for the student	Displayed to Students, Teachers and administrators on reports	Required	Students, Teachers associated with the student and District Administrators
Educator - Subject persistent identifier (Rumba ID)	Internal System ID for a Teacher	Used to ensure each user has a unique ID.	Required	Pearson System administrators and support staff

Learner - Assessment Responses	As an instructional platform, Students perform homework and take tests within the system.	Displayed to corresponding student, instructor and Administrator	Optional	Students, Teachers associated with the student and District Administrators
Learner - Assessment Scores/Reports	As an instructional platform, Students perform homework and take tests within the system.	Displayed to corresponding student, instructor and Administrator	Optional	Students, Teachers associated with the student and District Administrators
Learner - Creative work of a student	As an instructional platform, Students perform homework and take tests within the system.	Displayed to corresponding student, instructor and Administrator	Optional	Students, Teachers associated with the student and District Administrators
Learner - Email address	Used to reset passwords	Used to reset passwords	Optional	From within the application a student can see their email address.
Learner - Exercise/activity/quiz responses	As an instructional platform, Students perform homework and take tests within the system.	Displayed to corresponding student, instructor and Administrator	Optional	Students, Teachers associated with the student and District Administrators
Learner - Free response Feedback from instructors to students or parents on school work/creative work/activities/quizzes	As an instructional platform, Students perform homework and take tests within the system.	Displayed to corresponding student, instructor and Administrator	Optional	Students, Teachers associated with the student and District Administrators
Learner - Grade/year/group	As an instructional platform, Students perform homework and take tests within the system.	Displayed to corresponding student, instructor and Administrator	Optional	From within the application the student can see only their id. Instructors can see all the ids of the students in the courses they teach.
Learner - Grades	As an instructional platform, Students perform homework and take tests within the system.	Displayed to corresponding student, instructor and Administrator	Optional	Students, Teachers associated with the student and District Administrators

Learner - Name	So the student can be listed within the course	Displayed to corresponding student, instructor and Administrator	Required	From within the application the student can see their name. Instructors can see all the names of the students in the courses they teach.
Learner - Notebook entries or text annotations	As an instructional platform, Students perform homework and take tests within the system.	Displayed to corresponding student, instructor and Administrator	Optional	Students, Teachers associated with the student
Learner - Online postings/comments (which are visible to others, such as comments in response to teacher prompts in a class social media-type product/discussion board)	As an instructional platform, Students perform homework and take tests within the system.	Displayed to corresponding student, instructor and Administrator	Optional	Students, Teachers associated with the student and District Administrators
Learner - Photographs / Video Images	As an instructional platform, Students perform homework and take tests within the system.	Displayed to corresponding student, instructor and Administrator	Optional	Students, Teachers associated with the student and District Administrators
Learner - Responses to free response questions/prompts, including essays	As an instructional platform, Students perform homework and take tests within the system.	Displayed to corresponding student, instructor and Administrator	Optional	Students, Teachers associated with the student and District Administrators
Learner - School	Identifies the School for the student	Displayed to Students, Teachers and administrators on reports	Required	Students, Teachers associated with the student and District Administrators
Learner - Scores on exercises/activities/quizzes	As an instructional platform, Students perform homework and take tests within the system.	Displayed to corresponding student, instructor and Administrator	Optional	Students, Teachers associated with the student and District Administrators
Learner - Subject persistent identifier (Rumba ID)	Internal System ID for a Student	Used to ensure each user has a unique ID.	Required	Pearson system administrators and support staff

