

Items for Review by the SCSB

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SECTION 1

A more current list of CGA administrators and teachers for SY2020 and their licensure status.

Teacher Certifications

Name	Cactus #	License status - (See Appendix A)
<i>Becky Pili</i>	<i>14682</i>	<i>active</i>
<i>Rebecca Harrison</i>	<i>27592</i>	<i>active</i>
<i>Sheri Berard</i>	<i>717351</i>	<i>active</i>
<i>BreKell Condie</i>	<i>550223</i>	<i>active</i>
<i>Debbie Cluff</i>	<i>581341</i>	<i>active</i>
<i>McKenzie Cloward (Schofield)</i>	<i>687203</i>	<i>active</i>
<i>Julie Coletti</i>	<i>716413</i>	<i>El Ed (new hire) - moving from a different school to CGA. State currently processing her Utah license.</i>
<i>Emily Cox</i>	<i>692807</i>	<i>active</i>
<i>Adrie DeVries</i>	<i>679623</i>	<i>active</i>
<i>Olga Fabian</i>	<i>734438</i>	<i>Out of State License, working on AEL. Site specific license for CGA</i>
<i>Jason Hansen</i>	<i>92129</i>	<i>active</i>
<i>Tonia Hopkins</i>	<i>30521</i>	<i>active</i>
<i>Sarah Jensen</i>	<i>584443</i>	<i>active</i>
<i>Barb Kapple</i>	<i>708896</i>	<i>active</i>
<i>Tricia Kinsey</i>	<i>99072</i>	<i>active</i>
<i>Rachel Larson</i>	<i>64414</i>	<i>active</i>
<i>Terah Motzkus</i>	<i>697303</i>	<i>active</i>

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<i>Taylor Price</i>	<i>764127</i>	<i>Out of State Credentials - waiting for fingerprinting from state</i>
<i>Alyson Rummler</i>	<i>56339</i>	<i>Renewing: Recertification being processed</i>
<i>Holly Sonntag</i>	<i>60689</i>	<i>active</i>
<i>Stefenie Stocks</i>	<i>557611</i>	<i>active</i>
<i>Max Whitson</i>	<i>762998</i>	<i>AEL process with the state. On a site specific license with CGA</i>
<i>Jami Woodward</i>	<i>572476</i>	<i>active</i>
<i>Ameleah Young</i>	<i>709445</i>	<i>active</i>
<i>Derek Young</i>		<i>Has M.ED, Applying for certification</i>
<i>Tera Morris</i>	<i>460</i>	<i>Recertification being processed</i>
<i>Maridee Killian</i>	<i>63259</i>	<i>Renewing - waiting for fingerprinting from state</i>
<i>Holly McRae</i>	<i>42156</i>	<i>Renewing - waiting for fingerprinting from state</i>
<i>To be hired</i>		
<i>To be hired</i>		

Paraprofessionals

Canyon Grove Academy's plan for transitioning from teacher aide to paraeducators

We have worked under the assumption that it is best for our teachers to work with our lowest performing students providing Tier II and Tier III supports and that our teacher aids could work with the rest of the students providing Tier I supports. Teachers have created the lesson plans and teacher aids have delivered the instruction.

Recently, however, we learned that teachers must deliver all instruction and teacher aides may only provide individual or small group assistance or tutoring.

We are committed to ensuring our school model meets and is compliant with Board Rule R277-524, Paraprofessional/Paraeducator Programs, Assignments, and Qualifications. The plan below outlines the steps we will take to come into compliance. We anticipate we will be in 100% compliance by November 30, 2020.

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1. Canyon Grove Academy administration will determine if any teacher aides meet the requirements for a paraeducator. The requirements are:
 - a. Evidence of high school graduation or equivalent; and
 - b. Completed a minimum of 48 semester hours at an accredited higher education institution or satisfied a rigorous state or local assessment about the individuals knowledge of an ability to assist students in core courses (e.g., Praxis exam); and
 - c. Criminal background check (all staff are currently required to complete this prior to working at CGA)
2. For those that meet the paraeducator requirements, we will change their title to paraeducator and record appropriately in CACTUS.
3. For those who don't meet the paraeducator requirements, we will create a paraeducator plan and change their school responsibilities until such time as they have completed the plan.
4. Paraeducators will continue to work under the direct supervision of a licensed teacher.
5. Teachers will continue to prepare the lesson and plan the instructional support activities the paraeducator carries out.
6. Teachers will continue to evaluate the achievement of the students with whom the paraeducator works.
7. Canyon Grove Academy will change its instructional setting to ensure paraeducators will only work in close and frequent proximity with the teacher.
8. Paraeducator will provide individual or small group assistance or tutoring

SECTION 2

Data and explanations we desire the SCSB and staff to look at.

In our discussion with the SCSB staff CGA goals provided in the Amendment Application were discussed. We were confused by this discussion and think the confusion is due to the fact that the Amendment Application asks for the original Charter goals (set in 2008). Staff felt that these goals were incredibly low and quite frankly we agree. Because of this we had submitted an Exhibit A along with the Application. The below two paragraphs pulled directly from the Application may explain the problem.

*5-10. List the **Contractual Agreement Goals** of the school and describe the school's performance against the goals. Include goals identified in the Charter Fidelity Monitoring Report (if charter agreement signed prior to June 2016) or Exhibit A (if the charter agreement was signed in June 2016 or later). If the school is not meeting all of its goals, describe the governing board's corrective action plan.*

*Canyon Grove Academy current charter agreement goals are listed below, including the original goal language and targets. An explanation of current performance, progress, and any corrective action or goal changes is provided following each goal. However, **with this amendment request, we've submitted an Exhibit A for consideration.***

Goals we submitted in the Exhibit A

12. Additional school-specific standards used to assess School Achievement in the Charter School Performance Standards:

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific: Student Personal Accountability	Percentage of students who meet 80% of the goals they have set in their Annual Student Education Plan (SEP) in accordance with our	80%	70%	<69%	<55%

	competency-based system.				
Relative Academic Performance	Proficiency on end-of-year state-mandated tests compared to other statewide distance/ blended charter schools	School-wide proficiency is higher in all tested subjects	School-wide proficiency is equal or higher in most tested subjects	School-wide proficiency is lower in most tested subjects	School-wide proficiency is lower in all tested subjects
Student Academic Gain	Percent of students who, at the conclusion of their second full academic year of attendance at CGA, score at or above grade level mean (+/- 1SD) in math or reading on a nationally norm-referenced test (i.e. NWEA MAP Growth, SAT, IOWA, Terra Nova, etc.)	80%	70%	<69%	<55%

Low NWEA Cut Points Concern

The SCSB staff specifically questioned CGA NWEA cut points stating our academic goals for our students were subpar. However, **the cut points referred to were an answer to the questions asked in the Amendment Request in specific response to what constitutes a “PASS” from grade to grade. In the amendment application, we requested that our Exhibit A would be considered.**

- 5-10. List the *Contractual Agreement Goals* of the school and describe the school’s performance against the goals. Include goals identified in the Charter Fidelity Monitoring Report (if charter agreement signed prior to June 2016) or Exhibit A (if the charter agreement was signed in June 2016 or later). If the school is not meeting all of its goals, describe the governing board’s corrective action plan.

