

## **RFI 009 – Addendum Frequently Asked Questions and Answers**

RFI 009 Addendum: This document represents an addendum to RFI #009 for Instructional Resources, Materials and Professional Learning Models to Support the Connecticut State Department of Education K-12 State Model Curriculum. This document includes all questions from prospective proposers regarding this RFI along with responses from the Connecticut State Department of Education (CSDE).

**Question:** While the RFI outlines a focus on Kindergarten through Grade 12, we know that Connecticut districts are highly focused on early childhood alignment and the transition into Kindergarten (including play-based learning frameworks). Does the CSDE encourage vendors to include **aligned Pre-K instructional resources** and professional learning models if they directly serve as a foundational bridge to the K-8 model curriculum?

**CSDE Response:** Pre-K is under the office of Early Childhood, and the Academic office focuses on K-12. The RFI 009 purpose is on the support the implementation of kindergarten through grade eight CSDE Model Curricula and grades 9-12 courses located on [GoOpen CT](#).

**Question:** We received the attached document but are hoping you can point us to more information on eligibility and requirements. I believe our *Wit & Wisdom* and *Eureka Math Squared* materials are already online, but we are interested in potentially providing alignments for our newest materials.

**CSDE Response:** Here is the link to the RFI posting. [2026 RFPs](#)

**Question:** Regarding the statement that the RFI is 'solely for informational planning purposes,' could the State clarify its anticipated next steps following the review of submitted information? Specifically, does the State intend to use this RFI to develop a formal Request for Proposals (RFP), establish a pre-qualified vendor list, or issue a master cooperative contract in the future?

**CSDE Response:** Information provided pursuant to this RFI may be included in guidance documents developed by the CSDE for distribution to each local and regional board of education and/or posted on the CSDE portal. The CSDE reserves the right to synthesize information provided by the respondents, and not to include information provided pursuant to this Request for Information.

**Questions:** Which grade levels are you seeking World Language instructional materials for? Which specific languages are you interested in reviewing curriculum and instructional resources for?

**CSDE Response:** Grades K-12 and whatever languages you could provide.

**Question:** How is this list related to the already Aligned Programs lists available within the Model Curriculum? If a program is already included in the Aligned Programs list should it be submitted to this RFI? Are you interested in supplemental and intervention programs in this RFI?

**CSDE Response:** The CSDE requests information from interested parties who may provide instructional resources, supplemental instructional materials, and professional learning opportunities for district leaders and educators. These resources must be aligned to Connecticut standards (available at [Educational Standards for Curricula Alignment](#)). They will support the implementation of kindergarten through grade eight CSDE Model Curricula and grades 9-12 courses located on [GoOpen CT](#) across multiple disciplines including Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education and World Languages. This RFI is not an offer, and no contract will be awarded as a result.

This RFI: Required Content: Submit a complete response in narrative form that includes:

1. A description of the instructional resources, supplemental materials, and/or professional learning supports your organization provides
2. The grade level(s) served (Kindergarten through Grade 12)
3. The content area(s) addressed (Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education, and/or World Languages)
4. How your resources align to Connecticut state standards and support implementation of CSDE Model Curricula and courses located on [GoOpen CT](#)
5. Responses to all applicable elements specified in the "Responses to the RFI" section of this document
6. Any supporting documentation (attach as appendices and reference in the body of your response)

**Question:** With regard to the following information on page 8 of this RFI, could you please define what is meant by “balanced literacy approaches”? *English Language Arts & Literacy: Balanced literacy approaches, close reading, evidence-based writing, text complexity, and disciplinary literacy across content areas*

**CSDE Response:** The purpose of this RFI project is to identify curriculum/instructional resources and professional learning opportunities that amplify the rich content across Connecticut's state standards in Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education and World Languages.

Increase access to quality instruction in the areas listed above. Improve student mastery of the knowledge, skills, and competencies outlined in Connecticut's state standards across all identified content areas. Advance student outcomes in each of these disciplines, ensuring that all Connecticut students are equipped with the foundational and applied skills necessary for success in college, career, and civic life.

