



**COUNTY OF HENRICO  
DEPARTMENT OF FINANCE  
PURCHASING DIVISION  
CONTRACT EXTRACT  
NOTICE OF RENEWAL**

DATE:	June 30, 2024
CONTRACT COMMODITY/SERVICE: <i>(include contracting entity if cooperative)</i>	English Language Arts (PK-12) Digital Curriculum for Tier 1 Division Level Resources
CONTRACT NUMBER:	2316B
COMMODITY CODE:	924.16
CONTRACT PERIOD:	July 1, 2024 through June 30, 2025
RENEWAL OPTIONS:	Two (2) one-year renewal options through 2027
USER DEPARTMENT:	Schools
Contact Name:	Kennedy Venaglia
Phone Number:	804-642-3640
Email Address:	Kwvenaglia @henrico.k12.va.us
HENRICO COOPERATIVE TERMS INCLUDED:	Yes
SUPPLIER: Name:	Learning A-Z, LLC
Address:	17855 Dallas Parkway, Suite 400
City, State:	Dallas, TX 75287
Contact Name:	Amy Otis
Phone Number:	720-494-4120
Email address:	lazbids@learninga-z.com
ORACLE SUPPLIER NUMBER:	257486
BUSINESS CATEGORY:	Non-Swam
PAYMENT TERMS:	Net 45
DELIVERY:	As needed and requested
FOB:	Destination
BUYER: Name:	Eileen M. Falcone, CPPB
Title:	Assistant Division Director
Phone:	804-501-5637
Email:	Fal51@henrico.gov

This contract is the result of a competitive solicitation issued by the Department of Finance, Purchasing Division. A requisition must be generated for all purchases made against this contract and the requisition must reference the contract number.

**PRICE SCHEDULE  
See Exhibit D**



COMMONWEALTH OF VIRGINIA

## County of Henrico

**Non-Professional Services Contract**  
**Contract No. 2316B**

This Non-Professional Contract (this "Contract") entered into this 15th day of ~~July~~<sup>\*August</sup> 2022, by Learning A-Z, LLC (the "Contractor") and the County School Board of Henrico County, Virginia ("HCPS").

**WHEREAS** HCPS has awarded the Contractor this Contract pursuant to Request for Proposals No. 22-2316-1EMF, as modified by Addenda 1, dated March 15, 2022 (the "Request for Proposals"), for English Language Arts (PK-12) Digital Curriculum for Tier I Division Level Resources.

**WITNESSETH** that the Contractor and HCPS, in consideration of the mutual covenants, promises and agreements herein contained, agree as follows:

**SCOPE OF CONTRACT:** The Contractor shall provide the services to the HCPS as set forth in the Contract Documents.

**COMPENSATION:** The compensation HCPS will pay to the Contractor under this Contract shall be in accordance with Exhibit D. Prices shall not exceed 3% above the previous year's prices. The County shall pay the Contractor within forty-five (45) days after receipt of a proper invoice.

**CONTRACT TERM:** The Contract term shall be for a period of one year beginning upon execution of this contract and ending June 30, 2023. HCPS may renew the Contract for up to four (4) one-year terms giving 30 days' written notice before the end of the term unless Contractor has given HCPS written notice that it does not wish to renew at least 90 days before the end of the term.

**CONTRACT DOCUMENTS:** This Contract hereby incorporates by reference the documents listed below (the "Contract Documents") which shall control in the following descending order:

1. This Non-Professional Services Contract between HCPS and Contractor.
2. The General Contract Terms and Conditions included in the Request for Proposals
3. License Agreement Addendum (Exhibit A);
4. Virginia Data Security Agreement as modified and agreed to by both parties (Exhibit B);
5. Learning A-Z Terms of Service dated July 31, 2020 (Exhibit C);
- ;
6. Contractor's Best and Final Offer dated May 31, 2022 (Exhibit D);
7. Contractor's Original Proposal dated April 5, 2022, excluding the federal terms and conditions (Exhibit E); and
8. The Scope of Services included in the Request for Proposals.

IN WITNESS WHEREOF, the parties have caused this Contract to be duly executed intending to be bound hereby.

Learning A-Z, LLC

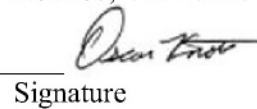
17855 Dallas Parkway, Suite 400  
Dallas, TX 75287

  
Signature

Amy Otis / Vice President, Bids and Proposals  
Printed Name and Title

08.15.2022  
Date

County School Board of Henrico County,  
Virginia  
406 Dabbs House Road  
Henrico, VA 23223

  
Signature

Oscar Knott, CPP, CPPO, VCO

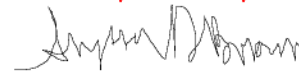
Purchasing Director

8.18.22

Date

Digitally signed by: Oscar Knott  
DN: CN = Oscar Knott email = kno008@henrico.us C = US O =  
County of Henrico, Virginia OU = Department of Finance -  
Purchasing Division  
Date: 2022.08.18 14:39:12 -0400

Approved as to form by  
Assistant County Attorney

  
8-18-22

## EXHIBIT A

### LICENSE AGREEMENT ADDENDUM

The County School Board of Henrico County, Virginia (the “**County**”), and Learning A-Z, LLC (“**Supplier**”), a Delaware Corporation are this day entering into an agreement for English Language Arts (PK-12) Digital Curriculum for Tier 1 Division Level Resources (the “**Agreement**”) and, for their mutual convenience, the parties are using the standard form contract (Terms of Service last updated July 31, 2020) provided by Supplier (“**Contract**”). This License Agreement Addendum (“**LAA**”), duly signed by the County and Supplier (each a “**Party**”), is attached to and made a part of the Agreement and the Contract by incorporation, and with the Agreement governs the use of any and all software licensed by the County under the Agreement (the “**Software**”) and this LAA.

As used in this LAA, the term “**Contract**” means the Supplier’s standard form contract and any and all exhibits and attachments thereto. The term(s) “**Customer**”, “**You**” or “**you**” as used in the Contract and this LAA, means, as applicable, the County, or any of their officers, directors, agents or employees.

Supplier represents and warrants that it is a Delaware Corporation authorized to do in business in Virginia. If Supplier is not a U.S.-based entity, Supplier maintains a registered agent and a certification of authority to do business in Virginia.

Supplier’s Contract is generally acceptable to the County, with the exceptions noted in this LAA below. Despite the general acceptability of the Contract, certain standard clauses may appear in, or be incorporated by reference into, the Contract that cannot be accepted by the County. In consideration of the convenience of using Supplier’s standard form contract without the necessity of specifically negotiating a separate contract document, the Parties specifically agree that any of the following provisions contained in the Contract are deemed void and will not have any effect and will not be enforceable against any Customer:

1. Requiring the application of the law of any state other than the Commonwealth of Virginia in interpreting or enforcing the Contract or requiring or permitting that any dispute under the Contract be resolved in any court other than the state courts located in Henrico County, Virginia;
2. Requiring any total or partial compensation or payment for lost profit or liquidated damages by any Customer if the Contract is terminated before the end of its ordinary term;
3. Imposing any interest charge(s) contrary to that specified by [§ 2.2-4347](#) *et seq.* of the Code of Virginia;
4. Requiring the County to maintain any type of insurance for Supplier’s benefit;
5. Granting Supplier a security interest in any property of the County;
6. Requiring the County to indemnify, defend, or to hold harmless Supplier for any act or omission;
7. Limiting or adding to the time period within which claims can be made or actions can be brought (Reference Tit. 8.01 of the Code of Virginia);
8. Limiting selection and approval of counsel and approval of any settlement in any claim arising under the Contract and in which the County is a named party;
9. Binding the County to any arbitration or to the decision of any arbitration board, commission, panel or other entity;
10. Obliging the County to pay costs of collection or attorney’s fees;
11. Requiring any dispute resolution procedure(s) other than those in accordance with [§ 2.2-4363](#) *et seq.* of the Code of Virginia;
12. Permitting Supplier to access any of the County’s records or data, except pursuant to court order;



13. Permitting Supplier to use any information provided by the County except for Supplier's own internal administrative purposes;
14. Requiring the County to limit its rights or waive its remedies at law or in equity, to take on liability for the actions of individual employees or users, or to create a statute of limitations which affords less time to file a suit than what is allowable by applicable laws;
15. Bestowing any right, or incurring any obligation, that is beyond the duly granted authority of the undersigned representative of the County to bestow, or incur, on behalf of the County;
16. Establishing a presumption of severe or irreparable harm to Supplier by the actions or inactions of the County;
17. Limiting the liability of Supplier for property damage, direct damages, death, or personal injury;
18. Permitting Supplier to assign, subcontract, delegate or otherwise convey the Contract, or any of its rights and obligations under the Contract, to any entity without the prior written consent of the County, except as set forth in paragraph 39 below;
19. Not complying with the contractual claims provision [§ 2.2-4363](#) of the Code of Virginia, which is also incorporated into this LAA and the Contract by reference;
20. Enforcing the United Nations Convention on Contracts for the International Sale of Goods and all other laws and international treaties or conventions relating to the sale of goods. They are expressly disclaimed. UCITA shall apply to the Contract only to the extent required by [§ 59.1-501.15](#) of the Code of Virginia;
21. Not complying with all applicable federal, state, and local laws, regulations, and ordinances;
22. Requiring that the County waive its sovereign immunity or its immunity;
23. Requiring that the County, which is tax exempt, be responsible for payment of any taxes, duties, or penalties;
24. Requiring or construing that any provision in this Contract conveys any rights or interest in the County's data to Supplier;
25. Requiring the use of foreign currency. The currency used for the Contract will be United States Dollars;
26. Obligating the County beyond approved and appropriated funding. All payment obligations from the County under the Contract are subject to receipt of necessary appropriations from the County's Board of Supervisors. In the event of non-appropriation of funds for the items under the Contract, the County may terminate, in whole or in part, the Contract or any order, for those goods or services for which funds have not been appropriated. This may extend to the renewal of maintenance services for only some of the licenses granted by Supplier. The County shall provide written notice to the Supplier as soon as possible after legislative action is completed. There will be no time limit for termination due to termination for lack of appropriations;
27. Permitting unilateral modification of the Contract by Supplier or modification of any terms, conditions, or policies without a separate amendment signed by both parties;
28. Permitting termination by Supplier of the Contract or the licenses granted pursuant to the Contract, or permitting suspension of services by Supplier, except pursuant to an order from a court of competent jurisdiction;
29. Requiring or stating that the terms of the Supplier's standard form contract will prevail over the terms of this LAA in the event of conflict;
30. Renewing or extending the Contract beyond the term set forth in the Agreement or automatically continuing the Contract period from term to term;
31. Requiring that the Contract be "accepted" or endorsed by the home office or by any other officer subsequent to signing by an official of the County before the Contract is considered in effect;

32. Delaying the acceptance of the Contract or its effective date beyond the date of signing;
33. Defining "perpetual" license rights to have any meaning other than license rights that exist in perpetuity unless otherwise terminated in accordance with the applicable provisions of the Contract;
34. Permitting modification or replacement of the Contract pursuant to any new release, update or upgrade of Software, or subsequent renewal of maintenance. If Supplier provides any update or upgrade subject to additional payment, the County will have the right to reject such update or upgrade;
35. Requiring the purchase of a new release, update, or upgrade of Software, or subsequent renewal of maintenance, in order for the County to receive or maintain the benefits of Supplier's indemnification of the County against any claims of infringement on any third-party intellectual property rights;
36. Prohibiting the County from transferring or assigning to any entity the Contract or any license to Software granted pursuant to the Contract;
37. Granting Supplier or an agent of Supplier the right to audit or examine the books, records, or accounts of the County; or

In addition to the provisions set forth above in this LAA, the Parties further agree as follows:

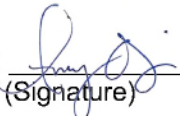
38. Supplier warrants that it is the owner of the Software or otherwise has the right to grant to the County the license to use the Software granted under the Contract without violating or infringing any law, rule, regulation, copyright, patent, trade secret, or other proprietary right of any third party.
39. Supplier may assign all or any of its rights and obligations to a third party as a result of a merger or acquisition or sale of all or substantially all of its assets to the third party so long as Supplier's assignee agrees in writing to be bound by the terms and conditions set forth in the Contract, and provided the third party is a U.S.-based entity or maintains a registered agent and a certification of authority to do business in Virginia. Supplier may assign all or any of its rights and obligations to an affiliate of Supplier, provided Supplier remains liable for the affiliate's compliance with the terms and conditions set forth in this Contract
40. Supplier agrees to indemnify, defend and hold harmless the County of Henrico (including Henrico County Public Schools), the County's officers, agents and employees, from any claims, damages, suits, actions, liabilities and costs of any kind or nature, including attorneys' fees, to the extent the claim in any way relates to, arise out of or result from: (i) any negligent act, negligent omission, or intentional or willful conduct of any employee or subcontractor of Supplier, (ii) any breach of any representation, warranty or covenant of Supplier contained in the Contract and LAA, (iii) any defect in the Software, or (iv) any actual or alleged infringement or misappropriation of any third party's intellectual property rights by any of the Software.
41. The County will only be liable to pay for Supplier's travel-related expenses, including transportation, meals, lodging and incidental expenses that have been authorized by the County in advance. The travel-related expenses will be reimbursable at the County's then-current per diem rates.
42. The County may require that Supplier personnel submit to a criminal background check prior to performance of any services under the Contract.
43. Payments for license fees, including subscription fees, and support services are only authorized to be made to the Supplier pursuant to the Contract.

Together with the Agreement, the Contract and this LAA constitute the entire agreement between the Parties and may not be waived or modified except by written agreement between the Parties.

[SIGNATURE PAGE(S) TO FOLLOW]

IN WITNESS WHEREOF, the Parties have caused this License Agreement Addendum to be duly executed as of the last date set forth below by the undersigned authorized representatives of the parties, intending thereby to be legally bound.

**Learning A-Z, LLC**


By:   
(Signature)

Name: Amy Otis  
(Print)

Title: Vice President, Bids and Proposals

Date: 08.15.2022

**County School Board of Henrico County,  
Virginia**

By:   
(Signature)

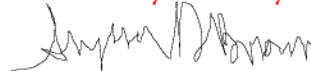
Digitally signed by: Oscar Knott  
DN: CN = Oscar Knott email = kno008@henrico.us C = US O = County of Henrico, Virginia OU = Department of Finance - Purchasing Division  
Date: 2022.08.18 14:39:52 -04'00'

Name: Oscar Knott, CPP, CPPO, VCO  
(Print)

Title: Purchasing Director

Date: 8.18.22

**Approved as to form by  
Assistant County Attorney**

  
8-18-22



### VIRGINIA SCHOOL DATA PRIVACY AGREEMENT

Learning A-Z offers online and printable educational curricula and assessments and professional development for all products listed in Exhibit "A".

3. **Division Data to Be Provided.** In order to perform the Services described in this Article and Exhibit "A", Provider shall list the categories of data collected, managed or shared as described below or as indicated in the Schedule of Data, attached hereto as Exhibit "B":

Please see Exhibit "B".

4. **DPA Definitions.** The definition of terms used in this DPA is found in Exhibit "C". In the event of a conflict, definitions used in this DPA shall prevail over terms used in all other writings, including, but not limited to, a service agreement, privacy policies or any terms of service.

### ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

1. **Division Data Property of Division.** All Division Data, user generated content or any other Pupil Records transmitted to the Provider pursuant to this Agreement is and will continue to be the property of and under the control of the Division, or to the party who provided such data (such as the student, in the case of user generated content.). The Provider further acknowledges and agrees that all copies of such Division Data or any other Pupil Records transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are also subject to the provisions of this Agreement in the same manner as the original Division Data or Pupil Records. The Parties agree that as between them, all rights, including all intellectual property rights in and to Division Data or any other Pupil Records contemplated per this Agreement shall remain the exclusive property of the Division. For the purposes of FERPA and state law, the Provider shall be considered a School Official, under the control and direction of the Divisions as it pertains to the use of Division Data notwithstanding the above. The Provider will cooperate and provide Division Data within ten (10) days at the Division's request. Provider may transfer pupil-generated content to a separate account, according to the procedures set forth below.
2. **Parent Access.** Provider shall cooperate and respond within ten (10) days to the Division's request for personally identifiable information in a pupil's records held by the Provider to view or correct as necessary. In the event that a parent of a pupil or other individual contacts the Provider to review any of the Pupil Records of Division Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the Division, who will follow the necessary and proper procedures regarding the requested information.
3. **Separate Account.** Provider shall, at the request of the Division, transfer Student Generated Content to a separate student account when required by the Code of Virginia § 22.1-289.01. School service providers; school-affiliated entities.
4. **Third Party Request.** Provider shall notify the Division in advance of a compelled disclosure to a Third Party, unless legally prohibited.

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

5. **Subprocessors.** Provider shall enter into written agreements with all Subprocessors performing functions pursuant to this DPA, whereby the Subprocessors agree to protect Division Data in manner consistent with the terms of this DPA.

**ARTICLE III: DUTIES OF DIVISION**

1. **Privacy Compliance.** Division shall provide data for the purposes of the DPA and any related contract in compliance with the FERPA, PPRA, IDEA, Code of Virginia § 22.1-289.01. School service providers; school-affiliated entities; student personal information; and § 22.1-287.02. Students' personally identifiable information, and all other applicable Virginia statutes.
2. **Parent Notification of Rights** Division shall ensure that its annual notice under FERPA defines vendors, such as the Provider, as "School Officials" and what constitutes a legitimate educational interest. The Division will provide parents with a notice of the websites and online services under this agreement for which it has consented to student data collection to on behalf of the parent, as permitted under COPPA
3. **Unauthorized Access Notification.** Division shall notify Provider promptly of any known or suspected unauthorized access. Division will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

**ARTICLE IV: DUTIES OF PROVIDER**

- 1) **Privacy Compliance.** The Provider shall comply with all Virginia and Federal laws and regulations pertaining to data privacy and security, including FERPA, COPPA, PPRA, Code of Virginia § 22.1-289.01. and § 22.1-287.02.
- 2) **Authorized Use.** Division Data shared pursuant to this DPA, including persistent unique identifiers, shall be used for no purpose other than the Services stated in this DPA and as authorized under the statutes referred to in subsection (1), above. Provider also acknowledges and agrees that it shall not make any re-disclosure of any Division Data or any portion thereof, including without limitation, any Division Data, metadata, user content or other non-public information and/or personally identifiable information contained in the Division Data, without the express written consent of the Division, unless it fits into the de-identified information exception in Article IV, Section 4, or there is a court order or lawfully issued subpoena for the information.
- 3) **Employee Obligations.** Provider shall require all employees and agents who have access to Division data to comply with all applicable provisions of this DPA with respect to the data shared under the Service Agreement.
- 4) **Use of De-identified Information.** De-identified information, as defined in Exhibit "C", may be used by the Provider for the purposes of development, research, and improvement of educational sites, services, or applications, as any other member of the public or party would be able to use de-identified data pursuant to 34 CFR 99.31(b). The Provider and Division agree that the Provider cannot successfully de-identify information if there are fewer than twenty (20) students in the samples of a particular field or category of information collected, *i.e.*, twenty students in a particular grade, twenty students of a particular race, or twenty students with a particular disability. Provider agrees not to attempt to re-identify de-identified Division Data and not to transfer de-identified Division Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written



## VIRGINIA SCHOOL DATA PRIVACY AGREEMENT

notice has been given to the Division who has provided prior written consent for such transfer.

- 5) **Disposition of Data.** Upon written request and in accordance with the applicable terms in subsections below, provider shall dispose or delete all division data obtained under this agreement when it is no longer needed for the purposes for which it was obtained. Disposition will include (1) the shredding of any hard copies of any Division data, (2) erasing, or (3) otherwise modifying the personal information in those records to make it unreadable or indecipherable by human or digital means. Nothing in the service agreement authorizes provider to maintain Division data obtained under the service agreement beyond the time reasonably needed to complete the disposition. ~~Upon request,~~ <sup>\*</sup> Provider shall provide written notification when the division data has been disposed. The duty to dispose of Division data shall not extend to data that has been de-identified or placed in a separate student account, pursuant to the terms of the agreement. The division may employ a request for return or deletion of Division data form, a copy of which is attached hereto as exhibit D. Upon receipt of a request from the division, the provider will immediately provide the division with any specified portion of the division data within ten (10) calendar days of the receipt of said request.
  - a) **Partial Disposal During the Term of Service Agreement.** Throughout the term of the service agreement, Division may request partial disposal of Division data obtained under the service agreement that is no longer needed. Partial disposal of data shall be subject to Division's request to transfer data to a separate account, pursuant to Article II Section 3, above.
  - b) **Complete Disposal upon Termination of Service Agreement.** Upon termination of the service agreement ~~and at the direction of the Division, Provider shall dispose, or securely destroy, or transfer to a separate account pursuant to Article II, Section 3 above,~~ all division data obtained under the service agreement. ~~Prior to disposal of the data, provider shall notify Division in writing of its option to transfer data to a separate account, pursuant to Article 2, Section 3, above.~~ In new event shelters provider dispose of data pursuant to this provision unless and until (i) Provider has received affirmative written confirmation from Division that data will not be transferred to a separate account; (ii) such disposal is in accordance with Provider's data destruction protocols.
- 6) **Advertising Prohibition.** Provider is prohibited from using or selling Division Data to (a) market or advertise to students or families/guardians; (b) inform, influence, or enable marketing or advertising efforts by a Provider; (c) develop a profile of a student, family member/guardian or group, for any commercial purpose other than providing the Service to Client; or (d) use the Division Data for the development of commercial products or services, other than as necessary to provide the Service to Client. This section does not prohibit Provider from generating legitimate personalized learning recommendations or other activities permitted under Code of Virginia § 22.1-289.01.
- 7) **Penalties.** The failure to comply with the requirements of this agreement could subject Provider and any third party to all allowable penalties assessable against Provider under state and federal law. In the event the Family Policy Compliance Office of the U.S. Department of Education determines that Provider improperly disclosed personally identifiable information obtained from the Division's education records, the Division may not allow Provider access to the Division's education records for at least five years.

<sup>\*</sup>upon termination of the agreement,

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT****ARTICLE V: DATA PROVISIONS**

1. **Data Security.** The Provider agrees to maintain a comprehensive information security program that is reasonably designed to protect the security, privacy, confidentiality, and integrity of student personal information and makes use of appropriate administrative, technological, and physical safeguards. The general security duties of Provider are set forth below. These duties shall include, but are not limited to:
  - a. **Passwords and Employee Access.** Provider shall secure and manage usernames, passwords, and any other means of gaining access to the Services or to Division Data, at levels suggested by NIST SP800-171 (Password complexity, encryption, and re-use), NIST SP800-53 (IA control Family), and NIST 800-63-3 (Digital Identity), and NIST SP800-63B (Authenticator and Verifier Requirements) or equivalent industry best practices.
  - b. **Security Protocols.** Both parties agree to maintain security protocols that meet industry best practices in the collection, storage or transmission of any data, including ensuring that data may only be viewed or accessed by parties legally allowed to do so. Provider shall maintain all data obtained or generated pursuant to the DPA in a secure computer environment.
  - c. **Provider Employee Training.** The Provider shall provide annual security training to those of its employees who operate or have access to the system.
  - d. **Security Technology.** When the service is accessed using a supported web browser, FIPS 140-2 validated transmission encryption protocols, or equivalent technology shall be employed to protect data from unauthorized access. The service security measures shall follow National Institute of Standards and Technology (NIST) 800-171, or equivalent industry best practices.
  - e. **Periodic Risk Assessment.** Provider further acknowledges and agrees to conduct periodic risk assessments and remediate any identified security and privacy vulnerabilities in a timely manner. Upon Division's written request, Service Provider shall make the results of findings available to the Division. The Division shall treat such audit reports as Provider's Confidential Information under this Agreement.
  - f. **Backups and Audit Trails, Data Authenticity and Integrity.** Provider will take reasonable measures, including all backups and audit trails, to protect Division Data against deterioration or degradation of data quality and authenticity. Provider shall be responsible for ensuring that Division Data is retrievable in a reasonable format.
  - g. **Subprocessors Bound.** Provider shall enter into written agreements whereby Subprocessors agree to secure and protect Division Data in a manner consistent with the terms of this Article V. Provider shall periodically conduct or review compliance monitoring and assessments of Subprocessors to determine their compliance with this Article.
2. **Unauthorized Access or Data Breach.** In the event that Division Data are reasonably believed by the Provider or school division to have been disclosed (lost, accessed or obtained) in violation of the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) or other federal or state law

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

applicable to such information accessed or obtained by an unauthorized individual, Provider shall follow the following process:

- a. provide immediate notification to Division upon verification of the incident and allow the Division or its authorized representatives to fully participate in the investigation of the incident.
- b. notification will be provided to the contact(s) identified in ARTICLE VII, N: Notice, and sent via email and postal mail. Such notification shall include, to the extent available, the
  - i. date, estimated date, or date range of the loss or disclosure;
  - i. Division Data that was or is reasonably believed to have been lost or disclosed;
  - ii. remedial measures taken or planned in response to the loss or disclosure.
- c. immediately take action to prevent further access;
- d. take all legally required, reasonable, and customary measures in working with Division to remediate the breach, which may include toll free telephone support with informed customer services staff to address questions by affected parties and/or provide monitoring services if necessary given the nature and scope of the loss or disclosure;
- e. cooperate with Division efforts to communicate to affected parties.
- f. provider is prohibited from directly contacting parent, legal guardian or eligible pupil unless expressly requested by Division. If Division requests Provider's assistance providing notice of unauthorized access, and such assistance is not unduly burdensome to Provider, Provider shall notify the affected parent, legal guardian or eligible pupil of the unauthorized access, which shall include the information listed in subsections (b) and (c), above. If requested by Division, Provider shall reimburse Division for costs incurred to notify parents/families of attributable to Provider-breach not originating from Division's use of the Service.
- g. the Provider shall indemnify and hold harmless the Division from and against any third-party loss, claim, cost (including attorneys' fees) or damage of any nature arising from or inconnection with the breach by the Provider or any of its officers, directors, employees, agents or representatives of the obligations of the Provider's or its Authorized Representatives under this provision or under a Confidentiality Agreement, as the case may be.

**ARTICLE VI: GENERAL OFFER OF PRIVACY TERMS**

The Provider may, by signing the attached Form of General Offer of Privacy Terms (General Offer attached hereto as Exhibit "E"), be bound by the terms of this DPA to any other Division who signs the acceptance in said Exhibit. The Form is limited by the terms and conditions described therein.



**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**  
**ARTICLE VII: MISCELLANEOUS**

- A. **Term.** The Provider shall be bound by this DPA for so long as the Provider maintains or possesses any Division Data.
- B. **Termination.** In the event that either party seeks to terminate this DPA, they may do so by mutual written consent and as long as any service agreement or terms of service, to the extent one exists, has lapsed or has been terminated. The Division may terminate this DPA and any service agreement or contract in the event of a material breach of the terms of this DPA.
- C. **Data Transfer Upon Termination or Expiration.** To the extent possible, Provider will notify the Division of impending cessation of its business and any contingency plans. Provider shall implement its exit plan and take all necessary actions to ensure a smooth transition of service with minimal disruption to the Division. As mutually agreed upon and as applicable, Provider will work closely with its successor to ensure a successful transition to the new equipment, with minimal downtime and effect on the Division, and to the extent possible, all such work to be coordinated and performed in advance of the formal transition date.
- D. **Effect of Termination Survival.** If the DPA is terminated, the Provider shall destroy all of Division's data pursuant to Article V, section 5(b). The Provider's obligations under this agreement shall survive termination of this Agreement until all Division Data has been returned or Securely Destroyed.
- E. **Priority of Agreements.** This DPA supersedes all end user and "click-thru" agreements. In the event there is conflict between the terms of the DPA and any other writing, such as service agreement or with any other bid/RFP, terms of service, privacy policy, license agreement, or writing, the terms of this DPA shall apply and take precedence. Except as described in this paragraph herein, all other provisions of any other agreement shall remain in effect.
- F. **Amendments:** This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both parties
- G. **Severability.** Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.
- H. **Governing Law; Venue and Jurisdiction.** This agreement will be governed by and construed in accordance with the laws of the state of Virginia, without regard to conflicts of law principles. Each party consents and submits to the sole and exclusive jurisdiction to the state and federal courts for the county of the initial subscribing division or the division specified in exhibit E as applicable, for any dispute arising out of or relating to this agreement or the transactions contemplated hereby.
- I. **Authority.** Provider represents that it is authorized to bind to the terms of this Agreement, including

## VIRGINIA SCHOOL DATA PRIVACY AGREEMENT

confidentiality and destruction of Division Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Division Data and/or any portion thereof, or may own, lease or control equipment or facilities of any kind where the Division Data and portion thereof stored, maintained or used in any way.

- J. Waiver.** No delay or omission of the Division to exercise any right hereunder shall be construed as a waiver of any such right and the Division reserves the right to exercise any such right from time to time, as often as may be deemed expedient.
- K. Successors Bound:** This DPA is and shall be binding upon the respective successors in interest to provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business.
- L. Electronic Signature:** The parties understand and agree that they have the right to execute this Agreement through paper or through electronic signature technology, which is in compliance with Virginia and Federal law governing electronic signatures. The parties agree that to the extent they sign electronically, their electronic signature is the legally binding equivalent to their handwritten signature. Whenever they execute an electronic signature, it has the same validity and meaning as their handwritten signature.
- M. Notice.** All notices or other communication required or permitted to be given hereunder must be in writing and given by personal delivery, facsimile or e-mail transmission (if contact information is provided for the specific mode of delivery), or first class mail, postage prepaid, sent to the designated representatives before:

### **a. Designated Representatives**

The designated representative for the Provider for this Agreement is:

Name:	Amy Otis
Title:	Vice President, Bids and Proposals
Address:	17855 Dallas Parkway, Suite 400, Dallas, TX 75287
eMail:	lazbidscontracts@learninga-z.com
Phone:	800.547.6747

The designated representative for the Division for this Agreement is:

Name:	
Title:	
Address:	
eMail:	
Phone:	

- b. Notification of Acceptance of General Offer of Terms.** Upon execution of Exhibit E General Offer of Terms, subscribing Division shall provide notice of such acceptance in writing and given by personal delivery or email transmission (if contact information

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

is provided for the specific mode of delivery), or first-class mail, postage prepaid, to the designated representative below the designated representative for the notice of acceptance of the general offer of privacy terms is named title contact information.

Name: Amy Otis  
Title: Vice President, Bids and Proposals  
Address: 17855 Dallas Parkway, Suite 400, Dallas, TX 75287  
eMail: lazbidcontracts@learninga.z-com  
Phone: 800.547.6747

*[Signature Page Follows]*

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

**IN WITNESS WHEREOF**, the parties have executed this Virginia Student Data

Privacy Agreement as of the last day noted below.

Provider Signature

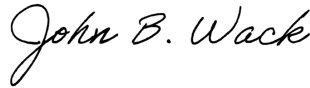


Date: 08.15.2022

Printed Name: Amy Otis

Title: Vice President, Bids and Proposals

Division Signature



Date: 08/18/2022

Printed Name: John B. Wack

Title: Chief Financial Officer

Approved as to form by  
Assistant County Attorney

  
8-18-22

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

**EXHIBIT “A”**

**DESCRIPTION OF SERVICES**

[INSERT DETAILED DESCRIPTION OF PRODUCTS AND SERVICES HERE. IF MORE THAN ONE PRODUCT OR SERVICE IS INCLUDED, LIST EACH PRODUCT HERE]

Products: Raz-Plus, ELL, Science A-Z, Vocabulary A-Z, Foundations A-Z, Writing A-Z

Please visit our website at [www.learninga-z.com](http://www.learninga-z.com) to learn more about each of our products.

## **VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

### **EXHIBIT "B"**

#### **SCHEDULE OF DATA**

Category of Data	Elements	Check if used by your system	Conduct	Conduct or behavioral data	
Application Technology Meta Data	IP Addresses of users, Use of cookies etc.	<input checked="" type="checkbox"/>	Demographics	Date of Birth	<input type="checkbox"/>
	Other application technology meta data-Please specify:	<input type="checkbox"/>		Place of Birth	<input type="checkbox"/>
		Gender		<input type="checkbox"/>	
		Ethnicity or race		<input type="checkbox"/>	
				Language information (native, preferred or primary language spoken by student)	<input type="checkbox"/>
Application Use Statistics	Meta data on user interaction with application	<input checked="" type="checkbox"/>		Other demographic information-Please specify:	<input type="checkbox"/>
Assessment	Standardized test scores	<input type="checkbox"/>	Enrollment	Student school enrollment	<input type="checkbox"/>
	Observation data	<input type="checkbox"/>		Student grade level	<input checked="" type="checkbox"/>
	Other assessment data-Please specify:	<input type="checkbox"/>		Homeroom	<input type="checkbox"/>
Attendance	Student school (daily) attendance data	<input type="checkbox"/>		Guidance counselor	<input type="checkbox"/>
	Student class attendance data	<input type="checkbox"/>		Specific curriculum programs	<input type="checkbox"/>
Communications	Online communications that are captured (emails, blog entries)	<input checked="" type="checkbox"/>		Year of graduation	<input type="checkbox"/>
				Other enrollment information-Please specify:	<input type="checkbox"/>
			Parent/Guardian Contact Information	Address	<input type="checkbox"/>
				Email	<input checked="" type="checkbox"/> (optional)
				Phone	<input type="checkbox"/>



## **VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

Parent/ Guardian ID	Parent ID number (created to link parents to students)	<input type="checkbox"/>
Parent/ Guardian Name	First and/or Last	<input type="checkbox"/>
Schedule	Student scheduled courses	<input type="checkbox"/>
	Teacher names	<input checked="" type="checkbox"/>
Special Indicator	English language learner information	<input type="checkbox"/>
	Low income status	<input type="checkbox"/>
	Medical alerts /health data	<input type="checkbox"/>
	Student disability information	<input type="checkbox"/>
	Specialized education services (IEP or 504)	<input type="checkbox"/>
	Living situations (homeless/ foster care)	<input type="checkbox"/>
	Other indicator information- Please specify:	<input type="checkbox"/>
Student Contact Information	Address	<input type="checkbox"/>
	Email	<input type="checkbox"/>
	Phone	<input type="checkbox"/>
Student Identifiers	Local (School district) ID	<input type="checkbox"/>

	number	<input type="checkbox"/>
	State ID number	<input type="checkbox"/>
	Provider/App assigned student ID number	<input type="checkbox"/>
	Student app username	<input checked="" type="checkbox"/>
	Student app passwords	<input checked="" type="checkbox"/>
Student Name	First and/or Last	<input checked="" type="checkbox"/> (optional)
Student In App Performance	Program/appli- cation performance (typing program-student types 60 wpm, reading program-student reads below grade level)	<input checked="" type="checkbox"/>
	Academic or extracurricular activities a student may belong to or participate in	<input type="checkbox"/>
Student Survey Responses	Student responses to surveys or questionnaires	<input type="checkbox"/>
Student work	Student generated content; writing, pictures etc.	<input checked="" type="checkbox"/>
	Other student	<input checked="" type="checkbox"/> Student Voice Recordings

## **VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

	work data - Please specify:	<input type="checkbox"/>
Transcript	Student course grades	<input type="checkbox"/>
	Student course data	<input type="checkbox"/>
	Student course grades/performance scores	<input type="checkbox"/>
	Other transcript data -Please specify:	<input type="checkbox"/>
Transportation	Student bus assignment	<input type="checkbox"/>
	Student pick up and/or drop off location	<input type="checkbox"/>
	Student bus card ID number	<input type="checkbox"/>

	Other transportation data -Please specify:	<input type="checkbox"/>
Other	Please list each additional data element used, stored or collected by your application	<input type="checkbox"/>

No Student Data Collected at this time ☐.  
 \*Provider shall immediately notify LEA if this designation is no longer applicable.

OTHER: Use this box, if more space needed.



**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT****EXHIBIT “C”****DEFINITIONS**

**Data Breach** means an event in which Division Data is exposed to unauthorized disclosure, access, alteration or use.

**Division Data** includes all business, employment, operational and Personally Identifiable Information that Division provides to Provider and that is not intentionally made generally available by the Division on public websites or publications, including but not limited to business, administrative and financial data, intellectual property, and student, employees, and personnel data, user generated content and metadata but specifically excludes Provider Data (as defined in the Contract).

**De-Identifiable Information (DII):** De-Identification refers to the process by which the Provider removes or obscures any Personally Identifiable Information (“PII”) from student records in a way that removes or minimizes the risk of disclosure of the identity of the individual and information about them. Anonymization or de-identification should follow guidance equivalent to that provided by U.S Department of Education publication “Data De-identification: An Overview of Basic Terms” or NISTIR Special Publication (SP) 8053 De-Identification of Personally Identifiable Information. The Provider’s specific steps to de-identify the data will depend on the circumstances, but should be appropriate to protect students. Some potential disclosure limitation methods are blurring, masking, and perturbation. De-identification should ensure that any information when put together cannot indirectly identify the student, not only from the viewpoint of the public, but also from the vantage of those who are familiar with the individual. Information cannot be de-identified if there are fewer than twenty (20) students in the samples of a particular field or category, *i.e.*, twenty students in a particular grade or less than twenty students with a particular disability.

**Indirect Identifiers:** Any information that, either alone or in aggregate, would allow a reasonable person to be able to identify a student to a reasonable certainty

**Personally Identifiable Information (PII):** The terms “Personally Identifiable Information” or “PII” shall include, but are not limited to, student data, staff data, parent data, metadata, and user or pupil-generated content obtained by reason of the use of Provider’s software, website, service, or app, including mobile apps, whether gathered by Provider or provided by Division or its users, students, or students’ parents/guardians, including “directory information” as defined by §22.1-287.1 of the Code of Virginia“.

PII includes, without limitation, at least the following:

- Staff, Student or Parent First, Middle and Last Name
- Staff, Student or Parent Telephone Number(s)
- Discipline Records
- Special Education Data
- Grades
- Criminal Records

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

- Health Records
- Biometric Information
- Socioeconomic Information
- Political Affiliations
- Text Messages
- Student Identifiers Photos
- Videos
- Grade
- Home Address Subject
- Email Address
- Test Results
- Juvenile Dependency Records Evaluations
- Medical Records
- Social Security Number
- Disabilities
- Food Purchases
- Religious Information Documents
- Search Activity
- Voice Recordings
- Date of Birth
- Classes
- Information in the Student's Educational Record
- Information in the Student's Email

**Provider:** For purposes of the DPA, the term “Provider” means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of pupil records.

**Pupil Generated Content:** The term “pupil-generated content” means materials or content created by a pupil during and for the purpose of education including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of pupil content.

**Pupil Records:** Means both of the following: (1) Any information that directly relates to a pupil that is maintained by Division and (2) any information acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other local educational Division employee.

**Securely Destroy:** Securely Destroy means taking actions that render data written on physical (e.g., hardcopy, microfiche, etc.) or electronic media unrecoverable by both ordinary and extraordinary means. These actions must meet or exceed those sections of the National Institute of Standards of Technology (NIST) SP 800-88 Appendix A guidelines relevant to sanitization of data categorized as high security. All attempts to overwrite magnetic data for this purpose must utilize DOD approved methodologies.

**School Official:** For the purposes of this Agreement and pursuant to 34 CFR 99.31 (B), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of education

### **VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

records; and (3) Is subject to 34 CFR 99.33(a) governing the use and re-disclosure of personally identifiable information from student records.

**Student Data:** Student Data includes any data, whether gathered by Provider or provided by Division or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to, information in the student's educational record or email, first and last name, home address, telephone number, email address, or other information allowing online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious information text messages, documents, student identifies, search activity, photos, voice recordings or geolocation information.

Student Data shall constitute Pupil Records for the purposes of this Agreement, and for the purposes of Virginia and Federal laws and regulations. Student Data as specified in [Exhibit B](#) is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or de-identified, or anonymous usage data regarding a student's use of Provider's services. Anonymization or de-identification should guidance equivalent to that provided by U.S Department of Education publication "Data De-identification: An Overview of Basic Terms" or NISTIR Special Publication (SP) 8053 De-Identification of Personally Identifiable Information.

**Student Generated Content:** Alternatively known as user-created content (UCC), is any form of content, such as images, videos, text and audio, that have been created and posted by student users on online platforms.

**Subscribing Division:** A Division that was not party to the original Services Agreement and who accepts the Provider's General Offer of Privacy Terms.

**Subprocessor:** For the purposes of this Agreement, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than Division or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its software, and who has access to PII.

**Third Party:** The term "Third Party" means an entity that is not the Provider or Division.

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT****EXHIBIT "D"****DIRECTIVE FOR DISPOSITION OF DATA**

[Name or Division or Division] directs [Name of Company] to dispose of data obtained by Provider pursuant to the terms of the DPA between Division and Provider. The terms of the Disposition are set forth below:

**1. Extent of Disposition**

☐ Disposition is Complete. Disposition extends to all categories of data.

☐ Disposition is partial. The categories of data to be disposed of are set forth below or are found in an attachment to this Directive:

[Insert categories of data]

**2. Nature of Disposition**

☐ Disposition shall be by destruction or secure deletion of data.

☐ Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

[Insert or attach special instructions.]

**3. Timing of Disposition**

Data shall be disposed of by the following date:

☐ As soon as commercially practicable

☐ By (Insert Date)

**4. Signature of Authorized Representative of Division**

BY: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Title/Position: \_\_\_\_\_

**5. Verification of Disposition of Data**

BY: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Title/Position: \_\_\_\_\_

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT****OPTIONAL: EXHIBIT "E" GENERAL OFFER OF PRIVACY TERMS****1. Offer of Terms**

Provider offers the same privacy protections found in this DPA between it and the Division to any other school division ("Subscribing Division") who accepts this General Offer through its signature below. The Provider agrees that the information on the next page will be replaced throughout the Agreement with the information specific to the Subscribing Division filled on the next page for the Subscribing Division. This General Offer shall extend only to privacy protections and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing Division may also agree to change the data provided by Division to the Provider to suit the unique needs of the Subscribing Division. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statutes; (2) a material change in the services and products subject listed in the Originating Service Agreement; or (3) after three years from the date of Provider's signature to this form. Provider shall notify the Division in the event of any withdrawal so that this information may be transmitted to the Subscribing Divisions.

BY:  \_\_\_\_\_Date: 08.15.2022Printed Name: Amy OtisTitle/Position: Vice President, Bids and Proposals**2. Subscribing Division**

A Subscribing Division, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing Division's individual information is contained on the next page. The Subscribing Division and the Provider shall therefore be bound by the same terms of this DPA.

BY: \_\_\_\_\_

Date: \_\_\_\_\_

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

Title/Position: \_\_\_\_\_

**TO ACCEPT THE GENERAL OFFER THE SUBSCRIBING DIVISION MUST DELIVER THIS SIGNED EXHIBIT TO THE PERSON AND EMAIL ADDRESS LISTED BELOW**BY:  \_\_\_\_\_Date: 08.15.2022Printed Name: Amy OtisTitle/Position: Vice President, Bids and ProposalsEmail Address: lazbidscontracts@learninga-z.com



# Terms of Service

*Last Updated July 31, 2020*

## Learning A-Z Terms of Service

**PLEASE READ THESE TERMS AND CONDITIONS CAREFULLY BEFORE ACTIVATING YOUR ACCOUNT.**

### 1. ACCEPTANCE OF TERMS

Learning A-Z provides its services on any purchased website to you, subject to the following Terms of Service ("TOS"), which may be updated from time to time. Please bookmark this page to review the most current version of the TOS at any time. Your use of any purchased website and its materials constitutes your agreement to all such terms, conditions, policies, and notices (the "Agreement"). This Agreement is a legal document that governs the terms and conditions of your subscription to Learning A-Z. You are also agreeing to accept a non-exclusive, non-assignable right and license to use Learning A-Z and its resources. Learning A-Z is offered and sold on a subscription basis; however, certain areas are available to visitors without cost on a trial or demonstration basis.

### 2. DESCRIPTION OF SERVICE

Learning A-Z provides users with access to a rich collection of teaching resources through its collection of websites (the "Service"): Reading A-Z, Raz-Kids, Headsprout, Science A-Z, Writing A-Z, Vocabulary A-Z, and ReadyTest A-Z. Unless explicitly stated otherwise, any new features that augment or enhance the current Service, including the release of new resources, shall be subject to the TOS. You understand and agree that the Service is provided "AS-IS" and that Learning A-Z assumes no responsibility for the timeliness, deletion, mis-delivery, or failure to store any user communications or personalization settings.

You are responsible for obtaining access to the Service, and that access may involve third-party fees (such as Internet service provider or airtime charges). You are responsible for those fees. In addition, you must provide and are responsible for all equipment necessary to access the Service.

### 3. LICENSE USAGE

A license grants access to the purchased Learning A-Z website as well as permission to use its copyrighted resources as part of the classroom curriculum. Each educator using the resources must have a license in order to obtain the necessary permission. Each Learning A-Z license is valid for one family or classroom only (with up to 36 students).

If your family or classroom has less than 36 students, it is not permitted to share a license with another family or classroom. Purchasers of Learning A-Z Licenses may not resale, distribute or otherwise share classroom seats to parties outside of the individual classroom or family for which the license is purchased. Licenses must be maintained for continued permission to use downloaded, copyrighted materials. Each license must be registered in the name of the classroom teacher using the resources.

As part of the registration process, each educator will select, or be provided with, a username and password ("Username"). You agree to provide us with accurate, complete, unique and updated contact information for each educator using downloaded resources or accessing the website(s). Failure to do so will constitute a breach of this Agreement, which may result in immediate termination of your rights to use the resources or access the account. You may not (a) select or use a Username of another person with the intent to impersonate that person, (b) use a name subject to the rights of any other person without written authorization from that individual, or (c) use a Username that we, in our sole discretion, deem inappropriate or offensive. You are responsible for maintaining the confidentiality of your username and password, and you will be responsible for all uses of your username and password, whether or not authorized by you.

In order to access the Service, or use its downloaded resources, you need to obtain a username and password ("Username"). Usernames are either selected by, or issued to, individual subscribers or educators within a learning institution (collectively, "Users") as part of the registration process. You agree to provide us with accurate, complete, unique and updated contact information for each educator using downloaded resources or accessing the Services. Failure to do so will constitute a breach of this Agreement, which may result in immediate termination of your rights to use the resources or access the account. You may not (a) select or use a Username of another person with the intent to impersonate that person, (b) use a name subject to the rights of any other person without written authorization from that individual, or (c) use a Username that we, in our sole discretion, deem inappropriate or offensive. You are responsible for maintaining the confidentiality of your username and password, and you will be responsible for all uses of your username and password, whether or not authorized by you.

You also agree that Usernames may not be shared within anyone outside the registered classroom and/or family. They may only be used by the administrator, educator, or student to whom they are assigned. Users remain at all times solely and fully responsible for the proper use of Usernames issued hereunder. Users also agree to supervise and take full responsibility for the use of the Website by minors under the age of 13 years.

All Users are entirely liable for all activities conducted through that Account, and are responsible for ensuring that any other person within the registered classroom and/or family who uses the Account is aware of, and complies with, the terms of this Agreement. Each person who uses the Account agrees to be bound by the terms of this

Agreement, whether or not such person is a Member.

You are responsible for notifying us immediately of any known or suspected unauthorized use(s) of your Account, or any known or suspected breach of security, including loss, theft, or unauthorized disclosure of your Username. You must also promptly change your Username to prevent unauthorized access to your Account. We will have no liability for any circumstances arising from the unauthorized use of a Username or your Account. Any fraudulent, abusive, or otherwise illegal activity on your Account may be reported to appropriate law-enforcement agencies by us.

#### **4. MODIFICATIONS TO SERVICE**

Learning A-Z reserves the right at any time and from time to time to modify or discontinue, temporarily or permanently, the Service (or any part thereof) with or without notice. You agree that Learning A-Z shall not be liable to you or to any third party for any modification, suspension, or discontinuance of the Service.

Learning A-Z may change, add, or remove any part of this Agreement, or any other terms associated with the use of the website, at any time, by posting a notice of such changes to the Terms of Service page of the website. Any changes shall become part of the Agreement and shall apply as soon as such a notice is posted. By continuing to use the services after the notice is posted, you are indicating your acceptance of those changes.

#### **5. SPONSORS, THIRD PARTIES, AND ADVERTISERS**

Your correspondence or business dealings with, or participation in promotions of, sponsors, third parties, or advertisers found on or through the Service, including payment and delivery of related goods or services, and any other terms, conditions, warranties, or representations associated with such dealings, are solely between you and such sponsor, third party, or advertiser. You agree that Learning A-Z shall not be responsible or liable for any loss or damage of any sort incurred as the result of any such dealings or as the result of the presence of such sponsors, third parties, or advertisers on the Service.

#### **6. LINKS**

Learning A-Z may provide, or third parties may provide, links to other websites or Internet resources. Because Learning A-Z has no control over such websites and resources, you acknowledge and agree that Learning A-Z is not responsible for the availability of such external websites or resources, and does not endorse and is not responsible or liable for any content, accuracy, quality, advertising, products, or other materials on, or available from, such websites or resources. You further acknowledge and agree that Learning A-Z shall not be responsible or liable, directly or indirectly, for any damage or loss caused, or alleged to be caused by or in connection with use of, or reliance on, any such content, goods, or services available on, or through any such website or resource.



## **7. DISCLAIMER OF WARRANTIES**

YOU EXPRESSLY UNDERSTAND AND AGREE THAT:

- a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED ON AN "AS IS" AND "AS AVAILABLE" BASIS. LEARNING A-Z EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESSED OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NON-INFRINGEMENT.
- b. LEARNING A-Z MAKES NO WARRANTY THAT (I) THE SERVICE WILL MEET YOUR REQUIREMENTS, (II) THE SERVICE WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE, (III) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (IV) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, (V) ANY ERRORS IN THE SOFTWARE WILL BE CORRECTED, (VI) OR THAT THIS WEBSITE, ITS CONTENT, AND THE SERVERS ON WHICH THE WEBSITE AND CONTENT ARE AVAILABLE ARE FREE OF VIRUSES OR OTHER HARMFUL COMPONENTS.
- c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.
- d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM LEARNING A-Z OR THROUGH, OR FROM, THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.
- e. INFORMATION CREATED BY THIRD PARTIES THAT YOU MAY ACCESS ON THE WEBSITE OR THROUGH LINKS IS NOT ADOPTED OR ENDORSED BY LEARNING A-Z AND REMAINS THE RESPONSIBILITY OF SUCH THIRD PARTIES.

## **8. LIMITATION OF LIABILITY**

YOU EXPRESSLY UNDERSTAND AND AGREE THAT LEARNING A-Z SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA OR OTHER INTANGIBLE LOSSES (EVEN IF LEARNING A-Z HAS BEEN ADVISED

OF THE POSSIBILITY OF SUCH DAMAGES), RESULTING FROM: (I) THE USE OR THE INABILITY TO USE THE SERVICE; (II) THE COST OF PROCUREMENT OF SUBSTITUTE GOODS AND SERVICES RESULTING FROM ANY GOODS, DATA, INFORMATION OR SERVICES PURCHASED OR OBTAINED OR MESSAGES RECEIVED OR TRANSACTIONS ENTERED INTO THROUGH OR FROM THE SERVICE; (III) UNAUTHORIZED ACCESS TO OR ALTERATION OF YOUR TRANSMISSIONS OR DATA; (IV) STATEMENTS OR CONDUCT OF ANY THIRD PARTY ON THE SERVICE; OR (V) ANY OTHER MATTER RELATING TO THE SERVICE. IN NO EVENT SHALL LEARNING A-Z'S TOTAL LIABILITY TO YOU FOR ALL DAMAGES, LOSSES, AND CAUSES OF ACTION, WHETHER IN CONTRACT, NEGLIGENCE, TORT OR OTHERWISE EXCEED THE AMOUNT PAID BY YOU, IF ANY, FOR ACCESSING LEARNING A-Z.

## **9. EXCLUSIONS AND LIMITATIONS**

SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF CERTAIN WARRANTIES OR THE LIMITATION OR EXCLUSION OF LIABILITY FOR INCIDENTAL OR CONSEQUENTIAL DAMAGES. ACCORDINGLY, SOME OF THE ABOVE LIMITATIONS OF SECTIONS 6 AND 7 MAY NOT APPLY TO YOU.

## **10. TRADEMARK INFORMATION**

All materials on the Learning A-Z websites, including without limitation, names, logos, trademarks, service marks, images, graphics, photographs, illustrations, artwork, and other elements making up the Service are protected by copyrights and other intellectual property rights owned and controlled by Learning A-Z or by other parties that have licensed their material to Learning A-Z. EXCEPT AS SPECIFICALLY PROVIDED HEREIN, no Online Materials may be republished, posted, transmitted, or distributed in any way, or otherwise used for any purpose, without the prior written permission of their respective owners. You may not add, delete, distort, or otherwise modify any Learning A-Z content. Any unauthorized attempt to modify any Online Material, to defeat security features, or to utilize this website for means other than its intended purposes is prohibited.

Learning A-Z logos and product and service names are trademarks of Cambium Learning, Inc. All other trademarks appearing on the website are trademarks of their respective owners and our reference to them does not imply or indicate any approval or endorsement by their owners unless such approval or endorsement is expressly made. Learning A-Z will enforce its intellectual property rights to the fullest extent of the law.

If you suspect that the content or trademarks of a Learning A-Z website product are being misused please [contact us](#) as soon as possible.

## **11. NON-WAIVER**

The failure of Learning A-Z to exercise or enforce any right or provision of the TOS shall not constitute a waiver of such right or provision. If any provision of the TOS is found by

a court of competent jurisdiction to be invalid, the parties nevertheless agree that the court should endeavor to give effect to the parties' intentions as reflected in the provision, and the other provisions of the TOS remain in full force and effect. You agree that regardless of any statute or law to the contrary, any claim or cause of action arising out of, or related to, use of the Service or the TOS must be filed within one (1) year after such claim or cause of action arose or be forever barred.

## **12. HEADINGS FOR CONVENIENCE ONLY**

The section titles in the TOS are for convenience only and have no legal or contractual effect.

## **13. VIOLATIONS**

Please [contact us](#) immediately to report any violations.

## **14. INDEMNIFICATION**

You agree to indemnify, defend, and hold Learning A-Z harmless from any claims and expenses, including reasonable attorneys' fees, arising from or related to any breach by you of any terms of this Agreement.

## **15. LETTERS, REVIEWS, OR OTHER SUCH COMMENTS OR MATERIALS**

Any comments, materials, or letters sent by you to Learning A-Z, including without limitation, questions, comments, suggestions, criticisms or the like ("Received Materials") shall be deemed to be non-confidential and free of any claims of proprietary or personal rights unless you explicitly state in the correspondence that the letter is "not for publication" and contains "private and proprietary" information that may not be distributed. Learning A-Z shall have no obligation of any kind with respect to such Received Materials and Learning A-Z will be free to reproduce, use, disclose, exhibit, display, transform, edit, abridge, create derivative works from, and/or distribute, the Received Materials without limitation or restriction. Furthermore, Learning A-Z is free to use any ideas, concepts, know-how, or techniques contained in any communication you send to Learning A-Z for any purpose whatsoever, including, but not limited to, developing, manufacturing, and marketing products using such information, without compensation or any other obligations to anyone, including you.

## **16. PRIVACY**

Learning A-Z is committed to protecting the privacy of website visitors and does not share personally identifiable information with third parties without your consent. Please consult our [Privacy Policy](#) for more information on our information collection, use and disclosure practices. You acknowledge that, although Learning A-Z agrees to use its best efforts to comply with and to ensure that its users, content providers, distributors and licensees comply with our Privacy Policy, Learning A-Z cannot be held responsible for the actions of third parties who violate our Privacy Policy.

## 17. RESTRICTIONS ON USE

You may not use Learning A-Z or its content for any illegal purpose or in any manner inconsistent with these Terms and Conditions. You agree to use Learning A-Z solely for your own noncommercial use and benefit and not for resale or other transfer or disposition to any other person or entity.

**Permitted Use:** You have our permission to print a reasonable number of copies of Learning A-Z content displayed on the Website for noncommercial personal or classroom use, provided that any copies you print continue to show all notices concerning copyright, trademark and other proprietary rights that appear in the material you reproduce and do not exceed the classroom license set forth in Section 3.

**Prohibited Uses:** Except as expressly permitted by copyright law and except as permitted in the preceding paragraph, you must obtain written permission from Learning A-Z, or the third-party owner of material appearing on the Website, for any other copying, redistributing or publishing of any Learning A-Z or "Third Party Content." The downloading of any code from the Website is strictly prohibited. You may not modify, publish, transmit, participate in the transfer or sale of, reproduce, create derivative works from, distribute, perform, display or in any way exploit, any of the Learning A-Z or Third Party Content, in whole or in part, for commercial purposes without the express permission of Learning A-Z.

**Linking to and framing the Website:** You may create and publish links to any [LearningA-Z.com](http://LearningA-Z.com) homepage. Creating and publishing links to any other pages within the Website (except bookmarking such pages for your personal noncommercial use) is not permitted. Framing the Website is strictly prohibited.

**Additional Restrictions:** You may not: (a) access the Website by any means other than by means supporting secure and encrypted communications; (b) copy, reverse engineer, disassemble, decompile, translate, or modify any Website application or service; (c) sublicense, rent, lease, or permit any third party, to access any Website application or service through the use of User's Username, except as permitted hereunder; (d) publish the results of benchmark tests of any Website application or service, or use any Website application in any manner which is competitive with services provided by Learning A-Z; and (e) knowingly use or permit any others to use any facilities or services of Learning A-Z or its Licensors in connection with any effort that the User knows seeks to breach the security or confidentiality of any other digital or on-line environment.

Users understand that except for Learning A-Z Content, Learning A-Z does not control, provide, operate, and is not responsible for, any content, goods or services available on the Internet other than the Learning A-Z Content on the Website. Internet content made accessible on the Internet by independent third parties is not part of, and is not controlled by, Learning A-Z. Learning A-Z neither endorses nor is responsible for the accuracy or

reliability of such Internet content, goods or services.

