CURRICULUM NOTEBOOK

Elementary

Provo City School District

Teaching and Learning Department

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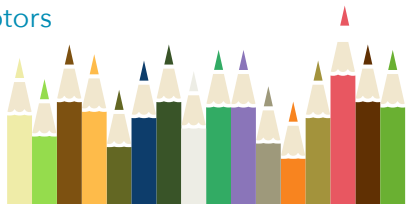
Curriculum Notebook

Downloading the Curriculum Notebook to your desktop will allow links to open as separate pages. Please note: Downloaded notebooks will not include ongoing updates. Please access the notebook from the PCSD website for up-to-date information.



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Curriculum Resources (continued)

Science Resources

- Science/STEM

Social Studies Resources

- Impact & Discovering Our Past Login
- Grade-Level Core Resources and Platform Video Tutorials

Health Resources

- Utah Core Standards, Grade-Level Resource Guides, and Parent Notifications

Specialty Courses

- Music
- Health/Physical Education
- Arts
- Library Media

Pre-School

- Title One Pre-School

Standards Reports

A quarterly method of grading student progress that focuses on student learning. Scores are based on a student's demonstrated understanding of each Utah core standard.

- Report Entry and Grade Scale
- Parent Guides
- Keyboarding Standards by Quarter

Assessment

The productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement.

- Link to USBE Assessment Resources
- Wonders Interim Assessments
- Wonders Know Your Reports User Guide
- Acadience Reading/DIBELS
- Into Math Interim Growth Measure Assessment
- Standard Test Administration & Ethics Policy

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Intervention Resources

A set of criteria to guide teachers to provide additional instruction to students who did not master the content in Tier 1 instruction. This might include: commercial intervention programs, teacher-developed intervention materials, diagnostic testing, RTI/MTSS processes, and a list of essential knowledge/skills that will prompt intervention if the student does not demonstrate mastery.

- Provo MTSS Literacy Model
- PCSD MTSS Reading Framework
- Wonders Tier 2 Resources
- 95% Tuneup/Booster
- Wonder Works Tier 2 Resources
- PCSD MTSS Math Framework
- Into Math Tier 2 Resources
- USBE MTSS Supports for Math

Supplemental Resources

Resources to help educators engage students in the learning process in order to create meaningful learning experiences

- Provo Way instructional Model
- Success for Every Student: District Improvement Plan
- PCSD Teacher Resource Guide
- Understanding by Design
- Depth of Knowledge (DOK) Levels
- The Big 8 Engagement Strategies
- Special Education Resources
- Dual Language Immersion (DLI)
- Center for Accelerated Studies (CAS)
- Long-term School Closure
- Canvas Quick-Start
- English Learner/Multi-Language Learner Supports

Professional Development

Professional development includes many kinds of support, including; new teacher mentoring, instructional coaching, professional learning communities, district classes, district courses, university coursework, and conferences/workshops.

- Professional Learning Offerings
- Professional Development Handbook
- PCSD Professional Development Resources

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ESSENTIALS & PACING GUIDES

Priority Essentials & Pacing Guides

Priority 1 Essentials

Priority 1 Standards are those Standards that are typically remediated during school specific intervention times. P1 Standards are identified by **red text** in the pacing guides.

Priority 2 Essentials

Priority 2 Standards are taught and assessed along with the P1 Standards, but are typically not part of the school specific intervention times. P2 Standards are identified by **blue text** in the pacing guide.

Quarterly Standards

Both **Priority 1** and **Priority 2** standards should be assessed for each quarter. The score indicated on the Standards Report should reflect a student's competency in both the P1 and P2 standards that are indicated in the Pacing Guide for that quarter.

Priority essentials are particular standards/ objectives/indicators that a school/district defines as critical for student learning. In fact, they are so critical that students will receive intervention if they are not learned.

Priorities are chosen because they:
1. have endurance
2. have leverage
3. are important for future learning.

Pacing Guides are the order and timeline of the instruction of priorities and standards over the span of a course (semester or year) in connection to the district adopted curriculum.

Link to your grade level's Pacing Guides here:

Language Arts

English Language Arts
- Grades K - 6

Mathematics
- Grades K - 6

Science
- Grades K - 6

Social Studies
- Grades 5 - 6

CURRICULUM RESOURCES

Wonders: Comprehensive Reading Program

Provo City School District has adopted McGraw's *Wonders* Comprehensive Reading Program for grades K-6. Classroom teachers have physical materials, including student books and teacher manuals, as well as digital access to all materials.

Directions for logging into Wonders

Teachers and students will each follow the same process for logging into Wonders

STUDENT AND TEACHER LOGIN INSTRUCTIONS

District Name:	Provo City School District

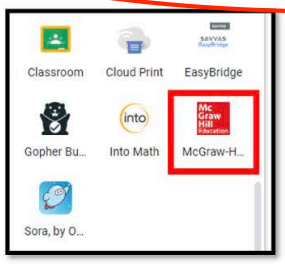
IMPORTANT: In order to log into Wonders or Impact, you will need to use your ***PROVO STUDENT GMAIL ACCOUNT***. If you try to use your teacher account it will not recognize your email address and not let you in.

Students may also access the McGraw Hill's ConnectEd by using their Clever Badges. Which will take them to the Google Single Sign On Page.

STUDENT AND TEACHER McGraw Hill LOGIN PROCESS

Log into your STUDENT District Google account:

Click on McGraw Hill icon (in the waffle):



If you have not been assigned a Wonders account, temporarily use the following:

Go to: https://my.mheducation.com/login

Username: UTWonders2023
Password: UTWonders2023

If you, or one of your students, is not able to access an stu.provo.edu account, please submit a work order.

CURRICULUM RESOURCES

Into Math Online Platform: Tutorials and Guides

Ed: Your Friend in Learning is a new online teaching and learning system that combines technology, content, and instruction to personalize the teaching and learning experience with HMH

Tutorials and Guides:

- Online Resource Overview
- Login Instructions

- Assignments
  - About assignments
  - Navigating the assignments page
  - Creating assignments
  - Add feedback to an assignment
  - Manually score assignments
  - Manage assignments
  - View assignment reports
  - Delete assignments
- Groups
  - About groups
  - Navigate the 'groups' page
  - Allow 'Ed' to recommend groups
  - Create groups
  - Edit groups
  - Delete groups
- Growth Measure Assessment
  - GMA overview
  - How to assign the GMA
  - How to open GMA reports
  - Navigating the GMA reports page
- Data and Reports
  - About data and reports
  - Navigating the data and reports page
  - Open assessment reports
  - Open standards reports
- "Let's Get Into Math" Newsletters

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WIDA

English Language Development Standards

Performance Definitions
Outline how English language learners process and use language for each level or language proficiency in grades K-12.

Can Do Descriptors
Describe how English language learners process and use language for each language domain and level of language proficiency by grade level indicator

WIDA resources are intended to support classroom instruction. They address language proficiency in relation to five English language proficiency (ELP) standards:

1) Social and Instructional Language
2) The Language of Language Arts
3) The Language of Mathematics
4) The Language of Science
5) The Language of Social Studies

The **Performance Definitions** provide a concise, global overview of language expectations for each level of English language proficiency. They span the spectrum of grade levels which means that educators must interpret the meaning of the definitions according to students' cognitive development due to age, their grade level, their diversity of educational experiences, and any diagnosed learning disabilities (if applicable)

The **Can Do Descriptors** are designed to support teachers by providing them with information on the language students are able to understand and produce in the classroom. What is unique about the Can Do Descriptors is that they apply to all five English language proficiency standards, which means they provide an opportunity to link language development across all academic content areas. The Descriptors are intended to be used in tandem with the Performance Definitions.

Adapted from https://wida.wisc.edu/teach/standards

MATHEMATICS

Utah Core Guides

The **Utah Mathematics Core Guides** are a resource to teachers as they plan and develop their math instruction. For each grade level, the guides indicate each standard, the related standards for both current and future grade levels, critical background knowledge, academic vocabulary, and suggested models and strategies.

Link to your grade-level's Core Guides here

MATHEMATICS

Mathematical Practice Standards

The Utah State Core **Mathematical Practice Standards** are the foundation for mathematical thinking and practice for students. Math instruction is more than just math facts and story problems. It encompasses the thinking behind the math as well as the application of the math to real world scenarios. While the content and depth varies from grade to grade, the math practices are the same across grade levels.

