# Cooperative RFP KH25-010 ELA Adoption 7-12
# Memo To File

## PURPOSE

On December 20, 2024, Davis School District issued the above-noted RFP to obtain sealed offers for 7-12 ELA Curriculum. The winning publisher was to be offered an 8-year contract to provide print and/or digital curriculum and resources for Secondary Language Arts.

## RFP OVERVIEW

The open window for this RFP was 12/20/2024 through 02/14/2025. The scope of work for this RFP was that the offeror be able to provide secondary ELA curriculum including the following:

- *Online and/or print literacy curriculum materials and digital tools to be accessed by students and teachers*
- *System integration with Canvas LMS including gradebook integration and pass back*
- *Integration with CLEVER for student and staff login*
- *Adaptive personalization software for mastering literacy and ELA concepts that meet the needs of a diverse student population*
- *Program adaptations: Alt text for images, descriptive graphs/tables, text read aloud, possible immersive reader integration, and NIMAS agreement*

In total, 109 suppliers received notification of the RFP. The solicitation was viewed and documents downloaded by 30 companies, and we received 6 proposals for consideration. The following publishers submitted technical proposals:

- *Amplify*
- *Carnegie Learning*
- *Houghton-Mifflin Harcourt*
- *McGraw-Hill*
- *Savvas*
- *ThinkCERCA*

## EVALUATION PROCESS

**Stage 1, Prequalification:**

All 6 proposals were reviewed for completion as part of the prequalification stage. Four proposals were rejected as non-responsive or non-responsible:

> *Amplify Education: This publisher submitted a proposal for ELA material, grades 6-8 only. Our objective was to adopt a curriculum that could provide resources for grades 7-12 to allow for continuity of learning across all grade bands. We informed Amplify that if no other publisher was able to fully cover the scope of work, we would allow for the*

*possibility of a multiple award. This was not found to be the case, however, and Amplify was ultimately not considered.*

*Carnegie Learning: Reviewer login credentials were not provided for the committee to sign onto the sandbox and evaluate the curriculum. Additionally, Carnegie has not certified with NIMAS as was a minimum mandatory requirement for qualification. They are also not a recommended resource on USBE's Recommended Instructional Materials database.*

*McGraw Hill: We initially pre-qualified McGraw Hill's proposal; however, as the committee began its evaluation, they were unable to locate information within the proposal on how the program integrated with Canvas and Clever, which was one of the most heavily weighted items on the rubric. The committee did not feel that enough information had been provided to adequately score this criteria; nothing within the proposal itself and very little within the links provided. Purchasing met with Teaching & Learning to discuss the issue, and it was decided together that McGraw Hill should be disqualified for not following formatting requirements nor providing enough detail on Canvas integration to be scored on this criteria.*

*After notification, I received an email from Ms. Colleen Miller, McGraw Hill Senior District Manager for the Mountain West Region. She asked us to consider meeting with them wherein they felt they could provide clarification as to where this information could be located; not within the proposal itself, but through provided padlet resources and demo access. I responded to Ms. Miller, indicating that their proposal did not follow formatting requirements as laid out in the RFP document. The RFP asked publishers for a "point-by-point narrative response to each evaluation criteria" for ease of committee evaluation. Because McGraw Hill did not follow formatting requirements, the committee was unable to locate this information within the proposal. I offered to re-visit our decision to disqualify their proposal if they could kindly point me to where within the proposal this information could be located. I did not receive a response.*

*ThinkCERCA: A NIMAS certification is required for any curriculum adopted by Davis School District and was a minimum mandatory requirement for qualification on this RFP. ThinkCERCA provided an email indicating that they had begun the process of NIMAS certification but this was not yet complete. Because the certification was not completed at the time of bid closing, we could not consider this proposal.*

**Stage 2, Technical Evaluation:**

The Evaluation Committee was comprised of 22 scoring committee members: 14 teachers across all 7-12 grade bands including two Special Education teachers, and 8 parents. By the end of the Technical Evaluation stage, 1 teacher and 6 parents had dropped out of the committee citing time constraints. Michelle Barney, Teaching & Learning ELA Supervisor, and Kelli Hall, Senior Buyer, oversaw the procurement process.

Technical proposals were scored over four areas of criteria:

1. *Format of Material*
2. *Use*
3. *Content*
4. *Professional Development and Training*

The Committee scored the two remaining proposals against the four technical criteria listed above on a 0 to 5-point scale, with 5 being the best possible score. Scores were weighted according to the rubric included in the RFP document. At the end of the evaluation stage, offerors' proposals received scores as listed in the table below:

| Company | Technical Points | Cost Score | Grand Total | Percentage Score |
|---------|------------------|------------|-------------|------------------|
| *Houghton-Mifflin Harcourt* | 163.15 | 128.41 | 291.56 | 74% |
| *Savvas* | 211.53 | 135 | 346.53 | 88% |

## Recommendation

Based upon the information above, Davis School District Purchasing recommends that Savvas Learning Company be awarded the contract, and myPerspectives English Language Arts curriculum be adopted for the next eight years. Michelle Barney, Secondary English Supervisor, Teaching & Learning, has concurred with this recommendation and provided a memorandum which is included in the file.

For additional details, RFP documentation or questions, please email or call Kelli Hall at kehall@dsdmail.net, 801-402-7805.


Kelli Hall, CPPB
Senior Buyer

Lori Peterson, NIGP-CPP, CPPO, C.P.M.
Director of Purchasing

Davis School District
LEARNING FIRST

March 11, 2025
To: Kelli Hall, Senior Buyer, Purchasing
From: Michelle Barney, Secondary English Supervisor, Teaching and Learning

To Whom It May Concern:

The Secondary English Adoption Committee that convened in 2025 has determined that the best curricular material for our Secondary English courses is **My Perspectives** by Savvas. The committee determined that the material effectively and thoroughly integrates each thread of Scarborough's Reading Rope to create seamless literacy resources. **My Perspectives** is intentional about the teaching and assessing of all Utah English standards at high levels of rigor, including the selection of varied grade-level texts and resources. The material embeds important supplementary supports and skills within each lesson through performance tasks and differentiation. Because this curriculum allows teachers to confidently teach and assess vital skills with appropriate and engaging texts and tasks, we are recommending **My Perspectives** by Savvas be purchased for English instruction.

# INSTRUCTIONAL MATERIALS ADOPTION

**TO:**        LORI PETERSON

**FROM:**    THOMAS STRAIN

**SUBJECT:**  SECONDARY ENGLISH LANGUAGE ARTS ADOPTION

**DATE:**      APRIL 9, 2025

**CC:**         KELLI HALL, MICHELLE BARNEY, JULIE BARLOW

Dear Ms. Peterson,

We have completed the adoption process for the Secondary English Language Arts primary core material for grades 7 through 12 and would recommend awarding the contract to SAVVAS Learning.

We appreciate the excellent leadership and support of the Purchasing Department, and especially, Ms. Kelli Hall, Senior Buyer.  Kelli is so ready to help and supportive throughout the entire adoption process.  We are so happy she is assigned to our department.

Best regards,

Thomas Strain, Director

Teaching and Learning Department

Davis School District
*Learning First*

KH25-010
*Request for Proposals*
*ELA Materials Adoption Grades 7-12*

A Multi-Stage, Best Value RFP
Released December 20, 2024
Due February 14, 2025 @ 2:00 PM

# Davis School District's Website:
## www.davis.k12.ut.us

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**DAVIS SCHOOL DISTRICT**
**REQUEST FOR PROPOSAL**
**# KH25-010**
**7-12 English Language Arts Adoption**

## I.   NOTICE OF REQUEST FOR PROPOSALS

### A.   OBJECTIVE

The objective of this Request for Proposal (RFP) is to obtain sealed offers from qualified publisher(s) to provide and deliver modern print and/or digital curriculum and resources for Secondary Language Arts, grades 7-12, to meet current educational standards and student needs within Davis School District. This RFP may result in multiple awards.  We anticipate a final award date in April of 2025.

### B.   ISSUING OFFICE AND RFP REFERENCE NUMBER

Davis School District's Purchasing Department is the issuing office for this document and all subsequent addenda relating to it. The reference number for the solicitation is KH25-010. This number should be referenced in all proposals, correspondence, and documentation relating to the RFP.

*NOTICE: Wherever the term bid, bidder, bidding, or quote appears in this solicitation, it shall be interpreted to mean offeror, as defined in 63G-6a-103(30), RFP, or Request for Proposals as defined in 63G-6a-103(38) and the procurement shall be conducted subject to the provisions of 63G-6a-701-711.*

### C.   BACKGROUND

Davis School District has historically seen about 50% of its secondary students achieve proficiency in reading. After using the same program for many years, the desired gains in reading are not being realized currently. Teachers need a curriculum grounded in modern theory and science to better support students in this intervention.

Based on interviews and conversations with reading teachers, research in the science of reading and intervention, and classroom observations, we have determined that the reading intervention program must include multiple layers of assessments. These should encompass universal screeners, diagnostic tools, and progress monitoring systems aligned with the principles of the science of reading. Teachers need a comprehensive scope of resources, including both print and digital content, that provides Tier 1 instructional support with a clear scope and sequence for systematically teaching skills. The program should also include robust support for reading practice, such as engaging with connected texts and opportunities for reflection through writing, speaking, and presenting. Additionally, teachers require tools to deliver explicit instruction rather than relying heavily on station rotations or computer-directed independent learning.

The program should be rooted in the pillars of literacy, addressing both word-level reading skills and language comprehension. It must offer detailed support for phonemic awareness, explicit and systematic phonics instruction, and opportunities to read

connected texts. This should be complemented by strategies for building vocabulary, background knowledge, working memory, syntactical skills, and more—all without over-reliance on Lexile scores to determine instructional levels or access to support. Flexibility is essential to allow teachers to incorporate structured literacy lessons that address all components of the reading rope and meet the diverse needs of students.

For word-level reading skills, the program must present content systematically and engagingly for secondary students, emphasizing direct instruction in advanced phonological skills and letter and syllable patterns. This instruction should avoid overemphasis on complex phonics rules or sight word memorization, instead focusing on basic patterns and principles. Students need ample opportunities to orthographically map words, with a clear focus on fostering automaticity in reading.

Teachers require a system grounded in research to deliver effective vocabulary instruction, focusing on morphology, etymology, and decoding skills without over-relying on context clues in the absence of strong word-reading abilities. Vocabulary should be tiered and explicitly pre-taught to ensure students have the foundational knowledge needed for comprehension. Comprehension strategies must be rooted in proven, research-based practices rather than superficial tricks, focusing on building students' background knowledge, metacognitive skills, and understanding of text structure. Grouping strategies should be intentional and aligned with students' specific skill levels, providing targeted support. Additionally, students must have abundant opportunities to engage with texts across various genres and formats, reading for a range of purposes to develop a deep and versatile literacy foundation.

### D. <u>LENGTH OF CONTRACT</u>

Contracts resulting from this RFP will be executed for an eight-year term. There will be no renewal options available.

### E. <u>PRICE GUARANTEE PERIOD</u>

All quoted pricing shall be fixed against escalation for the entire eight-year period. All online curriculum updates are to be included in the pricing for the entire eight years.

### F. <u>SCOPE OF WORK</u>

Resources Requested:

- Online and/or print literacy curriculum materials and digital tools to be accessed by students and teachers
- System integration with Canvas LMS including gradebook integration and pass back
- Integration with CLEVER for student and staff login
- Adaptive personalization software for mastering literacy and ELA concepts that meet the needs of a diverse student population
- Program adaptations:

    - ✓ *Alt text for images*
    - ✓ *Descriptive graphs and tables*
    - ✓ *Text read aloud*

      ✓ *Possible immersive reader integration*
      ✓ *National Instructional Materials Accessibility Standard (NIMAS) agreement*

- Personalization adaptability for students
- Ability to assign tasks in a student-by-student format to personalize pathways

Courses Involved:

*The offeror must be able to offer curricula for all core courses, and it is suggested to show all materials available for the applied and advanced courses as well. See attached standards.*

Secondary English Courses (Each course may or may not also include an Honors or Gifted and Talented options and/or an Applied or Special Education courses, etc.)

- English 7
- English 8
- English 9
- English 10
- English 11
- English 12
- Humanities

**Please note**:

- *New editions of awarded products may be allowed; however, pricing may not change if implementation of a new product is requested*
- *Supplemental curriculum is not being accepted at this time; we are looking for a core solution only*
- *Split adoptions will not be considered*
- *Full single sign-on (SSO) Canvas integration is expected to be fully functional at the time of proposal submission*
- *Curriculum must be available in both digital and print format*

## G. <u>INSURANCE MINIMUM COVERAGE REQUIREMENTS</u>

The offeror must maintain and provide proof of the following insurance coverage(s) during the agreement term as per Utah Government Operations Code 63A-4-103. **Proof of insurance must be submitted as part of your proposal:**

- Workers Compensation: The offeror must comply with Utah's requirements and provide a certificate of insurance.
- General Liability Policy per occurrence - OFFEROR must carry insurance with policy limits of no less than $1,000,000 per incident and $3,000,000 in aggregate. Coverage to include bodily injury and property damage combined single limit.
- Business Automobile Policy includes liability coverage on any owned, non-owned, or hired vehicle used by the offeror's personnel in the performance of this Master Agreement.

## H.    <u>REQUIRED FORMS AND MATERIALS</u>

- Certification of Proposal (Schedule "A")
- Minimum Mandatory Requirements (Schedule "B")
- Curriculum samples must be received by the due date and time of the RFP, February 14, 2025, at 2:00 p.m. We request three (3) samples per grade level. Please ship materials to:

> *TJ Strain, Director of Teaching & Learning*
> *Davis School District*
> *Kendell Building*
> *70 E 100 N*
> *Farmington, UT 84025*

## I.  PROPOSAL RESPONSE FORMAT

***Proposals must be no more than 30 pages in length to include appendices. Proposals exceeding this limit may be disqualified from further consideration.***

- Proposals should provide easily accessible embedded links to websites and/or recorded presentations, including student and teacher usernames and passwords for the evaluation committee to sample the curriculum website.

- Alignment to standards may be provided via URL link rather than embedded within the proposal itself. Please do not submit appendices for information outside the Scope of Work, including supplemental or companion programs.

- For ease of evaluation, technical proposals should be formatted to provide a point-by-point narrative response to each evaluation criteria in the order presented in the rubric (schedule "D").  The focus should be on how the point-by-point narrative response provides a solution to the challenges highlighted in the "Background" section of this RFP document. The evaluation criterion is not intended to limit your proposal's content or to exclude any relevant information. Offerors are encouraged to provide concise responses with embedded links where possible to ensure clarity and adherence to the page limit.

- Cost proposals must not be submitted with the technical proposal. Cost proposals are not to be revealed to the evaluation committee until after the conclusion of non-price technical criteria scoring as per *Utah Administrative Rule R33-107-703 (5).*

- The following documents are to be submitted with your technical proposal. Failure to provide these documents may deem the offeror non-responsive and may result in disqualification from further consideration.

  - *Certification of Proposal*
  - *Minimum Mandatory Requirements Acknowledgement*
  - *Certificate of Insurance*

## J.  PROTECTED AND PROPRIETARY INFORMATION

*Protected information R33-7-107(1): If an offeror submits a proposal that contains information claimed to be business confidential or protected information, the offeror must submit two separate proposals: (a) One redacted version for public Districts, with all protected business confidential information either blacked-out or removed, District marked as "Redacted Version"; and (b) one non-redacted version for evaluation purposes District marked as "Protected Business Confidential. An entire proposal may not be designated as "Protected" "Confidential" or "Proprietary.*

*Under the Government Records Access and Management Act, Utah Code §§ 63G-2-101 to -901, as amended ("GRAMA"), certain information submitted in the proposal(s) may be open for public inspection or disclosure. Pursuant to Section 63G-2-309 of GRAMA, any confidential information provided to Davis School District which the Vendor believes should be protected from inspection or disclosure must be accompanied by a written claim of confidentiality and a concise statement of reasons supporting such claim.*

## K.    QUESTIONS AND ANSWERS

Please submit all *procurement-related* questions through Bidnet Direct. If any person submitting an offer is in doubt as to the true meaning of any part of the RFP specifications, the offeror may submit a written request electronically through the Bidnet Direct website. Questions and responses will be posted on the website; phone and e-mail questions will not be answered.

No participating district employee, board member, or evaluation committee member may be contacted concerning this RFP during the open solicitation window prior to the award except the issuing Purchasing Agent, Kelli Hall.

The committee may request discussion with interested offerors to provide clarity or further information to facilitate the evaluation process. Failure to comply with this requirement may result in disqualification.

## L.  ADDENDUMS

Addendums issued prior to the submittal deadline shall become part of the Request for Proposals (RFP). Addendums will be issued electronically via the Bidnet Direct website.

## M.  AWARD OF CONTRACTS

In compliance with State of Utah Procurement Rules, this RFP will be handled in accordance with the rules of a multi-stage, best value sealed RFP process.