Users should be aware that the Internet contains content, goods and services that you may find obscene, improper, hurtful or otherwise offensive and that may not be suitable for certain users of the Website. Because of the nature of the Internet, we cannot control where children may go while using the Website. Parents, guardians or teachers should supervise children when using the Website and the Internet at all times.

Any unauthorized use may subject you to civil liability and criminal prosecution under applicable laws. In the event you download Content from Learning A-Z, the software, including any files, images incorporated in or generated by the software and data that may accompany the Content are licensed to you by Learning A-Z. Learning A-Z, or our contract partners, does not transfer title to the Content to you. Learning A-Z, or our contract partners, retains full and complete title to the Content and all intellectual property rights therein. You may not redistribute, sell, decompile, reverse-engineer or disassemble the Content.

## **18. SEVERABILITY**

In the event any provision of this Agreement conflicts with the law or if any such provisions are held invalid by a court with jurisdiction over the parties to this Agreement, such provision will be deemed to be restated to reflect as nearly as possible the original intentions of the parties in accordance with applicable law, and the remainder of this Agreement will remain in full force and effect.

## **19. ENTIRE AGREEMENT**

This Agreement and any other terms and conditions of service on a Learning A-Z website constitute the entire agreement between you and Learning A-Z and govern your use of the Service.

## **20. REFUSAL OR DISCONTINUANCE OF SERVICE**

In the event that Learning A-Z determines, in its sole discretion, that a User has breached any portion of these terms and conditions, or has otherwise demonstrated inappropriate conduct, it reserves the right to (i) warn the User via e-mail that she or he has violated this Agreement; (ii) delete any content provided by the User (or anyone accessing User's account); (iii) discontinue the User's account and/or any other Learning A-Z service; (iv) notify and/or send content to and/or fully cooperate with the proper law enforcement authorities for further action; (v) retroactively charge for the unauthorized use; and/or (vi) take any other action that Learning A-Z deems appropriate.

## **21. CHOICE OF LAW AND FORUM**

The laws of the State of Texas will govern this Agreement. The laws of the State of Texas will govern any dispute arising from the terms of this agreement or breach of this agreement and you agree to personal jurisdiction by the state and federal courts sitting in

Dallas, Texas. The parties hereby expressly waive trial by jury in any action, proceeding or counterclaim brought by either of the parties against the other on any matters whatsoever arising out of, or in any way connected with, these Terms and Conditions and agree to submit to binding arbitration. Learning A-Z makes no representation that materials on Learning A-Z are appropriate or available for use in all locations. Those who choose to access Learning A-Z do so on their own initiative and are responsible for compliance with local laws, if and to the extent local laws are applicable. Materials from Learning A-Z are further subject to United States export controls. No materials from Learning A-Z may be downloaded or otherwise exported or re-exported (i) into (or to a national or resident of) Cuba, Iran, Iraq, Libya, North Korea, Syria, Venezuela or any other country to which the United States has embargoed goods; or (ii) to anyone on the U.S. Treasury Department's list of Specially Designated Nationals or the U.S. Commerce Department's Table of Deny Orders. By downloading or using the materials, you represent and warrant that you are not located in, under the control of, or a national or resident of any such country or on any such list.

**RFP 22-2316-1EMF**  
**English Language Arts (PK-12) Digital Curriculum for Tier I Division Level**

**Offeror: Learning A-Z**

**May 31, 2022**

1. Provide information on the scope and sequence for Foundations A-Z.?

Each grade level in Foundations A-Z has a scope and sequence that includes Phonological Awareness (K-1), Print Concepts (K-1), Phonics and Word Study, Fluency, High-Frequency Words, Handwriting and Language. Upper elementary literacy instruction is not just systematic but also systemic - lessons at grades 3 through 5 complement and support content area learning by including academic language and content area vocabulary students will encounter in social studies and science curricula.

Foundations A-Z supports all foundational skills throughout the lesson plans in alignment with grade-level standards, targeting critical foundational skills needed for accurate, fluent skilled reading. The chart below summarize how Foundations A-Z meets standards throughout Scope and Sequence.

We have also attached the full scope and sequence for each grade level.

	K	1	2	3	4	5
Foundational Skills: Acquisition of the Foundational Skills of literacy—print concepts, phonological awareness, phonics and word recognition including high-frequency words, and fluency—is crucial to develop skilled readers. Students acquire these Foundational Skills through systematic and explicit instruction with opportunities for practice and review.						
Print Concepts	X	X				
Phonological Awareness	X	X				
Phonics and Word Recognition	X	X	X	X	X	X
Fluency	X	X	X	X	X	X
High Frequency Words	X	X	X	X	X	X

Language Connections: Language connections are included throughout the program. Orthography including spelling, morphology and syntax are taught explicitly within the lessons. Students are given multiple opportunities to learn and use language in its nuanced forms.

	K	1	2	3	4	5
Language Connections	X	X	X	X	X	X
Speaking and Listening: Opportunities for speaking and listening are included throughout the program to help students effectively communicate. Though Foundations A-Z lessons do not include explicit instruction of Speaking and Listening standards, teachers can refer to the Speaking & Listening Protocols for more specific ideas about how to integrate these skills as students simultaneously expand their knowledge of foundational reading skills. <a href="#">Learn more.</a>						
Speaking and Listening:	X	X	X	X	X	X

2. Provide detailed pricing for Professional Learning/Development that is provided without additional cost. Include the number of hours being offered, the number participants and if it is on-site or virtual.

Descriptions of our included professional development (complimentary product orientation) is included in the attached BAFO pricing document and is dependent on the purchase amount. All complimentary product orientation is delivered virtually as 60-minute webinars. Webinars are recorded; a link of the recorded webinar will be provided for download up to 30-days after the session. Attendance is limited to 30 educators for a webinar.

3. Provided detailed pricing for Professional Learning/Development that would be an additional cost and if this would be required in order to ensure quality implementation.  
 \*(if required this must be added on Attachment G, Pricing Scenario)
  - a. Provide the hourly rate and how many participants can attend.
  - b. Would this be on-site or virtual?

As noted in Attachment G, for a successful district-wide implementation of a Learning A-Z product, we recommend our 3-day Train-the-Trainer Package. The Package includes five virtual consultations sessions and three days of onsite professional learning of up to 25 instructional leaders.

4. Submit pricing. The price shall include all costs associated with providing the services and materials outlined in Sec. II of this RFP. Price shall be evaluated by pricing on Attachment G.
  - a. Provide all costs as it relates to the proposed solution for the Scenario on **BAFO Pricing Attachment G** and the breakdown of pricing on **BAFO Pricing Attachment H**. List all categories separately, itemized for evaluation such as license per student, teacher, classroom and site, material cost, training of County staff, projected man-hours, and hourly rates

[See attached BAFO pricing.](#)



## Learning A-Z BAFO Pricing

### Learning A-Z 2022 Program Pricing

Licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.

	BAFO Henrico Per K-12 Classroom*
<b>Raz-Plus</b>	<b>\$199.50</b>
<b>Foundations A-Z**</b>	<b>\$216.60</b>
<b>Reading A-Z</b>	<b>\$118.75</b>
<b>Raz-Kids</b>	<b>\$118.75</b>
<b>ELL Edition (Requires Raz-Plus or Reading A-Z)</b>	<b>\$64.60</b>
<b>Español (Requires Raz-Plus)</b>	<b>\$64.60</b>
<b>Science A-Z</b>	<b>\$108.30</b>
<b>Writing A-Z</b>	<b>\$108.30</b>
<b>Vocabulary A-Z</b>	<b>\$108.30</b>

\*Discounts are available with school and district-level purchases

\*\*Available for implementation in classrooms in July 2022

The license costs include customer service and implementation support from our expert Support Services staff who are available by phone, Monday through Friday 6 a.m. to 4 p.m. MST at 866-889-3729 (option 5), email [support@learninga-z.com](mailto:support@learninga-z.com), or on-line chat at <http://LearningA-Z.com>.

There are no additional hosting, support, or maintenance fees.

### Professional Development Pricing

We believe in the value of professional learning, and we back that belief up with our complimentary implementation and product orientation services with school and district-level purchases as itemized below.

## Complimentary Product Orientation Account Levels

- Included for all \$100,000 or greater = 4 live product orientation webinars\*, delivered by a Learning A-Z Certified Professional Learning Specialist
- Included for all \$50,000 to \$99,999 = 3 live product orientation webinars\*, delivered by a regional PD manager or Learning A-Z Certified Professional Learning Specialist
- Included for all \$25,000 to \$49,999 = 2 live product orientation webinars\*, delivered by a regional PD manager or Learning A-Z Certified Professional Learning Specialist
- Included for all \$10,000 to \$24,999 = 1 live product orientation webinar\*, delivered by a regional PD manager or Learning A-Z Certified Professional Learning Specialist
- Included for all under \$9,999 = On-demand services [available here](#).

\*Each webinar is 60-minutes. It is recorded; a link of the recorded webinar will be provided for download up to 30-days after the session. Attendance is limited to 30 educators for a webinar.

## Professional Learning Options

Additional, focused professional development can be purchased as itemized below. In addition to the Complimentary Product Orientation listed above, we recommend at least three (3) Workshop & Learning Series for pricing proposed for each product outlined in Attachment G supporting a district-wide implementation to ensure quality.

<b>Webinar (per webinar)</b>	\$500.00
<b>Workshops &amp; Learning Series</b>	\$3,000.00 for the first day/ \$2,500.00 for each consecutive day
<b>Data Literacy Workshop</b>	\$3,000.00
<b>Coaching Support and Lesson Modeling (per day)</b>	\$3,000.00/ \$2,500.00 for each consecutive day
<b>Train-the-Trainer Package</b>	\$9,500.00 per cohort of 25

- **Webinar:** Each webinar is 60-minutes. It is recorded; a link of the recorded webinar will be provided for download up to 30-days after the session. Attendance is limited to 30 educators for the webinar.
- **Workshop & Learning Series, Data Literacy Workshop, and Coaching Support and Lesson Modeling:** On-site; 6-Hour (Single Day); Attendance limited to 30 educators; Customization for a single day is possible.

- **Train-the-Trainer Package:**

- Five virtual Consultation Sessions for planning, check-ins, data reviews, and related support to optimize your professional learning efforts.
- Professional Learning Plan customized to help you achieve your specific goals and objectives
- 3 Days of On-Site Professional Learning for to help up to 25 instructional leaders per cohort develop expertise in Learning A-Z resources and strategies for successful teacher training.
- Supporting Resources for your leaders to use in their turnkey sessions, including a presentation, agenda, support documents, and more.

**BAFO PRICING**
**Attachment G: Raz-Plus**
**Pricing Scenario**

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC	<b>Name of Program:</b> Raz-Plus	
<b>Grades Submitting for:</b> PK-5		
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 211,575.81	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25 for above.	\$ 9,500	We recommend a 3-day ‘Train-the-Trainer Package’.
<b>Grand Total</b>	<b>\$ 221,075.81</b>	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	<b>\$ 9.69</b>	

**BAFO PRICING**
**Attachment G: Reading A-Z**
**Pricing Scenario**

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC <b>Grades Submitting for:</b> PK-5		<b>Name of Program:</b> Reading A-Z
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 123,801.32	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25 for above.	\$ 9,500	We recommend a 3-day ‘Train-the-Trainer Package’.
<b>Grand Total</b>	<b>\$ 133,301.32</b>	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	<b>\$ 5.84</b>	

**BAFO PRICING**
**Attachment G: Raz-Kids**
**Pricing Scenario**

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC		<b>Name of Program:</b> Raz-Kids	
<b>Grades Submitting for:</b> PK-5			
<b>Scenario</b>			
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>		<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640		\$ 123,801.32	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952		\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714		\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25 .		\$ 9,500	We recommend a 3-day ‘Train-the-Trainer Package’.
Grand Total		\$ 133,301.32	
Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for		\$ 5.84	



**Attachment G: ELL Edition\***  
**Pricing Scenario**

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC <b>Grades Submitting for:</b> PK-5	<b>Name of Program:</b> ELL Edition*	
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 66,813.41	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*<a href="#">NCES National Teacher &amp; Principal Survey 2017-18:</a> Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25.	\$ N/A	Requires purchase of Raz-Plus or Reading A-Z. Professional Development already included.
<b>Grand Total</b>	\$ 66,813.41	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	\$ 2.92	

*\* ELL Edition is an ad-on component to Raz-Plus and can only be purchased with the purchase of a Raz-Plus license.*

**BAFO PRICING**
**Attachment G: Español \***
**Pricing Scenario**

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC <b>Grades Submitting for:</b> PK-5		<b>Name of Program:</b> Español *
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 66,813.41	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25.	\$ N/A	Requires purchase of Raz-Plus. Professional Development already included.
<b>Grand Total</b>	\$ 66,813.41	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	\$ 2.92	

*\* Española is an ad-on component to Raz-Plus and can only be purchased with the purchase of a Raz-Plus license.*

### Attachment G: Foundations A-Z Pricing Scenario

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC <b>Grades Submitting for:</b> PK-5	<b>Name of Program:</b> Foundations A-Z	
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 224,021.45	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25.	\$ 9,500	We recommend a 3-day ‘Train-the-Trainer Package’.
<b>Grand Total</b>	<b>\$ 233,521.45</b>	

<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	<b>\$ 10.23</b>	
---	-----------------	--

**BAFO PRICING**
**Attachment G: Science A-Z**
**Pricing Scenario**

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC <b>Grades Submitting for:</b> PK-5	<b>Name of Program:</b> Science A-Z	
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 112,010.72	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25.	\$ 9,500	We recommend a 3-day ‘Train-the-Trainer Package’.
<b>Grand Total</b>	<b>\$ 121,510.72</b>	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	<b>\$ 5.33</b>	

**BAFO PRICING**
**Attachment G: Writing A-Z**
**Pricing Scenario**

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC <b>Grades Submitting for:</b> PK-5	<b>Name of Program:</b> Writing A-Z	
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 112,010.72	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25.	\$ 9,500	We recommend a 3-day ‘Train-the-Trainer Package’.
<b>Grand Total</b>	<b>\$ 121,510.72</b>	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	<b>\$ 5.33</b>	



**BAFO PRICING**
**Attachment G: Vocabulary A-Z**
**Pricing Scenario**

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC	<b>Name of Program:</b> Vocabulary A-Z	
<b>Grades Submitting for:</b>		
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 112,010.72	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25.	\$ 9,500	We recommend a 3-day ‘Train-the-Trainer Package’.
<b>Grand Total</b>	<b>\$ 121,510.72</b>	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	<b>\$ 5.33</b>	

**BAFO PRICING**
**Attachment H: Raz-Plus**
**Pricing Options**

<b>Provide pricing as it relates to the proposed solution</b>	<b>Price</b>
Price per Student	\$ N/A
Price per Teacher	\$ 199.50*
Price per Classroom	\$ 199.50*
Price per Site	\$ N/A
Price for District License PreK-5	\$ 211,575.81
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

*\* Note that Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.*

**BAFO PRICING**
**Attachment H: ELL Edition\***
**Pricing Options**

<b>Provide pricing as it relates to the proposed solution</b>	<b>Price</b>
Price per Student	\$ N/A
Price per Teacher	\$ 64.60**
Price per Classroom	\$ 64.60**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 66,813.41
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

*\* ELL Edition is an ad-on component to Raz-Plus and can only be purchased with the purchase of a Raz-Plus license.*

*\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.*

**BAFO PRICING**
**Attachment H: Español \***
**Pricing Options**

<b>Provide pricing as it relates to the proposed solution</b>	<b>Price</b>
Price per Student	\$ N/A
Price per Teacher	\$ 64.60**
Price per Classroom	\$ 64.60**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 66,813.41
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

*\* Español is an ad-on component to Raz-Plus and can only be purchased with the purchase of a Raz-Plus license.*

*\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.*

**BAFO PRICING**
**Attachment H: Foundations A-Z**
**Pricing Options**

<b>Provide pricing as it relates to the proposed solution</b>	<b>Price</b>
Price per Student	\$ N/A
Price per Teacher	\$ 216.60**
Price per Classroom	\$ 216.60**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 224,021.45
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

**\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.**

**BAFO PRICING**
**Attachment H: Reading A-Z**
**Pricing Options**

<b>Provide pricing as it relates to the proposed solution</b>	<b>Price</b>
Price per Student	\$ N/A
Price per Teacher	\$118.75**
Price per Classroom	\$118.75**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 123,801.32
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

**\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.**



**BAFO PRICING**
**Attachment H: Raz-Kids**
**Pricing Options**

<b>Provide pricing as it relates to the proposed solution</b>	<b>Price</b>
Price per Student	\$ N/A
Price per Teacher	\$118.075**
Price per Classroom	\$118.75**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 123,801.32
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

**\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.**

**BAFO PRICING**
**Attachment H: Science A-Z**
**Pricing Options**

<b>Provide pricing as it relates to the proposed solution</b>	<b>Price</b>
Price per Student	\$ N/A
Price per Teacher	\$108.30**
Price per Classroom	\$108.30**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 112,010.72
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

**\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.**

**BAFO PRICING**
**Attachment H: Writing A-Z**
**Pricing Options**

<b>Provide pricing as it relates to the proposed solution</b>	<b>Price</b>
Price per Student	\$ N/A
Price per Teacher	\$108.30**
Price per Classroom	\$108.30**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 112,010.72
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

**\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.**

**BAFO PRICING**
**Attachment H: Vocabulary A-Z**
**Pricing Options**

<b>Provide pricing as it relates to the proposed solution</b>	<b>Price</b>
Price per Student	\$ N/A
Price per Teacher	\$108.30**
Price per Classroom	\$108.30**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 112,010.72
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

**\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.**

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Sentence segmentation</li> <li>Rhyme detection</li> </ul>	<ul style="list-style-type: none"> <li>Use and apply phonics skills and word analysis to decode words with letters learned: <i>n, a, p</i>.</li> <li>Introduce consonants vs. vowels.</li> </ul>	<ul style="list-style-type: none"> <li>Form uppercase and lowercase <i>Aa, Nn, Pp</i>.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>a, an</i></li> <li>Phonograms: <i>-an, -ap</i></li> </ul>	<ul style="list-style-type: none"> <li>Hold book right side up, turn pages correctly, move from front to back of book.</li> <li>Recognize environmental print with <i>a, n, p</i>.</li> <li>Recognize letters in words.</li> <li>Demonstrate one-to-one correspondence.</li> <li>Identify text genre.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity with letter-sound knowledge and high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Blend words</li> <li>Rhyme detection</li> <li>Identify initial sound (CVC words)</li> </ul>	<ul style="list-style-type: none"> <li>Use and apply phonics skills and word analysis to decode words with letters learned: <i>i, m, t</i>.</li> <li>Consonants vs. vowels</li> </ul>	<ul style="list-style-type: none"> <li>Form uppercase and lowercase <i>li, Mm, Tt</i>.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>am, at, map</i></li> <li>Phonograms: <i>-at, -im</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers).</li> <li>Recognize environmental print with <i>i, m, t</i>.</li> <li>Recognize letters in words.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity with letter-sound knowledge and high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Blend words</li> <li>Rhyme production</li> <li>Identify initial sound (CVC words)</li> </ul>	<ul style="list-style-type: none"> <li>Use and apply phonics skills and word analysis to decode words with letters learned: <i>d, o, s</i>.</li> <li>Both sounds for <i>s: /s/ and /z/</i></li> <li>Consonants vs. vowels</li> </ul>	<ul style="list-style-type: none"> <li>Form uppercase and lowercase <i>Dd, Oo, Ss</i>.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>in, it</i></li> <li>Phonograms: <i>-id, -od</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify information that different parts of a book provide (title, author, illustrator).</li> <li>Recognize environmental print with <i>d, o, s</i>.</li> <li>Recognize letters in words.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity with letter-sound knowledge and high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>inflectional ending <i>-s</i> and <i>-es</i> (oral language only)</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>

### Module 4 Review modules 1–3

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Count and pronounce syllables.</li> <li>Rhyme production</li> <li>Identify and produce initial sound (CVC words).</li> </ul>	<ul style="list-style-type: none"> <li>Use and apply phonics skills and word analysis to decode words with letters learned: <i>e, f, h</i>.</li> <li>Consonants vs. vowels</li> </ul>	<ul style="list-style-type: none"> <li>Form uppercase and lowercase <i>Ee, Ff, Hh</i>.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>on, sit, the</i></li> <li>Phonograms: <i>-ed, -ot</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognize environmental print with <i>e, f, h</i>.</li> <li>Words on a page represent spoken words.</li> <li>Words are units.</li> <li>Recognize letters in words.</li> <li>Demonstrate one-to-one correspondence.</li> <li>Identify text genre.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity with letter-sound knowledge and high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Syllable segmentation</li> <li>Count and pronounce syllables.</li> <li>Identify and produce initial sound (CVC words).</li> </ul>	<ul style="list-style-type: none"> <li>Use and apply phonics skills and word analysis to decode words with letters learned: <i>b, r, u</i>.</li> <li>Consonants vs. vowels</li> </ul>	<ul style="list-style-type: none"> <li>Form uppercase and lowercase <i>Bb, Rr, Uu</i>.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>are, I, run</i></li> <li>Phonograms: <i>-ab, -um</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognize environmental print with <i>b, r, u</i>.</li> <li>There are spaces in between words.</li> <li>Recognize letters in words.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity with letter-sound knowledge and high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Blend syllables.</li> <li>Blend onset and rimes.</li> <li>Identify and produce initial and final sounds (CVC words).</li> </ul>	<ul style="list-style-type: none"> <li>Use and apply phonics skills and word analysis to decode words with letters learned: <i>j, l, w</i>.</li> <li>Consonants vs. vowels</li> </ul>	<ul style="list-style-type: none"> <li>Form uppercase and lowercase <i>Jj, Ll, Ww</i>.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>if, of, put, up</i></li> <li>Phonograms: <i>-et, -ut</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognize environmental print with <i>j, l, w</i>.</li> <li>Recognize letters in words.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity with letter-sound knowledge and high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>inflectional ending: <i>-ed</i> (oral language only)</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>

**Module 4 Review modules 1–3**



	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Word deletion</li> <li>Syllable segmentation</li> <li>Identify and produce initial and final sounds (CVC words).</li> </ul>	<ul style="list-style-type: none"> <li>Use and apply phonics skills and word analysis to decode words with letters learned: <i>k, v, y</i>.</li> <li><i>Y</i> can be a consonant or a vowel: <i>/y/ (yellow), /i/ (gym) /I/, (my), /e/ (happy)</i>.</li> <li>Consonants vs. vowels</li> </ul>	<ul style="list-style-type: none"> <li>Form uppercase and lowercase <i>Kk, Vv, Yy</i>.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>can, ran, said</i></li> <li>Phonograms: <i>-am, -in</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognize environmental print with <i>k, v, y</i>.</li> <li>Recognize letters in words.</li> <li>Distinguish between a letter and other symbols, such as numbers, in print.</li> <li>Demonstrate one-to-one correspondence.</li> <li>Identify text genre.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in letter-sound knowledge, word recognition appropriate to grade-level phonics, high-frequency words, connected phrases, and connected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Syllable deletion</li> <li>Onset and rime segmentation</li> <li>Identify and produce initial and final sounds (CVC words).</li> </ul>	<ul style="list-style-type: none"> <li>Use and apply phonics skills and word analysis to decode words with letters learned: <i>q (u), x, z</i>.</li> <li>Different sounds of <i>x</i> and <i>z</i>: <i>/w/, /z/, /se/, /s/, and /x/</i></li> <li>Consonants vs. vowels</li> </ul>	<ul style="list-style-type: none"> <li>Form uppercase and lowercase <i>Qq (u), Xx, Zz</i>.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>and, hot, not, top, you</i></li> <li>Phonograms: <i>-ip, -op</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognize environmental print with <i>q (u), x, z</i>.</li> <li>Recognize letters in words.</li> <li>Letters and words follow an order.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in letter-sound knowledge, word recognition appropriate to grade-level phonics, high-frequency words, connected phrases, and connected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Inflectional ending: <i>-ed</i> (oral language only)</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Syllable deletion</li> <li>Onset and rime deletion</li> <li>Identify and produce initial and medial sounds (CVC words).</li> </ul>	<ul style="list-style-type: none"> <li>Use and apply phonics skills and word analysis to decode words with letters learned: <i>c, g</i>.</li> <li>Hard and soft sounds of <i>c, j</i></li> <li>Consonants vs. vowels</li> </ul>	<ul style="list-style-type: none"> <li>Form uppercase and lowercase <i>Cc, Gg</i>.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>is, us, was</i></li> <li>Phonograms: <i>-ag, -ug</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognize environmental print with <i>c, g</i>.</li> <li>Recognize letters in words.</li> <li>Recognize the first and last word on a page.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in letter-sound knowledge, word recognition appropriate to grade-level phonics, high-frequency words, connected phrases, and connected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>

### Module 4 Review modules 1–3

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Identify and produce initial, medial, and final sounds (CVC words).</li> <li>Categorization (CVC words)</li> <li>Phoneme blending (CVC words)</li> </ul>	<ul style="list-style-type: none"> <li>Use and apply phonics skills and word analysis to decode and encode CVC words.</li> <li>Closed syllables</li> <li>Understand concept of a syllable: syllables always have a vowel sound.</li> </ul>	<ul style="list-style-type: none"> <li>Form words based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>big, but, cut, look, six</i></li> <li>Phonograms: <i>-ad, -in</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify and distinguish between letters, words, and sentences.</li> <li>Identify text genre.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Spell simple words phonetically.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Phoneme blending (CVC words)</li> <li>Phoneme segmentation (CVC words)</li> <li>Phoneme manipulation: Addition (CVC words)</li> </ul>	<ul style="list-style-type: none"> <li>Use and apply phonics skills and word analysis to decode and encode CVC words.</li> <li>Closed syllables</li> <li>Understand concept of a syllable: syllables always have a vowel sound.</li> </ul>	<ul style="list-style-type: none"> <li>Form words based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>do, set, to, too</i></li> <li>Phonograms: <i>-eg, -og</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognize first and last word on a page.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Spell simple words phonetically.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Phoneme blending (CVC words)</li> <li>Phoneme segmentation (CVC words)</li> <li>Phoneme manipulation: Addition (CVC words)</li> </ul>	<ul style="list-style-type: none"> <li>Use and apply phonics skills and word analysis to decode and encode CVC words.</li> <li>Closed syllables</li> <li>Understand concept of a syllable: syllables always have a vowel sound.</li> </ul>	<ul style="list-style-type: none"> <li>Form words based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>did, had, has, him, sun</i></li> <li>Phonograms: <i>-en, -un</i></li> </ul>	<ul style="list-style-type: none"> <li>Letters and words follow an order.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Spell simple words phonetically.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>

### Module 4 Review modules 1–3

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Phoneme blending (CVC words)</li> <li>Phoneme segmentation (CVC words)</li> </ul>	<ul style="list-style-type: none"> <li>Doublets: <i>ff, ll, ss, tt, zz</i></li> <li>Use and apply phonics skills and word analysis to decode and encode doublets.</li> <li>Closed syllables</li> <li>Understand concept of a syllable: syllables always have a vowel sound.</li> </ul>	<ul style="list-style-type: none"> <li>Form words and phrases based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>all, call, fall, tell, well, will</i></li> <li>Phonograms: <i>-all, -ell, -ill</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers).</li> <li>Identify text genre.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> <li>Read aloud fluently, with purpose and understanding, in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Spell simple words phonetically.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Initial and final isolation of one-syllable words, including <i>sh</i></li> <li>Phoneme blending of one-syllable words, including <i>sh</i></li> <li>Phoneme segmentation of one-syllable words, including <i>sh</i></li> </ul>	<ul style="list-style-type: none"> <li>Digraph <i>sh</i>, initial and final</li> <li>Use and apply phonics skills and word analysis to decode and encode words with <i>sh</i> digraph.</li> <li>Closed syllables</li> <li>Understand concept of a syllable: syllables always have a vowel sound.</li> </ul>	<ul style="list-style-type: none"> <li>Form words and phrases based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>full, his, off, pull</i></li> <li>Phonograms: <i>-ash, -ish</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify information that different parts of a book provide (title, author, illustrator).</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> <li>Read aloud fluently, with purpose and understanding, in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Spell simple words phonetically.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Phoneme manipulation: Addition (initial) of one-syllable words, including <i>sh</i> and <i>ch</i></li> <li>Phoneme manipulation: Substitution of one-syllable words, including <i>ch</i> and <i>sh</i></li> </ul>	<ul style="list-style-type: none"> <li>Digraph <i>ch</i>, all three sounds: <i>/ch/, /sh/, /k/</i>; initial and final</li> <li>Use and apply phonics skills and word analysis to decode and encode words with <i>ch</i> digraph.</li> <li>Closed syllables</li> <li>Understand concept of a syllable: syllables always have a vowel sound.</li> </ul>	<ul style="list-style-type: none"> <li>Form words and phrases based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>he, much, she, wash, wish</i></li> <li>Phonograms: <i>-ip, -op</i></li> </ul>	<ul style="list-style-type: none"> <li>Hold book right side up, turn pages correctly, move from front to back of book.</li> <li>Track print (front to back of book, top to bottom of page, left to right on line, sweep back left for next line).</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> <li>Read aloud fluently, with purpose and understanding, in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Spell simple words phonetically.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>

#### Module 4 Review modules 1–3

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Initial and final isolation of one-syllable words, including <i>ch, sh, th</i></li> <li>Phoneme blending of one-syllable words, including <i>ch, sh, th</i></li> <li>Phoneme segmentation of one-syllable words, including <i>ch, sh, th</i></li> </ul>	<ul style="list-style-type: none"> <li>Digraph <i>th</i> (/th/ <i>thin</i>), (/th/ <i>this</i>); voiced and unvoiced; initial and final</li> <li>Use and apply phonics skills and word analysis to decode and encode words with <i>th</i> digraphs.</li> <li>Closed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Form words based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>fish, such, than, that, then</i></li> <li>Phonograms review: <i>-an, -in</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognize environmental print.</li> <li>Identify text genre.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences and text</li> <li>Read aloud fluently, with purpose and understanding, in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Spell simple words phonetically.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Phoneme manipulation: Addition (initial) of one-syllable words, including <i>ch, ph, sh, th, wh</i></li> <li>Phoneme manipulation: Substitution (initial) of one-syllable words, including <i>sh, ch, th, wh, ph</i></li> </ul>	<ul style="list-style-type: none"> <li>Digraphs <i>wh, ph</i>; initial and final</li> <li>Use and apply phonics skills and word analysis to decode and encode words with digraphs <i>wh, ph</i>.</li> <li>Closed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Form words and phrases based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>ship, they, when, which, who</i></li> <li>Phonograms review: <i>-it, -im</i></li> </ul>	<ul style="list-style-type: none"> <li>Words on a page represent spoken words.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> <li>Read aloud fluently, with purpose and understanding, in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Use conventional spelling.</li> <li>Spell simple words phonetically.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Final isolation of one-syllable words, including <i>ch, ck, ph, sh, th</i></li> <li>Phoneme blending of one-syllable words, including <i>ch, ck, ph, sh, th, wh</i></li> <li>Phoneme segmentation of one-syllable words, including <i>ch, ck, ph, sh, th, wh</i></li> </ul>	<ul style="list-style-type: none"> <li>Digraphs <i>ck, ng</i></li> <li>Use and apply phonics skills and word analysis to decode and encode words with digraphs <i>ck, ng</i>.</li> <li>Closed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Form words and phrases based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>back, black, bring, pick, sing</i></li> <li>Phonograms: <i>-ack, -ick, -uck</i></li> </ul>	<ul style="list-style-type: none"> <li>Words are units.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> <li>Read aloud fluently, with purpose and understanding, in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Spell words phonetically</li> <li>Inflectional endings: <i>-ing</i> (oral language only)</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 4 Review modules 1–3							

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Medial categorization: Addition (final) of one-syllable words, including VCe, long <i>a</i></li> <li>Phoneme manipulation: Substitution (final) of one-syllable words, including VCe, long <i>a</i></li> </ul>	<ul style="list-style-type: none"> <li>One-syllable words with initial and final digraphs</li> <li>Use and apply phonics skills and word analysis to decode and encode words with initial and final digraphs.</li> <li>Closed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>king, long, them, this, what</i></li> <li>Phonograms: <i>-ang, -eck, -ock</i></li> </ul>	<ul style="list-style-type: none"> <li>There are spaces between words.</li> <li>Identify text genre.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> <li>Read aloud fluently, with purpose and understanding, in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Spell simple words phonetically.</li> <li>Use conventional spelling.</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Medial categorization: Deletion (final) of one-syllable words, including VCe, long <i>a</i>, long <i>o</i>, long <i>e</i> (three phonemes)</li> <li>Phoneme manipulation: Addition (final) of one-syllable words, including VCe, long <i>a</i>, long <i>e</i>, long <i>o</i>,</li> </ul>	<ul style="list-style-type: none"> <li>VCe long <i>a</i></li> <li>Associate long and short sounds with common spellings (graphemes) for long and short <i>a</i>.</li> <li>Use and apply phonics skills and word analysis to decode and encode words with VCe long <i>a</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>ate, came, made, same</i></li> <li>Phonograms: <i>-ing, -ong, -ung</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand there are letters in words and recognize of the letters.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> <li>Read aloud fluently, with purpose and understanding, in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Spell words phonetically.</li> <li>Use the most frequently occurring affixes (oral language only).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Medial categorization: Blending of one-syllable words, including VCe, long <i>a</i>, long <i>e</i>, long <i>i</i>, long <i>o</i>,</li> <li>Phoneme segmentation of one-syllable words, including VCe, long <i>a</i>, long <i>e</i>, long <i>i</i>, long <i>o</i></li> </ul>	<ul style="list-style-type: none"> <li>VCe long <i>o</i></li> <li>Associate long and short sounds with common spellings (graphemes) for long and short <i>o</i>.</li> <li>Use and apply phonics skills and word analysis to decode and encode words with VCe long <i>o</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>game, here, make, take, with</i></li> <li>Phonograms: <i>-ale, -ame</i></li> </ul>	<ul style="list-style-type: none"> <li>Letters and words follow an order.</li> <li>Demonstrate one-to-one correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> <li>Read aloud fluently, with purpose and understanding, in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Spell words phonetically.</li> <li>Use the most frequently occurring affixes (oral language only).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>

### Module 4 Review modules 1–3

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Medial categorization: Substitution (final) of one-syllable words, including VCe, long <i>a</i>, long <i>e</i>, long <i>i</i>, long <i>o</i>, long <i>u</i></li> </ul>	<ul style="list-style-type: none"> <li>VCe long <i>i</i></li> <li>Associate long and short sounds with common spellings (graphemes) for long and short <i>i</i>.</li> <li>Use and apply phonics skills and word analysis to decode and encode words with VCe long <i>i</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>gave, give, have, live</i></li> <li>Phonograms: <i>-ake, -oke</i></li> </ul>	<ul style="list-style-type: none"> <li>First and last word on a page</li> <li>Demonstrate one-to-one correspondence between oral words and printed words.</li> <li>Distinguish between a letter and other symbols such as numbers in print</li> <li>Identify text genre.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> <li>Read aloud fluently, with purpose and understanding, in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Spell words phonetically.</li> <li>Use the most frequently occurring affixes (oral language only).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Phoneme manipulation: Deletion (initial and final), use one-syllable words with blends</li> <li>Phoneme manipulation: Addition (initial and final), use one-syllable words with blends</li> </ul>	<ul style="list-style-type: none"> <li>VCe long <i>u</i></li> <li>Associate long and short sounds with common spellings (graphemes) for long and short <i>u</i>.</li> <li>Use and apply phonics skills and word analysis to decode and encode words with VCe long <i>u</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>five, life, like, mile, ride</i></li> <li>Phonograms: <i>-ice, -ide</i></li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate one-to-one correspondence between oral words and printed words.</li> <li>Identify and distinguish between letters, words, and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> <li>Read aloud fluently, with purpose and understanding, in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write a letter or letters for most consonant and short-vowel sounds.</li> <li>Spell words phonetically.</li> <li>Use the most frequently occurring affixes (oral language only).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Phoneme manipulation: Deletion (initial and final), use one-syllable words with blends</li> <li>Phoneme manipulation: Addition (initial and final), use one-syllable words with blends</li> </ul>	<ul style="list-style-type: none"> <li>Read and write one-syllable words with CVC and VCe patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>line, side, time, while, white</i></li> <li>Phonograms: <i>-ate, -ine</i></li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between a letter and other symbols such as numbers in print</li> <li>Demonstrate one-to-one correspondence between oral words and printed words.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text</li> <li>Read aloud fluently, with purpose and understanding, in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Write letters, consonant, and vowel sounds.</li> <li>Spell words phonetically.</li> <li>Use the most frequently occurring affixes: <i>-ed, -es, -ing, and -s</i> (oral language only).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>
Module 4 Review modules 1–3							

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Onset and rime blending</li> <li>Identify initial sounds (CVC, CVe, and digraphs).</li> </ul>	<ul style="list-style-type: none"> <li>Consonants with emphasis on hard consonants, such as <i>c, g, h, qu, x, y, z</i> and short vowels</li> <li>Read words with CVC pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>box, dog, its, name, were</i></li> <li>Phonograms: <i>-an, -ed, -in, -op, -um</i></li> </ul>	<ul style="list-style-type: none"> <li>Return sweep between sentences and paragraphs</li> <li>Identify first and last word on a page.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Onsets and rime segmentation</li> <li>Identify final sounds (CVC, CVe, digraphs, and consonant blends).</li> </ul>	<ul style="list-style-type: none"> <li>Initial and final consonant digraphs <i>ch, ph, sh, th, wh, ch</i> variants; <i>ck, ng</i></li> <li>Closed syllables (CVC and VCe syllable types)</li> <li>FLoSS Rule for spelling</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>add, called, note, one, once</i></li> <li>Phonograms: <i>-ake, -ash, -ine, -ock</i></li> </ul>	<ul style="list-style-type: none"> <li>Return sweep between sentences and paragraphs</li> <li>Identify first and last word on a page.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Onset and rime deletion</li> <li>Identify initial, medial, and final sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Initial s-blends: <i>sk-, sm-, sn-, sp-, st-, sw-</i></li> <li>Read words with initial s-blends.</li> <li>Closed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>next, step, still, stop</i></li> <li>Phonograms: <i>-ell, -ill, -ing</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify text features on a page and read them in order.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>

#### Module 4 Review modules 1–3

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Identify initial, medial, and final sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Final s-blends: <i>-sk, -sp, -st</i></li> <li>Read words with initial and final s-blends.</li> <li>Closed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>ask, fast, last, list, most, best</i></li> <li>Phonograms: <i>-ask, -est</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify a period, exclamation mark, and question mark, and read for that purpose.</li> <li>Identify first and last word on a page.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Phoneme blending</li> <li>Phoneme segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Initial r-blends: <i>br-, cr-, dr-, fr-, gr-, pr-, tr-</i></li> <li>Read words with initial and final s-blends and initial r-blends.</li> <li>Closed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>just, must, rest</i></li> <li>Phonograms: <i>-ick, -oke</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify a period, exclamation mark, and question mark, and read for that purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Phoneme chaining</li> </ul>	<ul style="list-style-type: none"> <li>Initial and final l-blends: <i>bl, cl, fl, gl pl, sl, -ld, -lf, -lk, -lp, -lt,</i></li> <li>Closed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>come, done, from, some, want</i></li> <li>Phonograms: <i>-ack, -uck</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand sentences are a string of words with a capital letter.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>
Module 4 Review modules 1–3							



	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Phoneme blending</li> <li>Phoneme segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Final <i>n</i>-blends: <i>-nd, -nk, -nt</i></li> <li>Other final blends: <i>-ct, -ft, -mp, -pt</i></li> <li>Read words with final consonant blends.</li> <li>Closed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>end, hand, help, jump, left, went</i></li> <li>Phonograms: <i>-ank, -ump, -unk,</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand that commas, colons, semicolons, and dashes do not mark the end of a sentence.</li> <li>Identify first and last word on page.</li> <li>Understand captions.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Identify final sounds.</li> <li>Phoneme blending</li> <li>Phoneme segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Hard <i>c</i>, hard <i>g</i>, soft <i>c</i>, and soft <i>g</i></li> <li>Other final soft <i>g</i> and final soft <i>c</i></li> <li>Closed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>into, their, there, where</i></li> <li>Phonograms: <i>-ace, -ice, -ink</i></li> </ul>	<ul style="list-style-type: none"> <li>Return sweep between sentences and paragraphs</li> <li>Captions</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Identify initial sounds.</li> <li>Phoneme blending</li> <li>Phoneme segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Open vowels: <i>e, o, y</i> (long <i>i</i>, long <i>o</i>, and long <i>e</i>)</li> <li>Open syllables</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>also, be, go, me, no, so, we</i></li> <li>Phonograms: <i>-age, -edge</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify text features on a page, and read them in order.</li> <li>Captions</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Contractions: <i>can't, don't, he's, I'm, I've, and she's</i></li> <li>Produce and expand sentences.</li> </ul>
Module 4 Review modules 1–3							

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Initial, medial, and final sound isolation</li> </ul>	<ul style="list-style-type: none"> <li>Read words with open and closed syllables.</li> <li>All jobs of the letter <i>y</i> (<i>y</i> as a consonant, <i>yellow</i>; <i>y</i> as the /i/ on end of one-syllable words, <i>cry</i>; <i>y</i> as /ē/ on the ends of multisyllabic words, <i>baby</i>; <i>y</i> as /i/ in a few words, <i>gym</i> and <i>myth</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>any, by, fly, man, many, men, my, try</i></li> <li>Phonograms: <i>-ale, -ide</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand commas, colons, semicolons, and dashes do not mark the end of a sentence.</li> <li>Illustrations/photographs</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Contractions: <i>can't, don't, he's, I'm, I've, and she's</i></li> <li>Produce and expand sentences.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Phoneme blending</li> <li>Phoneme segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Long <i>e</i> digraph: <i>ea</i> (<i>eat</i>), <i>ee</i> (<i>see</i>), <i>ie</i> (<i>chief</i>)</li> <li>Short <i>e</i> digraph: <i>a</i> (<i>bread</i>)</li> <li>Contrast long and short vowels.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>clean, clear, eat, green, need, read*, see, seen</i></li> <li>Phonograms: <i>-ead*, -eat, -eed</i></li> <li>* Short and long vowel sound</li> </ul>	<ul style="list-style-type: none"> <li>Identify text features on a page, and read them in order.</li> <li>Identify a period, exclamation mark, and question mark, and read for that purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Phoneme chaining</li> </ul>	<ul style="list-style-type: none"> <li>Long <i>a</i> digraph: <i>ai</i> (<i>rain</i>), <i>aigh</i> (<i>straight</i>), <i>ay</i> (<i>play</i>), <i>ea</i> (<i>great</i>), <i>ei</i> (<i>vein</i>), <i>eigh</i> (<i>eight</i>), and <i>ey</i> (<i>they</i>)</li> <li>Open and closed syllables</li> <li>Two-syllable words with <i>y</i> at the end</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>day, feet, head, may, say, says, seem</i></li> <li>Phonograms: <i>-ail, -ain, -ay,</i></li> </ul>	<ul style="list-style-type: none"> <li>Headings</li> <li>Subheadings</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>

#### Module 4 Review modules 1–3

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Phoneme categorization</li> <li>Medial categorization</li> <li>Phoneme manipulation: addition</li> <li>Phoneme manipulation: substitution</li> </ul>	<ul style="list-style-type: none"> <li>Long <i>a</i> digraph: <i>ai</i> (<i>rain</i>), <i>aigh</i> (<i>straight</i>), <i>ay</i> (<i>play</i>), <i>ea</i> (<i>great</i>), <i>ei</i> (<i>vein</i>), <i>eigh</i> (<i>eight</i>), <i>ey</i> (<i>they</i>).</li> <li>Contrast open and closed syllables.</li> <li>Two-syllable words with <i>y</i> at the end</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>great, heat, play, stay, way</i></li> <li>Phonograms: <i>-aid, -ait</i></li> </ul>	<ul style="list-style-type: none"> <li>Return sweep between sentences and paragraphs</li> <li>Illustrations/photographs</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Phoneme categorization</li> <li>Medial categorization</li> <li>Phoneme chaining</li> </ul>	<ul style="list-style-type: none"> <li>Long <i>o</i> digraph: <i>o</i> (<i>open</i>), <i>oa</i> (<i>boat</i>), <i>oe</i> (<i>toe</i>), <i>old</i> (<i>cold</i>), <i>oll</i> (<i>toll</i>), <i>olt</i> (<i>colt</i>), <i>ost</i> (<i>most</i>), and <i>ow</i> (<i>snow</i>)</li> <li>Contrast open and closed syllables.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>below, grow, own, road, show, yellow</i></li> <li>Phonograms: <i>-oat, -old, -ow</i></li> </ul>	<ul style="list-style-type: none"> <li>Discriminate between genres in text.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Medial categorization</li> <li>Phoneme blending</li> <li>Phoneme segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Long <i>i</i>: <i>i</i> (<i>kind</i>), <i>ie</i> (<i>pie</i>), <i>igh</i> (<i>right</i>)</li> <li>Contrast long and short vowels.</li> <li>Contrast open and closed syllables.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>find, high, kind, low, three</i></li> <li>Phonograms: <i>-ie, -ight</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify a period, exclamation mark, and question mark, and read for that purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>

### Module 4 Review modules 1–3

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Phoneme categorization</li> <li>Medial categorization</li> <li>Phoneme manipulation: addition</li> <li>Phoneme manipulation: substitution</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional endings plurals: -es, -s</li> <li>Diphthong <i>oi</i>: <i>oi</i> (<i>boil</i>) and <i>oy</i> (<i>boy</i>)</li> <li>Diphthong <i>ou</i>: <i>ou</i> (<i>out</i>) and <i>ow</i> (<i>cow</i>)</li> <li>Contrast open vs. closed syllables.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>found, how, now, our, out, round</i></li> <li>Phonograms: -out, -own, -oy</li> </ul>	<ul style="list-style-type: none"> <li>Page numbers</li> <li>Headings</li> <li>Subheadings</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Identify frequently occurring root words and inflectional forms.</li> <li>Produce and expand sentences.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Phoneme categorization</li> <li>Medial categorization</li> <li>Phoneme manipulation: addition</li> <li>Phoneme manipulation: deletion</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional endings -ed; /d/, /id/, and /t/ sounds</li> <li>Silent letters: <i>gh-</i> (<i>ghost</i>), <i>gn-</i> (<i>gnat</i>), <i>kn-</i> (<i>knight</i>), <i>wr-</i> (<i>wrench</i>)</li> <li>Read words with open and closed syllables.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>because, boy, know, write</i></li> <li>Phonograms: -aw, -awl</li> </ul>	<ul style="list-style-type: none"> <li>Table of contents</li> <li>Headings</li> <li>Subheadings</li> <li>Discriminate between genres in text.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words, connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Identify frequently occurring root words and inflectional forms.</li> <li>Produce and expand sentences.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Phoneme blending</li> <li>Phoneme segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Compound words</li> <li>Read compound words, closed compounds, and single-syllable families.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>brown, cannot, down, eight</i></li> <li>Phonograms: -awn, -owl</li> </ul>	<ul style="list-style-type: none"> <li>Identify text features on a page, and read them in order.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional spelling.</li> <li>Spell untaught words phonetically.</li> <li>Produce and expand sentences.</li> </ul>
Module 4 Review modules 1–3							

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Phoneme blending</li> <li>Phoneme segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional endings plurals: -es, -s</li> <li>Irregular plural nouns (spelling)</li> <li>Read unchanged base words with suffixes and plural VCe words.</li> <li>Decode two-syllable words.</li> <li>Doublets</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>each, keep, mean, sea, sleep</i></li> <li>Phonograms: -ad, -ap, -et, -id, -ut</li> </ul>	<ul style="list-style-type: none"> <li>Table of contents</li> <li>Page numbers</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Spell untaught words phonetically and with conventional spelling</li> <li>Identify frequently occurring root words and inflectional forms.</li> <li>Read base words and suffixes.</li> <li>Produce and expand sentences.</li> <li>Use singular and plural nouns with matching verbs in sentences</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Phoneme blending</li> <li>Phoneme segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional endings -ed and -ing with consonant doubling and dropping the -e</li> <li>Inflectional endings -ed; /d/, /id/, /t/</li> <li>Regular and irregular past tense</li> <li>Words with /id/ ending</li> <li>Decode two-syllable words.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>filled, funny, little, seven</i></li> <li>Phonograms: -ale, -ame, -ate, -ide, -oke</li> </ul>	<ul style="list-style-type: none"> <li>Identify text features on a page, and read them in order.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional and phonetic spelling.</li> <li>Identify frequently occurring root words and inflectional forms.</li> <li>Use verbs to convey a sense of past, present, and future.</li> <li>Produce and expand sentences.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Initial, medial, and final sound isolation</li> <li>Phoneme blending</li> <li>Phoneme segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional endings -ing with consonant doubling, dropping the -e, with no change in one-syllable words</li> <li>Inflectional endings -er and -est</li> <li>Read words with inflectional endings.</li> <li>Decode two-syllable words.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>light, might, night, right</i></li> <li>Phonograms: -ail, -ain, -eat, -ight, -oat</li> </ul>	<ul style="list-style-type: none"> <li>Identify a period, exclamation mark, and question mark, and read for that purpose.</li> <li>Understand that commas, colons, semicolons, and dashes do not mark the end of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional and phonetic spelling.</li> <li>Identify frequently occurring root words and inflectional forms.</li> <li>Use verbs to convey a sense of past, present, and future.</li> <li>Produce and expand sentences.</li> </ul>
Module 4 Review modules 1–3							

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> <li>Phoneme chaining</li> </ul>	<ul style="list-style-type: none"> <li>R-controlled <i>a</i> (<i>ar, cart</i>) and <i>u</i> (<i>er, fur, her, sir</i>)</li> <li>Combine open and closed syllables to read multisyllabic words.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>far, first, girl, hard, part, start, war</i></li> <li>Phonograms: <i>-ar, -art, -urn</i></li> </ul>	<ul style="list-style-type: none"> <li>Headings</li> <li>Subheadings</li> <li>Captions</li> <li>Illustrations/photographs</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional and phonetic spelling.</li> <li>Regular singular possessive nouns</li> <li>Produce and expand sentences.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Phoneme chaining</li> </ul>	<ul style="list-style-type: none"> <li>R-controlled <i>o</i> (<i>oar, or, our sport</i>) and <i>a</i> (<i>air, are, ear</i>)</li> <li>Combine open and closed syllables to read multisyllabic words.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>don't, for, I'll, I'm, it's, or, short, your</i></li> <li>Phonograms: <i>-are, -air, -ore</i></li> </ul>	<ul style="list-style-type: none"> <li>Page numbers</li> <li>Return sweep between sentences and paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional and phonetic spelling.</li> <li>Possessive pronouns ending in <i>-s</i></li> <li>Regular singular possessive nouns</li> <li>Apostrophe <i>s</i></li> <li>Produce and expand sentences.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Phoneme chaining</li> </ul>	<ul style="list-style-type: none"> <li>Final trigraphs: <i>air</i> (<i>fair</i>), <i>are</i> (<i>dare</i>), <i>ear</i> (<i>dear</i>), <i>dge</i> (<i>dodge</i>), <i>igh</i> (<i>sigh</i>), <i>nch</i> (<i>bench</i>) <i>ore</i> (<i>bore</i>), <i>tch</i> (<i>match</i>)</li> <li>Initial three-letter blends: <i>scr-, spl-, spr-, str-</i></li> <li>Blends with digraphs: <i>thr-, shr-, squ-, tw-</i></li> <li>Read open and closed syllables in multisyllabic words.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>door, heard, her, hurt, near</i></li> <li>Phonograms: <i>-atch, -ear</i></li> </ul>	<ul style="list-style-type: none"> <li>Discriminate between genres in text.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and automaticity in word recognition appropriate to grade-level phonics</li> <li>Use high-frequency words connected in phrases, sentences, and text.</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use conventional and phonetic spelling.</li> <li>Contractions: <i>can't, don't, he's, I'm, I've, and she's</i></li> <li>Produce and expand sentences.</li> </ul>

#### Module 4 Review modules 1–3

	Phonics	High-Frequency Words / Phonograms	Fluency	Word Study / Language Connection	Handwriting: Print/Cursive
Module 1	<ul style="list-style-type: none"> <li>Review all consonants and short vowels</li> <li>Short vowel spelling patterns with a single consonant</li> <li>Jobs of the y</li> <li>Closed syllables</li> <li>FLOSS Rule</li> <li>Long vowel patterns with a silent e</li> <li>CVCe syllable</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>car, carry, every, spell, story, very, year</i></li> <li>Phonograms: <i>-ake, -oke</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences in print based on phonics patterns learned.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Consonant digraphs: <i>ch variants, ck, ng, ph, sh, th, wh</i></li> <li>Consonant blends: s-blends <i>sk, sm, sn, sp, st, sw</i>; r-blends <i>br, cr, dr, fr, gr, pr, tr</i>; l-blends <i>bl, cl, fl, gl, pl, sl</i></li> <li>Closed syllables</li> <li>Blends with digraphs: <i>shr-, squ-, thr-, tw</i></li> <li>CVCe syllable</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>easy, leave, money, plan, plant, stand, state</i></li> <li>Phonograms: <i>-ash, -est</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences in print based on phonics patterns learned.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Final <i>n</i>-blends and other blends: <i>-ct, -ft, -ld, -lk, -lp, -lt, -mp, -nd, -nk, -nt, -pt</i></li> <li>Final consonant three-letter trigraph: <i>-nch, -tch</i></li> <li>Initial three-letter blends: <i>scr-, spl-, spr-, squ-, str-</i></li> <li>Closed syllables and CVCe syllable</li> <li>Contractions: <i>he'll, she'll, they'll, we'll</i></li> <li>Contractions: <i>can't, don't, he's, I'm, I've, she's</i></li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>check, drink, thank, thing, think, watch</i></li> <li>Phonograms: <i>-atch, -ing</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences in print based on phonics patterns learned.</li> </ul>

#### Module 4 Review modules 1–3

	Phonics	High-Frequency Words / Phonograms	Fluency	Word Study / Language Connection	Handwriting: Print/Cursive
Module 1	<ul style="list-style-type: none"> <li>Inflectional endings: plurals; -es, -s</li> <li>Regular and irregular plural nouns and verbs (spelling)</li> <li>Inflectional endings: -d, -ed, -id, and t sounds</li> <li>Long vowel patterns that look like short vowel patterns -ild (<i>wild</i>), -ind (<i>wind</i>), o- (<i>open</i>), -old (<i>cold</i>), -oll (<i>toll</i>), -olt (<i>colt</i>), -ost (<i>most</i>),</li> <li>Recognize and use middle consonant sounds sometimes represented by double consonant letters -ed and -ing.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>close, does, goes, pulled, sure</i></li> <li>Phonograms: -ink, -old</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Form and use the past tense of frequently occurring irregular verbs.</li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences in print based on phonics patterns learned.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Open vowels and open syllables</li> <li>Open vowel endings with e, o y: -by, -dy, -fy, -ly, -ny, -py, -sy, -vy</li> <li>Inflectional endings ending rules</li> <li>Inflectional endings: -er and -est</li> <li>Derivational suffixes: -ful, -less, -ly, -ment, -ness</li> <li>Contrast open and closed syllables</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>even, only, open, over, study</i></li> <li>Phonograms: -ack, -ick</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences in print based on phonics patterns learned.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Vowel digraphs and diphthongs</li> <li>Introduce long a digraph: <i>ei</i> (<i>vein</i>)</li> <li>Introduce long e digraph: <i>ei</i> (<i>ceiling</i>)</li> <li>Short e exceptions: <i>ea</i> (<i>bread</i>)</li> <li>Vowel teams syllables</li> <li>Derivational suffixes: -ful, -less, -ly, -ment, -ness</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>air, boat, gone, house, love</i></li> <li>Phonograms: -eam, -eat</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences in print based on phonics patterns learned.</li> </ul>
Module 4 Review modules 1–3					



	Phonics	High-Frequency Words / Phonograms	Fluency	Word Study / Language Connection	Handwriting: Print/Cursive
Module 1	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>could, point, should, tree, wood, would</i></li> <li>Phonograms: <i>-ay, -ead (bread)</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes: <i>dis-, in-, mis-, non-, re-, un-</i></li> <li>Contractions: <i>could've, should've, would've</i></li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences in print based on phonics patterns learned.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Consonant doubling, drop silent e rule, and change <i>y</i> to <i>i</i> rule</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>didn't, please, these, those, won't</i></li> <li>Phonograms: <i>-ail, -ain</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Contractions: <i>couldn't, shouldn't, won't</i></li> <li>Contractions: <i>he'll, she'll, they'll, we'll</i></li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences in print based on phonics patterns learned.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Consonant doubling, drop silent e rule, and change <i>y</i> to <i>i</i> rule</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>himself, size, thought, through</i></li> <li>Phonograms: <i>-ell, -ill</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional and derivational suffixes: <i>-ed, -er, -es, -est, -ful, -ing, -less, -ly, -ment, -ness, -s</i></li> <li>Contractions: <i>couldn't, shouldn't, won't</i></li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences in print based on phonics patterns learned.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	High-Frequency Words / Phonograms	Fluency	Word Study / Language Connection	Handwriting: Print/Cursive
Module 1	<ul style="list-style-type: none"> <li>Variant vowel /ōō/: (<i>ew, oo, ou, ue, u_e, ui</i>)</li> <li>Variant vowel /ōō/: (<i>oo, oul, u</i>)</li> <li>Read words with vowel teams syllable types</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>blue, food, new, push, school, soon</i></li> <li>Phonograms: <i>-ew, -ould, -ue</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Review regular singular possessives</li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences in print based on phonics patterns learned.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Variant vowel <i>o</i>: <i>a, au, aw</i></li> <li>Variant vowel <i>o</i>: <i>ough, o, ough</i></li> <li>Read words with vowel teams syllable types</li> <li><i>Gh</i> (<i>cough</i>) and difference with grapheme and /f/ phonemes-related to <i>cough, fun, phone</i></li> <li>Connection with graphemes <i>f</i> and <i>ff</i></li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>draw, laugh, room, saw, water</i></li> <li>Phonograms: <i>-all, -aw</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce irregularly spelled plurals and possessive forms.</li> <li>Review possessive pronouns ending in -s.</li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences in print based on phonics patterns learned.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Variant vowel /ōō/ (<i>oo, ou, u</i>)</li> <li>Read words with vowel teams syllable types</li> <li>Different ways the /y/ is written: <i>eu</i> (<i>feud</i>), <i>ew</i> (<i>few</i>), <i>i</i> (<i>onion</i>), <i>u</i> (<i>use</i>), <i>y</i> (<i>you</i>)</li> <li>S is a /z/ between two vowels: <i>busy</i></li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>book, few, good, took, use</i></li> <li>Phonograms: <i>-each, -ight</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Review irregularly spelled plurals and possessive forms.</li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences in print based on phonics patterns learned.</li> </ul>