Mathematical Practice Standards

Math Practice 1: Make sense of problems and persevere in solving them.

Math Practice 2: Reason abstractly and quantitatively.

Math Practice 3: Construct viable arguments and critique the reasoning of others.

Math Practice 4: Model with mathematics.

Math Practice 5: Use appropriate tools strategically.

Math Practice 6: Attend to precision.

Math Practice 7: Look for and make use of structure.

Math Practice 8: Look for and express regularity in repeated reasoning

Resources:

Look-fors as Classroom Indicators

CURRICULUM RESOURCES

STEM: Science, Technology, Engineering, and Math

STEM is an equitable focus on requisite skills and knowledge in science and mathematics that nurtures students' creativity and cognitive dispositions. Provo City School District students work to build their abilities to collaborate, think critically, solve problems, and communicate effectively. By helping students have ownership of their learning, engagement is increased and genuine interests are built that can mature into stackable and portable credentials.

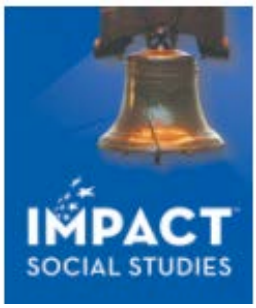
STEM Resources:

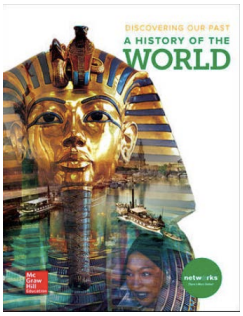
- SEEd: Science with Engineering Education Standards
- OER Science Textbooks
- Code.org
- FOSS Website (6th grade)

  Login information for FOSS is located on the inside cover of your FOSS teacher's manual

CURRICULUM RESOURCES

McGraw Hill: Impact and Networks





Provo City School District has adopted McGraw's Impact: U.S. History Making a New Nation (5th Grade) and Networks: Discovering Our Past: A History of the World (6th Grade) for Social Studies. Classroom teachers have physical materials, including student books and teacher manuals, as well as digital access to all materials.

Directions for logging into Impact and Networks

Teachers and students will each follow the same process for logging into Impact and Networks .

1

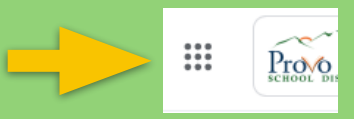
LOGIN TO YOUR .STU EMAIL

Teachers, you must use your .stu email account. Regular teacher email accounts will not work.

2

CLICK ON THE TILES

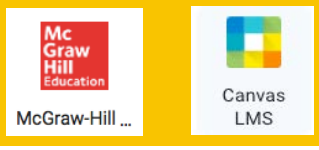
Located in upper right corner



3

SELECT MCGRAW HILL/CANVAS

Scroll down to locate this icon



Teacher Login for stu.provo.edu email account

Username:	Same as your regular email, but add "stu." (Ex: johnb@**stu.**provo.edu)
Default Password:	6 digit emp. ID# + last name (lower case) (Ex: 123456brown)

Student Login for stu.provo.edu email account

Username:	Initials + 6 digit student # + @stu.provo.edu (Ex: mk123456@stu.provo.edu)
Password:	Birthday (mm/dd/yyyy)

If you, or one of your students, is not able to access an stu.provo.edu account, please submit a work order.

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CURRICULUM RESOURCES

Social Studies

The follow resources are recommended to be used to assist you in teaching the Utah Core Social Studies Stands and Standards.

Grade Level Core Resources:

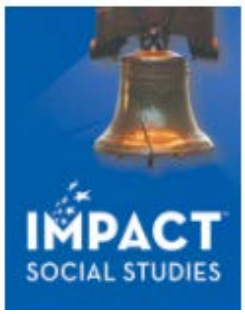
Elementary Social Studies Standards are currently under revision. New State Core Standards have yet to be approved and adopted.

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade

PCSD Resources:

This web page is collection of curated Social Studies Resources for 4th- 6th Grade.

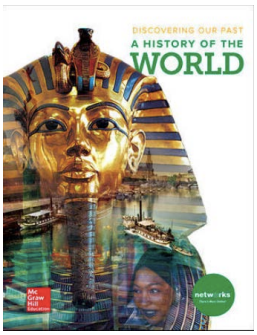
- PCSD Social Studies Web page



5th Grade- Impact: U.S. History Making a New a Nation.

Video Tutorials:

- MHE Impact Platform Tour
- Impact Platform Tour of Assessments



6th Grade-Networks: Discovering Our Past (World History).

Video Tutorials:

- MHE Networks Platform Tour
- Networks Platform Tour of Assessments

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CURRICULUM RESOURCES

Health Education

The follow resources are recommended to be used to assist you in teaching the Utah Core Health Education Stands and Standards.

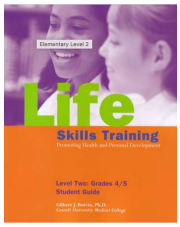
Utah State Board of Education

Utah Core Standards: K-6 Health Education

Health Education Resource Guides

These resources are compiled to assist you with lesson planning and instruction.

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade*
- 6th Grade



Botvin Life Skills

This is a Utah Legislative mandated curriculum and instruction will occur in 5th grade. You must complete a one time training to gain access to the curriculum.

- Pacing Guide

Provo City SCHOOL DISTRICT

5th Grade Maturation

These are the links to information about required training for 5th Grade teachers and instructional materials.

- PCSD Educator Web page
- PCSD Parent Web page

Parent Notification/Permission:

- *Child Sexual Abuse Prevention* instruction. If schools teach this content, under Utah Code, it requires parent notification prior to instruction and parents may opt their student out.

- *The *Human Development Strands and Standards* are taught as part of the **PCSD Maturation Program** and requires parent permission 2 weeks prior to instruction. Students must have the appropriate box checked and parent signature to participate on their returned permission slip. Parents may opt their student opt out or a student is automatically opted out if a permission is not returned.

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SPECIALTY CLASSES

Music

"All students should have the opportunity to experience the fine arts as part of a well-rounded curriculum and complete education. The study of drama, dance, music, and the visual arts helps students explore realities, relationships, and ideas that cannot be expressed simply in words or numbers. Study of the fine arts nurtures creativity, an essential skill for the 21st century. The fine arts serve the education of the whole child."
(Utah State Board of Education)

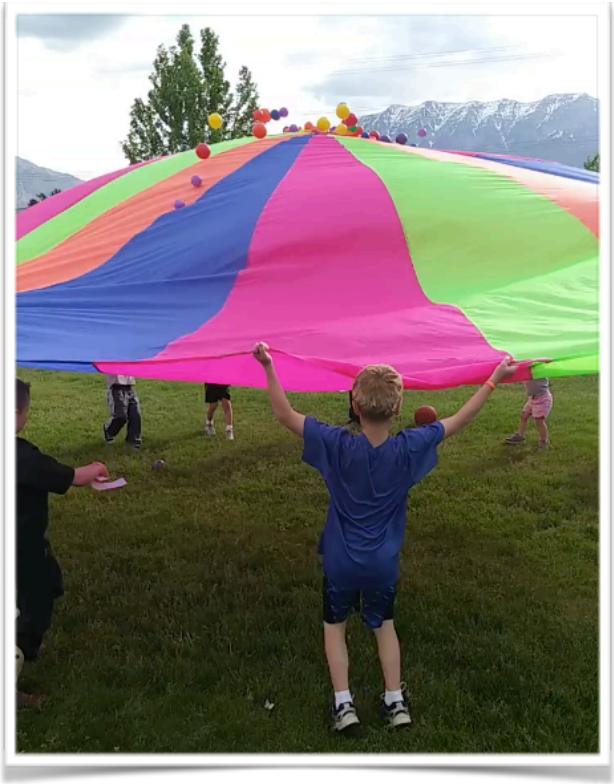
Resources:

- PCSD K-6 Kodaly Music Standards Aligned to Utah State Core Standards
- Pacing Guide
- Priority Learning Essential Standards

District Music Specialist: Julianna Gylseth
Email: JuliannB@provo.edu

SPECIALTY CLASSES

Physical Education



*The goal of **physical education** is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. Research tells us that students who are physically active for 60 minutes a day have higher self-confidence and more active synapses in the brain, experience a decrease in chronic illnesses, and are less likely to be absent from school. Such students are ready for career and college success. Time given to physical activity in school must not only be incorporated, but also be of the highest quality.*
(Utah State Board of Education)

Resources:

- Physical Education Utah Core Standards
- PCSD Physical Education Recommendations
- Pacing Guide
- Priority Learning Essentials (coming soon)
- Assessment Standards
- **District PE Specialist:** Lindsay Baccus

  Contact for access to unit overviews and monthly lesson outlines.