*R33-12-301A (2): When buying a procurement item from a multiple award contract solicited through an RFP, a procurement unit may place orders with any vendor or contractor under contract based on which procurement item best meets the needs of the procurement unit. Contracts awarded through the RFP process are awarded based on best value as determined by cost and non-price criteria specified in the RFP. As a result, all vendors, contractors, and procurement items under contract have been determined to provide best value to procurement units buying from these contracts.*

The Evaluation Committee will select the successful offeror(s) based on the scoring results from the established evaluation criteria. The award of this RFP will depend on the best value and responsiveness of the proposals to the solicitation. The Committee will consider a range of factors, such as local presence, experience, performance ratings, past performance issues, references, time and manner of delivery, cash payment term discounts, financial stability, suitability for purpose, and other relevant factors that can lower the costs for District and/or enhance the service levels. The Committee has the right to waive any irregularities and informalities or to reject any or all proposals submitted. The District reserves the right to make award(s) based on their best interest.

**N.** **INVOICING AND PAYMENTS**

Invoices are to be submitted within 30 days of product delivery. Davis School District's payment terms are net 30 days after receipt; offeror may negotiate different payment terms once award has been made. Davis School District reserves the right to accept or reject any other payment terms offered.

ACH Electronic Direct Deposit is the preferred method for invoice payments.

**O.** **KEY DATES AND TIMELINE**

*Please note that the timeline below is tentative and may change due to meeting schedules, weather, committee availability, etc.*

| | |
|---|---|
| December 20, 2024 | RFP Solicitation Issued |
| January 20, 2025 | Deadline for Q&A |
| February 14, 2025 @ 2:00 p.m. | Due Date & Time for Proposals |
| February 17, 2025 | Committee Technical Review Begins |
| March 7, 2025 | Pricing Proposals Requested |
| March 17, 2025 | Open House |
| March 24, 2025 | Open House |
| April 2, 2025 | Decision Announced |

**II.** **TECHNICAL EVALUATION**

*Minimum Mandatory Requirements and Certification of Proposal (Prequalification):*

- Companies must meet minimum mandatory requirements below to be eligible to proceed to the evaluation stage of the RFP as submitted on form "Schedule B." This is the pre-qualification phase.
- Submit Schedule "B" with your proposal to verify agreement.

| Minimum Mandatory Requirements |
|---|
| Proposer agrees to provide an alignment of provided resources to Utah ELA Core Standards and literary research. |
| Proposer agrees to provide an alignment to the Davis School District proficiency scales. |
| Proposer's resources integrate with Canvas LMS and CANVAS Gradebook. |
| Proposer's program integrates with CLEVER for student and staff logins. |
| Proposer accepts Davis School District's Terms & Conditions without exception. |
| Proposer has submitted a NIMAS agreement along with text read aloud, alt text for images, and integration with screen readers. |

**Technical Proposal**:

The Technical Proposal should include all necessary information (as listed below) *without pricing information*. The following requirements are expected from the offeror as part of their Technical Proposal:

*Section A: Format*

1. *Selection and Format of Material*

- Describe the detailed scope of resources available, their use/purpose, whether the materials are print and/or digital content, and the state of completion of the material.
- Detail how the selection of texts matches the interest, grade-level rigor, and expected complexity of the students, appropriate for the age, emotional development, and social development of the proposed populations, including specific addressing specific requirements outlined by Utah's curriculum laws.
- Outline how the curricular materials are authentically, respectfully, and meaningfully inclusive using current understandings of culturally inclusive practices.

- Describe how the format of resources supports a vision for literacy instruction using current research, including but not limited to the levels of Scarborough's Reading Rope.
- Outline how texts offered in the program provide extensive opportunities for students to read complex, Lexile-appropriate, grade-level texts:

| Grades 7-8: | 955 -1155 |
|---|---|
| Grades 9-10: | 1080 -1305 |
| Grades 11-12: | 1215 -1355 |

- Explain ways the Instructional materials empower teachers and students to provide rigorous learning and assessment in speaking, listening, reading, and writing in a variety of ways and situations.
- Describe materials included to teach specific texts and concepts that support instruction in reading and writing of various text structures, including narrative, poetic, dramatic, argumentative, and informational texts.

2. *Accessibility and Student Support*

- Describe how the format of your program supports personalization at the student level including differentiation, accommodations, expansion, and pacing while still ensuring adequate support to "teach" on grade level.
- Highlight any special functionalities, interactive capabilities, or abilities to accommodate the needs of students.
- Describe the availability of resources to support Multilingualism.
- Explain ways the materials provide appropriate levels and types of scaffolding, differentiation, intervention, and support for a broad range of learners.

*Section B: Use*

1. *Assessment*

- Describe the assessment protocol, including the possibility of summative, formative, screening, diagnostic, and progress monitoring assessments.
- Outline the various assessment types, rubrics, and standards within each unit and the accessibility of data at all levels.

2. *Curricular Design*

- Scope, Sequence, and Pacing: Provide a detailed description of how the curriculum progresses through literacy and writing instruction.
- Describe how your program utilizes objectives, learning targets, and success criteria at the student and teacher levels.
- Describe how your program supports creativity, student collaboration, student-to-student communication, and critical thinking.
- Outline how the curriculum offers various opportunities to apply knowledge at all levels of complexity, using a framework like Webb's Depth of Knowledge to show rigorous application of skills.

- Describe the instructional model for tier 2 vocabulary and building background knowledge for complex texts.
- Describe how the format of resources supports a vision for literacy instruction using current research, including but not limited to the levels of Scarborough's Reading Rope.
- Outline ways the curriculum provides both explicit instruction and inquiry learning opportunities.
- Outline how the curriculum makes specific plans for learners of all needs, utilizing scaffolds, and supports based on current understandings of need and asset-based instructional practices (Universal Design for Learning).

3. *Teacher Support*

- Describe the online experience of your product in terms of ease of use by both teachers and students.
- Describe the technical support that accompanies the product.
- Describe the teacher resources and editability of resources in the program.
- Outline the completion or expected completion, including a schedule of updates, for any online material or curriculum.
- Outline the ability of teachers, schools, and district personnel to customize material available to students based on community and student needs, laws, and district policies.

*Section C: Content*

1. *Pillars of Literacy*

- Describe how the curriculum is built utilizing the current science of reading philosophy, including support in all five literacy pillars appropriate for adolescent learners: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Describe the use of tiered vocabulary acquisition and instruction and how it builds on word-level reading skills.
- Outline the ways the curriculum activates and builds on student background knowledge to make connections.
- Explain the reading comprehension strategies, supports, lessons, and research within the curriculum.
- Describe the scope and sequence of writing instruction as it pertains to literacy development.
- Describe the ways in which teachers are supported in providing scaffolded opportunities to read real, connected text.

2. *ELA Standards*

- Describe the ways in which your curriculum embeds the Utah ELA standards, including the ways the curriculum builds up to high levels of rigor and strategic application of skills.

*Section D: Alignment*

- Provide documentation of the product's alignment to USBE Standards (content) in English.
- Link to USBE Secondary ELA Standards:

  https://www.schools.utah.gov/curr/elasecondary

*Section E: Training*

- Explain the ways the agency provides various models of on-site, in-person training, including hybrid options of teacher training, trainers of trainers, refresher training, and on-site support, customized by the district.
- Outline digital training and support provided to all teachers, administrators, and stakeholders needed.
- Describe the client-support staff who are available to personally provide immediate assistance.
- Describe the research and instructional models behind the teacher training opportunities.

**Evaluation and Scoring Criteria**

Proposals that have passed the pre-qualification stage of the evaluation will be evaluated by a committee and scored against the following criteria. Each area of the evaluation criteria should be addressed in detail in your proposal. All proposals in response to this RFP will be evaluated in a manner consistent with the Utah Procurement Code, rules, policies, and the evaluation criteria established in the RFP.
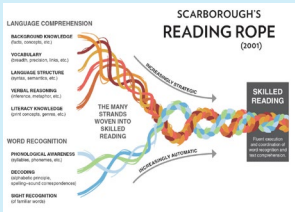
Please note that we may utilize the Utah State Board of Education's Recommended Instructional Materials (RIMs) resource to verify strength of alignment to standards. The RIMs database can be accessed via this link: USBE RIMs Database

The process of award will be by committee. The committee will base their evaluation on the criteria listed below, applying a score of 0-5 based on the weighted value. Please refer to Schedule D, "Technical Evaluation Scoring Rubric" for more details on score weighting.

| Score Definitions | |
|---|---|
| 0 | No response, failure |
| 1 | Poor response, fails to meet requirement |
| 2 | Fair, partial response |
| 3 | Average response, meets minimum requirement |
| 4 | Above average response, exceeds requirement |
| 5 | Superior response |

# Literacy Materials Scoring Framework
## Format Section

| FORMAT | | | |
|---|---|---|---|
| Criteria: | Indicators: | Definitions: | Examples: |
| Extensive opportunities for students to read complex, Lexile-appropriate, grade-level texts. | It is possible for 50% or more of whole class texts to be on-level according to Lexile requirements. | Lexile levels: Scientific approach to measuring reading ability and the text complexity of reading materials. | Reviewers may see the Lexile number and may notice increased vocabulary levels or sentence structure.<br><br>Reviewers should look for topics that adolescents may find engaging in a wide variety of text types.<br><br>Authors will be listed with several classic or notable names in the list. |
| Resources support a vision for literacy instruction using current research, including but not limited to the levels of Scarborough's Reading Rope. | The curriculum includes specific skills to teach in a specific order, including word-level reading skills.<br><br>Resources develop reading comprehension through word-level reading, language comprehension, and writing.<br><br>Resources and curriculum use current theory, like Scarborough's Reading Rope to weave together all parts of skilled reading in the instructional design. | **Five Pillars of Reading:** Phonemic awareness, phonics, fluency, vocabulary, and comprehension.<br><br>**Word Level Reading Skills:** The act of hearing individual phonemes and tying them to the letters/graphemes that represent them; decoding or orthographic mapping.<br><br>**Orthographic Mapping:** activating all parts of the brain when learning a word (sounds, letter representation, meaning, and context) to store it properly in the brain.<br><br>**Phonics:** Relationship between the sounds we hear in words and the letters and letter patterns that spell them.<br><br>**Fluency:** Reading with accuracy, appropriate rate (automaticity), and | Reading comprehension curriculum includes strategies like monitoring comprehension, summary, questioning, text structure, building background knowledge, visualization, etc.<br><br>Fluency instruction relies on orthographic mapping and is not the focus of instruction.<br><br>Vocabulary instruction includes word-level reading as well as morphemes, etymology, etc. through strategies that aim to orthographically map words in the brain.<br><br>Instruction includes things like inference, metaphor, text structure, genre, as well as syllables, phonemes, etc. |

| | | prosody (expression and intonation) | |
|---|---|---|---|
| | | **Morphemes:** Smallest unit of meaning (prefix, suffix, root) | |
| | | **Etymology:** word origin | |
| | | **Reading Comprehension:** strategies that help create meaning and context for reading | |
| | | **Scarborough's Reading Rope:** | |
| | |  | |
| Materials included to teach specific texts that support instruction in reading and writing of various text structures, including narrative, poetic, dramatic, argumentative, and informational reading and writing. | Each unit includes a mix of text structures and types and instructions on reading cues, purpose, audience, etc. | | While articles are included in the text, there is an equal amount of fiction, drama, poetry, etc. to support the skills. |
| Resource includes a selection of texts that matches the interest, grade-level rigor, and expected complexity appropriate for the age, emotional development, and social development of the proposed populations, including addressing specific requirements outlined by Utah's curriculum laws. | Material must be:<br><br>• Deemed appropriate according to Utah's Sensitive Material Law and Davis School District policy<br>• Appropriate according to Lexile level measures<br>• Engaging and appropriate for adolescent interests | Utah's Sensitive Material Law: This law outlines the definitions and requirements to consider when reviewing instructional material to keep sensitive or harmful material out of classrooms. Use the documents in this district page to make determinations: https://www.davis.k12.ut.us/o/dsd/page/sensitive-materials-review | While excerpts of novels may be present, no full novels included that have been removed from Davis schools.<br><br>No material in the curriculum could be considered to have an explicit description.<br><br>Texts read with the whole-class have complex characteristics to study (narrative structure, word choice, sentence structure, character, |

| | | | |
|---|---|---|---|
| | • Complex as far as qualitative measures are concerned | Lexile levels – the Lexile Framework is a scientific approach to measuring reading ability and the text complexity of reading materials. Educators can use Lexile measures to match students with appropriately leveled text.<br><br>Qualitative Complexity - This includes measures such as structure, purpose, language, clarity, and knowledge demands on the reader. | argumentative structure, author choices, point of view, etc.)<br><br>Texts include a variety of authors and perspectives to engage students, and while "classics" may be present they may not be the majority. |
| The curricular materials are authentically, respectfully, and meaningfully inclusive using current understandings of culturally inclusive practices. | The authors and characters feature diverse populations. | Culturally Inclusive - Because the Utah State English standards require ELA teachers to examine texts from a variety of cultures, the texts studied, and requirements of examination, must be respectful and credible in the representation, text, and task. | While articles are included in the text, there is an equal amount of fiction, drama, poetry, etc. to support the skills.<br><br>While familiar authors are included in the curriculum (Robert Frost, Edgar Allen Poe, etc.), special care is taken to include multiple perspectives, cultures, and voices in an authentic, appropriate way with engaging texts. |
| Instructional materials empower teachers and students to provide rigorous learning and assessment in speaking, listening, reading, and writing in a variety of ways and situations. | • The curriculum allows for personalized choice to encourage student ownership and creativity.<br><br>• Students are encouraged to work collaboratively when appropriate.<br><br>• Students can reach high levels of rigor through the application of Webb's Depth of Knowledge. | • Personalized Learning – Educators engaging students with shared learning goals and empowering students to take ownership of their learning while tailoring flexible supports to maximize student growth and competence.<br><br>• Collaborative Student Work: Effective collaboration includes positive interdependence | While intentional structures are used throughout the curriculum, the resources also allow for some choice (choice in readings, choosing the right strategy for their purposes, etc.) and flexible support (students get the help they need when they need it).<br><br>Curriculum may include collaborations like jigsaw, think-pair-share, problem-based learning, small group discussion, peer teaching, etc.<br><br>Readings ask students to find answers in the text, apply their knowledge, evaluate, and transfer their knowledge to new texts or situations. This may include writing or problem-based or inquiry learning. |

| | | | |
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| | • The resource includes student curricular resources and teacher materials that guide the teacher through effective instructional decisions. | (relying on each person) and individual accountability to work toward a specific goal.<br><br>• Rigor: Students can achieve high levels of thought by applying their learning to new situations, being strategic in their application, and receive support in foundational knowledge/basic application when needed.<br><br>• Webb's Depth of Knowledge: This learning framework divides learning into four levels:<br><br>1) Foundational knowledge<br>2) Basic application<br>3) Strategic application<br>4) Extension | Teacher resources and student curriculum include ideas, resources, lesson plans, and materials for instructional application rather than just activities for students to do.<br><br>Teacher materials may include support through glossaries, online PD, and instructional pages for the teacher. |
| The materials provide appropriate levels and types of scaffolding, differentiation, intervention, and support for a broad range of learners. | • The product can be customized to various student sub-populations or to allow for student personalization.<br><br>• Supports exist for Multilingual Learners without solely relying on translation or changing the Lexile. | Scaffolding & Differentiation - Both differentiation and scaffolding offer differing support and learning opportunities based on student need. | The resource may include visuals to support multi-lingual learners.<br><br>Scaffolds and supports are present to make material more accessible.<br><br>Teachers may be able to offer sentence frames, question stems, and varying structures of support to different students. |