#### Module 4 Review modules 1–3

	Phonics	High-Frequency Words / Phonograms	Fluency	Word Study / Language Connection	Handwriting: Print/Cursive
Module 1	<ul style="list-style-type: none"> <li>R-controlled vowels: <i>r</i>-controlled <i>a</i> (<i>ar</i>), <i>r</i>-controlled <i>a</i> (<i>air</i>, <i>are</i>, <i>ear</i>), <i>r</i>-controlled <i>o</i> (<i>or</i>, <i>oar</i>, <i>our</i>), <i>r</i>-controlled <i>u</i> (<i>er</i>, <i>ir</i>, <i>ur</i>)</li> <li>Other vowel-<i>r</i> combinations: <i>air</i>, <i>are</i>, <i>ear</i>, <i>eer</i>, <i>ore</i>, <i>our</i>, <i>ure</i></li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>birds</i>, <i>form</i>, <i>horse</i>, <i>mark</i>, <i>turn</i>, <i>words</i>, <i>work</i></li> <li>Phonograms: <i>-art</i>, <i>-ore</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce adding affixes to change meaning.</li> <li>Suffixes and verb tense</li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Practice cursive lowercase <i>a</i>, <i>c</i>, <i>e</i>, <i>o</i>,</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>R-controlled with vowel digraphs and long vowel sounds</li> <li>/ôr/ Spellings: <i>ar</i> (<i>swarm</i>, <i>warm</i>), <i>oar</i> (<i>boar</i>), <i>or</i> (<i>fork</i>, <i>orange</i>), <i>ore</i> (<i>chore</i>), <i>our</i> (<i>pour</i>)</li> <li>R-controlled syllable type</li> <li>Irregular plurals</li> <li>Y to <i>i</i> + <i>es</i> for plurals—reading and spelling</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>after</i>, <i>friends</i>, <i>number</i>, <i>under</i></li> <li>Phonograms: <i>-are</i>, <i>-eer</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Add affixes to change meaning (adverbs and verb tense).</li> <li>Inflectional endings—comparative and superlative <i>-er</i> and <i>-est</i></li> <li>Derivational endings <i>-y</i></li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Practice cursive lowercase <i>i</i>, <i>r</i>, <i>s</i>, <i>x</i>.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Review words using the syllable types (closed, open, VCe, vowel teams <i>r</i>-controlled vowel).</li> <li>Irregular plurals</li> <li>Y to <i>i</i> + <i>es</i> for plurals—reading and spelling</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>become</i>, <i>before</i>, <i>farm</i>, <i>more</i></li> <li>Phonograms: <i>-air</i>, <i>-ear</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Syllables with Prefixes and Inflectional and Derivational Suffixes <i>bi-</i>, <i>dis-</i>, <i>-es</i>, <i>-ful</i>, <i>in-</i>, <i>-less</i>, <i>-ly</i>, <i>-ment</i>, <i>-ness</i>, <i>re-</i>, <i>-s</i>, <i>tri-</i>, <i>un-</i></li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Practice cursive lowercase <i>m</i>, <i>n</i>, <i>u</i>, <i>v</i>, <i>w</i>.</li> </ul>

#### Module 4 Review modules 1–3

	Phonics	High-Frequency Words / Phonograms	Fluency	Word Study / Language Connection	Handwriting: Print/Cursive
Module 1	<ul style="list-style-type: none"> <li>Three-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>hours, myself, oh, today, toward, whole</i></li> <li>Phonograms: <i>-in, -ip, -it</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Closed compounds, single syllable families</li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Practice cursive lowercase <i>b, d, h, k, l</i>.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>both, live, miss, pretty</i></li> <li>Phonograms: <i>-an, -ap, -at</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Combining open and closed syllables to read multisyllabic words</li> <li>Homophones</li> <li>Two-syllable closed compound word families</li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Practice cursive lowercase <i>f, g, j, t</i>.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Consonant letters can represent no sound: silent <i>b</i> in <i>mb</i> (<i>comb</i>), silent <i>n</i> in <i>mn</i> (<i>autumn</i>), silent <i>t</i> in <i>stle</i> (<i>castle, whistle</i>), silent <i>h</i> in <i>gh</i> (<i>ghost</i>), silent <i>k</i> in <i>kn</i> (<i>knot</i>), silent <i>w</i> in <i>wr</i> (<i>wrist</i>), and silent <i>gh</i> in <i>ght</i> (<i>eight</i>)</li> <li>Introduce final consonant sounds can be represented by different letters or clusters: <i>c</i> or <i>k</i> (<i>ck/Jack, que/antique</i>), <i>f</i> (<i>ph/graph, gh/laugh</i>), <i>j</i> (<i>dge/fudge, ge/hinge</i>), <i>s</i> (<i>ce/face, se/mouse</i>), <i>m</i> (<i>mb/lamb, mn/autumn</i>), <i>z</i> (<i>s/his, se/cheese, ze/freeze</i>)</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>above, almost, always, another, buy, guy, other, two</i></li> <li>Phonograms: <i>-ock, -op, -ot</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Homographs</li> <li>Two-syllable closed compound word families</li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Practice cursive lowercase <i>p, q, y, z</i>.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	High-Frequency Words / Phonograms	Fluency	Word Study / Language Connection	Handwriting: Print/Cursive
Module 1	<ul style="list-style-type: none"> <li>Consonant <i>-ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -zle</i></li> <li><i>-cle</i> syllable type</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>ever, never, together, upon, warm</i></li> <li>Phonograms: <i>-ug, -ump</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Base words</li> <li>Morphemes that stand on their own</li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Practice cursive uppercase <i>A, C, D, E, O</i>.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Review silent letters:</li> <li><i>kn (knight)</i> and <i>gn (gnat)</i> and difference with grapheme and /n/ phonemes</li> <li><i>gh (ghost)</i> and difference with grapheme and /g/ phonemes</li> <li><i>wr (wrench)</i> and difference with grapheme and /r/ phonemes</li> <li>Introduce silent letters:</li> <li><i>If (calf), lk (folk), mb (comb), mn (column), sc (science), wh (whole)</i></li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>enough, people, song, talk, walk</i></li> <li>Phonograms: <i>-ack, -ick</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Base words</li> <li>Morphemes that stand on their own</li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Practice cursive uppercase <i>H, K, M, N, U</i>.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Introduce schwa</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>about, across, again, along, around, away, sound</i></li> <li>Phonograms: <i>-ank, -unk</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes and inflectional and derivational suffixes: <i>bi-, dis-, -ed, -er, -es, -est, -ful, in-, -ing, -less, -ly, -ment, -ness, re-, -s, tri-, un-</i></li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Practice cursive uppercase <i>V, W, X, Y, Z</i>.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	High-Frequency Words / Phonograms	Fluency	Word Study / Language Connection	Handwriting: Print/Cursive
Module 1	<ul style="list-style-type: none"> <li>Soft <i>c</i>, soft <i>g</i> (initial and final)</li> <li>Other final soft <i>g</i>: <i>-dge</i>, <i>-ge</i> (final trigraph)</li> <li>Other final soft <i>c</i>: <i>ce</i> (initial and final)</li> <li>Recognize and use consonant letters that represent two or more different sounds in the middle of the word (<i>cyclone</i>, <i>nicest</i>, <i>bugle</i>, <i>magic</i>).</li> <li>Review all syllable types.</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>face</i>, <i>large</i>, <i>page</i>, <i>place</i>, <i>since</i></li> <li>Phonograms: <i>-ace</i>, <i>-ice</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce derivational suffixes: <i>-ar</i>, <i>-er</i>, <i>-or</i> (one who): <i>doctor</i>, <i>liar</i>, <i>painter</i>, <i>seller</i></li> <li>Review inflectional and derivational suffixes: <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>, <i>-est</i>, <i>-less</i>, <i>-ness</i>, <i>-ful</i>, <i>-ly</i>, <i>-ment</i></li> <li>Generalize learned spelling patterns when writing words.</li> <li>Produce, expand, and rearrange complete simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Practice cursive with uppercase <i>F</i>, <i>I</i>, <i>J</i>, <i>Q</i>, <i>T</i>.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Read words using syllable types: closed, open, VCe, and vowel teams</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>city</i>, <i>cold</i>, <i>hold</i>, <i>old</i>, <i>told</i></li> <li>Phonograms: <i>-edge</i>, <i>-idge</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce derivational suffixes: <i>-ish</i>, <i>-able</i> (<i>childish</i>, <i>selfish</i>, <i>washable</i>, <i>drinkable</i>)</li> <li>Derivational suffixes: <i>-ar</i>, <i>-er</i>, <i>-or</i> meaning one who: <i>doctor</i>, <i>liar</i>, <i>painter</i>, <i>seller</i></li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Practice cursive with uppercase <i>G</i>, <i>L</i>, <i>S</i>.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Review VCe and consonant <i>-le</i> syllable types</li> </ul>	<ul style="list-style-type: none"> <li>High-Frequency Words: <i>been</i>, <i>began</i>, <i>begin</i>, <i>father</i>, <i>eye</i></li> <li>Phonograms: <i>-ame</i>, <i>-ine</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Review derivational suffixes: <i>-able</i>, <i>-ish</i></li> <li>Introduce common abbreviations and their spelling.</li> <li>Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Practice cursive with uppercase <i>B</i>, <i>P</i>, <i>R</i>.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>FLoSS rule when spelling</li> <li>Closed syllables with two-syllable words</li> <li>Short <i>i</i> exceptions: <i>y</i> (<i>gym</i>)</li> <li>Short <i>o</i> written differently: <i>ai</i> (<i>salt</i>), <i>wa</i> (<i>swap</i>)</li> <li>Short <i>u</i> written differently: <i>lo</i> (<i>cover</i>), <i>oo</i> (<i>flood</i>), <i>ou</i> (<i>tough</i>)</li> <li>Less common digraphs: <i>ch</i> /<i>kl</i>/, <i>gh</i> /<i>fl</i>/, <i>ph</i> /<i>fl</i>/, <i>lsh</i>/</li> </ul>	<ul style="list-style-type: none"> <li><i>answer, children, country, different, follow, until</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</li> <li>Use spelling patterns and generalizations in writing words.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>VCe syllables with two-syllable words</li> <li>Open syllables with two-syllable words</li> <li>Three-consonant blends and blends with digraphs: <i>scr-</i>, <i>shr-</i>, <i>squ-</i>, <i>str-</i>, <i>thr-</i></li> </ul>	<ul style="list-style-type: none"> <li><i>family, government, strong, understand, understood, world</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes: <i>dis-</i>, <i>in-</i>, <i>mis-</i>, <i>non-</i>, <i>re-</i>, <i>un-</i></li> <li>Introduce over/under prefixes (<i>overlook, underfed</i>)</li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Trigraphs: <i>-dge</i>, <i>-tch</i></li> <li>Vowel team syllables</li> <li>Hard and soft <i>c</i> and <i>g</i> with two-syllable words</li> </ul>	<ul style="list-style-type: none"> <li><i>certain, change, decided, edge, notice, without</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Possessives and use of apostrophe in singular, plural, and mixed possessives.</li> <li>Abbreviations and their spelling.</li> <li>Introduce position prefixes: <i>mid-</i>, <i>pre-</i></li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Variant vowel /ū/ /ool/: ew, oo, u_e, ue, ui, ou</li> <li>Variant vowel /oo/: oo, ou, u</li> </ul>	<ul style="list-style-type: none"> <li>example, group, often, order, paper, something</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Three-syllable words with affixes</li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Variant vowel o: a, au, aw</li> <li>Variant vowel o: augh, o, ough</li> </ul>	<ul style="list-style-type: none"> <li>however, idea, real, second, sometimes, young</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Two-syllable, closed-compound word families</li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>No words end in v or j (spelling)</li> <li>Regular and irregular plural nouns (spelling)</li> <li>Regular and irregular plural verbs (spelling)</li> </ul>	<ul style="list-style-type: none"> <li>direction, during, happened, important, person, questions</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Contractions: doesn't, she'll, shouldn't, that's, they'd, where's</li> <li>Derivational suffixes: -ist, -tion, -sion</li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					



	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Other vowel-<i>r</i> combinations: <i>air, are, ear, eer, ore, our, ure</i></li> <li><i>R</i>-controlled syllables</li> <li><i>C-le</i> syllables</li> </ul>	<ul style="list-style-type: none"> <li><i>able, covered, energy, passed, reached, wind</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional endings: <i>-ed, -er, -es, -est, -ing, -s</i></li> <li>Irregular plural nouns and collective noun possessives</li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Consonants with more than one sound</li> <li>Silent letters: <i>-bt, gn-, kn-, -lk, -mn, ps-, wr-</i></li> </ul>	<ul style="list-style-type: none"> <li><i>carefully, half, hundred, known, listen, quickly</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Derivational suffixes: <i>-ful, -less, -ly, -ment, -ness</i></li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Consonant doubling, drop silent <i>e</i> rule, and change <i>y</i> to <i>i</i> rule</li> </ul>	<ul style="list-style-type: none"> <li><i>contain, course, finally, ground, table, usually</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Derivational suffixes: <i>-ar, -er, -like, -or, -ship</i></li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Schwa with one- and two-syllable words</li> <li>Alternate sounds of vowel digraphs and diphthongs: <i>ea</i> (<i>bread, each</i>), <i>ie</i> (<i>pie, piece</i>), <i>ou</i> (<i>soup, ouch</i>), <i>ow</i> (<i>snow, plow</i>),</li> </ul>	<ul style="list-style-type: none"> <li><i>color, field, flowers, picture, piece, shown</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Three-syllable words</li> <li>Multisyllabic two-syllable, closed-compound words</li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Multisyllabic words with schwa</li> </ul>	<ul style="list-style-type: none"> <li><i>ago, minutes, numeral, pattern, travel, usually</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Derivational suffixes: <i>-ist, -sion, -tion</i></li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Multisyllabic words with schwa</li> </ul>	<ul style="list-style-type: none"> <li><i>beautiful, complete, figure, music, subject, town</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Derivational suffixes of direction: <i>-ern, -ward</i></li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	N/A	<ul style="list-style-type: none"> <li>early, general, held, inside, known, nothing</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Base words: <i>like, look, play</i></li> <li>Base words: (Latin) <i>port, sign</i>; (Greek) <i>graph, photo</i></li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	N/A	<ul style="list-style-type: none"> <li>against, anything, cried, deep, divided, felt</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Base words: (Latin) <i>port, sign</i>; (Greek) <i>graph, photo</i></li> <li>Prefixes: <i>auto-, co-, tele-</i></li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Regular and irregular past-tense verbs (<i>hide/hid, see/saw, sit/sat</i>)</li> </ul>	<ul style="list-style-type: none"> <li><i>became, kept, represent, sentence, slowly, special</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: <i>-hood, -ment</i></li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Three-syllable words</li> </ul>	<ul style="list-style-type: none"> <li><i>clothes, exercise, produce, remember, surface, whether</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Multisyllabic base words</li> <li>Homophones (same pronunciation with different spelling and meaning)</li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	N/A	<ul style="list-style-type: none"> <li><i>animal, area, base, machine, materials, record</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Multisyllabic base words</li> <li>Homographs (same spelling, but pronunciation and meaning are based on context).</li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	N/A	<ul style="list-style-type: none"> <li><i>behind, compare, describe, distance, system, wild</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Multisyllabic base words</li> <li>Homonyms (same spelling and pronunciation, but meaning is based on context).</li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area / High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	N/A	<ul style="list-style-type: none"> <li><i>difference, land, mountain, north, river, south</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Base words (free morphemes that stand on their own)</li> <li>Common Latin roots: <i>dict, fer, form, ject, spect, tend</i></li> <li>Review common Latin roots: <i>port</i></li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Introduce Irregular Sound-Spelling Patterns <i>ough</i> for /ăf/ (<i>laugh</i>), <i>ce</i> for /sh/ (<i>ocean</i>), <i>di</i> for /j/ (<i>soldier</i>), <i>eau</i> for /yōō/ and /ō/ (<i>beauty</i> and <i>bureau</i>), <i>eo</i> for /ē/ (<i>people</i>), <i>gi</i> for /j/ (<i>region</i>), <i>our</i> for /ūr/ (<i>journey</i>), <i>ui</i> for /ī/ (<i>biscuit</i>)</li> </ul>	<ul style="list-style-type: none"> <li><i>among, island, object, power, region, suddenly</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Base words: (Latin) <i>port, sign</i>; (Greek) <i>photo</i></li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Introduce irregular patterns: <i>eu</i> (<i>feud</i> and <i>sleuth</i>), <i>ge</i> (<i>pigeon</i>), <i>pn</i> (<i>pneumonia</i>), <i>rh</i> (<i>rhyme</i>), <i>sc</i> (<i>scene</i>), <i>sci</i> (<i>conscious</i>)</li> </ul>	<ul style="list-style-type: none"> <li><i>interest, language, members, shape, subject, thousands</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Latin roots <i>cap, form</i>, and Greek root <i>meter</i></li> <li>Use conventional spelling.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences based on phonics patterns learned.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>There are five kinds of silent final e.</li> <li>Words with /zh/: <i>g (beige), s (measure), s+ion (vision)</i></li> </ul>	<ul style="list-style-type: none"> <li><i>building, common, dry, measure, rain, true</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Contractions: <i>aren't couldn't, doesn't, isn't, let's, shouldn't, won't, wouldn't</i></li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Read and spell multisyllabic words.</li> </ul>	<ul style="list-style-type: none"> <li><i>brought, explain, force, instruments, probably, weather</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Tricky homophones (using -ed suffixes to understand words)</li> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Introduce and Review Words with /sh/ <i>ce (ocean), ch (charade), ci (special, magician), s (sugar), sh (shop), si (in -sion) (tension), ss (tissue), ti (in -tion) (mention, lotion)</i></li> </ul>	<ul style="list-style-type: none"> <li><i>developed, earth, equation, ocean, scientists, space</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words and words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use conventional spelling.</li> <li>Use spelling patterns and generalizations.</li> <li>Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Words with a double consonant</li> <li>Syllable types: consonant doubling rule</li> <li>Words with a double consonant that represents two sounds, as in <i>success</i></li> </ul>	<ul style="list-style-type: none"> <li><i>alone, federal, nation, president, separate, symbols</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional endings <i>-ed</i> and <i>-ing</i> with the double consonant rule</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Double consonants that represent single and dual sounds (<i>hidden</i> vs. <i>accident</i>)</li> <li>Syllable types: consonant doubling rule in multisyllabic words (3+ syllables)</li> </ul>	<ul style="list-style-type: none"> <li><i>appear, constitutional, court, equal, information, judge</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Decode and encode words with the same root or base word.</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Doubling rule in single-vowel and vowel-team short vowel sound words with inflectional suffixes (<i>bedding</i> vs. <i>spreading</i>)</li> <li>Syllable types: open/closed syllable rule with multisyllabic words</li> </ul>	<ul style="list-style-type: none"> <li><i>history, lawmakers, party, representative, serve, taxation</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use Latin roots <i>dict</i> (speak) and <i>script</i> (write) to decode and encode words.</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Initial consonant digraphs <i>ch-</i> and <i>th-</i> representing different sounds in multisyllabic words (<i>champion</i> vs. <i>chameleon</i>)</li> <li>Regular and irregular plural nouns and verbs</li> </ul>	<ul style="list-style-type: none"> <li><i>attitude, everyone, express, feeling, habit, statement</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences and text, with attention to punctuation and appropriate phrasing in different genres including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use Greek roots <i>chron</i> (time) and <i>spec</i> (see).</li> <li>Derivational suffixes: <i>-ion, -sion, -tion</i> (noun) indicating action or process</li> <li>Derivational suffix: <i>-ation</i></li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Final consonants representing different sounds in multisyllabic words (<i>moneybag</i> vs. <i>discourage</i>)</li> <li>Regular and irregular past-tense verbs</li> </ul>	<ul style="list-style-type: none"> <li><i>although, behavior, either, features, role, themselves</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences and text, with attention to punctuation and appropriate phrasing in different genres including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use Latin roots <i>sta/stit</i> (stand) and Greek root <i>geo</i> (earth) to decode and encode words.</li> <li>Suffixes <i>-ic</i> (relating to) and <i>-ology</i> (the study of)</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Medial variant consonant digraphs <i>th</i> and <i>ch</i> in multisyllabic words (<i>wealthier</i> vs. <i>fatherly</i>)</li> <li>No spelling changes when adding a suffix <i>-s</i></li> </ul>	<ul style="list-style-type: none"> <li><i>activities, continued, messages, response, surprise, trouble</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences and text, with attention to punctuation and appropriate phrasing in different genres including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use Greek roots <i>arch</i> (chief) and <i>cycl</i> (circle or ring) to decode and encode words.</li> <li>Prefixes <i>bi-, tri-, uni-</i> and suffix <i>-y</i></li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					



	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Initial and final consonant digraphs <i>gh</i> and <i>ph</i> in multisyllabic words</li> <li>Syllable types: open/closed syllables (digraphs and blends)</li> </ul>	<ul style="list-style-type: none"> <li><i>bright, conductor, melody, natural, vibration, wave</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Greek roots <i>phon</i> (sound) and <i>photo</i> (light) to decode and encode words.</li> <li>Prefix <i>tele-</i> (at a distance)</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Silent consonant letters in multisyllabic words, such as <i>raspberry</i></li> <li>Syllable type: open/closed syllables (with silent consonants)</li> </ul>	<ul style="list-style-type: none"> <li><i>battery, experiment, model, received, solution, wire</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Greek root <i>scop</i> (see) to decode and encode words.</li> <li>Prefix <i>micro-</i> (small)</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Variant consonant digraphs /k/ in multisyllabic words</li> </ul>	<ul style="list-style-type: none"> <li><i>burning, cost, efficient, electricity, factors, temperature</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Greek root words <i>meter</i> (measure) and <i>therm</i> (heat) to decode and encode words.</li> <li>Prefixes <i>cent-</i> (hundred) and <i>milli-</i> (thousandth)</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Multisyllabic words with <i>ow</i> (<i>ou</i> diphthong and long <i>o</i>)</li> </ul>	<ul style="list-style-type: none"> <li><i>design, drawing, metal, modern, skill, traditional</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Greek root <i>arch</i> (chief), <i>arche</i> (primitive, ancient), and the Latin root <i>ven</i> (come) to decode and encode words.</li> <li>Derivational suffix <i>-al</i></li> <li>Homonyms: <i>bark, glasses, ring, scale</i></li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Multisyllabic words with <i>oi</i> diphthong spelled <i>oi</i> and <i>oy</i></li> </ul>	<ul style="list-style-type: none"> <li><i>culture, education, glass, institution, within, wonder</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use Latin roots <i>-join</i> and <i>-junct</i> (unite, union) to decode and encode words.</li> <li>Prefix <i>con-</i> (with)</li> <li>Derivational suffix <i>-ment</i> (product or thing)</li> <li>Contractions with <i>will</i> and <i>are</i>: <i>I'll, she'll, they'll, they're, won't</i></li> <li>Homophones: <i>there, their, they're</i></li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Multisyllabic words with variant vowel spellings of the <i>/o/</i> vowel sound (<i>saw</i>)</li> </ul>	<ul style="list-style-type: none"> <li><i>ancient, anthropology, believe, discovery, method, stone</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Greek root <i>ast</i> (star) and the Latin root <i>stīt</i> (stand or place) to decode and encode words.</li> <li>Derivational suffixes: <i>-ious, -ous, -tious</i> (full of)</li> <li>Homographs: <i>address, desert, project, record</i></li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Multisyllabic words with long <i>a</i> spelled <i>-ai</i>, <i>-aigh</i>, <i>-eigh</i></li> <li>Syllable type: vowel diphthongs/ vowel teams</li> </ul>	<ul style="list-style-type: none"> <li><i>civil, choose, communicate, joined, needs, neighborhood</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Latin root <i>rect</i> (straight) to decode and encode words.</li> <li>Prefix <i>retro-</i> (back)</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li><i>R</i>-controlled vowels (teams) in multisyllabic words</li> <li>Syllable type: <i>r</i>-controlled</li> </ul>	<ul style="list-style-type: none"> <li><i>caught, guide, moment, relief, report, urge</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Greek root <i>aero</i> (air) and the Latin root <i>rupt</i> (break) to decode and encode words.</li> <li>Derivational suffixes: <i>-eur</i>, <i>-ier</i>, <i>-yer</i> (one who)</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Short vowels and schwa in unaccented syllables of multisyllabic words</li> <li>Syllable type: VCCV in multisyllabic words</li> </ul>	<ul style="list-style-type: none"> <li><i>cooperation, human, partnership, someone, suppose, unite</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Latin roots <i>viv</i> (live) and <i>ver</i> (truth) to decode and encode words.</li> <li>Prefixes: <i>dis-</i>, <i>in-</i>, <i>un-</i> (not)</li> <li>Derivational suffixes: <i>-ative</i>, <i>-ive</i>, (inclined to)</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Apply knowledge of syllable patterns to decode multisyllabic words (all syllables have vowel sound).</li> <li>Syllabication with sesquipedalian words, such as <i>abracadabra</i></li> </ul>	<ul style="list-style-type: none"> <li><i>amount, habitat, organism, population, quite, soil</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes: <i>auto-</i>, <i>tele-</i></li> <li>Combine roots to form words: <i>dict, graph, phon, photo, ver</i></li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Apply knowledge of syllable patterns to decode multisyllabic words (open/closed syllables).</li> <li>Syllabication with sesquipedalian words, such as <i>biodegradable</i></li> </ul>	<ul style="list-style-type: none"> <li><i>adaptation, desert, forest, instinct, ready, variation</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Combine Greek roots to form words: <i>gram, graph, phon, photo</i></li> <li>Derivational suffixes: <i>-able, -tion</i></li> <li>Prefix <i>para-</i> (beside)</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Apply knowledge of syllable patterns to decode multisyllabic words (consonant blends/digraphs).</li> <li>Syllabication with sesquipedalian words, such as <i>alphanumeric</i></li> </ul>	<ul style="list-style-type: none"> <li><i>built, extinct, hunting, lost, preserved, survive</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Greek roots <i>dem</i> (people), <i>crat</i> (rule), <i>theo</i> (god) to decode and encode words.</li> <li>Combine Greek roots to assemble words.</li> <li>Derivational suffixes: <i>-ic, -ly, -y</i></li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Apply knowledge of syllable patterns to decode multisyllabic words (silent e).</li> <li>Closed compound multisyllabic words such as <i>homeowner</i></li> </ul>	<ul style="list-style-type: none"> <li><i>age, ancestor, century, empire, geography, reason</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Blended words (portmanteau), such as <i>humongous, motorcade, simulcast</i></li> <li>Prefixes: <i>micro-</i>, <i>tele-</i> with roots <i>gram, graph, meter, scop</i></li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Apply knowledge of syllable patterns to decode multisyllabic words (VV pattern, as in <i>video, audio</i>).</li> </ul>	<ul style="list-style-type: none"> <li><i>drive, frontier, migration, pioneer, route, west</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Homophones: <i>accept/except, advice/advise, apart/a part, assent/ascent, beside/ besides, breath/breadth, compliment/ complement, everyday/every day</i></li> <li>Prefixes: <i>com-</i>, <i>con-</i>, <i>re-</i>, <i>retro-</i></li> <li>Use Latin roots <i>rect</i> (straight) and <i>viv/vit</i> (live) to decode and encode words.</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Apply knowledge of syllable patterns to decode multisyllabic words. (Double consonants with different sounds, as in <i>accentuate</i>)</li> </ul>	<ul style="list-style-type: none"> <li><i>dress, harvest, native, plains, reservation, village</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Homophones: <i>cereal/serial, cite/site/sight, council/counsel, desert/dessert, device/devise</i></li> <li>Derivational suffixes: <i>-eur, -ier, -yer</i> (one who)</li> <li>Use the Greek roots <i>aero</i> (air) and <i>ast</i> (star) to decode and encode words.</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Consonant digraphs (with blends) in multisyllabic words, as seen in <i>chronological</i> or <i>shrubby</i></li> </ul>	<ul style="list-style-type: none"> <li><i>astronaut, astronomer, explore, million, trip, visit</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences and text, with attention to punctuation and appropriate phrasing in different genres including prose and poetry</li> </ul>	<ul style="list-style-type: none"> <li>Homophones: <i>aloud/allowed, persecute/prosecute, poll/pole, precede/proceed, recent/resent</i></li> <li>Combine roots to assemble words (geo, graph, therm)</li> <li>Derivational suffixes <i>-al, -er, -y</i></li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Variant vowel teams <i>oo, ou, ow</i> in multisyllabic words</li> </ul>	<ul style="list-style-type: none"> <li><i>constellation, else, evidence, orbit, strange, test</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences and text, with attention to punctuation and appropriate phrasing in different genres including prose and poetry</li> </ul>	<ul style="list-style-type: none"> <li>Introduce acronyms: <i>laser, radar, sonar, spam</i></li> <li>Combine Greek and Latin roots with affixes to encode words (<i>dem, spect, ver, viv; -able, dis-, re-, -y</i>)</li> <li>Possessives and apostrophes (regular plural nouns and nouns that end in s): girls' happiness, boys' discovery, years' experience, goodness' sake, United States' population</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Variant vowel teams <i>ei, ie, oo, ou, ow</i> in multisyllabic words</li> </ul>	<ul style="list-style-type: none"> <li><i>agriculture, died, drought, everything, famine, killed</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words, connected in phrases, sentences and text, with attention to punctuation and appropriate phrasing in different genres including prose and poetry</li> </ul>	<ul style="list-style-type: none"> <li>Clipped words from longer words (such as <i>ad</i> from <i>advertisement</i>, <i>dorm</i> from <i>dormitory</i>)</li> <li>Combine Greek and Latin roots with affixes to encode words (<i>chron, con-, in-, -ion, -ment, meter, -ous, script, stit, therm</i>)</li> <li>Produce complete sentences.</li> <li>Spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Frequently appearing syllable patterns in multisyllable words, such as <u>at</u>onement, <u>be</u>forehand, <u>en</u>tering</li> <li>Recognize and use syllables in words with VCCV pattern, such as <u>ber</u>ry, <u>bo</u>ther, <u>hel</u>met.</li> </ul>	<ul style="list-style-type: none"> <li><i>army, declaration, democracy, fight, liberty, wrong</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Homophones</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Vowel phonograms that appear in multisyllable words: -<u>au</u>-, -<u>au</u>gh, <u>ough</u> (<i>auditorium, haughtiness thoughtfully</i>)</li> <li>Phonogram pattern VVCCC, such as <u>ca</u>ught, <u>la</u>unch, <u>va</u>ult, <u>we</u>ight</li> </ul>	<ul style="list-style-type: none"> <li><i>abolitionist, division, emancipation, northern, segregation, southern</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Homonyms</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Consonant sounds represented by different letters/letter clusters, such as <u>pic</u>nic vs. <u>tr</u>uck</li> </ul>	<ul style="list-style-type: none"> <li><i>battle, conditions, domestic, nationality, women, workers</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Portmanteau words, such as <i>mo</i>tel (<i>mo</i>tor + <i>ho</i>tel), <i>sm</i>ash (<i>sm</i>ack + <i>ma</i>sh), <i>sm</i>og (<i>sm</i>oke + <i>fo</i>g)</li> <li>Homographs</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Multisyllable verbs ending with <i>-ing</i> having an accented last syllable (present participles/gerunds), such as <i>entertaining</i>, <i>guaranteeing</i>, <i>volunteering</i>,</li> <li>VCE syllables with multisyllable words, such as <i>incomplete</i>, <i>misadvise</i></li> </ul>	<ul style="list-style-type: none"> <li><i>accent</i>, <i>demonstrate</i>, <i>interesting</i>, <i>intelligent</i>, <i>silent</i>, <i>suggested</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Latin root <i>aud</i> (to hear)</li> <li>Prefix <i>in-</i> (no/not) and derivational suffix <i>-able</i>, <i>-ible</i> (able to be)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Consonant doubling rule, as in <i>rubbed</i>, <i>swimming</i></li> <li>Syllable types/spelling: suffixes beginning with a consonant in multisyllable words (no doubling), such as <i>distrustful</i>, <i>membership</i></li> </ul>	<ul style="list-style-type: none"> <li><i>actually</i>, <i>appeal</i>, <i>custom</i>, <i>doesn't</i>, <i>official</i>, <i>similar</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Latin root <i>multi</i> (many) and Greek root <i>poly</i> (many)</li> <li>Number prefixes <i>pent-</i> (five), <i>hex-</i> (six), and <i>dec-</i> (ten) and Greek root <i>-gon</i> (side/angle)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>VC final stressed syllable and doubling rule with initial vowel suffixes, as in, <i>admit/admittance</i>, <i>excel/excellent</i></li> <li>VC final unstressed syllable with suffixes, as in <i>visit/visited</i></li> </ul>	<ul style="list-style-type: none"> <li><i>ceremony</i>, <i>emperor</i>, <i>except</i>, <i>foreigner</i>, <i>observe</i>, <i>whose</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Latin root <i>loc</i> (place) and Greek root <i>top</i> (place)</li> <li>Prefix <i>re-</i> (do again) and suffix <i>-ical</i> (of/relating to)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					



	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Adding suffixes to base words ending in <i>y</i> (Cy and Vy), such as <i>photocopier</i>, <i>employee</i></li> <li>Open syllable rule using multisyllabic words, such as <i>geometry</i>, <i>university</i></li> </ul>	<ul style="list-style-type: none"> <li><i>equipment</i>, <i>invention</i>, <i>major</i>, <i>process</i>, <i>prove</i>, <i>science</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Latin root <i>cap</i> (head), Greek root <i>cap</i> (take, keep), and Greek root <i>opt</i> (eye)</li> <li>Suffixes <i>-al</i> (relating to) and <i>-ist</i> (one who)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Consonant + <i>le</i> syllables types in multisyllable words (<i>-ble</i>, <i>-cle</i>, <i>-dle</i>, <i>-fle</i>, <i>-gle</i>), such as <i>monocle</i>, <i>paddleboard</i></li> <li>Silent consonants <i>b</i>, <i>k</i>, <i>l</i>, <i>t</i> in multisyllabic words, such as <i>dumbfounded</i>, <i>knowable</i></li> </ul>	<ul style="list-style-type: none"> <li><i>assemble</i>, <i>controlled</i>, <i>engine</i>, <i>speed</i>, <i>structure</i>, <i>weight</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Latin roots <i>cogn</i> (know), <i>sci</i> (know)</li> <li>Derivational suffixes <i>-ic</i> (like or relating to), <i>-ize</i> (make/become)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Syllables in multisyllabic words with VV pattern, such as <i>dietary</i>, <i>envious</i></li> <li>Review irregular past tense verbs</li> </ul>	<ul style="list-style-type: none"> <li><i>entire</i>, <i>gravitational</i>, <i>growth</i>, <i>huge</i>, <i>solar</i>, <i>view</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Greek root <i>photo</i> (light)</li> <li>Recognize and use Latin root <i>lum</i> (light)</li> <li>Derivational suffix <i>-ate</i> (become)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Consonant + <i>le</i> syllables in multisyllable words, such as <i>biodegradable</i>, <i>dismantle</i></li> </ul>	<ul style="list-style-type: none"> <li><i>architecture</i>, <i>art</i>, <i>classical</i>, <i>column</i>, <i>society</i>, <i>value</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Contractions with <i>had</i> and <i>would</i>: <i>he'd</i>, <i>I'd</i>, <i>she'd</i>, <i>there'd</i>, <i>they'd</i>, <i>we'd</i>, <i>who'd</i>, <i>you'd</i></li> <li>Homophones</li> <li>Latin root <i>vid/vis</i> (to see) and Latin root <i>spec</i> (to see)</li> <li>Derivational suffixes <i>-ion</i>, <i>-sion</i>, <i>-tion</i> (state or quality of) and <i>-or</i> (one who)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Irregular plural nouns that change the spelling of the word, such as <i>cactus/cacti</i>, <i>child/children</i>, <i>goose/geese</i>, <i>mouse/mice</i>, <i>person/people</i>, <i>woman/women</i>,</li> <li>Irregular plurals that are the same as the singular form of the word, such as <i>aircraft</i>, <i>deer</i>, <i>fish</i>, <i>salmon</i>, <i>sheep</i>, <i>species</i>, <i>tuna</i></li> <li>Irregular plural verbs</li> </ul>	<ul style="list-style-type: none"> <li><i>craft</i>, <i>create</i>, <i>famous</i>, <i>interpret</i>, <i>poem</i>, <i>popular</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Latin root <i>sens</i> (feel or perceive)</li> <li>Prefix <i>non-</i> (not) and derivational suffix <i>-ible</i> (capable of)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Suffixes and shifting stress in multisyllabic words, such as <i>nonsense/nonsensical</i></li> </ul>	<ul style="list-style-type: none"> <li><i>archaeology</i>, <i>conservation</i>, <i>details</i>, <i>industry</i>, <i>printed</i>, <i>projection</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Clipped words: <i>lab</i> (<i>laboratory</i>), <i>phone</i> (<i>telephone</i>), <i>photo</i> (<i>photograph</i>)</li> <li>Greek roots <i>path</i> (feel), <i>phon</i> (sound)</li> <li>Recognize and use the prefix <i>sym-</i> (together) and review the suffix <i>-ic</i> (like/related to)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Silent e rule when adding suffixes beginning with a vowel vs. a consonant, as in <i>fierce/fiercer/fiercest</i></li> </ul>	<ul style="list-style-type: none"> <li><i>community, expect, interview, loud, quiet, relationship</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Noun/verb homographs</li> <li>Latin root <i>dict</i> (speak)</li> <li>Irregular plural possessive nouns: <i>cacti's spines, children's relationship, deer's antlers, women's friendship</i></li> <li>Suffix <i>-ion</i> (quality/state of something) and prefix <i>pre-</i> (before)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Common vowel diphthongs in multisyllable words <i>oy/oi</i>, such as <i>enjoyable, flamboyant</i></li> </ul>	<ul style="list-style-type: none"> <li><i>allow, belong, civilized, compromise, indicate, neutral</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Prefix homophones <i>ante-</i> (before), and <i>anti-</i> (against)</li> <li>Greek root <i>dem</i> (people)</li> <li>Suffixes <i>-ation</i> (state/process of), <i>-cracy</i> (rule), <i>-crat</i></li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Short vowels and schwa in unaccented syllables of multisyllabic words, such as <i>abandon, hesitant</i></li> </ul>	<ul style="list-style-type: none"> <li><i>agreed, consent, council, prepared, repair, terms</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Commonly confused words: <i>access/excess, angel/angle, any way/anyway, breath/breathe</i></li> <li>Greek root <i>log</i> (word) and Latin root <i>voc</i> (voice/word/name)</li> <li>Prefixes <i>ad-</i> (toward), <i>dia-</i> (across)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Use knowledge of syllable patterns to decode and encode multisyllable words.</li> <li>Emphasis: double consonants with different sounds, as in <i>accelerate</i>, <i>misshapen</i>, <i>outthink</i></li> </ul>	<ul style="list-style-type: none"> <li><i>grow</i>, <i>molecule</i>, <i>necessary</i>, <i>oxygen</i>, <i>possible</i>, <i>protein</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Acronyms: DNA, NASA, RADAR, SCUBA</li> <li>Greek root <i>hydr</i> (water) and Latin root <i>aqua</i> (water)</li> <li>Prefix <i>de-</i> (off, down from, completely away from; undo) and derivational suffix <i>-gen</i> (that which produces)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>R-controlled vowels in multisyllabic words, such as <i>furniture</i>, <i>overture</i></li> </ul>	<ul style="list-style-type: none"> <li><i>chemical</i>, <i>circulate</i>, <i>nutrient</i>, <i>provide</i>, <i>rich</i>, <i>substances</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Commonly confused words: <i>cease/seize</i>, <i>compliment/complement</i>, <i>conscience/conscious</i></li> <li>Greek root <i>bio</i> (life) and derivational suffix <i>-logy</i> (study of)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Variant consonant digraphs /k/ in multisyllabic words, such as <i>firecrackers</i>, <i>stomachache</i></li> </ul>	<ul style="list-style-type: none"> <li><i>catch</i>, <i>cell</i>, <i>dead</i>, <i>disease</i>, <i>interact</i>, <i>spread</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Commonly confused words: <i>deceased/diseased</i>, <i>decent/descent/dissent</i></li> <li>Latin root <i>mort</i> (death) and Greek root <i>phob</i> (fear)</li> <li>Prefix <i>im-</i> (not) and derivational suffix <i>-fy</i> (to make/cause to become)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

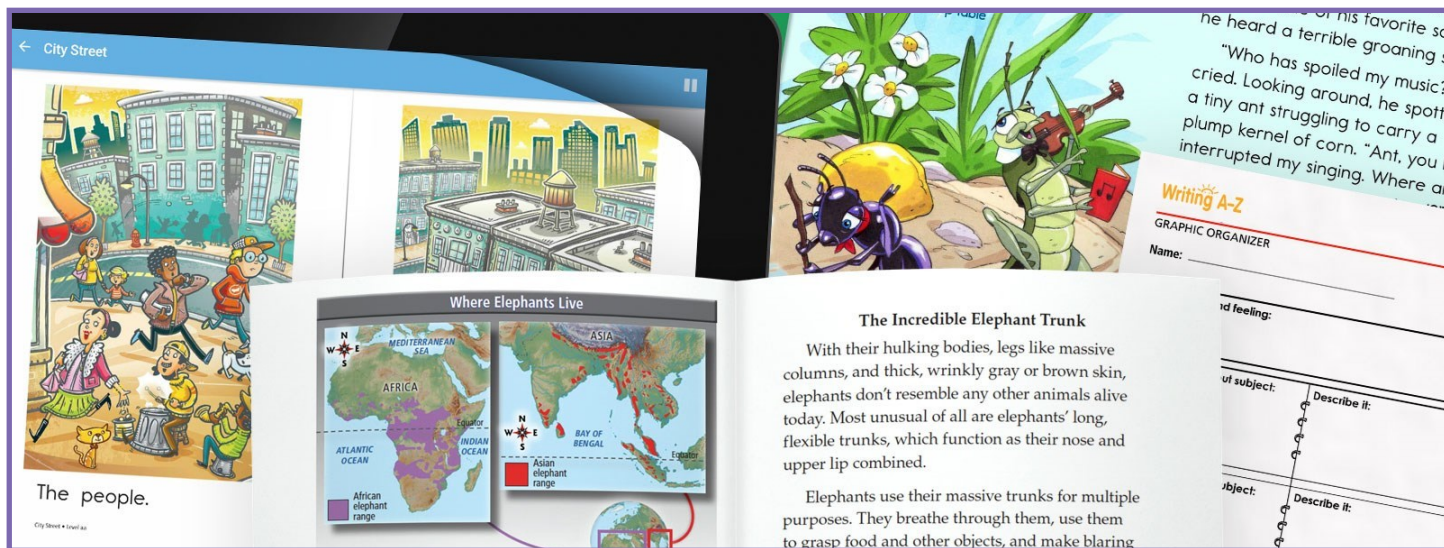
	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>VCCV in multisyllabic words, such as <i>forgetful, wonderful</i></li> </ul>	<ul style="list-style-type: none"> <li><i>continent, development, entered, exploration, supply, trade</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and use commonly confused words: <i>detract/distract, disapprove/disprove, disinterested/uninterested, eligible/illegible</i></li> <li>Latin root <i>mar</i> (ocean)</li> <li>Prefix <i>sub-</i> (below/under) and derivational suffix <i>-ine</i> (like/made of)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Consonant trigraphs in multisyllable words, such as <i>stitchery, topnotch</i></li> </ul>	<ul style="list-style-type: none"> <li><i>ahead, immigrant, movement, refugee, settled, voyage</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Commonly confused words: <i>emigrate/immigrate, envelop/envelope, expand/expand, farther/further, fewer/less</i></li> <li>Latin root <i>mob</i> (to move)</li> <li>Prefix <i>auto-</i> (self) and derivational suffix <i>-ty</i> (quality/state of)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Vowel trigraphs in multisyllable words, such as <i>bureaucracy, courageous</i></li> </ul>	<ul style="list-style-type: none"> <li><i>arrived, civilization, deal, effect, political, resources</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Commonly confused words: <i>later/latter, lay/lie, loose/lose, passed/past, quiet/quit/quite, respectably/respectively/respectfully, through/ thorough</i></li> <li>Greek roots <i>geo</i> (earth), <i>graph</i> (to write), <i>therm</i> (heat)</li> <li>Latin root <i>fin</i> (end)</li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					

	Phonics	Content Area High-Frequency Words	Fluency	Word Study / Language Connection	Handwriting: Cursive
Module 1	<ul style="list-style-type: none"> <li>Vowel phonograms <i>-aught</i>, <i>-ault (aw)</i>, <i>-ought</i>, as in <i>naughtiness</i>, <i>slaughterhouse</i></li> <li>Digraphs and diphthongs in multisyllabic words, such as <i>southernmost</i>, <i>shortsighted</i></li> </ul>	<ul style="list-style-type: none"> <li><i>earthquake</i>, <i>flat</i>, <i>geology</i>, <i>physical</i>, <i>stretched</i>, <i>valley</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Homonyms</li> <li>Combine Greek and Latin roots with affixes to form words: <i>and</i>, <i>-ate</i>, <i>aud</i>, <i>cap</i>, <i>-gon</i>, <i>-ible</i>, <i>-ical</i>, <i>il-</i>, <i>in-</i>, <i>loc</i>, <i>lum</i>, <i>multi</i>, <i>photo</i>, <i>-ple</i>, <i>poly</i>, <i>re-</i>, <i>top</i></li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Silent e rule with multisyllabic words (drop e when adding suffix that begins with vowel, keep the e when adding suffix that begins with consonant), such as <i>forgive/forgiving</i></li> <li>Unaccented final syllable (don't double final consonant when adding suffix), such as <i>system/systemic</i></li> </ul>	<ul style="list-style-type: none"> <li><i>atmosphere</i>, <i>current</i>, <i>ecosystem</i>, <i>environment</i>, <i>stream</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Combine Greek and Latin roots with affixes to form words: <i>aqua</i>, <i>bio</i>, <i>de-</i>, <i>-gen</i>, <i>-graphy</i>, <i>hydr</i>, <i>-ify</i>, <i>im-</i>, <i>-ine</i>, <i>-logy</i>, <i>mar</i>, <i>mort</i>, <i>phob</i>, <i>sub-</i></li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Syllabication practice with sesquipedalian words, such as <i>biodegradability</i>, <i>compartmentalization</i></li> </ul>	<ul style="list-style-type: none"> <li><i>determine</i>, <i>distribution</i>, <i>especially</i>, <i>global</i>, <i>hemisphere</i>, <i>particular</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with accuracy, automaticity, and prosody in word recognition appropriate to grade-level phonics, high-frequency words connected in phrases, sentences, and text, with attention to punctuation and appropriate phrasing in different genres, including prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Combine Greek and Latin roots with affixes to form words: <i>ad-</i>, <i>anti-</i>, <i>-ation</i>, <i>-crat</i>, <i>dem</i>, <i>dia-</i>, <i>dict</i>, <i>-ible</i>, <i>-ic</i>, <i>log</i>, <i>non-</i>, <i>path</i>, <i>pre-</i>, <i>spec</i>, <i>sym-</i>, <i>vid/vis</i>, <i>voc-</i>, <i>-y</i></li> <li>Irregular plural possessive nouns: <i>cacti's spines</i>, <i>children's relationship</i>, <i>deer's antlers</i>, <i>women's friendship</i></li> <li>Spell grade-appropriate words correctly.</li> <li>Expand and combine sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Form words, phrases, and sentences using content area high-frequency words.</li> </ul>
Module 4 Review modules 1–3					



17855 Dallas Parkway, Suite 400, Dallas, TX 75287

**ORIGINAL**



# Request for Proposal (“RFP”) English Language Arts (PK-12) Digital Curriculum for Tier I Division Level Resources

## Submitted to:

Eileen M. Falcone, CPPB  
Assistant Division Director  
Henrico County Public Schools  
8600 Staples Mill Road  
Henrico, VA 23273-0775  
fal51@henrico.us

## Submitted by:

Learning A-Z, LLC  
Amy Otis / Vice President, Bids and Proposals  
P: 800.547.6747  
F: 888.819.7767  
LAZBidsContracts@learninga-z.com



# Table of Contents

---

Executive Summary .....	3
Compliance Matrix .....	5
Tab 1: Introduction and Signed Forms .....	6
Tab 2: Statement of the Scope .....	26
A. General Requirements: Raz-Plus .....	29
B. Progress Monitoring .....	39
A. General Requirements: Vocabulary A-Z .....	45
B. Progress Monitoring .....	53
A. General Requirements: Science A-Z .....	54
B. Progress Monitoring .....	63
A. General Requirements: Foundations A-Z .....	64
B. Progress Monitoring: .....	69
A. General Requirements: Writing A-Z – Adventure Zone .....	70
B. Progress Monitoring .....	75
C. Accessibility .....	76
D. Computer, Software, and Network Specifications 2021-2022 .....	77
E. Computer, Software, and Network Specifications.....	78
Tab 3: Offeror Qualifications and Experience .....	79
Qualifications and Experience .....	79



Project Team.....	89
Financial Capacity.....	104
Tab 4: Service Approach and Implementation.....	105
Tab 5: Technical Requirements .....	112
Tab 6: Infrastructure & System Administration .....	114
Tab 7: Reporting and Monitoring .....	119
Tab 8: Training & Professional Development .....	121
Tab 9: Pricing .....	126
Tab 10: References.....	148
Tab 11: Exceptions .....	149
Tab 12: Assumptions .....	168
Tab 13: Appendices .....	169
Raz-Plus Resource Descriptions .....	170

## Executive Summary

---

It's clear from this call for resources and the district's strategic plan that HCPS knows improving literacy outcomes through personalized learning experiences is essential to the district's academic growth goals.



To support educators in providing differentiated tier one instruction, you will need a variety of rigorous, research-based curriculum resources that are flexible enough to support standards and the goals of the HCPS Literacy Plan.

For more than 20 years, Learning A-Z has designed digital-first solutions that inspire K-5 students to embrace reading and writing and support teachers in serving the needs of every student. In this proposal, we offer our flagship programs that have long-supported instruction in all components of literacy and our new solution designed from the ground up on the science of reading to ensure students get the explicit, systematic instruction they need to develop essential foundational skills.

Learning A-Z resources are available in printable, projectable, and digital formats at multiple levels of difficulty and as different text types to foster differentiated and blended instruction for almost any education environment. Together our proposed products include the following:

- Engaging skill-based digital and printable literacy instruction that uses systematic pathways to teach all foundational skills
- High-interest books and passages across 29 reading levels and comprehensive wraparound lessons for guided reading instruction
- Interactive eLearning with augmented eBooks, digital lessons, and online activities
- Comprehensive Spanish and ELL materials
- Multilevel science texts
- Game-based, vocabulary activities and customizable teacher-led lesson plans
- eLearning portal that's fun for students and includes streamlined data management and progress monitoring for teachers



## *Partnership Support*

We support our district partners with a comprehensive cycle that begins with collaborative planning, implementation and technical services. We offer a variety of single sign on and integrations options, and the district is already utilizing our integration options via Clever.

We firmly believe supported teachers make the most impact. We back-up that belief with embedded professional learning options at point of use and targeted sessions delivered by our professional learning experts.

Our HCPS project team will work side-by-side with district educators to ensure educators have the support they need for success with Learning A-Z.

“Learning A-Z customized professional development has surpassed my expectations... I appreciate the personal touch and the expertise to plan and deliver professional development that meets the needs of our teachers....”

*Bonnie Billings; Director, Educational  
Media & Learning Resources  
Santa Clara Unified School District;  
Santa Clara, CA*

## *A Proven Virginia Partner*

Many HCPS educators and students already know and love Learning A-Z. Hundreds of teachers throughout the district have been using proposed programs since 2017. Most recently, Henrico’s Federal Programs and Foundational Learning Department facilitated subscriptions to Learning A-Z resources on behalf of HCPS Title 1 schools. Through this RFP we hope to broaden our impact and show you how much more we can do to improve student outcomes in HCPS.

Like HCPS, Learning A-Z believes that literacy is the foundation of all learning, and the best resources help teachers differentiate their instruction to meet the needs of *every* student. We’re excited to continue our partnership in providing HCPS teachers and students “support to succeed” in school and in life.

## Compliance Matrix

---

The following chart shows the RFP requirement and the section in this document where you can find our response to this requirement. If reviewing digitally, you can click on the section or page number, and the link will take you to that section.

RFP Requirement / Evaluation Criteria	Page Number
Functional Requirements – 40 points	26
Experience and Qualifications – 25 points	79
Service Approach, Implementation, and Training – 20 points	121
Price – 10 points	126
Quality of Proposal Submission / Oral Presentations – 5 points	N/A

## Tab 1: Introduction and Signed Forms

---

Please find the following documents in this section:

- Cover Letter
- Proposal Signature Sheet (Attachment A)
- Business Classification Form (Attachment B)
- Virginia State Corporation Commission Registration Information (Attachment C)
- Proprietary/Confidential Information (Attachment D)
- Direct Contact with Students Form (Attachment F)
- Terms and Conditions
- Addenda



April 5, 2022

Eileen M. Falcone, CPPB  
Assistant Division Director  
Henrico County Public Schools  
8600 Staples Mill Road  
Henrico, VA 23273-0775

Dear Eileen M. Falcone:

As a company focused on helping educators create brighter futures for students through technology-enabled literacy resources, Learning A-Z, LLC is honored to respond to Henrico County Public School's *RFP No. 22-2316-3EMF* entitled *English Language Arts (PK-12) Digital Curriculum for Tier 1 Division Level Resources*. With our comprehensive online reading and writing resources, we are eager to support the district's initiative to support literacy instruction throughout the district.

We offer the following award-winning solutions in this proposal. The district may decide to approve any combination of the proposed programs.

- Raz-Plus delivers comprehensive literacy resources that are printable, projectable, and digital.
  - ELL Edition and Español add-ons expand Raz-Plus with WIDA-Aligned ELL resources and authentic and transadapted Spanish texts and materials
- Vocabulary A-Z supports vocabulary instruction with interactive online games and lesson plans.
- Science A-Z integrates science and reading with multilevel texts and hands-on learning activities.
- Foundations A-Z teaches K-5 students foundational reading skills through explicit, systematic instruction soundly based on the latest research in education and neuroscience.
- Writing A-Z- Adventure Zone combines explicit, systematic writing instruction and fun guided practice.

Please note that we understand of the scope of services required, commit to provide the materials and services outlined in this proposal, and acknowledge all addenda. We sincerely appreciate this opportunity and look forward to furthering our partnership with Henrico County Public Schools.



*Henrico County Public Schools | RFP #22-2316-3EMF | ELA (PK-12) Digital Curriculum for Tier 1 Level Resources*

Should you have any questions or need assistance while reviewing this proposal, please contact me at the information provided in the following signature block.

Kind regards,

A handwritten signature in blue ink, appearing to read "Amy Otis".

**Amy Otis**

**Vice President, Bids and Contracts**

**Learning A-Z, LLC**

Toll Free: 800.547.6747, Ext. 120

Direct: 720.494.4120

Email: [lazbidscontracts@learninga-z.com](mailto:lazbidscontracts@learninga-z.com)

## ATTACHMENT A PROPOSAL SIGNATURE SHEET

My signature certifies that the proposal as submitted complies with all requirements specified in this Request for Proposal ("RFP") No. 22-2316-3EMF English Language Arts PK-12 Digital Curriculum for Tier 1 Division Level Resources

My signature also certifies that by submitting a proposal in response to this RFP, the Offeror represents that in the preparation and submission of this proposal, the Offeror did not, either directly or indirectly, enter into any combination or arrangement with any person or business entity, or enter into any agreement, participate in any collusion, or otherwise take any action in the restraining of free, competitive bidding in violation of the Sherman Act (15 U.S.C. Section 1) or Sections 59.1-9.1 through 59.1-9.17 or Sections 59.1-68.6 through 59.1-68.8 of the Code of Virginia.

I hereby certify that I am authorized to sign as a legal representative for the business entity submitting this proposal.

LEGAL NAME OF OFFEROR (DO <u>NOT</u> USE TRADE NAME):
Learning A-Z, LLC
ADDRESS:
17855 Dallas Parkway, Suite 400
Dallas, TX 75287
FEDERAL ID NO:
38-3943276
SIGNATURE: 
NAME OF PERSON SIGNING (PRINT):
Amy Otis
TITLE:
Vice President, Bids and Proposals
TELEPHONE:
800.547.6747
FAX:
888.819.7767
EMAIL ADDRESS:
lazbidscontracts@learninga-z.com
DATE:
04.05.2022



## ATTACHMENT B BUSINESS CATEGORY CLASSIFICATION FORM

Company Legal Name: Learning A-Z, LLC

This form completed by: Signature: [Signature] Title: Vice President, Bids and Proposals

Date: 04.05.2022

PLEASE SPECIFY YOUR **BUSINESS CATEGORY** BY CHECKING THE APPROPRIATE BOX(ES) BELOW.