These resources should:

- enhance evidence-based, standards-aligned instruction across all subject areas;

- promote critical thinking, problem-solving, and deep content understanding;
- support disciplinary literacy and content-specific practices appropriate to each field;
- foster student inquiry, engagement, and application of knowledge;
- integrate culturally responsive and inclusive instructional approaches;
- address diverse learning needs and provide multiple pathways to learning; and
- support educators in delivering high-quality, rigorous curriculum that prepares students for college, career, and civic life.

**Question:** Does the CSDE anticipate that information collected through this RFI may inform future procurement opportunities, approved vendor guidance lists, or statewide implementation partnerships? May respondents submit professional learning models and implementation supports independent of proprietary instructional materials or published curriculum resources? What forms of evidence are considered most valuable for demonstrating effectiveness (e.g., district implementation examples, educator feedback, outcome data, pilot studies, statewide initiatives)?

**CSDE Response:** Information provided pursuant to this RFI may be included in guidance documents developed by the CSDE for distribution to each local and regional board of education and/or posted on the CSDE portal. The CSDE reserves the right to synthesize information provided by the respondents, and not to include information provided pursuant to this Request for Information.

Professional learning topics for administrators and teachers that include:

1. The purpose, structure, and implementation of standards-aligned, high-quality curriculum in one or more content areas.
2. How culturally responsive, inclusive, and evidence-based instruction contributes to high-quality learning experiences and is essential for developing students for college, career, and civic life.
3. Instructional rigor, explicit instruction, student engagement, and flexibility of delivery for high-quality instruction across content areas.
4. Content-specific professional learning aligned to best practices in each discipline included on page 6 above.
5. Ongoing support structures such as coaching, modeling, co-planning, or follow-up sessions that promote sustained implementation.

**Question:** For “instructional resources and supplemental instructional materials,” is CSDE seeking modifications of the content currently provided as the CSDE Model Curricula, or is CSDE seeking new content to upload as additional options?

For “professional learning opportunities for district leaders and educators”, what is CSDE’s area of focus (e.g., professional learning focused on implementing the model curricula; on adapting the model curricula; on leveraging the model curricula in tandem with district-adopted resources; or something else?) Are there particular disciplines (Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education and World Languages) that

CSDE would like to prioritize? Did CSDE internally develop the model curricula for ELA, Math, Social Studies, and Science? To what extent have districts in CT been utilizing the CSDE Model Curricula? What has district feedback been? What professional learning has been provided to date related to the topics listed on page 9?

1. The purpose, structure, and implementation of standards-aligned, high-quality curriculum in one or more content areas.
2. How culturally responsive, inclusive, and evidence-based instruction contributes to high-quality learning experiences and is essential for developing students for college, career, and civic life.
3. Instructional rigor, explicit instruction, student engagement, and flexibility of delivery for high-quality instruction across content areas.
4. Content-specific professional learning aligned to best practices in each discipline included on page 6 above.
5. Ongoing support structures such as coaching, modeling, co-planning, or follow-up sessions that promote sustained implementation.

What “guidance documents” does CSDE envision developing based on this RFI (e.g., a list of recommended vendors to be utilized by districts, or something else)?

**CSDE Response:** The purpose of this RFI project is to identify curriculum/instructional resources and professional learning opportunities that amplify the rich content across Connecticut's state standards in Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education and World Languages. Increase access to quality instruction in the areas listed above. Improve student mastery of the knowledge, skills, and competencies outlined in Connecticut's state standards across all identified content areas. Advance student outcomes in each of these disciplines, ensuring that all Connecticut students are equipped with the foundational and applied skills necessary for success in college, career, and civic life. Whatever areas your able to provide. Information provided pursuant to this RFI may be included in guidance documents developed by the CSDE for distribution to each local and regional board of education and/or posted on the CSDE portal. The CSDE reserves the right to synthesize information provided by the respondents, and not to include information provided pursuant to this Request for Information.

**Question:** We have middle school options for science and social studies that are well aligned to Connecticut's standards and our project-based learning pedagogy fits very nicely into what this RFI is asking for, but we don't have a curriculum for every grade level.

**CSDE Response:** Submit if interested on what your team is able to identify curriculum/instructional resources and professional learning opportunities that amplify the rich content across Connecticut's state standards.