Canyon Grove Academy current charter agreement goals are listed below, including the original goal language and targets. An explanation of current performance, progress, and any corrective action or goal

changes is provided following each goal. However, with this amendment request, we've submitted an Exhibit A for consideration.

Goal 2: 90% of students in grades K-6 attending our school for 1 year or more will achieve a PASS grade in Reading (CA, p.98). Target: 90% of students achieve "PASS".

The set cut points for this scenario of a student to "PASS" the grade level as extremely low because schools do not hold students back from grade level advancement because of low scores since NCLB and ESSA. In the Student Academic Gain portion of our Exhibit A, we have submitted this: Percentages of students who, at the conclusion of their second full academic year of attendance at CGA, score at or above grade level mean (+/- 1SD) in math or reading on a nationally norm-referenced test (i.e. NWEA MAP Growth, SAT, IOWA, Terra Nova, etc.). Our goal is 70% of our students score at or above grade level mean (+/- 1SD) which places our academic goal above the national average. See below for detailed description.

Power Standards

CGA has developed Power Standards for math and literacy. These Power Standards are the vital, fundamental skills that students need to successfully progress through grade level content. CGA's Power Standards were carefully researched by studying Utah State Core Standards, vertical alignment of state core standards, Marzano's Research Critical Concepts project, and compared with other mastery based standards used in other schools such as Rowan-Salisbury school district in North Carolina.

Literacy Power Standards (See 2nd Grade in [Appendix B](#))

The Literacy Power Standards were chosen by carefully researching and comparing the research of the Marzano Institute, Utah Core Standards, and Utah's Essential Standards for 2020-2021. Literacy Power Standards were written to be vertically aligned and preparatory for success in future grade levels.

Math Power Standards (See 4th Grade in [Appendix C](#))

The Math Power Standards are skills that show fundamental and culminating skill mastery necessary for progression.

NWEA

CGA utilizes NWEA testing results to provide evidence of standard mastery and student growth. NWEA's methodology is the professional standard in norm referenced testing.

[How to Understand an NWEA report](#)

This document reviews the methodology and terminology utilized by NWEA as they create assessments, research and calculate norms, and report results to schools and students.

[Grade Cut-points/Power Standards](#)

This document explains how CGA has matched its Power Standards to NWEA tests to provide evidence of mastery. It also explains how our students are going to receive a rigorous math education and how CGA's goals are far above average.

Proficiency for a criterion reference the test as well as NWEA being Norm referenced. That the scores show that by the end of the year students passing our Power Standards will have mastered over 70% of Utah state standards (other than the MP standards that are not directly measured on the test). A big part of our program will be using the MP standards to increase ability and confidence in mathematical thinking.							
		Competency		RIT cutscores done in bands of 10			
Grade	% who scored in the average or above range on NWEA Spring 2019	Score highlighted needed to pass 75% of our 2019-2020 power standards	# of CGA power standards passed at this RIT Band	% of all state standards mastered at this RIT Band	# of state standards mastered at this RIT band	2020 National Mean Spring RIT Score by grade	2020 Spring National Norm Data Range (Mean +/- 1 standard deviation)
K	86.40%	141	9/15	64%	14/22		
		151	12/15	77%	17/22	157	145-169
1st	79.70%	161	2/15	32%	6/22		
		171	11/15	68%	14/22		
		181	12/15	91%	20/22	176	163-190
2nd	88.70%	181	6/15	46%	12/26		
		191	9/15	77%	20/26		
		201	12/15	88%	23/26	189	176-203
3rd	76.40%	191	9/15	60%	15/25		
		201	10/15	72%	18/25		

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		211	12/15	84%	21/25	201	187-215
4th	73.20%	201	11/15	57%	16/28		
		211	12/15	79%	22/28	211	195-226
5th	80.60%	211	5/15	38%	10/26		
		221	11/15	73%	19/26		
		231	12/15	92%	24/26	219	202-235
6th	81.30%	211	6/15	34%	10/29		
		221	9/15	66%	19/29		
		231	12/15	79%	23/29	223	205-240

Response to Note & Data pdf

We received this email with [this Notes & Data pdf](#).

Rise

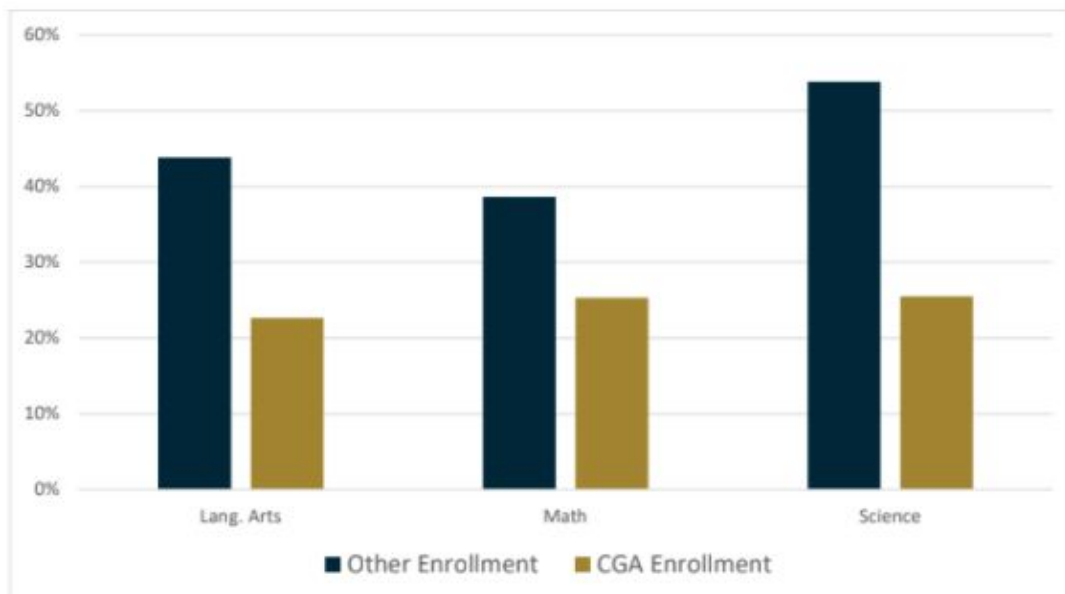
% of change in proficient students SAGE	Subject	% of change with SAGE state average	% of change with SAGE CGA average	Difference between state and CGA average
2016/17-2017/18	Language Arts	+1.2%	+6.1%	+4.9%
	Math	+0.3%	+5.5%	+5.2%
	Science	+0.9%	+0.7%	-0.2%
2017/18-2018/19	Language Arts	+2.2%	+5.7%	+3.5%
	Math	-1.0%	-4.3%	-3.3%
	Science	-1.8%	+5.5%	+7.3%