# Literacy Materials Scoring Framework
## Use Section

| USE | | | |
|---|---|---|---|
| **Criteria:** | **Indicators:** | **Definitions:** | **Examples:** |
| Resources utilize effective teaching models for instruction and assessment that include objectives, learning targets, success criteria, student communication, critical thinking, collaboration, explicit instruction, inquiry learning, and application of skills at various levels of rigor. | Foundational skills include opportunities for explicit, systematic instruction.<br><br>High application of skills may include opportunities for more student ownership and personalization, including problem-based and inquiry learning and extensions of knowledge.<br><br>Learning opportunities follow a format like that found in Webb's Depth of Knowledge so that learners can have low entry points and high expectations. | • **Explicit, systematic Instruction:** This is NOT lecture. This is often a rapid succession directly teaching a concept, applying knowledge together, then releasing students to practice on their own.<br><br>• **Personalized Learning** – Educators engaging students with shared learning goals and empowering students to take ownership of their learning while tailoring flexible supports to maximize student growth and competence.<br><br>• **Collaborative Student Work:** Effective collaboration includes positive interdependence (relying on each person) and individual accountability to work toward a specific goal.<br><br>• **Rigor:** Students are able to achieve high levels of thought by applying their learning to new situations, being strategic in their application, and receive support in | |

| | | | |
|---|---|---|---|
| | | foundational knowledge/basic application when needed.<br><br>• **Webb's Depth of Knowledge: This** learning framework divides learning into four levels:<br><br>1) foundational knowledge,<br>2) basic application,<br>3) strategic application, and<br>4) extension | |
| The format of resources support a vision for literacy instruction using current research, including but not limited to the levels of Scarborough's Reading Rope. | The curriculum includes specific skills to teach in a specific order, including word-level reading skills:<br><br>• Resources develop reading comprehension through word-level reading, language comprehension, and writing.<br><br>• Resources and curriculum use current theory, like Scarborough's Reading Rope to weave together all parts of skilled reading in the instructional design. | **Five Pillars of Reading:**<br><br>Based on the National Reading Panel's findings, reading instruction critical areas are phonemic awareness, phonics, fluency, vocabulary, and comprehension.<br><br>**Fluency:** Reading with accuracy, appropriate rate (automaticity), and prosody (expression and intonation)<br><br>**Morphemes**: Smallest unit of meaning (prefix, suffix, root)<br><br>**Etymology:** word origin<br><br>**Reading Comprehension:** strategies that help create meaning and context for reading<br><br>**Scarborough's Reading Rope** | While the resources should explicitly teach and measure the standards within the Utah state standards, specific attention is paid to developing literacy skills at all levels of the reading rope as necessary.<br><br>No assumptions are made as to who does or does not need reading support, but instead supports are available based on data and teacher/student determination. |
| The curriculum includes specific teacher materials to scaffold and support all learners in | All students are expected and supported in reaching high levels of | **Universal Design for Learning:** | Output of student knowledge may vary based on student need, but all students should be expected to think and learn at complex levels. |

| | | | |
|---|---|---|---|
| mastering the Utah state ELA standards at a high level of rigor, including plans for learner supports utilizing asset-based instructional practices (UDL). | learning and application of skills and knowledge. | An educational framework that helps create learning environments that are flexible and inclusive for all students.<br><br>https://udlguidelines.cast.org/<br><br>**Asset-based Instructional Practices:**<br><br>This educational philosophy understands that all students, no matter the level of need, have strengths that they can utilize and share within their classrooms, rather than focusing on perceived deficits. | Lessons plan for varying student experiences and expertise rather than implementing support after learning takes place. Supports are designed into all classroom experiences and utilized as needed.<br><br>Students with support needs can use their strengths to benefit their own and others' learning. |
| Teacher and student materials are customizable according to student needs, state law, and district policy. | Schools and district personnel can remove texts, units, and lessons to meet the needs of the community and students. | **Utah's Sensitive Material Law:** This law outlines the definitions and requirements to consider when reviewing instructional material to keep sensitive or harmful material out of classrooms. Use the documents in this district page to make determinations: https://www.davis.k12.ut.us/o/dsd/page/sensitive-materials-review | Digital texts can be assigned or removed as needed. |

# Literacy Materials Scoring Framework
## Content Section

| CONTENT | | | |
|---|---|---|---|
| *Criteria:* | *Indicators:* | *Definitions:* | *Examples:* |
| The curriculum is built utilizing the current science of reading philosophy, including support in all five literacy pillars as appropriate for adolescent learners: phonemic awareness, phonics, fluency, vocabulary, and comprehension. | While not all pillars of literacy may be explicitly addressed for all students, teachers have supports in addressing students' need in these areas of literacy as they access curricular materials and texts.<br><br>Lessons are built to develop student comprehension and literacy ability as ELA skills are taught and assessed.<br><br>Lessons activate and build on student background knowledge to make meaning and connections.<br><br>Reading comprehension strategies strategically utilized within the lessons. | **Five Pillars of Reading:** Based on the National Reading Panel's findings, reading instruction critical areas are phonemic awareness, phonics, fluency, vocabulary, and comprehension.<br><br>**Reading Comprehension**: Strategies that help create meaning and context for reading.<br><br>**Tier 2 Vocabulary:** This vocabulary has the most chance of recurring throughout the text, course, or across other courses.<br><br>**Background Knowledge:** Prior knowledge that helps students to make important connections and realizations in accessing difficult texts. | As students read texts, there are clear opportunities for vocabulary development (pre-teaching and in-text).<br><br>Reading texts include strategies to develop comprehension skills while applying ELA skills and standards.<br><br>Word-level reading is supported prior to reading, during, and after. |
| The lessons utilize a scope and sequence of writing instruction. | Curriculum includes effective, research-backed sentence level instruction.<br><br>Longer writing tasks include scaffolded supports.<br><br>Students can apply, analyze, evaluate, and extend their understanding through writing. | **Mentor Sentences:** Using beautiful and interesting sentences to instruct on sentence construction.<br>**Sentence Combining:** Taking small sentences and putting them together effectively into one or two longer, more complex sentences.<br>**Sentence Diagramming:** Labelling every part of speech in a sentence on a branching line. | Sentence practice includes strategies like mentor sentences, sentence combining, and sentence structure work rather than extensive teaching on all parts of grammar, practice without context, or sentence diagraming.<br><br>Essays or other writing tasks may be broken up into individual sentences or paragraphs with instruction on how to do each element. These supports are gradually lessened. |

| | | | |
|---|---|---|---|
| | | | Writing tasks include more than just one or two types of writing or thinking. Students may create something new, evaluate something, or more through their writing. |
| Resource aligns with the Utah ELA state standards. | USBE SECONDARY ELA STANDARDS:<br><br>https://www.schools.utah.gov/File/151a3048-08a7-4e91-a2dc-fda84fd4ccf4 | | |

# Literacy Materials Scoring Framework
## Training Section

| TRAINING | | | |
|---|---|---|---|
| *Criteria:* | *Indicators:* | *Definitions:* | *Examples:* |
| Agency provides various models of on-site, in-person training, including hybrid options of teacher training, trainers of trainers, refresher training, and on-site support.<br>Digital training and support are provided to all teachers, administrators, and stakeholders needed. | Training includes multiple options at similar prices to meet teacher training needs. | | Specific list of training options listed with their prices to be included in the cost proposal. |
| Agency has knowledgeable client-support staff who are available to personally provide immediate assistance. | Various supports, trainings, and guides are available online for all interested stakeholders to use. | | Look for digital support in curriculum and program use, training for teachers, students, administrators, and parents. Resources may include pedagogy support, technology support, etc. |
| Training and support utilize up-to-date research and instructional models. | The company provides online and/or phone support for emergency assistance. | | Look for phone numbers, email, chat.<br><br>Reviewers may want to find the qualifications or certifications of support personnel. |
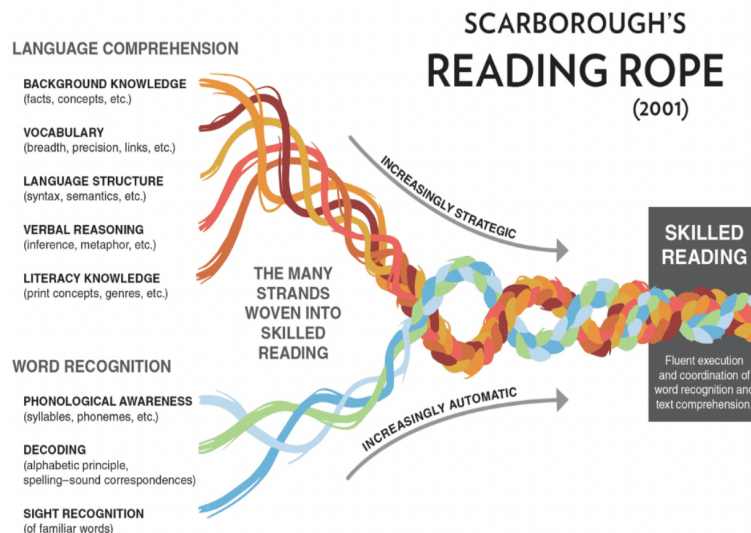
*Cost Proposals:*

1. Each offeror whose proposal meets the required 70% score threshold will be asked to submit a cost proposal. The cost proposal is to be formatted as a "per-student-per-year" and "per-teacher" fee schedule. Pricing must encompass all associated costs, including software updates, teacher training, and ongoing technical support, for the entire term of the contract.
2. The maximum cost score is 135 points. The formula for determining score will be as follows:

$$\frac{Proposed\ Price}{Lowest\ Price} \times 135$$

### Final Award Decision

Offerors who have progressed through all three (3) stages of the evaluation process will have their final cumulative scores for both technical proposal and cost tallied. An award decision will be announced in April 2025.

## **<u>CERTIFICATION OF PROPOSAL</u>**

We have read the Request for Proposal for purchase of

for Davis School District as listed in the bid packet for the above-named solicitation. We certify that we have adequate personnel and resources to fulfill the proposal requirements. We further understand that our ability to meet the criteria shall be determined solely by Davis School District.

We further certify that, since the receipt of this RFP, no contact, discussion, or negotiations have been made nor will be made regarding this proposal with any employee, committee member or board member other than the listed contact person(s) in the RFP. We understand that any such contact could disqualify this proposal.

We certify that all schedules and addenda contained herein shall be considered part of the entire RFP response and that the complete document submitted shall be considered as part of the contract and may be incorporated into the contract.

Finally, by signing this document, we certify that we accept Davis School District's Terms and Conditions, and if awarded the contract, we will perform the contract in accordance with the Standard Terms and Conditions and by the procedures further listed in this RFP. We understand that if there is a disagreement that Davis School District Terms and Conditions will prevail.


Vendor Name

Authorized Signature

Name and Title

Date

Davis School District
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## PASS/FAIL CRITERIA

(Minimum Mandatory Requirements)

*RFP KH25-010 7-12 Secondary English Language Arts Adoption*

Company Name:

Authorized Representative:

Instructions:

The following are mandatory minimum Pass/Fail criteria (minimum mandatory requirements). A "Y" (yes) or "N" (no) answer must be provided in the answer column for each line item. **For your proposal to be evaluated, you must answer "Y" or Yes to all questions**. Please provide verification of your answers on subsequent pages if needed.

| Pass/Fail Criteria | Yes or No |
|---|---|
| Offeror accepts Davis School District's Standard Terms and Conditions without exception. | |
| The proposer agrees to provide an alignment of resources provided to Utah ELA Core Standards and literary research. | |
| The proposer agrees to provide an alignment to the Davis School District proficiency scales. | |
| The proposer's program integrates with CLEVER for student and staff logins. | |
| The proposer has submitted a NIMAS agreement along with text read aloud, alt text for images, and integration with screen readers. | |

Signature of Authorized Representative:

Name and Title:

Date Signed:

Davis School District
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# KH25-010 ELA Adoption
## Schedule C
## ELA Enrollment Grades 7-12
## 2024-2025

| COURSE | 2024 | 2025 | % CHANGE | TEACHERS |
|---|---|---|---|---|
| Applied English 7 | 298 | 361 | 17% | 9 |
| DEEP (Gifted) English 7 | 0 | 139 | 100% | 3 |
| HONORS ENGLISH 7 | 1337 | 1222 | -9% | 11 |
| ENGLISH 7 | 4411 | 4202 | -5% | 18 |
| ESL English 7 | 35 | 3 | -1067% | 1 |
| ENGLISH 8 | 4513 | 4226 | -7% | 18 |
| ESL English 8 | 27 | 6 | -350% | 1 |
| Applied English 8 | 279 | 307 | 9% | 9 |
| Honors English 8 | 1443 | 1320 | -9% | 13 |
| ENGLISH 9 | 4596 | 4289 | -7% | 18 |
| ESL English 9 | 23 | 4 | -475% | 1 |
| Applied English 9 | 312 | 304 | -3% | 9 |
| Honors English 9 | 1562 | 1473 | -6% | 15 |
| ENGLISH 10 | 4695 | 4554 | -3% | 11 |
| ESL English 10 | 77 | 46 | -67% | 3 |
| Applied English 10 | 365 | 338 | -8% | 8 |
| Honors English 10 | 1516 | 1466 | -3% | 10 |
| ENGLISH 11 | 4728 | 4454 | -6% | 12 |
| ESL English 11 | 96 | 45 | -113% | 3 |
| Applied English 11 | 316 | 329 | 4% | 7 |
| Honors English 11 | 749 | 565 | -33% | 12 |
| English 12 | 3240 | 3230 | 0% | 15 |
| ESL English 12 | 36 | 46 | 22% | 3 |
| Applied English 12 | 303 | 301 | -1% | 12 |
| Humanities English 12 | 401 | 340 | -18% | 4 |
| **Total Enrollment:** | **35358** | **33570** | -5% | 226 |

## Adoption Scoring Rubric

| Indicator | | |
|---|---|---|
| **Format of Material** | **Weight** | **Points Possible** |
| 1. Texts offered in the program provide extensive opportunities for students to read complex, Lexile-appropriate, grade-level texts. | 2 | 10 |
| 2. Resources support a vision for literacy instruction using current research, including but not limited to the levels of Scarborough's Reading Rope. | 2 | 10 |
| 3. Materials included to teach specific texts that support instruction in reading and writing of various text structures, including narrative, poetic, dramatic, argumentative, and informational reading and writing. | 5 | 25 |
| 4. The curricular materials are authentically, respectfully, and meaningfully inclusive using current understandings of culturally inclusive practices. | 5 | 25 |
| 5. Instructional materials empower teachers and students to provide rigorous learning and assessment in speaking, listening, reading, and writing in a variety of ways and situations. | 2 | 10 |
| 6. The materials provide appropriate levels and types of scaffolding, differentiation, intervention, and support for a broad range of learners. | 3 | 15 |
| 7. The Canvas and/or Clever integrations include intentional and specific elements designed for digital learning. | 3 | 15 |
| *Total Points Possible*: | | 85 |
| **Use** | **Weight** | **Points Possible** |
| 1. Resources utilize effective teaching models for instruction and assessment that include objectives, learning targets, success criteria, student communication, critical thinking, collaboration, explicit instruction, inquiry learning, and application of skills at various levels of rigor. | 5 | 25 |
| 2. The format of resources supports a vision for literacy instruction using current research, including but not limited to the levels of Scarborough's Reading Rope. | 3 | 15 |
| 3. The curriculum includes specific teacher materials to scaffold and support all learners in mastering the Utah state ELA standards at a high level of rigor, including plans for learner supports utilizing asset-based instructional practices (UDL).<br><br>Teacher and student materials are customizable according to student needs, state law, and district policy. | 3 | 15 |

| | | Total Points Possible: | 55 |
|---|---|---|---|
| **Content** | | **Weight** | **Points Possible** |
| 1. The curriculum is built utilizing the current science of reading philosophy, including support in all five literacy pillars as appropriate for adolescent learners: phonemic awareness, phonics, fluency, vocabulary, and comprehension. | | 5 | 25 |
| 2. The lessons utilize a scope and sequence of writing instruction. | | 5 | 25 |
| 3. Resource aligns with the Utah ELA state standards. | | 2 | 10 |
| | | Total Possible Points: | 60 |
| **Training** | | **Weight** | **Points Possible** |
| 1. Agency provides various models of on-site, in-person training, including hybrid options of teacher training, trainers of trainers, refresher training, and on-site support. | | 2 | 10 |
| 2. Digital training and support is provided to all teachers, administrators, and stakeholders needed. | | 2 | 10 |
| 3. Trainings and support utilize up-to-date research and instructional models. | | 2 | 10 |
| | | Total Possible Points: | 30 |
| | | ***Grand Total Possible Points:*** | **230** |

Davis School District

LEARNING FIRST

February 13, 2025

TJ Strain, Director of Teaching & Learning
Davis School District
Kendell Building
70 E 100 N
Farmington, UT 84025

**Re: RFP KH25-010, 7-12 ELA Adoption**

Dear Mr. Strain:

To support Davis School District (DSD) in its effort to procure modern print and/or digital curricula and resources English Language Arts for students in grades 7–12 that meet both the District's current educational standards and students' needs, Savvas Learning Company LLC (Savvas) is pleased to offer *myPerspectives English Language Arts*.

*myPerspectives English Language Arts* **©2025** for grades 6–12 is a research-based, comprehensive literacy solution designed to support student learning and achievement. The program's purposeful activities develop student ownership of learning and reflect real-world scenarios, with students working in large groups, in smaller teams, and independently. This is also a new edition aligned to state standards with enhancements driven by user feedback, including more culturally relevant materials, flexible classroom resources, and family and community support. The new edition has more contemporary, relevant texts; comprehensive, interactive writing instruction; student choice for demonstrating learning; a streamlined digital experience; support for multilingual learners; and leveled differentiation strategies applicable to all learners. For access to a personalized review site please go to learning.savvas.com/davis-myPerspectives. To access free demonstration accounts of *myPerspectives* please log into www.savvasrealize.com and enter the following credentials (case sensitive):

| Student Accounts | Teacher Account |
|---|---|
| **Grade 7 Username**: AMartin_Davis | **Username**: DavisSchoolDistrictELA |
| **Grade 9 Username**: JHalpert_Davis | **Password**: Welcome1 |
| **Passwords**: Welcome1 | |

In addition, we also offer *iLit20*, a supplemental digital reading program for students in grades 6 and up that uses independent, self-guided, and leveled reading to accelerate literacy skills for all students who need to build reading stamina and confidence.

**Embedded Support for Implementation and Professional Development**. As educators we know personalized learning (PL) is the key to addressing the needs and interests of each student. As part of our engagement, Savvas provides a personal approach that includes more choices more depth, and more focus on your needs. Personalizing training is a blueprint for success with your Savvas curriculum and inspires transformative teaching.

Finally, our award-winning digital platform, **Savvas Realize™**, provides resources to optimize technology to guide and engage students and give teachers flexibility to use digital, print, and blended formats in their classrooms. Teachers can use the system to manage their classrooms, create assessments, access data, and personalize learning with multimedia features, assessments, and discussion boards. Program-specific resources, flexible agnostic resources, and assessments are available in one location for easy lesson planning and presentation. Savvas Realize is a very familiar platform for students, teachers, and administrators in districts around the country.