(Check all that apply.)

- ☐ SMALL BUSINESS
- ☐ WOMEN-OWNED BUSINESS
- ☐ MINORITY-OWNED BUSINESS
- ☐ SERVICE-DISABLED VETERAN
- ☐ EMPLOYMENT SERVICES ORGANIZATION
- ☒ NON-SWaM (Not Small, Women-owned or Minority-owned)

**SUPPLIER REGISTRATION** – The County of Henrico encourages all suppliers interested in doing business with the County to register with eVA, the Commonwealth of Virginia's electronic procurement portal, <http://eva.virginia.gov>.

eVA Registered? ☒ Yes ☐ No

If certified by the Virginia Minority Business Enterprises (DMBE), provide DMBE certification number and expiration date.

N/A NUMBER

N/A DATE

### DEFINITIONS

For the purpose of determining the appropriate business category, the following definitions apply:

**"Small business"** means a business, independently owned and controlled by one or more individuals who are U.S. citizens or legal resident aliens, and together with affiliates, has 250 or fewer employees, or annual gross receipts of \$10 million or less averaged over the previous three years. One or more of the individual owners shall control both the management and daily business operations of the small business.

**"Women-owned business"** means a business that is at least 51 percent owned by one or more women who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity ownership interest is owned by one or more women who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more women.

**"Minority-owned business"** means a business that is at least 51 percent owned by one or more minority individuals who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more minority individuals.

**"Minority individual"** means an individual who is a citizen of the United States or a legal resident alien and who satisfies one or more of the following definitions:

1. "African American" means a person having origins in any of the original peoples of Africa and who is regarded as such by the community of which this person claims to be a part.

2. "Asian American" means a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including but not limited to Japan, China, Vietnam, Samoa, Laos, Cambodia, Taiwan, Northern Mariana Islands, the Philippines, a U.S. territory of the Pacific, India, Pakistan, Bangladesh, or Sri Lanka and who is regarded as such by the community of which this person claims to be a part.

3. "Hispanic American" means a person having origins in any of the Spanish-speaking peoples of Mexico, South or Central America, or the Caribbean Islands or other Spanish or Portuguese cultures and who is regarded as such by the community of which this person claims to be a part.

4. "Native American" means a person having origins in any of the original peoples of North America and who is regarded as such by the community of which this person claims to be a part or who is recognized by a tribal organization.

**"Service disabled veteran business"** means a business that is at least 51 percent owned by one or more service disabled veterans or, in the case of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more individuals who are service disabled veterans and both the management and daily business operations are controlled by one or more individuals who are service disabled veterans.

**"Service disabled veteran"** means a veteran who (i) served on active duty in the United States military ground, naval, or air service, (ii) was discharged or released under conditions other than dishonorable, and (iii) has a service-connected disability rating fixed by the United States Department of Veterans Affairs.

**"Employment services organization"** means an organization that provides community-based employment services to individuals with disabilities that is an approved Commission on Accreditation of Rehabilitation Facilities (CARF) accredited vendor of the Department of Aging and Rehabilitative Services.

**ATTACHMENT C**  
**Virginia State Corporation Commission (SCC)**  
**Registration Information**

**The Offeror:**

☒ is a corporation or other business entity with the following SCC identification number:  
F1876319 -OR-

☐ is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust -OR-

☐ is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the Bidder in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from Bidder's out-of-state location) -OR-

☐ is an out-of-state business entity that is including with this bid/proposal an opinion of legal counsel which accurately and completely discloses the undersigned Bidder's current contracts with Virginia and describes why those contracts do not constitute the transaction of business in Virginia within the meaning of §13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

Please check the following box if you have not checked any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for bids: ☐

## ATTACHMENT D PROPRIETARY/CONFIDENTIAL INFORMATION IDENTIFICATION

NAME OF OFFEROR: Learning A-Z, LLC

Trade secrets or proprietary information submitted by an Offeror shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the Offeror must invoke the protections of Va. Code § 2.2-4342(F) in writing, either before or at the time the data or other materials are submitted. The Offeror must specifically identify the data or materials to be protected including the section(s) of the proposal in which it is contained and the pages numbers, and state the reasons why protection is necessary. A summary of trade secrets and proprietary information submitted shall be submitted on this form. The proprietary or trade secret material submitted must be identified by some distinct method such as highlighting or underlining and must indicate only the specific words, figures, or paragraphs that constitute trade secret or proprietary information. Va. Code § 2.2-4342(F) prohibits an Offeror from classifying an entire proposal, any portion of a proposal that does not contain trade secrets or proprietary information, line item prices, or total proposal prices as proprietary or trade secrets. If, after being given reasonable time, the Offeror refuses to withdraw such classification(s), the proposal will be rejected.

SECTION/TITLE	PAGE NUMBER(S)	REASON(S) FOR WITHHOLDING FROM DISCLOSURE
N/A	N/A	N/A

## ATTACHMENT F DIRECT CONTACT WITH STUDENTS

Name of Bidder: Learning A-Z, LLC

Pursuant to Va. Code § 22.1-296.1, as a condition of awarding a contract for the provision of services that require the contractor or employees of the contractor to have direct contact with students on school property during regular school hours or during school-sponsored activities, the contractor shall provide certification of whether any individual who will provide such services has been convicted of any violent felony set forth in the definition of barrier crime in subsection A of Va. Code § 19.2-392.02; any offense involving the sexual molestation, physical or sexual abuse, or rape of a child; or any crime of moral turpitude.

Any individual making a materially false statement regarding any such offense is guilty of a Class 1 misdemeanor and, upon conviction, the fact of such conviction is grounds for the revocation of the contract to provide such services and, when relevant, the revocation of any license required to provide such services.

As part of this submission, I certify the following:

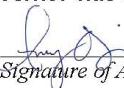
- ☒ None of the individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities have been convicted of a violent felony set forth in the definition of "barrier crime" in Va. Code § 19.2-392.02(A); an offense involving the sexual molestation, physical or sexual abuse, or rape of a child;

And (select one of the following)

- ☒ None of the individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities have been convicted of any felony or any crime of moral turpitude.

or

- ☐ One or more individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities has been convicted of a felony or crime of moral turpitude that is not set forth in the definition of "barrier crime" in Va. Code § 19.2-392.02(A) and does not involve the sexual molestation, physical or sexual abuse, or rape of a child. (In the case of a felony conviction meeting these criteria, the contractor must submit evidence that the Governor has restored the individual's civil rights.).

  
Signature of Authorized Representative

Amy Otis  
Printed Name of Authorized Representative

Learning A-Z, LLC  
Printed Name of Vendor  
(if different than Representative)



**TERMS AND CONDITIONS OF PURCHASE**

1. This purchase order ("purchase order" or "contract") is a legal, binding contract and may not be amended except in writing, signed by both parties, such as by formal, written change order from the County Purchasing Office.
2. The County of Henrico (the "County") shall not be bound in any manner for goods delivered or services rendered except on the basis of this purchase order including these terms and conditions. The terms "supplier" and "contractor" refer to the party providing goods or services to the County pursuant to this purchase order.
3. Goods and services must be delivered and rendered strictly in accordance with the applicable bid or quotation and shall not deviate in any way from the terms, conditions, prices, quality, quantity, delivery instructions, and specifications of the bid or quotation.
4. All goods and/or services delivered and/or rendered shall comply with all applicable federal, state, and local laws, and shall not infringe any valid patent or trademark.
5. The supplier shall indemnify, defend, and hold harmless the County (including Henrico County Public Schools), and the County's officers, agents, and employees from any claims, damages, suits, actions, liabilities, and costs of any kind or nature, including attorneys' fees, arising from or caused by the provision of any goods and/or services, the failure to provide any goods and/or services and/or the use of any services and/or goods furnished (or made available) arising from, growing out of, or in any way involved with the goods delivered or services rendered pursuant to this purchase order by the supplier, including but not limited to claims or allegations of intellectual property infringement, bodily harm, property damage, or wrongful death, provided that such liability is not attributable to the County's sole negligence. In the event that suit is brought against the County, its officers and/or its employees (either independently or jointly with the supplier), arising out of this purchase order and/or the goods and/or services that are the subject of this purchase order, the supplier shall defend the County, its officers and employees, in any such suit at no cost to them. In the event that final judgment is obtained against the County, its officers and/or its employees, either independently or jointly with the supplier, then the supplier shall pay such judgment, including costs and attorneys fees, if any, and hold the County, its officers and employees, harmless therefrom.
6. To the extent that any terms and conditions contained in the supplier's acknowledgement, bid, or other forms conflict with those contained in this purchase order, those contained in the purchase order shall prevail.
7. Except for subscription services, the County shall not pay for any goods or services until they have been delivered or rendered.
8. The County will pay for goods delivered or services rendered in compliance with the terms, conditions, and specifications of this purchase order either on the date on which payment is due under the terms of this purchase order or, if no date is set out in this purchase order, not more than 45 days after the goods or services are received in full by the County or not more than 45 days after the invoice is received by the County, whichever is later. **If this purchase order is for goods or services in excess of \$100,000, then the supplier must submit a signed Anti-Lobbying Certification with its invoice before the County will be obligated to make payment.** See the last page of these Terms and Conditions.
9. Unless otherwise provided in this purchase order, if the County fails to pay by the payment date, the County agrees to pay the finance charge assessed by the supplier, which shall not exceed one percent per month.

10. Unless otherwise provided in this purchase order, all prices must be F.O.B. delivered to the point as indicated on the front of the purchase order. The County will grant no allowance for boxing, crating, or delivery unless specifically provided for in the bid or quotation. When a specific purchase is quoted or negotiated F.O.B. shipping point, the supplier shall ship prepaid, add the charges to invoice, and attach the original receipted freight bill to the invoice.
11. The supplier shall indicate the purchase order number on the front of each invoice and on the outside of each package or shipping container.
12. The County is exempt from the payment of federal excise and state sales taxes. If any such tax is included on the invoice, it must be shown as a separate item. Tax exemption certificates will be furnished to the supplier upon request.
13. Cash discounts shall be deducted as indicated on the front of this purchase order or in accordance with the terms of the quotation or bid.
14. The supplier shall not, in its product literature or advertising, refer to this purchase order or the use of the supplier's goods or services by the County.
15. If this purchase order is over \$10,000:
  - (1) During the performance of this purchase order, the supplier agrees as follows:
    - a. The supplier will not discriminate against any employee or applicant for employment because of race, religion, color, sex, national origin, age, disability, or other basis prohibited by state law relating to discrimination in employment, except where there is a bona fide occupational qualification reasonably necessary to the normal operation of the supplier. The supplier agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.
    - b. The supplier, in all solicitations or advertisements for employees placed by or on behalf of the supplier, will state that such supplier is an equal opportunity employer.
    - c. Notices, advertisements, and solicitations placed in accordance with federal law, rule, or regulation shall be deemed sufficient for the purpose of meeting the requirements of this section.
  - (2) The supplier will include the provisions of the foregoing paragraphs a, b, and c in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontractor or supplier.
16. During the performance of this purchase order, the supplier agrees to (i) provide a drug-free workplace for the supplier's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the supplier that the supplier maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontractor or supplier.

For the purposes of this section, "drug-free workplace" means a site for the performance of work done in connection with a specific contract or purchase order awarded to a supplier in accordance with the Virginia Public Procurement Act, the employees of whom are prohibited from engaging in the unlawful

manufacture, sale, distribution, dispensation, possession or use of any controlled substance or marijuana during the performance of the contract or purchase order.

17. Henrico County does not discriminate against faith-based organizations as that term is defined in Virginia Code § 2.2-4343.1.
18. In the event that the supplier fails to deliver the goods or services within the time specified, or if the supplier otherwise defaults, the County may, after reasonable notice, procure such goods or services from other sources. In such event, the supplier shall be liable to the County for any additional cost occasioned by such failure to deliver or other default.
19. The County welcomes and encourages the participation of small businesses, businesses owned by women and minorities, businesses owned by service disabled veterans and employment service organizations in procurement transactions made by the County.
20. The supplier expressly agrees; both directly and through its subcontractors, to take every precaution at all times for the protection of persons and property who or which may come on County property or be affected by the supplier's operation in connection with the performance of the purchase order.
21. The supplier shall be solely responsible for initiating, maintaining, and supervising all safety precautions and programs in connection with the performance of the purchase order.
22. The provisions of all rules and regulations governing safety as adopted by the Safety Codes Commission of the Commonwealth of Virginia and as issued by the Department of Labor and Industry under Title 40.1 of the Code of Virginia shall apply to all work under this purchase order.
23. This purchase order shall be governed by and interpreted under the laws of the Commonwealth of Virginia without regard to its conflict of law rules. Any dispute arising out of this purchase order, its performance, or its interpretation, shall be initiated and tried only in the courts of the County of Henrico, Virginia.
24. Authorization to Transact Business in the Commonwealth
  - (1) A business entity organized as a stock or nonstock corporation, limited liability company, business trust, or limited partnership or registered as a registered limited liability partnership shall be authorized to transact business in the Commonwealth as a domestic or foreign business entity if so required by Title 13.1 or Title 50 of the Code of Virginia or as otherwise required by law.
  - (2) Any business entity described in subsection (1) that enters into a contract with a public body shall not allow its existence to lapse or allow its certificate of authority or registration to transact business in the Commonwealth if so required by Title 13.1 or Title 50 of the Code of Virginia to be revoked or cancelled at any time during the term of the contract.
25. The supplier does not, and shall not during the performance of this purchase order for goods and services in the Commonwealth, knowingly employ an unauthorized alien as defined in the federal Immigration Reform and Control Act of 1986.
26. Payment Clauses Required by Va. Code § 2.2-4354
  - (1) The supplier shall take one of the two following actions within seven days after receipt of amounts paid to the supplier by the County for all or portions of the goods and/or services provided by a subcontractor: (a) pay the subcontractor for the proportionate share of the total payment received from the County attributable to the work performed by the subcontractor



- under that contract; or (b) notify the County and subcontractor, in writing, of the supplier's intention to withhold all or a part of the subcontractor's payment with the reason for nonpayment.
- (2) Pursuant to Virginia Code § 2.2-4354, suppliers that are proprietorships, partnerships, or corporations shall provide their federal employer identification numbers to the County. Pursuant to Virginia Code § 2.2-4354, suppliers who are individual contractors shall provide their social security numbers to the County.
  - (3) The supplier shall pay interest to its subcontractors on all amounts owed by the supplier that remain unpaid after seven days following receipt by the supplier of payment from the County for all or portions of goods and/or services performed by the subcontractors, except for amounts withheld as allowed in Subparagraph 26(1) above.
  - (4) Pursuant to Virginia Code § 2.2-4354, unless otherwise provided under the terms of the Contract interest shall accrue at the rate of one percent per month.
  - (5) The supplier shall include in each of its subcontracts a provision requiring each subcontractor to include or otherwise be subject to the same payment and interest requirements with respect to each lower-tier subcontractor.
  - (6) The supplier's obligation to pay an interest charge to a subcontractor pursuant to the payment clause in Virginia Code § 2.2-4354 shall not be construed to be an obligation of the County. A purchase order modification shall not be made for the purpose of providing reimbursement for the interest charge. A cost reimbursement claim shall not include any amount for reimbursement for the interest charge.
27. It is understood and agreed that this contract shall be subject to annual appropriations by the County of Henrico, Board of Supervisors. Should the Board fail to appropriate funds for this contract, the contract shall be terminated when existing funds are exhausted. The supplier shall not be entitled to seek redress from the County of Henrico, Virginia should the Board of Supervisors fail to make annual appropriations for this contract.

#### **FEDERAL CONTRACT PROVISIONS**

When specifically stated in the Purchase Order, the following Federal Contract Provisions shall apply.

##### **1. Debarment and Suspension Clause (2 C.F.R. PART 200 APPENDIX II(h))**

- (1) This contract is a covered transaction for purposes of 2 C.F.R. pt. 180 and 2 C.F.R. pt. 3000. As such, the contractor is required to verify that none of the contractor's principals (defined at 2 C.F.R. § 180.995) or its affiliates (defined at 2 C.F.R. § 180.905) are excluded (defined at 2 C.F.R. § 180.940) or disqualified (defined at 2 C.F.R. § 180.935).
- (2) The contractor must comply with 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C, and must include a requirement to comply with these regulations in any lower tier covered transaction it enters into.
- (3) This certification is a material representation of fact relied upon by the County. If it is later determined that the contractor did not comply with 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C, in addition to remedies available to the County, the Federal Government may pursue available remedies, including but not limited to suspension and/or debarment.



- (4) The contractor agrees to comply with the requirements of 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C while this offer is valid and throughout the period of any contract that may arise from this offer. The contractor further agrees to include a provision requiring such compliance in its lower tier covered transactions.

## **2. Procurement of Recovered Materials Clause (2 C.F.R. § 200.322)**

- (1) In the performance of this contract, the contractor shall make maximum use of products containing recovered materials that are EPA-designated items unless the product cannot be acquired—
  - (a) Competitively within a timeframe providing for compliance with the contract performance schedule;
  - (b) Meeting contract performance requirements; or
  - (c) At a reasonable price.
- (2) Information about this requirement, along with the list of EPA- designated items, is available at EPA's Comprehensive Procurement Guidelines web site, <https://www.epa.gov/smm/comprehensive-procurement-guideline-cpg-program>.
- (3) The contractor also agrees to comply with all other applicable requirements of Section 6002 of the Solid Waste Disposal Act.

## **3. Byrd Anti-Lobbying Clause (2 C.F.R. PART 200 APPENDIX II(I))**

- (1) Contractors who apply or bid for an award of \$100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, officer or employee of Congress, or an employee of a Member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient who in turn will forward the certification(s) to the awarding agency.
- (2) Required Certification. If applicable, contractors must sign and submit to the agency the following certification. (See the separate Anti-Lobbying Certification attached to the end of these Terms and Conditions.)
- (3) 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 an 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 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 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 subawards 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 than \$100,000 for each such failure.

The Contractor, certifies or affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. Chap. 38, Administrative Remedies for False Claims and Statements, apply to this certification and disclosure, if any.

#### **4. Termination of Cause and Convenience (2 C.F.R. PART 200 APPENDIX II(B))**

The County reserves the right to cancel and terminate any resulting contract, in part or in whole, without penalty, upon 60 days written notice to the contractor. In the event the initial contract period is for more than 12 months, the resulting contract may also be terminated by the contractor, without penalty, after the initial 12 months of the contract period upon 60 days written notice to the other party. Any contract cancellation notice shall not relieve the contractor of the obligation to deliver and/or perform on all outstanding orders issued prior to the effective date of cancellation.

#### **5. Contract Work Hours and Safety Standards Act (29 C.F.R. 5.5(b))**

*Required in all contracts over \$100K utilizing mechanics or laborers (as defined in 40 U.S.C §§ 3701)*

- (1) *Overtime requirements.* No contractor or subcontractor contracting for any part of the contract work which may require or involve the employment of laborers or mechanics shall require or permit any such laborer or mechanic in any workweek in which he or she is employed on such work to work in excess of forty hours in such workweek unless such laborer or mechanic receives compensation at a rate not less than one and one-half times the basic rate of pay for all hours worked in excess of forty hours in such workweek.
- (2) *Violation, liability for unpaid wages; liquidated damages.* In the event of any violation of the clause set forth in paragraph (b)(1) of this section the contractor and any subcontractor responsible therefor shall be liable for the unpaid wages. In addition, such contractor and subcontractor shall be liable to the United States (in the case of work done under contract for the District of Columbia or a territory, to such District or to such territory), for liquidated damages. Such liquidated damages shall be computed with respect to each individual laborer or mechanic, including watchmen and guards, employed in violation of the clause set forth in paragraph (b)(1) of this section, in the sum of \$27 for each calendar day on which such individual was required or permitted to work in excess of the standard workweek of forty hours without payment of the overtime wages required by the clause set forth in paragraph (b)(1) of this section.
- (3) *Withholding for unpaid wages and liquidated damages.* The County shall upon its own action or upon written request of an authorized representative of the Department of Labor withhold or cause to be withheld, from any moneys payable on account of work performed by the contractor or subcontractor under any such contract or any other Federal contract with the same prime contractor, or any other federally-assisted contract subject to the Contract Work Hours and Safety Standards Act, which is held by the same prime contractor, such sums as may be determined to be necessary to satisfy any liabilities of

such contractor or subcontractor for unpaid wages and liquidated damages as provided in the clause set forth in paragraph (b)(2) of this section.

- (4) *Subcontracts.* The contractor or subcontractor shall insert in any subcontracts the clauses set forth in paragraph (b)(1) through (4) of this section and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime contractor shall be responsible for compliance by any subcontractor or lower tier subcontractor with the clauses set forth in paragraphs (b)(1) through (4) of this section.

**6. Clean Air Act and the Federal Water Pollution Control Act Clauses (2. C.F.R. PART 200 APPENDIX ii(G))**

- (1) The contractor agrees to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act, as amended, 42 U.S.C. § 7401 et seq.
- (2) The contractor agrees to report each violation to the County and understands and agrees that the County will, in turn, report each violation as required to assure notification to the Federal Emergency Management Agency ("FEMA"), and the appropriate Environmental Protection Agency Regional Office.
- (3) The contractor agrees to include these requirements in each subcontract exceeding \$150,000 financed in whole or in part with Federal assistance provided by FEMA.
- (4) The contractor agrees to comply with all applicable standards, orders, or regulations issued pursuant to the Federal Water Pollution Control Act, as amended, 33 U.S.C. 1251 et seq.
- (5) The contractor agrees to report each violation to the County and understands and agrees that the County will, in turn, report each violation as required to assure notification to FEMA, and the appropriate Environmental Protection Agency Regional Office.
- (6) The contractor agrees to include these requirements in each subcontract exceeding \$150,000 financed in whole or in part with Federal assistance provided by FEMA.

**7. Legal/Contractual/Administrative Remedies for Breach (2 C.F.R. Part 200, APPENDIX II(A))**

**DEFAULT:** In case of failure to deliver goods or services in accordance with the contract terms and conditions, the County, after due oral or written notice, may procure them from other sources and hold the contractor responsible for any resulting additional purchase and administrative costs. This remedy shall be in addition to any other remedies which the County may have.

**8. Equal Employment Opportunity Clause (2 C.F.R. PAR 200 APPENDIX II(C))**

During the performance of this contract, the contractor agrees as follows:

- (1) The contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, gender identity, or national origin. The contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment without regard to their race, color, religion, sex, sexual orientation, gender identity, or national origin. Such action shall include, but not be limited to the following:

Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided setting forth the provisions of this nondiscrimination clause.

- (2) The contractor will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for



employment without regard to race, color, religion, sex, sexual orientation, gender identity, or national origin.

- (3) The contractor will not discharge or in any other manner discriminate against any employee or applicant for employment because such employee or applicant has inquired about, discussed, or disclosed the compensation of the employee or applicant or another employee or applicant. This provision shall not apply to instances in which an employee who has access to the compensation information of other employees or applicants as a part of such employee's essential job functions discloses the compensation of such other employees or applicants to individuals who do not otherwise have access to such information, unless such disclosure is in response to a formal complaint or charge, in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or is consistent with the contractor's legal duty to furnish information.
- (4) The contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice to be provided advising the said labor union or workers' representatives of the contractor's commitments under this section, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.
- (5) The contractor will comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.
- (6) The contractor will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the administering agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.
- (7) In the event of the contractor's noncompliance with the nondiscrimination clauses of this contract or with any of the said rules, regulations, or orders, this contract may be canceled, terminated, or suspended in whole or in part and the contractor may be declared ineligible for further Government contracts or federally assisted construction contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in Executive Order 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.
- (8) The contractor will include the portion of the sentence immediately preceding paragraph (1) and the provisions of paragraphs (1) through (8) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The contractor will take such action with respect to any subcontract or purchase order as the administering agency may direct as a means of enforcing such provisions, including sanctions for noncompliance:

Provided, however, that in the event a contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the administering agency, the contractor may request the United States to enter into such litigation to protect the interests of the United States.

The applicant further agrees that it will be bound by the above equal opportunity clause with respect to its own employment practices when it participates in federally assisted

construction work: *Provided*, That if the applicant so participating is a State or local government, the above equal opportunity clause is not applicable to any agency, instrumentality or subdivision of such government which does not participate in work on or under the contract.

The applicant agrees that it will assist and cooperate actively with the administering agency and the Secretary of Labor in obtaining the compliance of contractors and subcontractors with the equal opportunity clause and the rules, regulations, and relevant orders of the Secretary of Labor, that it will furnish the administering agency and the Secretary of Labor such information as they may require for the supervision of such compliance, and that it will otherwise assist the administering agency in the discharge of the agency's primary responsibility for securing compliance.

The applicant further agrees that it will refrain from entering into any contract or contract modification subject to Executive Order 11246 of September 24, 1965, with a contractor debarred from, or who has not demonstrated eligibility for, Government contracts and federally assisted construction contracts pursuant to the Executive Order and will carry out such sanctions and penalties for violation of the equal opportunity clause as may be imposed upon contractors and subcontractors by the administering agency or the Secretary of Labor pursuant to Part II, Subpart D of the Executive Order. In addition, the applicant agrees that if it fails or refuses to comply with these undertakings, the administering agency may take any or all of the following actions: Cancel, terminate, or suspend in whole or in part this grant (contract, loan, insurance, guarantee); refrain from extending any further assistance to the applicant under the program with respect to which the failure or refund occurred until satisfactory assurance of future compliance has been received from such applicant; and refer the case to the Department of Justice for appropriate legal proceedings.

**9. Davis-Bacon Act Clause (29 C.F.R. PART 200 APPENDIX II(D))**

*Required for certain construction contracts over \$2K*

- (1) All transactions regarding this contract shall be done in compliance with the Davis-Bacon Act (40 U.S.C. 3141- 3144, and 3146-3148) and the requirements of 29 C.F.R. pt. 5 as may be applicable. The contractor shall comply with 40 U.S.C. 3141-3144, and 3146-3148 and the requirements of 29 C.F.R. pt. 5 as applicable.
- (2) Contractors are required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor.

**10. Copeland Anti-Kickback Act (40 U.S.C. 3145)**

*Required in all construction contracts over \$2K (does not apply to PA grants)*

- (1) Contractor. The contractor shall comply with 18 U.S.C. § 874, 40 U.S.C. § 3145, and the requirements of 29 C.F.R. pt. 3 as may be applicable, which are incorporated by reference into this contract.
- (2) Subcontracts. The contractor or subcontractor shall insert in any subcontracts the clause above and such other clauses as FEMA may by appropriate instructions require, and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime contractor shall be responsible for the compliance by any subcontractor or lower tier subcontractor with all of these contract clauses.
- (3) Breach. A breach of the contract clauses above may be grounds for termination of the contract, and for debarment as a contractor and subcontractor as provided in 29 C.F.R. § 5.12.

**11. Rights to Inventions Made Under a Contract or Agreement Clause (2 C.F.R. PART 200 APPENDIX II(F))**

The contractor will comply with the requirements of 37 C.F.R. Part 401 (Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements), and any implementing regulations issued by FEMA.

**12. Access to Records**

The following access to records requirements apply to this contract:

- (1) The contractor agrees to provide the County, the FEMA Administrator, the Comptroller General of the United States, or any of their authorized representatives access to any books, documents, papers, and records of the Contractor which are directly pertinent to this contract for the purposes of making audits, examinations, excerpts, and transcriptions.
- (2) The contractor agrees to permit any of the foregoing parties to reproduce by any means whatsoever or to copy excerpts and transcriptions as reasonably needed.
- (3) The contractor agrees to provide the FEMA Administrator or his authorized representatives access to construction or other work sites pertaining to the work being completed under the contract.
- (4) In compliance with the Disaster Recovery Act of 2018, the County and the Contractor acknowledge and agree that no language in this contract is intended to prohibit audits or internal reviews by the FEMA Administrator or the Comptroller General of the United States.

**13. DHS Seal, Logo, and Flags**

The contractor shall not use the DHS seal(s), logos, crests, or reproductions of flags or likenesses of DHS agency officials without specific FEMA pre-approval.

**14. Compliance with Federal Law, Regulations, and Executive Orders**

This is an acknowledgement that FEMA financial assistance will be used to fund all or a portion of the contract. The contractor will comply with all applicable Federal law, regulations, executive orders, FEMA policies, procedures, and directives.

**15. No Obligation by Federal Government**

The Federal Government is not a party to this contract and is not subject to any obligations or liabilities to the non-Federal entity, contractor, or any other party pertaining to any matter resulting from the contract.

**16. Program Fraud and False or Fraudulent Statements or Related Acts**

The contractor acknowledges that 31 U.S.C. Chap. 38 (Administrative Remedies for False Claims and Statements) applies to the Contractor's actions pertaining to this contract.

**ANTI-LOBBYING CERTIFICATION***Byrd Anti-Lobbying Clause (2 C.F.R. PART 200 APPENDIX II(I))*

Contractors who apply or bid for an award of \$100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, officer or employee of Congress, or an employee of a Member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient who in turn will forward the certification(s) to the awarding agency.

Required Certification. If applicable, contractors must sign and submit to the agency the following certification.

The undersigned certifies, to the best of his or her knowledge and belief, that:

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.

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 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 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.

The undersigned shall require that the language of this certification be included in the award documents for all subawards 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 than \$100,000 for each such failure.

The Contractor, certifies or affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. Chap. 38, Administrative Remedies for False Claims and Statements, apply to this certification and disclosure, if any.



---

Signature of Contractor's Authorized Official

---

Amy Otis / Vice President, Bids and Proposals

---

Name and Title of Contractor's Authorized Official





DEPARTMENT OF FINANCE  
Oscar Knott, CPP, CPPO, VCO  
Purchasing Director

COMMONWEALTH OF VIRGINIA  
**County of Henrico**

**Addendum No. 1**

**Date:** March 15, 2022  
**Request for Proposal:** #22-2316-3EMF English Language Arts (PK-12) Digital Curriculum for Tier I Division Level Resources  
**Receipt Date/Time:** April 6, 2022; 2:00 p.m.  
**Subject:** Date of Request for Proposal

Ladies/Gentlemen,  
Please make the following corrections, deletions and/or additions to the above referenced RFP:

**Top of page 1 of Request for Proposal reads "February 11, 2022"**

**Change to read: "March 11, 2022"**

All other specifications and General Terms and Conditions shall remain the same.

Offerors must take due notice and be governed accordingly. Acknowledgement of the receipt of this addendum shall be made in your proposal. Failure to acknowledge this addendum may result in your proposal being declared non-responsive.

Sincerely,

Eileen M. Falcone, CPPB  
Assistant Division Director  
Fal51@henrico.us

**ACKNOWLEDGEMENT:**

Signature:  \_\_\_\_\_

Print Name: Amy Otis

Company: Learning A-Z, LLC

Date: 04.05.2022



## Tab 2: Statement of the Scope

---

In this proposal, we offer Henrico County Public Schools our full suite of digital solutions for tier one reading and writing in grades K-5. This section includes a brief overview of our solutions, followed by General Requirements and Progress Monitoring sections for each of our proposed products. General Requirements Sections C-E have been responded to once for all programs.



Raz-Plus delivers a personalized learning approach to literacy that blends teacher-led whole-class and small-group instruction with a deep library of grade-level text and instructional resources that are printable, projectable, and digital.



Foundations A-Z is a new K-5 reading program designed to teach students essential literacy skills. Soundly built on the science of reading, the program supports educators with explicit, systematic reading lessons and engages students with fun and purposeful videos, books, and digital games.



Vocabulary A-Z offers customizable teacher-led vocabulary lessons with fun, interactive online games differentiated vocabulary and foundational skills practice.



Writing A-Z – Adventure Zone offers research-based, standard-specific lessons that layer opinion, explanatory, and narrative writing with process writing instruction. Step-by-step lesson plans help students develop the skills and strategies needed to become confident and fluent writers and digitally delivered grammar instruction and independent game-based student practice make learning fun.



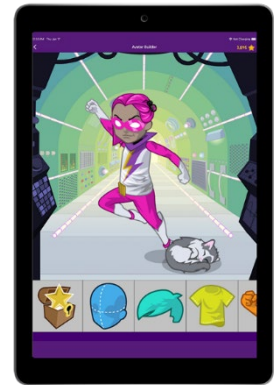
Science A-Z provides a captivating curriculum that combines engaging multilevel content and lessons with hands-on activities and experiments that encourage students to think and act like scientists.

## One Point of Access

All Learning A-Z's online programs come together in Kids A-Z, a dynamic eLearning portal where students go to learn and teachers go to manage and monitor student progress. Extensive reporting features make it easy for teachers and administrators to view individual and class-wide reporting and facilitate data driven instruction. Reporting tools allow educators to drill down into all aspects of student activity in the programs and produce comprehensive progress information for all stakeholders.

Students access all Learning A-Z programs from the highly engaging Kids A-Z portal. With two unique portal designs for students—one intended for primary grades (preK-2) and another for intermediate grades (3-5), Learning A-Z grows with students as they become proficient readers.

Student dashboards show students a snapshot of their progress when they log in to the program. With the Learning A-Z incentive system, students earn stars that can be used to build custom avatars with the avatar builder, decorate their own Raz Rocket, and receive badges for milestones. The portal provides educators with robust, easy-to-use tools to roster students, organize resources, create online assignments, and review and score student submissions.

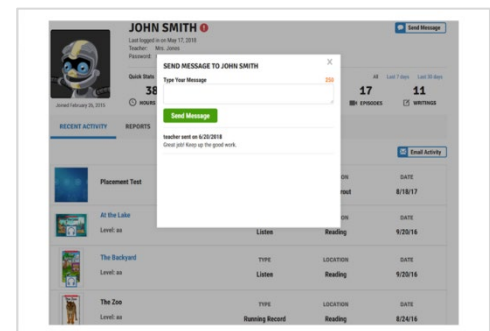


Mobile View of Avatar Builder

## Home School Connections

Newly expanded parent access strengthens the home-school connection by providing parents with tools to monitor student progress and communicate with students. Caregivers see what books and activities their children are doing, view digital assignments and assessments. They can as well as send messages to students to comment on book being read and encourage student progress.

Parent letters in 28 languages help teachers get parents started with instructions describing the resources and how to log on.



Parent Access Screenshot

Available on computers and mobile devices from any location with an internet connection, Kids A-Z allows teaching and learning to reach far beyond the classroom.

## Culturally Responsive Resources

Learning A-Z is committed to building cultural awareness, understanding, and respect through thoughtfully developed instructional resources. We believe education is the cornerstone of change and are committed to providing culturally responsive resources that serve teachers, students, and families of all backgrounds and ethnicities in classrooms and homes around the globe.



As a company, we believe equitable education is vital to social and economic outcomes for individuals and communities. We are taking actions to build equity considerations into the ideation and production of our products. We are working towards better representing our customers and community and have significantly increased our investment in equity in education.

Learning A-Z is guided by the Culturally Dynamic Content Advisory Group, which is composed of diverse subject matter experts who focus on big picture topics to address gaps and instructional needs. All Learning A-Z content creators follow our Culturally Responsive Content Creation Guidelines when planning and creating resources. The guidelines ensure materials are culturally relevant and provide all students an opportunity to see themselves represented positively.

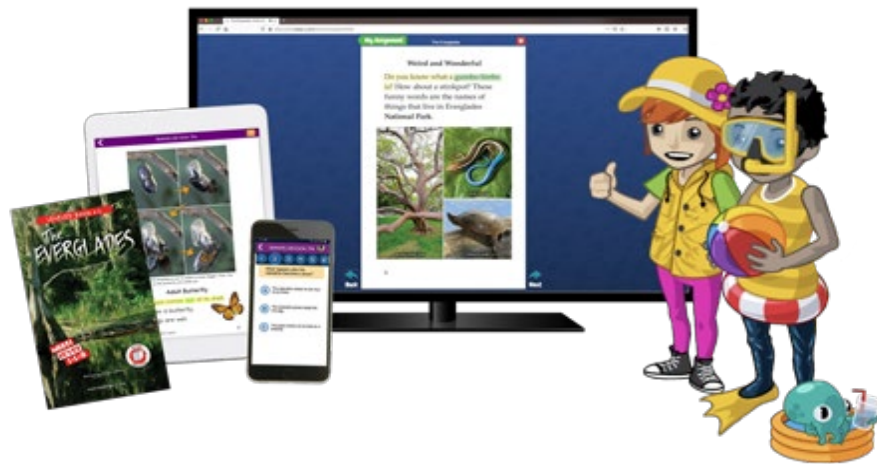
Every product created by the development team undergoes rigorous editing and review. An important part of that review is to choose photographs and create illustrations that depict a balance of gender and race as well as sensitivity to ethnicity, age, and disability. The editorial team maintains logs of main character ethnicity, age, gender, and disability to ensure that the percentages at each reading level are representative of a diverse population.

During content creation, material is reviewed by experts with experience working with K-12 students, especially in the areas of social-emotional learning, English language development, and dual language teaching, as well as by people who have experience working with organizations or communities dedicated to DEI and cultural competence in educational materials.

Learning A-Z recognized that our resources contained thousands of books and resources that were created before those checks and balances went into place. For the past year, we have undertaken a comprehensive audit of *all* text in our reading resources to ensure materials meet current standards for cultural sensitivity and bias. Any materials that are deemed to not meet current standards are being systematically removed and revised. Auditors have already reviewed nearly 2,000 Raz-Plus resources and systematically removed and revised more than 200 titles.

## A. General Requirements: Raz-Plus

Raz-Plus is a powerful online literacy program that improves the reading skills of K-5 students at every level. With a comprehensive library of research-based curricular resources, Raz-Plus supports instruction based on the science of reading and closely aligned to standards. Multiple formats—printable, projectable, and interactive digital—make it easy to use the Raz-Plus in any classroom scenario. Digital, online delivery means the teaching and learning never stop and content is always fresh and relevant.



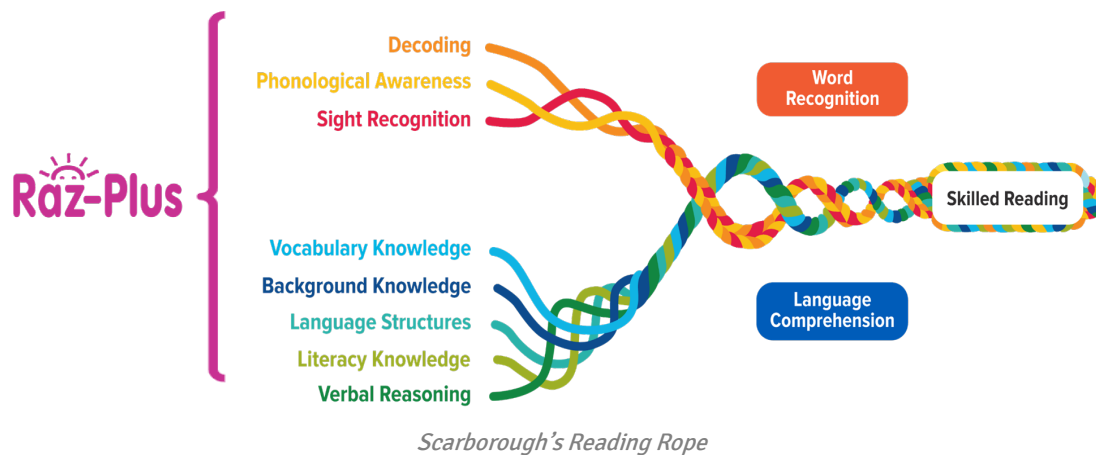
Students love Raz-Plus because it makes reading fun. High-interest, culturally relevant text inspire curiosity and love of reading. The eLearning portal design grows with students and incentives help them set goals, motivating reading practice every day in school or at home.

With Raz-Plus, each teacher has access to a full K-5 curriculum that comprehensively covers standards and the components of effective reading instruction. Designed for flexibility, Raz-Plus complements core instruction as a robust supplement or targeted intervention—and so much more. This unmatched collection includes the following high-interest text and instructional materials.

- Grade-level books and passages
- ELL and Spanish resources
- Sequenced, explicit phonics and phonological awareness lessons
- Relevant, engaging decodable books
- Grammar and word work lessons and activities
- Embedded writing tasks and process writing lessons
- Formative and summative assessment tools

## Program Design

Learning to read is a complex process that requires students master word recognition or decoding and language comprehension. The Science of Reading guides us in teaching these interdependent skills to give *all* students the greatest chance of reading success. Materials in Raz-Plus have been developed in close alignment with research-based models such as Scarborough's Reading Rope and the Simple View of Reading. With Raz-Plus, teachers can differentiate instruction with materials that address each strand of the Reading Rope.

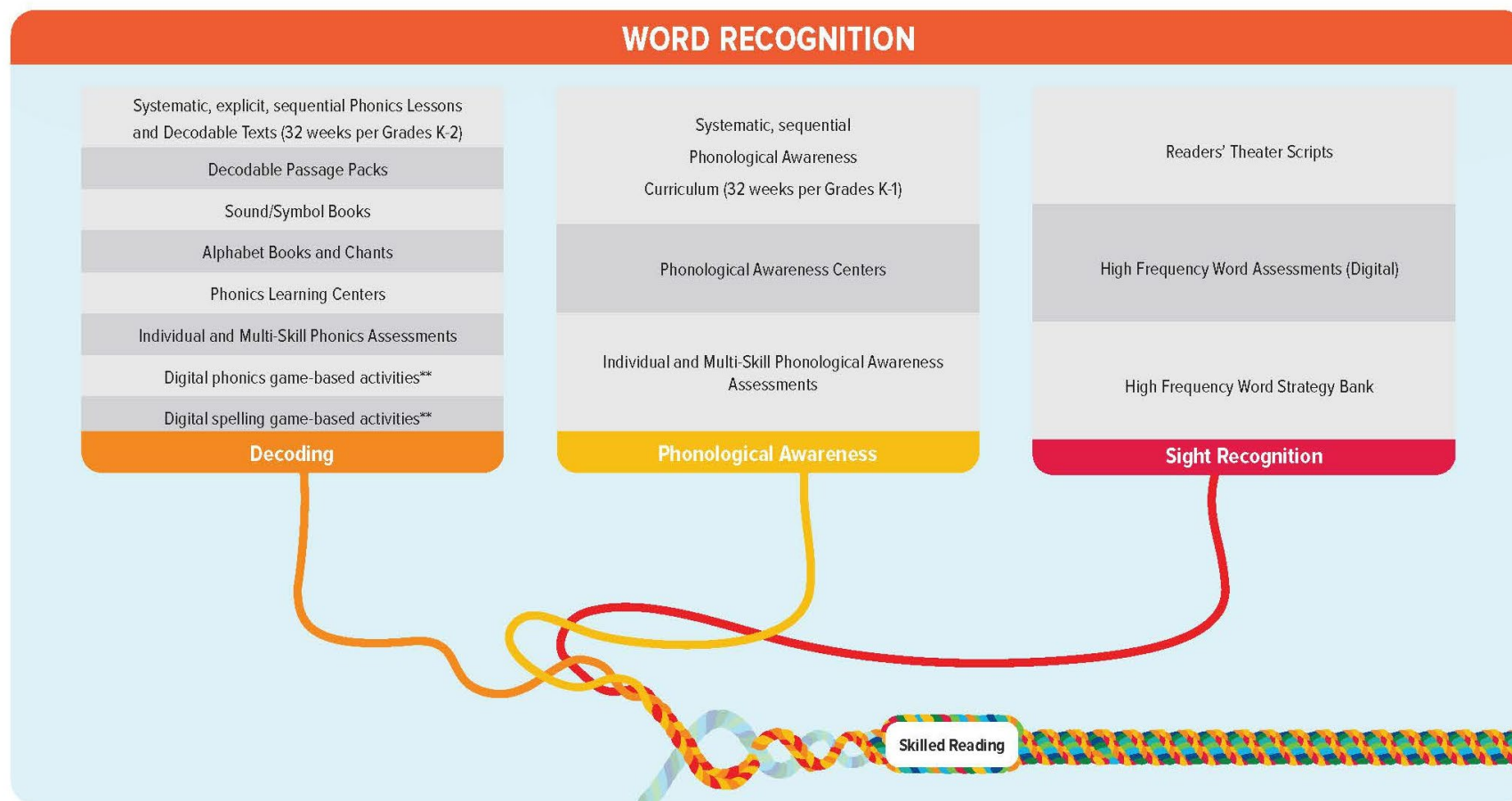


Raz-Plus is organized into distinct resource sets with lesson plans, assessments, and instructional materials built around grade-level text that range in complexity across a continuum.

Students develop word recognition skills through explicit, sequenced instruction with built-in support for varied learning styles and skill levels. The program's sequenced phonological awareness and phonics lessons, accompanied by decodable books, ensure students learn and practice critical word recognition skills. A variety of additional materials are available to support alphabet awareness, fluency, and high frequency words.

Raz-Plus uses skill-based instruction and a deep supply of grade-level text for differentiated practice to support Language Comprehension instruction. The expansive Books and Passages collection features thousands of high-quality books and passages spanning grades K-5 and the full spectrum genres, text types, topics, and content areas. Each text includes integrated reading skill objectives. Comprehension quizzes in printable or digital form accompany each text. Tools for building vocabulary and background knowledge are woven throughout and a variety of targeted resource sets emphasize specific literacy skills such as close reading, word work and grammar, writing, and much more.

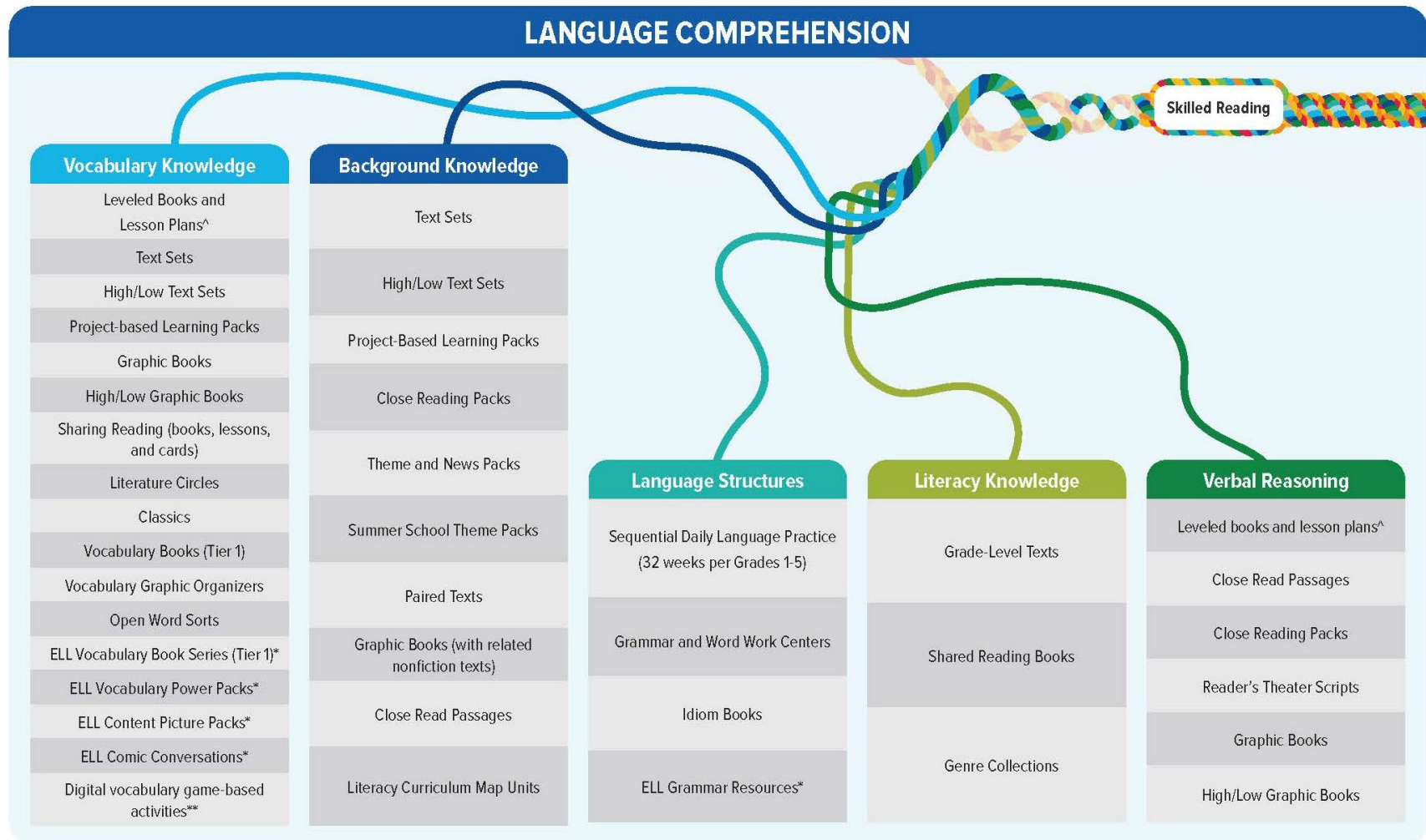
The graphic on the following pages shows how the many instructional resources in Raz-Plus with ELL Edition and Vocabulary A-Z align with Word Recognition and Language Comprehension. See the Appendix for a description of each resource set and use the review access provided to explore the program.



\*From Raz-Plus ELL Edition

\*\*From Vocabulary A-Z





\*From Raz-Plus ELL Edition

\*\*From Vocabulary A-Z

<sup>^</sup>Titles range in complexity across a continuum, with grade level alignments.

## Raz-Plus Optional Expansions

### ELL Edition

The ELL Edition augments Raz-Plus with a comprehensive set of tools, resources, and research-based strategies designed to help English language learners achieve success with social and academic English.

This library of research-based lessons, resources, and online student activities provides teachers with an easy-to-use solution for instructing English language learners from beginning to advanced levels of language proficiency. Resources are directly linked to content-based and thematic-based texts that develop language skills in both social and academic contexts while building knowledge of tier two and tier three academic vocabulary and survival vocabulary. The ELL Edition includes eight sets of resources organized according to grade range, language proficiency levels, domains of language, and content areas.



ELL Content Picture Packs

### Español (Available in classrooms in July 2022)

The Español add-on component helps educators meet the growing need for equity of instruction for speakers of Spanish. While Raz-Plus has a wide collection of Spanish resources, Español greatly expands that support with thousands of new resources and an online Spanish Planet (*Lectura de español*) that mirrors the English version. When purchased, Español will be available from the add-on area of the Raz-Plus resource menu and in Kids A-Z for students. It includes the following comprehensive resources for dual language and bi-lingual programs:

- 4-weeks K-5 Summer School
- Spanish Phonics
- Level Up!
- Lectura en Español Reading Room
- Authentic Spanish Books
- Benchmark Passages
- Close Read Passages
- Paired Books
- Spanish Text Sets



Books in Raz-Plus Español



### *Response to Requirements*

*1. The proposed solution shall have capabilities of content scaffolding approach and acceleration for students in the area of reading and/or writing skills.*

Consistent emphasis on content scaffolding can be found throughout Raz-Plus's reading and writing instructional resources. Lesson plans with each resource set guide teachers to provide explicit instruction. Teachers question students to check for understanding, provide feedback, and prompt students to have discussions or practice concepts. Teachers are often guided to use a gradual release framework (teach, practice, apply/I do, we do, do you) within the lesson plans for foundational skills, focused instruction, and writing, vocabulary, and word work. This approach provides students with the scaffolding they need to accept responsibility for their learning. This focus on content scaffolding and acceleration can be found throughout Raz-Plus. A few examples of are highlighted below.

***Phonological Awareness Lessons (grades K-2).*** The Phonological Awareness Lessons are organized from the simplest skills to the most difficult. Each lesson might include picture cards, a game, or a workmat, and suggests a supplemental Read-Aloud Book for extra practice. Each lesson lays out a consistent pedagogical routine for teachers, using gradual release. The teacher models skills then allows students to practice in order to provide feedback. These activities provide scaffolding for the students to use the skill in the Read Aloud activity for the lesson.

***Argumentation Skill Packs (grades 3-5).*** In the Argumentation Skill Packs for Grades 3-5, the lesson plans follow the teach, practice, and apply instructional approach. This consistent pedagogical routine allows students the structure they need to learn new content and review previously taught content. They know that they can expect the teacher to teach a new skill by asking questions and modeling, practice that skill and receive feedback, and then be prompted to practice the skill independently.

*2. The Successful Offeror(s) shall provide a solution where the digital content can be created with an Internet consumer in mind rather than a traditional textbook consumer. The content must be rich in multimedia, interactive in nature and sufficiently compelling to lead the student in a self-directed manner.*

Teachers differentiate reading instruction with Raz-Plus's high-quality instructional resources available in printable, projectable, and digital formats. The sophisticated search feature allows teachers to search by type, keyword, topic, or skill to match student interest or ability, or to reinforce and practice particular word recognition or language comprehension skills. Materials can be digitally assigned to individual students or groups and saved in the File Cabinet for easy access. File Cabinet sharing features allows for sharing across classrooms.

For instruction to be most effective, students need purposeful practice that is connected to learning goals and objectives. With Raz-Plus, teachers strengthen the connection between what students are learning in the classroom and practice by digitally assigning specific books and assessments.

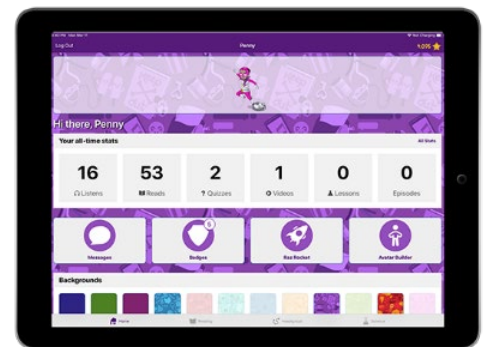
Raz-Plus's eLearning environment gets kids excited about reading. The program changes with students as they progress through elementary school, ensuring intermediate students see their own growth reflected in the program. The library of eBooks and eResources, assessments, and engaging incentives is available 24/7 from computers and mobile devices that students use to practice reading in school, at home, or on the go.

Students have access to specific assessments from their teachers, and a library of leveled text for personalized reading practice and skill building. In the personalized reading room students select books at a variety of levels for self-paced reading. As a default, teachers identify reading levels that appear in students' libraries, providing students a wide selection of topics as well as text below and above their reading levels.

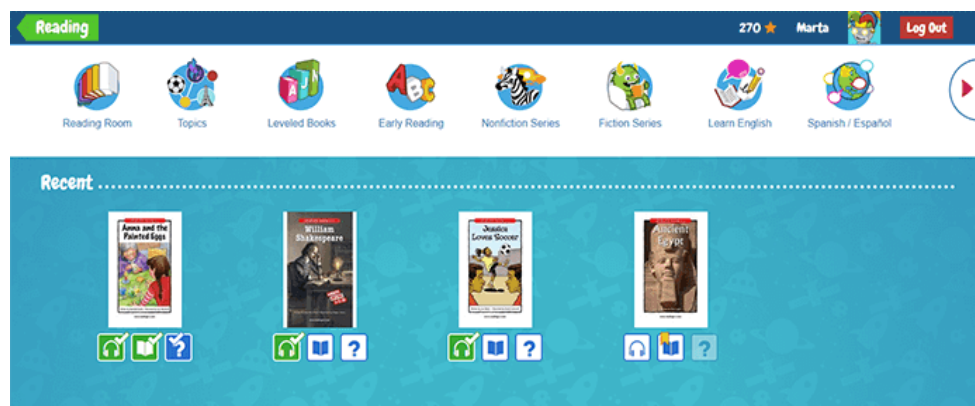
From the Reading Room students can easily access books by topics, category, levels, or popularity, and "favorite" books for future reading. The Level Up! area matches students with materials to fit their exact instructional reading level. After reading a certain number of books and passing quizzes, students are automatically advanced to books at the next reading level.



*Student Portal for Grades preK-2*



*Student Portal Mobile View for Grades 3-6*



*Raz-Plus Reading Room*

## Interactive eLearning

A variety of interactive tools deepen students' understanding and build crucial literacy and 21<sup>st</sup> century skills. Students can click on a word to hear it pronounced and click on key book terms to view a vocabulary card with a definition, context sentence, and picture. Built-in tools for notetaking, drawing, highlighting, and “stamping” text help students read closely and focus on the key or essential understandings of every text.

An eJournal feature gives students a place to explore new words and expand and improve their vocabulary through writing. Vocabulary cards add information and context about key vocabulary words in the text. The eJournal also allows students to add reflections about the text, which helps deepen comprehension and strengthen the connection between reading and writing.



*Interactive Tools*

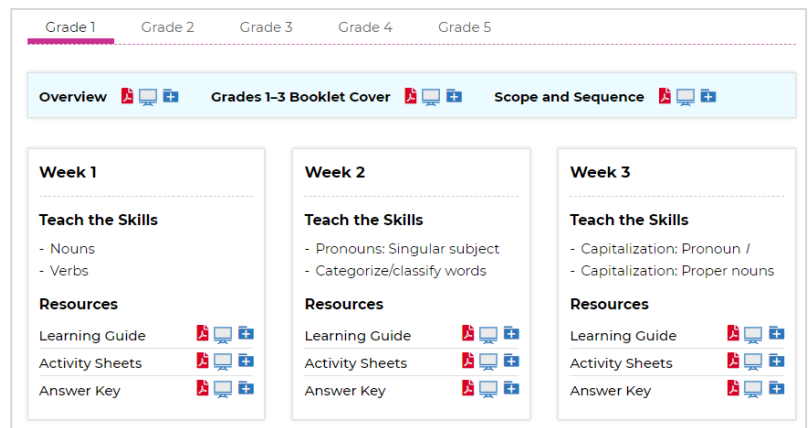
***3. Instructional materials shall be systematic and simple in design, addressing reading and/or writing and support a variety of instructional settings.***

Raz-Plus supports reading instruction that supports the science of reading, is responsive to student needs, and relevant. Potential implementation scenarios are vast and varied as schools and educators can select what they need from the program in alignment with their own research-based scope and sequence and state standards. Multiple formats help teachers move from whole class, to small group, to one-to-one instruction with ease.