  Email: LindsayB@provo.edu

SPECIALTY CLASSES

Arts

"The arts teach children that in complex forms of problem solving, purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds."

Elliot Eisner
National Art Education Association

Resources:

- Fine Arts Utah Core Standards
- ARTS Partnerships: Arts Reaching and Teaching in Schools
- The Kennedy Center Arts Edge
- "Books to Boogie" Project Resources
- Advancing ARTS Leadership
- **District BTS Fine Arts Curriculum Specialist:** Kayleen Nelson (kayleenn@provo.edu)

SPECIALTY CLASSES

Library/Media

ProvoREADS is a Provo City School District initiative in association with Provo City PTA to promote literacy, broaden and deepen an appreciation of reading. Libraries throughout the district host activities connected to each year's theme by introducing related titles of books and conducting various related themed events.

The mission of ProvoREADS is to bring people together reading common books, increase their desire to read and discover the pure joy that comes from reading.

- ProvoREADS Resources

"Access to books and the encouragement of the habit of reading: these two things are the first and most necessary steps in education...It is our children's right and it is also our best hope and their best hope for the future."

Michael Morpurgo (author)

Library/Media Resources:

Contact the PCSD Library/Media Specialist for access to unit overviews and monthly lesson outlines. Our goal is to promote literacy engagement, as well as to unify the elementary libraries as Utah Core Standards are taught.

Contact: Christine Durst (ChristiD@provo.edu)

- Library/Media Utah Core Standards

STANDARDS REPORTS

Report Entry and Grade Scale

Grading Scale

4 = Meets grade level standard

3 = Near grade level standard

2 = Below grade level standard

1 = Well below grade level standard

NYT = Not yet taught

- The score "Meets Standard" indicates the student has met *all* the sub-standards in the standard.
- The score can only be based on a student's performance at the end of the term, not effort, progress, behavior, etc.
- Teachers should have assessment evidence to justify scores
- Reports must be completed and given to parents at the end of each term.

Standards Reports are a quarterly method of grading student progress that focuses on student learning. Scores are based on a student's demonstrated understanding of each Utah core standard.

Which standards are included in each quarterly Standards Report?

Both **Priority 1** and **Priority 2** essential standards should be assessed for each quarter. The score indicated on the Standards Report should reflect a student's competency in both the P1 and P2 essential standards that are indicated in the Pacing Guide for that quarter.

What if a student masters some, but not all of the sub-standards for a given term?

For a student to earn a standard score of 4, he/she needs to have achieved mastery of **ALL** sub-standards indicated on the pacing guide for that term. If a student has achieved mastery on **some** of the sub-standards, then the teacher needs to decide if a 2 or 3 is the more appropriate score. A 3 would be given if the student was very close to mastery on all of the sub-standards, a 2 would be given if a significant number of sub-standards are not yet mastered.

Report Entry Tutorials

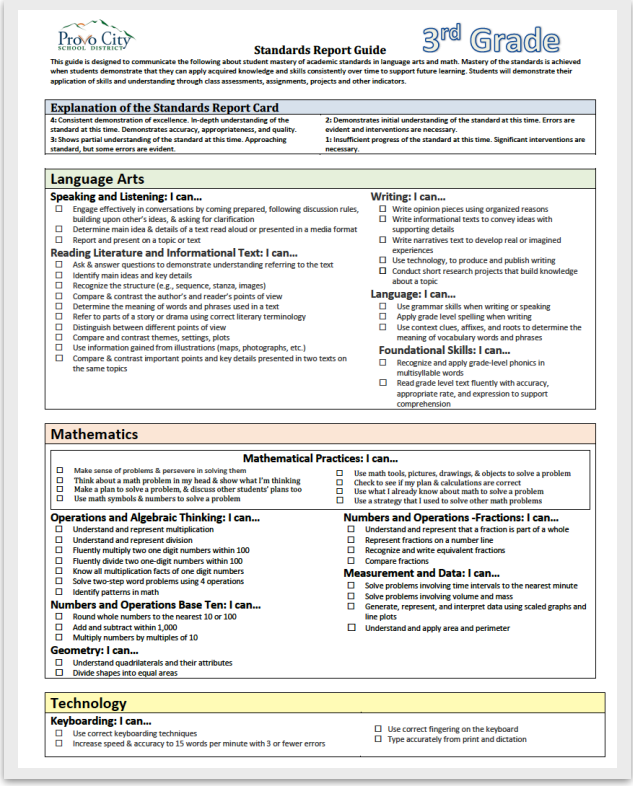
PDF version

Video version

STANDARDS REPORTS

Parent Guides

The **Standards Report Parent Guides** summarize the standards taught in each grade-level. This year-at-a-glance guide is written in parent-friendly language, and is intended to help parents understand what students will be learning throughout the year. The Parent Guides are not intended to be a report card, or used to identify which standards have been covered/mastered. It is recommended that this guide be shared with parents at the beginning of each school year.



Provo City School District

Standards Report Guide — 3rd Grade

This guide is designed to communicate the following about student mastery of academic standards in language arts and math. Mastery of the standards is achieved when students demonstrate that they can apply acquired knowledge and skills consistently over time to support future learning. Students will demonstrate their application of skills and understanding through class assessments, assignments, projects and other indicators.

Explanation of the Standards Report Card

4: Consistent demonstration of excellence. In-depth understanding of the standard at this time. Demonstrates accuracy, appropriateness, and quality.
3: Shows partial understanding of the standard at this time. Approaching standard, but some errors are evident.
2: Demonstrates initial understanding of the standard at this time. Errors are evident and interventions are necessary.
1: Insufficient progress of the standard at this time. Significant interventions are necessary.

Language Arts

Speaking and Listening: I can...
- ☐ Engage effectively in conversations by coming prepared, following discussion rules, building upon other's ideas, & asking for clarification
- ☐ Determine main idea & details of a text read aloud or presented in a media format
- ☐ Report and present on a topic or text

Reading Literature and Informational Text: I can...
- ☐ Ask & answer questions to demonstrate understanding referring to the text
- ☐ Identify main ideas and key details
- ☐ Recognize the structure (e.g., sequence, stanza, images)
- ☐ Compare & contrast the author's and reader's points of view
- ☐ Determine the meaning of words and phrases used in a text
- ☐ Refer to parts of a story or drama using correct literary terminology
- ☐ Distinguish between different points of view
- ☐ Compare and contrast themes, settings, plots
- ☐ Use information gained from illustrations (maps, photographs, etc.)
- ☐ Compare & contrast important points and key details presented in two texts on the same topics

Writing: I can...
- ☐ Write opinion pieces using organized reasons
- ☐ Write informational texts to convey ideas with supporting details
- ☐ Write narratives text to develop real or imagined experiences
- ☐ Use technology, to produce and publish writing
- ☐ Conduct short research projects that build knowledge about a topic

Language: I can...
- ☐ Use grammar skills when writing or speaking
- ☐ Apply grade level spelling when writing
- ☐ Use context clues, affixes, and roots to determine the meaning of vocabulary words and phrases

Foundational Skills: I can...
- ☐ Recognize and apply grade-level phonics in multisyllable words
- ☐ Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension

Mathematics

Mathematical Practices: I can...
- ☐ Make sense of problems & persevere in solving them
- ☐ Think about a math problem in my head & show what I'm thinking
- ☐ Make a plan to solve a problem, & discuss other students' plans too
- ☐ Use math symbols & numbers to solve a problem
- ☐ Use math tools, pictures, drawings, & objects to solve a problem
- ☐ Check to see if my plan & calculations are correct
- ☐ Use what I already know about math to solve a problem
- ☐ Use a strategy that I used to solve other math problems

Operations and Algebraic Thinking: I can...
- ☐ Understand and represent multiplication
- ☐ Understand and represent division
- ☐ Fluently multiply two one digit numbers within 100
- ☐ Fluently divide two one-digit numbers within 100
- ☐ Know all multiplication facts of one digit numbers
- ☐ Solve two-step word problems using 4 operations
- ☐ Identify patterns in math