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Questions We Have About [Notes & Data pdf](#)

SAGE Proficiency Comparison for CGA Students When Enrolled at Another Utah School

Test	Prof at CGA	Prof at Other School	Difference (for same group of students)
Lang. Arts	23%	44%	-21%
Math	25%	39%	-13%
Science	25%	54%	-28%



Note:

- Only students who had a valid test at CGA and at another school from 2014 to 2019 was used
- If a student had multiple tests at CGA or another enrollment, the lowest score for non-CGA tests and highest CGA tests was used

The following questions are in response to the above *SAGE Proficiency Comparison for CGA Students when Enrolled at Another Utah School*:

- Where do the scores on the table come from? Are they from a specific year, an average, multiple years? How was this score calculated?
- What grades were these students in and what school year were they tested?
- What is the sample size of these students by grade level?

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- How long were the students attending CGA? (months? years?)
- Who (specific names) are the students that were used to aggregate the data?
- What were the test names and scores from the last test taken prior to CGA?
- What were the names of the school, the year the test was taken, the score on that test?

Comparative Schools Data:

Canyon Grove Academy	Pleasant Grove	35	24	34
School Name:	Locale:	2018-19 ELA RISE	2018-19 Math RISE	2018-19 Science RISE
Mt. Mahogany	Pleasant Grove	34	32	39
Central	Pleasant Grove	42	45	57
Mountain Trails	Eagle Mountain	32	25	35
Eagle Valley	Eagle Mountain	43	31	57
Athenian	Online/blended	35	21	25
Lumen	Online/blended	34	22	28
UT Connections	Online	48	18	30
UT Virtual	Online	35	18	27
UT Online	Online	55	55	65
State		46	46	51

Canyon Grove Academy has RISE scores similar to these comparative schools.

SECTION 3

Videos or links to the videos that are currently being used in the distance/blended program as instruction from each subject area: Language Arts and Reading, Math, and Science & instructions that go along with these videos.

Language Arts and Reading

Instruction and Standards Alignment

Our CGA Language Arts and Reading lessons are vertically aligned to [Utah's standards](#) for effective multi-age instruction. Language Arts and Reading lesson plans begin with a multi-age literature lesson and then include literacy skill lessons appropriate for a student's grade level. Sample in [Appendix B](#) of our Literacy Power Standards.

Lessons	Standards & Rubrics
Literacy & Skills Week 4	Grade 1 Decoding
Literacy & Skills Week 6	Grade 3 Text Features
Literacy & Skills Week 8	Grade 4 Parts of Speech
Literacy & Skills Week 9	Grade 6 Conventions

Discussion-based learning and targeted skill instruction is key to effective language arts standards and therefore we include both weekly. In addition to multi-age discussion groups, additional skill lessons are taught through video instruction three times a week. Lexia practice, independent reading time, and word work happen the other days. The skill lesson videos follow our detailed scope and sequence for each grade level throughout the year and focus primarily on these concepts:

Kindergarten-3rd Grade	4th-6th Grades
Phonemic Awareness: the ability to hear sounds in words and discriminate the placement of sounds in words	Morphology: the study of roots and affixes in words

Phonics: correlating sounds with letters or groups of letters	Fluency: the ability to read orally with accuracy, appropriate rate, and expression on successive readings
Fluency: the ability to read grade level text orally with accuracy, appropriate rate, and expression on successive readings	Spelling: Spell grade-appropriate words correctly
Writing and Handwriting: become proficient with writing letters legibly and fluently and compose ideas through the writing process	Writing and Handwriting: become proficient with writing letters legibly and fluently and compose ideas through the writing process

The materials and lesson videos will vary by grade level as follows:

Grade Level	Core Curriculum Materials
Kindergarten	Get Ready for the Code, Get Set for the Code, Go for the Code Explode the Code Book 1 KPALS (starts after fall break) Reading Horizon Lessons Heggerty
First Grade	Explode the Code Book 2 & 3 PALS Reading Horizon Lessons Heggerty
Second Grade	Explode the Code Books 4,5,6 QuickReads Level A Reading Horizon Lessons Heggerty
Third Grade	Explode the Code Books 7&8 QuickReads Level C Reading Horizon Lessons
Fourth Grade	English From the Roots Up QuickReads Level D Reading Horizon Lessons

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	Spelling City
Fifth Grade	English From the Roots Up QuickReads Level E Reading Horizon Lessons Spelling City
Sixth Grade	English From the Roots Up QuickReads Level F Reading Horizon Lessons Spelling City

Language Arts and Reading Assessment

Grade level language arts and reading power standards are assessed through a combination of teacher observations, NWEA, Acadience, Lexia, and RAPID (a test from Lexia). In addition, we use data to guide instruction for those who need additional lessons as part of Tier 2 and Tier 3 interventions in order to obtain mastery of content. In short, CGA combines targeted skill instruction with high quality literature discussions to provide a balanced and appropriate literacy education. The standards and rubrics are provided in [Appendix B](#)

LITERACY Assessment Overview:

- All students receive Tier 1. Tier 2 & Tier 3 students as identified through Acadience and NWEA assessments.
- Benchmark assessments are conducted 1-2 times per month for each student. Students receive small group intervention instruction based on skill need.
 - Tier 2 & Tier 3 identified students in K-3 include those scoring below benchmark on Acadience (yellow/red) or have a sub-measure score that is below benchmark.
 - Identified students in grades 4-6 are students scoring below the 31st percentile (1 SD from mean on the low side) on the NWEA reading assessment.
- Certified teacher (ES) bears the burden for all Tier 1 instruction and assessment.
- The Reading Specialist and teachers collaborate regarding identified students to create an instruction plan that includes Tier 2/Tier 3 support as determined necessary.

- All communication, progress monitoring, and assessment benchmarks are tracked by the certified teachers and the Reading Specialist and regularly reviewed during PLC meetings and Intervention Team meetings.