Many resource sets in Raz-Plus, such as the vast Books and Passages collection, Fluency Practice Passages, and Process Writing Lessons, are intended to supplement instruction in alignment with a systematic scope and sequence or core curriculum. Lesson plans are explicit and learning objectives are aligned with grade-level standards and core curricula, making it easy to integrate Raz-Plus with daily instruction in in-person, hybrid, or virtual environments.

Because systematic instruction is so essential to foundational skill development, the resource sets for Word Recognition skills have been organized around research-based scope and sequences. For example, Raz-Plus includes phonics and phonological awareness curricula with 32-weeks per grade of explicit, phonics instruction. New elements are introduced each week and then spiraled for review in later weeks to give students opportunities to practice and apply the skills throughout the year. Throughout the sequence, Pause Point Lessons provide opportunities for reteaching and enriching previously taught elements.

Daily Language Practice resource set provides 32 weeks of standards-based grammar and word work instruction, practice, and application that target key skills. New skills are introduced each week and then practiced daily along with skills reviewed from previous instruction to build students' language skills. The accompanying overview and grade-specific scope and sequence make this resource quick and easy to incorporate into daily lesson planning.



Screenshot from the Daily Language Practice Home Page

Additionally, with the Literacy Curriculum Map, educators can address all K-5 ELA curriculum needs with a sequenced framework of instruction, practice, and assessment. In the Literacy Curriculum Map, topically connected Raz-Plus texts have been carefully selected and surrounded with instructional support and guidance, creating a literacy curriculum with endless possibilities for customization and differentiation. The Literacy Curriculum Map provides a week-by-week guide for the entire school year, detailing specific resources to use for instruction and differentiation. The map's eight units for grades K-5 center on cross-curricular topics that draw on science, social studies, literature, the arts, and social emotional learning.

**4. Materials should provide opportunities for differentiation to include intensive, explicit, and systematic instruction. These materials should be targeted to the integration of reading and writing.**

While lesson design is appropriately varied depending on the resource set, lesson plans utilize the *gradual release* and the *teach, practice, and apply* instructional approaches with step-by-step, explicit support for teachers throughout lessons.

For example, in lesson plans for Vocabulary Idioms books, teachers lead students in guided practice that leads to paired or small group, and culminates with cloze sentence activities to check for understanding.

The lesson plan with each leveled book is organized into before, during, and after reading instruction integrating specific reading skills objectives with intervention strategies and suggestion throughout. Book Extension Activities at the end of the lesson plans suggest methods for extending specific objectives for additional practice and enrichment.

Research tells us that reading and writing are not isolated skills and must be taught together. Resources throughout Raz-Plus reflect this strategies. Raz-Plus integrates writing instruction into a variety of environments, purposes, and genres. All leveled book quizzes for books level C and above feature at least one extended response question that teachers may choose to include in student quizzes. Extended response

questions challenge students to write an answer to the open-ended question using sound reasoning. Many books have lesson plans with text-dependent questioning and constructed response questions based on a key question.

Raz-Plus leveled books offer excellent models of how to organize ideas in order to explain or persuade with one's writing. Books from various genres or text types provide models of writing explanatory/informational, narrative, or opinion/argument texts. Writer's response sheets for select titles from levels E–Z encourage students to reflect on the deeper meaning of each book. Prompts support writing that apply, synthesize, or evaluate a book's enduring understanding.

With Raz-Plus Process Writing Lessons, students learn the five stages of writing process through four main writing genres: informative/explanatory, narrative, opinion/argument, transactional. Each genre is divided into several text-type lessons at four developmental writing levels (beginning, early developing, developing, and fluent), which ensures instruction matches the range of skills and abilities of writers typically found in grades one through six. Students learn to create a variety of complex compositions through the five stages of the writing process and the traits of good writing.

*5. The Successful Offeror(s) shall provide a toll free number for help desk support to HCPS at a minimum from 8 am to 5 pm EST, Monday- Friday.*

Learning A-Z provides world-class customer support and technical support services. Our resources are extremely easy to use by teachers and students. Although it's unusual for schools to have any problems accessing or using any of the Learning A-Z resources, support services are included with all purchases.

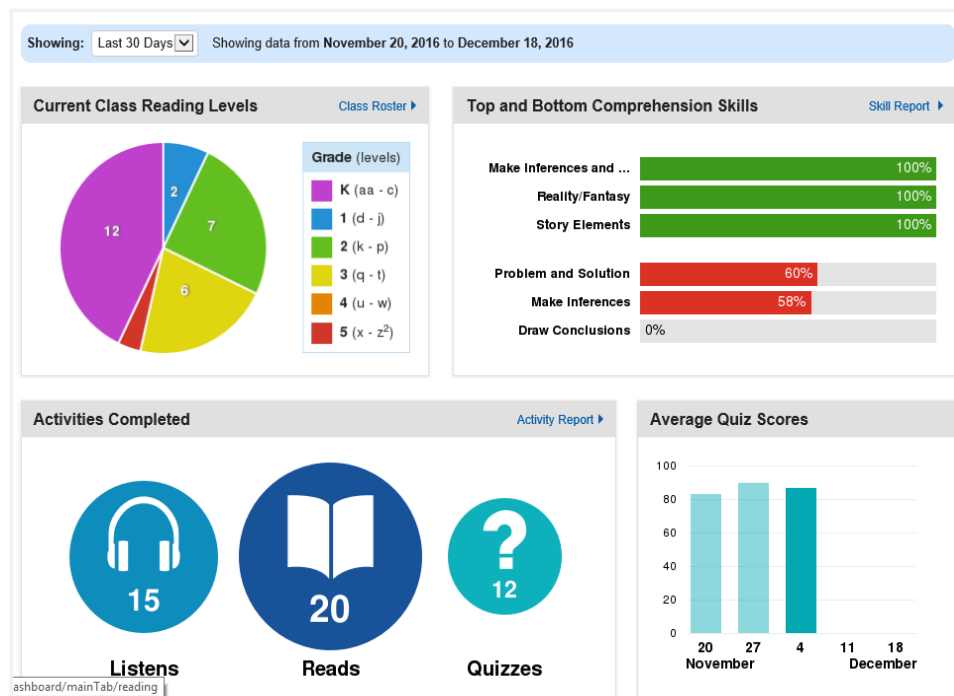
Support services are available by phone, Monday through Friday 6 a.m. to 4 p.m. MST at 866-889-3729 (option 3), email [support@learninga-z.com](mailto:support@learninga-z.com), or online chat at <https://www.learninga-z.com/site/contact/support> and click the Launch Live Chat button. Also, many common questions are answered in our online Support Center at <http://help.learninga-z.com/>.

## B. Progress Monitoring

*Teachers and administrators shall be able to view student progress in the resource. This will allow teachers to group students and/or assign additional topics as needed for remediation in the tier I classroom.*

In Raz-Plus, all student activity is recorded and available in the Kids A-Z student management system. Data is aggregated for the whole class, groups of students, and individual students, and the Kids A-Z student management system makes it easy for teachers to determine progress quickly and accurately.

The Dashboard provides a snapshot of class reading levels, activity in the program, average quiz scores, as well as which comprehension skills students are mastering and which ones need the most work.



Teacher Dashboard

From the Reports Tab, educators and administrators can drill down teacher and student usage and performance data. Reports can be viewed on screen, emailed and exported in CSV format, which can be imported into other sources or viewed in Excel.

The following reports are available to facilitate data driven instruction:

**Student Activity Reports** show overall usage by student, including books listened to and read, quizzes taken, and more. Set usage goals based on instructional needs, and use the data to track achievement of these goals.

Reports						Need Help	
Student Activity							
Products	Activity Type	Students	Date				
Raz-Plus	All	Davis (RK), Matthew	All	02/05/2017 - 11/27/2019			
All Student Activity > Davis (RK), Matthew							
Date ↓	Title	Type	Score	Info		Stars	Location
05/15/2018	Animal Skeletons Level J	Read				-	Level Up!
05/15/2018	The Thanksgiving the Other Jacks Built Level J	Quiz	5/5			150	Level Up!
05/15/2018	The Thanksgiving the Other Jacks Built Level J	Read				50	Level Up!
05/15/2018	The Thanksgiving the Other Jacks Built Level J	Listen				10	Level Up!

*Student Activity Report*

**Skills Reports** tell teachers how students are progressing toward achievement of specific skills and standards. Student book quizzes and other digital assessments and activities are tagged with key comprehension skills, foundational skill, grammar & mechanics, and vocabulary and word work skills. Educators can drill down into specific skills.

Reports

Need Help

Student Activity

Skills

Assignments

Assessments

Episodes

Level Progress

Products

Skill or Standard

Activity Type

Language

Students

Date

Raz-Plus

All

All

All

All students

All

02/05/2017 - 11/27/2019

Show first attempt only

Skill

Correct

Total

Accuracy

Analyze Character

104

131

79%

Analyze Plot

1

1

100%

Analyze Setting

0

1

0%

Author's Point of View

9

11

82%

Author's Purpose

72

98

73%

Cause and Effect

394

506

78%

Classify Information

32

43

74%

Compare and Contrast

167

238

70%

Comprehension

49

54

91%

Connect to Prior Knowledge

29

33

88%

Draw Conclusions

54

75

72%

Fact or Opinion

58

101

57%

Main Idea and Details

273

388

70%

Make Inferences

272

368

74%

*Class Skill Report*

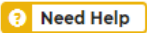


Author's Point of View Class Skill Report

*Author's Point of View Student Report*

**Assignment Reports** display student scores on individual assignments. Reports can be filtered by assignment name and status, date assigned, students assigned, and more.

## Reports






Student Activity
Skills
**Assignments**
Assessments
Episodes
Level Progress

Products
Assignment
Status
Students
Date

Raz-Plus
All
All
Garcia (RK), Brittany
All
02/05/2017 - 11/27/2019

☒ Show first attempt only

Assigned On	Assignment	Resource	Student	Listen	Read	Quiz	Interactivity
7/29/2018	Animal Discoveries	Animal Discoveries	Garcia (RK), Brittany				N/A
4/18/2018	Level Up Level N	Coral Reefs	Garcia (RK), Brittany	✓	✓		N/A
4/18/2018	Level Up Level N	Elephants	Garcia (RK), Brittany Missed Skills: Recall	✓	✓	9/10	N/A
4/18/2018	Level Up Level N	Horseshoes Aren't Just for Good Luck	Garcia (RK), Brittany Missed Skills: Vocabulary	✓	✓	9/10	N/A
4/18/2018	Level Up Level N	Weird Bird Beaks	Garcia (RK), Brittany	✓	✓		N/A
4/18/2018	Level Up Level N	The Mystery Wind	Garcia (RK), Brittany Missed Skills: Vocabulary	✓	✓	9/10	N/A
4/18/2018	Level Up Level N	Sammy Stuffit	Garcia (RK), Brittany Missed Skills: Make Inferences, Problem and Solution	✓	✓	8/10	N/A
4/18/2018	Level Up Level N	Raven and the Flood	Garcia (RK), Brittany Missed Skills: Cause and Effect, Sequence Events	✓	✓	8/10	N/A
4/18/2018	Level Up Level N	Colleen and the Leprechaun	Garcia (RK), Brittany	✓	✓	10/10	N/A
4/18/2018	Level Up Level N	Totem Poles	Garcia (RK), Brittany	✓	✓		N/A
4/18/2018	Level Up Level N	Puppets	Garcia (RK), Brittany	✓	✓		N/A

Assignment Reports

**Assessment Reports** show student scores on assigned assessments such as running records, alphabet assessments, high-frequency words, and more.

### Reports

[Student Activity](#)
[Skills](#)
[Assignments](#)
[Assessments](#)
[Episodes](#)
[Level Progress](#)

Products

Assessment Type

Students

Date

02/05/2017 - 11/27/2019

Completed on

↑

Reviewed On

Type

Student

WCPM

Accuracy

Quiz

Rating

Information

2/12/2017	5/2/2018	Running Record	Martinez (RK), Juan	64	95	1/5	-	Level N
2/12/2017	5/3/2018	Running Record	Rodriguez (RK), Daniel	46	93	2/5	-	Level K
2/13/2017	5/4/2018	Running Record	Garcia (RK), Brittany	67	86	2/3	-	Level F
2/25/2017	5/5/2018	Running Record	Wilson (RK), Sarah	39	86	4/5	-	Level K
4/9/2017	5/5/2018	Running Record	Garcia (RK), Brittany	80	100	2/3	-	Level H

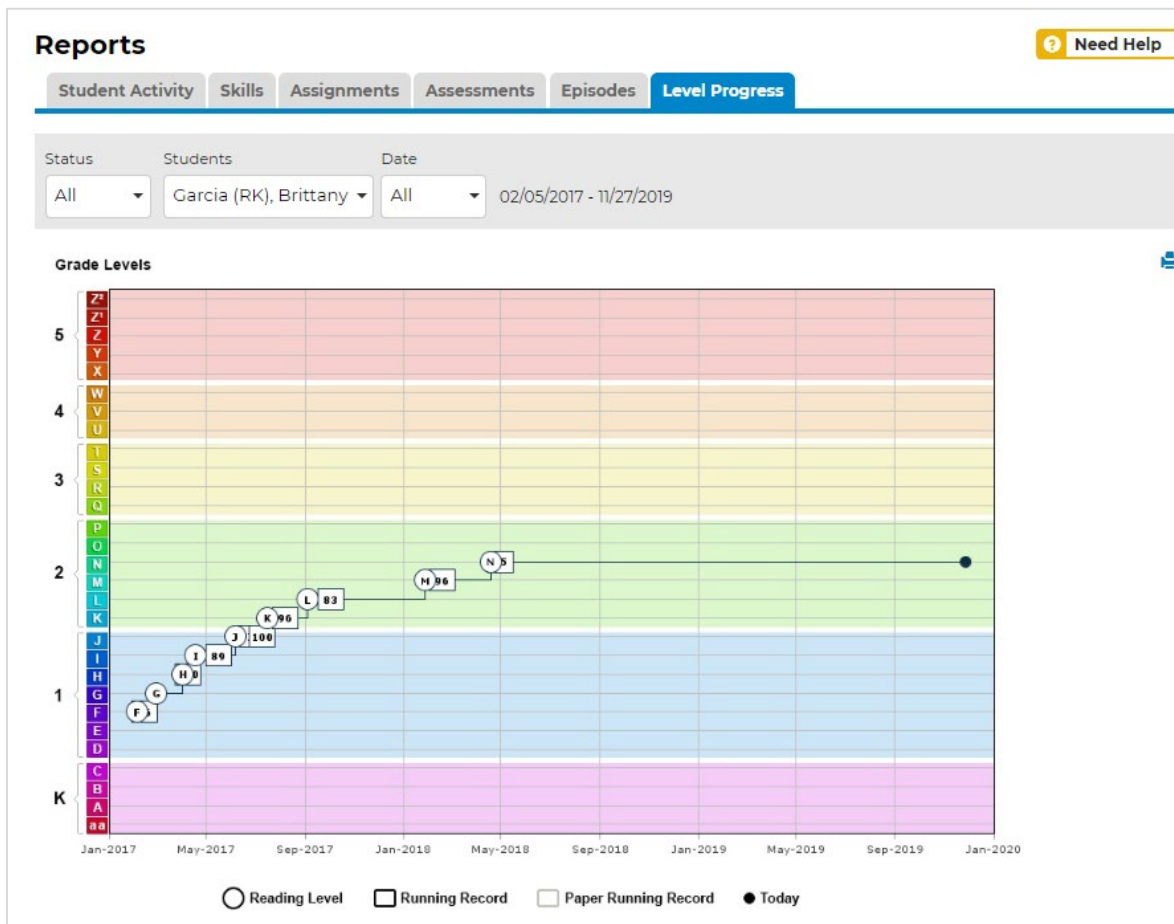
*Class Assessment Report*

**Reading Rate Report** tracks individual reading rate progress using data from the scored running record assessments.



*Reading Rate Progress Graph*

**Level Progress Report** displays students' current reading Level-Up! progress and tracks progress over time.



*Student Level Progress Report*

## A. General Requirements: Vocabulary A-Z

Vocabulary A-Z is a blended K-5 literacy program that helps students at every level develop foundational vocabulary, spelling, and phonics skills. The program combines teacher-led, research-based lessons with fun, interactive online games that engage students and differentiate practice.

The program connects vocabulary instruction with current topics of study, core reading series, and Learning A-Z resources through the vast word bank used to generate teacher-led lesson plans and online games. With the digital reports and online classroom management features, teachers can effectively connect instruction to practice.



Vocabulary A-Z includes the following:

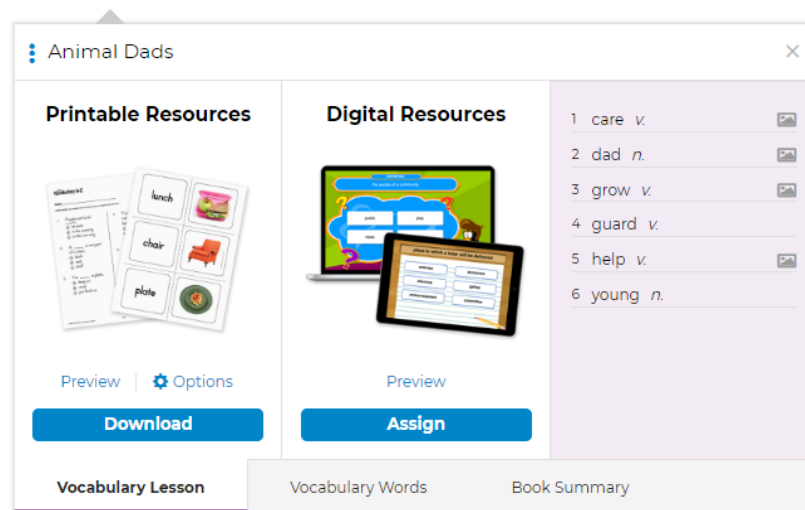
- **Premade vocabulary lessons** for vocabulary words found in specific Learning A-Z resources and popular core reading series
- **Customizable vocabulary lessons** with words organized by function, content area, and tier, with specialized sets such as Dolch, Fry, and Marzano word lists
- **Game-based activities** that dynamically incorporate assigned lists and motivate students with targeted practice in the classroom or at home, extending learning beyond the school day
- **Quizzes** designed to measure student understanding of target vocabulary words and allow teachers to quickly gauge student knowledge
- **Activity and assignment reports** with valuable data to inform instruction

## Program Design

Vocabulary A-Z is designed to make it easy and fun to expand vocabulary instruction and practice. The program's premade word lists and vast, customizable word bank empower teachers to meaningfully integrate vocabulary into daily instruction. The word bank includes nearly early 20,000 words that have been organized into word lists. Teachers can use the premade lists or search the word bank to make custom lists. They can also add their own words to the word bank. Like all Learning A-Z programs, Vocabulary A-Z is dynamic and new words are regularly added to the word bank.

With corresponding premade wordlist, Vocabulary A-Z supports the resources in Learning A-Z's Raz-Plus, ELL Edition, and each unit in Science A-Z, as well as the instructional units of various popular core reading series (HMH *Into Reading* 2020, HMH *Journeys* 2017/2012, *Benchmark Advance* 2017, McGraw-Hill *Wonders* 2017/2014, Harcourt *Trophies* 2005, and Scott Foresman *Reading Street* pre-2012). Content Word Lists are organized into topics such as current events, arts, computer technology, language arts, health, math, science, social studies, music, physical education, and more. Additional specialized lists include Dolch sight words, Fry 1,000 Most-Frequently-Used Words, Spache, and Marzano Words.

Words are categorized into three tiers to help teachers maximize time and target instruction. The system uses established research and qualitative analysis to categorize words based on difficulty, specialization, frequency of use, and instructional potential.



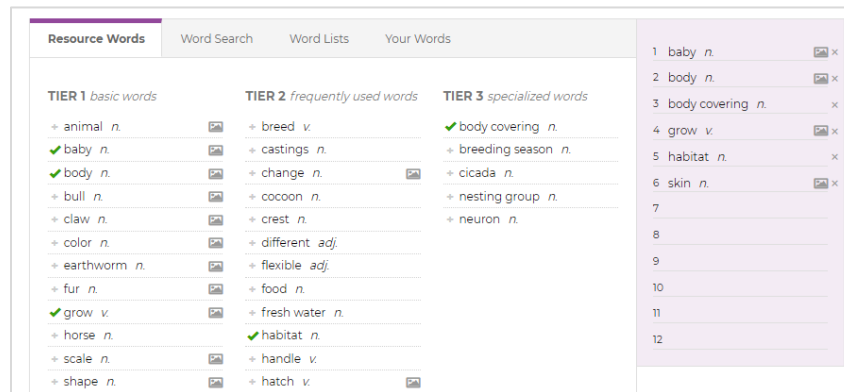
Leveled Book Lesson Plan Options for Raz-Plus Book *Animal Dads*

Once an appropriate wordlist is chosen or created, the program builds explicit lesson plans along with built in scaffolds for support. Wordlist also generate interactive online games, allowing for instruction that includes spaced and independent practice, multiple modalities, and opportunities for repeated exposure and practice.

## Response to Requirements

**1. The proposed solution shall have capabilities of content scaffolding approach and acceleration for students in the area of reading and/or writing skills.**

Vocabulary A-Z offers sufficient intensity and depth to support the majority of students in whole class instruction. Teachers use premade wordlists that align to core reading curriculum, Learning A-Z programs, content-area topics, and standards to create custom teacher-led lessons. Because wordlist are easily customizable for individual students and groups of students it's easy to personalize instruction. Teachers can choose activities and games based on students' learning levels and educational focus.



Resource Words	Word Search	Word Lists	Your Words	
<b>TIER 1 basic words</b> + animal <i>n.</i> ✓ baby <i>n.</i> ✓ body <i>n.</i> + bull <i>n.</i> + claw <i>n.</i> + color <i>n.</i> + earthworm <i>n.</i> + fur <i>n.</i> ✓ grow <i>v.</i> + horse <i>n.</i> + scale <i>n.</i> + shape <i>n.</i>			<b>TIER 2 frequently used words</b> + breed <i>v.</i> + castings <i>n.</i> + change <i>n.</i> + cocoon <i>n.</i> + crest <i>n.</i> + different <i>adj.</i> + flexible <i>adj.</i> + food <i>n.</i> + fresh water <i>n.</i> ✓ habitat <i>n.</i> + handle <i>v.</i> + hatch <i>v.</i>	<b>TIER 3 specialized words</b> ✓ body covering <i>n.</i> + breeding season <i>n.</i> + cicada <i>n.</i> + nesting group <i>n.</i> + neuron <i>n.</i>
			1 baby <i>n.</i> 2 body <i>n.</i> 3 body covering <i>n.</i> 4 grow <i>v.</i> 5 habitat <i>n.</i> 6 skin <i>n.</i> 7 8 9 10 11 12	

Wordlist Creation Screen

Assigning wordlists connected to math, social studies, and science, lessons target academic vocabulary and teachers can enhance content-area retention by pre-assigning words and activities for upcoming topics. Lists can also be created to support weekly curriculum — grammar lessons (such as making plurals or subject-verb agreement), content vocabulary, phonics lessons, or spelling lessons.

The autogenerated lesson plans are downloaded and printed, easily fitting into literacy centers and small group work. Lesson plans include scaffolding and suggestions for helping students who need additional support. The word bank is categorized by tier, supporting differentiated lessons and additionally online assignments to support students who need additional support.

With Vocabulary A-Z's customizable word lists and tiered organization, teachers support students of vastly different skills, abilities, and interests in the same classroom. Materials are available in printable and digital formats allowing for easy integration into whole class, small group, one-to-one, instruction and individual practice.

Teachers guide and differentiate online practice by selecting a specific instructional sequence or assignment type for the interactive games that are assigned with a wordlist. There are four assignment types: Sequenced, Intervention, Student Selection, and Review.



The Sequenced option contains five total category-specific activities within each assignment beginning with instruction and concluding with an assessment. The games are gated, and students must complete the games in order before moving on to the next game.

With the Intervention assignment type, teachers select games from the Vocabulary, Spelling, or Phonics categories and assign to students or groups of students for targeted practice. Customized assignments can be saved as presets to streamline assigning resources throughout the year. Student Selection supports choice by allowing students to select from the games and assessments in that category. Review allows teachers to create a review list that draws from words studied in previous assignments.

*2. The Successful Offeror(s) shall provide a solution where the digital content can be created with an Internet consumer in mind rather than a traditional textbook consumer. The content must be rich in multimedia, interactive in nature and sufficiently compelling to lead the student in a self-directed manner.*

All Learning A-Z programs have been developed for digital use. In Vocabulary A-Z, wordlists populate dozens of interactivities and assessments that students complete on internet-connected computers and mobile devices. Interactives allow students to play with words while reinforcing word study and vocabulary, as well as decoding and encoding skills being taught in the classroom, creating expansive opportunities for multiple exposures to new words, word parts, and sounds. The interactives include audio and visual cues and offer immediate feedback on answers.



*Vocabulary A-Z Interactivities*

Several options allow teachers to customize the digital practice for individual students and groups of students. Depending on instructional goals, teachers determine the category of interactivity students will access and the instructional sequence that will appear for students.

The interactivities are organized into three categories: phonics, spelling, and vocabulary to target specific learning goals. Phonics Interactivities support phonological awareness and phonics skills. Thirteen different

phonics interactivities are available to develop students' vocabulary and offer practice in word building and word recognition, sound-spelling correspondences, and multisyllabic words. Fourteen different Vocabulary Interactives reinforce vocabulary learning in context, increase word knowledge, word analysis, and word study skills. Ten different spelling Interactivities offer repeated practice and exposure along with building foundational letter knowledge and word attack skills.

*3. Instructional materials shall be systematic and simple in design, addressing reading and/or writing and support a variety of instructional settings.*

The printable, auto-generated five-step lesson plans transform word lists into teacher-led instruction and practice. Vocabulary A-Z lessons all follow the same progression and incorporate research-based strategies for learning and retaining vocabulary words. The lesson plans and resources integrate active discussions and activities where students read, hear, and say words. The lessons use an introduce, instruct, apply routine and offer explicit guidance and tips for scaffolding instruction. Lessons can be conducted over a five-day period or spread out to promote spaced practice. Each lesson plan is designed in the following sequence.

**1. Introduce targeted vocabulary in context:**

Vocabulary A-Z provides materials and activities to introduce target vocabulary in context and activate prior knowledge through discussion using resources such as concept webs, words-in-context worksheets, and graphic organizers.

**2. Use vocabulary in context and reinforce meaning:**

Teachers continue to use vocabulary in context to reinforce meaning. Day two materials include word cards, definition cards, analogy worksheets, and cloze sentence worksheets that students can complete as classwork or homework.

**3. Introduce and apply word attack skills:**

Students learn and apply specific word attack skills with the lesson's word analysis or exploration activities that are designed to reinforce skills such as parts of speech, common affixes, synonyms and antonyms, and multiple meaning words. Materials for day three include worksheets, activity suggestions, vocabulary games, and more, providing a variety of in-class and homework activities.

**4. Review and apply words:** Students review the previous day's assignments, continue to reinforce and apply their understanding of word meanings through games, homework, and concept completion worksheets.



5. **Assess:** students complete a multiple-choice assessment or, alternatively, participate in an activity selected from a vocabulary-game sheet.

*4. Materials should provide opportunities for differentiation to include intensive, explicit, and systematic instruction. These materials should be targeted to the integration of reading and writing.*

Vocabulary A-Z provides a variety of opportunities for differentiation for diverse student groups.

#### Special Education

Special education students face unique learning challenges, especially when it comes to word study. An average student needs at least 12 additional exposures after words are explicitly taught to store words into long-term memory. Special education students need even more exposure to those words in order to make the same gains as the average student. Vocabulary A-Z gives students, a safe learning environment to hear, read, and play with words for unlimited practice at their level. With online interactivities, students can practice words as many times as needed and revisit words previously taught. All assignments and lists can be modified to differentiate instruction in an inclusion or special needs classroom.

Vocabulary A-Z's interactivities support effective strategies for teaching students with autism, ADD/ADHD, dyslexia, and language-based learning disabilities, helping teachers ensure students receive appropriate accommodations and meet their IEP goals. Students with specific learning disabilities are supported by Vocabulary A-Z with the following integrated strategies:

*Students with dyslexia and language-based learning disabilities are supported by games that:*

- Focus on phonics, to understand letter and sound correspondence
- Build vocabulary retention and reading comprehension with just 10 minutes of daily practice
- Include printable worksheets to supplement spelling and phonics concepts
- Provide audio cues and visual aids
- Allow for review time, so students can work at their own pace

*Students with Attention-Deficit Hyperactivity Disorder are supported by games that:*

- Engage them in word practice through gameplay
- Allow them to work at their own pace
- Provide audio cues and visual aids
- Offer choice over their learning

*Students with Autism are supported by games that:*

- Appeal to different types of learners. Children can see, hear, break down, and play with words
- Allow them to work at their own pace
- Provide audio cues and visual aids
- Offer choice over their learning



## English Language Learners

Vocabulary development is one of the greatest challenges to reading instruction for ELLs. The expansive word bank and custom word lists in Vocabulary A-Z allow teachers to target instruction for ELLs and deliver additional practice they need to develop social and academic language skills.

For example, with Vocabulary A-Z a teacher can create lists of words that are particularly difficult for their ELLs to master, such as those with silent letters or multiple meanings, or that are commonly misspelled. The wordlist autogenerate a custom vocabulary lesson with activities and materials that integrate reading, listening, speaking and writing to reinforce the connection between the written and spoken word.

That same wordlist can be assigned to students digitally and populates interactivities that include essential instructional factors for building academic vocabulary and fluency, including pictures, repetition, oral language, phonemic awareness and phonics. The interactivities support phonics, vocabulary, and fluency for ELLs.

Interactivities in the phonics category include audio components that help ELLs grasp sounds within words through repetition and fun interactive games. Vocabulary interactivities help ELLs become familiar with English pronunciations and often have images attached to build understanding with concrete word meanings. With the vocabulary games, ELLs can practice commonplace English vocabulary by matching visuals with words.

Interactivities also build fluency for ELLs by providing the opportunity to repeatedly listen to high frequency words, including sight words, vocabulary, and developmental spelling words, to gain English fluency. Pairing these word lists with engaging, interactive games supports automaticity and word recognition.

#### *Gifted and Advanced Learners*

Vocabulary A-Z allows teachers to customize vocabulary instruction for all learners, including exceptional and gifted learners. The programs give each teacher access to the full K-5 program, making it easy to assign wordlists that will meet exceptional learners at their level. Additionally, the limitless online practice and varied assignment features provide opportunities for exceptional students to work at their own pace, with vast opportunities to practice and learn new words.

*5. The Successful Offeror(s) shall provide a toll free number for help desk support to HCPS at a minimum from 8 am to 5 pm EST, Monday- Friday.*

Learning A-Z provides world-class customer support and technical support services. Our resources are extremely easy to use by teachers and students. Although it's unusual for schools to have any problems accessing or using any of the Learning A-Z resources, support services are included with all purchases.

Support services are available by phone, Monday through Friday 6 a.m. to 4 p.m. MST at 866-889-3729 (option 3), email [support@learninga-z.com](mailto:support@learninga-z.com), or online chat at <https://www.learninga-z.com/site/contact/support> and click the Launch Live Chat button. Also, many common questions are answered in our online Support Center at <http://help.learninga-z.com/>.

## B. Progress Monitoring

*Teachers and administrators shall be able to view student progress in the resource. This will allow teachers to report on students and/or assign additional topics as needed for remediation in the tier I classroom.*

All student activity and quiz scores are available to teachers and administrators in the online data management system, providing valuable, real-time data to guide and inform instruction. The program includes three types of reports at the classroom level: Skills, Activity, and Assignment reports. All reports can be emailed, printed, or downloaded from the Kids A-Z student management system.

### Skill Reports

Games with vocabulary assessments are tagged with specific vocabulary, comprehension, or grammar and mechanics skills, allowing teachers to track student knowledge by skill category in the reporting system.

### Activity Report

The class student activity report displays how many interactivities and quizzes students have completed. Selecting and individual student for more detailed data.

Date ↓	Title	Type	Score	Info	Stars	Location
07/03/2020	Missing Letter	Interactivity			100	Assignment (music)
07/03/2020	Spelling TestMe	Quiz	3/6		-	Assignment (music)
07/03/2020	Vocabulary TestMe	Quiz	6/6		150	Assignment (music)
07/03/2020	MatchIt Sentences	Interactivity			100	Assignment (music)
07/03/2020	MatchIt Definitions	Interactivity			100	Assignment (music)
07/03/2020	Practice Vocabulary Test	Interactivity			100	Assignment (music)
07/03/2020	Aim 2 Spell	Interactivity			100	Assignment (music)
07/03/2020	Practice Spelling Test	Interactivity			-	Assignment (music)
07/03/2020	Practice Spelling Test	Interactivity			100	Assignment (music)

*Student Activity Report*

### Assignment Report

The assignment report allows teachers to quickly view students' assignments as well as drill down into students' quiz results.

Products	Assignment	Status	Students	Date	
Vocabulary A-Z	All	All	All students	All	02/05/2017 - 05/30/2021 <input checked="" type="checkbox"/> Show filter
Assigned On	Assignment	Resource	Student	Grade	Quiz ↓
7/3/2020	music	Vocabulary TestMe	Jose	2	6/6
7/3/2020	music	Spelling TestMe	Jose	2	3/6

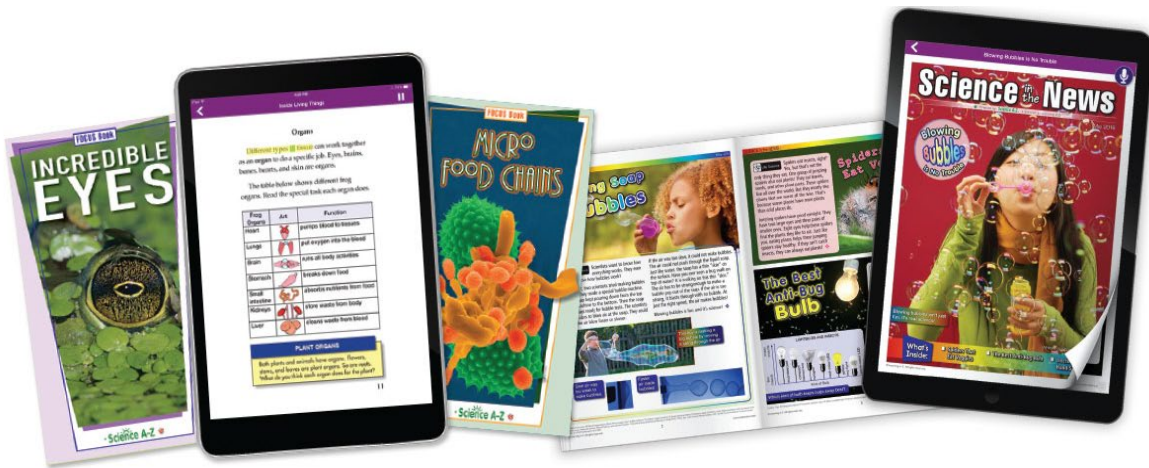
Jose
Assignment: music
Resource:
Score: 3 / 6
✗ 1. artist
✗ 2. band
✓ 3. boom
✓ 4. music
✗ 5. music
✓ 6. music

*Assignment Report*



## A. General Requirements: Science A-Z

Science A-Z is a K–6 online curriculum that balances scientific literacy, scientific inquiry, and three-dimensional learning. The program’s extensive collection of in-depth digital and printable books, multi-media resources, hands-on activities, and experiments make it easy to incorporate science into literacy instruction, while English language standards and fully supporting today’s science standards.



The program includes a library of multilevel reading materials in Spanish and English, lessons, activities, and hands-on experiments across four key science domains and three grade bands. The three-dimensions of Next Generation Science Standards are embedded throughout, and a full curriculum of sequenced Storylines integrate all three dimensions into phenomena-driven lessons.

Science A-Z can be flexibly implemented as a supplemental program or as the central component of a core science program. With Science A-Z, teachers can do the following:

- **Customize and differentiate instruction** with multilevel materials in English and Spanish
- **Contextualize science concepts** with high-interest content and hands-on science experiments
- **Assess and monitor** understanding of science topics and reading comprehension skills with integrated assessments and online reporting
- **Expand students’ understanding of science topics, current events, and STEM fields** with interactive eResources and extension activities
- **Put science into practice** with science activities and projects that foster curiosity and investigation
- **Prepare the next generation of scientists and engineers** to put core science ideas into practice

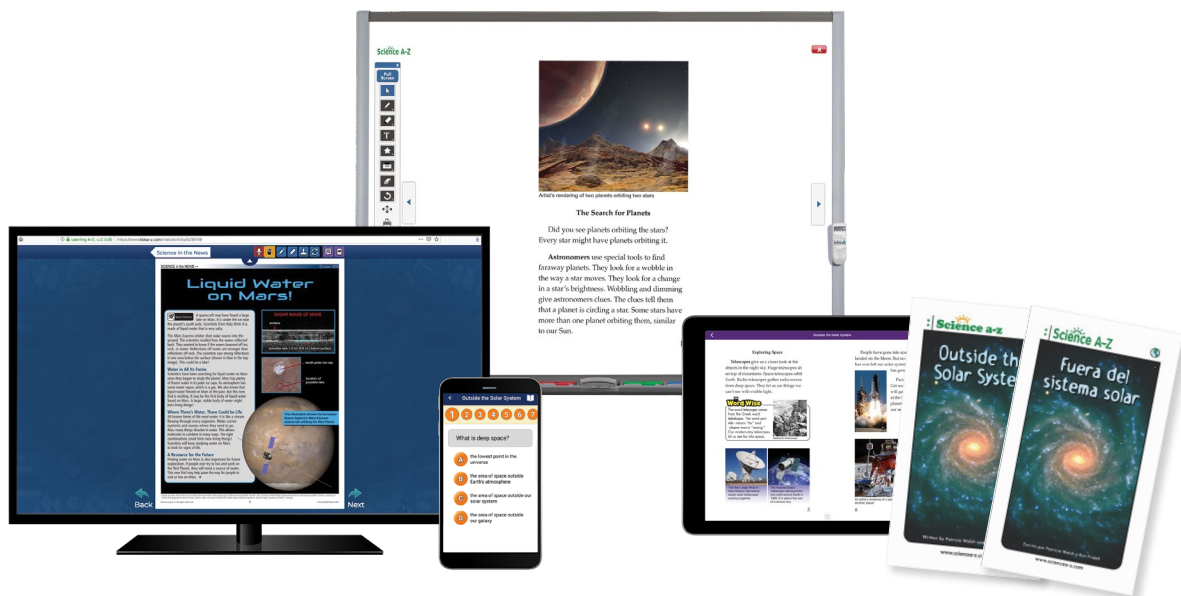


1. *The proposed solution shall have capabilities of content scaffolding approach and acceleration for students in the area of reading and/or writing skills.*

In Science A-Z, students develop science knowledge and practices as well as reading strategies with engaging science text and activities organized around comprehensive instructional units. Science A-Z content spans four science domains (Life, Earth and Space, Physical, and Process), and three grade bands (K-2, 3-4, and 5-6) with every teacher license.

Teachers use the search and correlation tools to select individual resources that align with daily instruction. Additionally, units are comprehensive and teachers can follow the program's Unit Roadmaps to integrate all materials as the primary tool of science instruction. Science A-Z ensures each student has the opportunity to access science concepts and practices. Core materials are available at three reading levels and in Spanish and English. Explicit lesson plans are built with multi-model scaffolds for support and extension activities.

Explicit lesson plans, teacher's guides, and teaching tips accompany student text and resources and provide explicit instruction on the steps required to complete each activity or process. Teaching Tips offer extensions that tap into multiple intelligences (e.g., art, movement, and writing). Student discourse and writing are encouraged and fostered throughout.



*Multilevel Text: Three levels ensures all students to develop reading and writing skills while learning science content.*

Core unit materials include the following:

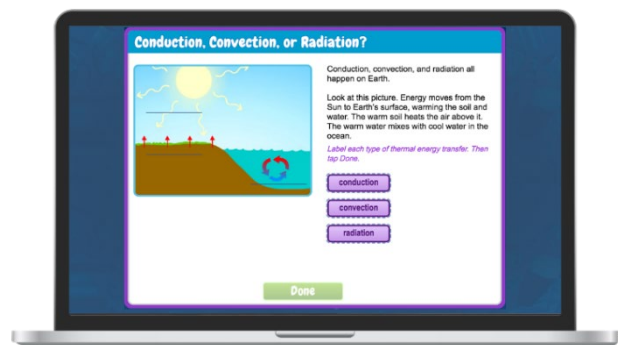
**Unit Nonfiction Books.** These engaging, illustrated books cover of key unit vocabulary and science concepts. A detailed teacher's guide organized according to before-, during-, and after-reading instruction accompanies the books to target scientific knowledge and vocabulary, as well as reading and comprehension strategies. With tips and instructions, teachers lead activities that build critical thinking skills and use discussion questions offered at varying depth of knowledge levels.

**FOCUS Books.** Each unit contains several FOCUS (Focus on Opportunities to Construct an Understanding of Science) Books. FOCUS Books explore specific, high-interest topics connected to the unit and allow students to construct their own meaning of science ideas through reading, writing, thinking, and doing. Topics were selected to support state science standards as well as the disciplinary core ideas from NGSS. Detailed lesson plans help teachers deliver explicit science and reading instruction and lead students in hands-on activities. FOCUS Books culminate in an assessment and an activity prompt that allows students to apply scientific and engineering practices.

**Process Activities** with each unit includes background information, materials list, procedures, data sheet, and several questions to help students analyze data and draw conclusions. Students apply important unit concepts and develop scientific practices through hands-on science activities and fun experiments. Students learn think and behave as real scientists in a structured format, preparing and inspiring their own future investigations.

**Interactive Science Lessons** put science discovery in the hands of each student. Carefully constructed text and corresponding audio walk students through difficult scientific concepts. Each part of the lesson builds on the one before, scaffolding instruction as students master each new concept. Students develop knowledge and skills on a deeper level by interacting with science in a virtual, engaging format. Assessments are embedded in each lesson, and reports are delivered to teachers, which allows them to monitor individual proficiency and track class-wide trends.

Each unit in life, earth and space, and physical science includes **Science Fair Resources** with project ideas. Students can choose from these unit-related ideas or develop their own research question for an in-class project or for a school- or community-wide science fair. Resources include project ideas for students and parents, teaching guides, a student guide, and a scoring rubric for judges.



*Interactive Science Lesson: Students apply concepts in a virtual lab setting*

**Project-Based Learning Packs** offer resources and guidance to lead students in project-based learning that integrates science, technology, engineering, math, language arts, and other content areas in a single project. Students work together like scientists and engineers to conduct research, develop plans, adhere to a schedule, make decisions, and execute their plans. Working with peers on a STEM project develops teamwork skills that prepare students to be college- and career-ready.

A vast supply of additional resources and activities, many with instructional guides and teaching tips, are connected to each unit.

Unit Supporting Materials	
<b>Investigation Packs</b>	Investigation Packs are group science activities that help students dig deeper into Science A-Z content, apply scientific practices, and develop the 21 <sup>st</sup> century skills of critical thinking, collaboration, creativity, and communication.
<b>Debates</b>	After being presented with a realistic, yet fictional scenario, students consider arguments that are either for or against a proposal, take a position, and defend it in a friendly, structured format.
<b>Science Videos</b>	Science A-Z offers engaging and instructional science videos that extend the core concepts of a unit, model real science in action, or serve as virtual field trips, helping students visualize ideas from Science A-Z's instructional resources.
<b>Additional Reading</b>	
<b>Career Files</b>	Career Files help students learn how ideas and concepts in Science A-Z instructional units relate to real-world jobs, including those in STEM fields. Each career file explains the various levels of skill, training, and education required for many careers. The files also describe skills and practices used by experts in various STEM fields.
<b>Quick Reads</b>	Quick Reads are single-page science resources that address specific science topics for kids and allow students to dig deeper into core science ideas and crosscutting science concepts. Each Quick Read relates to a Science A-Z instructional unit and appears at three reading levels within each grade span: low, mid, and high. Each reading level conveys similar content, images, and vocabulary related to topic.

## Science in the News

Science in the News engages students in the world of science. Each issue features news articles written at three reading levels to allow for differentiated instruction. Science in the News provides opportunities to teach critical thinking, inquiry, and the genre-specific, literacy skill of reading the news.

## Scientist and Inventor Cards

Scientist and Inventor Cards help students learn that science is a human endeavor. Each set of cards features four people from history who made significant contributions to the world of science and engineering, or who developed useful inventions that we rely upon today.

To scaffold learning and to engage varied learning styles, each Science A-Z unit includes a variety of comprehension and vocabulary supports.

## Comprehension Supports

### Graphic Organizers

Graphic Organizers support content-area learning and reading comprehension as students read fiction and nonfiction science texts. Graphic organizer collections are arranged by primary and intermediate as well as by nonfiction and fiction.

### Retelling Rubrics

Nonfiction and fiction Retelling Rubrics help teachers assess students' reading comprehension of books and other scientific texts. Scoring oral retellings on Science A-Z rubrics means that each student's retelling is rated against the same criteria and expectations.

### Science Diagrams

Science Diagrams provide colorful, full-page models of important, sometimes complex science concepts. Science diagrams, available in both printable and projectable formats.

## Vocabulary Supports

### Game Packs

Game Packs provide a variety of fun activities designed to reinforce unit vocabulary from Science A-Z instructional units.

### Vocabulary Cards

Vocabulary Cards provide science definitions for key terms included in each Science A-Z instructional unit. The terms include both science content words and academic vocabulary.

### Word Work

Word Work Activity Sheets provide practice with unit vocabulary and strengthen scientific literacy through fun puzzles and activities. Students apply critical-thinking skills as they develop proficiency with the specialized language of science.

*2. The Successful Offeror(s) shall provide a solution where the digital content can be created with an Internet consumer in mind rather than a traditional textbook consumer. The content must be rich in multimedia, interactive in nature and sufficiently compelling to lead the student in a self-directed manner.*

Learning A-Z is a digital first company. All our programs have been designed to be delivered digitally with rich multi-media and interactive components. In Science A-Z, students find engaging science content and activities in an interactive digital format in the online student library.

Teachers can make assignments or students can read and complete activities on their own in the library. The science library divides the four domains into three areas of difficulty within each domain. Listening to audio versions of text helps students develop fluency and learn new vocabulary. After students listen to and read books, they take the multiple choice eQuiz that measures comprehension knowledge as well as understanding of key science topics. Critical thinking, close reading, and writing skills also are targeted in constructed response questions at the end of quiz.

Annotation and vocabulary tools with each text develop higher-level content knowledge. With the drawing tools, students draw text connections by highlight important text or vocabulary words. They use the notes tool to write questions, ideas, or concepts they are learning. They can add important words that help extend their background knowledge to the word journal. They also can record themselves reading to practice fluency. Recordings are immediately emailed to teachers for review and feedback.

Along with text-based items, the Science Library offers Science Diagrams and Process Activities as well as instructional science videos. The videos extend the core concepts of a unit, model real science in action, or serve as virtual field trips, helping students visualize ideas.



### *Interactive Science Lessons*

Science A-Z's Interactive Science Lessons give students a chance to be in the driver's seat while learning the fundamental concepts of science. These virtual lessons provide a road map for students as they explore important and sometimes complex ideas. Each lesson offers instruction, practice, and assessment using text and accompanying audio. Practice slides provide immediate feedback and explanations of difficult concepts.

Graphics, animations, and simulated interactive experiments and explorations help students visualize the content being presented.

By digging into the main ideas of science on their own, students develop a stronger understanding of how to think and act like a scientist.

## *Engaging Science Videos*

Exciting instructional science videos with each unit extend the core concepts of a unit, model real science in action, or serve as virtual field trips. Each video is accompanied by video discussion questions and teaching tips to foster critical thinking.

The video collection provides great alternatives to visiting the far reaches of space, examining a new organism up close, using high-tech science equipment, or other activities that typically aren't available to students. Videos illustrate science concepts and practices, often showing STEM professionals in action.



*Kitchen Science: This series helps students complete science experiments at home.*

The collection includes the *Kitchen Science* video series, which engages students with fun and simple science experiments they can do using everyday objects on their own at home. Students can follow along with the Wise Family as they complete Science A-Z Process Activities.



*Science Videos*

The *SAZ Adventures* video series shows how the important concepts students are studying in a science unit apply to the real world. These videos come with teaching tips that provide standards connections, key vocabulary, and other instructional support.



**3. Instructional materials shall be systematic and simple in design, addressing reading and/or writing and support a variety of instructional settings.**

Multiple formats help teachers use Science A-Z in varied grouping and classroom scenarios. Materials are accessible in printable, projectable, and digital, assignable formats, and the elearning environment makes it easy to shift between in-person, hybrid, and virtual scenarios. Students learn to have fun with science in the KidsA-Z portal where they find endless opportunities for independent practice and exploration.



**4. Materials should provide opportunities for differentiation to include intensive, explicit, and systematic instruction. These materials should be targeted to the integration of reading and writing.**

Science A-Z helps teachers differentiate instruction to varied skill and ability levels with multi-level, multi-modal science content with each unit.

Science A-Z provides reading materials at nine different reading levels with a High, Mid, and Low version within each of the three grade spans (K-2, 3-4, and 5-6). With Science A-Z, all students learn the same science content while reading text that is developmentally appropriate to each student.

The leveling system used in Science A-Z resources is based on our proprietary Learning A-Z text leveling system, which was developed over ten years with input from teachers and instructional experts. Texts are leveled with the proprietary Learning A-Z Text Leveling System and are correlated to Lexile and to Fountas & Pinnell. The Learning A-Z team evaluates the quantitative and qualitative (objective and subjective) features of each text to determine its complexity. Text features taken into account include:

- Average words per sentence
- Average sentences per paragraph
- Percentage of unfamiliar vocabulary
- Number and complexity of visual devices (e.g., diagrams, charts, maps)
- Structural elements of nonfiction text (e.g., table of contents, captions, sidebar features, glossary, index)
- Prerequisite prior knowledge
- Concept difficulty



Lesson plans and supporting resources help teachers scaffold and differentiate instruction. For example, the Teaching Tips that accompany each set of Unit Nonfiction Books provide lesson plan for use before, during, and after reading. These lesson plans include checks for understanding with guidance to offer feedback, and discussion prompts to scaffold reading comprehension.

Differentiation resources also allow the teacher to change the design of the task to be completed or the amount of assistance offered as the student makes progress. Teachers assign unit resources to students at the appropriate reading level (low, mid, or high) within their grade range using the level dots on each Science A-Z resource. Using this guidance, teachers choose the level that provides challenging text complexity while still making the science content accessible.

*5. The Successful Offeror(s) shall provide a toll free number for help desk support to HCPS at a minimum from 8 am to 5 pm EST, Monday- Friday.*

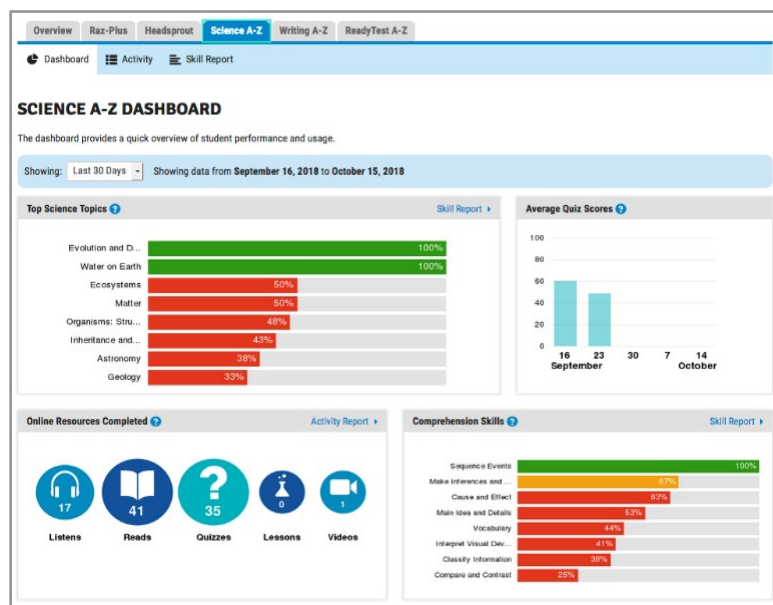
Learning A-Z provides world-class customer support and technical support services. Our resources are extremely easy to use by teachers and students. Although it's unusual for schools to have any problems accessing or using any of the Learning A-Z resources, support services are included with all purchases.

Support services are available by phone, Monday through Friday 6 a.m. to 4 p.m. MST at 866-889-3729 (option 3), email, or online chat at <https://www.learninga-z.com/site/contact/support> and click the Launch Live Chat button. Also, many common questions are answered in our online Support Center at <http://help.learninga-z.com/>.

## B. Progress Monitoring

*Teachers and administrators shall be able to view student progress in the resource. This will allow teachers to group students and/or assign additional topics as needed for remediation in the tier I classroom.*

Data-driven instruction is a central component of Science A-Z. To provide robust data that empowers teachers, assessment tools are embedded throughout the Science A-Z resources. Teachers access assessments, teaching tips, and scoring guides, as well as a digital rubric, within the InBasket on Kids A-Z. Here, they score student work and send feedback to students. The data collected through classroom observation as well as manual and digital scoring of student work empowers teachers to tailor future instruction based on student performance.



*Science A-Z Dashboard*

In Science A-Z, teachers monitor the amount of time students spend reading and listening to books, watching videos, taking quizzes, and interacting with the Star Zone incentive program. Results of student activity and performance in the Science A-Z online quizzes are immediately recorded and accessible to teachers and administrators. Quiz questions in Unit Nonfiction Books, FOCUS Books, and Interactive Science Lessons are tagged by science question type, reading comprehension skills, and science topic, allowing teachers to use data to target instruction by selecting resources that specifically address students' needs. Administrators view growth data at the student, classroom, school, or district levels. Additionally, they monitor student and teacher activity and interactions with the program to determine fidelity of implementation and usage of the program. A variety of reports are available and can be emailed, printed, exported, and downloaded. Teachers can also email reports to parents and parents can monitor student activity and growth with the Kids A-Z parent access.

## A. General Requirements: Foundations A-Z

Foundations A-Z is Learning A-Z's newest K-5 literacy program designed to empower educators to confidently and effectively teach all K-5 foundational skills. Multimodal experiences and engaging, relevant text make literacy fun for students. Soundly based on the latest science of reading research, the program includes skills-based instruction that uses an explicit, systematic pathway focused on bolstering all foundational skills to prepare students for ongoing literacy success anywhere learning takes place. Built-in flexibility allows for use in a variety of learning environments and can be delivered to the whole class, small groups, or individual students.



### *Ensures student success with explicit, systematic, cumulative instruction*

Foundations A-Z was built from the ground up on the latest science of reading research on key components for developing skilled readers. The program's scope and sequence is the backbone to the program and includes all the foundational skills for Grades K-5. The sequence increases in skill complexity and spirals review within and across grade levels, setting students up for success by ensuring that they learn, practice, and apply reading skills.



### *Builds teachers' skills and confidence*

Teachers get the support they need with easy-of-use resources available in digital and printable formats. Educators can use complete lesson plans as is, use lesson segments, or assign targeted lessons for specific skills, standards, or resources based on student needs. Lessons include plenty of embedded support such as sample dialogue, think alouds, and tips to help enhance and differentiate instruction. Dynamic data and reports help teachers effectively monitor progress. Professional development at point-of-use builds teachers' confidence and competency in delivering research-based instruction.

### *Makes Learning Fun for Students*

High-interest decodable and word study passages, grade-level texts and resources across K-5 engage every student with diverse and developmentally appropriate content. Resources include instructional review videos featuring lovable mascots, as well as digital interactive games and practice opportunities.

## Program Design

Foundations A-Z was built on scientific evidence about brain function and its relationship to literacy development. The program provides explicit foundational skills instruction and uses developmentally appropriate texts for knowledge building on a wide range of content area topics. Diagnostic, formative, and summative assessments are designed and strategically placed to help teachers make informed instructional decisions. These unique features make Foundations A-Z suitable as either a stand-alone foundational skills program or as a supplement to existing a core ELA program, with focused lessons that prioritize foundational skills in a literacy block.

The program supports two pathways to meet learning objectives or fit existing instructional practices:

**Teachers can follow our path.** Foundations A-Z is based on comprehensive scope and sequenced in which Units, Modules and Lessons offer step-by-step explicit instruction, designed with flexibility. The scopes were designed based on what students need to know at each grade level including the standards, and the sequences go from simple to more complex, building from one to the next with opportunity for review.

Foundations A-Z			
Grade	Unit	Module	Lesson
K-1	Phonological Awareness	Module 1	Identify initial, medial, and final sounds.
			Final s-blends: -st, -sp, -sk
			Read words with initial and final s-blends.
			Closed syllables
2	Phonics	Module 1	Form words, phrases, and sentences based on phonics patterns learned.

Each grade level has a scope and sequence that includes Phonological Awareness (K-1), Print Concepts (K-1), Phonics and Word Study, Fluency, High-Frequency Words, Handwriting and Language. Upper elementary literacy instruction is not just systematic but also systemic - lessons at grades 3 through 5 complement and support content area learning by including academic language and content area vocabulary students will encounter in social studies and science curricula.