Numbers and Operations Base Ten: I can...
- ☐ Round whole numbers to the nearest 10 or 100
- ☐ Add and subtract within 1,000
- ☐ Multiply numbers by multiples of 10

Geometry: I can...
- ☐ Understand quadrilaterals and their attributes
- ☐ Divide shapes into equal areas

Numbers and Operations -Fractions: I can...
- ☐ Understand and represent that a fraction is part of a whole
- ☐ Represent fractions on a number line
- ☐ Recognize and write equivalent fractions
- ☐ Compare fractions

Measurement and Data: I can...
- ☐ Solve problems involving time intervals to the nearest minute
- ☐ Solve problems involving volume and mass
- ☐ Generate, represent, and interpret data using scaled graphs and line plots
- ☐ Understand and apply area and perimeter

Technology

Keyboarding: I can...
- ☐ Use correct keyboarding techniques
- ☐ Increase speed & accuracy to 15 words per minute with 3 or fewer errors
- ☐ Use correct fingering on the keyboard
- ☐ Type accurately from print and dictation

Access your grade-level's Parent Guides (Link to resources)

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- Spanish Versions

ASSESSMENT

Acadience Reading/DIBELS Next

The DIBELS Next Assessment is Now Acadience Reading

Acadience Reading is the new name for the DIBELS Next assessment by the original authors of DIBELS. You can continue to use the same assessment tools.

What is Acadience Reading?

Acadience Reading is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. The assessment is comprised of six brief measures that function as indicators of the essential skills that every child must master to become a proficient reader. These measures are used to regularly monitor the development of early literacy skills in order to provide timely instructional support and prevent the occurrence of later reading difficulties.

Why Use Acadience Reading?

Acadience Reading provides reliable and valid universal screening for students who may be at risk for reading difficulties. These measures also help identify the skills to target for instructional support. Acadience Reading also provides progress monitoring measures for at-risk students while they receive additional, targeted instruction to close achievement gaps. Finally, these measures assist educators in examining the effectiveness of school-wide literacy supports.

Acadience Reading/DIBELS Resources (Link to resources)

- ACADIENCE/DIBELS Guidelines
- Summary of Benchmark Goals
- How to set Pathways of Progress
- Progress Monitoring Guidelines
- Acadience Reading Reminders
- How to Administer the DAZE Online Assessment
- How to Enter DAZE Progress Monitoring Scores
- Sample Parent Notification Letters

MATH ASSESSMENTS

Into Math Growth Measure Assessment

District Math Interims (Growth Measure Assessments) will be administered three times per year at each grade-level. Assessment windows for each assessment are indicated in the Math Pacing Guides located in the Curriculum Notebook.

Growth measure assessments are a collection of research-based benchmark assessments that provide educators with an overall insight into how their students are performing in their grade level. They are computer-adaptive tests (CAT) that provide data on students' math fluency levels and growth over time against a research-based scaled Quantile score.

These tests also help predict student mastery of a subject over time, supplementing the set of standards-based program assessments with research-based growth information to offer a holistic view of each student's growth. The test considers each student's grade level and previous performance in an earlier test (if taken) to present the appropriate items. As students progress through the assessment, the difficulty level of questions adjusts according to the students' performance. When a student answers a question correctly, the next item is at a higher Quantile level. If a student answers incorrectly, the next item presented is at a lower Quantile/Lexile level. The algorithm powering the test re-calibrates as the student answers questions. The assessment ends once the student has answered enough questions to determine an accurate Quantile measure.

Into Math Growth Measure Assessment Resources:

- How to Assign the Growth Measure Assessment
- How to Open Growth Measure Reports
- Navigating the Growth Measure Reports Page

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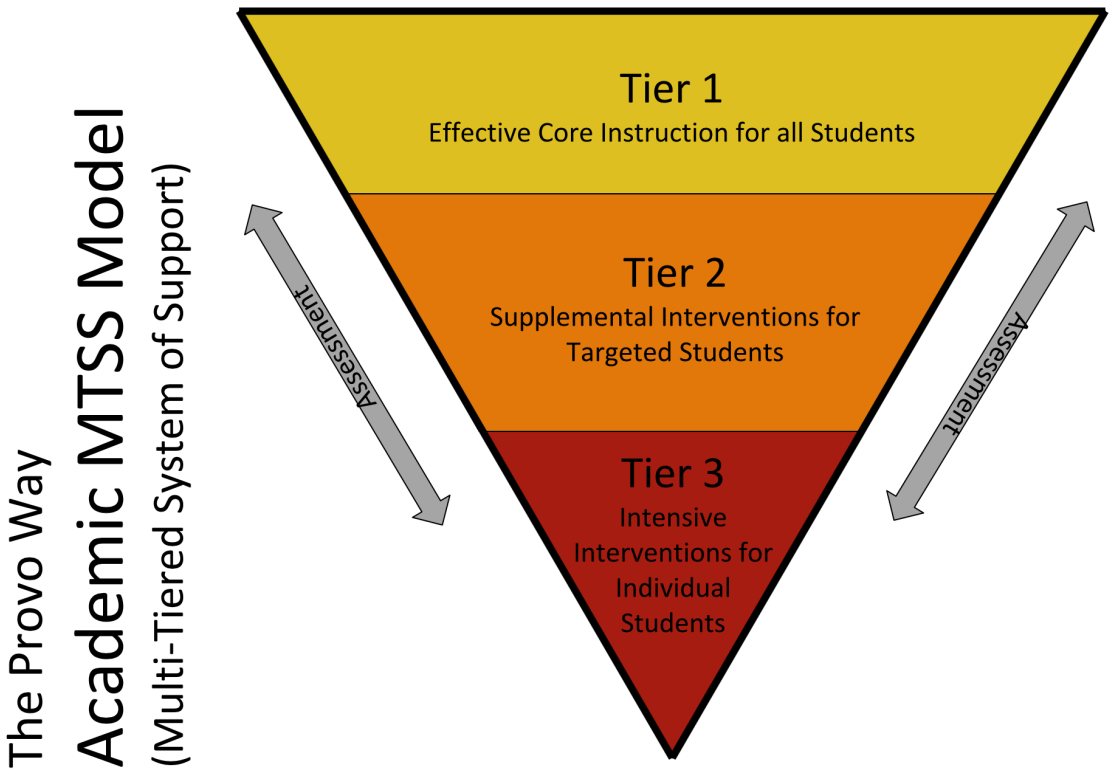
INTERVENTION STANDARDS

MTSS Model

Provo City School District's Academic **MTSS (Multi-Tiered Systems of Support)** details the system for providing Tier 1, 2, and 3 instruction; interventions; and assessment to help each student receive appropriate support.

Successful MTSS implementation is a highly complex process that involves the following tasks:

- Gathering accurate and reliable data
- Correctly interpreting and validating data
- Using data to make meaningful instructional changes for students
- Establishing and managing increasingly intensive tiers of support
- Evaluating the process at all tiers to ensure the system is working



INTERVENTION STANDARDS

MTSS Model (continued)

TIER 1

- **Instruction**
  - Rigorous grade-level core instruction using evidence-based curriculum and instructional strategies
  - Considering various modes of delivery and learning needs
- **Data-based decision making**
  - Ongoing evaluation of all students using formative assessments, screening and formative assessments for T2 and T3 placement
- **Team-based problem solving**
  - School-, grade-, subject-, and/or class-wide Professional Learning Communities (PLCs) and School Leadership Teams use a problem-solving process to plan and evaluate academic supports
- **Groupings**
  - Equitable access and practices for core instruction for all students