Math

Math Instruction & Standard Alignment

Our CGA math program is based on [Utah's Multi-Tiered System of Supports for Mathematics](#). Our lessons are also vertically aligned to [Utah's standards](#) for effective multi-age instruction. Math instruction includes one math activity, a minimum of two sessions on ST Math or equivalent, grade-specific Google Classroom lessons for the week, and their math homework book which they follow according to the pacing guide. Here are samples of each:

- Math Lessons: These multi-age lessons are taught weekly either in-person or sent home as a Math lesson.
 - [Math Week 5](#)
 - [Math Week 7](#)
- [ST Math](#) (online component or other form of progress monitoring)
- Homework book from CGA resource library with [pacing guide](#)
- Google Classroom lessons each include lesson material and instructional video
 - Grade-level math divided into lessons per week
 - Modules Images: Grade levels 2, 4, & 6

+ Create



Meet



Google Calendar



Class Drive folder

All topics

Operations and Alge...

Numbers and Opera...

Measurement and D...

Geometry

Operations and Algebraic Thinking



Word Problems using addition and subtracti...

Posted 9:56 AM



Add and Subtract within 20

Posted 9:55 AM



Odd and Even Numbers

Posted 9:53 AM



Arrays--Addition

Posted 9:52 AM

Numbers and Operations



Place Value

Posted 10:07 AM



Counting by 5's, 10's and 100's

Posted 10:06 AM



Read and write numbers to 1,000

Posted 10:05 AM



Comparing 2-3 digit numbers

Posted 10:04 AM



[+ Create](#)

Meet



Google Calendar



Class Drive folder

All topics

Operations and Alge...

Whole numbers

Fractions

Measurement and D...

Geometry

Operations and Algebraic Thinking



Multiplicative Comparisons

Posted 9:40 AM



Multiplicative Comparisons part 2

Posted 9:42 AM



Multi-step Word problems with unknown qu...

Posted 9:44 AM



Calling My Squad! Estimating Sums and Pro...

Posted 9:47 AM



Factoring and prime numbers

Posted 7:16 AM



Number and Shape patterns

Posted 9:48 AM



Whole numbers



Place Value

Edited 6:28 AM



Rounding

Posted 6:28 AM



Operations with Dec...

Rational Numbers

Expressions

Equations

Inequalities

Surface Area and V...

Statistics



Introducing Ratios | CK12

<https://www.ck12.org/auth/...>[View assignment](#)

Pictures of Ratios

Due Dec 18, 11:59 PM



Equivalent Ratios & Tape Diagrams

Due Dec 18, 11:59 PM



Double Number Lines & Equivalent Ratios

Due Dec 18, 11:59 PM



Completing Tables of Equivalent Ratios

Due Dec 18, 11:59 PM



Constructing Tables of Equivalent Ratios

Due Dec 18, 11:59 PM



Comparing Ratios with Tables

Due Dec 18, 11:59 PM



Pictures of Part-Part-Whole Ratios

Due Dec 18, 11:59 PM



Math Assessment

Grade level [math power standards](#) are assessed through a combination of teacher observations, NWEA, student work, online mastery (such as through ST Math), and in-house assessments. We have a very individualized and robust process to use data to guide instruction for those who need additional lessons to obtain mastery. In short, our CGA K-6th math combines targeted skill instruction with high quality math reasoning discussions to provide individualized math education using the Universal Design for Learning.

Our CGA 6th-8th grade math uses CK12 open source textbooks with Google Classroom. Students have full access to lessons, video content, and online manipulatives. Students have weekly assignments, topic reviews, and assessments throughout the course. Teachers are available daily during school hours to answer student questions or re-teach concepts. A certified teacher gives feedback by making comments, writing digitally on student work, and setting up video conferences as follow-up meetings.

Science

Instruction and Standard Alignment

Science at Canyon Grove is taught regularly with our CGA Science curriculum and Generation Genius.

Science

Our CGA lessons are aligned to [Utah's SEEd standards](#). Each week includes direct instruction and an accompanying experiment. The Utah SEEd standards are “organized into strands which represent significant areas of learning within grade level progressions and content areas,” easily facilitating multi-age learning experience. Hands-on learning activities promote exploration and act as a catalyst for follow-up discussions.

Science Lesson	Teacher Prompts & Rubrics
Science Week 2	Science Week 2
Science Week 3	Science Week 3
Science Week 5	Science Week 5

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Generation Genius

[Generation Genius](#) is a commercial science curriculum produced in partnership with the National Science Teachers Association. Like CGA Science, these online video resources are vertically aligned to standards for the multi-age instruction of several grade levels. (K-2, 3-5, 6-8). The teacher provides a pacing guide for the at-home student. Those students attending in-person watch the video and do the experiments in their multi-age classrooms.

Science Assessment

Informal assessments are completed according to the above Teacher Prompts & Rubrics. The focus is on the natural use of science vocabulary and the ability to engage in “scientific thinking and make informed decisions.” Students share their reactions to the lesson video, report on their notes and observations during their experiment or activity, and compare their various results.

SECTION 4

A better view of what the week is like for a DE/blended student.

Kindergarten (Shortened Day)				
Monday	Tuesday	Wednesday	Thursday	Friday
Literacy Discussion	In-Person Epic Math & Reading History/Humanities STEM Science Art (Full Day)	Math Activity	Science + Kit	Zoo Phonics
Google Classroom Math		ST Math + Lexia	ST Math + Lexia	Google Classroom Math
Read Aloud		Read Aloud	Read Aloud	Read Aloud
Zoom Group Discussion		Grade Level Literacy Skills	Zoom Teacher Time	Grade Level Literacy Skills
Lunch/Recess		Lunch/Recess	Lunch/Recess	Lunch/Recess
Enrichment		Enrichment	Enrichment	Enrichment

1st-6th Grade				
Monday	Tuesday	Wednesday	Thursday	Friday
<u>In-Person Epic</u> Math & Reading History/Humanities STEM Science Art	Literacy Discussion	Math Activity	Generation Genius	Science + Kit
	Google Classroom Math	Google Classroom Math	Google Classroom Math	ST Math + Homework
	Grade Level Literacy Skills	Grade Level Literacy Skills	Lexia	Grade Level Literacy Skills
	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
	Zoom Group Discussion	<u>In-Person Innovations</u> Space Center CGA Farm MakerSpace Music	Zoom Group Discussion	Zoom Teacher Time
	Read Aloud Independent Reading		Read Aloud Independent Reading	Read Aloud Independent Reading
	Lexia		ST Math + Homework	PE