Skills Search Screen

## Teachers also can choose their own path.

All grade-level lessons and resources, are searchable by specific skills, standards, and material types, allowing teachers to use specific pieces of the program in alignment with daily instruction. The program offers great flexibility to assign to individual students, small groups, or whole class based on student and classroom curriculum needs

### Response to Requirements

*1. The proposed solution shall have capabilities of content scaffolding approach and acceleration for students in the area of reading and/or writing skills.*

In Foundations A-Z teachers can assign targeted, grade-level resources to help reteach, reinforce, or expand each student's learning. When teachers view a child's assessment results, they can also see recommended next step resources that can be assigned with just a click.

Teachers can still deliver the same grade-level curriculum to the entire class, while making sure each student learns at their own pace with built-in checks for understanding and reteach and enrich opportunities in each lesson. Advanced students can expand their learning so their potential isn't limited, and teachers can see which students need more support, using informal checks for understandings and corrective feedback opportunities and by assigning resources to correct misconceptions as they happen. With reviews happening within each lesson, module, and unit, teachers monitor individual performance throughout the year.

*2. The Successful Offeror(s) shall provide a solution where the digital content can be created with an Internet consumer in mind rather than a traditional textbook consumer. The content must be rich in multimedia, interactive in nature and sufficiently compelling to lead the student in a self-directed manner.*

Foundations A-Z is a digital first program designed to be intuitively used by teachers and students online with computers and mobile devices. All materials and lessons plans are available to teachers online with hyperlinks to connected resources and digital assignment features. The program also provides the ability to present and print resources with ease.

Engaging instructional review videos follow all lessons for Grades K-5. These two to six minute videos are assigned by the teacher from the lesson plan to use during independent practice. The videos reinforce learning from each lesson without additional time from the teacher.

After instruction, students watch the instructional videos to review key lesson concepts before they move to a practice exercise. With narration by a familiar classroom mascot, not only do students feel they have a friend to learn with, but they are encouraged to say and read as they review the skill—supporting active participation and a multimodal approach to learning. Students can verbally express their understanding of the skill while having the privacy



space to make mistakes without the stress of practicing in front of the class.

Teachers also assign students interactive game-based practice activities and decodable books (K-2) and word study passages (3-5) that students want to read. Instead of traditional decodables filled with short, repetitive statements, students engage with rich and compelling texts. Foundations A-Z decodables are complete with meaningful stories that captivate the imagination. By modelling accurate, authentic language with phonics patterns and high-frequency words students are learning, students enjoy a richer learning experience—studying the language they hear in conversations every day. Students also can read these on their own and use a variety of digital tools for highlighting and notetaking make it easy for students to annotate as they read.

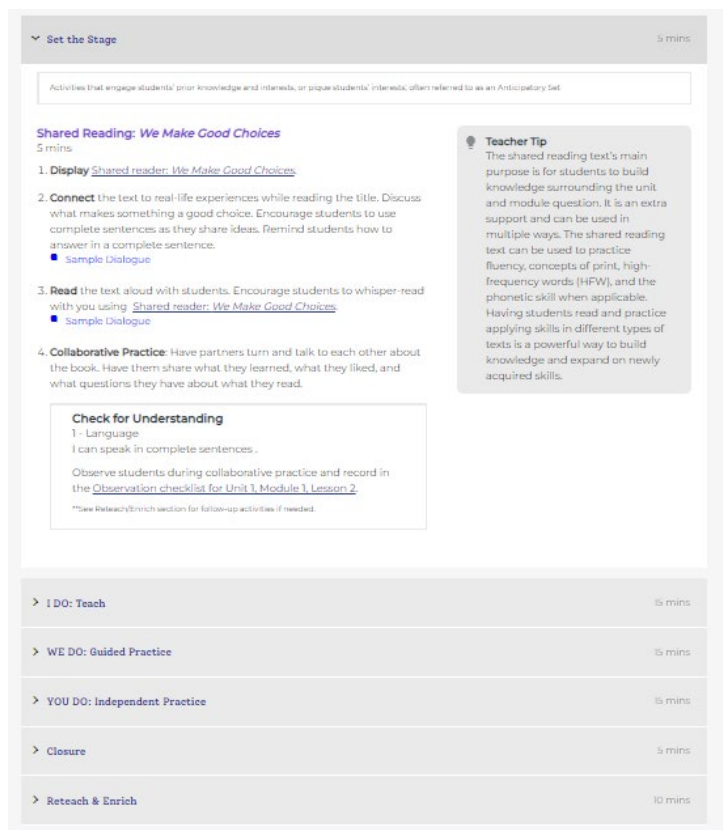
Because there is a variety of fiction and non-fiction materials, with high-quality photography and real-life illustrations, students of all ages can work with age-appropriate texts, so they feel confident and happy while learning foundational skills. In grades K-2, each module includes a decodable fiction or nonfiction book that includes exemplars of the module’s phonics skills and high-frequency words, following the scope and sequence. In grades 3-5, each module includes a newspaper-like word study passage with four separate fiction and nonfiction articles for more advanced readers. These include exemplars of the module’s phonics skills and high-frequency words and follow the scope and sequence.

**3. Instructional materials shall be systematic and simple in design, addressing reading and/or writing and support a variety of instructional settings.**

Foundations A-Z lesson plans are explicit, systematic, and easy-to-use for teachers, providing ample guidance for teaching the lesson objectives effectively. These lessons clearly outline the learning objectives as well as alignment to state and national standards. All teacher and student materials are provided, saving educators valuable time.

Lesson features include:

**Set the Stage** provides valuable background information to set context and purpose for learning, as well as engages student’s prior knowledge.



The screenshot displays the 'Set the Stage' section of a lesson plan, which is 5 minutes long. It includes a description of activities that engage students' prior knowledge and interests, referred to as an Anticipatory Set. The main content is 'Shared Reading: We Make Good Choices', also 5 minutes long. It lists four steps: 1. Display the shared reader, 2. Connect the text to real-life experiences, 3. Read the text aloud, and 4. Collaborative Practice. A 'Check for Understanding' section follows, with a language objective and an observation checklist. A 'Teacher Tip' box provides additional guidance. At the bottom, a table lists the lesson components and their durations: 1 DO: Teach (5 mins), WE DO: Guided Practice (5 mins), YOU DO: Independent Practice (5 mins), Closure (5 mins), and Reteach & Enrich (10 mins).

**Set the Stage** 5 mins

Activities that engage students' prior knowledge and interests, or pique students' interests, often referred to as an Anticipatory Set

**Shared Reading: We Make Good Choices** 5 mins

- Display** Shared reader: [We Make Good Choices](#).  
■ [Sample Dialogue](#)
- Connect** the text to real-life experiences while reading the title. Discuss what makes something a good choice. Encourage students to use complete sentences as they share ideas. Remind students how to answer in a complete sentence.  
■ [Sample Dialogue](#)
- Read** the text aloud with students. Encourage students to whisper read with you using [Shared reader: We Make Good Choices](#).  
■ [Sample Dialogue](#)
- Collaborative Practice:** Have partners turn and talk to each other about the book. Have them share what they learned, what they liked, and what questions they have about what they read.

**Check for Understanding**  
1 - Language  
I can speak in complete sentences.

Observe students during collaborative practice and record in the [Observation checklist for Unit 1, Module 1, Lesson 2](#).

\*\*See Reteach/Enrich sections for follow-up activities if needed.

**Teacher Tip**  
The shared reading text's main purpose is for students to build knowledge surrounding the unit and module question. It is an extra support and can be used in multiple ways. The shared reading text can be used to practice fluency, concepts of print, high-frequency words (HFW), and the phonetic skill when applicable. Having students read and practice applying skills in different types of texts is a powerful way to build knowledge and expand on newly acquired skills.

> 1 DO: Teach	5 mins
> WE DO: Guided Practice	5 mins
> YOU DO: Independent Practice	5 mins
> Closure	5 mins
> Reteach & Enrich	10 mins



**“I DO”** Guidance and support to deliver explicit, teacher-facilitated instruction.

- Point-of-use teacher tips provide differentiated instruction for ELLs, make SEL connections, and more.
- Checks for Understanding provide formative assessment opportunities throughout the lesson.

**“WE DO”** allows students to apply instruction within a whole group or small group setting.

**“YOU DO”** provides dedicated independent practice time and allows students to apply learning through multiple digital modalities, including videos, games, and reading resources, and where teachers can monitor, provide feedback, and motivate students.

**Enrich & Reteach:** Enables daily differentiation support to ensure the needs of all students are met.

*4. Materials should provide opportunities for differentiation to include intensive, explicit, and systematic instruction. These materials should be targeted to the integration of reading and writing.*

Lessons plans are designed to integrate reading and writing and a variety of opportunities for differentiation are built into each lesson plan. Students have the opportunity to decode and encode words based on patterns they are learning so they build accuracy and automaticity starting with word, then phrases, then sentence and finally text level.

*Grouping:* There are teaching opportunities for individual, partner and small groups throughout the lessons depending on needs.

*Reteach and Enrich:* Every lesson includes opportunities for remediation and enrichment based on individual student needs. Teachers can use their observational checklists to take notes and cause what students need this opportunities along with looking at the reports.

*Review Lessons:* Every 5<sup>th</sup> lesson in a module is called a stretch day lesson where teachers can use their observation checklist to reteach and enrich as needed. Every 4<sup>th</sup> module in a unit is a review week. This allows for pause point lessons including reteach and enrich activities throughout. Teachers choose the activities based on the needs of each student.

*Additional Support:* Teaching instructional routines and tips throughout the lessons and inside bars provide additional support. There are various types of tips embedded throughout the lessons to support teachers along the way. In addition, the following tip types are integrated across grade levels through all modules and units.

- **English Language Learner Tips:** The focus of many of these tips is defining and explaining the meaning of unknown words and multiple meaning words, pointing out Spanish cognates (and false cognates), alerting teachers to phonics and word study skills that do or do not have correlations to a student’s primary language (positive and negative language transfer), as well as suggesting alternatives or support for writing activities, such as oral presentation and sentence starters.



- **Culturally Responsive Teaching Tips:** These tips help teachers understand how to foster a learning community, how to avoid or remedy possible cultural bias, and how to establish clear achievement guidelines for all students.
- **Social Emotional Learning:** These tips promoting self-awareness, self-management, social awareness and relationship skills in connection to lesson content.

*5. The Successful Offeror(s) shall provide a toll free number for help desk support to HCPS at a minimum from 8 am to 5 pm EST, Monday- Friday.*

Learning A-Z provides world-class customer support and technical support services. Our resources are extremely easy to use by teachers and students. Although it's unusual for schools to have any problems accessing or using any of the Learning A-Z resources, support services are included with all purchases.

Support services are available by phone, Monday through Friday 6 a.m. to 4 p.m. MST at 866-889-3729 (option 3), email [support@learninga-z.com](mailto:support@learninga-z.com), or online chat at <https://www.learninga-z.com/site/contact/support> and click the Launch Live Chat button. Also, many common questions are answered in our online Support Center at <http://help.learninga-z.com/>.

## **B. Progress Monitoring:**

*Teachers and administrators shall be able to view student progress in the resource. This will allow teachers to group students and/or assign additional topics as needed for remediation in the tier I classroom.*

Student/classroom reporting is available as well as administrative reporting for educators to monitor student progress. For classrooms, there is assignment information: progress/completion and scoring. The assignment report includes individual students, groups, and whole classroom activity based on assignments.

The program also includes student progress reports based off both skills completed, and the scores associated with those skills. Teachers can see what the student is succeeding in and struggling with.

In the Administrative reports, we will have a classroom activity report and classroom skill report all rolled up to the school level with a drill into each classroom.

All of the Reports are printable and downloadable and can be filtered by date, product, whole class, individual students/schools.

Skill Classroom reports will include recommended instructional resources to reteach, reinforce, or extend learning. These resources may be assigned right from the report view based on student progress scores.

## A. General Requirements: Writing A-Z – Adventure Zone

Writing A-Z Adventure Zone is a new, comprehensive K-5 writing curriculum solution that makes effective writing instruction easier for teachers and exciting for students.

Writing A-Z Adventure Zone addresses essential writing and grammar skills critical to literacy success, delivered in a consistent instructional sequence through Grades K–5 to ensure quality instruction. The program is built around standard-specific lessons that layer opinion, explanatory, and narrative writing instruction with process writing instruction, as well as lessons for responding to reading and conducting research. Interactive lessons, game-based practice, and an online writing community engage students with fun, supportive learning experiences.



The flexibility of Writing A-Z Adventure Zone allows opportunities for in-school, remote, or blended learning environments and can be delivered to the whole-class, small group, or individual student.

### *Develops Stronger Writers through Research-Based Instruction*

Based on the latest research and best practices, Writing A-Z Adventure Zone combines explicit, systematic writing instruction and guided practice. Step-by-step lesson plans ensure students develop the skills and strategies needed to become fluent writers. Digitally delivered grammar instruction and independent game-based student practice connect the application of English language conventions to writing.

### *Builds Confident Writing Teachers*

Writing A-Z Adventure Zone empowers teachers to confidently and effectively teach writing. Point-of-use professional development supports teachers with research-based instructional practices when they need them most.

### *Makes Learning Fun for Students*

Multisensory interactive games and digital practice opportunities help students learn while reinforcing writing and grammar skills. Writing A-Z Adventure Zone builds a writing community for students, allowing them to engage in authentic writing experiences.



*1. The proposed solution shall have capabilities of content scaffolding approach and acceleration for students in the area of reading and/or writing skills.*

Writing A-Z Adventure Zone is designed to provide the time for teachers to teach writing explicitly and to teach writing in response to reading. By design, the program has 80 lessons, not meant to correlate to one lesson per day. This is to allow teachers the flexibility to pace lessons as needed without falling behind in the curriculum, and make it easier to use their dedicated writing time for other writing assignments.

Lesson plans are scaffolded and gradually release responsibility to students. This allows teachers to teach and model skills to the class and then provide individualized instruction before or during independent writing times. Units are designed to emphasize process and progress, not perfection. Each lesson has the distinct sections as shown in the image below.

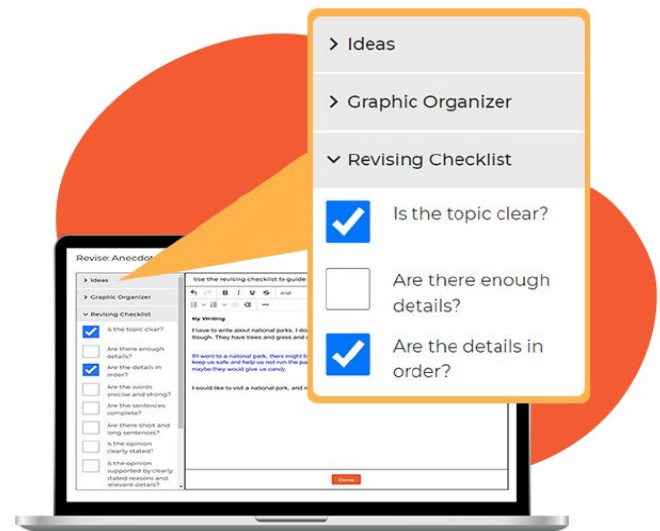
<div> <div> </div> <div>Set the Stage</div> </div>	5 mins
<ol style="list-style-type: none"> <li><b>Think, Pair, Share:</b> Ask students to think for a moment about what they remember about the parts of an opinion piece of writing. Have them talk with another student about the parts of an opinion essay.</li> <li><b>Write</b> the following: <i>Rescue pets make the best pets of all.</i> Discuss with students why this is an opinion statement (comparison words such as <i>best</i> give hints that the statement is an opinion).</li> <li><b>Explain</b> to students that this is the first sentence of a piece of writing. Remind students about the meaning of the word <i>topic</i> (the subject of a sentence or essay--the "what or who" of the writing).</li> <li><b>Ask</b> students to answer the following questions: <i>What is the topic of this sentence?</i> (rescue pets) <i>What is the author's opinion of rescue pets?</i> (they are the best)</li> </ol>	
<div> <div> </div> <div>I DO: Teach</div> </div>	10 mins
<div> <div> </div> <div>WE DO: Guided Practice</div> </div>	15 mins
<div> <div> </div> <div>YOU DO: Independent Practice &amp; Teacher Conferencing</div> </div>	25 mins
<div> <div> </div> <div>Closure</div> </div>	5 mins
<div> <div> </div> <div>Enrich &amp; Reteach</div> </div>	

*2. The Successful Offeror(s) shall provide a solution where the digital content can be created with an Internet consumer in mind rather than a traditional textbook consumer. The content must be rich in multimedia, interactive in nature and sufficiently compelling to lead the student in a self-directed manner.*

Writing A-Z Adventure Zone was specifically designed for teachers and students to use on the internet.

For teachers, materials are easy to access from the clean user interface. Lessons are designed to be viewed online with additional formats that can be printed or presented/projected.

Each lesson is accompanied by instructional videos that provide explicit instruction, demonstrations, and examples of key concepts and skills associated with each lesson. Teachers digitally assign videos to students to view from the Kids A-Z portal as initial instruction, as well as reteaching or reinforcement.

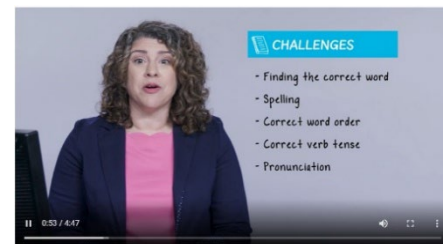


*Writing and Learning Together (WALT)*

Student writing occurs online in Writing and Learning Together (WALT). Teachers have access to students' writing in WALT, an online platform. This allows teachers to read students' writing at any time during the writing process in order to monitor progress and provide targeted feedback.

Teachers can also assign grammar and writing games that serve as practice and reinforcement of the concepts and skills taught in the lessons. Games provide immediate feedback to students, and feed reports that allow teachers to see what students are learning and where they may be struggling.

The embedded professional development in Writing A-Z Adventure Zone is a powerful tool for supporting teachers in remote learning.



*Professional Development Videos*

A number of online, on-demand professional development materials help teachers build confidence in their ability to teach writing effectively.

- **Expert Videos** Industry thought leaders and subject matter experts provide approachable deep dives into best practices for literacy instruction.
- **Research Articles** Informative white papers on topics related to pedagogy, educational research, and best practices.
- **Coaching Videos** Brief educator-led videos highlighting topics, skills, and strategies provide additional PD resources and support.
- **Podcasts** These easily accessible 15-minute podcast episodes provide informative support for teachers on various relatable topics.

*3. Instructional materials shall be systematic and simple in design, addressing reading and/or writing and support a variety of instructional settings.*

Writing A-Z Adventure Zone teaches writing and grammar, in an explicit and direct manner. The teacher demonstrates and explains skills and provides the opportunity for practice both in guided practice with corrective feedback as well as independent practice. Writing A-Z Adventure Zone is systematic. Skills and concepts are taught in a logical order from easiest concepts to most complex concepts using grade-specific scopes and sequences. It is scaffolded so students can master writing and grammar skills and build confidence along the way. The program is also cumulative. Those skills and concepts taught are consistently reinforced over time building at what has come before.

*4. Materials should provide opportunities for differentiation to include intensive, explicit, and systematic instruction. These materials should be targeted to the integration of reading and writing.*

The I DO: Teach section features videos that can be assigned to students as remediation and reinforcement and end with a Check for Understanding digital game. Additionally, instructional videos and games that include both writing and grammar skills can be assigned to individualize instruction.

**Differentiation Tip**

If students struggle to understand why one sentence needs a comma and the other doesn't, highlight the main clause in each sentence. Point out that they are complete sentences on their own. Continue modeling with additional examples until students understand.

Embedded teacher tip boxes within the lessons often focus on differentiation strategies. Teachers have access to students' writing in WALT, which allows them to read students' writing throughout the writing process to provide tips and monitor progress. Lesson also include conferencing guidance to help teachers make informal observations, keep anecdotal records on students' progress, differentiate instruction, pull students for small group instruction, or conduct formative assessments.

Writing A-Z Adventure Zone provides a number of supports for ELL and ESL Students:

- English Learner tips are embedded throughout the stages of instruction as shown below.
- Materials such as reference texts are provided in Spanish as well as English.
- The program features videos and games on discrete grammar and writing skills that help reinforce topics that cause English learners to struggle.
- Games present instructions, tasks, and feedback in audio and with English and Spanish captions
- Embedded professional development resources address topics targeted to English learner needs.

*5. The Successful Offeror(s) shall provide a toll free number for help desk support to HCPS at a minimum from 8 am to 5 pm EST, Monday- Friday.*

Learning A-Z provides world-class customer support and technical support services. Our resources are extremely easy to use by teachers and students. Although it's unusual for schools to have any problems accessing or using any of the Learning A-Z resources, support services are included with all purchases.

Support services are available by phone, Monday through Friday 6 a.m. to 4 p.m. MST at 866-889-3729 (option 3), email [support@learninga-z.com](mailto:support@learninga-z.com), or online chat at <https://www.learninga-z.com/site/contact/support> and click the Launch Live Chat button. Also, many common questions are answered in our online Support Center at <http://help.learninga-z.com/>.

## B. Progress Monitoring

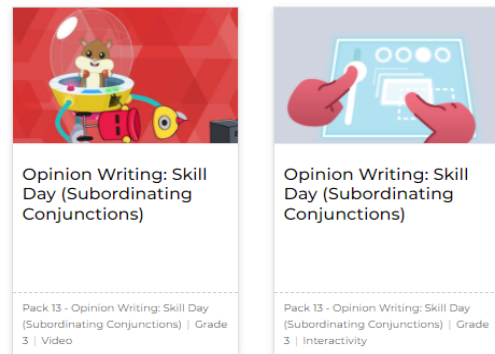
*Teachers and administrators shall be able to view student progress in the resource. This will allow teachers to group students and/or assign additional topics as needed for remediation in the tier I classroom.*

The program includes a number of formal and informal assessments. All student work completed in the online system is tracked available for immediate reporting.

Formal assessments include pre-and post-assessments for each genre unit (opinion, informative, narrative). In the pre-tests, the same prompt is given before and after each genre unit. This helps teachers assess what students know about the text type and then measure progress after instruction with the post- test. In the last module of each genre unit, students choose a previously written piece to publish.

Informal Assessments include Grammar and Writing packs of instructional videos and games that help assess how well students are understanding and applying the concepts and skills taught. Additionally, students create drafts at the end module. During independent writing sessions, teachers conference with students to provide observations and feedback.

Writing A-Z also provides end of unit benchmarks which can be measured against writing at the start of the unit, which shows progress for that genre of writing. The final unit of the year could also be used to show overall progress, comparing the final assessment of that unit to the first pre-assessment of the first unit.



*Writing Skill Pack*



## C. Accessibility

*The proposed solution must comply with the Information Technology Accessibility Act (Code of Virginia - 2-2-3500) which requires that information technology developed, purchased, or provided is accessible to individuals with disabilities.*

At Learning A-Z, we've made every reasonable effort to make our programs accessible to all users. In determining the accessibility of our site, we've followed the guidelines put forth by the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines 2.0 (WCAG) in accordance with section 508 of the ADA. Our products work well with screen readers, multiple input sources (touchscreens, keyboards, mice, etc.), and browser zooming support for low-vision students. We undergo periodic third-party audits to identify accessibility issues and are working toward full WCAG compliance. We are working to improve the captioning of multimedia, supporting color-blind students, and general page accessibility.

Learning A-Z is taking concrete steps toward the goal of achieving alignment of our products and services with accessibility standards, including Section 508 and WCAG 2.0 and 2.1 A and AA criteria. Technologies and requirements are continually evolving, and compliance with accessibility standards is an ongoing process—not a simple, static, one-and-done exercise. As with all educational technology services and providers, some criteria in some accessibility standards may not be applicable to or currently supported within all of our educational products and services.

Some actions taken to enhance accessibility include, but are not limited to:

- Establishment of a Learning A-Z accessibility team that is responsible for enhancing alignment with accessibility standards by way of executing ongoing testing and review of our products.
- Engaging with respected accessibility consultants to better understand and prioritize improvements to our products to meet all learners' needs.
- Training of customer service representatives based on best practices and accessibility experts to assist customers with accessibility questions and concerns.
- Enhancements to design systems for our next generation of web and mobile products to improve compliance with current accessibility standards (WCAG 2.0 and 2.1 A and AA) for color contrast, font size and readability, and rules for supporting screen readers and keyboard navigation.
- Enhancements to games and activities based on a review by a recognized accessibility consultant, to enhance the ability of students with disabilities to be able to use them independently.
- Refined our product design, development, and enhancement process to better ensure accessibility checks exist throughout the duration of the product life cycle. This process includes:

1. **Style Guide** - A design system with rules and guidelines for the development of our digital products.
2. **Checklists** - Lists of accessibility requirements to be used in the development cycle by our designers and front-end developers and checked by internal QA department teams.
3. **Testing/Spot Checks** – Internal QA department teams that conduct accessibility testing during release cycles and report issues to project teams.
4. **Triage/Remediation** – procedures designed to better ensure Accessibility issues are evaluated, prioritized, and assigned to team members for remediation and testing.

All Learning A-Z products have been thoughtfully designed over many years to deliver research-proven, instructional outcomes. As we follow our LAZ 4-Step Program to better align with evolving WCAG standards and Section 508 of the Rehabilitation Act of 1973, we also take care when implementing changes and enhancements to avoid unanticipated negative impacts to our products and functionality that are used and relied on by our school and district customers, and their educators and students.

## D. Computer, Software, and Network Specifications 2021-2022

*The ELA Resource shall meet all performance requirements defined in this document and be currently compatible with the following minimum computer specifications as well as maintaining compatibility with updates/patches/versions of listed software for the duration of the contract (at a minimum beginning with the versions listed below)*

We believe Learning A-Z's proposed solutions can meet the district's performance requirements, with detail provided in our response to questions in Tab 5 and Tab 6.

All the Learning A-Z products require the following minimum system requirements. Our browser check found at <https://www.learninga-z.com/help/browsercheck.htm> quickly assess if computers meet the requirements.

Category	PC	Mac	ChromeBook
Minimum Internet Browser	FireFox 78	FireFox 78	Chrome 76
	Chrome 76	Safari 12	
	Edge 17	Chrome 76	

Category	PC	Mac	ChromeBook
<b>Minimum Operating System</b>	Windows 7	OS 10.10	11895
<b>Minimum Screen Resolution</b>	1024x768	1024x768	1024x768
<b>PDF Reader</b>	<a href="#">Adobe Reader®</a> 10.0	Built-in Mac PDF Reader or <a href="#">Adobe Reader®</a> 10.0	Built-in PDF Viewer plugin
<b>JavaScript Enabled*</b>	<a href="#">JavaScript</a> must be enabled.	<a href="#">JavaScript</a> must be enabled.	<a href="#">JavaScript</a> must be enabled.
<b>Cookies Enabled</b>	<a href="#">Cookies</a> must be enabled.	<a href="#">Cookies</a> must be enabled.	<a href="#">Cookies</a> must be enabled.
<b>Audio Recording<sup>1</sup></b>	audio.kidsa-z.com must be whitelisted for port 443.	audio.kidsa-z.com must be whitelisted for ports: 443.	audio.kidsa-z.com must be whitelisted for port 443.
	<b>Android devices</b>	<b>Apple devices (iPhone, iPod Touch &amp; iPad)</b>	<b>Kindle (Kindle Fire)</b>
<b>Minimum Mobile Operating System</b>	Android 5+	iOS 11	Fire OS 5+

## E. Computer, Software, and Network Specifications

*The proposed solution shall meet all performance requirements defined in this document and be currently compatible with the following minimum computer specifications as well as maintaining compatibility with updates/patches/versions of listed software for the duration of the contract (at a minimum beginning with the versions listed below)*

We believe Learning A-Z's proposed solutions can meet the district's performance requirements, with detail provided in our response to questions in Tab 5 and Tab 6.

## Tab 3: Offeror Qualifications and Experience

---

### Qualifications and Experience

*Years in business outlining the company history and experience providing services as requested in this RFP*

Learning A-Z is a literacy-focused, PreK-6 educational provider of engaging elearning tools and resources that make teaching easier and more effective. Our resources include lesson plans, classroom activities, and assessments, as well as thousands of meticulously leveled text and materials, and professional learning services. All content is delivered online in printable, projectable, and interactive digital formats, supporting whole-class, small-group, one-to-one, and independent learning environments.



Founded in 2002, Learning A-Z has a long and established history of empowering teachers with high-quality tools and resources. The company's handful of staff started with LearningPage.com, which provides free printable activities, and Reading A-Z, our flagship reading resource subscription website. Learning A-Z's collection expanded to include a collection of dynamic digital resources—Raz-Plus, Reading A-Z, Raz-Kids, Foundations A-Z, Science A-Z, Writing A-Z, and Vocabulary A-Z. Now serving more than 13 million students and 700,000 teachers, our reach grows each day as teachers recommend Learning A-Z to their fellow teachers, administrators, and parents.

Learning A-Z's history demonstrates a passion for helping teachers empower students at every level through differentiated instruction and practice. Founded in the belief that every student should have developmentally-appropriate books and activities—at school and at home, Learning A-Z began with printable and projectable literacy resources on Reading A-Z, which quickly grew to include interactive leveled eBooks for students through Raz-Kids. By 2008, our programs offered a full spectrum of English Language Arts and multi-leveled science content, and by 2016 we expanded to provide comprehensive, standards-aligned blended resources and assessments for data-informed instruction.

Learning A-Z continues to listen to the needs to today's classrooms with new, explicit foundational reading skill resources as well as authentic Spanish text and culturally responsive content that addresses the needs of all learners. The graphic following page highlights some key milestones in the history of Learning A-Z.

## Learning A-Z Milestones



## Cambium Learning Group

Learning A-Z is owned by Cambium Learning Group, an education essentials company that provides award-winning education technology and services for PreK-12 markets. With an intentionally curated portfolio of

respected global brands, Cambium serves as a leader in the education space, helping millions of educators and students feel more universally valued each and every day. In everything it does, the company focuses on the elements that are most essential to the success of education, delivering simpler, more certain solutions that make a meaningful difference right now.



**cambium**<sup>™</sup>  
L E A R N I N G   G R O U P

Cambium Learning Group includes Learning A-Z and the following loved and respected edtech brands:

- ExploreLearning provides interactive simulations that embolden K-12 STEM learners with the power of doing.
- Time4Learning is a comprehensive online PreK-12 curriculum for homeschool students and teachers.
- Lexia Learning's language and literacy acquisition technologies empower educators to help students speak, read, and write with confidence.
- Voyager Sopris Learning provides professional learning, intervention, and assessment solutions that help users reach their full learning potential.
- Kurzweil Education<sup>®</sup> is an assistive technology platform that supports the process of learning.

## The Cambium family of companies.



*Experience with a project of this magnitude*

Learning A-Z has extensive experience working with districts large and small, urban, and rural throughout the country. We are currently proud to serve more than half the school districts in the United States and Canada, including Henrico County Public Schools, and numerous large, urban school districts throughout the country.

Below we have summarized our work with several large urban school district around the country.

*Arlington Public Schools*

For the past two years, the Special Education Department in Arlington Public School has held more than 1100 Raz-Plus. The program has helped document student progress in literacy. The ability of Raz-Plus accumulate data has been key to the success of their program.

*Baltimore County Public Schools*

Following a successful summer school pilot project, Baltimore City Public Schools partnered with Learning A-Z to fill gaps in the district's reading curriculum and strengthen the home-school connection. In 2016, the district implemented Learning A-Z products in a district-wide K-3 implementation of more than 800 teachers and approximately 20,000 students.

BCPS students needed additional support in phonics, and Raz-Plus's extensive collection of decodable books and explicit resources helped BCPS educators deliver a rigorous, differentiated foundational reading curriculum. Our professional development team worked with the district to design alignments and custom professional development sessions that guided teachers in integrating Raz-Plus with the district's core curriculum. The district also wanted to promote afterschool reading practice by giving students access to high quality, developmentally appropriate books to read outside of the school day. They also recognized that access wasn't enough to guarantee success—for students to use the program with fidelity, they needed support from parents and caretakers.

A Learning A-Z implementation specialist and professional development manager collaborated with the district's Community Engagement department to provide training for after-school program leaders and community organizations. Our team also distributed information in multiple languages at several parent night events where we presented the program and demonstrated how parents could help students to access Raz-Plus at home. As a result, 30 percent of student reading was completed during afterschool hours.

*Palm Beach County School District*

The partnership between Learning A-Z and Palm Beach County School District began with an increasing number of individual elementary teachers and schools implementing Raz-Kids and Reading A-Z in their classrooms. In 2020, the district purchased Raz-Plus ELL Edition for all K-5 teachers districtwide to support



distance and hybrid learning, small group instruction, independent reading, and assessment. In less than 12 months' time, SDPBC students spent more than 47 million minutes engaged in the Raz-Plus platform, with more than 8 million eBooks read and heard.

### *Los Angeles Unified School District*

Since 2009, Los Angeles Unified School district has utilized Reading A-Z and Raz-Kids, beginning primarily in the district's special education programs and gaining usage by being selected as the district's primary leveled reader resource in 2015. In 2020, the district purchased Raz-Plus for every K-5 classroom in the district. Usage has continued to grow with students in the district reading and hearing more than 3.5 million Raz-Kids books from June 2020 - May 2020.

### *Milwaukee Public Schools*

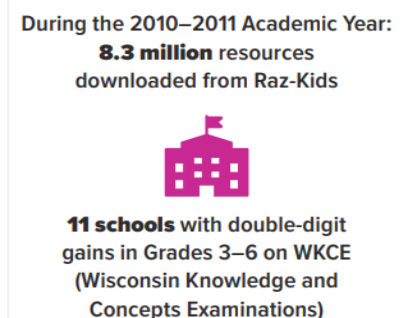
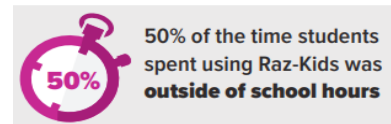
Learning A-Z has been a long-standing partner in Milwaukee Public Schools' literacy vision "to educate all students to proficiency and beyond in order to prepare them for success in higher education, careers, and responsible citizenship." Our relationship began at the teacher and school levels in 2005 and scaled to district-wide use of Raz-Plus, Vocabulary A-Z, and Science A-Z in 2009.

When the district created its Comprehensive Literacy Plan, Learning A-Z products were integrated as the primary supplemental and intervention resources to core reading instruction. District proficiency in reading on the [district reading assessment] across all grades assessed averaged two full percentage points higher in 2010–2011 than it was the year before, the largest annual increase in five years. Additionally, 11 schools achieved double-digit gains in grades 3–6 on Wisconsin Knowledge and Concepts Examinations (WKCE).

Our implementation and professional development team continues to work side-by-side with MPS to support effective instruction and use of the solutions. Learning A-Z's professional development manager attends school support teacher trainings with sessions designed around topics that align with district goals and ongoing initiatives. Our implementation specialists continue to work with district coordinators on an ongoing basis to ensure rostering and reporting success.

### *Chicago Public Schools*

Chicago Public Schools began its partnership with Learning A-Z in 2003. Implementations have since grown site-by-site to more than 300 schools. In 2016, Learning A-Z's products were officially adopted as intervention



resources as part of the district's Multi-tiered Systems of Support approval and all our products are used widely throughout Chicago Public Schools. The district has had particular success implementing Headsprout. Selected as part of a 2010 RFP for Extended School Day Initiatives, CPS has grown its use of Headsprout to approximately 7,900 students in the district. Learning A-Z provides professional learning that is unique to each school in CPS. Often, this site-specific professional development focuses on intervention and the need for students to have access to digital tools and for students to understand how to appropriately utilize these tools.

### *Houston Independent School District*

In 2014, HISD revamped its Dual Language Program Guidelines to reflect the latest research in bilingualism and biliteracy. HISD's Dual Language Program is an additive bilingual program for Spanish-speaking students and a foreign language immersion program for English-speaking students. In two-way classrooms, native Spanish speakers and native English speakers are taught together to develop full bilingualism and biliteracy for both groups.

The district's Dual Language Manager within their Multilingual Programs Department selected Raz-Plus due to its equitable approach. Raz-Plus provides a robust collection of resources in both English and Spanish, and the user-friendly and ease-of-access platform allows students to access content at home and school.

HISD began using Raz-Plus in the Dual Language Program in 2015 to deliver a personalized blended learning approach to literacy. It is now available to all K–8 bilingual and Dual Language teachers in the district. HISD has embedded Raz-Plus into their curriculum, supporting many aspects of instruction including: Guided reading, independent reading, read-alouds, and at-home reading. In addition to strengthening literacy skills, teachers utilize Raz-Plus resources to enhance students' content area knowledge. The Dual Language Program at HISD often seeks to target both literacy and content. With Raz-Plus, teachers can assign books about science, social studies, and math, supporting the district's initiative.

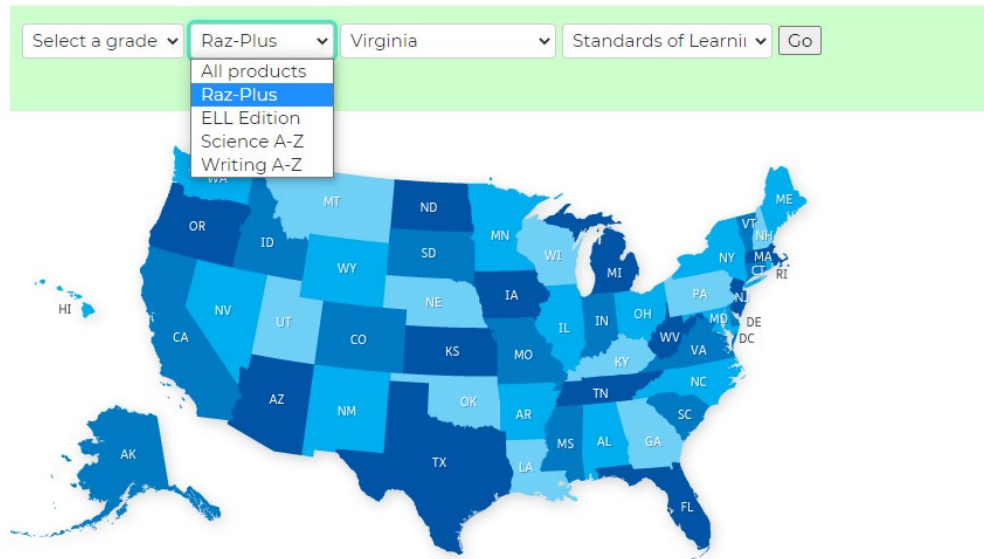
---

*"We have seen the largest growth among the campuses and classrooms that have the strongest [Raz-Plus with ELL Edition] implementations..."*

Xochitl M. Lege  
HISD Dual Language Manager

*Experience with development of digital content aligned with Virginia SOLs*

Learning A-Z is committed to supporting educators by providing high-quality curriculum resources that target the Virginia Standards of Learning. Our programs are designed to save teachers time in the implementation of standards and deliver the tools they need to ensure students make expected learning gains each year.



Comprehensive correlations are available online at the links below. Our user-friendly correlation tools help educators find all the resources within each program that support each standard.

- Raz-Plus, Ell Edition and Science A-Z correlations to Virginia Standards of Learning for English Language Arts: <https://www.raz-plus.com/curriculum-correlations/us-state-standards/>
- Vocabulary A-Z: <https://www.vocabularya-z.com/#!/standardsAndCorrelations/usStateStandards>
- Science A-Z Science correlations to Virginia Standards of Learning for Science: <https://www.sciencea-z.com/main/StateStandards/country/US>
- Foundations A-Z and Writing A-Z Adventure Zone: Writing A-Z Adventure Zone and Foundations A-Z are just releasing to schools in 2022. As such, correlations were not available at the time of proposal submission. The programs have been carefully designed to align with standards and will feature point-of-use correlations throughout lessons.

### *Experience in K-12*

As noted throughout this section, Learning A-Z has more than 20 years' experience working with K-12 schools and educators to improve literacy outcomes for students throughout the country.

*Evidence of research demonstrating the validity of the techniques, materials and interventions presented to include a review from an impartial research-based agency, such as the Florida Center for Reading Research or the Oregon Reading First Review Panel*

Learning A-Z develops its products around a robust research base in literacy education. We create our resources to mirror best practices as defined by years of research and as described in the National Reading Panel's 2000 report.

Learning A-Z programs have been intentionally designed to be flexible, which means educators can implement resources in a wide variety of ways. While Learning A-Z does not dictate the exact method of usage, numerous case studies, as well as independent peer reviews and research have proven that our programs have the power to boost test scores, improve literacy rates, and enhance reading skills. Learning A-Z products are supported by a strong research base. Raz-Plus and its components have demonstrated measurable progress in peer-reviewed publications, unpublished dissertations, and several case studies. =

- In 2018, McREL International conducted an independent randomized control trial of Raz-Plus that found students whose teachers implemented program boosted achievement and student interest in reading.
- Students using Reading A-Z or Raz-Kids over the summer not only avoided the summer slide in reading skills, they made gains in reading performances from pre- to post-testing in two separate studies.
- The game-based vocabulary activities in VocabularySpellingCity, which were fully integrated into Vocabulary A-Z in 2020, have proven effective in rigorous, third party research. In 2016, McREL International examined the effects of word study and instruction using VocabularySpellingCity. The key finding was that



Please visit our website for a comprehensive overview and downloadable Case Studies, White Papers, and Efficacy Studies on our [Research and Efficacy Page](#).

### *Independent Reviews and State Approvals*

Educators can feel confident knowing Learning A-Z tools and resources have been vetted for quality and usability by independent reviewers. Our proposed products have been reviewed and approved in a variety of rigorous state processes throughout the nation.

The Texas State Board of Education adopted Raz-Plus ELL Edition as part of the 2019 Proclamation Adoption, a comprehensive list designed to identify and endorse standards-aligned, high-quality instructional materials for use throughout the state. This adoption affirms that the Raz-Plus ELL Edition meets the Texas Essential Knowledge and Skills (TEKS) as well as the English Language Proficiency Standards (ELPS) required for K–5 literacy curriculum in Texas schools.

Raz-Plus was evaluated, reviewed, and approved for the Colorado READ Act 2020 Advisory List of Instructional Programming, a list created by the Colorado Department of Education to provide schools guidance on research-aligned early literacy programming. The Arizona Department of Education also approved the program for inclusion in the Arizona Move on When Reading list for supplemental, core, and intervention programs.

In 2018, the Utah State Instructional Materials Commission, under the guidance of the Utah Board of Education, adopted Reading A-Z, Raz Kids, Raz-Plus, ELL Edition, Headsprout, Writing A-Z, and Science A-Z. The purpose of the Utah adoption procedures is to provide a listing of the best available instructional materials to be used in Utah schools.

Raz-Plus ELL Edition and Science A-Z were adopted by the Idaho Department of Education Curricular Materials Adoption in 2018 and 2019 respectively. Materials are screened for content, organization, presentation, and quality. Instructional materials are approved after a rigorous selection process on a six-year rotating schedule. The New Mexico Public Education Department adopted Science A-Z through its 2018 K-12 Science and Art Adoption. During the New Mexico 2020 Adoption: K-2 Structured Literacy, Raz- Plus and Headsprout were both included in the selection.

The Oklahoma State Department of Education included Science A-Z during its Oklahoma 2020 Science Adoption.

### *Award-Winning Resources*

Learning A-Z is a recognized leader in educational technology, regularly earning industry award accolades. Our programs are continuously recognized in prestigious awards for excellence in English language arts and science instruction. Over the past decade, Learning A-Z has won more than 100 awards and been named finalists more than 80 times.

The list below highlights a few recent awards for each program. A comprehensive list of awards can be found on our website's [Awards and Accolades](#) pages.

## Recent Notable Achievements

### Learning A-Z

**2020 IMS Global Data Privacy Certified** *TrustEd Apps Certified*

**2019 GESS Award Finalist** *Early Years Resource/Equipment Supplier of the Year*

**2019 GESS Award Finalist** *Primary Resource/Equipment Supplier of the Year*



### Raz-Plus

**The EdTech Cool Tool Awards 2020 Finalist** *e-Learning, Blended, or Flipped Solution*

**2020 GESS Award Finalist** *Primary Resource/Equipment Supplier of the Year*



### Raz-Plus with ELL Edition

**2021 CODiE Award Finalist** *Best Solution for English as a Second Language*

**2020 Tech Edvocate Awards Winner** *Best Language Learning App or Tool*

### Science A-Z

**2021 CODiE Award Finalist** *Best Foundational Science Instructional Solution*

**The EdTech Cool Tool Awards 2020 Winner** *Science Solution*

### Writing A-Z

**2019 BESSIE Award Winner** *Upper Elementary, Language Arts Website*

**The EdTech Cool Tool Awards 2019 Finalist** *Arts, Music, or Creative Solution*

### Vocabulary A-Z

**The EdTech Cool Tool Awards 2020 Finalist** *Literacy/Reading Solution*

**The EdTech Cool Tool Awards 2020 Finalist** *Parent/Student Solution*

### Number of current customers

Learning A-Z has millions of customers throughout the world. We are proud to serve more than half the district in the United States and Canada (including Henrico County Public Schools) and 170 countries worldwide.

## Project Team

Learning A-Z creates strong relationships with principals and teachers built on trust and mutual respect. All our professional learning specialists have extensive classroom experience and advanced degrees in literacy. The professional learning team delivers more than 3,500 professional learning sessions and reaches more than 50,000 educators per year with professional development related to effective use of Learning A-Z resources. Each team member is a certified Learning A-Z instructor and participates in ongoing professional development for the purpose of remaining well-versed in current educational best practice and research.

Our implementation coordinators participate in extensive training to support the onboarding process for all school and district personnel. The implementation coordinator team rosters thousands of school districts annually. Each team member provides ongoing support for license coordinators at the district and is available to assist with the maintenance of the account. All Learning A-Z implementation coordinators have classroom teaching experience and are well versed in the day-to-day operations of classroom, school, and district rostering needs.

The following Learning A-Z members will be ready to assist Henrico County Public Schools throughout the implementation cycle. Note that specific personnel may change based on availability and specific district needs.

Name	Title	Experience	Summary
Laura Brawley	Field Director	15 years	Laura is responsible for overall site success. As a main point person, she fields questions and applies appropriate action and timely responses, ensuring good usage and smooth acclimation to Learning A-Z programs.
Joanne Sterling	Manager of Professional Development	17 years	Joanne is responsible for working with district personnel to develop and execute a personalized and ongoing plan for professional development. She is also responsible for implementing on-site and webinar-based professional development
Christina Fritz	Director of Implementation	30 years	Christina oversees the successful implementation of the product, ensuring teachers are rostered and using the product as soon as possible.
Alfred Jimenez	Implementation Coordinator	12 years	Alfred ensures successful project management throughout the entire implementation.





**Laura Brawley**

**Account Executive**

## Education

### **Bachelor of Science in Business Administration**

Old Dominion University

## Professional Experience

### **Virginia Account Executive**

***Learning A-Z, January 2022–Present***

- Grounded in company “Why” to “inspire curiosity, ensure comprehension, and instill the joy of learning for elementary students”
- Uphold company values
- Responsible for achieving revenue targets
- Deliver professional sales presentations to high-level decision makers
- Develop strategies and business plan to achieve goal targets

### **Sales Consultant**

***World Book Inc., June 2017–December 2021***

- #1 Top Producer of New Digital Business in 2018
- Exceeded sales quotas across all product lines in 2019
- Serve on Sales Committee, assisting top leadership with new product design, catalog content, and sales strategies
- Consistent growth leader in supplemental print sales in 2017, 2018, and 2019

### **East Region Manager**

***Delaney Educational Enterprises, July 2015–May 2017***

- Manage an independent representative group of 20-30 reps, while experiencing personal sales increase of 25% in 15-16’
- Experienced 10% team sales growth 2015-2016

- Developed training webinars and weekly reporting procedure

**Independent Sales Consultant**

***Delaney Educational Enterprises, April 2007-May 2017***

- #1 in sales in 2010-2011
- Top 10 sales performer every year, with 4 of those years in Top 3
- Developed a “scratch” territory through effective relationship building on both the school and district level
- Developed Delaney’s Library Catalog as its premier marketing tool

**Area Manager**

***Kar Products/Barnes Distribution, 2000-2007***

- Successfully presented and implemented cost-saving inventory management solutions to MRO buyers, resulting in 155% growth
- Exceeded quota each year, Winners’ Circle Member

## Certifications, Honors, and Awards

Hall of Fame Champion, New Agent of the Year National Award

Winner’s Circle Member

#1 Top Producer of New Digital Business in 2018



## **Joanne M. Sterling, M.Ed.**

**Senior Professional Development Manager, South Region**

### **Education**

**Master of Education, Educational Leadership**

Florida Atlantic University (1997)

**Bachelor of Science, Elementary Education – English Concentration**

Indiana University of Pennsylvania (1974)

University of Pittsburgh (1974)

### **Professional Experience**

**Senior/South Professional Development Manager, South Region**

*Learning A-Z, February 2016–Present*

**Independent Contractor**

*Learning A-Z, June 2009–February 2016*

**Facilitator of Online Reading Endorsement and Reading Courses**

*Broward Virtual University, May 2003–December 2013*

**Elementary Reading/Language Arts Trainer for Broward County Public Schools**

*Rock Island Professional Development Center, February 2003–December 2013*

**Elementary Reading Trainer for Reading First Schools**

*US Virgin Islands Department of Education, St. Croix, USVI, August 2005–November 2009*

**Summer Academies**

*Reading First, Florida Department of Education, May 2004–August 2009*

**Fourth Grade Teacher**

*Liberty Elementary, August 2002–February 2003*

- Team leader
- NESS liaison and coach
- SAC member

**Fourth and Fifth Grade Teacher**

*Tradewinds Elementary, August 1996–August 2002*

- Team leader
- SAC chairperson
- NESS liaison and coach
- Principal designee

**Fourth and Fifth Grade Teacher**

*Winston Park Elementary, August 1992–June 1996*

- Team leader

**Dropout Prevention Teacher**

*Margate Middle, September 1991–June 1992*

- Teacher of T6 program
- Teacher Assistant to Alpha Program

**Pre-Kindergarten Teacher**

*Parent/Child Enrichment Center, Coral Springs, Florida, August 1989–June 1991*

**Reading Teacher**

*Margate Middle, August 1979–June 1986*

**Second and Third Grade Teacher**

*Duval Academy, August 1976–June 1979*

**Second Grade Teacher**

*Clewiston Elementary, August 1974–June 1976*

## **Certifications, Honors, and Awards**

Reading Endorsement for FL DOE, Broward Virtual University (2010)



## **Christina Fritz, MS**

### **Director of Implementation Services**

#### **Education**

##### **Masters in Educational Leadership: Curriculum, Instruction and Supervision**

Boston University

##### **Bachelor of Science in K-8 Education**

Pennsylvania State University

#### **Professional Experience**

##### **Director of Implementation Services**

***Learning A-Z, January 2019–Present***

- Responsible for the supervision of the regional implementation coordinators, whose primary duties are to support school districts with their initial implementation and ongoing maintenance of Learning A-Z products
- Developed and deployed Gainsight as an account management tool for the implementation coordinators
- Developed and deployed training and certification process for all new implementation coordinators
- Manage a department budget of \$2M
- Responsible for supporting sales efforts, subscription renewals and expansions

##### **Implementation Manager**

***Learning A-Z, January 2017–January 2019***

- Responsible for the supervision of the regional implementation coordinators, whose primary duties are to support school districts with their initial implementation and ongoing maintenance of Learning A-Z products
- Responsible for the implementation and the ongoing maintenance of international customers with their initial implementation and ongoing maintenance of Learning A-Z products
- Responsible for supporting sales efforts, subscription renewals and expansions

##### **Education Consultant**

***Compass Learning, April 2016–August 2016***

- Responsible for the product sale of Credit Recovery, Blended Learning and Intervention solutions in Arizona and New Mexico
- Responsible for \$1.2M annual sales for K–12 online education solutions, utilizing Salesforce and Concur to manage territory logistics
- Developed customized marketing materials using Eloqua Engage

**Director of Assessment Services**

*Houghton Mifflin Harcourt, September 2013–February 2016*

- Managed the HMH Assessment Services Portfolio, including the development and maintenance of the group and formative and clinical assessment training offerings with an annual revenue of \$1.5 million
- Managed a team of 26 trainers, 34 per diems and subject matter experts as well as scheduling logistics for all training services
- Collaborated with account executive, product management, product marketing, assessment development, product trainers and the legal department to design custom assessment solutions
- Developed the professional development plans for a variety of assessment products for school districts, state agencies and schools, as well as creating all the training plans for RFP submissions

**Senior Content Account Manager**

*Houghton Mifflin Harcourt, February 2010–2013*

- Managed national accounts involving customized assessment solutions including assessment design, test blueprints, test development, item reviews, using data and implementation of assessment content
- Collaborated with account executive, product management, product marketing, assessment development, product trainers and the legal department to design custom assessment solutions
- Developed and deployed training plans for a variety of assessment products in collaboration with school districts, states, and educational agencies
- Provided internal training for product trainers as a subject matter expert on assessment



**Account Executive*****Riverside Publishing Company, July 2008–July 2010***

- Successfully managed \$2.5 million sales territory in Nevada, Colorado, New Mexico, and Utah with diverse needs, legislation, politics, and pedagogy
- Created and managed annual territory strategy, budget, and marketing plan
- Provided expert consultation and pre- and post-sale support to clients in multiple markets across more than a dozen key product lines
- Demonstrated, sold, trained, and supported clients on a variety of technology-based assessment programs

**Guest Professor*****New Mexico Highlands University, Summer 2008***

- Developed and taught a graduate-level class for pre-service principals on The Role of Data, Assessment, and Instruction for the School Leader
- Taught the Grant Wiggins model of Backward Design for classroom assessment, Robert Marzano's Classroom Strategies that Work as research-based instructional tools and Victoria Bernhardt model for analyzing data to make school decisions and to design school improvement plans

**Assessment & Testing Services Manager/Director*****Albuquerque Public Schools, 2001–2008***

- Responsible for the implementation of the Albuquerque Public Schools Comprehensive K–12 Assessment System for formative and summative assessment for 90,000 students
- Guided the design, development, and implementation of the following APS Initiatives
- District Benchmark Assessment for grades 3–8 in ELA and Mathematics
- Middle School Mathematics Short-Cycle Assessment
- High School Mathematics and English Short Cycle Assessments
- K–6 Standards Based Progress Report
- K–12 Mathematics and 9–12 English District Curriculum Maps
- Grades 1–2 District Mathematics Assessment
- K–8 Rubrics for Language Arts, Mathematics, Science, and Social Studies aligned to the NM State Standards
- District trainer for Leading Assessment and Instruction and Using Data to Lead Change
- Established a collaborative and advisory relationship with APS Senior Leadership, the APS Board of Education, and the NM Public Education Department

**Educational Consultant**

*Self-Employed, February 1998–November 2001*

- Developed and deployed the following district initiatives:
- District performance-based mathematics assessment and rubrics for second, fifth, and eighth grades
- Mathematics Standards Matrix for teachers to track students' math performance
- K–8 performance-based mathematics assessment task bank
- Figure This! A monthly mathematics tip sheet

**Middle School Teacher**

*Albuquerque Public Schools, 1991–1997*

*Lyndon B. Johnson Middle School, 1996–1997*

*Polk Middle School, 1991–1996*

**Director and Associate Director**

*Britannica Learning Center, 1988–1990*

- Responsible for the daily operations of a busy after-school learning center. Under my direction, center revenues increased 66%
- Served as the regional math trainer for seven learning centers; trained teachers to assess student abilities and implement the Britannica Math Program

**Instructor**

*Newbury College, 1987–1989*

- Designed and taught adult continuing education courses in writing and literature

**Middle School Mathematics Teacher**

*Brookline Public Schools, 1987–1988*

**Middle School Language Arts Teacher**

*Saint Augustine's School, 1985–1987*

## Certifications, Honors, and Awards

Agile Project Management

**Alfred Jimenez****Implementation Coordinator**

## Education

**Bachelor of Science**

University of Texas Pan American

## Professional Experience

**Associate Implementation Coordinator***Learning A-Z, April 2019–Present*

- Company liaison and primary support for qualifying accounts in the areas of rostering support, account management, data reporting, and account health monitoring
- Pre-Sale support with Sales Representatives
- Facilitation, support, and training during the onboarding process
- Account support during the adopted period for updated or transitional rostering, account management, data reporting and delivery, and account health monitoring.
- Renewal Support for Sales Representatives
- Customer retention

**Technology Applications Specialist***Southside Independent School District, September 2016–April 2019*

- District administrator for all online instructional resources and technology based instructional materials
- Coordinated between vendors/publishers and district personnel
- Planned resource deployments and integrations
- Transferred data between district utilized Student Information System and vendor/publisher applications
- Troubleshoot and remedied deployment issues
- Maintained systems after integration period
- Provided professional development and individualized support for district personnel, campus administrators, instructional coaches, and teaching staff
- Managed, analyzed, and reported student academic data

- Calculated state accountability performance
- Managed the Instructional Materials Allotment provided by the state
- Managed State Assessment student data importation
- Created customized curricular alignment tools
- Automated many curriculum writing/planning processes and integrated them with curriculum resources, lesson plans, academic assessments, and data collection

#### **Computer Technician, District Level**

***Southside Independent School District, October 2013–September 2016***

- Deployed and maintained technology systems across eight school campuses and central office facilities
- Deployed and maintained computers/laptops/computing equipment
- Curated, maintained, and deployed system images
- Installed and maintained networking equipment
- Provided support, instruction, and guidance to elevate the competencies of teaching staff, campus administrators, and district level personnel

#### **Technology Support Specialist**

***South Texas Independent School District, South Texas Preparatory Academy September 2010–October 2013***

- Oversaw all aspects of technology integration in the learning environment and assist users with acclimation to constantly changing and evolving technologies
- Provided support for all student, teaching, and professional staff throughout the district totaling 7,600+ end users and 3,500+ systems
- Executed purchasing of technology, implementation and deployment, data migration and training, and general maintenance and repairs
- Installed and oversaw networking aspects of operations including installation of cabling and cable terminations, switch installation, troubleshooting and maintenance, and fiber optic linkages from MDF location to IDF satellites
- Provided support with district applications such as Infinite Campus (electronic grade book and attendance) and Blackboard as well as training to teachers, administration, office staff, students, and parents on utilization of these tools
- Integrated new technologies into the learning environment such as iPads, Android Tablets, Sharp Touch Interactive 70" displays, and integration of BYOD (Bring Your Own Devices) for the student population

#### **Owner/Operator**

***Fast/Trax Computer Sales and Services, August 2007–July 2010***

- Managed daily operations and all aspects of business
- Oversaw duties of all positions held, including Technical Support Specialists and Account Managers

**Account Manager*****Fast/Trax Computer Sales and Service, December 2003–August 2007***

- Oversaw Technical Support Specialist
- Interacted directly and maintained working relationships with clients
- Oversaw the numerous client accounts, and dealt with the higher spectrum of technical and security issues
- Executed training of Technical Support Specialists and provided training when necessary for users and clients in various applications and hardware
- Responsible for the “Systems Administrator” role, overseeing the network functionality, security protocols of client infrastructures, and implementing network wide antivirus solutions
- Maintained domain servers regulating network user’s rights and privileges, ensuring proper backup of shared network files and databases, and maintaining domain-based exchange mail service
- Facilitated the modernization of the City of Pharr’s daily business activities by aiding in overseeing the city-wide implementation of INCODE, which consolidates city finances, reports, permits, water bill collection, payroll, court warrants, and citation collection into one local database
- Oversaw multiple 75+ user domains
- Implemented building wide, multiple-floor, and consolidated antivirus solution by converting the City of Pharr City Hall to Symantec Endpoint Protection
- Responsible for almost every aspect of the City of Pharr’s IT Support. Including Administration, Payroll, Finance, Municipal Court, Public Works, Fire Department, International Bridge, Parks and Recreation and Human Resources
- Performed comfortably for all clients of varying sizes, from the single office small business, to a large operating produce shipping and processing plant, to the large-scale day to day operations of local governments

**Technical Support Specialist*****Fast/Trax Computer Sales and Service, December 2001–December 2003***

- Responsible for responding to technical support calls
- Provided technical support for over 200+ end users and performed proper maintenance to workstations, applications, and peripheral devices
- Installed new workstations, in many cases custom building them per the specifications and requirements of the client, printers, additional peripherals, operating systems, applications, security software, device drivers and configuring all network properties and hardware

- Facilitated transition from preexisting hardware to new, transferring all data, E-mail accounts, archived/current E-mail messages, contacts, security settings and miscellaneous user preferences
- Performed Archival and disaster preparedness functions including performing regular scheduled backups, creating disk images of existing hard drives, also oversaw web-based archiving
- Addressed and resolved daily routine system problems such as virus infection, spyware infection, malware infection, file corruption, small scale data recovery, networking issues, internet connectivity issues, E-mail support, printer maintenance, and all minor or severe workstation issues that may affect clients
- Final responsibility included directing all higher-level maintenance or security issues to account manager
- Drastically improved day to day productivity for many clients by installing much needed hardware upgrades
- Returned system functionality after infection of one or more viruses
- Significantly increased system security and file protection by implementing new antivirus solutions and file security settings, and critical operating system security updates
- Offered peace of mind to concerned clients and users

**Network Installer*****Fast/Trax Computer Sales and Service, June 2000–December 2001***

- Responsible for installing Cat 5e-based data networks in new building constructions, including running Cat 5e cable from central hub to outlying offices according to fire regulations and code, terminating cable ends at central hub to Cat 5e patch panel and rack mountings, terminating at office end with Cat 5e modular adapters, certifying all cable runs for length, conductivity, and attenuation standards, and when necessary, installing Fiber Optic cable as an abridging network backbone
- Installed lasting network systems in notable constructions such as Pharr City Hall, Pharr Memorial Library, Pharr Fire Administration, Pharr Municipal Court, Pharr Parks and Recreation, Texas Workforce Commission location in Pharr, Borders Melon Processing and Shipping Center
- Drastically increased client productivity by upgrading existing network components
- Rectified faulty installations and code violations from installers of competing companies

**Certifications, Honors, and Awards****Microsoft Certifications:**

- 98-365: MTA: Windows Server Administration
- 98-367: MTA: Security Fundamentals
- 98-366: MTA: Networking Fundamentals
- 98-349: MTA: Windows Operating Systems



## Financial Capacity

### *Evidence of financial stability*

As a demonstration of our firm's financial health, we have provided a link to excerpts from the Audited Consolidated Financial Statements for 2018, 2019, and 2020. All three files are accessible at this address: <https://bit.ly/3catgya>



Please note that these documents include excerpts from consolidated Cambium Intermediate Holdings LLC financial statements, which include Lexia Voyager Sopris, Inc. (formerly Voyager Sopris Learning, Inc.); Lexia Learning Systems, LLC; Kurzweil Education, Inc.; LAZEL, Inc. (which includes Learning A-Z, LLC and ExploreLearning, LLC), Cambium Assessment, Inc.; and VKidz Holding Corp. (which includes Time4Learning, Inc.). The acquisition of Cambium Assessment, Inc. closed on 12/31/2019 and the acquisition of Lexia Learning Systems, LLC closed on October 15, 2020, with the results of operations of the two acquired businesses included in the financial statements beginning when they were acquired.