Please note that all elements of the **Evaluation and Scoring Criteria** outlined in your RFP have been specifically addressed within our technical response. To download the required **Attachments** and **Forms** for this RFP please click on the following links:

**Exceptions**: https://view-su2.highspot.com/viewer/831d08e607ab24f7494b815712048e82
**Cert. of Liability**: https://view-su2.highspot.com/viewer/8f8d7f4755099cab8e62fc90c9a550eb
**Cert. of Proposal**: https://view-su2.highspot.com/viewer/c38f96c9a64ded3c3893a0538fadc87e
**Pass/Fail Criteria**: https://view-su2.highspot.com/viewer/06f8e205e4d2cf0edc8ff0dc388cdec7
**Req. for Proposal**: https://view-su2.highspot.com/viewer/6a1861e3a13cf77b46091dc0ec89b505

Savvas is a recognized leader and innovator in K–12 education. We empower teachers with effective instructional resources and engage students with high-quality, personalized content spanning all grade levels and disciplines Our research-based, classroom-tested programs use adaptive learning practices and interactive technology to provide real-world learning experiences that foster student engagement. Our flexible learning solutions—developed by leading authors and educators and delivered on our award-winning Savvas Realize learning management system—are used by millions of students in more than 10,000 school districts nationwide. Educators rely on Savvas for our standards-aligned core curricula, supplemental and intervention programs, and assessment tools. Our research-based, classroom-tested programs use adaptive learning practices and interactive technology to provide real-world learning experiences that foster student engagement.

We appreciate the time you will take in reviewing our proposal, and we look forward to discussing our solutions with you. For more information, please contact me directly.

Sincerely,

**Riley Kenner**
Account General Manager
Savvas Learning Company LLC
T: 385.524.5138
E: riley.kenner@savvas.com

# Section A: Format of Material

## 1. Selection and Format of Material

*Requirement*

- Describe the detailed scope of resources available, their use/purpose, whether the materials are print and/or digital content, and the state of completion of the material.

*Response*

*myPerspectives*® English Language Arts ©2025 (https://bit.ly/4k6zuT5) for grades 7–12 is a complete, research-based, comprehensive literacy solution designed to support student learning and achievement available in print and digital formats.

**Print Materials**:

- The *Student Editions* are designed for students to interact with a wide variety of texts and content supported with standards-aligned instruction and practice in reading, writing, speaking, and listening. They are available in consumable write-in or hardcover formats.
- An all-in-one *Teacher's Edition* supports daily planning, flexible teaching options, and text-aligned instruction and differentiation.
- *Grammar PLUS Workbooks* provide additional practice in grammar and mechanics.
- Additional *optional novels* are available at the discretion of the district.

**Digital Experience**:

*myPerspectives* operates on Savvas Realize®, our award-winning digital learning platform, with seamless integration with Canvas. Program-specific resources, differentiated support, and assessments are in one location for easy lesson planning and presentation. Please view the Digital Walkthrough (https://bit.ly/41bjuaV) or Digital Walkthrough Video (https://bit.ly/4jPkubU) for a closer look.

| Digital Student Resources and Tools | Digital Teacher Resources and Tools |
|---|---|
| **Digital Student Edition**—Your all-in-one resource for students with instruction, texts, multimedia, and targeted reading support | **Lesson Slides**—Customizable PowerPoint slides correspond with lessons to streamline instruction and planning time. |
| **Language Coach**—Optional on-the-spot reading support in vocabulary, language development, comprehension, and convention. | **Language Support Lessons**—Language Support Lessons offer targeted support and can be used to support ALL students as they are acquiring English. |
| **eText Translation Tool**—Students can use the eText Tool to highlight and translate words or passages for 100+ languages. Some languages include audio. | **Slide Sorter**—Slide Sorter makes it easy for you to navigate between lesson parts and assign individual activities without navigating back to your dashboard. |
| **Multilingual Glossary**—Written and audio definitions of Concept Vocabulary in English and Spanish. Written definitions in Arabic, Chinese (Simplified and Traditional), French, Haitian-Creole, Hmong, Korean, Portuguese, Punjabi, Russian, Tagalog, Urdu, and Vietnamese. | **Teacher Assist Panel**—Like presenter view in PowerPoint or Google Slides, this feature allows slide displays for the class while keeping instructional resources at point-of-use for teaching. |
| **Bridge Texts**—Bridge Texts are an effective scaffold for those students who need additional support in accessing the on-level text. | **Data Access**—Teachers have real-time access to student/class data showing assessment mastery, overall progress, and time spent on assessments. |
| **Skills Centers**—Writing, Grammar, Word Study, Fluency, Spelling, and Speaking & Listening Centers can be used as additional practice or to promote self-directed learning. | **Professional Development**—Resources in the Professional Development Center and on mySavvasTraining.com include modeling videos, lesson support, 24/7 chat, and more. |

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| | |
|---|---|
| **Hook & Inspire**—This enables teachers to embed multimedia connections into lessons. These optional access points speak to all learners and include relevant songs, videos, articles, art, infographics and more. | **Search Tools**—Versatile search tools help teachers search by keyword, skills, standards, or topic. Teachers can quickly find lessons, lesson plans, and instructional resources. |
| **Listenwise**—These podcasts include stories from around the world and provide built-in opportunities to discuss and explore diverse viewpoints. Podcasts are aligned to the unit themes and are updated daily. | **Customization**—With customizable curriculum options, teachers can reorder the table of contents, upload files and media, add links, and create custom lessons and assessments. |
| **Media Studio**—Media Studio contains groundbreaking units to guide students in analyzing media and creating media projects of their own. | **Playlist**—Teachers can create their own lessons and units and to share their Playlists. Teachers can also build tests and share customized assessments. |
| NEW Savvas Writing Tool Savvas Learning Company is excited to introduce a NEW digital writing tool that transforms how students write. Designed to give students granular, in-the-moment, AI-powered feedback, the Writing Tool gives students the right support when they need it most. | |

### *R e q u i r e m e n t*

- Detail how the selection of texts matches the interest, grade-level rigor, and expected complexity of the students, appropriate for the age, emotional development, and social development of the proposed populations, including addressing specific requirements outlined by Utah's curriculum laws.

### *R e s p o n s e*

In *myPerspectives* students are exposed to multiple perspectives and timeless themes that are important for their development as thoughtful and critical thinkers. Texts were chosen based on criteria such as literary merit, author's craft, themes, gender and cultural representations and experiences, insights, readability, and diversity. The *myPerspectives* Table of Contents represents a balance of contemporary and classic selection, reflecting teacher and student engagement research and addressing the requirements outlined by Utah curriculum laws. *myPerspectives* texts and authors are reflective of the diversity of student populations representing individuals from many cultural backgrounds. The program presents students with different perspectives, or points of view, on a relevant topic per unit, along with an Essential Question. The texts are diverse in authorship, genre, and cultural representation. Students read and respond to the various texts, and at the end of the unit, they present their own perspectives. *myPerspectives* provides Text Complexity Rubrics that include detailed information on quantitative and qualitative measures. The Text Complexity Rubrics are unique to *myPerspectives* in that they offer more than just quantitative measures (Lexile and Text Length) but also qualitative measures such as Knowledge Demands, Structure, Language Conventionality and Clarity, and Levels of Meaning/Purpose and provide teachers with teaching ideas and activators per text. Because student proficiency may vary, these suggestions offer student-centered ideas and strategies to differentiate instruction for multiple learning needs.

### *R e q u i r e m e n t*

- Outline how the curricular materials are authentically, respectfully, and meaningfully inclusive using current understandings of culturally inclusive practices.

### *R e s p o n s e*

*myPerspectives* helps teachers center students' learning in authentic, respectful, and meaningful ways. The texts in the program feature a diverse array of authors from many cultural backgrounds, providing an authentic, respectful, and meaningfully inclusive experience with text. The program has been reviewed and approved for unbiased and fair representation and includes a balanced representation of cultures and groups. Each unit begins with purposeful activities to help students see themselves in their learning. In the *Unit Introduction*, students explore universal Essential Questions and relevant unit topics as the stage is set for building content knowledge and goals for the unit.

- Community art is featured to help students relate the content to their immediate surroundings and experiences and become more engaging and meaningful. When students see images within the text that resonate with their lived experience, they can bring their own backgrounds and experiences to the classroom conversation. *Talk About It* notes accompany these images for teachers to prompt students into discussion about community, experiences, and connections to unit themes and topics.

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- *First Thoughts* and *Sharing Perspectives* prompts allow students to think deeper and more critically so they can bring their own voice, cultural background, and knowledge as they respond to prompts.
- Writing prompts are carefully selected to engage critical and creative thinking around new content while tapping students' unique experiences and prior knowledge.
- End-of-unit projects, reflection, and performance-based assessments provide students with unique ways to share their new knowledge and experiences within the context of unit topics, themes, and essential questions.

### *Requirement*

- Describe how the format of resources supports a vision for literacy instruction using current research, including but not limited to the levels of Scarborough's Reading Rope.

### *Response*

*myPerspectives* is grounded on current research (https://bit.ly/4hrXjCQ) with evidence-based practices designed to develop proficient readers, writers, and communicators. Teachers are supported with evidence-based literacy instructional practices. *myPerspectives* materials incorporate evidence-based approaches, strategies, and resources to help all learners access content and develop critical literacy and communication skills required for college and career readiness. This is achieved through the program's student-centered design, gradual release instructional model, relevant texts, purposeful tasks, built-in differentiated instruction and scaffolding, guidance, support, and evidence-based instruction. A significant amount of research informed the *myPerspectives*' pedagogy, unit structure, and approaches to learning. During program development, research activities included collaboration with educators in focus groups, teacher advisory boards, usability testing, and teacher feedback. *myPerspectives* was developed with a significant amount of research that informed the pedagogy, unit structure, and approaches to learning. Research activities in developing the program included collaboration with educators in focus groups, teacher advisory boards, usability testing, and teacher feedback. *myPerspectives* is aligned to the principles of Science of Reading. Using explicit and systematic instruction, students develop background knowledge, language structures, vocabulary, verbal reasoning, and literacy knowledge throughout the course of the program.

**Established Literacy Routines**: The program focuses on the connections between written word and spoken language and includes established routines of modeling, practice, feedback, and structured opportunities for review and application; differentiated instruction and support to meet the various needs of learners using organized and deliberate instruction; and multisensory/multimodal learning that incorporates opportunities to use multiple stimuli, such as visual, auditory, kinesthetic, and tactile.

**Science of Reading**: *myPerspectives* continues to build on the early foundational development of reading in its core instruction. The upper strand of Scarborough's Reading Rope grounds daily instruction with additional support for Word Recognition, aligning with the Reading Rope and Science of Reading principles (https://bit.ly/4hrRUM4).

- **Background Knowledge**—Students are encouraged to connect with and make sense of the unit topic through *Unit Goals, Academic Vocabulary, Icebreaker,* and the *Mentor Text* features in the unit introduction. A variety of authentic complex text presents opportunities for students to read closely; interact with the text through speaking, listening, and writing; and also build content knowledge as they encounter multiple perspectives, new ideas, concepts, and information. Comprehension strategies are integrated into the instruction to help students develop a greater understanding and deeper insight on the topic and *Essential Question*.
- **Vocabulary**—Developing an extensive and rich vocabulary is critical to reading comprehension. *myPerspectives* ensures students learn how to do this through a generative vocabulary approach embedded in the program.
- **Language Structure**—*myPerspectives* provides explicit grammar instruction, practice, and support that springboard directly from the text read so that students can apply what they've learned.
- **Verbal Reasoning**—Following each *myPerspectives* text, there are literary analysis questions and close reading activities that require students to analyze the text, make inferences, recognize and understand metaphors, cite text evidence, make valid claims, and respond using evidence from the text. Comprehension strategies are taught explicitly and connected with the text.
- **Literacy Knowledge**—In *myPerspectives*, a variety of genre types and text structures including literary and informational texts so that students encounter a wide range of genres and learn the

specific characteristics of each structure to make meaning of what they are reading. Genre/text structures are explicitly taught.

- **Word Recognition**—Online *Skills Centers* provide specific support for Word Recognition and promote self-directed learning or teacher-led differentiated instruction.
    - In the Fluency Center, students will find suggestions for improving fluency. Teachers have access to a *Fluency Assessment Guide* that can be used to determine student fluency with cold read passages and comprehension questions.
    - The *Spelling Center* includes materials for direct and systematic teaching of grapheme and morpheme patterns and the application of decoding those word parts in multisyllabic words.
    - The *Word Study Center* provides teacher-led lessons with explicit instruction and differentiated practice to make the application of the word study skills easier or harder. Skills range from syllable patterns to prefixes, vowel changes, word families, and more.

**Range of Reading**: Lessons incorporate a range of reading that include works of literature, as seen in the Table of Contents. *Text Complexity* rubrics are provided in the Teacher's Edition and include quantitative and qualitative measures, including Lexile levels. *myPerspectives'* thematically related authentic texts include a balanced representation of several genres at a variety of lengths and complexity within each unit. Genres include short stories, poetry, plays, nonfiction texts, articles, podcasts, graphic novels, audio, video, and more.

### *Requirement*

- Outline how texts offered in the program provide extensive opportunities for students to read complex, Lexile-appropriate, grade-level texts:
    - Grades 7–8: 955–1155
    - Grades 9–10: 1080–1305
    - Grades 11–12: 1215–1355

### *Response*

The texts in *myPerspectives* represent a range of readability levels appropriate for each grade level and adhere to the recommended complexity. Students are guided to closely examine and reexamine texts supported by close reading routines and comprehension checks. Following the close reading, students dive further into the texts with Build Insight DOK-leveled questions and activities that allow for analysis and synthesis. Literary Analysis activities prompt students to analyze the author's craft, and text-aligned writing and speaking & listening activities help students further examine, analyze, and produce their own ideas about what they just read. For a complete list of texts, Lexile levels, and skills activities, please refer to the Unit at Glance charts (https://bit.ly/4aW5e8X).

### *Requirement*

- Explain ways the Instructional materials empower teachers and students to provide rigorous learning and assessment in speaking, listening, reading, and writing in a variety of ways and situations. Describe materials included to teach specific texts and concepts that support instruction in reading and writing of various text structures, including narrative, poetic, dramatic, argumentative, and informational texts.

### *Response*

Students read complex informational and literary texts to deepen their understanding of topics while developing language comprehension skills that include background knowledge, vocabulary, language structure, verbal reasoning and literacy knowledge. Tasks ask students to compare texts to explore ideas from different perspectives and compare and contrast ideas found in multiple sources to identify conflicting and consistent information while critically evaluating sources. *myPerspectives* helps students deepen their understanding of topics and texts while developing analytical skills. Students compare texts to explore ideas from different perspectives and compare and contrast ideas found in multiple sources to identify conflicting and consistent information while critically evaluating sources. Students are required to make inferences and draw conclusions about topics and develop a more comprehensive view of the unit theme. Students learn strategies and are provided support for reading a text closely to develop reading skills and deepen comprehension:

- *Close Read* routines ask students to apply strategies for active reading, understanding, and thinking.

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- *Close Read* activities require students to annotate the text, ask questions, and further explore structure, diction, and author's craft.
- With *Evidence Log* notes, students write down ideas and evidence to describe their thinking.
- Students expand their understanding of words and syntax with *Study Language and Craft* activities in concept vocabulary and conventions practice tasks.
- Students also complete *Study Language and Craft* activities with concept vocabulary and conventions practice tasks. *Speaking and Listening* activities provide students with opportunities to share their learning through written and oral projects.
- Questions require students to analyze the text, make valid claims, and reply using evidence from the text. Language (grammar and vocabulary), writing, speaking and listening, and writing activities that follow each selection enable students to make connections with the texts. Analyze and Interpret questions in the Teacher's Edition provide Webb's Depth of Knowledge (DoK) levels so teachers can help students develop higher-order thinking and achieve cognitive depth.
- For each selection, students complete *Prepare to Read, Build Insight*, and *Analyze and Interpret* activities through first- and close-read routines and by analyzing author's craft and structure.

## Performance Tasks

Performance Tasks are critical to *myPerspectives* as they provide students with opportunities to share their learning through written and oral projects. These projects allow students to be creative, build confidence, master critical skills, showcase their individuality, and collaborate with others. The Performance Tasks include prompts that are aligned to the *Essential Question*. The tasks also align to the Unit focus mode of writing (Argument, Informative/Explanatory, Narrative). As students read texts, they maintain an *Evidence Log* throughout to track their learning, gather evidence, and inform their responses to the Performance Task prompts. The Whole-Class Learning *Writing Performance Task* is a comprehensive Writing Process Workshop with explicit instruction on the unit focus mode of narrative, expository, or argument. The Performance Task includes a Writer's Handbook. The Writer's Handbook is interactive and comprehensive with explicit instruction, graphic organizers, and the Mentor Text model to walk students step-by-step through the writing process: Planning/Prewriting, Drafting, Revising, Editing, and Publishing and Presenting.

The *Speaking & Listening Performance Task* is at the end of Small-Group Learning. Students complete a project collaboratively and are given guidelines for success as they develop their collaborative and presentation skills. The outcome is a group effort delivered in an interactive format such as a group debate, presentation, media piece.