On Monday, Emma attended Epic Day on campus. She started the day with a leadership class where she learned the relationship between her amygdala and the feelings of panic and fear. Then, her class discussed how to recognize these feelings and with her class she practiced techniques to soothe herself when she feels anxiety. After that, for math and reading time, she took both the math and reading segments of the NWEA and then went to lunch and recess. After recess, her class had Social Studies. This year's focus is on US History. She learned about [Jamestown and the Native Americans](#) and played a scavenger hunt game about searching for gold. She went on a class walk to gather natural resources and then built a Native American dwelling modeled after their original housing. For STEM, she learned about how they needed to [build water wheels](#) for irrigation and for powering mills and then she used the [Engineering Design Process to plan her own water wheel](#). For Humanities, Emma made a dreamcatcher as she learned about the art and culture of Native Americans. For science, Emma learned about [air masses](#) and storms and started a chart to track the weather. In literature, the class listened to a story about [Pocahontas](#) and the Powhatan tribe and discussed different parts of the story - who, where, what, when and why. Then, after a class discussion on Jamestown and identifying some key words together, Emma wrote sentences about the weather's impact and how the colonists survived. She went home tired but happy! Epic day is always a lot of fun for Emma.

Tuesday Emma began her school day by watching a video on Peter Rabbit and then reviewed the [comprehension questions](#) so she would be ready for her Zoom Group Discussion. She decided to do the follow-up activity on having a rabbit for a pet. After researching that, she got on the computer and completed her math lesson for the day in her [Google Classroom](#), practicing identifying prime numbers. After a break and a snack, Emma watched her grade level literacy skills for the day: [phonemic awareness video](#), [phonics video](#), [Workbook Page](#)

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[Instruction](#). Following this, she went outside and rode her bike for recess and had some lunch. After lunch, she had a *Peter Rabbit* literature discussion with her classmates on Zoom and her teacher reviewed the literacy concepts. She was excited she got to share what she learned about rabbits. After her Zoom meeting, she played with her kitten while she “Witch of Blackbird Pond” [read aloud](#) about a high-spirited young woman who moved to a Puritan settlement in Connecticut colony in 1687. Then, Emma finished up her [cursive](#) practice, read her chapter book *Fantastic Mr. Fox*, and to end her day, she got back on the computer for 20 minutes to do her Lexia lesson on dropping the final -e when she adds the suffixes -es and -ed.

Wednesday morning, Emma builds a big chalk number line on her front driveway as an [activity](#). She learned about fractions on a numberline by watching her [math video](#). Then, using measuring cups as described in her 4th grade activity, she was able to see how to use parts to build up to a whole and plot this on her driveway number line. Her mom videotaped her demonstrating this skill (which was her 4th grade Power Standard #2) by giving her several fractions and having her plot them on the number line. Together, they sent this video to her teacher. When they were done outside, Emma went back in to do her [Google Classroom math](#) lesson on finding the greatest common factor, and to have some lunch. Emma travelled to Canyon Grove to attend her Innovations classes. In [MakerSpace](#), she used creativity and problem-solving to design her own pair of shoes - Emma successfully built some flip flops which she actually wore home! In [Farm](#), she learned about different types of gardening and her class tested the pH of the soil and learned what to do to fix the pH as needed in their soil samples. Emma was happy to see the rabbits at school and was excited to see the two different breeds she had researched the day before. In the Space Center, her team was able to successfully complete their mission in which they were shrunk down to a tiny size and from that viewpoint learned about mechanical forces, heat, and light. Emma got to be the communications officer for the mission and was in charge of communicating with headquarters for navigation purposes and submitting hint requests from her teacher when her crew needed them. After her three innovations; classes, Emma’s day concludes.

On Thursday, Emma pulls out her computer and watches her [Generation Genius video](#) about how sunlight warms the Earth. After she finishes watching the video, she follows [the activity directions](#) and chooses small toys to cover with water and put into the freezer so they will be frozen by tomorrow. Emma logs onto her [Google Classroom math](#) and practices more factoring and identifying prime and composite numbers. Composite numbers are confusing her, so she jumps on her Zoom link for teacher help and gets the help she needs. Now that she has it figured out, she takes the math quiz for this week. This week’s quiz also includes review problems on mental calculations and rounding, a previous concept that Emma really loves. She then does her [summary sentences](#) for the week. After swinging outside for recess and eating some lunch while she listens to her read aloud, she gets back on her computer and finishes her weekly Lexia minutes before it is time to Zoom with her class. They discuss the [read aloud](#) together and then move on to science. Students talk about how their weather chart is going, answer any questions on the [colored leaves experiment](#), and hypothesize about how fast their frozen toys will melt in the shade and in the sun. Emma’s teacher then shows the Zoom class a

followup video on air masses and [uses the rubric](#) to determine student understanding on last week's lesson. Students also get to learn about summary sentences in their writing activity and share with each other fun facts they learned this week before signing off. At this point, Emma jumps onto the couch with her independent reading book, *Fantastic Mr. Fox*, by Roald Dahl. She is so into her book that mom has to come set a timer for only one more hour of reading and then Emma must finish her school day. When the timer rings, Emma does her ST math online and her two homework assignments from her [Saxon workbook](#). Mom then shoos her outside for some well-deserved play time and Vitamin D!

On Friday, Emma gets up really early to pull her ice-encrusted animals from the freezer. She places them outside, one in the sunlight and one in a cardboard box so it is in the shade. Emma sits for a while and gets cold so she goes inside because not much is happening. She goes back inside and gets dressed in warmer clothes and has some breakfast. She watches her CGA [science video](#) about seasonal weather changes and learns why leaves change color during the fall and winter months on some trees. Using her [Science Kit](#), she goes outside to do the leaf activity in her backyard. While she is there, she is surprised to see that the ice cube animals in the sun have half-way melted but the ones in the shade are still in an ice block. Emma picks green leaves for her kit science experiment and puts them in the jar with the rubbing alcohol. She brings her Saxon math and her computer outside and finishes her homework pages, ST Math minutes, and practices her [Quick Reads Passages](#). Every once in a while she checks on the ice melting and to see if her leaves are changing colors in her jar. The ice in the shade finishes melting just as she finishes her work so she heads back inside. During lunch, she listens to "Witch of Blackbird Pond" again. Then, she uses the coffee filter and pulls the colors spectrum from her jar of leaves. It is amazing to see colors come from the green leaves! After that, Emma logs on to her weekly individualized Teacher Time where she gets feedback on her work in [Google Classroom math](#) and reads her [QuickRead passage](#) to her teacher. Her teacher also congratulates her on passing off [Math Power Standard #2](#) with her number line video and they look at her [writing assignment](#) together. Her teacher talks a little about the NWEA and tells her what she will be studying next week. Her teacher asks about her ice and leaf observations and Emma also shares what she loved best about the week - it was learning about pet rabbits! After her Teacher Time, and since she read so long yesterday and she can read in bed tonight, Emma skips her independent reading and goes straight to her favorite class - PE! She is currently taking the CGA video [Hip Hop](#) class. Mom leaves it until the end of the week as an incentive if Emma gets everything else on her weekly work checklist done! Mom got her Friday email with [the certificate](#) for Emma's Lexia efforts, etc. worked so hard this week - so it is PE time... Great week, Emma!