Event Timestamp	The time a user logged in out out of the system	Used in usage reporting	Required	District Administrators can see this information on Realize Reports
Content Open/Close Timestamp	Identifies content accessed and the time either open or closed	Used to calculate time on task	Required	Teachers and District Administrators can see the time on task but not the individual events
Browser Information	To idnetify teh browserbeing used to access the system	Used for support, troubleshooting, and continuous improvement purposes	Required	Pearson System administrators and support staff
IP Address	IP Address of user	Used for support, troubleshooting, and continuous improvement purposes	Required	Pearson System administrators and support staff
OS Information	Operating system of the device accessing the system	Used for support, troubleshooting, and continuous improvement purposes	Required	Pearson System administrators and support staff
Referrer URL	URL from the calling system.	Used for support, troubleshooting, and continuous improvement purposes	Required	Pearson System administrators and support staff
Notes:				

1) Pearson Technical Support system staff have access when required to support the system.				
2) Pearson Product Development team also has access to anonymized for continuous improvement purposes				
3) Pearson Learning Services does not distribute or sell data to 3rd parties for any purpose.				

(c) How the Contractor uses and shares the confidential student records and information. Contractor shall update this information as necessary to maintain accuracy.

Subcontractor	Instructional Purpose	Data Shared
Google Analytics	Provides information on content being accessed and the devices used to access the system.	No PII Data is shared. An internal system ID is passed for each student.
Amazon Web Services	AWS hosts the Realize Platform in the US	All Data are stored in AWS.

Poudre School District
Board of Education Meeting Coversheet

Agenda Item:	Futures Lab
Summary:	District staff will provide a short overview of the plan for the Futures Lab to move from its Fort Collins High School location, which it has outgrown, to the Partnership Center, where it will support between 250-300 students beginning the 2020-2021 school year. At the end of the overview, the Board will be asked to take action on the next phase in order to continue to enhance authentic learning experiences for students while fostering the relationships built around this vision between PSD and the business community over the past 2+ years.
Type of Communication:	Decision Preparation
Type of Action Requested:	Other Action
Background:	Over the past 30 months, district leadership has worked toward building a program that connects students to passion areas through unique learning opportunities. The Futures Lab pathways/classes are not found at all our sites and in many cases are not yet available in PSD at all. To launch the Futures Lab, we began with a StratOp (planning) process, facilitated by OtterBox, that included our superintendent, our Board president, high school principals and representatives from the business community. District leadership, including Board members, visited other sites across the country to observe similar programs and PSD began to build programming for students for a pre-launch year, housed at Fort Collins High School. During this initial year, several principals, along with representatives from businesses and CSU, participated in a second StratOp to help streamline the classes and pathways to build out at the Futures Lab over the next few years. The Futures Lab programming created has allowed PSD to step back from the Pathways program at Front Range Community College and create a more financially sustainable model for our students. Throughout 2019-2020 school year, the Futures Lab staff was able to build on a vision to help PSD, as a district, connect students to our business community for many years to come. Futures Lab also launched the first annual Women in Leadership Breakfast, planned to host a district wide Climate Summit in partnership with CSU, and built out partnerships with Aims Community College and Colorado State University along with reworking classes from Front Range Community College to offer them at Futures Lab. The plan for the next two years is to run 8+ pathways at the Partnership Center as a way to bridge from the pre-launch year location at FCHS to the

Futures Lab's future home at the Prospect site, where it will move starting the 2022-2023 school year.

Recommendation: The Superintendent recommends that the Board approve the Futures Lab build out of opportunities for students with eight pathways at the Partnership Center beginning fall 2020.

ATTACHMENTS:

File Name	Description	Type
Futures_Lab_52620_FINAL.pdf	Futures Lab Presentation	Presentation

FORT COLLINS HIGH SCHOOL
POUDRE HS
IMPALAS
FOSSIL RIDGE HIGH SCHOOL
FR
RM
LOBOS
FuturesLAB
WARRIORS
PCA
CHS

Design Principles 1.0

The design principles reflect the values of the Futures Lab, supporting a consistent experience for all learners.

AUTONOMY
Learning is self-directed, with student ownership of path and product.

DEEP LEARNING
Learning is an iterative process that is immersive, complex, and messy.

CONNECTION
Learning connects concepts, skills, and people in novel ways.

AUTHENTIC WORK
Learning impacts the world beyond the classroom walls.