The *Performance-based Assessment* is the culminating end-of-unit assessment that requires students to demonstrate their learning in a Writing task. Students use their Evidence Log, Word Wall, and notes/activities they'd completed throughout the unit to apply knowledge from their reading and writing in the unit to complete these tasks.

# 2. Accessibility and Student Support

### *Requirement*

- Describe how the format of your program supports personalization at the student level including differentiation, accommodations, expansion, and pacing while still ensuring adequate support to "teach" on grade level.

### *Response*

*myPerspectives* provides scaffolds to ensure students have access to grade-level texts, skills, and standards. The program engages all students as it promotes ownership of learning.

## Reaching All Learners

Consistent routines and learning strategies throughout the program help students build confidence and develop literacy skills as they read complex texts and demonstrate their learning. Students have multiple opportunities to engage and interact with content, each other, and their teacher as they set their own or group goals, use self-evaluation guides, compile evidence logs, and select their own readings as part of independent learning activities.

## Differentiated Instruction and Language Support

Teachers can use the *Language Checkpoint* and *Language Support Notes for Multilingual Learners* and *Skills Support* notes (Substantial, Moderate, Light, or Extend Learning) throughout each selection to respond to varying student needs. In addition, the Teacher's Edition offers support and suggestions for remediation and re-teaching with *Exit Tickets* for each skill.

Targeted support in *myPerspectives* includes *Bridge Texts* and audio summaries that teachers can assign, and *Skills Centers* on Realize with interactive mini-lessons, tutorials, videos, worksheet practice, and more. See more about our support for multilingual learners here: https://bit.ly/3EqeImb.

In addition, Savvas Realize customization tools allow teachers to make appropriate adaptations, accommodations, and pacing modifications to instruction and activities. Teachers can add customized lessons and assessments; group students; retrieve and send documents, readings, activities, links, and multimedia; and upload their own resources into Savvas Realize.

## Enrichment for Exceptional Students

*myPerspectives* provides instruction and materials to enrich student learning. In the *Teacher's Edition, Extend to Learn: Skills Support* notes throughout each lesson provide opportunities to extend learning. These challenge notes also springboard from the Text Complexity rubrics with guidance for extension and enrichment considerations. For example, in Grade 7, for the text *The Case of the Disappearing Words*, the *Extend Learning* skills support note gives teachers ideas for how they can go beyond a simple interpretation of the text by challenging students to make a prediction about whether the article will reach a positive or negative conclusion about endangered languages. Teachers can use the *Independent Learning* texts—all of them, instead of just selecting one. They can also extend with a related novel using the suggestions from unit Book Club guide (note that all of the unit-aligned novels have instructional support online that include a Reading Guide, Test, and Answer Key.

In addition, teachers can assign projects and activities for enrichment and independent student work with *Skills Centers*. To promote self-directed learning, many of the resources in the *Skills Centers* are available for students to work through at their own pace. View this additional document (https://tinyurl.com/5kzswptj) to learn more about extension and enrichment opportunities in *myPerspectives*.

### *R e q u i r e m e n t*

- Highlight any special functionalities, interactive capabilities, or abilities to accommodate the needs of students.

### *R e s p o n s e*

*myPerspectives* is designed to support the needs of diverse students and includes interactive capabilities, accommodations, and differentiation as well as multimodal resources for different learning styles; tools such as Language Coach (digital tutor) and AI-powered writing tool (digital writing coach); and detailed data reports to help teachers make informed decisions. See below for more details about support for diverse students:

## Intervention and Special Needs

*myPerspectives* optimizes learning for all students. The program adheres to the Universal Design for Learning (UDL) framework for providing multiple means of representation, multiple means of action and expression, and multiple means of engagement. Digital tools and features on Savvas Realize provide content accessibility of content for all students. Learn more about the approach to UDL in *myPerspectives* here (https://tinyurl.com/mrk2xa8b).

Materials, resources, and activities support and accommodate students with special needs. From multimedia modal learning with audio, visual, and leveled resources to teacher flexibility in grouping students and interactive collaborative projects, all students are supported in learning. Technology resources and tools allow students to change font color and size and learning to happen outside of the classroom.

Savvas Realize customization tools allow teachers to make appropriate adaptations, accommodations, and modifications to instruction and activities. Teachers can add customized lessons and assessments;

group students; retrieve and send documents, readings, activities, links, and multimedia; and upload their own resources.

## Accessibility and WCAG Guidelines and Section 508 Standards

The Savvas Realize digital platform on which our programs are provided is built according to the WCAG 2.0 AA guidelines and the Section 508 technical standards. The eTexts are delivered via Realize Reader in the ePub format and include alt descriptions and Mathematical Markup Language. When creating accessible products, the focus is on consistency and a quality user experience, and we achieve these goals through a common understanding of the guidelines by all areas of content and technology development.

Digital products are built to be compatible with a range of assistive technologies. For text readers, testing is done with Kurzweil and Read&Write. For screen readers, support is provided for NonVisual Desktop Access (NVDA), Jab Access With Speech (JAWS), and Voiceover.

Savvas supports school districts in their efforts to comply with the Individuals with Disabilities Education Act (IDEA) Act of 2004 and the terms and conditions of the National Instructional Materials Access Center (NIMAC) and routinely uploads files to the database. Specialized formats for blind and low-vision students and for students with other print disabilities can be accessed on http://www.nimac.us.

### *Requirement*

- Describe the availability of resources to support Multilingualism.

### *Response*

*myPerspectives* purposefully embeds multilingual learner support throughout the Teacher's Edition.

Prior to each Whole-Class Learning selection, the *Text Complexity Rubric* spread includes a *How Can I Support Multilingual Learners* set of notes. These notes provide a Lesson Preview for the teacher, Vocabulary and Language Support for the text, and suggestions for helping language learners transition into the English version of the text should they need to first read a summary or translation in their home languages.

*myPerspectives* pays particular attention to multilingual learners by developing students' abilities in both receptive and productive aspects of language through the *Study Language and Craft* feature. Students are prompted to go back into the text to understand how language works to help unlock a text's meaning and to appreciate craft. It also provides students with the opportunity to practice using language to create meaning and to effectively express their ideas.

*How Language Works* notes are included in the Teacher's Edition wrap to provide guidance for teaching students various language conventions in context with the selection they are reading. *Vocabulary Development* notes provide suggestions and support for vocabulary acquisition and language learning.

Teachers can use the *Language Checkpoint* and *Differentiate* notes for Multilingual Learners and *Skills Support* notes (Substantial, Moderate, Light, or Extend Learning) to respond to varying student needs. *Differentiate: Multilingual* notes allow teachers to follow through with beginning-of-unit formative assessment identifications to ensure that students are receiving adequate support in reading, speaking and listening, and writing throughout the unit. These supports equip multilingual learners to participate in ways that not only accommodate for differing levels of language proficiency, but celebrate the assets associated with bilingualism and language learning.

Language Support Lessons (https://tinyurl.com/ysuhe8j3) include targeted support that can be used to support ALL students as they acquire English. The Lessons are customizable Word documents and include:

- A comprehensive listing of integrated Student Edition, Teacher's Edition, and digital language support.
- A Language Target with zoom-in passages and teaching points.
- Corresponding Language Support Slides.
- Speaking and listening and writing opportunities for students to develop and demonstrate their acquisition of the language target.

Furthermore, multilingual support and tools are provided to help students access the on-level complex texts so students can tap into their native languages to make connections and build confidence. These include the eText translation tool which provides 100+ languages and is available in the Interactive Student Edition, Bridge Texts, and Summaries on Savvas Realize. Students can highlight a word or a passage and get instant translation support for over 100 languages, some include audio support.

The following multilingual supports can also be found on Savvas Realize:

- Media selections are translated and include Spanish audio and closed captioning.
- Audio support with word-by-word highlighting read aloud in authentic voice. The speed of the audio can be adjusted by students.
- Language Coach offers optional on-the-spot reading support in vocabulary, language development, comprehension, and conventions.
- The Digital Library on Savvas Realize contains Spanish texts for students and library resources can be accessed with the eText Translation tool.

In addition, the Interactive Student Edition includes an embedded interactive Student Edition glossary in English and Spanish, plus 12 additional languages—Arabic, French, Hmong, Haitian Creole, Korean, Punjabi, Portuguese, Russian, Simplified Chinese, Traditional Chinese, Urdu, and Vietnamese. The Print Student Edition includes the Academic and Concept Vocabulary defined in Spanish.

### Realize Spanish Support

- Ability to toggle back and forth between English and Spanish for Realize directions/interface via Realize Settings.
- Home Connection Letter in English and Spanish.

View our Core Supports for Spanish speakers here (https://tinyurl.com/yu38p5ph).

### *Requirement*

- Explain ways the materials provide appropriate levels and types of scaffolding, differentiation, intervention, and support for a broad range of learners.

### *Response*

As seen in the detailed responses above, *myPerspectives* provides appropriate levels of support for a broad range of learners through scaffolding, differentiation, and tailored response. Scaffolding in the program includes reading and comprehension strategies, graphic organizers, sentence frames, examples/modeling, and chunking complex texts to help students engage with material at their level.

*myPerspectives* differentiation ensures accessibility by adjusting content, process, and products— offering varied reading levels, flexible grouping, and choice-based assignments. Multimodal learning (visual, auditory, kinesthetic) and diverse response formats (essays, presentations, creative unit projects) help all students succeed.

For struggling learners, *myPerspectives* provides strategies like small-group instruction, explicit vocabulary teaching, and targeted support. Formative assessments such as Exit Tickets help identify learning gaps, allowing timely reinforcement and remediation.
Support for multilingualism includes Language Support lessons, Language Coach, English/Spanish glossaries, multilingual learner notes and resources, visual aids including images and graphics, and authentic audio while advanced/gifted students benefit from higher-level analysis, independent projects, and Extended Studies.

Savvas Realize is accessible so that students with disabilities can use text-to-speech tools, have extended time on assignments as determined by the teacher, or alternative assessments that teachers can create or co-create with other educators in their district.

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# Section B: Use

## 1. Assessment

*Requirement*

- Describe the assessment protocol, including the possibility of summative, formative, screening, diagnostic, and progress monitoring assessments.

*Response*

Assessments include formative, summative, and performance assessments, all with a variety of ways for students to demonstrate learning. Summative assessments administered via Savvas Realize provide teachers with real-time access to student and class data showing mastery on assessments, overall progress, and the length of time students spend on assessments. Students can demonstrate learning through both standardized tests and alternatives such as creating visual media, presenting an assignment independently or with small groups, or performance tasks with writing and/or speaking & listening outcomes.

### Selection Activities

- Student learning can be formatively assessed through writing, discussion, skills activities that accompany selections, and teacher observation.
- Teachers can use classroom discussions and student interactions in small groups to monitor learning. Some students may be more confident in discussions than they are responding to questions on a test.
- Unit Introduction Activities such as the Mentor Text Summary and QuickWrite can be used as formative checks to determine if students need writing support during the unit.
- The Unit Introduction Icebreaker Activity can be used to determine how students will collaborate with other students and participate in discussions.
- Student work in selection skills activities can be used to assess student comprehension. Skills include vocabulary, word study, author's craft, conventions, writing, research, and/or speaking & listening.
- On the skills pages, teachers will find If/Then notes with practical suggestions for remediation. The If/Then notes reference Reteach and Practice worksheets for the skill, and teachers can use these as extra instruction and practice on the spot or before taking a Selection or Unit Test.
- Test Practice mimics high-stakes tests with Multiple Choice, Short Response, and Timed Writing.

Each skills lesson has a timely, formative assessment routine that includes a Readiness Check, a Skills Support, a Monitor and Adjust, an Exit Ticket, and a Reteach and Practice:

- Prior to each lesson, an informal Readiness Check lets teachers gauge student knowledge of the skill.
- Skills Support notes let teachers respond to student needs via Readiness Check responses. Strategies level as Light, Moderate, Substantial, and Extend for Learning. They can be used with ALL students.
- Exit Tickets per skill are a quick 3-question multiple-choice assessment to determine student mastery of the skill. Exit Tickets can be administered online, projected to the class, or printed.
- Reteach and Practice activities are available for remediation after the Exit Ticket, if needed.

### Performance Tasks

Performance Tasks are critical to *myPerspectives* as they provide students with opportunities to share their learning through written and oral projects. These projects allow students to be creative, build confidence, master critical skills, showcase their individuality, and collaborate with others. All learning in the unit is backwards-mapped to the Performance Tasks and Performance-based Assessment.

- The Whole-Class Learning Writing Performance Task lets students write prompts aligned to the unit's Essential Question in the unit's focus mode of writing of argument, narrative, or informative/explanatory.
- The Speaking & Listening Performance Task is at the end of Peer-Group Learning. Students complete a project collaboratively and are given guidelines for success as they develop their collaborative and presentation skills. The outcome is a group effort delivered in an interactive format such as a group debate, presentation, or create and present a media piece.
- The Performance-based Assessment is the culminating end-of-unit assessment requiring students to demonstrate learning in a writing task. All unit activities are backwards-mapped to the performance-

based assessment. Students use Evidence Logs, Word Walls, and notes/activities they'd completed throughout the unit to apply knowledge from their reading and writing to complete these tasks.

- At the end of the unit, students have an opportunity to Reflect and Respond with a project of their choice. These activities demonstrate their understanding of what they've learned and also enable them to be aware of how they learn and make connections to the world around them.

## Summative Assessments

- At the lesson level, *Exit Tickets* per skill are quick, three-question, multiple-choice assessments to determine student mastery of the skill. Exit Tickets can be administered online, projected to the class, or printed. If administered online, they are auto-scored. Reteach and Practice activities are available if remediation after the Exit Ticket is needed.
- *Selection Tests* are directly connected to the texts students read and can be used to gauge student comprehension and vocabulary acquisition. Selection Tests include 10 multiple choice questions and are auto-scored if administered online.
- *Unit Tests* can be used to gauge standards taught within the unit and provide program fresh authentic passages for testing student's abilities and application of skills, concepts, and knowledge. The Answer Key includes Reinforcement Resources should students need further skills support.

## Benchmark Assessments

- *Beginning-of-Year Test* assesses standards for the school year. Questions are multiple choice and auto-scored (if online). Teachers can use this data to determine student readiness for the standards.
- *Mid-Year Test* assesses mastery of standards taught in the first half of the year, allowing opportunities for automatic and customized remediation.
- *End-of-Year Test* determines mastery of standards and helps place students the following school year.

## Test Prep

- *Test Prep* banks include passages and assessment items aligned to the standards that can be used as standalone banks for test-taking practice or combined banks for a full-length test.
- *College Prep Test Banks* in SAT and ACT formats offer test-taking practice for SAT/ACT tests.

## Universal Screener and Diagnostic

The optional *Momentum Screener and Diagnostic Assessments for Literacy* is a digital resource designed to help diagnose the individual instructional needs of students. This assessment system helps teachers know if students coming into their classroom are prepared for grade-level content. The adaptive diagnostic uncovers students' strengths and areas for improvement while also providing targeted instructional content to help students get to where they need to be. Developed in partnership with WestEd®, these valid and normed assessments result in actionable data to inform instruction. WestEd offers leadership and psychometric expertise to confirm item validity and verify that assessments are unbiased and equitable. Educators have in-depth views of student learning by district, school, class, and individual student, allowing performance comparison with norm-referenced assessment. Delivered on the award-winning Savvas Realize digital platform, Momentum Literacy works with many Savvas literacy solutions, including *myPerspectives*.

### *Requirement*

- Outline the various assessment types, rubrics, and standards within each unit and the accessibility of data at all levels.

### *Response*

Assessments within *myPerspectives* are aligned to the Utah Core Standards and include summative and formative tests throughout the year. These tests are interactive and engaging and measure progress on reading comprehension and analysis as well as writing skills. If assessments are taken online, multiple-choice questions are scored automatically. Teachers score open-constructed questions. Standards mastery reports provide insight into standards progress and mastery. Answer keys and Interpretation Guides provide item alignment to Standards and remediation opportunities. Savvas Realize provides real-time student and class data, including standards mastery, overall progress, and time on task. Access is role-based for analyzing student progress through on-demand reports at the test level, student level, or whole-class view:

- District administrator—data, student, and teacher accounts at all schools within the district.
- School administrator—data, student, and teacher accounts within his or her school.
- Teacher—student accounts in his or her school and data for students enrolled in his or her classes.