**Question:** Will you provide templates for each requested content areas?

How should we break up the grade bands? K-5; 6-8; 9-12?

If we have submitted our alignment to the CSDE Model Curricula for some of our ELA/Math programs should we submit again? Should we submit again, considering we may have a newer copyright for the program?

Do we need to show correlation documents highlighting our alignment to the Connecticut State Standards, the Connecticut Model Curriculum or both?

Will a list be available to LEAs identifying which curriculum providers have submitted alignment documentation and have been approved by the state of CT?

Where will these resources be housed?

**CSDE Response:** Required Content: Submit a complete response in narrative form that includes:

1. A description of the instructional resources, supplemental materials, and/or professional learning supports your organization provides
2. The grade level(s) served (Kindergarten through Grade 12)
3. The content area(s) addressed (Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education, and/or World Languages)
4. How your resources align to Connecticut state standards and support implementation of CSDE Model Curricula and courses located on [GoOpen CT](#)
5. Responses to all applicable elements specified in the "Responses to the RFI" section of this document
6. Any supporting documentation (attach as appendices and reference in the body of your response) Breaking them up is up to you.

The vendor's business practices and experience related to supporting educators to:

1. Utilize instructional resources that are aligned to the Educational Standards for Curricula Alignment across one or more of the following content areas include but not limited to Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education, and/or World Languages.
2. Implement kindergarten through grade eight CSDE Model Curricula, list courses, and 9-12 courses located on [GoOpen CT](#).
3. Understand and utilize culturally responsive and inclusive instructional materials that reflect diverse perspectives and experiences.
4. Implement content-specific pedagogical approaches appropriate to each discipline, which may include, but are not limited to:
  1. Mathematics: Standards for Mathematical Practice, problem-solving strategies, mathematical discourse, and conceptual understanding
  2. English Language Arts & Literacy: Balanced literacy approaches, close reading, evidence-based writing, text complexity, and disciplinary literacy across content areas
  3. Science: Three-dimensional learning (Science and Engineering Practices, Crosscutting Concepts, Disciplinary Core Ideas), phenomena-based instruction, and engineering design processes aligned to the Next Generation Science Standards.
  4. Data Literacy: Interpreting data, statistical reasoning, data visualization, and applying data analysis skills across disciplines

5. Computer Science: Computational thinking, algorithm design, debugging strategies, and digital creation
6. Social Studies: The inquiry arc outlined in the College, Career, and Civic Life (C3 Framework), thinking like historians, economists, geographers, and political scientists
7. Arts: Studio habits of mind, arts integration, creative process, critique and reflection, and connections between the arts and other disciplines
8. Career and Technical Education: Industry-aligned practices, technical skill development, work-based learning, and integration of academic content within career pathways
9. World Languages: Proficiency-based instruction, use of the 5 C's (Communication, Cultures, Connections, Comparisons, Communities), and authentic language use in meaningful contexts

Information provided pursuant to this RFI may be included in guidance documents developed by the CSDE for distribution to each local and regional board of education and/or posted on the CSDE portal. The CSDE reserves the right to synthesize information provided by the respondents, and not to include information provided pursuant to this Request for Information. To be included in guidance documents developed by the CSDE for distribution, each respondent must address all elements of this RFI, delineated below.

**Question:** What level of detail does the CSDE require when demonstrating alignment to Connecticut state standards? The RFI mentions supporting "kindergarten through grade eight CSDE Model Curricula and grades 9-12 courses located on GoOpen CT." Can you clarify whether vendors are expected to integrate directly with the GoOpen CT platform, or is alignment to the published curricula sufficient? If a vendor has multiple products that cover different content areas (e.g., Math and ELA), would the DOE prefer that the vendor submit one comprehensive response, or separate responses for each content area? Should pricing information be included in our RFI response for district planning purposes, or will terms be negotiated separately between districts and vendors?

**CSDE Response:** Clear and thorough responses should include, but are not limited, to explanations of the following range of descriptions, experience, and services.