SECTION 5

Detailed differences between last year's program and this year's program so that we may better understand what CGA is currently doing.



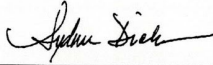
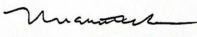
While we have always done our best to align our programs with State Charter School Law and Board Rules, here is a list of this year's improvements.

Category/Area	20/21 school year	19/20 school year
Teachers	Increase in certified teachers (19 active, 9 in process, 2 to be hired) 30	21 certified teachers
Technology	Piloting Google Classrooms	Emailed lessons
Assessment	Added Lexia® RAPID™ Assessment K-8	Used DIBELS K-6
Enrichment	Added Innovations	Discovery Day
Charter Fidelity	Farm to increase Environmentally responsible components	Environmental focus in lunch program
Classroom Support	Increase in Paraprofessionals (16 by Dec)	7 paraprofessionals
Student Mastery	Additional Power Standard data points	Power Standards
Math	Added MP standards lesson for conceptual concepts using Universal Design for Learning (UDL)	Focused mostly on procedural component
Online Teacher Time	Increase online 1-on-1 or small groups skill instruction and teacher feedback	Whole group online teacher time

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SECTION 6

APPENDIX A

	Professional Educator License FOR THE STATE OF UTAH	
LEVEL 1		
THE UTAH STATE BOARD OF EDUCATION AFFIRMS THAT		
REBECCA L PILI		
has satisfactorily completed the requirements which by provision of law gives the holder license to render professional service in the schools of the State of Utah.		
Issue Date : 07/22/2013	Expiration Date: 06/30/2016	CACTUS ID: 14682
License Area of Concentration	Endorsements	
Elementary Education (1-8)		
  Sydnee Dickson, Ed. D. Director of Teaching and Learning		
 Martell Menlove, Ph. D. Utah State Superintendent of Public Instruction		
It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.		

	Professional Educator License FOR THE STATE OF UTAH	
LEVEL 2		
THE UTAH STATE BOARD OF EDUCATION AFFIRMS THAT		
REBECCA LEE HARRISON		
has satisfactorily completed the requirements which by provision of law gives the holder license to render professional service in the schools of the State of Utah.		
Issue Date : 10/06/2017	Expiration Date: 06/30/2022	CACTUS ID: 27592
License Area of Concentration	Endorsements	
Special Education (K-12+)	Mild / Moderate Disabilities	
  Diana Suddreth, M.A. Director of Teaching and Learning		
 Sydnee Dickson Utah State Superintendent of Public Instruction		
It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.		



Professional Educator License for the State of Utah



Level 1

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

SHERI BERARD

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 05/21/2019

Expiration Date: 06/30/2022

CACTUS ID: 717351

License Area of Concentration

Endorsements

Elementary Education (K-6)
Elementary Education (1-8)
Special Education (K-12+)

Mild / Moderate Disabilities

Diana Suddreth, M.A.
Director of Teaching and Learning

Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License for the State of Utah



Level 1

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

BREKELL CONDIE

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 08/09/2018

Expiration Date: 06/30/2021

CACTUS ID: 550223

License Area of Concentration

Endorsements

Elementary Education (K-6)

Diana Suddreth, M.A.
Director of Teaching and Learning

Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License for the State of Utah



Level 2

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

DEBORAH CLUFF

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 02/04/2020

Expiration Date: 06/30/2025

CACTUS ID: 581341

License Area of Concentration

Endorsements

Elementary Education (K-6)

Jennifer Throndsen, PhD
Director of Teaching and Learning

Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.

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Professional Educator License for the State of Utah



Profess

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

MCKENZIE SCOFFIELD

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 07/01/2020

Expiration Date: 06/30/2022

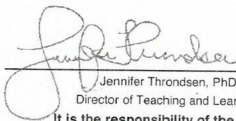
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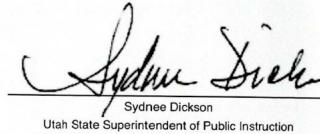
License Area of Concentration

Endorsements

Elementary

English as a Second Language


Jennifer Thronsen, PhD
Director of Teaching and Learning


Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License for the State of Utah



Profess

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

EMILY COX

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 07/01/2020

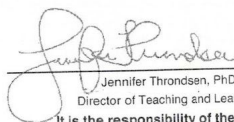
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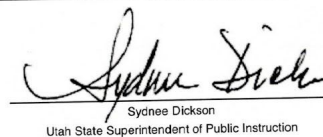
CACTUS ID: 692807

License Area of Concentration

Endorsements

Elementary


Jennifer Thronsen, PhD
Director of Teaching and Learning


Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License for the State of Utah



Level 2

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

ADRIE DEVRIES

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 06/24/2019

Expiration Date: 06/30/2024

CACTUS ID: 679623

License Area of Concentration

Secondary Education (6-12)

Endorsements

Visual Art (K-12)

Diana Suddreth, M.A.
Director of Teaching and Learning

Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License for the State of Utah



Level 2

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

JASON HANSEN

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 05/31/2019

Expiration Date: 06/30/2024

CACTUS ID: 92129

License Area of Concentration

Endorsements

Elementary Education (1-8)
Secondary Education (6-12)
Administrative/Supervisory (K-12)
Special Education (K-12+)

Social Studies Composite

Mild / Moderate Disabilities

Diana Suddreth, M.A.
Director of Teaching and Learning

Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License for the State of Utah



Level 2

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

TONIA HOPKINS

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 08/14/2019

Expiration Date: 06/30/2024

CACTUS ID: 30521

License Area of Concentration
Special Education (K-12+)

Endorsements

Diana Suddreth, M.A.
Director of Teaching and Learning

Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License for the State of Utah



Level 2

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

SARAH JENSEN

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 06/19/2018

Expiration Date: 06/30/2023

CACTUS ID: 584443

License Area of Concentration
Elementary Education (K-6)

Endorsements

Diana Suddreth, M.A.
Director of Teaching and Learning

Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License FOR THE STATE OF UTAH



LEVEL 1

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

BARBARA NANCY KAPPLE

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date : 01/02/2019

Expiration Date: 06/30/2022

CACTUS ID: 708896

License Area of Concentration
Elementary Education (1-8)