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Teachers and administrators can use the features in Savvas Realize to make data-driven instructional decisions:

- Users can drill-down into data points on graphs and charts to learn more about student mastery, progress, and usage. Data can be filtered by date range.
- Users can view data by Class Results by Assignment or Class Mastery by Standard.
- The Class Results by Assignment page covers class, group, and individual student test scores and shows how students mastered certain standards based on test scores.
- The Mastery by Standards report shows how a class mastered state and national standards and how individual students mastered state and national standards across assignments over time. Teachers and administrators also can use the data to understand which assessments contributed to the mastery data displayed for each student.
- The Data tab provides a complete display of classes, groups, and individual student mastery, performance, and usage statistics.
- The Usage page displays how much time students spend working on specific activities.
- Teachers can view data by individual student from the class assignment list.

| Reports in Savvas Realize | | |
|---|---|---|
| **Teacher View** | | |
| - Class Mastery by Standard<br>- Student Mastery | - Average Mastery<br>- Item Analysis | - Progress by Student<br>- Usage by Student |
| **Administrator View** | | |
| **Dashboard Charts** | | **Reports** |
| - Logins by School<br>- Total logins<br>- Login Trends by Role<br>- Performance by Standard<br>- Standards Mastery Snapshot<br>- Scores on Assessments<br>- Scores on Assessments by Subject<br>- Scores on Assignments by Content Type | | - Content Opened by Role<br>- Scores by Standard Detail<br>- Scores by Standard Summary<br>- Scores on Selected Savvas Realize Assessments<br>- Student Usage by Class and School<br>- Student Usage by Product<br>- Teacher Usage (Savvas Realize) |

**Versatile Reporting Capabilities.** Savvas Realize gives a range of school data. Teachers can view their classes, principals can view school data, and administrators can view district-level data.

# 2. Curricular Design

## *Requirement*

- Scope, Sequence, and Pacing: Provide a detailed description of how the curriculum progresses through literacy and writing instruction.

## *Response*

The program integrates reading, writing, language, and speaking and listening together to develop skilled readers and writers. Students close read complex texts and respond to the texts they've read, all the while building critical literacy skills and content knowledge. In the Unit Introduction, students read the Mentor Text and immediately write a Summary. Note that the Mentor Text is a model of the unit's Writing Performance Task and Performance-based Assessment. To help students apply the reading and writing connection, in the drafting, revising, and editing sections of the Writer's Handbook, students are prompted to reread the Mentor Text as a guide for their composition. While Drafting, students analyze the Mentor Text writing model by looking at elements of the mode prior to and as they compose their initial drafts. Students learn to create coherence as they learn about word choice, sentence structures, and cohesion. As they revise their work, the Mentor Text model provides examples of how the writer made revisions. Similarly, when students are in

the editing phase, the model shows changes the writer made during their editing process. Please see the [Unit at Glance charts](#) for pacing and to see how the program progresses through literacy/writing instruction.

- Describe how your program utilizes objectives, learning targets, and success criteria at the student and teacher levels.

- *myPerspectives* uses objectives, learning targets, and success criteria in a structured and purposeful way to guide both instruction and student learning.

## Teachers:

- *Unit at a Glance* charts outline what the entire unit will cover and outline the broad skills and knowledge students must acquire. These charts also include pacing, skills objectives, and texts.
- *Unit Introduction* provides Learning Objectives which are the Standards that will be covered.
- *Unit Goals* are established with students, and teachers encourage students to set and track the development of their personal goals. Expert's Perspective notes provide additional instructional support for goal-setting.
- With each text, the *Lesson Overview* pages provide *Objectives at a Glance* with Standards alignment to help with lesson planning and include detailed outlines of each lesson with activities, assessments, and digital resources.
- *Language Support Lessons* provide Language Targets that hone in on specific measurable goals to achieve proficiency in a particular aspect of English.
- Success criteria is embedded in the Teacher's Edition wrap teaching notes with measurable indicators of student achievement and are used for formative assessment and guiding feedback, extension, and differentiation.

## Students:

- The *Unit Opener* provides a high-level roadmap of what students will encounter and do for each unit and ensures that they understand what is expected of them as they read texts, respond to texts, and complete activities including the Performance Tasks and the culminating Performance-Based Assessment.
- Goals in each *Unit Introduction* make students aware of the Standards-based skills they will master and provide a way for them to meet the set goals as well as create and develop their own goals. Set goals are in student-friendly language and easy to understand.
- Embedded rubrics and checklists give students guidelines for participating in discussions and for completing speaking and listening activities.
- Rubrics and models are available for argumentative, narrative, and expository writing in the Writing and Research Skills Center on Savvas Realize.
- The *Writing Skills Center* includes rubrics for multiple modes of writing.

- Describe how your program supports creativity, student collaboration, student-to-student communication, and critical thinking.

*myPerspectives* embraces student collaboration throughout the program. In Peer-Group Learning, students engage in peer discussions about the texts they've read. They share their thoughts, questions, and interpretations with a partner or in small groups. This collaborative approach helps students see different perspectives, comprehend what they've read, and refine their understanding. The Speaking & Listening Performance Task is at the end of Peer-Group Learning. Students complete a project collaboratively and are given guidelines for success as they develop their collaborative and presentation skills. The outcome is a group effort delivered in an interactive format such as a group debate, presentation, or create and present a media piece. In the Collaboration Center on Realize, student-facing videos model conversations and give students strategies to collaborate successfully, and model how to give and receive feedback from peers. The program provides the following opportunities for meaningful critical thinking and academic discussions:

- Students discuss the Essential Question following each text in Build Insight.

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- First Thoughts prompts encourage students to discuss their initial thoughts to deepen understanding immediately following reading.
- Speaking and listening activities after each text selection encourage students to have academic discussions.
- Sharing Perspectives discussion prompts (embedded in the Teacher's Edition) allow students to connect with each other, the texts, and the authors through thought-provoking, open-ended questions. These prompts allow students to think deeper and more critically so they can bring their own voice, cultural background, and insights

At the end of the unit, students can demonstrate their learning creatively with the Develop Your Perspective: Unit Projects. Suggested projects are provided, however, students are encouraged to represent their learning in their own way.

### *R e q u i r e m e n t*

- Outline how the curriculum offers various opportunities to apply knowledge at all levels of complexity, using a framework like Webb's Depth of Knowledge to show rigorous application of skills.

### *R e s p o n s e*

*myPerspectives* incorporates activities and questions that encourage metacognitive thinking for improving comprehension and critical thinking skills. Students become more aware of their thought processes and actively monitor and adjust their understanding of the text. By incorporating the activities below and strategies into *myPerspectives*, students are able to develop their metacognitive skills, which enhances their reading comprehension and empowers them to think critically and engage more deeply with the texts they encounter.

- **Close Reading**—Open-ended Close Read questions related to the texts students read encourage them to generate their own questions as they read. These questions can focus on the main ideas, key details, author's purpose, and more. For example, "What is the main argument of the text?" or "Why did the author use this particular example?"
- **Reading Strategy**—A Reading Strategy is taught prior to reading and notes remind students to apply the strategy as they read.
- **Annotations**—Students learn how to annotate texts by highlighting important passages, jotting down questions or comments in the margins, and making connections to their prior knowledge. The built-in annotation tools in the digital Student Edition and the Evidence Log enable students to easily revisit their notes as they read to reflect on their evolving understanding.
- **Text Analysis**—Build Insight/Critical thinking questions follow each text and are aligned to DOK levels to ensure student understanding of what they read. The Build Insight feature increases in complexity from Response to Comprehension to Analysis to a culminating insight around the Essential Question, allowing students to recall, cite evidence, and make connections. Questions are aligned to DOK levels in the TE.
- **Peer Discussions**—Students engage in peer discussions about the texts they've read. They share their thoughts, questions, and interpretations with a partner or in small groups. This collaborative approach helps students see different perspectives, comprehend what they've read, and refine their understanding.
- **Metacognitive Reflections and Question Prompts**—Students are given opportunities to reflect on their reading and writing. After reading a section or completing a text, students may encounter metacognitive prompts such as "What did I understand well?" and "What is still unclear to me?" "What do you predict will happen next?" or "How does this information relate to what you already know?" This self-assessment helps guide students' further reading and learning.
- **Unit Reflection**—At the end of the unit, students have an opportunity to reflect on the texts they've read, refine their strategies, hold conversations about what they learned, and complete a project of their choice. These activities demonstrate the comprehension of all they've learned in the unit.

### *R e q u i r e m e n t*

- Describe the instructional model for tier 2 vocabulary and building background knowledge for complex texts.

### *R e s p o n s e*

*myPerspectives* uses a generative vocabulary approach in which students have been taught that any new text is likely to have some words they have not encountered in the past. Throughout a unit, *myPerspectives*

systematically builds on academic words by having students generate, apply, and synthesize the words within the oral instruction, listening, close read questions, vocabulary practice activities, collaborative conversations, and writing activities. This generative vocabulary approach ensures that students' word knowledge and acquisition will be incremental, multidimensional, and interrelated. In the Unit Introduction, academic vocabulary words related to the unit's *Essential Question* and writing mode are introduced. Mentor sentences and the root are included, and students predict the meaning of each word and list at least two related words for each word while expressing their meaning in writing.  Students then use each academic vocabulary word in a new sentence of their own. Students interact with these words and are encouraged to use them in their writing and discussion throughout the Unit. High-utility *Concept Vocabulary* words are taught in conjunction with each text. Before each reading, students are presented with a listing of selection vocabulary and after the selection, students are prompted to work with the words through written or speaking activities, allowing students to display understanding of the words' meaning in different contexts.

In Whole-Class Learning, words are defined in student-friendly *Concept Vocabulary* words prior to encountering them in context.  In Peer-Group Learning, students learn a vocabulary strategy prior to reading and as they read, they are encouraged to define the word using context clues, base words, and reference materials. Units are centered around a universal topic with an *Essential Question* that systematically builds student knowledge. Each unit is focused on a specific topic that provides depth and breadth for knowledge-building and developing skills so that by the end of the year, students can demonstrate their proficiency in grade-level standards, reflect on their learning, and make connections for future learning. Background knowledge helps students contextualize the material they are about to read. Each selection includes background information to provide essential context for students before reading. Other resources that provide background include:

- Unit Introduction Videos
- Media Connections
- Digital Library Background Connections
- Listenwise Current Events Podcasts
- Hook & Inspire Multimedia Connections

The Teacher's Edition notes include important contextual information around specific selections and activities, background information, potential specific language challenges, and more.
- In the front matter and at the beginning of each text, a *Build Knowledge and Perspective* feature provides teachers with information about how each text builds background within the context of the unit.
- *Build Knowledge* notes connect to science, math, social studies, and the arts. These interdisciplinary connections provide concrete ways for students to extend their learning across content areas including writing activities.
- *Why This Text?* on the Selection Overview planning page provides a rationale for text selections in the program.
- *Digital Perspectives* notes encourage teachers to use the Internet or other digital tools to enhance the lesson.
- *Expert's Perspectives* notes feature professional learning practices that deepen teachers' knowledge of effective teaching practices connected to prioritized learning outcomes and/or differentiation.

## *R e q u i r e m e n t*

- Describe how the format of resources supports a vision for literacy instruction using current research, including but not limited to the levels of Scarborough's Reading Rope.

## *R e s p o n s e*

*myPerspectives* is grounded on current research with evidence-based practices designed to develop proficient readers, writers, and communicators. Teachers are supported with evidence-based literacy instructional practices. *myPerspectives* materials incorporate evidence-based approaches, strategies, and resources to help all learners access content and develop critical literacy and communication skills required for college and career readiness. This is achieved through the program's student-centered design, gradual release instructional model, relevant texts, purposeful tasks, built-in differentiated instruction and scaffolding, guidance, support, and evidence-based instruction. A significant amount of research informed the *myPerspectives'* pedagogy, unit structure, and approaches to learning. During program development, research activities included collaboration with educators in focus groups, teacher advisory boards, usability testing, and teacher feedback. *myPerspectives* was developed with a significant amount of research that informed the pedagogy, unit structure, and approaches to learning. Research activities in developing the

program included collaboration with educators in focus groups, teacher advisory boards, usability testing, and teacher feedback. *myPerspectives* is aligned to the principles of Science of Reading. Using explicit and systematic instruction, students develop background knowledge, language structures, vocabulary, verbal reasoning, and literacy knowledge throughout the course of the program.

**Established Literacy Routines:** The program focuses on the connections between written word and spoken language and includes established routines of modeling, practice, feedback, and structured opportunities for review and application; differentiated instruction and support to meet the various needs of learners using organized and deliberate instruction; and multisensory/multimodal learning that incorporates opportunities to use multiple stimuli, such as visual, auditory, kinesthetic, and tactile.

**Science of Reading:** *myPerspectives* continues to build on the early foundational development of reading in its core instruction. The upper strand of Scarborough's Reading Rope grounds daily instruction with additional support for Word Recognition, aligning with the Reading Rope and Science of Reading principles: https://bit.ly/4hrRUM4.

- **Background Knowledge**—Students are encouraged to connect with and make sense of the unit topic through *Unit Goals, Academic Vocabulary, Icebreaker*, and the *Mentor Text* features in the unit introduction. A variety of authentic complex text presents opportunities for students to read closely; interact with the text through speaking, listening, and writing; and also build content knowledge as they encounter multiple perspectives, new ideas, concepts, and information. Comprehension strategies are integrated into the instruction to help students develop a greater understanding and deeper insight on the topic and *Essential Question*.
- **Vocabulary**—Developing an extensive and rich vocabulary is critical to reading comprehension. *myPerspectives* ensures students learn how to do this through a generative vocabulary approach embedded in the program.
- **Language Structure**—*myPerspectives* provides explicit grammar instruction, practice, and support that springboard directly from the text read so that students can apply what they've learned.
- **Verbal Reasoning**—Following each *myPerspectives* text, there are literary analysis questions and close reading activities that require students to analyze the text, make inferences, recognize and understand metaphors, cite text evidence, make valid claims, and respond using evidence from the text. Comprehension strategies are taught explicitly and connected with the text.
- **Literacy Knowledge**—In *myPerspectives*, a variety of genre types and text structures including literary and informational texts so that students encounter a wide range of genres and learn the specific characteristics of each structure to make meaning of what they are reading. Genre/text structures are explicitly taught.
- **Word Recognition**—Online *Skills Centers* provide specific support for Word Recognition and promote self-directed learning or teacher-led differentiated instruction.
  - In the Fluency Center, students will find suggestions for improving fluency. Teachers have access to a *Fluency Assessment Guide* that can be used to determine student fluency with cold read passages and comprehension questions.
  - The *Spelling Center* includes materials for direct and systematic teaching of grapheme and morpheme patterns and the application of decoding those word parts in multisyllabic words.
  - The *Word Study Center* provides teacher-led lessons with explicit instruction and differentiated practice to make the application of the word study skills easier or harder. Skills range from syllable patterns to prefixes, vowel changes, word families, and more.

**Range of Reading:** Lessons incorporate a range of reading that include works of literature, as seen in the Table of Contents. *Text Complexity* rubrics are provided in the Teacher's Edition and include quantitative and qualitative measures, including Lexile levels. *myPerspectives'* thematically related authentic texts include a balanced representation of several genres at a variety of lengths and complexity within each unit. Genres include short stories, poetry, plays, nonfiction texts, articles, podcasts, graphic novels, audio, video, and more.

### *Requirement*

- Outline ways the curriculum provides both explicit instruction and inquiry learning opportunities.

### *Response*

Within *myPerspectives*, explicit instruction and inquiry-based learning are provided to support diverse learners master reading and communication skills, build content knowledge, foster student voice, and

develop critical thinking skills. Skills lessons following texts include explicit instruction followed by practice. Lessons are written in student-friendly language. Teaching notes, including explicit suggestions for what to say, can be found in the Teacher's Edition instructional support wrap. *myPerspectives* provides a purposeful pathway for inquiry-based learning to build students into strong and confident readers, thinkers, and life-long learners. Students participate in discussions around the unit theme and Essential Questions to build knowledge. They complete writing and speaking & listening performance tasks, set their own learning goals, and participate in discussions around skills and texts. Instead of simply absorbing information from a teacher or textbook, students actively investigate literary themes, texts, language structures, and writing techniques through inquiry and discovery. In addition, students have a choice of which texts they want to read during Independent Learning or how to approach tasks and publish their works in Peer-Group Learning or even what kind of projects they want to complete at the end of the unit to pull their learning together and showcase their journey through the unit. Students are encouraged to cultivate their voices through their responses to texts and be creative as they work through tasks and collaborate with their peers. From literature inquiry with anchor texts and related readings to thematic exploration of units and analysis of discussion and writing prompts that require research, analysis, synthesis, and evaluation.

### *Requirement*

- Outline how the curriculum makes specific plans for learners of all needs, utilizing scaffolds, and supports based on current understandings of need and asset-based instructional practices (Universal Design for Learning).

### *Response*

*myPerspectives* optimizes learning for all students. The program adheres to the Universal Design for Learning (UDL) framework for providing multiple means of representation, multiple means of action and expression, and multiple means of engagement. Digital tools and features on Savvas Realize provide content accessibility of content for all students. Teaching suggestions throughout each lesson are designed to engage students and to offer enrichment and remediation where necessary.