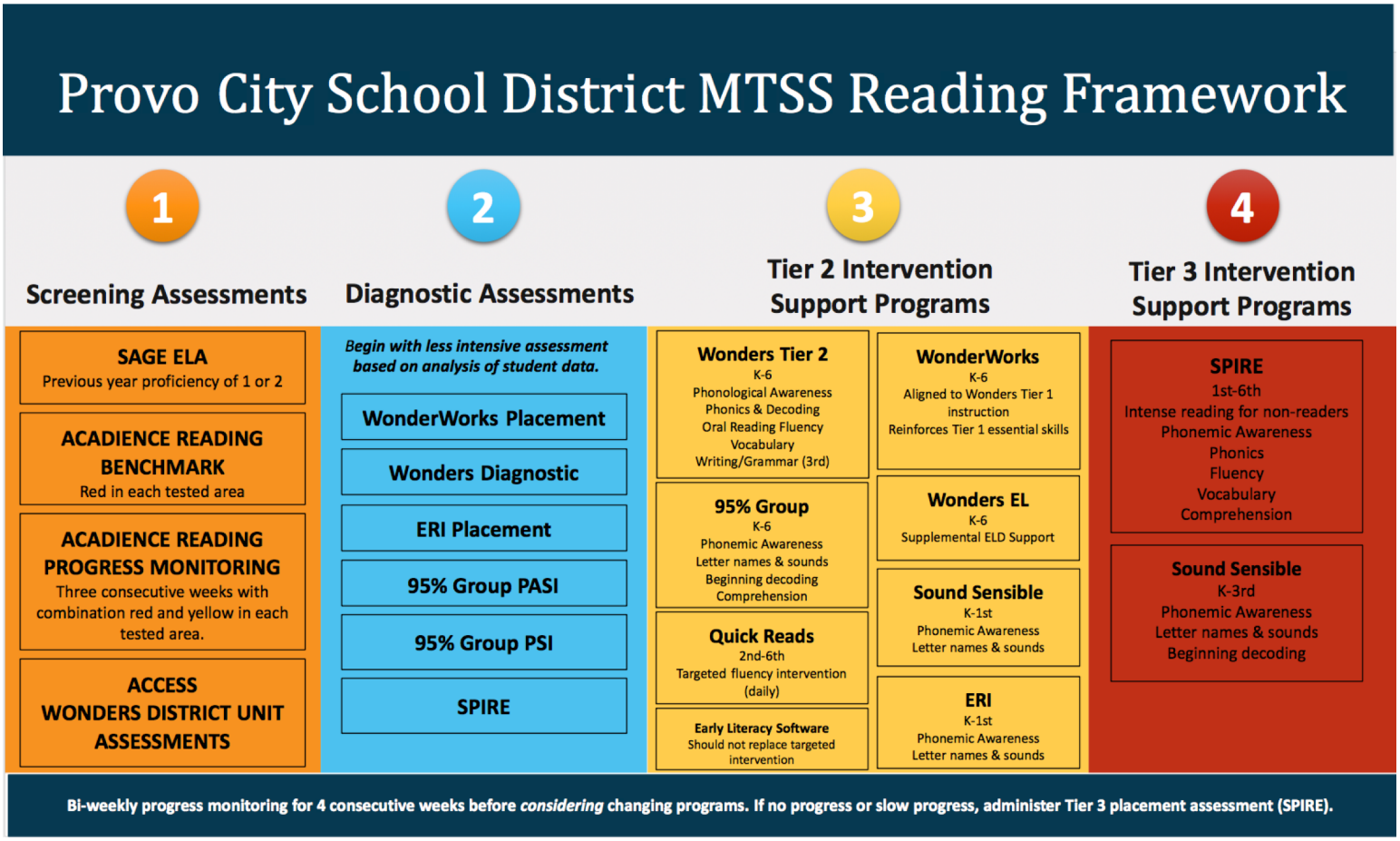
TIER 2

- **Instruction**
  - Supplemental instruction and supports systematically delivered in addition to, and aligned with, the grade-level core. These supports address the needs of students who have not responded sufficiently to Tier 1 instruction
  - Supports may include adapted strategies, increased frequency, intensity, and/or time
  - Considering various modes of delivery and learning needs
- **Data-based decision making**
  - Progress monitoring of students receiving targeted supports every 2-4 weeks, using reliable tools sensitive to incremental change.
- **Team-based problem solving**
  - Teams use a problem-solving process to select, implement, and evaluate Tier 2 support
- **Groupings**
  - Supplemental small group supports for about 20% of students

TIER 3

- **Instruction**
  - Individually-responsive instruction and supports delivered in addition to, and aligned with grade-level core. These supports address specific needs to students who are most at risk or have not responded to Tier 2 interventions
  - For students who are low-performing, supports represent the use of adapted strategies, increase in frequency, intensity, and/or time and do not necessarily equate to special education services
  - On limited instances, Tier 3 appropriately replaces Tier 1/Tier 2 instruction
- **Data-based decision making**
  - Progress monitoring of students receiving intensive supports at least weekly, using valid, reliable tools sensitive to incremental change
- **Team-based problem solving**
  - Teams use a problem-solving process to select, implement, and evaluate Tier 3 Supports
- **Groupings**
  - Individually-responsive supports for about 3% of students

Provo City School District MTSS Reading Framework



Bi-weekly progress monitoring for 4 consecutive weeks before *considering* changing programs. If no progress or slow progress, administer Tier 3 placement assessment (SPIRE).

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INTERVENTION RESOURCES

Wonders: Tier 2 Resources

The *Wonders* core program includes digital resources for **Tier 2 instruction** for struggling readers. Resources for K-2nd grades include *Wonders Tier 2 Interventions* for Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary. In Grades 3rd-6th, you can find *Wonders Tier 2 Interventions* for Phonics, Fluency, Comprehension, Writing & Grammar, and Vocabulary.

Link to your grade-level's Tier 2 resources:

Grades K - 2 Links:

Vocabulary

Comprehension

Phonics

Phonemic Awareness

Fluency

Instructional Routines Handbook

Grades 3 - 6 Links:

Writing and Grammar

Vocabulary

Phonics

Comprehension

Fluency

INTERVENTION RESOURCES

WondersWorks: Tier 2 Resources

WonderWorks is a flexible intervention program intended for students who are two grade levels below. The program can be incorporated into your current Wonders curriculum. WonderWorks research-based instruction includes a teacher modeling approach that moves to guided practice, ultimately leading students to become independent readers.

Grades K and 1 are focused intensively on foundational skills, which are crucial for developing proficient readers. The explicit, systematic instruction focuses on phonological awareness, phonemic awareness, phonics, word recognition and automaticity, oral vocabulary, and fluency, including important precursor skills.

Grades 2-3 and Grades 4-6 Foundational Skills Kits provide explicit and differentiated instruction of key foundational skills.

Grades 2-6 also include an Accessing Complex Text component. The Interactive Worktext for grades 2-6 allows students to interact with complex texts through close reading by taking notes, marking text evidence, and writing responses in their own print or eBook version. In addition, WonderWorks offers leveled readers that provide both literary and informational text. With consistent application of scaffolded instruction, students "Level Up" from the Apprentice level to the Approaching level.

Other resources include the Assessment Handbook, Instructional Routine Handbook, and The Placement and Diagnostic Handbook.

Links to K - 6 WonderWorks Tier 2 Resources:

- Instructional Routine Handbook
- Placement and Diagnostic
- Assessment Handbook

INTERVENTION RESOURCES

95% Tuneup/Booster

The **95 Phonics Booster Bundle Tune-Up** is a 25-day phonics program for 1st-3rd grades taught either whole class or small group to address skill gaps. The program provides teachers with phonics and word study lessons geared towards students who exhibit phonics skill deficits that may limit their capacity to meet grade-level mastery.

Tutorials and Guides

- Start Here: Introduction to 95% Booster/Tuneup Video
- Suggested Guidelines
- Program Overview Slide Presentation
- Overview and Materials
- Overview with Susan Hall Video
- How-To Use Presentations Video
- Webinar Handout
- Scope and Sequence
- ESSA Level 3 Efficacy Study
- Administrator Meeting Video