Endorsements

Diana Suddreth, M.A.
Director of Teaching and Learning

Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License for the State of Utah



Level 2

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

TRICIA KINSEY

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 06/26/2019

Expiration Date: 06/30/2024

CACTUS ID: 99072

License Area of Concentration
Elementary Education (1-8)

Endorsements

Diana Suddreth, M.A.
Director of Teaching and Learning

Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License for the State of Utah



Level 2

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

RACHEL LARSON

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 09/07/2016

Expiration Date: 06/30/2021

CACTUS ID: 64414

License Area of Concentration
Early Childhood Education (K-3)

Endorsements

Reading
Advanced Reading
English as a Second Language

Diana Suddreth, M.A.
Director of Teaching and Learning

Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License for the State of Utah



Level 1

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

TERAH MOTZKUS

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 05/13/2019

Expiration Date: 06/30/2022

CACTUS ID: 697303

License Area of Concentration

Endorsements

Early Childhood Education (K-3)

English as a Second Language

Diana Suddreth, M.A.
Director of Teaching and Learning

Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License FOR THE STATE OF UTAH



PROFESSIONAL

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

HOLLY SONNTAG

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date : 08/26/2020

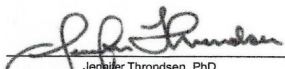
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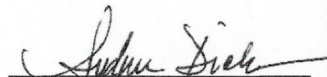
CACTUS ID: 60689

License Area of Concentration

Endorsements

Elementary


Jennifer Thronsdon, PhD
Director of Teaching and Learning


Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License for the State of Utah



Level 2

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

STEFENIE STOCKS

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 04/28/2020

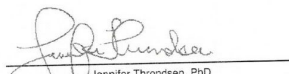
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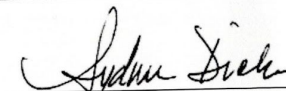
CACTUS ID: 557611

License Area of Concentration

Endorsements

Early Childhood Education (K-3)
Elementary Education (1-8)


Jennifer Thronsdon, PhD
Director of Teaching and Learning


Sydnee Dickson
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator License for the State of Utah



Level 2

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

JAMI WOODWARD

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date: 04/17/2017

Expiration Date: 06/30/2022

CACTUS ID: 572476

License Area of Concentration

Endorsements

Elementary Education (1-8)

Diana Suddreth, M.A.

Director of Teaching and Learning

Sydnee Dickson

Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.



Professional Educator Licer FOR THE STATE OF UTAH

LEVEL 1

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

AMELEAH YOUNG

has satisfactorily completed the requirements which by provision of law gives the holder license to
render professional service in the schools of the State of Utah.

Issue Date : 10/02/2018

Expiration Date: 06/30/2021

License Area of Concentration
Elementary Education (1-8)

Endorsements

Diana Suddreth, M.A.

Director of Teaching and Learning

Sydnee

Utah State Superintenc

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to ma

se



CACTUS ID: 709445

Utah State Superintendent of Public Instruction

SECTION 7

APPENDIX B

Literacy Standards and Rubrics

Second Grade Literacy Power Standard #1 Decoding Words Foundational Skills Standard 2.3

Student will apply knowledge of phonics and syllables to decode words correctly.

Highly Proficient: (includes all skills listed below) Phonics & WR RIT 191+

- Read words with inconsistent but common spelling-sound correspondences. (i.e. *sea, head, break*)

Proficient: (includes all skills listed below) Phonics & WR RIT 181+

- Read regularly spelled two-syllable words with short and long vowels.
- Read regularly spelled words with affixes (prefixes and suffixes).

Approaching Proficient: Phonics & WR RIT 171+

- Reads one and two syllable words with short vowels correctly; needs help with long vowel teams.

Below Proficient: Phonics & WR RIT below 170

- Needs help to perform skills listed above

Second Grade Literacy Power Standard #2 Fluency Foundational Skills Standard 2.4

Student will read with sufficient accuracy and fluency to support comprehension.

Highly Proficient: (includes all skills listed below)-Acadience EOY Benchmark

- Reads 97 words (or more) of grade level text correctly in one minute.
- Reads with appropriate prosody and expression.

Proficient: (includes all skills listed below) EOY Acadience-Acadience EOY Benchmark

- Reads 87 words (or more) of grade level text correctly in one minute.
- Reads on level text with purpose and understanding.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Approaching Proficient: MOY Acadience Benchmark

- Reads 72 words (or more) of grade level text correctly in one minute.

Below Proficient:

- Reads less than 72 words per minute
- Needs help to perform skills listed above

**Second Grade
Literacy Power Standard #3
Analyzing Text Organization and Structure
Reading Information 2.3, 2.8, 2.10 & Reading Literature 2.3, 2.5, 2.10 & Speaking and
Listening 2.1**

The student will describe how sections or chapters of text are organized.

Highly Proficient:

- Compares and contrasts the way that two sections or chapters in a book have organized information (i.e. point of view changes from one chapter to the next or one paragraph describes the pros of a concept and the following paragraph describes the cons of a topic)

Proficient:

- Describes the major sections of a specific text, particularly the beginning, middle action and conclusion
- Describes relationships between ideas, events, people or processes in text

Approaching Proficient:

- Describes a singular sections of text or single event of a story

Below Proficient:

- Student needs help to perform skills listed above

**Second Grade
Literacy Power Standard #4
Analyzing Main Idea
Reading Informational 2.6, Reading Informational 2.10, Reading Literature 2.5, Reading
Literature 2.10**

The student will decide how details in a text develop a reader's understanding of a concept.

Highly Proficient:

- In an oral summary of a text, describe the main idea using specific details from the text such as characters, events, and settings.
- Put events in sequential order.

Proficient:

- Identify the main idea of a text as part of an oral summary.
- Identify and describe at least three details that support the main idea as part of an oral summary.

Approaching Proficient:

- Provides only one or two details for a text when prompted.

Below Proficient:

- Student needs help to perform skills listed above

**Second Grade
Literacy Power Standard #5
Analyzing Claims and Reasons
Reading Informational 2.5, 2.8 and Reading Literature 2.7**

The student will describe how reasons support a specific opinion in a text.

Highly Proficient:

- Evaluate how an illustration or text feature supports an opinion in a text
- Identify the author's opinion and their own opinion and discuss how they are similar and different

Proficient:

- Describe how reasons support a specific opinion in a text and use the illustrations as another detail to support opinion
- Determine if a statement is a fact or an opinion
- Identify details from an illustration that support an opinion

Approaching Proficient:

- Decide if a statement is a fact or opinion.
- Identify at least one detail from an illustration that support an opinion.