- *Language Checkpoint: Multilingual Learner* notes at the beginning of each unit are used to determine the level of support students will need throughout the unit. Notes guide teachers in identifying students' English Language Proficiency levels in Reading, Writing, and Speaking and Listening. The Proficiency levels correspond to the Skills Support levels that guide differentiation.
- A *Text Complexity Rubric* includes quantitative and qualitative measures and Teaching Ideas and Activators that identify where students may struggle as they read. The Rubric includes strategies for teachers to use with students to ensure success as students read.
- *Multilingual Learner* notes for Reading, Writing, Speaking, and Listening provide targeted scaffolds and strategies for students who are acquiring English. These notes provide a range of support including cultural context, background information, and help with language challenges, such as slang, puns, and idiomatic language.
- *Vocabulary Development* and *How Language Works* notes provide teaching suggestions and support for vocabulary and language learning.
- *Digital Perspectives* notes encourage teachers to use the Internet or other digital tools to enhance the lesson.
- *Sharing Perspectives* notes provide a starting point for meaningful class discussions in which students are encouraged to share their perspectives and cultural knowledge surrounding a text or topic.
- *Build Knowledge Notes* that connect to science, math, social studies, and the arts. These interdisciplinary connections provide concrete ways to extend their learning across content areas including writing activities.
- *Skills Spotlight* (literary elements, grammar, writing) can be used for extension and/or remediation.
- *Grouping Opportunities* include ideas for using texts in flexible settings.
- Each skills lesson has a timely, formative assessment routine that includes a *Readiness Check, Skills Support, Monitor and Adjust, Exit Ticket*, and *Reteach and Practice*.
- An *eText Translation Tool* built into the Interactive Student Edition enables students to highlight a word or passage and receive translation support for over 100+ languages. Some languages also include audio.
- *Bridge Texts* for literary and informational texts are available should students need an adapted version of texts. Assigning these is at the discretion of the teacher.

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# 3. Teacher Support

## *Requirement*

- Describe the online experience of your product in terms of ease of use by both teachers and students.

## *Response*

All of the materials for *myPerspectives* are provided in both print and digital. Savvas Realize, our online platform that provides digital delivery for *myPerspectives*, features a range of technology resources to guide and engage students. The available tools give teachers the flexibility to use a digital, print, or blended format in their classrooms and to modify content. Program-specific resources, flexible agnostic resources, and assessments are available in one location for easy lesson planning and presentation. Teachers can manage their classrooms; create assessments; access data; and personalize learning with multimedia features, assessments, and discussion boards. Teachers can rearrange content, upload their own content, add links to online media, and edit resources and assessments. The Realize platform includes ease-of-use navigation tools like the new Slide Sorter function and the Teacher Assist Panel. Each lesson is organized with all of its resources in one location for easy access. The resources are available as single assets so teachers can assign only the parts of the lesson they want. Lesson presentation tools such as customizable Lesson Slides and a presentation tool that allows teachers to display only a selection to the class while having their resources and notes available (much like Presenter View in PowerPoint). The Teacher Assist Panel includes Resources, Standards, TE notes, and differentiation notes. For students, the interactive features are designed to promote engagement and learning through full interaction with content. Student-facing digital resources and tools in *myPerspectives* enhance learning experiences and go beyond simply an online textbook and include an online digital tutor with Language Coach, a classroom discussion board, interactive assessments, practice activities, a digital notebook, the ability to communicate directly with the teacher, essay scoring tools, and more. Technology-enhanced items allow students to experience next-generation assessment formats and see their progress on assignments and scores all from Savvas Realize. Savvas Realize can provide 1.3 Learning Tools Interoperability–Advantage (LTI–A) integration with a variety of systems, including Canvas.

## *Requirement*

- Describe the technical support that accompanies the product.

## *Response*

Savvas Realize support is available 8 a.m. to 8 p.m. eastern Monday through Friday.

- **Chat and Phone Support:** 800.848.9500
- **Savvas Customer Care Community:** https://www.savvas.com/customer-gateway for platform and program issues.
- **mySavvasTraining.com:** https://mySavvasTraining.com/ for on-demand training, tutorials, webinars, guides, and quick tips.
- **Platform Status Center:** https://status.savvas.com/ for updates regarding Savvas digital platforms.

Savvas Realize also has a Help section under the user profile for students and teachers. Information includes using and understanding the various capabilities and functions of our online learning management platform.

## *Requirement*

- Describe the teacher resources and editability of resources in the program.

## *Response*

All classrooms are unique, so *myPerspectives* gives teachers a variety of resources to meet the needs of all students. Whenever possible, resources are available as PowerPoints and Word documents so teachers can customize them. In addition, teachers can customize assessments. We also provide the Student Edition and Teachers' Editions in multiple formats to meet the implementation needs of each classroom. The following list includes the program components:

**Teachers Edition (Available in print and digital formats including downloadable PDF)**

- Includes *Student Edition* facsimile pages and unit and lesson planning resources with Standards, skills, and recommended pacing.
- Wrap-around teaching notes, differentiation, scaffolding, formative assessments, and professional learning.
- *Selection Overview* with Objectives, Standards, Digital Resources.
- *Teacher's Tool Kit* with Standards Correlations for quick reference.

**Selection-Level Teacher Resources**

- Online *Lesson Planners* via Word document for easy planning.
- *Lesson Slides* with skills lessons. Available in PowerPoint.
- *Language Support Lessons* include targeted support that can be used to support ALL students as they acquire English. The Lessons are customizable Word documents and include Language Targets with zoom-in passages and teaching points. Also includes editable Language Support Lesson Slides in Powerpoint format to project the Zoom-In Passages.

**Student Edition (Available in print and digital formats including downloadable PDF)**

- Five to Six units including texts and instructional support, practice activities, Performance Tasks, and Performance-Based Assessments.
- Embedded digital *Language Coach* with optional on-the-spot support in vocabulary, language development, comprehension, and conventions.
- Selection audio with word-by-word highlighting read aloud in an authentic voice. The speed of the audio can be adjusted by students. Embedded within the Interactive Student Edition.
- The *Multilingual Glossary* in the digital Student Edition includes written and audio definitions of Concept Vocabulary words in English and Spanish, as well as written definitions in Arabic, Chinese (Simplified), Chinese (Traditional), French, Haitian-Creole, Hmong, Korean, Portuguese, Punjabi, Russian, Tagalog, Urdu, and Vietnamese.
- An *eText Translation Tool* built into the Interactive Student Edition enables students to highlight a word or passage and receive translation support for over 100+ languages. Some languages also include audio.
- *Bridge Texts* for literary and informational texts are available should students need an adapted version of texts. Assigning these is at the discretion of the teacher. Available as Interactive Student Edition and PDF.

**Addition Online Resources**

- *AI-powered Writing Tool*, coming for Back-to-school, gives students an interactive writing experience with AI-powered feedback and engaging instructional support to help improve their writing skills. Embedded directly into Realize and is available for the Writing Performance Task Prompts, Selection-level writing prompts, and Performance-Based Assessments. Also includes additional prompts for extra practice.
- *Online Skills Centers* for *Writing, Grammar, Word Study,* and *Speaking & Listening* can be used as additional practice or to promote self-directed learning. Self-paced Interactive Mini Lessons and Skills Videos on Savvas Realize.
- *Savvas Grammar Plus Workbook*, available in Print and the Grammar Skills Center.
- *Hook & Inspire* enables teachers to embed multimedia connections into lessons. These optional access points speak to all learners and include relevant songs, videos, articles, art, infographics and more.
- *Listenwise* podcasts include stories from around the world and provide built-in opportunities to discuss and explore diverse viewpoints. Podcasts are aligned to the unit themes and are updated daily.
- The *Digital Library* includes:
  - Background Connections—Short, nonfiction texts to provide background for units and/or core selections.
  - Extra Reads—Texts that can be used to supplement units or can be assigned for independent reading. Aligned to unit themes where applicable.
  - Spanish Texts—Authentic Spanish texts aligned to unit themes where applicable.
  - World Literature—A collection of literature from around the world.

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- ○ Shakespeare Shelf—A collection of Shakespeare's works.
- ○ Digital Novels—130+ eBooks that can be assigned for independent reading or novel study.
- ○ Book Club Study Guides—Each unit includes 2 novels that are aligned to the theme. Novels are optional and each includes a Book Club Study Guide with support for launching the Book Club, reading comprehension strategies, comprehension questions, discussion prompts, and projects.
- ○ Extra Novel Lesson Plans—200+ lesson plans with discussion questions and assessments

**Assessments**

- Exit Tickets per selection skill are a quick multiple-choice assessment to determine student mastery. Available as PowerPoints and online tests.
- Reteach and Practice worksheets can be administered as remediation. Available as Word docs.
- Selection Tests are directly connected to the texts students read and can be used to gauge student comprehension and vocabulary acquisition. Selection Tests include 10 multiple-choice questions and are auto-scored if administered online. Available as Online Test and Word doc.
- Unit Tests can be used to gauge standards taught within the unit and include fresh authentic passages for testing student's abilities and application of skills, concepts, and knowledge. The Answer Key includes Reinforcement Resources should students need further skills support. Available as Online Test and Word doc.
- Beginning-of-Year Test assesses standards to be taught during the school year. Questions are multiple-choice, so if taken online, the test is auto-scored. Teachers can use this data to determine student readiness for the standards. Available as Online Test and Word doc.
- Mid-Year Test assesses mastery of standards taught in the first half of the year, allowing opportunities for automatic and customized remediation. Available as Online Test and Word doc.
- End-of-Year Test determines mastery of standards and helps place students in classes for the following school year. Available as Online Test and Word doc.

### *Requirement*

- Outline the completion or expected completion, including a schedule of updates, for any online material or curriculum.

### *Response*

Savvas Realize is a cloud-based application. System updates are automatic. We reserve the right to change or update our digital products during the term of access so we can continue to deliver up-to-date content and technology. Most planned maintenance releases have zero downtime. If an unplanned issue with the system arises, users will see a message upon log in. If downtime is planned or required, we notify users with as much advance notice as possible via in-app messaging. Additionally, users can request email messages for urgent system notifications.

### *Requirement*

- Outline the ability of teachers, schools, and district personnel to customize material available to students based on community and student needs, laws, and district policies.

### *Response*

As stated above, teachers and administrators have a variety of ways to customize materials through Savvas Realize from having resources in multiple formats, being able to print and download PDFs and worksheets, working with editable documents including planning resources such as Curriculum Maps and Lesson Plans, to rearranging content using Realize customization tools, adding in content/links and creating custom lessons with Playlist and My Library, creating their own discussion and essay prompts, and building and sharing tests with other teachers in their district.

# Section C: Content

## 1. Pillars of Literacy

*Requirement*

- Describe how the curriculum is built utilizing the current science of reading philosophy, including support in all five literacy pillars appropriate for adolescent learners: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

*Response*

### Foundational Skills Instruction in *myPerspectives*

*myPerspectives* includes both built-in and supplemental instruction for foundational skills such as spelling, word parts, vocabulary, grammar, conventions, and sentence construction and comprehension.

### Spelling

A *Spelling Center* on Realize includes spelling tutorials. Materials provide direct and systematic teaching of grapheme and morpheme patterns and the application of decoding those word parts in multisyllabic words. Topics include Consonant Sound Spellings; Three-Letter Blends; Silent Consonants; Words with sh, ch, tch, and wh; and Double Consonants.

### Morphemes/Word Parts

Students learn to analyze words using word parts, such as morphemes, to better understand and figure out word meanings as they read. Strategies for doing this include pronouncing the word; recognizing words that share a morphological family; distinguishing among the multiple meanings of a word, including the use of the word in different sentences; reviewing the synonyms that are part of a word's conceptual network; and recognizing antonyms. *Word Study* lessons are included with each text. Students learn about word roots and affixes, synonyms and antonyms, and analogies to help them develop their ability to understand words and to use critical vocabulary words in their responses and writing. Word Study lessons are related to the Concept Vocabulary words and students work with the words through written activities, enabling them to show understanding of the word meanings in different contexts.

### Vocabulary

The program contains appropriate grade-level vocabulary that helps students with comprehension and building knowledge. Discussions about the features of vocabulary, the relationships among words, and how an author's vocabulary choices influence the power and meaning of texts are central to the way vocabulary is taught in the program. High-utility selection vocabulary is taught in conjunction with each text. Before each reading, students are presented with a listing of selected vocabulary. Students are encouraged to rate their understanding of the words before encountering them in context. See the response for the following criterion for more detailed information about Vocabulary instruction in *myPerspectives*.

### Grammar

*myPerspectives* provides explicit grammar instruction to help students make sense of individual sentences as they communicate their ideas. Study Language and Craft activities after each text include conventions practice that springboards directly from the texts that are being studied. Students study and apply grammar and style concepts, explore the diction and style within each text in the set, and they examine texts closely for the author's command of grammar. Writing Performance Tasks include Revising and Editing sections which remind students to evaluate and edit for correct grammar to make their writing better and accurate. In addition, a Grammar Center on Savvas Realize includes instruction beyond the core program with a complete Savvas Grammar Plus Workbook, practice lessons, video tutorials, and sentence combining activities.

### Sentence-Level Comprehension

A *Study Language and Craft* section after each text guides students through *Author's Purpose* and many times explores language at the sentence level and how words make meaning and express ideas. In the Teacher's Edition, *Readiness Check* notes provide teachers with ideas and activities on evaluating student readiness in understanding the skill and follow up with targeted *Substantial* or *Moderate Skills Support* for students who need help. In the *Writer's Handbook* with *Drafting*, students examine words and sentences in their writing and learn how to make ideas and details fit together clearly so that readers can easily follow along and understand what is being conveyed.

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## Building Knowledge

Units in *myPerspectives* are centered around a universal topic with an *Essential Question* that systematically builds student understanding of what they are learning. Each unit is focused on a specific topic that provides depth and breadth for knowledge building and developing skills so that by the end of the year, students can demonstrate their proficiency in grade level standards, reflect on their learning, and make connections for future learning.

### *Requirement*

- Describe the use of tiered vocabulary acquisition and instruction and how it builds on word-level reading skills.

### *Response*

Each unit begins with an *Academic Vocabulary* activity. Students review each word, its root, and mentor sentences. They then complete a prediction activity and develop vocabulary by finding related words. Students will reuse the *Academic Vocabulary* in their instructional activities and discussions throughout the unit. Throughout a unit, *myPerspectives* systematically builds on these academic words by having students generate, apply, and synthesize the words within the oral instruction, listening, close-read questions, vocabulary practice activities, collaborative conversations, and writing activities. This generative vocabulary approach ensures that students' word knowledge and acquisition will be incremental, multidimensional, and interrelated. Prior to reading, *Concept Vocabulary* words are introduced through a variety of activities including previewing with a definition, sentence activities, and ranking knowledge of the words. As students read, the words are defined in student-friendly language. If using the digital student edition, a multilingual glossary includes translations in 13+ languages for each word. After the selection, students are prompted to work with the words through written activities, enabling them to show understanding word meanings in different contexts. Students are specifically reminded to practice learning vocabulary with *Word Wall* strategies that help them learn similar words in clusters. In *Whole-Class Learning*, words are defined in student-friendly *Concept Vocabulary* words before encountering them in context. In *Peer-Group Learning*, students learn a vocabulary strategy before reading and as they read, they are encouraged to define the word using context clues, base words, and reference materials. Students use these strategies as they read Peer-Group texts to define the *Concept Vocabulary*. Student work resulting from the *Concept Vocabulary* selection skills activities can be used to assess student comprehension of vocabulary. Teachers can also use the *Word Wall* that students maintain to assess acquisition. *Selection Tests* assess student comprehension of text and vocabulary from the text.

### *Requirement*

- Outline the ways the curriculum activates and builds on student background knowledge to make connections.

### *Response*

In *myPerspectives*, a knowledge-building instructional model for every unit helps students build background knowledge and make connections using anchor texts and related readings around a topic and Essential Questions. Background knowledge helps students contextualize the material they are about to read. Each selection in *myPerspectives* includes background information to provide essential context for students prior to reading. Other resources that provide background include:

- Unit Introduction Videos
- Media Connections
- Digital Library—Background Connections
- Listenwise Current Events Podcasts
- Hook & Inspire Multimedia Connections

## Teacher's Edition Notes

The Teacher's Edition notes include important contextual information around specific selections and activities, background information, potential specific language challenges, and more.

- In the front matter and at the beginning of each text, a *Build Knowledge and Perspective* feature provides teachers with information about how each text builds background within the context of the unit.
- *Build Knowledge* notes connect to science, math, social studies, and the arts. These interdisciplinary connections let students extend their learning across content areas including writing activities.
- *Why This Text?* on the Selection Overview planning page provides program text selection rationales.
- *Digital Perspectives* notes help teachers to use the Internet or other digital tools to enhance the lesson.

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- *Expert's Perspectives* notes feature professional learning practices that deepen teachers' knowledge of effective teaching practices connected to prioritized learning outcomes and/or differentiation.

## Building Knowledge Through Conversation

The program organically facilitates conversations in class as students revisit the *Essential Questions*, *First Thoughts* responses following texts, and *Sharing Perspectives* discussion prompts. These conversations are not standards-based, there are no right or wrong responses, and the value in what students share in these conversations showcases learning from both the texts and their peers.

- Students discuss the *Essential Question* following each text in *Build Insight*.
- *First Thoughts* questions prompt students to talk about what they have just read.
- Speaking and listening activities encourage students to hold academic discussions.
- *Sharing Perspectives* discussion prompts allow students to connect with each other, the texts, and the authors through thought-provoking, open-ended questions. Prompts allow students to think deeper and more critically so they can bring their own voice, cultural background, and insights as they respond to prompts through multiple lenses.

### *R e q u i r e m e n t*

- Explain the reading comprehension strategies, supports, lessons, and research within the curriculum.