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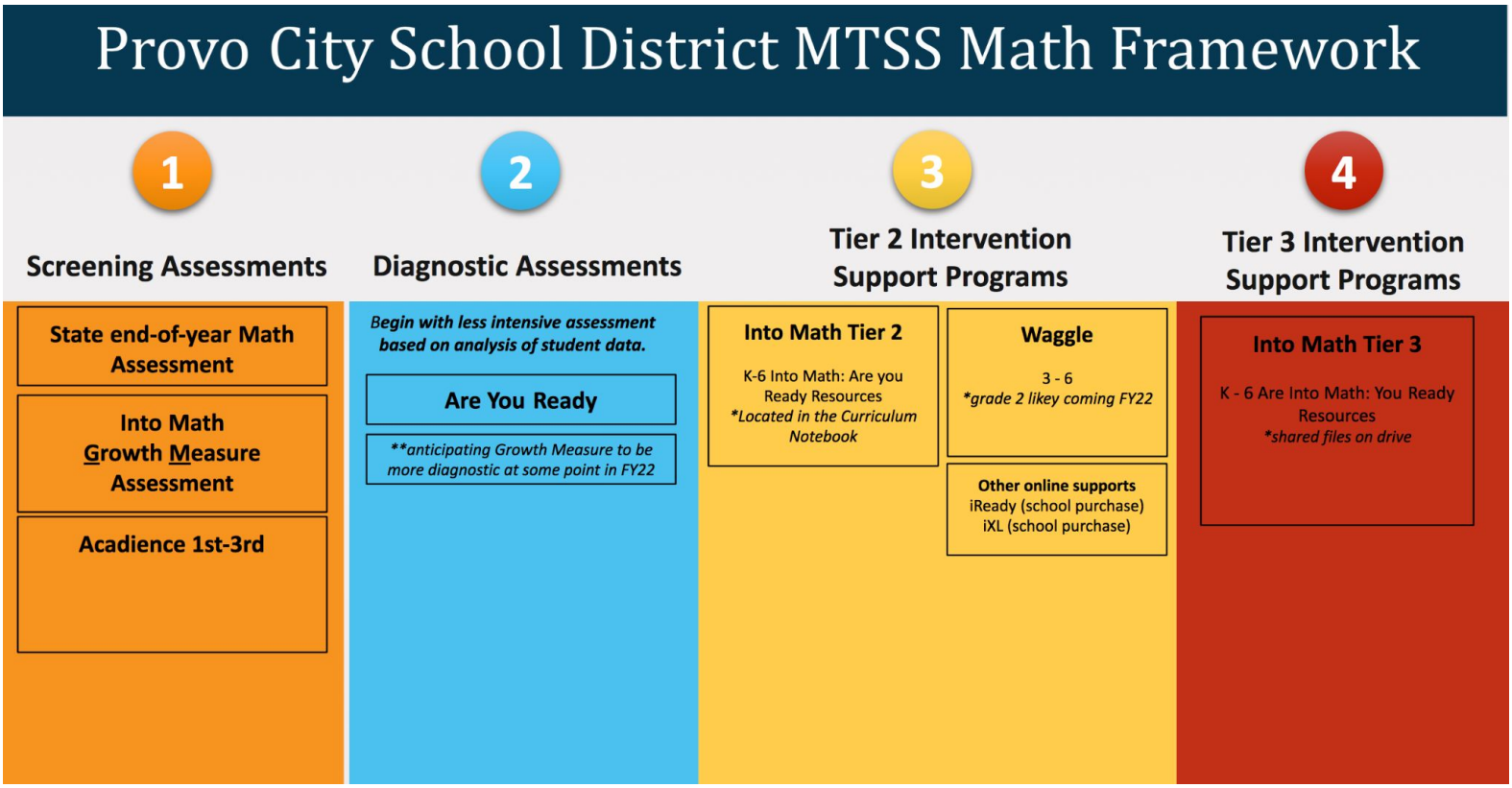
Provo City School District MTSS Math Framework



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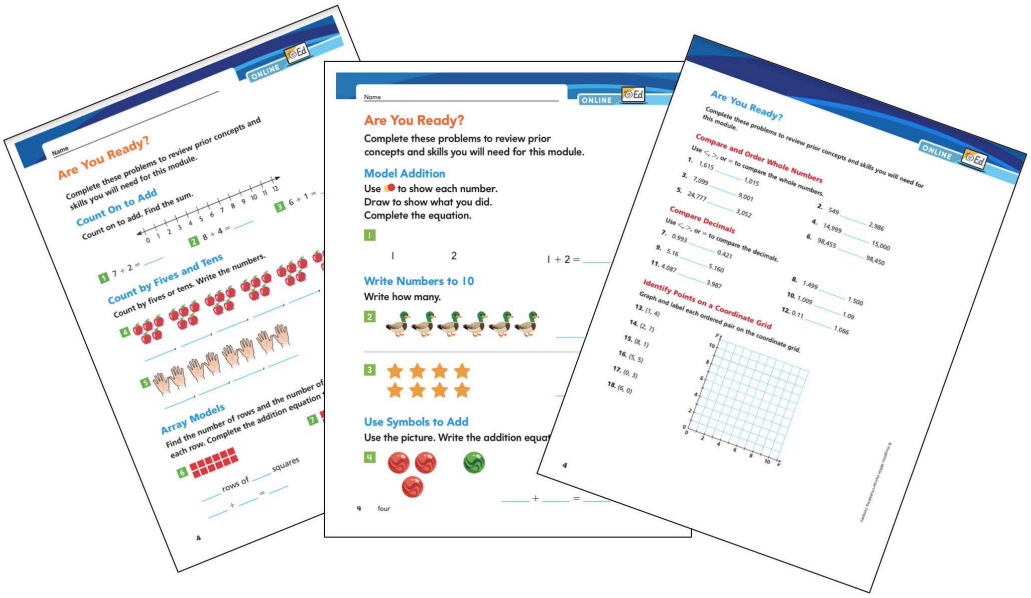
INTERVENTION RESOURCES

Into Math: Tier 2: "Are You Ready?" Resources

HMH's *Into Math* provides a research-based math intervention program that proactively improves young students' access to the core curriculum by supporting the development of the underlying concepts of mathematics for all students (Tier 1), differentiating and targeting intervention for groups of students who need additional support (Tier 2), and providing targeted interventions for individual students who have not yet acquired a foundational understanding of key topics in mathematics (Tier 3).



Link to grade-level Tier 2: "Are You Ready" resources here:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade

SUPPLEMENTAL RESOURCES

The Provo Way Instructional Model

The **Provo Way Instructional Model** defines the basic, crucial components of instruction in Provo City School District. The Teaching & Learning Department supports educators in developing instruction that addresses each element.

Professionalism	Environment	Content	Assessment	Instruction
• Student focus • Educator credibility • Meeting norms • Professional Learning Communities (PLC) collaboration • Civility policy • Appearance and interactions • Continual learning • Testing ethics • Research orientation • Policy adherence	• Safety - emotional and physical • Physical classroom space • Relationships • Family connections • Procedures • Classroom management • Student artifacts • Student focus	• State Standards • Curriculum Map/ Pacing Guide • Units • Objectives • Curriculum Notebooks • Course essentials • Current • Planning	• Formative evaluation • Summative evaluation • Feedback (student to student, student to teacher, teacher to student) • Performances of Understanding • Self-reported grades • Student self-evaluation • Testing ethics • Differentiation • Data analysis • Response to Intervention (RTI/ MTSS)	• Lesson design • Teacher clarity (LTs, SC, and PoU) • Evidence-based instructional strategies • Based on data • Student engagement • Depth of Knowledge (DOK) • Differentiation • Student ownership of learning • Curriculum Notebook • RTI/MTSS

SPECIAL EDUCATION

SPED

Provo City School District is committed to ensuring that all students with disabilities have access to a free appropriate public education that emphasizes specially designed instruction, and related services, to meet each student's unique needs, as well as access and progress in general education curriculum as appropriate.

Resources:

- Teacher Special Education Handbook
- Referral for Evaluation to Determine Eligibility
- USBE Dyslexia Handbook

DUAL LANGUAGE IMMERSION

DLI

Provo City School District's Dual Language Immersion program offers a rich bilingual experience for young learners when their minds are developmentally best able to acquire a second language.

Instruction is divided between two high quality creative classrooms:

1. One English
2. One in the Target Language (Chinese, French, Portuguese or Spanish)

Proven Benefits:

- Second Language Skills: Students achieve high proficiency in the immersion language.
- Improved Performance on Standardized Tests: Immersion students perform as well as or better than non-immersion students on standardized tests of English and math administered in English.
- Enhanced Cognitive Skills: Immersion students typically develop greater cognitive flexibility, demonstrating increased attention control, better memory, and superior problem solving skills as well as an enhanced understanding of their primary language.
- Increased Cultural Sensitivity: Immersion students are more aware of and show more positive attitudes towards other cultures and an appreciation of other people.
- Long Term Benefits: Immersion students are better prepared for the global community and job markets where a second language is an asset.

Utah State Board of Education

Resources:

- Easy Bridge (Envisions) Platform
  - Login Instructions
- Utah Dual Language Immersion (utah.dli.org)
  - Target Language Resources
    - Password: english2015 (case sensitive)

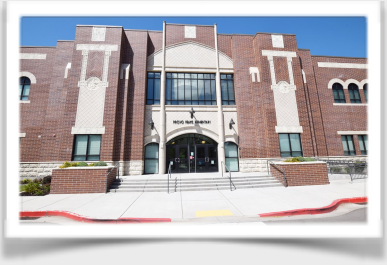
ACCELERATED PROGRAMS

Center for Accelerated Studies

Locations

CAS magnet classrooms are located in two elementary schools. A student's placement in each magnet site will be based on the location of his/her neighborhood school.