Essential Skills 1.0

Personal	Entrepreneurial
Self-Aware Initiative Personal Responsibility Resilience	Problem Solving Divergent Thinking Curiosity Courage
Engagement	**Professional**
Collaboration Communication Global Mindedness	Project Management Career Awareness Digital Agility Self-Advocacy

Adapted from Colorado Essential Skills https://www.cde.state.co.us/standardsandinstruction/essentialskills

Success in a Changing World: *PSD students are prepared for college and workforce success. PSD ensures access and encourages participation in a wide range of experiences that reflect expectations of a changing world.*

1. Students demonstrate college and workforce readiness.

2. Students exhibit these 21st century skills within appropriate academic areas and grade levels:

- *Work Ethic*
- *Global and Cultural Awareness*
- *Personal Responsibility*
- *Creativity and Innovation*
- *Critical Thinking and Problem Solving*
- *Information, Media and Technology Literacy*
- *Communication*
- *Civic Responsibility*
- *Collaboration*
- *Social and Emotional Skills*

Above and Beyond: *PSD students are challenged, motivated, and inspired to reach their personal level of excellence. PSD offers students a broad and diverse set of opportunities that cultivates their talents and offers multiple pathways to high levels of success.*

1. Students have opportunities to excel in their personal areas of interest.

2. Students have opportunities for authentic experiences.

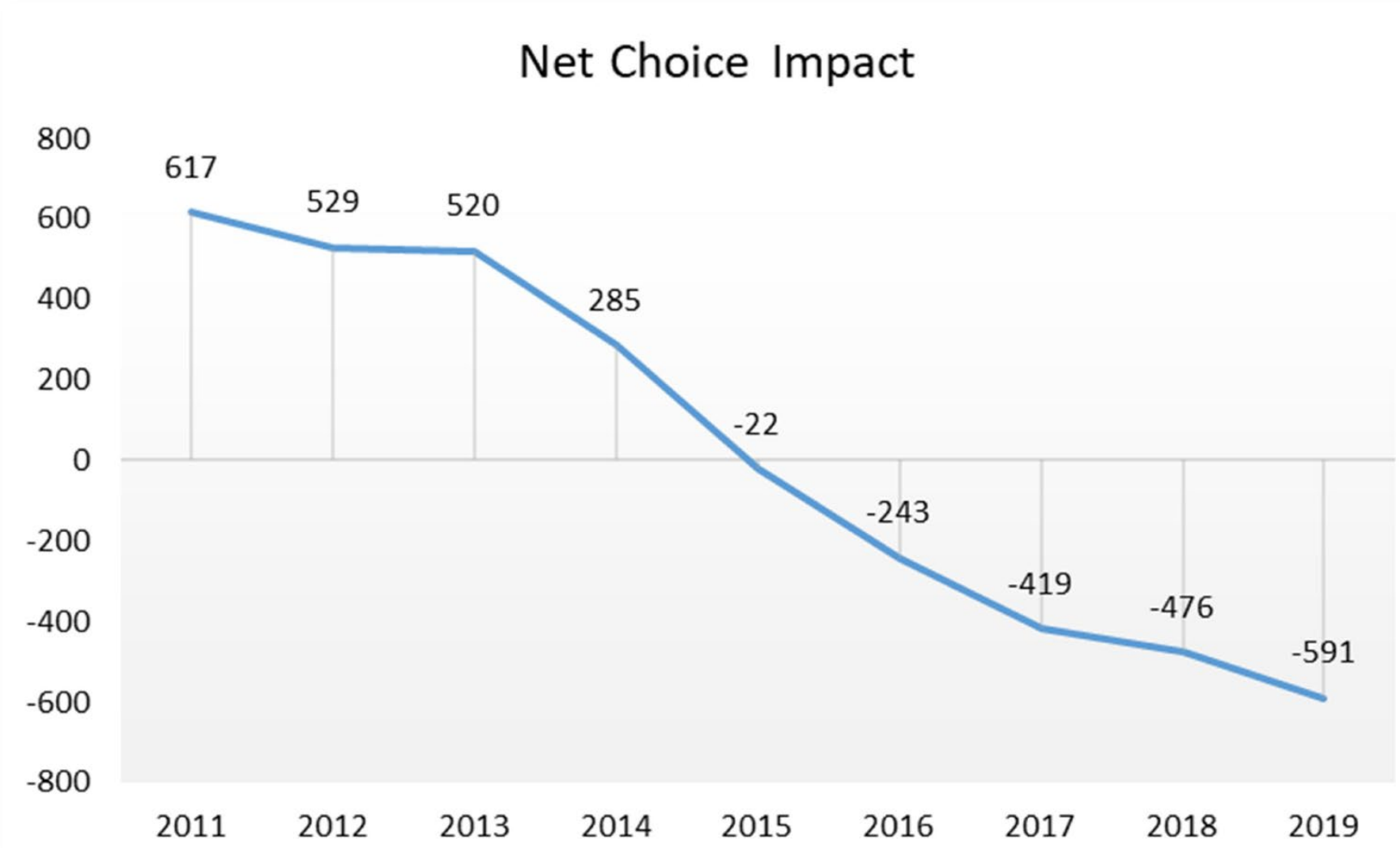
Business Partnerships

- Woodward
- Madwire
- Mantooth Marketing and Events
- Old Town Media
- Otter Products / Blue Ocean
- Bryan Construction
- Top Craft Trade School
- Brinkmann Construction
- Museum of Science and Discovery
- Power Line Sentry

Higher Education Partnerships

- CSU Nancy Richardson Design Center – partnering to train our teachers to offer their IDEA 210 class to Futures Lab students for 3 CSU credits in Fall 2020