### *R e s p o n s e*

Strategies and learning routines in *myPerspectives* help students understand texts and apply their knowledge so they become confident learners. Pre-reading Reading Strategies and embedded in-text reading strategies include Close Read notes, Comprehension Checks, Make Inferences, which provide a foundation that promotes students' ability to comprehend increasingly complex texts. The Digital Student Edition includes targeted reading support such as:

- Language Coach offers optional on-the-spot reading support in vocabulary, language development, comprehension, and conventions.
- Inline comprehension checks, reading strategies, and Close Read notes to support students as they hone their critical reading skills.
- Audio support with word-by-word highlighting read aloud in authentic voice.
- An eText Translation Tool where students can highlight a word or passage and receive translation support for over 100+ languages. Some languages also include audio.
- Media selections are translated and include Spanish audio and closed captioning.
- A Multilingual Glossary includes a definition and audio of Concept Vocabulary words in English and Spanish, as well as written definitions in other languages.

*Bridge Texts* provide an effective scaffold for those students who need additional support in accessing the on-level text:

- A simplified version of the on-level text. These texts alternate between original passages and summarized passages.
- Includes vocabulary words and audio with word-by-word highlighting.

Online *Skills Centers* for Writing, Grammar, Word Study, and Speaking & Listening can be used as additional practice or to promote self-directed learning. *Hook & Inspire* enables teachers to embed multimedia connections into lessons. These optional access points speak to all learners and include relevant songs, videos, articles, art, infographics and more. *Listenwise* podcasts include stories from around the world and provide built-in opportunities to discuss and explore diverse viewpoints. Podcasts are aligned to the unit themes and are updated daily.

### *R e q u i r e m e n t*

- Describe the scope and sequence of writing instruction as it pertains to literacy development.

### *R e s p o n s e*

Reading and writing are purposefully connected within the program. With each text, students analyze texts through the eyes of a reader and writer. Students close read complex texts and respond to the texts they've read, all the while building critical literacy skills and content knowledge. The writing strand of *myPerspectives* includes variety in writing tasks, flexibility, and student interaction. Throughout the unit, they create long and short writing pieces and develop and share presentations with the class or with their small

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group. Students continually write using their *Evidence Log Notes* to record their thinking and are encouraged to use the *Evidence Log Notes* to inform their discussions and writing. Writing activities can be used to document student learning and show evidence of student growth in writing ability. Writing can also show changes in perspective from where a student started.

## Unit Introduction

- Students read the Mentor Text and immediately write a Summary. Note that the Mentor Text is a model of the unit's *Writing Performance Task* and Performance-based Assessment.
- Students then complete a *QuickWrite* to record their first thoughts about the Essential Question.
- Prior to leaving the Unit Introduction, students are reminded to track learning on their *Evidence Log*.

## Selection-level Writing

- Following each text are *First Thoughts* prompts that allow students to respond to what they just read in their own words. These prompts are not skills-based and are meant to allow the students to make connections prior to the skills lessons.
- Students then write a *Summary* of the text to help with comprehension as they recall main points.
- Students respond to the *Essential Question* and record their ideas on their *Evidence Log*.
- *Inquiry and Research* prompts allow students to perform guided research, learn content, connect ideas about the text, and deepen understanding of what they just read.
- Writing assignments vary in their outcome. Students are encouraged to use their *Word Wall* and to reflect on their writing when the task is completed. Writing outcomes include, but are not limited to, writing a pitch, debate, analytic response, visual analysis, compare-and contrast essay, writing a poem, dramatic monologue, writing to compare, writing to synthesize, and research report.

## Performance Tasks

- The *Writing Performance Task* provides an opportunity for students to synthesize their learning and share their perspective on unit texts, themes, topics, and the *Essential Question*. The *Writing Performance Task* is in the unit's featured writing mode—argument, informative, narrative—and includes a visual Anchor Chart, a Take a Closer Look feature and tips for completing the assignment.
- Should students need help with the *Writing Performance Task*, a *Writer's Handbook* is available. The *Writer's Handbook* can be used in its entirety or students can use the parts that are most relevant to them. The *Writer's Handbook* is interactive and comprehensive with explicit instruction, graphic organizers, and the Mentor Text model to walk students step-by-step through the writing process and includes:
  - Planning/Prewriting: A freewrite activity that helps students focus their ideas on what they want to write, gather evidence, and generate questions.
  - Drafting: Students analyze the Mentor Text writing model by looking at elements of the mode, and they begin drafting. Students learn to create coherence as they learn about word choice, sentence structures, and learn how sentences and ideas are connected and flow together smoothly.
  - Revising: The Mentor Text model shows students how the writer made revisions. The Revision Checklist is a guide to evaluate their writing for clarity, development, organization, and style.
  - Editing: After students have revised their writing, they focus on editing. The Mentor Text is used as a model to show students changes the writer made during the editing process. Mini lessons focus on sentence structure and grammar.
  - Publishing and Presenting: Students may share their writing with the class and are given choices on how they publish and present. Examples of choice include: Record a podcast, present as part of a panel presentation, record a public service announcement, and turn your essay into a blog post.
- The *Speaking & Listening Performance Task* is created with a small group and although the outcome is a speaking & listening task, students write to gather evidence, plan, and create the project. Outcomes include presenting an oral report, writing and presenting a nonfiction narrative, conducting a debate, and presenting an advertisement.

### *Requirement*

- Describe the ways in which teachers are supported in providing scaffolded opportunities to read real, connected text.

### *Response*

Teaching notes and strategies throughout each lesson include adult-level explanations and examples of more complex grade-level concepts so that teachers can improve their own knowledge of the subject to

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better support instruction. Teaching suggestions are designed to engage students and to offer enrichment and remediation where necessary.

- *Language Checkpoint: Multilingual Learner* notes at the beginning of each unit are used to determine the level of support students will need throughout the unit. Notes guide teachers with identifying students' English Language Proficiency levels in Reading, Writing, and Speaking and Listening. The Proficiency levels correspond to the Skills Support levels that provide guidance for differentiation.
- *Multilingual Learner* notes for Reading, Writing, Speaking, and Listening provide targeted scaffolds and strategies for students who are acquiring English. These notes provide a range of support including cultural context, background information, and help with specific language challenges, such as slang, puns, and idiomatic language.
- *A Text Complexity Rubric* includes quantitative and qualitative measures and Teaching Ideas and Activators that identify where students may struggle as they read. The Rubric includes strategies for teachers to use with students to ensure success as students read.
- *Vocabulary Development* and *How Language Works* notes provide teaching suggestions and support for vocabulary and language learning.
- *Digital Perspectives* notes encourage teachers to use the Internet or other digital tools to enhance the lesson.
- *Sharing Perspectives* notes provide a starting point for meaningful class discussions in which students are encouraged to share their perspectives and cultural knowledge surrounding a text or topic.
- *Build Knowledge* notes that connect to science, math, social studies, and the arts. These interdisciplinary connections provide concrete ways for students to extend their learning across content areas including writing activities.
- *Skills Spotlight* (literary elements, grammar, writing) include additional teaching opportunities that can be used for extension and/or remediation.
- *Grouping Opportunities* includes ideas for using texts in flexible settings: in whole group, small group, or independently.
- *Language Support Lessons* include targeted support that can be used to support ALL students as they acquire English. The Lessons are customizable Word documents and include:
  - Comprehensive list of integrated Student Edition, Teacher's Edition, and digital language support.
  - A Language Target with zoom-in passages and teaching points.
  - Corresponding Language Support Slides.
  - Speaking, listening, and writing opportunities for students to develop and demonstrate their acquisition of the language target.

# 2. ELA Standards

## *Requirement*

- Describe the ways in which your curriculum embeds the Utah ELA standards, including the ways the curriculum builds up to high levels of rigor and strategic application of skills.

## *Response*

*myPerspectives* content covers 100% of the Utah ELA standards and correlations are available. The program is designed to meet the grade-level trajectory and demands in terms of the sophistication of the texts, teaching concepts, and learning expectations. Each lesson includes examples, instruction, practice, activities, and learning opportunities to ensure students are learning coherently. For full correlation links please refer to our Alignment document included with this proposal.

*myPerspectives* provides the Standards at point-of-use for teachers:

- Lesson Planning pages include Standards in the Objectives at a Glance as well as each lesson activity.
- Editable Curriculum Maps that show day-by-day pacing, Standards coverage, and skills.
- Student Edition pages with the language of the Standards.
- Realize search features allow teachers to use the Standards to drill down for resources and lessons.

# Section D: Alignment

*Requirement*

- Provide documentation of the product's alignment to USBE Standards (content) in English.

*Response*

*myPerspectives* is fully aligned to the USBE Standards. Please see the following response for correlation links.

*Requirement*

- Link to USBE Secondary ELA Standards: https://www.schools.utah.gov/curr/elasecondary

*Response*

Below are links to correlations for each grade band of *myPerspectives*.
- Grade 7: https://view-su2.highspot.com/viewer/bd23656e634b714ab7608932ad474eaa
- Grade 8: https://view-su2.highspot.com/viewer/e8c9424b0e2ad2a9d9b3ffc21f99ac69
- Grade 9: https://view-su2.highspot.com/viewer/0999949a5b807859610b378e971f9c1d
- Grade 10: https://view-su2.highspot.com/viewer/c740b11068913e9c298a4fe308837a67
- Grade 11: https://view-su2.highspot.com/viewer/ca5781055144d2fb14999a09352c0943
- Grade 12: https://view-su2.highspot.com/viewer/8293629a68ab753d3d2761db4235d0a9

# Section E: Training

*Requirement*

- Explain the ways the agency provides various models of on-site, in-person training, including hybrid options of teacher training, trainers of trainers, refresher training, and on-site support, customized by the district.

*Response*

Our personalized support helps educators build capacity, create a culture of collaboration, and maintain rigorous standards. Professional development provides instruction on how to access digital and physical curriculum materials and provides support from launch through continuous, sustainable trainings, with flexible delivery options for onsite, virtual, and/or blended learning. Initial and refresher training is available on mySavvasTraining.com (included with purchase).

*Requirement*

- Outline digital training and support provided to all teachers, administrators, and stakeholders needed.

*Response*

Upon adoption of Savvas curriculum, teachers and administrators will have 24/7 access to online training and professional development resources through mySavvasTraining.com (https://mysavvastraining.com), which is included with purchase of Savvas programs. Educators will have access to On-Demand Tutorials and Guides, Library of Training Resources, and a Transcript of user progress and certificates of completion when online tutorials and training sessions are complete.

For information on our personalized Professional Learning, please visit https://tinyurl.com/3p9bp9ke.

*Requirement*

- Describe the client-support staff who are available to personally provide immediate assistance.

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*R e s p o n s e*

- **Education Consultants**—many of whom are former K–12 educators and administrators with proven experience in the classroom and with continuing education for adults—will guide your employees through the implementation process of your newly adopted *myPerspectives* program. As professional learning partners, our consultants help participants understand how to apply research-based strategies in the context of your district goals and initiatives. They will work collaboratively with district leaders to co-develop an implementation process that will benefit your teachers—and most importantly—your students.
- **Savvas' Customer Success Managers** help ensure ongoing and continuous success for our customers. The Customer Success team is composed of experienced project managers, former educators, and instructional leaders who can facilitate strategic conversations, oversee large initiatives, coordinate professional learning, and ensure alignment with district goals.
- **Customer Service and Technical Support Team**: Savvas employs professional staff to assist users of our programs and systems. We provide customer service and technical support (included with purchase) via phone, chat, and email.

*R e q u i r e m e n t*

- Describe the research and instructional models behind the teacher training opportunities.

*R e s p o n s e*

Our approach to professional learning tracks the instructional approach taken in our K–12 curriculum: learners actively construct knowledge by making connections between the known and the new, by collaborating, conversing, and strategically using resources, and by continuously reflecting and receiving feedback - all in service of improving student learning experiences and outcomes.

At Savvas Learning Company, we ground our professional learning (PL) in andragogy (Knowles, Adult Learning Theory). We recognize that for adult learners, maturity, wisdom, and prior experiences play a significant role in new learning experiences. Adult learners need to connect prior knowledge with new knowledge while engaging in immediate problem-solving applications of new constructs. In fact, immediate confirmation of change to daily practice following the acquisition of new knowledge may optimize.

Recognizing the need for real-world application of HQIM (High Quality Instructional Materials) and research-based pedagogy, Savvas education consultants use all of the following, and more, to help educators internalize and effect to their professional learning: modeling, videos, student work, articles, research, examples of teacher work, side-by-side coaching, observation and feedback, co-planning, lesson planning and analysis, and participation in or observation of Lab Classrooms transformation of educators' instructional practices.

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**Proposer agrees to provide an alignment to the Davis School District proficiency scales.**

**Savvas Response:** For district-specific alignments such as this, our Savvas team will collaborate with Davis curriculum leaders to better understand the instructional use, goals, and intended outcomes and will work to design alignments to support your district efforts. As we work together to determine the best approach, questions such as these can guide our discussion: How do curriculum leaders intend for teachers to use this resource? To what depth are you looking for alignment (text-aligned questions, activities, projects)? Do you envision this document organized by unit or as one comprehensive resource? These questions and more can guide our development of an alignment that achieves your intended use and outcomes.

**To view the examples below**, please log into Savvas Realize *first*, go to savvasrealize.com and click "Sign in," and enter the login credentials: **Username**: DavisSchoolDistrictELA **Password**: Welcome1

# ENGLISH ⅞

| | Speaking & Listening | Grade 7, Sample Unit 1 | Grade 8, Sample Unit 1 |
|---|---|---|---|
| **0** | Not enough evidence for measurement | | |
| **1** | I can participate effectively in a range of conversations and collaborations on topics, texts, and issues by asking and responding to questions. *(7-8.SL.1)* | **Unit Overview**<br>Watch the Video Discussion p. 2<br>Talk About It p. 3<br><br>**Whole-Group Activities**<br>Sneak Peek Discussion pp. 14, 28,<br><br>**Peer-Group Learning Activities**<br>Sneak Peek Discussion p. 58<br>Build Insight: Working as a Group pp. 64, 70, 79, 91 | **Unit Overview**<br>Watch the Video Discussion p. 2<br>Talk About It p. 3<br><br>**Whole-Group Activities**<br>Sneak Peek Discussion pp. 14, 32, 50, 100<br><br>**Peer-Group Learning Activities**<br>Sneak Peek Discussion p. 78, 112, 126<br>Build Insight: Working as a Group pp. 93, 105, 119, 131 |
| **2** | I can respond thoughtfully in democratic discussions that involve decision-making, role-taking, and considering diverse perspectives. *(7-8.SL.1a)*<br>I can determine if additional information or research is required to deepen the discussion. *(7-8.SL.1a)*<br>I can use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.*(7-8.SL.3)* | **Unit Introduction**<br>Icebreaker p. 8<br><br>**Whole-Group Activities**<br>Sharing Perspectives p. 18<br>Share Ideas pp. 25, 41<br><br>**Peer-Group Learning Activities**<br>Working as a Group & Making a Schedule pp. 54-55<br>Sharing Perspectives p. 63<br>Build Insight: Working as a Group pp. 64, 70, 79, 91<br>Close Read p. 65<br>Share Ideas p. 81<br><br>**Performance Tasks**<br>Publishing and Presenting p. 51<br>Present a Personal Narrative pp. 96-97 | **Unit Introduction**<br>Icebreaker p. 8<br><br>**Whole-Group Activities**<br>Sharing Perspectives pp. 22, 40, 54<br>Share Ideas pp. 29, 47, 61<br><br>**Peer-Group Learning Activities**<br>Working as a Group & Making a Schedule pp. 74-75<br>Sharing Perspectives p. 92, 118<br>Build Insight: Working as a Group pp. 93, 105, 119, 131<br>Close Read pp. 94, 106, 119, 120<br>Share Ideas p. 109<br><br>**Performance Tasks**<br>Publishing and Presenting p. 71<br>Give Nonfiction Narrative pp. 138-139 |
| **3** | I can evaluate the credibility of multiple sources of information presented in various formats and media to make informed decisions. *(7-8.SL.2)* | **Whole-Group Activities**<br>Share Ideas p. 41<br><br>**Peer-Group Learning Activities**<br>Close Read/Review pp. 80, 92<br>Share Ideas p. 81<br><br>**Performance Tasks**<br>Present a Personal Narrative pp. 96-97 | **Whole-Group Activities**<br>Share Ideas p. 47<br><br>**Peer-Group Learning Activities**<br>Media Connection Discussion p. 92<br>Close Read/Review p. 132<br>Share Ideas p. 109<br><br>**Performance Tasks**<br>Give Nonfiction Narrative pp. 138-139 |
| **4** | I can present and cite information I have gathered, assessed, and synthesized to convey a clear perspective using supporting evidence and a thoughtful line of reasoning. *(7-8.SL.3a)* | **Whole-Group Activities**<br>Share Ideas p. 41<br><br>**Peer-Group Learning Activities**<br>Share Ideas pp. 81, 95 (Share and Discuss)<br><br>**Performance Tasks**<br>Publishing and Presenting p. 51<br>Present a Personal Narrative pp. 96-97<br><br>**Develop Your Perspective** p. 103 | **Whole-Group Activities**<br>Share Ideas pp. 47, 61<br><br>**Peer-Group Learning Activities**<br>Share Ideas p. 109<br><br>**Performance Tasks**<br>Publishing and Presenting p. 71<br>Present a Nonfiction Narrative pp. 138-139<br><br>**Develop Your Perspective** p. 145 |