Sunset View Elementary
1520 W 600 S



Provo Peaks Elementary
665 East Center Street

The **Center for Accelerated Studies** (CAS) is a full-time magnet program for students in 4th, 5th, and 6th grade who would benefit from a challenging, accelerated learning environment. Candidates for the program are students who have been identified as having strong academic ability, potential, and/or motivation. *Note: Our public school system does not identify giftedness, rather, CoGAT testing can indicate learning potential.*

The CAS curriculum is built upon the Utah State Core Standards with opportunities for acceleration in mathematics, and greater depth in the areas of literacy, science, and social studies.

The flexible and more rapid pacing of the CAS classroom is designed to challenge and motivate students of high academic ability, motivation, or potential. Teachers use higher level thinking strategies, in-depth projects, and accelerated strategies to advance the depth and complexity of the curriculum.

Link to Resources

- Mission Statement
- Curriculum Guide
- Annual Timeline
- CogAT Information
- Math Pathways

PEDAGOGICAL PRACTICES

Teacher Clarity

John Hattie (2009) describes **Teacher Clarity** as communicating the learning intentions and success criteria. Teachers and students have clarity if they are able to answer three questions:

1. What am I learning?
2. Why am I learning it?
3. How will I know when I have learned it?

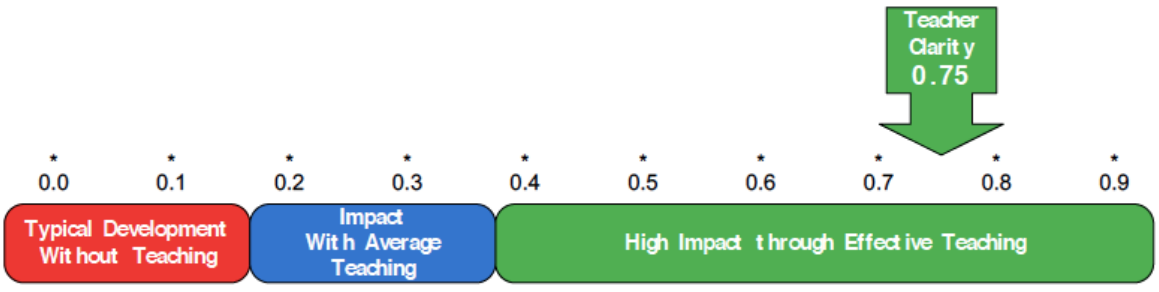
With an average effect size of 0.75, teacher clarity results in almost twice the average effect size of one year of formal schooling. When teachers are clear on what students are learning, they can better select learning experiences that specifically target that learning. Similarly, when teachers know why students are learning what they are learning, they can better design learning experiences that are authentic and relevant to learners. Finally, when teachers know what success looks like, they can show learners what success looks like, design opportunities for students to make their own thinking and learning visible, and gather evidence about where to go next in the teaching and learning. All this, because of teacher clarity.

Bringing Teacher Clarity into Focus:

- Learning Targets
- Success Criteria
- Performance of Understanding
- Feedback

Resources for Educators:

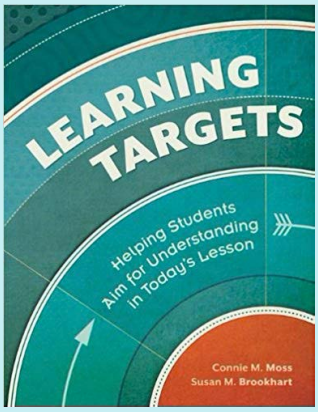
- What is "Effect size"?
- Evidence-based Research



Adapted from http://corwin-connect.com/2017/10/teacher-clarity-collective-teacher-efficacy/

PEDAGOGICAL PRACTICES

Learning Targets

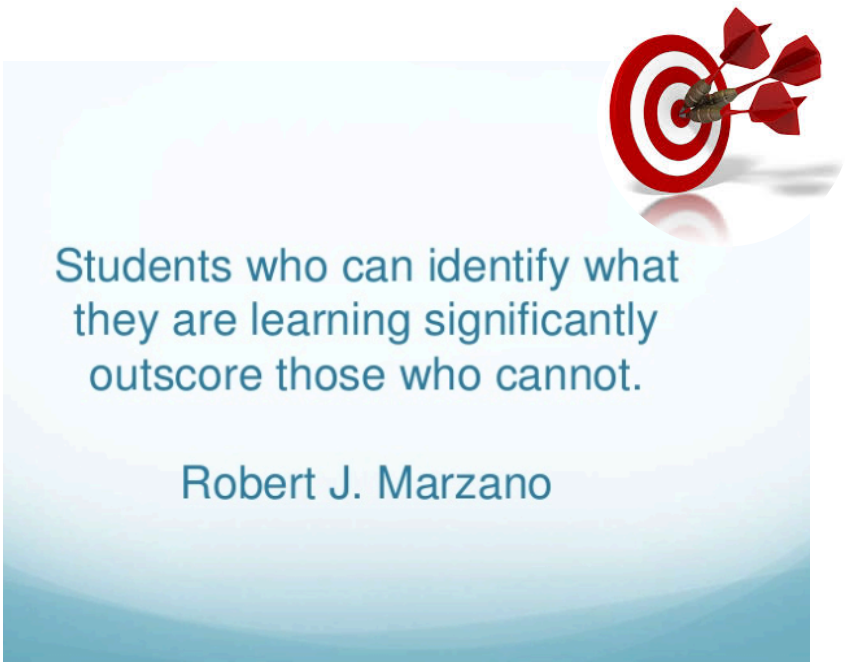


What students are actually doing during a lesson is both the source and the yardstick for school improvement efforts. By applying the insights in this book to your own work, you can improve your teaching expertise and dramatically empower all students as stakeholders in their own learning.

Learning Targets
by Moss & Brookhart

Learning targets describe in student-friendly language the learning to occur in the day's lesson. Learning targets are written from the students' point of view and represent what both the teacher and the students are aiming for during the lesson. Learning targets also include a performance of understanding, or learning experience, that provides evidence to answer the question "What do students understand and what are they able to do?"

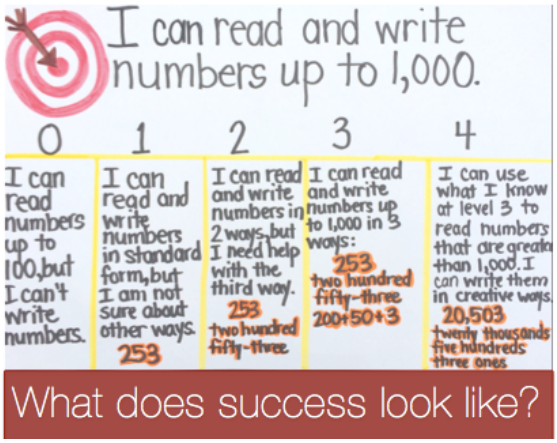
Learning targets are a part of a cycle that includes student goal setting and teacher feedback. Formative assessment, assessment for learning, starts when the teacher communicates the learning target at the beginning of the lesson. Providing examples of what is expected along with the target written in student-friendly language gives students the opportunity to set goals, self-assess, and make improvements.



Adapted from https://justaskpublications.com/just-ask-resource-center/e-newsletters/msca/

PEDAGOGICAL PRACTICES

Success Criteria



Success criteria are the descriptions of what it means to do quality work in a lesson in terms that are lesson-sized, observable, and measurable, so that students can use them to assess the quality of their work while they are learning. The criteria explain what good work (success) looks like for the lesson to help students understand what they will be asked to do to demonstrate their learning, and how well they will be asked to do it. Success criteria are specific to the learning target, understandable, and visible.

Success Criteria Are Most Effective When:

- They are clear and specific to avoid ambiguity. If too general, they risk becoming meaningless, providing little guidance to students.
- Exemplary samples of work are also provided to help clarify and communicate what quality looks like.