## Tab 4: Service Approach and Implementation

---

*In this tab, offerors should describe, in detail, the proposed solution. Offerors shall discuss their current workload and their ability to provide their proposed solution by July 1, 2022. Offerors shall provide, at minimum, the following:*

- A. A sandbox environment for any digital proposed solutions for the committee to use for evaluation. If the “sandbox: environment is not available, offerors shall provide screen shots for the product with their proposal*

We are excited to provide you with review access for the proposed programs. Brief review instructions have been provided below. Login credentials are as follows. Note that passwords are case sensitive. As many reviewers as needed can use the same login credentials simultaneously.

Teacher Username: HenricoCPSRFP

Teacher Password: Learning2022

Once you have logged in to one of the programs, all will be accessible from the tabs at the top of the page.

Not that these credentials will provide access to Raz-Plus, ELL Edition, Science A-Z, and Vocabulary A-Z. Because Writing A-Z-Adventure Zone and Foundations A-Z are not yet available in classrooms, alternative sampling methods have been provided. When the programs have launched, all programs purchased under a license, will be accessible with the same teacher and student log-in.

### *Reviewing Raz-Plus*

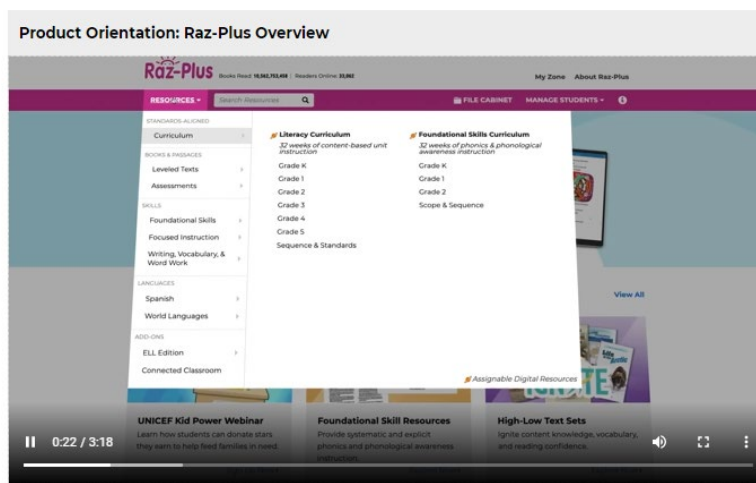
#### **Accessing the Teacher View**

From the Raz-Plus homepage, teachers can access all student and teacher materials, lessons plans, reporting, student management features, and much more. Instructional materials are presented in printable, projectable, and interactive electronic formats that can be assigned to students digitally for them to access in Kids A-Z.

**Go to:** [www.raz-plus](http://www.raz-plus)

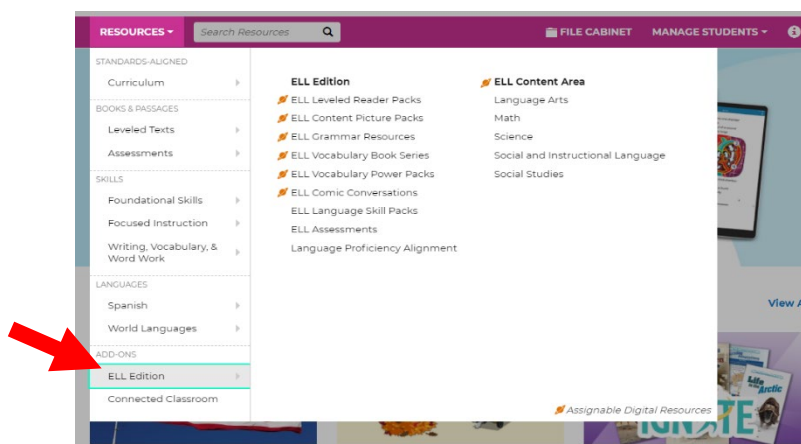
Select the **Member Login** in button in the top right-hand corner.

A Getting Started video is available from the Professional Development section in the footer of the page (or by clicking this link <https://www.raz-plus.com/helpful-tools/getting-started/>). The video provides a short, five-minute orientation to the program.



## Reviewing ELL Edition

The ELL Edition resources are accessible from the Resources menu in Raz-Plus as shown below.



A short overview video is available from the Video Library at:

<https://www.raz-plus.com/helpful-tools/video-library/?id=800>

## Reviewing Science A-Z

### Accessing the Teacher View

The Science A-Z homepage provides teachers easy access to all resources included in the product.

Go to: [www.sciencea-z.com](https://www.sciencea-z.com)



Please review the Getting Started video, available from the Professional Development section in the footer of the page (or by clicking this link <https://www.sciencea-z.com/main/VideoLibrary/type/gettingstarted>). The video provides a short, five-minute orientation to the program.

## Getting Started



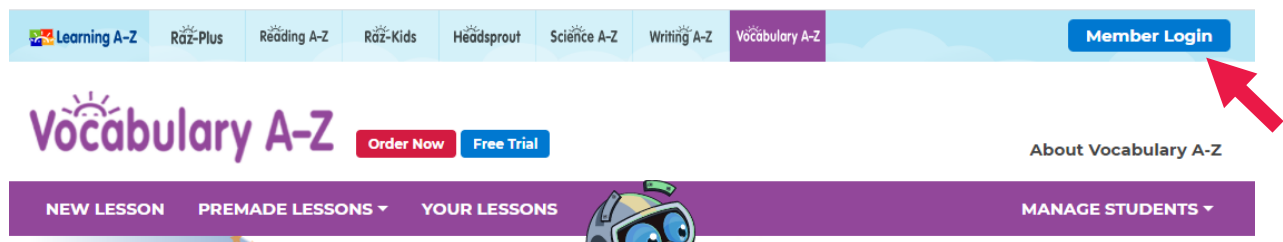
## Reviewing Vocabulary A-Z

### Accessing the Teacher View

On the Vocabulary A-Z homepage, teacher can download instructional resources and access everything they need to create and assign word lists.

Go to: [www.vocabularya-z.com](https://www.vocabularya-z.com)

Select the **Member Login** in button in the top right-hand corner.



A Getting Started video is available from the Professional Development section in the footer of the page (or by clicking this link <https://www.vocabularya-z.com/#!/gettingStarted>). The video provides a short, five-minute orientation to the program.

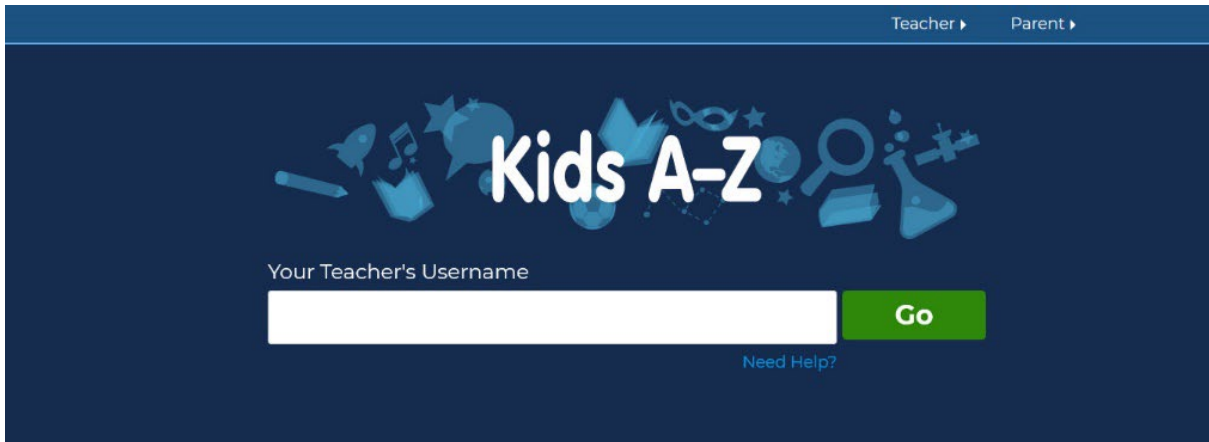


## Accessing the Student Views

Reviewers can also explore Raz-Plus as a student.

**Go to:** [www.kidsa-z.com](http://www.kidsa-z.com)

Use the teacher username **HenricoCPSRFP** to access the mock student accounts



Selecting students in the class will prompt a password entry field.

	<i>Username</i>	<i>Password</i>
Raz-Plus Student	Matthew	matthewtrial
Raz-Plus Student	Maria	mariatrial
Science A-Z Student	Scott	scotttrial
Vocabulary A-Z Student	Emily	emilytrial

## Reviewing Foundations A-Z and Writing A-Z

As Foundations A-Z and Writing A-Z are Learning A-Z's newest programs and our beta users are using the programs and helping us work out all the bugs. As such, they are not available for a full trial experience. Reviewers can still review the programs through our product tours.

Please visit <https://www.foundationsa-z.com/> view the overview video and explore resources, lesson plans, and more.

### Take the Foundations A-Z Tour!

Explore the breadth of resources Foundations A-Z provides to empower teachers and engage students on their literacy journey!  
Choose your OWN adventure and explore the resources that interest you most in this modular, interactive tour.

WATCH THE OVERVIEW VIDEO TO LEARN MORE



SELECT A TOUR TO GET STARTED

**Teacher Experience Tour:**  
Units, Modules, and Lessons

**Teacher Support Tour:**  
Embedded Professional Development

**Student Experience Tour:**  
Kids A-Z Portal

**Reporting Tour:**  
Students, Groups, and Whole Classes

For Writing A-Z Adventure Zone, please visit: <https://www.learninga-z.com/site/products/writinga-z-adventure-zone/overview>

### Take the Writing A-Z Adventure Zone Tour!

Explore the breadth of resources Writing A-Z Adventure Zone provides to empower teachers and engage students on their literacy journey! Choose your OWN adventure and explore the resources that interest you most in this modular, interactive tour.

WATCH THE OVERVIEW VIDEO TO LEARN MORE



SELECT A TOUR TO GET STARTED

**Teacher Experience Tour:**  
Units, Modules, and Lessons

**Teacher Support Tour:**  
Embedded Professional Development

**Supplemental Collection Tour:**  
Writing and Grammar Pack Resources

**Student Experience Tour:**  
Kids A-Z Portal

**Reporting Tour:**  
Students, Groups, and Whole Classes



*B. Any agreements to which HCPS may be required to agree to as part of the contract should your firm be awarded the contract. (i.e. Service Level Agreement etc.)*

*C. Any terms and conditions the “end user” is required to accept*

Learning A-Z does not have a service level agreement as part of the contract. All license holders are asked to agree to our Terms of Service, upon license activations. The terms of service can be read online in on online help center at: <https://lazcommunity.force.com/knowledgebase/s/article/Terms-of-Service>

*D. Discuss how parental consent is handled, if required*

We do not have a formal process of obtaining consent from parents. When a school or school district contracts with us to offer the Services solely for the benefit of their students and for the school system and for no other commercial purpose, the school or school district may consent to the collection of children’s Personal Information on parents’ behalf. We encourage schools and school districts using our Services to notify parents that our Services are being used in their schools.

See our Children’s Privacy Policy online for additional information. <https://sforce.co/359mvej>

*E. A detailed timeline for implementation of the proposed solution indicating resources (responsible party) and completion dates*

Below is a general timeline for collaborative planning, set-up, and program launch, professional development and ongoing support, and implementation of Learning A-Z solutions for a large implementation. An actual timeline would be worked out with the district.

Timeline	Activity	Result
<b>0–4 weeks</b>	Collaborative planning	Customized implementation plan, customized professional learning plan, establish goals for success
<b>2–4 weeks</b>	Establish logistics plan, create roster protocol, disseminate training materials, adjust student rosters, assist with assignment and placement of students	License coordinator has been trained, licenses have been allocated, initial asynchronous professional learning has been distributed and completed
<b>4–10 weeks</b>	Implement professional learning plan	Begin using resources meaningfully and with fidelity to meet district established goals
<b>Ongoing</b>	Ongoing implementation support, ongoing professional learning support, and customer and technical support	Ongoing support to license coordinator, ongoing professional learning support to users, evaluate status of goals

## Tab 5: Technical Requirements

---

*In this tab, offerors should describe, in detail, how the proposed solution meets the technical requirement of the RFP. Offerors shall provide, at a minimum, documentation to support:*

*A. Evidence of their ability to accommodate concurrent users based on data collected from a similar environment*

Learning A-Z robust infrastructure allows us to support over 150k concurrent users during peak usage while still maintaining low server resource consumption. We constantly monitor usage using analytics tools and quarterly review our hardware and infrastructure needs to ensure we have capacity. Our goal is to ensure we can handle over 200% increase over peak load at any time. We also do frequent load testing in non-production environments to ensure we can meet these goals and that any new features will not impact performance.

*B. How accounts are maintained in their system and how they support automated provisioning of users and accounts*

Learning A-Z allows for multiple auto-rostering methods using proven solutions such as Clever and One Roster as well as batch uploading via CSV. Our API's are Global IMS LTI compliant ensuring we follow best practices. Our internal data tables allow for the auto-rostering provider to be the source of truth. If rostering event changes are triggered via Clever or One Roster, our system will reflect changes internally, so data is in sync.

*C. Describe the data exchange process in detail*

The only standard data integration need for our products is autorostering. Our auto-rostering is a secure service that, once set up, automatically creates and updates student and teacher rosters. Auto-Rostering requires the organization to provide a file of teacher and student roster data that is pulled from the District's Student Information System (SIS). Learning A-Z currently supports the following three autorostering formats. ;

Henrico County Public Schools is currently using Learning A-Z's Clever Rostering solution.

1. Native Learning A-Z

- a. LAZ Auto-Rostering: The basics to LAZ Auto-Rostering is very simple. At the lowest level, it is simply two CSV files, one for teachers and the other for students. The commonality between the two files is the Teacher ID provided by the district. Most districts are able to pull this data straight from their Student Information System (SIS) and send it to us through a secure file sharing setup (SFTP). Sub-coordinating is not possible with Auto-

Rostering. Files are processed within an hour of receipt, and it is up to the district how frequently the files are sent.

2. Clever Rostering

- a. Clever is a third-party vendor that assists districts with Single Sign-On and auto-rostering services to educational technology companies. It is the responsibility of the district to setup sharing rules in Clever that identifies which teachers and students to share with LAZ. Rostering data is pulled from Clever and loaded it into our system on a nightly basis.

3. OneRoster (v1.0 and v1.1)

- a. OneRoster is a file format that districts use to provide rostering information to educational technology companies. The OneRoster format includes multiple teacher and student files, and LAZ engineering pulls out the data needed for rostering. Just like with Auto-Rostering, sub-coordinating is not an option for accounts that use OneRoster for rostering. Files are processed once a day, and it is up to the district how frequently the files are sent.

*D. Describe any limitations the proposed solution may have such as the number of teachers for a class and the number of schools associated with teachers and students*

There is no limit to the number of teachers for a class because each teacher's class is set up by classroom sections. However, each class that is set up for the teacher consumes a product license for a class of up to 36 students. Teachers can share students within a subscription but the student access is determined by their "rostered" teacher and not their shared teachers. We are able to accommodate many classroom set ups, including am/pm Kindergarten, departmentalization and student sharing by teachers through Shared Rostering.

*E. Provide per user bandwidth requirements for the proposed solution*

The bandwidth requirements are 56 kbps per logged on student, 512 kbps for a lab of multiple students.

*F. Provide the average bandwidth per student required*

512 kbps for a lab of multiple students.

*G. Provide a detailed description of the implementation and support the solution has for LTI version 1.1 or higher certified as a toll Provider (TP) with our LMS Solution (Schoology)*

Learning A-Z supports LTI version 1.1. We can support SSO and auto rostering in Schoology with an implementation team working with the district IT department to implement a solution. We are not certified as a Tool Provider.

## Tab 6: Infrastructure & System Administration

---

*B. If the system is available to be hosted as Software as a Service (SaaS), the offeror shall describe:*

- 1) Details of the hosting environment including hosting provider, service level agreements between the offeror and the hosting provider, and length of the relationship between the offeror and the hosting provider.*

Learning A-Z products are deployed on servers and equipment owned and operated by our parent company Cambium Learning. Our servers and all user-specific data are hosted in a secure Tier 4 enterprise data center located in Texas with a failover data center in Michigan.

- 2) Specifics of structures in place to ensure high availability including redundant Internet paths, hardware failover, scalability, and protection against denial-of-service attacks or other network threats.*

Several architecture elements contribute to Cambium Learning's highly available systems, including:

- Two Tier 4 enterprise data centers located in the United States.
- Physical security to all computing equipment at our company data centers through an access control list managed by the company's Chief Technology Officer; all computing equipment is located in a locked, dedicated cage.
- Cambium Learning owns and operates all of the servers required to operate its online products; these servers are not shared with any other service providers.
- Cambium Learning's enterprise data centers include redundant Internet connections and redundant power supplies.
- Firewalls to limit the kinds of traffic allowed into Cambium Learning's enterprise data centers.
- Cambium Learning conducts periodic security vulnerability scans and systematically remediates any vulnerabilities exposed; this is done with best-of-breed vulnerability scanning tools.
- Cambium Learning makes daily backups of all servers and databases, including offsite backups.
- Use of a load balancer with several application servers.
- Clustered database servers.

As a result our products consistently operate between 95%-99% up-time.

*3) Specifics of security measures in place to ensure that district data is secure during both storage and transit.*

Data collected from student interactions with our products is exchanged via encrypted channels using HTTPS. Data is encrypted at AES 128 or higher. Data is encrypted with AES256, AES128 and 3DES in that order depending on client browser support. Our products use asymmetric encryption, so there is no risk of side channel attacks or key holders. Data is encrypted at rest. Backup data is also encrypted.

*4) SOC 2 compliance status (certification documentation should be provided)*

We do not do SOC 2 audits. We are in the process of getting ISO-27001 certified to demonstrate our commitment to security best practices. Some of our basic practices are the following:

1. All user accounts require a unique username and password to gain access to the Company's online systems; these accounts are managed by the district.
2. All student data is segregated into user accounts which can only be accessed by authorized teachers and administrators; district data is segregated logically within our databases so there is never unauthorized access between districts, teachers, and students.
3. The Company uses a 3rd parties to conduct ongoing application security testing.
4. The Company's online products make use of the HTTPS protocol so that private information being transmitted over the Internet is not intelligible.
5. The Company's online products are all contained in a Tier 4 enterprise data center located in the United States.
6. The Company provides physical security to all computing equipment at its data centers through an access control list managed by the CTO; all computing equipment is located in a locked, dedicated cage.
7. The Company owns and operates all of the servers required to operate its online products; these servers are not shared with any other service providers.
8. The Company's enterprise data centers include redundant Internet connections and redundant power supplies.
9. The Company uses firewalls to limit the kinds of traffic allowed into its enterprise data centers.
10. The Company conducts periodic security vulnerability scans and systematically remediates any vulnerabilities exposed; this is done with best-of-breed vulnerability scanning tools.
11. The Company scans all online applications looking for known vulnerabilities and remediates any findings.
12. The Company makes daily backups of all servers and databases, including offsite backups .

13. The Company has a formal onboarding and off-boarding procedure where access to database assets are formally granted and revoked respectively; access is only granted to employees who need access to support the online products as we ascribe to the principle of least privilege.
14. The Company provides student data privacy training to all employees and contractors who access our network.
15. The Company employs a 3rd party company to conduct both COPPA and FERPA compliance audits.

*5) Specifics of structures in place to ensure acceptable disaster recovery including backup schedules and redundancy.*

We provide procedures for business continuity management and disaster recovery management through daily backups and restore testing. The company maintains a remote disaster recovery data center (which is more than 50 miles from our primary data center) to assist in the event of a catastrophic failure.

Security is implemented in conjunction with the policies of our co-location facilities. The servers and the facilities they are housed in are physically secured, and network access is restricted. Physical and logical access are provided to trusted, authorized employees. Physical security measures in place at the data center include secure swipe card access and keypad access. The company applies the principle of “least privilege” throughout its entire network.

Our recovery point objective (RPO) is 24 hours for a complete disaster, and our recover time objective (RTO) is 24 hours for a complete disaster.

Our employees also work 100% from their home offices at this point as our company is a “remote first” company, so there is no technology reliance on any of our office locations.

*6) Internet Bandwidth requirements and provide a per-user bandwidth usage specification of the software product.*

The bandwidth requirements are as follows: 56 kbps per logged on student, 512 kbps for a lab of multiple students.

*7) Specifics of the availability of remote access to the district’s data outside of the web-based application.*

Typically there is no availability of remote access to district data outside of the application. The possible exception would be rostering data being shared with an integration platform such as Clever or through SFTP servers.

*8) Specifics on the frequency and duration of operating system and application updates including the procedures used to inform the district of maintenance windows and system downtime for these tasks.*

Enhancements and new features are released online and delivered automatically to the end user. Major interface changes are primarily released at the start of a school year. Ongoing performance enhancements and bug fixes are done periodically (every 6–8 weeks) throughout the year. Users are notified via email, the website, or social media, depending on the nature of the release and the impact on the user experience (such as interface changes or new content). Updates happen automatically and are included with all product licenses. Monthly feature and bug-fix releases occur outside of regular business hours with minimal to zero disruption of service. We also patch our servers on a monthly basis or whenever a significant vulnerability is identified.

*9) Any tools available to measure system responsiveness.*

Our engineering team measures response times for known application use case and receive alerts on long-running queries on the databases and in the web apps.

*10) Any limits on data storage (i.e. user quotas, access to previous year's data, database size, etc.).*

There are no user quotas or any other data limits while there is an active license for the company's products.

*11) Details about how visitor operations and student check-in/check-out can continue in the event of an internet or system outage. The proposed solution shall be deployed on servers and equipment hosted or administered by the Successful Offeror. Hosting the solution on a 3rd party, such as Amazon or Azure, is acceptable.*

Learning A-Z products are deployed on servers and equipment owned and operated by our parent company Cambium Learning. Materials can be downloaded in printable and projectable formats for use offline, but internet access is required to access all Learning A-Z products.

*12) Provide all documentation for each piece of software equipment, or software, including copyright information, all operator and user manual, training materials necessary for the proper and successful use of the software where an installation or configuration on HCPS network or devices are required.*

Learning A-Z products are all offered as Software as a Service and no software is required beyond Adobe Reader. All materials are accessed via a standard web browser.

Learning A-Z provides world-class customer support and technical support services to support the successful use of our products. Our resources are extremely easy to use by teachers and students. Although it's unusual for schools to have any problems accessing or using any of the Learning A-Z resources, support services are included with all purchases.





Support services are available by phone, Monday through Friday 6 a.m. to 4 p.m. MST at 866-889-3729 (option 3), email [support@learninga-z.com](mailto:support@learninga-z.com), or online chat at <https://www.learninga-z.com/site/contact/support> and click the Launch Live Chat button. Also, many common questions are answered in our online Support Center at <http://help.learninga-z.com/>.

*C. The proposal shall provide a detailed description of the implementation and support the solution has for LTI version 1.1 ® or higher certified as a Tool Provider (TP) with our LMS Solution (Schoology).*

Please see our response to this question in Tab 5.

## Tab 7: Reporting and Monitoring

*In this tab, offerors shall provide the following information regarding reports and monitoring*

**A. Describe program-specific progress monitoring. While program monitoring is desired, HCPS shall continue to monitor student progress using a progress monitoring tool that is independent of the students' curriculum/intervention.**

All Learning A-Z's proposed programs include progress monitoring and reporting tools that have been described within the General Requirements sections for each program.

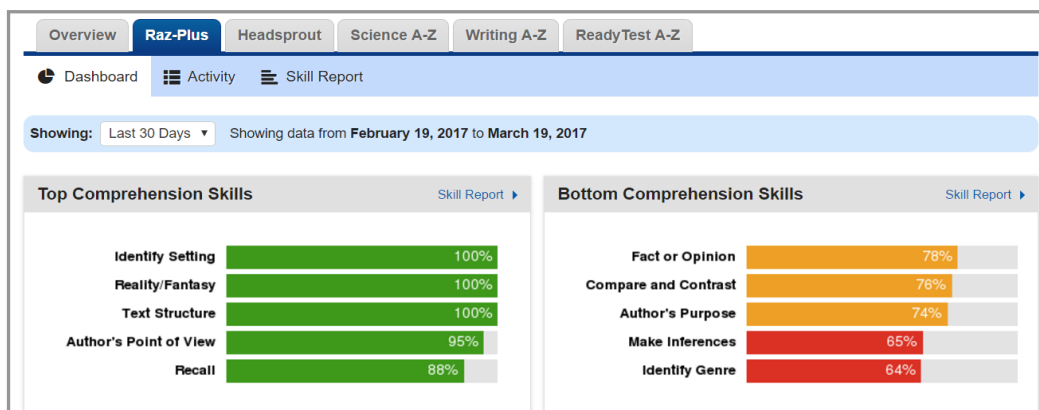
**B. Provide samples and descriptions of reports offered and the ability to customize content and reports.**

Each program provides usage, activity and skill reports. We have provided examples for each program within the General Requirements Sections. Additionally, school and district leaders can also easily use reporting features to make data-driven decisions. Administrative reports provide district or school administrators access to teacher and student activity reports at the district, school, classroom, or individual student level. Activity reports allow administrators to monitor activity across schools or classrooms in order to allocate resources efficiently.

Administrative Reports <span>Overview</span> <span>Print</span>											
View Reports For <span>All Schools</span>											
<span>Overview</span> <span>Raz-Plus</span> <span>Headsprout</span> <span>Science A-Z</span> <span>Writing A-Z</span> <span>ReadyTest A-Z</span>											
<span>Activity</span>											
Showing: <span>Last 30 Days</span>											
Active Schools <span>Download</span>											
Schools	Enrolled Classes	Enrolled Students	Active Classes	Active Students	Logins	Minutes Logged In	Stars Earned	Rocket Visits	Minutes In Rocket	Avatar Builder Visits	Minutes In Avatar Builder
Accounts For Laz Trainers	5	33	2	3	205	81	1,240	8	3	33	16
LAZ Implementation	3	27	2	4	50	829	13,360	24	111	16	19
Laz Trainer	14	461	13	144	987	9,277	103,950	131	605	223	176
Learning A-Z	16	43	2	2	2	18	150	-	-	-	-

Administrative Reports

Administrators can access Skill Reports to view high and low comprehension skills for a group of students in order to guide department-level instruction design and/or professional development for teachers.



*Skill Reports for Administrators*

Learning A-Z reports also provide administrators the ability to compare Learning A-Z program use to overall student achievement, as measured by district or school assessments, in order to determine the impact of all implementations.

Additionally, depending on the size and scope of the implementation, our implementation coordinators work with districts to provide custom reporting that falls outside of the standard reports.

## Tab 8: Training & Professional Development

---

*In this tab, offerors shall describe training and professional development that is included with the proposed solution. Offerors shall include a description of the required training for implementation of the program as well as options for continued professional development at either the district or school level. Pricing shall be clearly defined in the proposal submission. Include pricing for county-wide, train-the-trainer model as well as resources and professional development options available to schools at no additional cost.*

### *Customer Support Cycle*

At Learning A-Z, we understand that the specific needs for implementation and professional learning vary from district-to-district and school-to-school. Our dedicated team of expert professional learning and implementation specialists work closely with districts to integrate Learning A-Z's programs into each district's curriculum, culture, goals, standards, and technology.

We offer an ongoing cycle of support to school and district-level purchases. This begins with a planning meeting between the district and Learning A-Z where we collaboratively develop an effective and personalized implementation and professional learning plan. We have included a description of our cycle of support below, followed by an overview of the many professional learning options. Pricing has been included in the Tab 9: Pricing.

Support plans, including action items for implementation and professional learning, are generally comprised of the following phases: (1) Collaborative planning; (2) Initial set-up, delivery, and program launch; (3) Delivery of professional learning; and (4) Ongoing support.

#### *1. Collaborative Planning*

Prior to the delivery of services, Learning A-Z works with school leadership to identify the best method for the creation and maintenance of teacher and student rosters, optimal professional learning delivery methods and schedule, measurable student and teacher outcomes, as well as plans for measuring and ensuring the fidelity of the implementation. Throughout the implementation process, we support the district in implementing and adjusting the goals that guarantee teacher and student success.

#### *2. Set-Up, Delivery, and Program Launch*

Since Learning A-Z resources are all digital or downloadable, they are deployed quickly. Our implementation coordinators have managed successful implementations in school districts across the United States. As part of

the onboarding process, we facilitate a variety of rostering and SSO options and provide technical training for license coordinators.

Districts can choose between manual rostering, which can be completed by the license coordinator for the account or managed by the district's Learning A-Z implementation coordinator. For accounts greater than \$10,000, we also offer auto rostering of teachers and students for accounts. Learning A-Z currently supports several auto rostering file formats. Implementation coordinators work with all accounts greater than \$10,000 to establish the best rostering options for each school or district.

### *3. Delivery of Professional Learning*

A professional learning manager—who is an experienced educator and well-versed in literacy philosophy and pedagogy—will work with the district to facilitate and deliver personalized professional learning. Professional learning is based on administrator preferences, the availability of teachers, and grounded in the school and district goals that are identified during the planning stage. We offer a full cadre of professional learning options to include complimentary product orientation, videos, webinars, as well as in-person workshops, trainer-the-trainer workshops, coaching options, and curriculum alignment.

All new Learning A-Z educators have access to complimentary program orientation where educators can explore core functionality of the program and get started quickly and efficiently. Offered in a variety of formats, complimentary product orientation helps understand the core functionality of the program so they can get started quickly and efficiently.

### *4. Ongoing Support*

Along with collaborative planning, onboarding, and continuous professional learning, Learning A-Z continues to support district and school purchases throughout the entirety of an implementation. Ongoing support may consist of the following:

- License coordinator training and ongoing support
- Ongoing rostering support
- Custom reporting
- Ongoing professional learning
- Re-evaluation and development of success plans
- Custom collateral for teacher communications and support

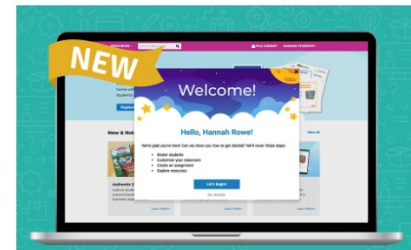
Learning A-Z customer and technical support is available by phone, chat, and email from 6:00 a.m.– 4:00 p.m. MST, Monday through Friday. Our customer service team can assist teachers with any question, general or technical, and a support center is available at <http://help.learninga-z.com/> that includes tips for student rostering, registering new teachers, login assistance, system requirements, and a variety of other topics.

## Professional Learning Options

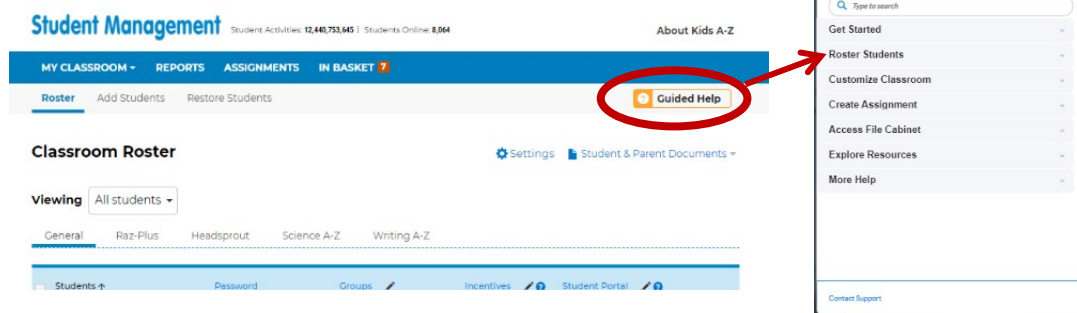
### Complimentary Product Orientation

Learning A-Z helps teachers get started using Learning A-Z programs quickly, efficiently, and with fidelity. Teachers can access a variety of online product orientations resources upon license activation and our professional learning team complimentary webinars and on-demand getting started options designed to fit each district's learning style, pace, and schedule.

**In-Product Onboarding:** New users are welcomed to the program with step-by-step walkthroughs of everything they'll need to get started. With this feature, educators are guided through rostering students, customizing student access, creating assignments, and exploring resources.



**Guided Help:** Strategically organized in essential getting-started sections, this on-demand interactive help tool offers a direct pathway to Learning A-Z's customer support department and knowledge base. This tool also provides step-by-step walkthroughs and tips for efficiently and effectively using resource features.



**Live, Open-to-the-Public Webinars:** Our professional learning specialists offer live, web-based introductions to the programs once a month. These webinars guide teachers through the simple steps that make Learning A-Z's tools work in the classroom and provide live discussions about specific products as they relate to popular topics in education. The webinars cover how to quickly customize resources to meet every student's unique needs and the basic skills and strategies that facilitate easy integration of Learning A-Z materials into a school's curriculum.

**Recorded Webinars:** We record all webinars and a selection is available online for easy access. This includes a Getting Started webinar that walks new teachers through the basics of each program and other targeted training and professional learning topics.

**Micro-Learning Videos:** This series of brief introductory videos delivers all educators need to know get started using the program. Teachers will learn how to roster students and manager accounts as well as explore resources and create assignments.

## Embedded Online Support

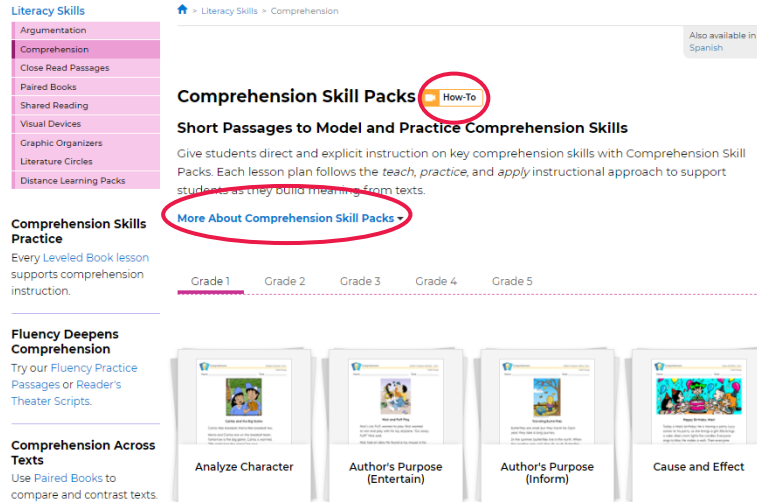
Each Learning A-Z program embeds a number of tools to help teachers utilize program features and expand their knowledge of the resources and research-based best practices.

The Instructional Support section at the bottom of the page supports teachers with teaching tips, FAQs, standards correlation tools, and a Video Library of how to and informational videos.

Throughout the resources, the “Tips” and “More About” provide additional teacher guidance on each resource set. “More About” includes information about the How and Why behind each resource. “Tips” contain 2-3-minutes videos about the resource. Also note that the left-hand column of each page contains links to related resources.

Instructional Support		
Standards and Correlations	All About Leveling	Professional Development
<ul style="list-style-type: none"> <li>U.S. State Standards</li> <li>Common Core Standards</li> <li>International Standards</li> <li>Reading Series</li> <li>Curricula and Assessments</li> <li>Language Proficiency Standards</li> <li>EL Education Correlations</li> <li>NWEA MAP® Growth™ Instructional Connection</li> </ul>	<ul style="list-style-type: none"> <li>Learning A-Z Text Leveling System</li> <li>Level Correlation Chart</li> <li>About Spanish Leveling</li> <li>Stages of Development</li> <li>Assessing a Student's Level</li> <li>About Running Records</li> </ul>	<ul style="list-style-type: none"> <li>Getting Started</li> <li>Live Webinars &amp; Recorded Webinars</li> <li>Video Library</li> <li>Breakroom ID</li> <li>Trial Adventure</li> </ul>
Instructional Tools	Student Connections	What's Popular
<ul style="list-style-type: none"> <li>Assignments Feature</li> <li>File Cabinet Feature</li> <li>Projectables</li> <li>Books by Skills Chart</li> <li>Research and Efficacy</li> <li>Pre-K Tip Sheets</li> <li>Response to Intervention</li> <li>Special Education</li> <li>Balanced Literacy</li> <li>Raz-Plus Support for ELLs</li> <li>ELL Frameworks and Contributors</li> </ul>	<ul style="list-style-type: none"> <li>Get Students Started</li> <li>Get to Know the Student Portal</li> <li>Get to Know the Reading Room</li> <li>eBooks</li> <li>Incentives &amp; Awards</li> <li>Mobile Apps</li> <li>Parent Information</li> </ul>	<ul style="list-style-type: none"> <li>Most Popular Books</li> <li>Resource Calendar</li> <li>Hot Search Topics</li> </ul>

## Raz-Plus Instructional Support



**Literacy Skills**

- Argumentation
- Comprehension
- Close Read Passages
- Paired Books
- Shared Reading
- Visual Devices
- Graphic Organizers
- Literature Circles
- Distance Learning Packs

**Comprehension Skill Packs** [How-To](#)

**Short Passages to Model and Practice Comprehension Skills**

Give students direct and explicit instruction on key comprehension skills with Comprehension Skill Packs. Each lesson plan follows the *teach, practice, and apply* instructional approach to support students as they build meaning from texts.

[More About Comprehension Skill Packs](#)

Every **Leveled Book** lesson supports comprehension instruction.

**Fluency Deepens Comprehension**

Try our **Fluency Practice Passages** or **Reader's Theater Scripts**.

**Comprehension Across Texts**

Use **Paired Books** to compare and contrast texts.

Grade 1 Grade 2 Grade 3 Grade 4 Grade 5

Analyze Character Author's Purpose (Entertain) Author's Purpose (Inform) Cause and Effect

The Breakroom, (<https://www.learninga-z.com/site/breakroom>) on Learning A-Z's website further extends professional learning opportunities with articles written by education experts, Learning A-Z content developers, as well as tips from practicing teachers about using Learning A-Z resources.

Learning A-Z offers focused professional learning and curriculum services that deliver targeted solutions to address unique district, school, or organizational needs. During the planning process, our team of professional



development experts collaborate with each district to tailor a program that ensures educators can make the greatest impact on student learning.

#### **Focused Professional Learning**

***Focused Webinars:*** These professional learning webinars are designed collaboratively with school and district leadership to address each school's unique requirements.

***Focused Virtual or Onsite Workshops:*** These focused workshops help educators dig deeper into the resources. Sessions are offered virtually or in person as half-, full-, or multi-day sessions, or as a collection of shorter breakouts over the course of one day. Our professional learning experts ensure these sessions are delivered in a highly engaging, hands-on, and collaborative format and topics are tailored to meet each district's unique needs.

***Train-the-Trainer:*** Our train-the-trainer professional learning package empowers districts to develop their own team of product experts and trainers. We deliver in-depth training for district-identified instructional leaders to build capacity and ensure they have skills, strategies, and resources to deliver efficient, turnkey training and support for teachers.

***Resource Mapping:*** With our resource mapping services, Learning A-Z experts work with the district to align resources to specific district curricular goals, maps, and standards and seamlessly embed Learning A-Z resources into district curriculum systems and documents.

***Lesson Modeling:*** Explicit, in-classroom modeling support from Learning A-Z Professional Learning experts. After a consultation with Learning A-Z professional learning specialists to determine needs, our specialists work with educators to select relevant resources and plan modeling sessions, followed by observation and debriefing to review instructional strategies and plan next steps.

***Data Literacy Workshop:*** Through this four-part Data Literacy Workshop series, Learning A-Z Professional Learning experts leverage Raz-Plus resources to help teachers address skill gaps and inform instructional practice.

***Learning Modules for Professional Learning Communities (PLC):*** These learning modules provide ready-to-use instructional materials and support designed for delivery during PLC meeting time. Each module incorporates a process of continuous improvement, focuses on a key ELA topic, and connects instructional best practices to Learning A-Z resources.

## Tab 9: Pricing

### Learning A-Z 2022 Program Pricing

Licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed. Our standards pricing is listed below, followed by Attachments G and H for each product. Note that we have estimated pricing in the format requested in the RFP. Actual pricing will be based off actual licenses purchased.

Program Pricing per Classroom	Per K-12 Classroom*
<b>Raz-Plus</b>	\$228.00
<b>Foundations A-Z**</b>	\$228.00
<b>Reading A-Z</b>	\$125.00
<b>Raz-Kids</b>	\$125.00
<b>ELL Edition (Requires Raz-Plus or Reading A-Z)</b>	\$68.00
<b>Español (Requires Raz-Plus)</b>	\$68.00
<b>Science A-Z</b>	\$114.00
<b>Writing A-Z</b>	\$114.00
<b>Vocabulary A-Z</b>	\$114.00

\* Discounts are available with school and district-level purchases

\*\* Available for implementation in classrooms in July 2022

The license costs include customer service and implementation support from our expert Support Services staff who are available by phone, Monday through Friday 6 a.m. to 4 p.m. MST at 866-889-3729 (option 5), email [support@learninga-z.com](mailto:support@learninga-z.com), or on-line chat at <http://LearningA-Z.com>.

There are no additional hosting, support, or maintenance fees.

### Professional Development Pricing

We believe in the value of professional learning, and we back that belief up with our complimentary implementation and product orientation services with school and district-level purchases as itemized below.

## Complimentary Product Orientation Account Levels

- Included for all \$100,000 or greater = 4 live product orientation webinars, delivered by a Learning A-Z Certified Professional Learning Specialist
- Included for all \$50,000 to \$99,999 = 3 live product orientation webinars, delivered by a regional PD manager or Learning A-Z Certified Professional Learning Specialist
- Included for all \$25,000 to \$49,999 = 2 live product orientation webinars, delivered by a regional PD manager or Learning A-Z Certified Professional Learning Specialist
- Included for all \$10,000 to \$24,999 = 1 live product orientation webinar, delivered by a regional PD manager or Learning A-Z Certified Professional Learning Specialist
- Included for all under \$9,999 = On-demand services

## Professional Learning Options

Additional, focused professional development can be purchased as itemized below.

<b>Webinar (per webinar)</b>	\$500.00
<b>Workshops &amp; Learning Series</b>	\$3,000.00 for the first day/ \$2,500.00 for each consecutive day
<b>Data Literacy Workshop</b>	\$3,000.00
<b>Coaching Support and Lesson Modeling (per day)</b>	\$3,000.00/ \$2,500.00 for each consecutive day
<b>Train-the-Trainer Package</b>	\$9,500.00 per cohort of 25

### Attachment G: Raz-Plus Pricing Scenario

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC	<b>Name of Program:</b> Raz-Plus	
<b>Grades Submitting for:</b> PK-5		
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 - 3640	\$ 248,912.70*	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 - 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25 for above.	\$ 3,500	A hybrid, single-day ‘Train-the-Trainer Package’
<b>Grand Total</b>	\$ 252,412.70	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	\$ 11.06*	

*\* Learning A-Z programs are sold on a per classroom yearly basis, requiring each teacher to have a license. We have estimated costs as requested. Actual costs will be based on actual classroom licenses purchased.*

### Attachment G: Reading A-Z Pricing Scenario

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC	<b>Name of Program:</b> Reading A-Z	
<b>Grades Submitting for:</b> PK-5		
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 136,465.31	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25 for above.	\$ 3,500	A hybrid, single-day ‘Train-the-Trainer Package’
<b>Grand Total</b>	\$ 139,965.31	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	\$ 6.13	

*\* Learning A-Z programs are sold on a per classroom yearly basis, requiring each teacher to have a license. We have estimated costs as requested. Actual costs will be based on actual classroom licenses purchased.*

### Attachment G: Raz-Kids Pricing Scenario

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC	<b>Name of Program:</b> Raz-Kids	
<b>Grades Submitting for:</b> PK-5		
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 - 3640	\$ 136,465.31	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 - 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25 .	\$ 3,500	A hybrid, single-day ‘Train-the-Trainer Package’
<b>Grand Total</b>	<b>\$ 139,965.31</b>	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	<b>\$ 6.13</b>	

*\* Learning A-Z programs are sold on a per classroom yearly basis, requiring each teacher to have a license. We have estimated costs as requested. Actual costs will be based on actual classroom licenses purchased.*

### Attachment G: ELL Edition\* Pricing Scenario

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC <b>Grades Submitting for:</b> PK-5	<b>Name of Program:</b> ELL Edition*	
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 74,237.13	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25.	\$ 3,500	A hybrid, single-day ‘Train-the-Trainer Package’
<b>Grand Total</b>	<b>\$ 77,737.13</b>	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	<b>\$ 3.41</b>	

\* ELL Edition is an ad-on component to Raz-Plus and can only be purchased with a Raz-Plus license.

\* Learning A-Z programs are sold on a per classroom yearly basis, requiring each teacher to have a license. We have estimated costs as requested. Actual costs will be based on actual classroom licenses purchased.



### Attachment G: Español \*

#### Pricing Scenario

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC	<b>Name of Program:</b> Español *	
<b>Grades Submitting for:</b> PK-5		
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 74,237.13	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25.	\$ 3,500	A hybrid, single-day ‘Train-the-Trainer Package’
<b>Grand Total</b>	<b>\$ 77,737.13</b>	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	<b>\$ 3.41</b>	

\* *Español* is an ad-on component to Raz-Plus and can only be purchased with a Raz-Plus license.

\* *Learning A-Z programs are sold on a per classroom yearly basis, requiring each teacher to have a license. We have estimated costs as requested. Actual costs will be based on actual classroom licenses purchased.*

### Attachment G: Foundations A-Z

#### Pricing Scenario

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC <b>Grades Submitting for:</b> PK-5	<b>Name of Program:</b> Foundations A-Z	
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 - 3640	\$ 248,912.70	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 - 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25.	\$ 3,500	A hybrid, single-day ‘Train-the-Trainer Package’
<b>Grand Total</b>	<b>\$ 252,412.70</b>	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	<b>\$ 11.06</b>	

*\* Learning A-Z programs are sold on a per classroom yearly basis, requiring each teacher to have a license. We have estimated costs as requested. Actual costs will be based on actual classroom licenses purchased*

### Attachment G: Science A-Z Pricing Scenario

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC	<b>Name of Program:</b> Science A-Z	
<b>Grades Submitting for:</b> PK-5		
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 124,456.36	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*NCES National Teacher &amp; Principal Survey 2017-18: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25.	\$ 3,500	A hybrid, single-day ‘Train-the-Trainer Package’
<b>Grand Total</b>	\$ 127,956.36	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	\$ 5.61	

*\* Learning A-Z programs are sold on a per classroom yearly basis, requiring each teacher to have a license. We have estimated costs as requested. Actual costs will be based on actual classroom licenses purchased.*

### Attachment G: Writing A-Z Pricing Scenario

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC <b>Grades Submitting for:</b> PK-5	<b>Name of Program:</b> Writing A-Z	
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 124,456.36	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*<a href="#">NCES National Teacher &amp; Principal Survey 2017-18</a>: Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25.	\$ 3,500	A hybrid, single-day ‘Train-the-Trainer Package’
<b>Grand Total</b>	\$ 127,956.36	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	\$ 5.61	

*\* Learning A-Z programs are sold on a per classroom yearly basis, requiring each teacher to have a license. We have estimated costs as requested. Actual costs will be based on actual classroom licenses purchased.*

### Attachment G: Vocabulary A-Z Pricing Scenario

Provide pricing for the scenario below based off pricing being offered on Attachment H. Offerors must provide pricing and the methodology of how the price was calculated.

<b>Name of Offeror:</b> Learning A-Z, LLC	<b>Name of Program:</b> Vocabulary A-Z	
<b>Grades Submitting for:</b>		
<b>Scenario</b>		
<b>Provide pricing for an annual subscription for district licenses as listed below:</b>	<b>Price</b>	<b>Methodology on how price was calculated</b>
46 Elementary School (PK-5) – the number of students per grade is: PK – 1270 KG – 3551 Gr. 1 – 3526 Gr. 2 – 3668 Gr. 3 – 3586 Gr. 4 – 3576 Gr. 5 – 3640	\$ 124,456.36	Learning A-Z 2022 Program Per K-12 Classroom Pricing ÷ 20.9* × 22,817  <small>*<a href="#">NCES National Teacher &amp; Principal Survey 2017-18:</a> Primary School Average Classroom Size: United States</small>
12 Middle Schools (6-8) – the number of students per grade is: Gr. 6 – 3700 Gr. 7 – 3840 Gr. 8 – 3952	\$ N/A	N/A
10 High Schools (9-12) – the number of students per grade is: Gr. 9 – 4431 Gr. 10 – 3990 Gr. 11 – 3742 Gr. 12 – 3714	\$ N/A	N/A
Provide pricing for 1 day (6 hours) of on-site professional development training for staff of 25.	\$ 3,500	A hybrid, single-day ‘Train-the-Trainer Package’
<b>Grand Total</b>	\$ 127,956.36	
<b>Price per student based on the “Grand total” divided by the number of students the proposal is being submitted for</b>	\$ 5.61	

*\* Learning A-Z programs are sold on a per classroom yearly basis, requiring each teacher to have a license. We have estimated costs as requested. Actual costs will be based on actual classroom licenses purchased.*

### Attachment H: Raz-Plus

#### Pricing Options

Provide pricing as it relates to the proposed solution	Price
Price per Student	\$ N/A
Price per Teacher	\$ 228.00*
Price per Classroom	\$ 228.00*
Price per Site	\$ N/A
Price for District License PreK-5	\$ 248,912.70
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

*\* Note that Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.*

### Attachment H: ELL Edition\*

#### Pricing Options

Provide pricing as it relates to the proposed solution	Price
Price per Student	\$ N/A
Price per Teacher	\$ 68.00**
Price per Classroom	\$ 68.00**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 74,237.13
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

*\* ELL Edition is an ad-on component to Raz-Plus and can only be purchased with the purchase of a Raz-Plus license.*

*\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.*



### Attachment H: Español \*

#### Pricing Options

Provide pricing as it relates to the proposed solution	Price
Price per Student	\$ N/A
Price per Teacher	\$ 68.00**
Price per Classroom	\$ 68.00**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 74,237.13
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

*\* Español is an ad-on component to Raz-Plus and can only be purchased with the purchase of a Raz-Plus license.*

*\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.*

## Attachment H: Foundations A-Z

### Pricing Options

Provide pricing as it relates to the proposed solution	Price
Price per Student	\$ N/A
Price per Teacher	\$ 228.00**
Price per Classroom	\$ 228.00**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 248,912.70
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

**\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.**

## Attachment H: Reading A-Z

### Pricing Options

Provide pricing as it relates to the proposed solution	Price
Price per Student	\$ N/A
Price per Teacher	\$125.00**
Price per Classroom	\$125.00**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 136,465.31
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

**\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.**

### Attachment H: Raz-Kids

#### Pricing Options

Provide pricing as it relates to the proposed solution	Price
Price per Student	\$ N/A
Price per Teacher	\$125.00**
Price per Classroom	\$125.00**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 136,465.31
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

**\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.**

## Attachment H: Science A-Z

### Pricing Options

Provide pricing as it relates to the proposed solution	Price
Price per Student	\$ N/A
Price per Teacher	\$114.00**
Price per Classroom	\$114.00**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 124,456.36
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

**\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.**

## Attachment H: Writing A-Z

### Pricing Options

Provide pricing as it relates to the proposed solution	Price
Price per Student	\$ N/A
Price per Teacher	\$114.00**
Price per Classroom	\$114.00**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 124,456.36
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

**\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.**

## Attachment H: Vocabulary A-Z

### Pricing Options

Provide pricing as it relates to the proposed solution	Price
Price per Student	\$ N/A
Price per Teacher	\$114.00**
Price per Classroom	\$114.00**
Price per Site	\$ N/A
Price for District License PreK-5	\$ 124,456.36
Price for District License PreK-8	\$ N/A
Price for District License PreK-12	\$ N/A
Price for District License 6-8	\$ N/A
Price for District License 6-12	\$ N/A
Price for District License 9-12	\$ N/A
1 day of Professional Development- train the trainer model (20 Elementary or Secondary ILCs/ITRTs, 3 Educational Specialist, + 1 additional personnel - Total of 20 +)	\$ 3,500.00 - A hybrid single-day 'Train-the-Trainer Package'
1 day of Professional Development - price per teacher	\$ N/A
1 day of Professional Development for Elementary or Secondary School Staff- approximately 35 - 100	\$ 3,000.00 - Onsite Cohort = Up to 35 - Webinar (6) Cohort = Up to 50

**\*\* Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed.**



### *Ordering Information*

#### *Order Process*

Unless otherwise agreed by Learning A-Z and customer, a state agency, district, or school customer may order subscription licenses and/or services offered under this proposal by contacting a Learning A-Z representative who will prepare a unique order quote, which will detail the type, number of units, and term of the licenses and/or services. To confirm an order, the customer may email the quote, along with a purchase order, to the representative's email listed in the quote or fax to (866) 889-3729. Each purchase order must reference the correct quote number and should include a copy of the quote. Learning A-Z's receipt and acceptance of the customer's purchase order (where applicable) or payment will be the basis for order confirmation. Learning A-Z does not accept purchase orders by phone, and requisitions are not an acceptable alternative to a purchase order. Unless otherwise set forth in the applicable Learning A-Z order quote or agreed by Learning A-Z and customer, pricing is valid for 60 days; customer will be invoiced for all fees under the applicable quote upon order acceptance; and payment is due net 30 days of invoice. Without prejudice to its other rights, Learning A-Z may suspend delivery of the subscriptions, products, and/or services in the event that customer fails to make any payment when due. Learning A-Z will notify customer and provide reasonable opportunity for customer to cure prior to any such suspension.