- CSU Institute for Entrepreneurship – partnering to co-develop our HS business incubator to align with their Venture Validator program and award CSU credit for Intro to Business starting in Fall 2020
- CSU Computer Science Department – advising on our Coding and Networking & Cybersecurity pathway to create alignment with their program
- CSU School of Ed – partnering with us and UNC on our Education Pathway for Fall 2021
- UNC College of Education – partnering to develop a PSD "grow your own" teacher program with ECE, Bilingual Education, and STEM Education focus areas

- UNC Sports & Exercise Science – partnering to develop a S&ES pathway to launch in 2022
- Aims CC – partnering to offer concurrent enrollment credit for coding students (CS 246 – Mobile App Development)
- Aims CC – partnering to offer 7 (!!) concurrent enrollment credits through our aviation pathway
- FRCC – partnering to enhance culinary with a specialized "Event Planning" course as part of our Culinary & Hospitality pathway
- FRCC – partnering to bring Natural Resource Management pathway to Futures Lab in Fall 2021
- FRCC – general academic partnerships for high-level classes offered outside of Futures Lab pathways that schools are not always able to offer (Example: advanced math pathway could offer Calc 3 & Differential Equations on our campus for students from all high schools)



Poudre School District

$10 Million Dollars Annually

Cost per credit hour

	Cost/Student	Cost/credit	HS Credits	Cost	# Students	Credit cost after CTE/DCTS
FRCC –CP	$ 4,090.91	$ 164	25	$ 450,000	110	$126.00
Futures Lab	$ 3,269.23	$ 156	21	$ 850,000	260	$119.87 /$94.96
Futures Lab	$ 2,833.33	$ 135	21	$ 850,000	300	$103.89/$82.30
Futures Lab	$ 2,428.57	$ 116	21	$ 850,000	350	$89.05/$70.55
Charter School	$ 8,000	$ 114	70	$ 1.2 M.	150	NA
2,000 seat HS	$ 5,200	$ 74/87	70/60	$ 10.4M	2000	73/85
200 seat HS	$ 6,776	$ 97/113	70/60	$ 1.3M	200	NA

Question and Comments