Practical Techniques

- **Rubrics** are guidelines for measuring achievement that state the learning i intentions with clear performance criteria, a rating scale and a checklist. Ideally, they are relevant to multiple tasks over a unit of learning.
- **Work samples**, usually on a wall inside the classroom, where teachers share exemplary work. Students are encourages to refer to the work samples while assessing their own or their peers' work.
- **A progression display** involves teachers sharing annotated work samples at different levels of quality on the wall in the classroom. The work samples are often rated against rubrics and annotated. Students are asked to review their work against the samples to self-assess their performance and to determine how they might improve the quality of their work.

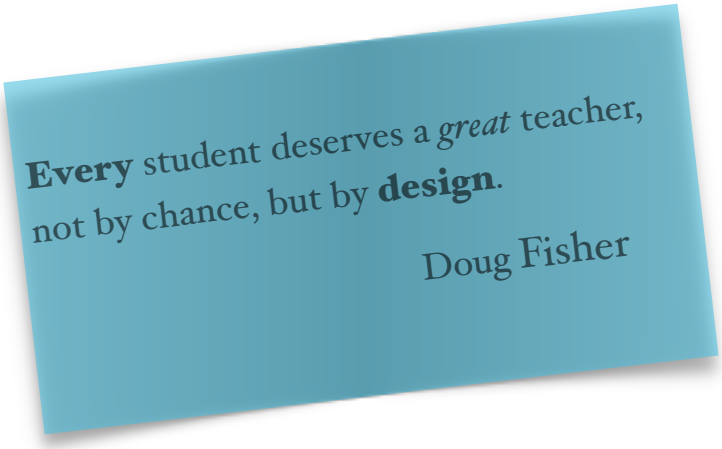
Adapted from https://www.aitsl.edu.au/docs/default-source/feedback/aitsl-learning-intentions-and-success-criteria-strategy.pdf?sfvrsn=382dec3c_2

PEDAGOGICAL PRACTICES

Performance of Understanding

Performance of Understanding is what the students are:

It is a learning experience or task that requires students to actually do, say, write, or make something during the lesson to aim for the target, apply the success criteria, deepen their understanding, and produce compelling evidence of what they know, and can do, related to the learning target.



Adapted from https://www.slideshare.net/sforesi/learning-targets-delving-deeper-into-the-performance-of-nderstanding

PEDAGOGICAL PRACTICES

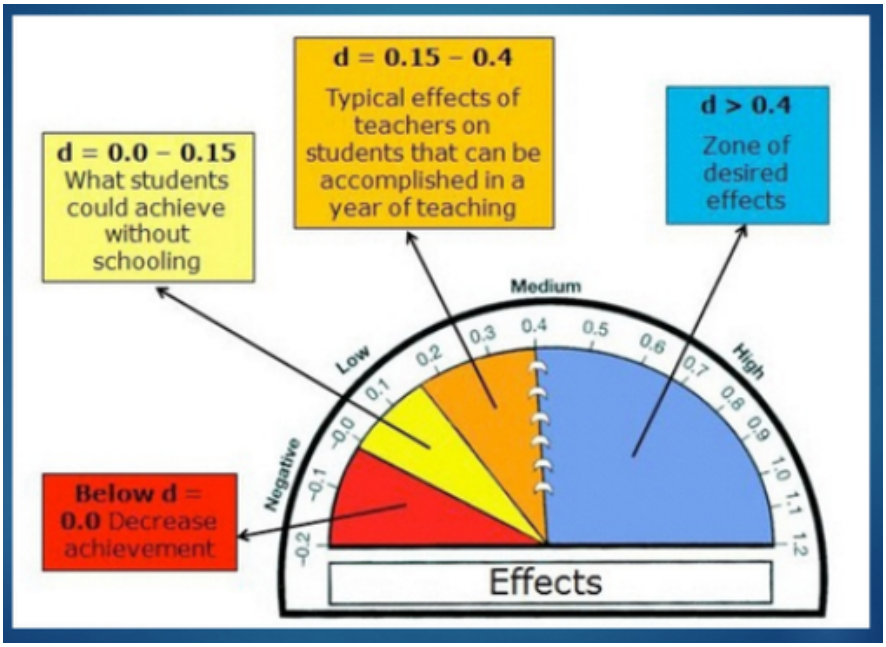
Feedback

Feedback lets the learner know whether or not a task was performed correctly and how it might be improved. Feedback is most effective when it is specific, clear, purposeful, compatible with prior knowledge, immediate, and non-threatening.

PEDAGOGICAL PRACTICES

What is "Effect Size"?

John Hattie developed a way of synthesizing various influences in different meta-analyses according to their effect size (Cohen's d). In his ground-breaking study, "Visible Learning," he ranked 138 influences that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the interventions he studied was 0.40. Therefore he decided to judge the success of influences relative to this 'hinge point', in order to find an answer to the question, "What works best in education?"



Jacob Cohen described a basic method for interpreting the effect size: .20 as "small," .50 as "medium," and .80 as "large." Ever since, these values have been widely cited as the standard for assessing the magnitude of the effects found in intervention research.

Adapted from https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

Adapted from https://www.illuminateed.com/blog/2017/06/effect-size-educational-research-use/

PEDAGOGICAL PRACTICES

Suggested Readings/Resources

- **Visible Learning by John Hattie**
  John Hattie, creator of Visible Learning, is a leading education researcher who has analyzed meta analyses in order to rank education practices (and factors) from most effective to least effective.
  https://visible-learning.org

- **National Reading Panel Research**
  The federal government commissioned a National Reading Panel to review and compile the best evidence of effective practices for reading instruction.
  https://lincs.ed.gov/communications/NRP

- **Learning Targets by Connie Moss and Susan Brookhart**
  Provo City School District employs the use of learning targets, success criteria, formative assessment, and feedback. A basis of study on these topic is in the book, Learning Targets, by Connie Moss and Susan Brookhart.
  https://www.amazon.com/Learning-Targets-Helping-Students-Understanding-ebook/dp/B008FOKP5S

- **National Mathematics Panel**
  Created by the President in 2006, the National Mathematics Advisory Panel was tasked with the responsibilities of relying upon the "best available scientific evidence" and recommending ways "...to foster greater knowledge of, and improved performance in, mathematics among American students."
  https://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf

- **Embedded Formative Assessment by Dylan Wiliam**
  By integrating classroom formative assessment practices into daily activities, educators can substantially increase student engagement and the rate of student learning. The second edition of this best-selling book by Dylan Wiliam presents new research, insights, and formative assessment strategies teachers can immediately apply in their classrooms.
  https://www.amazon.com/Formative-Assessment-Strategies-Classroom-Engagement/dp/1945349220/ref=sr_1_2?ie=UTF8&qid=1547447837&sr=8-2&keywords=dylan+wiliam

- **Embedding Formative Assessment: Practical Techniques for K-12 Classrooms by Siobhan and Dylan William**
  This clear, practical guide for teachers centers on practical formative assessment techniques for implementing five key strategies in K-12 classrooms.
  https://www.amazon.com/Embedding-Formative-Assessment-Techniques-Classrooms/dp/1941112293/ref=sr_1_4?ie=UTF8&qid=1547447837&sr=8-4&keywords=dylan+wiliam

- **High Expectations Teaching: How We Persuade Students to Believe and Act on "Smart Is Something You Can Get" by Jon Saphier**
  https://www.amazon.com/High-Expectations-Teaching-Persuade-Something/dp/1506356796/ref=sr_1_2?ie=UTF8&qid=1547447942&sr=8-2&keywords=jon+saphier

PEDAGOGICAL PRACTICES

Suggested Readings/Resources (continued)

- **A Repair Kit for Grading: Fifteen Fixes for Broken Grades with DVD by Ken O'Connor**
  Communicating about student achievement requires accurate, consistent, and meaningful grades.
  https://www.amazon.com/Repair-Kit-Grading-Assessment-Institute/dp/0132488639/ref=sr_1_1?ie=UTF8&qid=1547448025&sr=8-1&keywords=fixes+grading

- **What Works in Schools: Translating Research into Action by Robert J. Marzano**
  Any school in the United States can operate at advanced levels of effectiveness —- if it is willing to implement what is known about effective schooling. "If we follow the guidance offered from 35 years of research," says author Robert J. Marzano, "we can enter an era of unprecedented effectiveness for the public practice of education." In his book, Marzano synthesizes that research to provide insight into the nature of schooling.
  https://www.amazon.com/What-Works-Schools-Translating-Research/dp/0871207176/ref=sr_1_1?ie=UTF8&qid=1547448066&sr=8-1&keywords=what+works+in+schools+marzano