#### *Order Term*

The order quote and associated confirming purchase order serve as an agreement for the order, which becomes effective upon its acceptance by both parties. Unless otherwise agreed by Learning A-Z and customer, the licenses and/or services purchased pursuant to the order agreement will begin on or about the start date as set forth in the quote and continue in effect for the period set forth in the quote. Unless otherwise set forth in the quote or agreed to by Learning A-Z and customer, all subscription licenses under the order shall have the same start and end dates, all subscription products and services are deemed delivered upon provisioning of license availability, and all subscription licenses and associated services must be used within the subscription period; unused subscription licenses or services are not eligible for refund, credit, or prorating. On-site training may be fulfilled with a virtual training equivalency, as needed.

#### *Order Acceptance*

All Learning A-Z subscriptions and/or services are offered subject to Learning A-Z's standard license and terms of use (the "License Terms"), available on the product log in pages as supplemented by the terms of the awarded RFP and the applicable quote. By placing an order, customer confirms its acceptance of the License Terms, as well as the fees in the quote, which together with the awarded proposal and/or any other associated agreement entered into by Learning A-Z and customer regarding the subscriptions, products and services,

constitute the entire agreement between customer and Learning A-Z regarding such subscriptions, products, and services (the “Agreement”). Customer and Learning A-Z agree that the terms and conditions of the Agreement supersede any additional or inconsistent terms or provision in any customer drafted purchase order, or any communications, whether written or oral, between customer and Learning A-Z relating to the subject matter hereof, which shall be of no effect. In the event of any conflict, the terms of the Agreement shall govern.

#### *Clarification Regarding Intellectual Property*

Notwithstanding anything to the contrary, the District or State agency customer acknowledges and agrees that the Services are existing, commercially available SaaS-based subscriptions, provisioned in a multi-tenant, shared database architecture, with ancillary training, texts and other materials, which Learning A-Z offers and provisions to all of its educational customers under its standard limited license terms, and all ownership or other intellectual property rights of any kind in and to the Services and/or any associated materials developed, used or provided in the course of any services, or derivatives thereof, whether or not now or in the future acquired, filed, perfected, registered or recorded, are expressly reserved to and remain the property of Learning A-Z and/or its licensors, as set forth in the license terms. All rights relating to the Services and/or materials not expressly granted by Learning A-Z in the license terms for the Services are reserved. The parties acknowledge that elements of the Learning A-Z Services constitute software and documentation and are provided as “Commercial Items” as defined at 48 C.F.R. 2.101, and are being licensed to government end users solely as commercial computer software subject to restricted rights described in 48 C.F.R. 2.101 and 12.212. The parties do not anticipate or intend the creation by Learning A-Z of any newly created intellectual property or “Works Made for Hire” (“New Work Product Deliverable”) to be owned exclusively by the customer under the Agreement, and nothing will be deemed a New Work Product Deliverable hereunder unless the development of such New Work Product Deliverable is expressly agreed and individually identified as a New Work Product Deliverable to be owned exclusively by the customer in a Learning A-Z quote or a statement of work signed by a VP or above level representative of Learning A-Z, on an individual case basis prior to creation.

## Tab 10: References

*In this tab, offerors shall provide a minimum of three (3) references who can attest to the Offeror's past performance to provide services, similar to those required for this contract. References shall be from other school districts. The list should include contact person's name, position, telephone numbers, fax number, and if available the e-mail or Internet address.*

*Offerors may not use Henrico County as one of their references. By submitting a proposal, offerors agree to permit the County to contact the Offeror's clients to confirm the quality of past work for those clients.*

	Reference 1	Reference 2	Reference 3
<b>District:</b>	Loudoun County Schools	Fauquier County Schools	City of Hopewell, VA
<b>Contact Name:</b>	Gabriella Hash	Kathy Crane	Paula Brumfield
<b>Position/Title:</b>	Specialist, English Learners Professional Learning	Elementary Language Arts Coordinator/Title 1 Coordinator	Supervisor of Early Literacy, Tutoring, and Mentoring
<b>Phone Number:</b>	571-252-1632	540-422-7027	804-541-6400 ext 295
<b>Fax Number:</b>	N/A	N/A	804-541-6401
<b>Email:</b>	<a href="mailto:Gabriella.Hash@lcps.org">Gabriella.Hash@lcps.org</a>	<a href="mailto:kcrane@FCPS1.org">kcrane@FCPS1.org</a>	<a href="mailto:paula@hopewell.k12.va.us">paula@hopewell.k12.va.us</a>
<b>Services/Products provided</b>	RAZ-Plus, Science A-Z, Writing A-Z, Vocabulary A-Z, ELL Edition, Professional Development Services	RAZ-Plus + Professional Development Services	RAZ-Plus and Professional Development Services

## Tab 11: Exceptions

---

*(IF NEEDED) In this tab, Offerors shall list any exceptions taken to the Scope of Services and General Terms and Conditions of this Request for Proposals. The County intends to make the RFP and the Successful Offeror's proposal a part of the contract between the parties, so Offerors should list any exceptions for purposes of negotiating the contract. Exceptions to any liability provisions contained in this Request for Proposals is not required to be submitted.*

See the following pages for requested changes to the Virginia School Data Privacy Agreement.

## VIRGINIA SCHOOL DATA PRIVACY AGREEMENT

Learning A-Z offers online and printable educational curricula and assessments and professional development for all products listed in Exhibit "A".

3. **Division Data to Be Provided.** In order to perform the Services described in this Article and Exhibit "A", Provider shall list the categories of data collected, managed or shared as described below or as indicated in the Schedule of Data, attached hereto as Exhibit "B":

Please see Exhibit "B".

4. **DPA Definitions.** The definition of terms used in this DPA is found in Exhibit "C". In the event of a conflict, definitions used in this DPA shall prevail over terms used in all other writings, including, but not limited to, a service agreement, privacy policies or any terms of service.

## ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

1. **Division Data Property of Division.** All Division Data, user generated content or any other Pupil Records transmitted to the Provider pursuant to this Agreement is and will continue to be the property of and under the control of the Division, or to the party who provided such data (such as the student, in the case of user generated content.). The Provider further acknowledges and agrees that all copies of such Division Data or any other Pupil Records transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are also subject to the provisions of this Agreement in the same manner as the original Division Data or Pupil Records. The Parties agree that as between them, all rights, including all intellectual property rights in and to Division Data or any other Pupil Records contemplated per this Agreement shall remain the exclusive property of the Division. For the purposes of FERPA and state law, the Provider shall be considered a School Official, under the control and direction of the Divisions as it pertains to the use of Division Data notwithstanding the above. The Provider will cooperate and provide Division Data within ten (10) days at the Division's request. Provider may transfer pupil-generated content to a separate account, according to the procedures set forth below.
2. **Parent Access.** Provider shall cooperate and respond within ten (10) days to the Division's request for personally identifiable information in a pupil's records held by the Provider to view or correct as necessary. In the event that a parent of a pupil or other individual contacts the Provider to review any of the Pupil Records of Division Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the Division, who will follow the necessary and proper procedures regarding the requested information.
3. **Separate Account.** Provider shall, at the request of the Division, transfer Student Generated Content to a separate student account when required by the Code of Virginia § 22.1-289.01. School service providers; school-affiliated entities.
4. **Third Party Request.** Provider shall notify the Division in advance of a compelled disclosure to a Third Party, unless legally prohibited.

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

5. **Subprocessors.** Provider shall enter into written agreements with all Subprocessors performing functions pursuant to this DPA, whereby the Subprocessors agree to protect Division Data in manner consistent with the terms of this DPA.

**ARTICLE III: DUTIES OF DIVISION**

1. **Privacy Compliance.** Division shall provide data for the purposes of the DPA and any related contract in compliance with the FERPA, PPRA, IDEA, Code of Virginia § 22.1-289.01. School service providers; school-affiliated entities; student personal information; and § 22.1-287.02. Students' personally identifiable information, and all other applicable Virginia statutes.
2. **Parent Notification of Rights** Division shall ensure that its annual notice under FERPA defines vendors, such as the Provider, as "School Officials" and what constitutes a legitimate educational interest. The Division will provide parents with a notice of the websites and online services under this agreement for which it has consented to student data collection to on behalf of the parent, as permitted under COPPA
3. **Unauthorized Access Notification.** Division shall notify Provider promptly of any known or suspected unauthorized access. Division will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

**ARTICLE IV: DUTIES OF PROVIDER**

- 1) **Privacy Compliance.** The Provider shall comply with all Virginia and Federal laws and regulations pertaining to data privacy and security, including FERPA, COPPA, PPRA, Code of Virginia § 22.1-289.01. and § 22.1-287.02.
- 2) **Authorized Use.** Division Data shared pursuant to this DPA, including persistent unique identifiers, shall be used for no purpose other than the Services stated in this DPA and as authorized under the statutes referred to in subsection (1), above. Provider also acknowledges and agrees that it shall not make any re-disclosure of any Division Data or any portion thereof, including without limitation, any Division Data, metadata, user content or other non-public information and/or personally identifiable information contained in the Division Data, without the express written consent of the Division, unless it fits into the de-identified information exception in Article IV, Section 4, or there is a court order or lawfully issued subpoena for the information.
- 3) **Employee Obligations.** Provider shall require all employees and agents who have access to Division data to comply with all applicable provisions of this DPA with respect to the data shared under the Service Agreement.
- 4) **Use of De-identified Information.** De-identified information, as defined in Exhibit "C", may be used by the Provider for the purposes of development, research, and improvement of educational sites, services, or applications, as any other member of the public or party would be able to use de-identified data pursuant to 34 CFR 99.31(b). The Provider and Division agree that the Provider cannot successfully de-identify information if there are fewer than twenty (20) students in the samples of a particular field or category of information collected, *i.e.*, twenty students in a particular grade, twenty students of a particular race, or twenty students with a particular disability. Provider agrees not to attempt to re-identify de-identified Division Data and not to transfer de-identified Division Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written



**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

notice has been given to the Division who has provided prior written consent for such transfer.

- 5) **Disposition of Data.** Upon written request and in accordance with the applicable terms in subsections below, provider shall dispose or delete all division data obtained under this agreement when it is no longer needed for the purposes for which it was obtained. Disposition will include (1) the shredding of any hard copies of any Division data, (2) erasing, or (3) otherwise modifying the personal information in those records to make it unreadable or indecipherable by human or digital means. Nothing in the service agreement authorizes provider to maintain Division data obtained under the service agreement beyond the time reasonably needed to complete the disposition. Upon request, Provider shall provide written notification when the division data has been disposed. The duty to dispose of Division data shall not extend to data that has been de-identified or placed in a separate student account, pursuant to the terms of the agreement. The division may employ a request for return or deletion of Division data form, a copy of which is attached hereto as exhibit D. Upon receipt of a request from the division, the provider will immediately provide the division with any specified portion of the division data within ten (10) calendar days of the receipt of said request.
- a) **Partial Disposal During the Term of Service Agreement.** Throughout the term of the service agreement, Division may request partial disposal of Division data obtained under the service agreement that is no longer needed. Partial disposal of data shall be subject to Division's request to transfer data to a separate account, pursuant to Article II Section 3, above.
- b) **Complete Disposal upon Termination of Service Agreement.** Upon termination of the service agreement ~~and at the direction of the Division. Provider shall dispose, or securely destroy, or transfer to a separate account pursuant to Article II, Section 3 above.~~ all division data obtained under the service agreement. ~~Prior to disposal of the data, provider shall notify Division in writing of its option to transfer data to a separate account, pursuant to Article 2, Section 3, above.~~ In new event shelters provider dispose of data pursuant to this provision unless and until (i) Provider has received affirmative written confirmation from Division that data will not be transferred to a separate account; (ii) such disposal is in accordance with Provider's data destruction protocols.
- 6) **Advertising Prohibition.** Provider is prohibited from using or selling Division Data to (a) market or advertise to students or families/guardians; (b) inform, influence, or enable marketing or advertising efforts by a Provider; (c) develop a profile of a student, family member/guardian or group, for any commercial purpose other than providing the Service to Client; or (d) use the Division Data for the development of commercial products or services, other than as necessary to provide the Service to Client. This section does not prohibit Provider from generating legitimate personalized learning recommendations or other activities permitted under Code of Virginia § 22.1-289.01.
- 7) **Penalties.** The failure to comply with the requirements of this agreement could subject Provider and any third party to all allowable penalties assessable against Provider under state and federal law. In the event the Family Policy Compliance Office of the U.S. Department of Education determines that Provider improperly disclosed personally identifiable information obtained from the Division's education records, the Division may not allow Provider access to the Division's education records for at least five years.

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT****ARTICLE V: DATA PROVISIONS**

1. **Data Security.** The Provider agrees to maintain a comprehensive information security program that is reasonably designed to protect the security, privacy, confidentiality, and integrity of student personal information and makes use of appropriate administrative, technological, and physical safeguards. The general security duties of Provider are set forth below. These duties shall include, but are not limited to:
  - a. **Passwords and Employee Access.** Provider shall secure and manage usernames, passwords, and any other means of gaining access to the Services or to Division Data, at levels suggested by NIST SP800-171 (Password complexity, encryption, and re-use), NIST SP800-53 (IA control Family), and NIST 800-63-3 (Digital Identity), and NIST SP800-63B (Authenticator and Verifier Requirements) or equivalent industry best practices.
  - b. **Security Protocols.** Both parties agree to maintain security protocols that meet industry best practices in the collection, storage or transmission of any data, including ensuring that data may only be viewed or accessed by parties legally allowed to do so. Provider shall maintain all data obtained or generated pursuant to the DPA in a secure computer environment.
  - c. **Provider Employee Training.** The Provider shall provide annual security training to those of its employees who operate or have access to the system.
  - d. **Security Technology.** When the service is accessed using a supported web browser, FIPS 140-2 validated transmission encryption protocols, or equivalent technology shall be employed to protect data from unauthorized access. The service security measures shall follow National Institute of Standards and Technology (NIST) 800-171, or equivalent industry best practices.
  - e. **Periodic Risk Assessment.** Provider further acknowledges and agrees to conduct periodic risk assessments and remediate any identified security and privacy vulnerabilities in a timely manner. Upon Division's written request, Service Provider shall make the results of findings available to the Division. The Division shall treat such audit reports as Provider's Confidential Information under this Agreement.
  - f. **Backups and Audit Trails, Data Authenticity and Integrity.** Provider will take reasonable measures, including all backups and audit trails, to protect Division Data against deterioration or degradation of data quality and authenticity. Provider shall be responsible for ensuring that Division Data is retrievable in a reasonable format.
  - g. **Subprocessors Bound.** Provider shall enter into written agreements whereby Subprocessors agree to secure and protect Division Data in a manner consistent with the terms of this Article V. Provider shall periodically conduct or review compliance monitoring and assessments of Subprocessors to determine their compliance with this Article.
2. **Unauthorized Access or Data Breach.** In the event that Division Data are reasonably believed by the Provider or school division to have been disclosed (lost, accessed or obtained) in violation of the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) or other federal or state law



**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

applicable to such information accessed or obtained by an unauthorized individual, Provider shall follow the following process:

- a. provide immediate notification to Division upon verification of the incident and allow the Division or its authorized representatives to fully participate in the investigation of the incident.
- b. notification will be provided to the contact(s) identified in ARTICLE VII, N: Notice, and sent via email and postal mail. Such notification shall include, to the extent available, the
  - i. date, estimated date, or date range of the loss or disclosure;
  - i. Division Data that was or is reasonably believed to have been lost or disclosed;
  - ii. remedial measures taken or planned in response to the loss or disclosure.
- c. immediately take action to prevent further access;
- d. take all legally required, reasonable, and customary measures in working with Division to remediate the breach, which may include toll free telephone support with informed customer services staff to address questions by affected parties and/or provide monitoring services if necessary given the nature and scope of the loss or disclosure;
- e. cooperate with Division efforts to communicate to affected parties.
- f. provider is prohibited from directly contacting parent, legal guardian or eligible pupil unless expressly requested by Division. If Division requests Provider's assistance providing notice of unauthorized access, and such assistance is not unduly burdensome to Provider, Provider shall notify the affected parent, legal guardian or eligible pupil of the unauthorized access, which shall include the information listed in subsections (b) and (c), above. If requested by Division, Provider shall reimburse Division for costs incurred to notify parents/families of attributable to Provider-breach not originating from Division's use of the Service.
- g. the Provider shall indemnify and hold harmless the Division from and against any third-party loss, claim, cost (including attorneys' fees) or damage of any nature arising from or inconnection with the breach by the Provider or any of its officers, directors, employees, agents or representatives of the obligations of the Provider's or its Authorized Representatives under this provision or under a Confidentiality Agreement, as the case may be.

**ARTICLE VI: GENERAL OFFER OF PRIVACY TERMS**

The Provider may, by signing the attached Form of General Offer of Privacy Terms (General Offer attached hereto as Exhibit "E"), be bound by the terms of this DPA to any other Division who signs the acceptance in said Exhibit. The Form is limited by the terms and conditions described therein.

## VIRGINIA SCHOOL DATA PRIVACY AGREEMENT ARTICLE VII: MISCELLANEOUS

- A. **Term.** The Provider shall be bound by this DPA for so long as the Provider maintains or possesses any Division Data.
- B. **Termination.** In the event that either party seeks to terminate this DPA, they may do so by mutual written consent and as long as any service agreement or terms of service, to the extent one exists, has lapsed or has been terminated. The Division may terminate this DPA and any service agreement or contract in the event of a material breach of the terms of this DPA.
- C. **Data Transfer Upon Termination or Expiration.** To the extent possible, Provider will notify the Division of impending cessation of its business and any contingency plans. Provider shall implement its exit plan and take all necessary actions to ensure a smooth transition of service with minimal disruption to the Division. As mutually agreed upon and as applicable, Provider will work closely with its successor to ensure a successful transition to the new equipment, with minimal downtime and effect on the Division, and to the extent possible, all such work to be coordinated and performed in advance of the formal, transition date.
- D. **Effect of Termination Survival.** If the DPA is terminated, the Provider shall destroy all of Division's data pursuant to Article V, section 5(b). The Provider's obligations under this agreement shall survive termination of this Agreement until all Division Data has been returned or Securely Destroyed.
- E. **Priority of Agreements.** This DPA supersedes all end user and "click-thru" agreements. In the event there is conflict between the terms of the DPA and any other writing, such as service agreement or with any other bid/RFP, terms of service, privacy policy, license agreement, or writing, the terms of this DPA shall apply and take precedence. Except as described in this paragraph herein, all other provisions of any other agreement shall remain in effect.
- F. **Amendments:** This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both parties
- G. **Severability.** Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.
- H. **Governing Law; Venue and Jurisdiction.** This agreement will be governed by and construed in accordance with the laws of the state of Virginia, without regard to conflicts of law principles. Each party consents and submits to the sole and exclusive jurisdiction to the state and federal courts for the county of the initial subscribing division or the division specified in exhibit E as applicable, for any dispute arising out of or relating to this agreement or the transactions contemplated hereby.
- I. **Authority.** Provider represents that it is authorized to bind to the terms of this Agreement, including  

Virginia School Data Privacy Agreement v. 1.0
7 of 19

## **VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

confidentiality and destruction of Division Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Division Data and/or any portion thereof, or may own, lease or control equipment or facilities of any kind where the Division Data and portion thereof stored, maintained or used in any way.

- J. Waiver.** No delay or omission of the Division to exercise any right hereunder shall be construed as a waiver of any such right and the Division reserves the right to exercise any such right from time to time, as often as may be deemed expedient.
- K. Successors Bound:** This DPA is and shall be binding upon the respective successors in interest to provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business.
- L. Electronic Signature:** The parties understand and agree that they have the right to execute this Agreement through paper or through electronic signature technology, which is in compliance with Virginia and Federal law governing electronic signatures. The parties agree that to the extent they sign electronically, their electronic signature is the legally binding equivalent to their handwritten signature. Whenever they execute an electronic signature, it has the same validity and meaning as their handwritten signature.
- M. Notice.** All notices or other communication required or permitted to be given hereunder must be in writing and given by personal delivery, facsimile or e-mail transmission (if contact information is provided for the specific mode of delivery), or first class mail, postage prepaid, sent to the designated representatives before:

### **a. Designated Representatives**

The designated representative for the Provider for this Agreement is:

Name:	Amy Otis
Title:	Vice President, Bids and Proposals
Address:	17855 Dallas Parkway, Suite 400, Dallas, TX 75287
eMail:	lazbidscontracts@learninga-z.com
Phone:	800.547.6747

The designated representative for the Division for this Agreement is:

Name:	
Title:	
Address:	
eMail:	
Phone:	

- b. Notification of Acceptance of General Offer of Terms.** Upon execution of Exhibit E General Offer of Terms, subscribing Division shall provide notice of such acceptance in writing and given by personal delivery or email transmission (if contact information

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

is provided for the specific mode of delivery), or first-class mail, postage prepaid, to the designated representative below the designated representative for the notice of acceptance of the general offer of privacy terms is named title contact information.

Name: Amy Otis  
Title: Vice President, Bids and Proposals  
Address: 17855 Dallas Parkway, Suite 400, Dallas, TX 75287  
eMail: lazbidcontracts@learninga.z-com  
Phone: 800.547.6747

*[Signature Page Follows]*

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

**IN WITNESS WHEREOF**, the parties have executed this Virginia Student Data Privacy Agreement as of the last day noted below.

Provider Signature

Date:   
Printed Name:   
Title:

Division Signature

Date:   
Printed Name:   
Title:

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

**EXHIBIT "A"**

**DESCRIPTION OF SERVICES**

[INSERT DETAILED DESCRIPTION OF PRODUCTS AND SERVICES HERE. IF MORE THAN ONE PRODUCT OR SERVICE IS INCLUDED, LIST EACH PRODUCT HERE]

Products: Raz-Plus, ELL, Science A-Z, Vocabulary A-Z, Foundations A-Z, Writing A-Z

Please visit our website at [www.learninga-z.com](http://www.learninga-z.com) to learn more about each of our products.



## **VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

### **EXHIBIT "B"**

#### **SCHEDULE OF DATA**

Category of Data	Elements	Check if used by your system	Conduct	Conduct or behavioral data		
Application Technology Meta Data	IP Addresses of users, Use of cookies etc.	<input checked="" type="checkbox"/>	Demographics	Date of Birth	<input type="checkbox"/>	
	Other application technology meta data-Please specify:	<input type="checkbox"/>		Place of Birth	<input type="checkbox"/>	
		Gender		<input type="checkbox"/>		
		Ethnicity or race		<input type="checkbox"/>		
		Language information (native, preferred or primary language spoken by student)		<input type="checkbox"/>		
		Other demographic information-Please specify:		<input type="checkbox"/>		
Application Use Statistics	Meta data on user interaction with application	<input checked="" type="checkbox"/>	Enrollment	Student school enrollment	<input type="checkbox"/>	
Assessment	Standardized test scores	<input type="checkbox"/>		Student grade level	<input checked="" type="checkbox"/>	
	Observation data	<input type="checkbox"/>		Homeroom	<input type="checkbox"/>	
	Other assessment data-Please specify:	<input type="checkbox"/>		Guidance counselor	<input type="checkbox"/>	
Attendance	Student school (daily) attendance data	<input type="checkbox"/>			Specific curriculum programs	<input type="checkbox"/>
	Student class attendance data	<input type="checkbox"/>			Year of graduation	<input type="checkbox"/>
					Other enrollment information-Please specify:	<input type="checkbox"/>
Communications	Online communications that are captured (emails, blog entries)	<input checked="" type="checkbox"/>	Parent/Guardian Contact Information	Address	<input type="checkbox"/>	
				Email	<input checked="" type="checkbox"/> (optional)	
				Phone	<input type="checkbox"/>	

## **VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

Parent/ Guardian ID	Parent ID number (created to link parents to students)	<input type="checkbox"/>
Parent/ Guardian Name	First and/or Last	<input type="checkbox"/>
Schedule	Student scheduled courses	<input type="checkbox"/>
	Teacher names	<input checked="" type="checkbox"/>
Special Indicator	English language learner information	<input type="checkbox"/>
	Low income status	<input type="checkbox"/>
	Medical alerts /health data	<input type="checkbox"/>
	Student disability information	<input type="checkbox"/>
	Specialized education services (IEP or 504)	<input type="checkbox"/>
	Living situations (homeless/ foster care)	<input type="checkbox"/>
	Other indicator information- Please specify:	<input type="checkbox"/>
Student Contact Information	Address	<input type="checkbox"/>
	Email	<input type="checkbox"/>
	Phone	<input type="checkbox"/>
Student Identifiers	Local (School district) ID	<input type="checkbox"/>

	number	<input type="checkbox"/>
	State ID number	<input type="checkbox"/>
	Provider/App assigned student ID number	<input type="checkbox"/>
	Student app username	<input checked="" type="checkbox"/>
	Student app passwords	<input checked="" type="checkbox"/>
Student Name	First and/or Last	<input checked="" type="checkbox"/> (optional)
Student In App Performance	Program/appli- cation performance (typing program-student types 60 wpm, reading program-student reads below grade level)	<input checked="" type="checkbox"/>
	Academic or extracurricular activities a student may belong to or participate in	<input type="checkbox"/>
Student Survey Responses	Student responses to surveys or questionnaires	<input type="checkbox"/>
Student work	Student generated content; writing, pictures etc.	<input checked="" type="checkbox"/>
	Other student	<input checked="" type="checkbox"/> Student Voice Recordings



## **VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

	work data - Please specify:	<input type="checkbox"/>
Transcript	Student course grades	<input type="checkbox"/>
	Student course data	<input type="checkbox"/>
	Student course grades/performance scores	<input type="checkbox"/>
	Other transcript data -Please specify:	<input type="checkbox"/>
Transportation	Student bus assignment	<input type="checkbox"/>
	Student pick up and/or drop off location	<input type="checkbox"/>
	Student bus card ID number	<input type="checkbox"/>

	Other transportation data -Please specify:	<input type="checkbox"/>
Other	Please list each additional data element used, stored or collected by your application	<input type="checkbox"/>

No Student Data Collected at this time ☐.  
 \*Provider shall immediately notify LEA if this designation is no longer applicable.

OTHER: Use this box, if more space needed.

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT****EXHIBIT “C”****DEFINITIONS**

**Data Breach** means an event in which Division Data is exposed to unauthorized disclosure, access, alteration or use.

**Division Data** includes all business, employment, operational and Personally Identifiable Information that Division provides to Provider and that is not intentionally made generally available by the Division on public websites or publications, including but not limited to business, administrative and financial data, intellectual property, and student, employees, and personnel data, user generated content and metadata but specifically excludes Provider Data (as defined in the Contract).

**De-Identifiable Information (DII):** De-Identification refers to the process by which the Provider removes or obscures any Personally Identifiable Information (“PII”) from student records in a way that removes or minimizes the risk of disclosure of the identity of the individual and information about them. Anonymization or de-identification should follow guidance equivalent to that provided by U.S Department of Education publication “Data De-identification: An Overview of Basic Terms” or NISTIR Special Publication (SP) 8053 De-Identification of Personally Identifiable Information. The Provider’s specific steps to de-identify the data will depend on the circumstances, but should be appropriate to protect students. Some potential disclosure limitation methods are blurring, masking, and perturbation. De-identification should ensure that any information when put together cannot indirectly identify the student, not only from the viewpoint of the public, but also from the vantage of those who are familiar with the individual. Information cannot be de-identified if there are fewer than twenty (20) students in the samples of a particular field or category, *i.e.*, twenty students in a particular grade or less than twenty students with a particular disability.

**Indirect Identifiers:** Any information that, either alone or in aggregate, would allow a reasonable person to be able to identify a student to a reasonable certainty

**Personally Identifiable Information (PII):** The terms “Personally Identifiable Information” or “PII” shall include, but are not limited to, student data, staff data, parent data, metadata, and user or pupil-generated content obtained by reason of the use of Provider’s software, website, service, or app, including mobile apps, whether gathered by Provider or provided by Division or its users, students, or students’ parents/guardians, including “directory information” as defined by §22.1-287.1 of the Code of Virginia“.

PII includes, without limitation, at least the following:

- Staff, Student or Parent First, Middle and Last Name
- Staff, Student or Parent Telephone Number(s)
- Discipline Records
- Special Education Data
- Grades
- Criminal Records

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

- Health Records
- Biometric Information
- Socioeconomic Information
- Political Affiliations
- Text Messages
- Student Identifiers Photos
- Videos
- Grade
- Home Address Subject
- Email Address
- Test Results
- Juvenile Dependency Records Evaluations
- Medical Records
- Social Security Number
- Disabilities
- Food Purchases
- Religious Information Documents
- Search Activity
- Voice Recordings
- Date of Birth
- Classes
- Information in the Student's Educational Record
- Information in the Student's Email

**Provider:** For purposes of the DPA, the term “Provider” means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of pupil records.

**Pupil Generated Content:** The term “pupil-generated content” means materials or content created by a pupil during and for the purpose of education including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of pupil content.

**Pupil Records:** Means both of the following: (1) Any information that directly relates to a pupil that is maintained by Division and (2) any information acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other local educational Division employee.

**Securely Destroy:** Securely Destroy means taking actions that render data written on physical (e.g., hardcopy, microfiche, etc.) or electronic media unrecoverable by both ordinary and extraordinary means. These actions must meet or exceed those sections of the National Institute of Standards of Technology (NIST) SP 800-88 Appendix A guidelines relevant to sanitization of data categorized as high security. All attempts to overwrite magnetic data for this purpose must utilize DOD approved methodologies.

**School Official:** For the purposes of this Agreement and pursuant to 34 CFR 99.31 (B), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of education

### **VIRGINIA SCHOOL DATA PRIVACY AGREEMENT**

records; and (3) Is subject to 34 CFR 99.33(a) governing the use and re-disclosure of personally identifiable information from student records.

**Student Data:** Student Data includes any data, whether gathered by Provider or provided by Division or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to, information in the student's educational record or email, first and last name, home address, telephone number, email address, or other information allowing online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious information text messages, documents, student identifies, search activity, photos, voice recordings or geolocation information.

Student Data shall constitute Pupil Records for the purposes of this Agreement, and for the purposes of Virginia and Federal laws and regulations. Student Data as specified in [Exhibit B](#) is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or de-identified, or anonymous usage data regarding a student's use of Provider's services. Anonymization or de-identification should guidance equivalent to that provided by U.S Department of Education publication "Data De-identification: An Overview of Basic Terms" or NISTIR Special Publication (SP) 8053 De-Identification of Personally Identifiable Information.

**Student Generated Content:** Alternatively known as user-created content (UCC), is any form of content, such as images, videos, text and audio, that have been created and posted by student users on online platforms.

**Subscribing Division:** A Division that was not party to the original Services Agreement and who accepts the Provider's General Offer of Privacy Terms.

**Subprocessor:** For the purposes of this Agreement, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than Division or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its software, and who has access to PII.

**Third Party:** The term "Third Party" means an entity that is not the Provider or Division.

**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT****EXHIBIT "D"****DIRECTIVE FOR DISPOSITION OF DATA**

[Name or Division or Division] directs [Name of Company] to dispose of data obtained by Provider pursuant to the terms of the DPA between Division and Provider. The terms of the Disposition are set forth below:

**1. Extent of Disposition**

☐ Disposition is Complete. Disposition extends to all categories of data.

☐ Disposition is partial. The categories of data to be disposed of are set forth below or are found in an attachment to this Directive:

[Insert categories of data]

**2. Nature of Disposition**

☐ Disposition shall be by destruction or secure deletion of data.

☐ Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

[Insert or attach special instructions.]

**3. Timing of Disposition**

Data shall be disposed of by the following date:

☐ As soon as commercially practicable

☐ By (Insert Date)

**4. Signature of Authorized Representative of Division**

BY: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Title/Position: \_\_\_\_\_

**5. Verification of Disposition of Data**

BY: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Title/Position: \_\_\_\_\_



**VIRGINIA SCHOOL DATA PRIVACY AGREEMENT****OPTIONAL: EXHIBIT "E" GENERAL OFFER OF PRIVACY TERMS****1. Offer of Terms**

Provider offers the same privacy protections found in this DPA between it and the Division to any other school division ("Subscribing Division") who accepts this General Offer through its signature below. The Provider agrees that the information on the next page will be replaced throughout the Agreement with the information specific to the Subscribing Division filled on the next page for the Subscribing Division. This General Offer shall extend only to privacy protections and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing Division may also agree to change the data provided by Division to the Provider to suit the unique needs of the Subscribing Division. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statutes; (2) a material change in the services and products subject listed in the Originating Service Agreement; or (3) after three years from the date of Provider's signature to this form. Provider shall notify the Division in the event of any withdrawal so that this information may be transmitted to the Subscribing Divisions.

BY: \_\_\_\_\_

Date: \_\_\_\_\_

Printed Name: Amy OtisTitle/Position: Vice President, Bids and Proposals**2. Subscribing Division**

A Subscribing Division, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing Division's individual information is contained on the next page. The Subscribing Division and the Provider shall therefore be bound by the same terms of this DPA.

BY: \_\_\_\_\_

Date: \_\_\_\_\_

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

Title/Position: \_\_\_\_\_

**TO ACCEPT THE GENERAL OFFER THE SUBSCRIBING DIVISION MUST DELIVER THIS SIGNED EXHIBIT TO THE PERSON AND EMAIL ADDRESS LISTED BELOW**

BY: \_\_\_\_\_

Date: \_\_\_\_\_

Printed Name: Amy OtisTitle/Position: Vice President, Bids and ProposalsEmail Address: lazbidscontracts@learninga-z.com

## Tab 12: Assumptions

---

*(IF NEEDED) In this tab, offerors shall list any assumptions made when responding to this Request for Proposals.*

We have no assumptions that need to be listed.

## Tab 13: Appendices

---

Immediately following this page, please find the following:

- Raz-Plus Resource Descriptions



## Raz-Plus Resource Descriptions

### *Books & Passages: Leveled Books*

Resource Category	Raz-Plus Resource	Description
<b>Books &amp; Passages</b>	Fiction Series	Favorite familiar characters and predictable formats for new adventures or information make Fiction Series books ideal tools for reading, re-reading, and making text-to-text connections.
	Themed Non-Fiction Series	Each collection of books within the series is built around a central theme and provides informational texts on similar topics. Books in each collection are written at different levels of difficulty to help facilitate differentiated instruction.
	Classics Collection	With this Classics collection, students can engage with famous authors, stories, and poems in literature. Shorter texts are contained in a single book, while longer texts are presented in multiple books, or parts, to allow for flexibility in the instructional approach.
	Genres	Reading across multiple genres at a range of text complexity levels helps students develop the skills needed to determine and analyze the main characteristics of various genres.
	Close Reading Passages	Students learn to think critically to uncover layers of meaning within a text and deepen their comprehension. Close Read Passages require multiple reads, each with a targeted purpose supported by scaffolded questions for group discussion.
<b>Content Area</b>	Content Area Reading Collection	Each category is arranged into relevant topics that contain instructionally focused groups of books at a range of levels to aid students as they learn to read and read to learn. Content areas include art, music, math, science, and social studies.

Resource Category	Raz-Plus Resource	Description
	Theme and News Packs	The unique combination of materials in each pack offers a range of leveled or multileveled resources, activity sheets, graphic organizers, concept books, maps, graphs or charts, picture cards, or other tools to explore a topic closely.
<b>Additional Texts</b>	Graphic, Comic, and Humor	Graphic Books allow students to explore nonfiction topics in a visually appealing format with accessible text. The comic strip format of the Comic Books and the simple, captioned photos in Humor Books make reading fun.
	Poetry Books, Nursery Rhymes, and Song Books	This collection helps support fluency, while building vocabulary. Emergent readers will enjoy the simple stories while learning multiple literacy skills, including syllables, rhythm, and rhyme. Song Books add melody and beat to help engage students further. Fluent readers will enjoy exploring language and deeper meaning within the poems.
	Shared Reading Books	Model fluency, expression, and close reading strategies add a variety of literary and foundational skills with the Shared Reading Books. A five-day lesson accompanies each 'big' book, and the fun characters in the optional Projectable Book with Prompts promote discussion as students practice reading skills and strategies.
	Trade Book Resources	Trade book lessons, worksheets, and discussion cards provide trusted reading and language skill activities before, during, and after reading. Lessons and quizzes are available for many favorite new and classic trade books.

## Books & Passages: Assessments

Resource Category	Raz-Plus Resource	Description
<b>Assessments</b>	Digital and Paper-Based Benchmark Books and Passages, Alphabet Letter Naming, and High-Frequency Word Assessments  Paper-Based Retelling Rubrics, Phonological Awareness, Phonics, and Fluency Timed Reading Assessments	Progress can be measured to improve overall learning with this collection of easy-to-use assessment tools for key reading behaviors and foundational skills-alphabet, phonological awareness, phonics, high-frequency words, fluency, and comprehension.

## Skills: Foundational Skills

Resource Category	Raz-Plus Resource	Description
<b>Phonics</b>	Lessons & Decodable Texts	Phonics lessons and texts are standards-aligned, research-based resources that help students in Grades K-4 develop proficiency with decoding and encoding skills. In Grades K-2, new elements are introduced each week and then spiraled for review in later weeks to give students opportunities to practice and apply the skills throughout the year. In Grades 3-4, a collection of lessons builds on foundational skills learned in previous years in increasing complexity.
	Decodable Books	Decodable Books can be used to practice phonics skills. Students who learn phonics master the sound/symbol code, enabling them to read and spell.

Resource Category	Raz-Plus Resource	Description
	Read-Aloud Books	Read-Aloud Books introduce and expose students to the sounds that different letters or combinations of letters make.
	Sound/Symbol Books	Students can practice the sound/symbol relationships introduced in the phonics lessons with books featuring simple pictures with labels.
	Phonogram Flashcards	Phonogram flashcards include one set of flashcards for each of the five short vowel lessons taught in the decodable books and phonics lessons.
	Learning Centers	Phonics Learning Centers are designed with engaging, organized activities with clear objectives and provide opportunities for students to independently practice the relationship between phonemes and graphemes, or the letters that represent individual sounds.
<b>Phonological Awareness</b>	Phonological Awareness Lessons	Phonological Awareness lessons are designed to help students in Grades K-1 explicitly and systematically develop proficiency with phonological awareness skills, including oral rhyme, alliteration, word awareness, syllable awareness, onset and rime, and phoneme awareness.
	Phonological Awareness Learning Centers	Phonological Awareness Learning Centers aid students in developing phonological awareness through activities surrounding words, rhyme, onset and rime, syllable, and phoneme practice.
<b>Alphabet</b>	Alphabet Books	The Alphabet Books can be used to focus on the pictures that represent the target sound in each book. Featured in the second part of each book is a sentence such as "A is for apple." Students can practice concepts about print such as one-to-one correspondence, tracking print left to right, and using illustrations to confirm word meaning.

Resource Category	Raz-Plus Resource	Description
	Alphabet Chants	These one-page alliterative rhymes for each letter of the alphabet help children with letter naming, listening for letter sounds, and learning the alphabetic principle.
	Print Letter Formation	Ruled practice sheets for each letter of the alphabet provide practice in uppercase and lowercase letter formation.
<b>High-Frequency/Common Words</b>	High-Frequency Word Books	Three sets of high-frequency word books, which include the most common sight words in printed text, prepare students for reading success. Each set targets high-frequency words, including sight words of gradually decreasing frequency. High-Frequency Word Books introduce these common words in an easy-to-read format with non-high-frequency words shown with a rebus.
	Most Common Word Flashcards	There are nine sets of flashcards featuring the 220 most common words in order of frequency, downloadable in groups of 24.
<b>Fluency</b>	Practice Passages	Through repeated one-minute readings of the Fluency Practice Passages, students can increase their reading rate and accuracy while also working on proper expression and smoothness. Fluency practice also helps improve student comprehension and focus.
	Reader's Theater Scripts	Reader's Theater Scripts adapted from our leveled books and other sources give students essential practice in oral reading fluency and public speaking. The scripts also provide an opportunity for group interaction and student cooperation.
	Poetry, Rhymes, and Songs	Emergent readers will enjoy the simple stories while learning multiple literacy skills, including syllables, rhythm, and rhyme. Song Books add melody and beat to help engage students further.

Resource Category	Raz-Plus Resource	Description
		Fluent readers will enjoy exploring language and deeper meaning within the poems.
	Learning Centers	Reading fluently allows students to focus their attention on understanding the meaning of text. Readers who are fluent read words with automaticity. Learning Centers will help develop students' fluency.

*Skills: Focused Instruction*

Resource Category	Raz-Plus Resource	Description
Literacy Skills	Argumentation Skill Packs	These short passages and animations are designed to help students learn and practice argumentation skills. Each pack includes a lesson plan, an animation, interactivity, and other resources for students to analyze and respond to arguments. The lesson plans follow the <i>teach, practice, and apply</i> instructional approach to support students as they identify and explain claims, reasons, evidence, point of view, and much more.
	Comprehension Skill Packs	Comprehension skill packs give teachers the resources they need for direct and explicit instruction on up to 16 key comprehension skills. Each lesson plan follows the <i>teach, practice, and apply</i> instructional approach to support students as they build meaning from texts.
	Close Read Passages	Close Read Passages require multiple reads, each with a targeted purpose supported by scaffolded questions for group discussion. These passages help students think critically to uncover layers of meaning within a text and deepen their comprehension.
	Paired Books	Paired books promote higher-order thinking, such as making comparisons among texts. Students first answer text-dependent questions about each text separately, and then about both texts combined. Answers to these questions guide student response to an overall key question. Each lesson has a graphic organizer used to record information related to each question set.
	Shared Reading	Model fluency, expression, and close reading strategies add a variety of literary and foundational



Resource Category	Raz-Plus Resource	Description
		skills with the Shared Reading Books. A five-day lesson accompanies each projectable 'big' book.
	Visual Devices	Visual Devices feature seventeen different types of visual texts. Step-by-step guided instruction, colorful and engaging examples, and opportunities for independent student work will enable students to master visual literacy for life.
	Graphic Organizers	Graphic organizers for primary and intermediate students can support all subject areas, languages, and levels of learning. The collections are arranged according to reading strategy, comprehension skill, or learning process and can be adapted for use in all classrooms and for learners of all abilities.
	Literature Circles	Begin Literature Circles with book talks so students can choose books they want to read. Teachers can divide students into groups to read a chosen book independently and then meet using roles to support their discussion.
	Distance Learning Packs	Distance Learning Packs make it easy to provide families with resources to continue learning no matter the location. Activity and Reading Packs are organized according to grade level and include reading and activity resources.
<b>Topic Collections</b>	Text Sets	Provide students in Grades 3-5 a series of resources organized around a specific topic that is both engaging and standards appropriate. The concepts within each set gradually increase in complexity as students read through the texts. This scaffolded approach enables students to build background knowledge and vocabulary that support their ability to read grade-level texts successfully.
	Close Reading Packs	Students use critical thinking to uncover layers of meaning within a text, deepen their

Resource Category	Raz-Plus Resource	Description
		comprehension, and build 21st century skills as they read related passages and collaborate on answering an overarching Key Question.
	Project-Based Learning	Project-Based Learning Packs task students with investigating a high-interest topic to discover an answer to a Driving Question. Students collaborate and develop creativity, critical thinking, problem solving, and communication skills through guided inquiry and the use of planning or organizing tools.
<b>Intervention</b>	Decodable Passages Packs	The decodable texts and related learning activities are based on the Orton-Gillingham (OG) method of reading instruction. Students who have a hard time with decoding and spelling often benefit from OG-recommended reading instruction, which is characterized as systematic, sequential, multisensory, synthetic, and phonics-based.
	Tutoring & Mentoring	Convenient, well-organized, and educationally sound packs provide effective reading strategies and an extensive collection of printable, research-based materials in six instructional categories: alphabet, phonological awareness, phonics, high-frequency words, fluency, and comprehension.
	Summer School	Summer School Theme Packs provide teachers with all the materials needed to deliver skill-based, differentiated instruction that can be adapted to any summer school setting. Lesson plans are organized into five-day sessions and center around a specific theme and targeted comprehension skill. Strategically planned to maximize student learning, lessons allow students to work in a whole group, a small collaborative group, and individually to formulate an answer to each weekly theme pack's overarching Key Question.

Resource Category	Raz-Plus Resource	Description
	High/Low Text Sets	High/Low Text Sets are part of the Reading A-Z collection of resources that supports struggling readers. These engaging and standards-appropriate texts are organized around a specific science or social studies topic. These accessible texts help students in Grades 3–8 build vocabulary and background knowledge that support their understanding of these concepts.
	High/Low Graphic Books	This collection supports students with high interest who need texts at low readability by providing accessible versions of the Raz-Plus Graphic Books. These dynamic texts help struggling readers explore nonfiction topics in an engaging format.

*Skills: Writing, Vocabulary, and Word Work*

Resource Category	Raz-Plus Resource	Description
<b>Writing</b>	Process Writing Lessons	Process Writing Lessons teach students the five steps of the writing process through four main writing genres: informative/explanatory, narrative, opinion/argument, transactional. Each genre is divided into several text-type lessons at four developmental writing levels, which ensures instruction matches the range of skills and abilities of writers.
	Writer's Response	Writer's response sheets encourage students to reflect on the deeper meaning of each book read. Prompts support writing that applies, synthesizes, or evaluates a book's enduring understanding.
	Poetry Writing Lessons	Poetry Writing Lessons support the development of the traits of good writing and help raise the standards for writing with direct instruction on 11 types of poetry.

Resource Category	Raz-Plus Resource	Description
	Writing Learning Centers	With games, writing prompts, and other independent practice activities, Writing Learning Centers help students practice letter formation, sentence construction, creative writing, and more.
<b>Handwriting</b>	Print Letters/Numbers	Print letters and numbers practice helps students learn letter and number shapes while also improving fine motor skills. Printable wide-ruled sheets provide practice forming uppercase and lowercase letters, and numbers.
	Cursive	Cursive writing practice, now required by many states as part of their curriculum, supports academic success in spelling, writing, and note-taking. Sequenced, grade-appropriate ruled sheets provide practice forming cursive letters and words.
<b>Grammar &amp; Word Work</b>	Daily Language Practice	Daily activities provide 32 weeks of standards-based grammar and word work instruction, practice, and application that target key skills. New skills are introduced each week and then practiced daily along with skills reviewed from previous instruction to build students' language skills.
	Word Work Learning Centers	Building and breaking apart words helps solidify for students how words are constructed and how the meaning of words can change with affixes. The Word Work Learning Centers will help students in their reading and writing by focusing on spelling patterns, affixes, high-frequency words, relationships between words, and more.
	Grammar & Mechanics Learning Centers	Grammar and Mechanics focuses on the structure of language. The Grammar and Mechanics Learning Centers help students practice activities that focus on sentence structure, parts of speech, punctuation, and more. Understanding and implementing grammar and mechanics skills helps

Resource Category	Raz-Plus Resource	Description
		students to become more successful in reading and writing.
<b>Vocabulary</b>	Vocabulary & Idiom Books	Improve the vocabulary of students of all ages and skill levels with the engaging Vocabulary and Idiom Books. Using a words-in-context approach, the themed books and accompanying activities provide ample opportunity to master the words students need to know.
	Graphic Organizers	Enrich students' vocabulary by providing visual tools as a valuable resource for anchoring vocabulary instruction. Give students a mental image of a word's meaning by placing a new word, such as the name of an animal, in the center of a concept web and identifying the animal's types or traits in the areas connected to the center of the web.
	Word Sorts	Fine-tune K-5 students' higher-level thinking skills by having them categorize information. Students cut out and sort words according to the categories provided at the top of each sheet, or by creating their own categories.

## Languages: Spanish

Resource Category	Raz-Plus Resource	Description
<b>Spanish Books &amp; Passages</b>	Spanish Leveled Books	This large Spanish book collection includes 29 levels of text that progressively increase in difficulty to help students improve their Spanish literacy skills. Dual language or bilingual learners can read Spanish texts at their level and in their areas of interest.
	Authentic Spanish Books	This collection provides selections that ensure students in bilingual, dual-language, or Spanish

Resource Category	Raz-Plus Resource	Description
		immersion classrooms have access to culturally relevant content at their reading level. Books include selections of biographies, legends and myths, and books about life in Latin America and Spain.
	Songs and Rhymes	Originally written in Spanish, the Spanish Songs and Rhymes books focus on traditional songs and rhymes and provide opportunities for students to develop fluency and comprehension.
	Fiction Series	Favorite familiar characters and predictable formats for new adventures or information make Fiction Series, or series books, ideal tools for reading, re-reading, and making text-to-text connections.
	Math Books	Handpicked by our editors, these focused collections allow you to save time by combining content area curriculum in math with literacy instruction.
<b>Spanish Assessments</b>	Benchmark Passages	These short, leveled passages written originally in Spanish can be used as one step in the three-step process to find students' instructional reading levels or to assess whether they are prepared to move to the next level.
	High-Frequency Words	These assessments help measure a student's ability to recognize and read high-frequency words, or sight words.
<b>Spanish Foundational Skills</b>	High-Frequency Word Books	Three sets of Spanish high-frequency word books include the most common Spanish sight words in printed text. Each set targets high-frequency words, including sight words of gradually decreasing frequency. High-Frequency Word Books introduce these common Spanish words in an easy-

Resource Category	Raz-Plus Resource	Description
		to-read format with non-high-frequency words shown with a rebus.
	Most Common Word Flashcards	The flashcards include 270 of the most common Spanish words, including sight words. The nine sets of words are downloadable in groups of 30 in order of frequency.
	Alphabet Books	Reading A-Z Spanish Alphabet Books and their accompanying resources help students learn to identify, name, and write the letters of the alphabet.
	Print Letters/Numbers	Print letters and numbers practice helps students learn letter and number shapes while also improving fine motor skills. Printable wide-ruled sheets provide practice forming uppercase and lowercase letters, and numbers. All practice sheets include engaging images that connect each letter to a familiar animal or object.
	Cursive Letter Formation	Cursive writing practice, now required by many states as part of their curriculum, supports academic success in spelling, writing, and note-taking. Printable wide-ruled sheets provide practice forming uppercase and lowercase cursive letters. All practice sheets include engaging images that connect each letter to a familiar animal or object.
<b>Spanish Focused Instruction</b>	Comprehension Skill Packs	Comprehension Skill Packs offer the resources educators need to provide direct and explicit instruction on up to 16 key comprehension skills. Each lesson plan follows the <i>teach, practice, and apply</i> instructional approach to support students as they build meaning from texts.
	Close Reading Packs	The Spanish Close Read Passages require multiple reads, each with a specific purpose supported by



Resource Category	Raz-Plus Resource	Description
		meaningful text-dependent questions that promote discussion.
	Summer School Theme Packs	Lesson plans are organized into five-day sessions and center around a specific theme and targeted comprehension skill. Strategically planned to maximize student learning, lessons allow students to work in a whole group, a small collaborative group, and individually to formulate an answer to each weekly theme pack's overarching Key Question.
	Graphic Organizers	Our collections for primary and intermediate are arranged according to the reading strategy, comprehension skills, or learning process they best facilitate. Most can be adapted for use in all bilingual, dual language, or Spanish immersion classrooms, or to support English language learners in mainstream classes.

## Languages: World Languages

Resource Category	Raz-Plus Resource	Description
<b>French Books</b>	French Leveled Books	Raz-Plus provides high-quality French translated books in printable, projectable, and electronic formats. This large French book collection includes 28 levels of text that progressively increase in difficulty from level aa to Z1 to help students improve their French literacy skills.
	Alphabet Books	French Alphabet Books and their accompanying resources help students learn to identify, name, and write the letters of the alphabet. Along with printable and projectable books for the letters of the alphabet, there is a French Alphabet Bingo

Resource Category	Raz-Plus Resource	Description
		game to help teachers, parents, and caregivers teach the alphabetic principle.
	Fiction Series	Favorite familiar characters and predictable formats for new adventures or information make Fiction Series, or series books, ideal tools for reading, re-reading, and making text-to-text connections.
<b>French Skills Practice</b>	High-Frequency Word Books	Three sets of French high-frequency word books include the most common French sight words in printed text. Each set targets high-frequency words, including sight words of gradually decreasing frequency.
	Most Common Words Flashcards	The flashcards include 284 most common French words, including sight words. The nine sets of words are downloadable in groups of 30 or 32 in order of frequency.
	High-Frequency Word Assessments	The French High-Frequency Words Assessments help measure a student's ability to recognize and read high-frequency words, or sight words. Assessments that target French high-frequency words are available in printable and projectable formats.
	Graphic Organizers	Our collections for primary and intermediate are arranged according to the reading strategy, comprehension skills, or learning process they best facilitate. Most of the organizers in both collections can be adapted for use in all bilingual, dual language, or French immersion classrooms, or to support English language learners in mainstream classes.
<b>More World Languages</b>	British English	Our British English Books support children at all language skill levels from beginning to advanced proficiency and help them develop grammar and

Resource Category	Raz-Plus Resource	Description
		vocabulary as they explore fiction and nonfiction text.
	Polish	This Polish book collection includes 29 levels of text that progressively increase in difficulty to help students improve their Polish literacy skills.
	Ukrainian	This Ukrainian book collection includes 29 levels of text that progressively increase in difficulty to help students improve their Ukrainian literacy skills.
	Vietnamese	This Vietnamese book collection includes 29 levels of text that progressively increase in difficulty to help students improve their Vietnamese literacy skills.

*Add-Ons: ELL Edition*

Resource Category	Raz-Plus Resource	Description
<b>ELL Edition</b>	ELL Leveled Reader Packs	ELL Leveled Reader Packs are the perfect ELL companion for our existing leveled books. Each pack provides the content-based vocabulary, grammar, and writing support English language learners need to access narrative and informational text and become successful readers as they acquire English language skills. With a multiday format and ready-made practice pages and assessments, each pack includes multiple opportunities to expand students' vocabulary and grammar knowledge and target oral language development.
	ELL Content Picture Packs	ELL Content Picture Packs are designed to help K-5 English language learners develop vocabulary, language, and critical thinking skills effectively and efficiently. The research-based lessons incorporate strategies for differentiating language development in the areas of writing, speaking, and grammar. These comprehensive resources have

Resource Category	Raz-Plus Resource	Description
		been developed and organized by grade range and content area to correlate to WIDA, TESOL, and Common Core State Standards.
	ELL Grammar Resources	ELL Grammar Resources help students build skills in the four domains of language: speaking, reading, writing, and listening. Organized by part of speech, language level, and grade level, the ELL Grammar Packs offer visually appealing and meaningful, communicative texts and activities that specifically focus on the grammar points being taught and practiced.
	ELL Vocabulary Book Series	Engaging, content-based themes emphasize academic and social language while patterned text encourages and invites student participation. The Vocabulary Cards and multiple activities provide for recurring review and practice of featured words. The activity pages help reinforce and assess students' understanding of featured words in different contexts.
	ELL Vocabulary Power Packs	ELL Vocabulary Power Packs are designed to provide differentiated and structured supplemental support to promote the success of Grades 3-5 English language learners in mainstream content-area classes. Three levels of text accompanied by labeled vocabulary images build academic vocabulary and content-area knowledge by focusing on an overarching topic and four related subtopics.
	ELL Comic Conversations	The ELL Comic Conversations are designed for beginning to intermediate English language learners with language proficiency levels of 1-3. Each comic is available in two age-appropriate illustration styles to excite and motivate learners.

Resource Category	Raz-Plus Resource	Description
	ELL Language Skills Packs	The ELL Language Skill Packs provide comprehensive resources for teaching targeted language skills while building academic content knowledge. Each pack includes multiple lessons that focus on a high-interest and key academic topic, interactive strategies for teaching content-based vocabulary, guided instruction of key language skills and functions, direct connection to the ELL Assessments, and tools for differentiating instruction, including dialogue frames at varying levels of language proficiency.
	ELL Assessments	The ELL Assessments provide the ability to identify students' specific language strengths and weaknesses. Using data from the ELL Assessments, teachers will be able to select ELL Language Skill Packs lessons and other ELL resources to address identified gaps in students' language development.
<b>ELL Content Area</b>	Language Arts	ELL Edition offers books, resources, packs, and digital practice for the following Language Arts topics: adjectives, nouns, pronouns, verbs, adverbs, nursery rhymes, story elements, words, conjunctions, prepositions, and text features.
	Math	ELL Edition offers books, resources, packs, and digital practice for the following Math topics: addition & subtraction, economics & business, measurement, patterns, time, charts & graphs, fractions & percent, money, shapes, counting, geometry, number sense, and sort & classify.
	Science	ELL Edition offers books, resources, packs, and digital practice for the following Science topics: animals, energy, forces, & motion, health & human body, matter, tools & technology, biology, environment, land & water, plants, weather &

Resource Category	Raz-Plus Resource	Description
		seasons, earth & space, habitats, light & sound, and scientists & inventors.
	Social and Instructional Language	ELL Edition offers books, resources, packs, and digital practice for the following Social and Instructional Language topics: collaboration, following directions, problem solving, safety, daily routines, friendship, responsibilities, school, feelings, hobbies, rules, and sports & games.
	Social Studies	ELL Edition offers books, resources, packs, and digital practice for the following Social Studies topics: celebrations, economics & business, geography & travel, maps, technology, U.S. history, community & neighborhood, explorers, home & family, people, transportation, World history, culture & religion, food, jobs, places, and U.S. government.