The vendor's business practices and experience related to supporting educators to:

1. Utilize instructional resources that are aligned to the Educational Standards for Curricula Alignment across one or more of the following content areas include but not limited to Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education, and/or World Languages.
2. Implement kindergarten through grade eight CSDE Model Curricula, list courses, and 9-12 courses located on [GoOpen CT](#).
3. Understand and utilize culturally responsive and inclusive instructional materials that reflect diverse perspectives and experiences.
4. Implement content-specific pedagogical approaches appropriate to each discipline, which may include, but are not limited to:
  1. Mathematics: Standards for Mathematical Practice, problem-solving strategies, mathematical discourse, and conceptual understanding

2. English Language Arts & Literacy: Balanced literacy approaches, close reading, evidence-based writing, text complexity, and disciplinary literacy across content areas
3. Science: Three-dimensional learning (Science and Engineering Practices, Crosscutting Concepts, Disciplinary Core Ideas), phenomena-based instruction, and engineering design processes aligned to the Next Generation Science Standards.
4. Data Literacy: Interpreting data, statistical reasoning, data visualization, and applying data analysis skills across disciplines
5. Computer Science: Computational thinking, algorithm design, debugging strategies, and digital creation
6. Social Studies: The inquiry arc outlined in the College, Career, and Civic Life (C3 Framework), thinking like historians, economists, geographers, and political scientists
7. Arts: Studio habits of mind, arts integration, creative process, critique and reflection, and connections between the arts and other disciplines
8. Career and Technical Education: Industry-aligned practices, technical skill development, work-based learning, and integration of academic content within career pathways
9. World Languages: Proficiency-based instruction, use of the 5 C's (Communication, Cultures, Connections, Comparisons, Communities), and authentic language use in meaningful contexts.

One response with multiple content areas is acceptable. This RFI is not an offer, and no contract will be awarded as a result.

**Question:** Can you provide more clarity around how the CSDE envisions utilizing the materials submitted in response to this RFI? For example, is the intent to use the submitted curricular programs in their entirety — i.e., "off the shelf" — or are you looking to partner with vendors to select specific assets to be used in building or adding to customized modules or courses? The RFI asks vendors to describe "how resources support implementation of CSDE Model Curricula and courses." Is there an expectation, and/ or would it be advantageous, for vendors to align their curricula to the scope and sequence(s) of the CSDE Model Curricula and courses? Regarding Professional Learning, is there interest in both curriculum-specific and curriculum-agnostic training? Lastly, an earlier copyright/ version of our core ELA program is currently on the state's list of Approved K-3 Reading Curriculum Models and Programs. Should we include information about our most updated copyright/ version of the program as part of our response to this RFI?

**CSDE Response:** Information provided pursuant to this RFI may be included in guidance documents developed by the CSDE for distribution to each local and regional board of education and/or posted on the CSDE portal. The CSDE reserves the right to synthesize information provided by the respondents, and not to include information provided pursuant to this Request for Information. Curriculum/instructional resources and professional learning opportunities that amplify the rich content across Connecticut's state standards in Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education and World Languages. Professional learning your organization is able to provide. Include the most up to date resources you have if willing to submit.

**Question:** Are you looking for supplemental curriculum programs or just supplemental materials? Are you accepting submissions for subject specific instructional resources and supplemental materials? (i.e. K-2 Foundational Literacy) Will you accept professional development that is tied to an instructional program? GoOpen CT lists some "aligned core programs" that support the implementation of the Model Curricula. Are you open to submissions for instructional materials and programs outside of this list? For example, a foundational skills program that supports these core programs?

**CSDE Response:** Instructional resources, supplemental instructional materials, and professional learning opportunities for district leaders and educators. The purpose of this RFI project is to identify curriculum/instructional resources and professional learning opportunities that amplify the rich content of Connecticut's state standards.

**Question:** Could you please clarify whether vendors should only submit Open Educational Resources (OERs), or if commercially available products for purchase are also acceptable? Could you please clarify which materials are being referred to when you state they "may be posted to GoOpen"—are these the guidance documents, or the supplemental programs submitted by vendors?

**CSDE Response:** The CSDE will take receipt of all applications and review them based on the criteria listed within the RFI request if they are OER or commercially available.