Below Proficient:

- Student needs help to perform skills listed above

**Second Grade
Literacy Power Standard #6**

[Back To Table](#)

Analyzing Narratives
Reading Literature 2.1, 2.3, 2.7, 2.10

The student will describe how a character's traits change after a major event or challenge.

Highly Proficient:

- Describe how a character changes from the beginning to the end of a text. Be able to identify major events that caused these changes.

Proficient:

- Identify information from illustrations that demonstrate understanding of characters, setting or plot when prompted.
- Identify how a major event affects one character in a text when prompted.

Approaching Proficient:

- Describes illustration details that may not relate to the text.
- Describes a major event in a text.
- Give examples of words that could be used to describe a character such as: brave, sneaky, kind, beautiful.

Below Proficient:

- Student needs help to perform skills listed above

Second Grade
Literacy Power Standard #7
Analyzing Point of View
Reading Literature 2.6

The student will acknowledge and identify different character points of view.

Highly Proficient:

- Identify what the author's point of view is and compare and contrast their point of view with students' own point of view on the subject of a text.

Proficient:

- Identify the author's point of view in a text.
- Identify if and when characters' point of view changes within a text. If reading orally, this may include changing voice for each character.

Approaching Proficient:

- Identifies one character's point of view

Below Proficient:

- Student needs help to perform skills listed above

**Second Grade
Literacy Power Standard #8
Analyzing Words
Language 2.4, Reading Informational 2.4**

The student will explain how the meaning of a word changes after adding or changing a root or affix.

Highly Proficient:

- Identify a synonym for a word in a text when prompted.
- Describe what a word makes one think of.

Proficient:

- Predict the meaning of two unknown words using roots and affixes.
- Find three words with prefixes and suffixes in a text and determine how their root word meanings have changed to their new meanings.
- Predict the meaning of compound words by using knowledge of individual words (i.e. birdhouse=a house for birds)

Approaching Proficient:

- Predict the meaning of one or two words using roots and affixes.
- Find one or two words with prefixes and suffixes in a text and determine how their root word meanings have changed to their new meanings.
- Identify the root word in a word with a prefix or suffix.
- Knows at least two meanings of basic suffixes such as: -er, -est, -ful, -less
- Knows at least two meanings of basic prefixes such as: un-, re-, dis-, mis-

Below Proficient:

- Student needs help to perform skills listed above

**Second Grade
Literacy Power Standard #9
Analyzing Language
Reading Literature 2.4, Language 2.6**

The student will use and describe the relationship between groups of words that they have been exposed to through conversation and text.

Highly Proficient:

- Describe what a character is feeling based on evidence found in a text using words and phrases from the text.
- Describe rhythm in words and phrases when it applies in a text (i.e. regular beats, alliteration, rhymes, repeated lines)

Proficient:

- Use words and phrases acquired through conversations, reading and being read to and respondent to texts when prompted.
- Identify any of the following elements in a text:
 - Rhyming
 - Alliteration
 - Repetition
 - Rhythm

Approaching Proficient:

- Attempts to use words and phrases acquired through conversations and reading, but applies words incorrectly.
- List words that have the same ending sound.
- List words that begin with the same letter sound.
- Identify important words that are repeated in a text.

Below Proficient:

- Student needs help to perform skills listed above

**Second Grade
Literacy Power Standard #10
Generating Sentences and Claims
Writing 2.1, 2.2, 2.8**

Student will compose sentences to introduce, communicate and conclude main ideas or arguments from texts the student has read or has been read to.

Highly Proficient:

- Expand and rephrase a complete sentence by adding details to change the sentence
- Relate an opinion to one's own experiences
- Write a summary of a text to communicate the main ideas of a text; including an introduction, body and conclusion

Proficient:

- Generate a sentence to introduce a main idea at the beginning of a text followed by at least two details to support the main idea
- Generate a sentence to state an opinion about an experience followed by at least two reasons for the opinion
- Provide a concluding statement

Approaching Proficient:

- Generate a sentence which relates to the text, but does not specify the main idea or opinion.
- Topic sentence lacks supporting details or concluding statement

Below Proficient:

- Student needs help to perform skills listed above

**Second Grade
Literacy Power Standard #11
Parts of Speech
Language 2.1**

Student will use regular and irregular nouns, pronouns, verbs, adjectives and adverbs correctly.

Highly Proficient: (includes all skills listed below) RIT 181+

- Identifies a particular part of speech in a given sentence and is able to generate a new sentence with the same part of speech.

Proficient: (includes all skills listed below) RIT 171+

- Use frequently occurring irregular plural nouns correctly (i.e., feet, children, teeth, mice, fish)
- Form and use the past tense of frequently occurring irregular verbs (i.e., sat, hid, told) when speaking.
- Use adjectives and adverbs, and choose between them depending on what is to be modified.

Approaching Proficient: 161+

- Uses regular nouns and verbs correctly; sometimes uses irregular nouns and verbs correctly.

Below Proficient: below 160

- Needs help to perform skills listed above

**Second Grade
Literacy Power Standard #12
Generating Narratives
Writing 2.3, 2.8**

The student will write a narrative to recount an event or short sequence of events.

Highly Proficient:

- Write a five sentence paragraph describing a real or imagined event. The writing includes descriptive details to emphasize how the setting or the people in the story were affected.

Proficient:

- Writing includes a sequence of at least three events or descriptions using words that show the order of events.
- Use descriptive details to describe the setting and characters in a narrative.

Approaching Proficient:

- Recognize that the order of events when writing is important to convey a cohesive story.
- Identify the descriptive words in a narrative and identify places where detail could be added in a narrative text.

Below Proficient:

- Student needs help to perform skills listed above

**Second Grade
Literacy Power Standard #13
Editing/Conventions
Language 2.2**

Student will edit properly for contractions, capitalization, and comma use.

Highly Proficient: (includes all skills listed below) RIT 181+

- Describe (or give examples of) proper use of apostrophes for contractions and possessive nouns, proper capitalization of proper nouns, and different uses of commas.

Proficient: (includes all skills listed below) RIT 171+

- Rewrite a paragraph (or sentences) to correct apostrophes with contraction, capitalization of proper nouns, and commas in greetings, closings, or lists.

Approaching Proficient: RIT 161+

- Identifies apostrophes, commas, and contractions.

Below Proficient: RIT below 160

- Needs help to perform skills listed above
-

**Second Grade
Literacy Power Standard #14
Comparing Texts
Reading Informational 2.9, Reading Literature 2.9**

The student will compare and contrast two or more versions of the same story or text topic, including the most important points on the same topic.

Highly Proficient:

- Compares and contrasts the main characters' or authors' points of view in contrasting stories or texts.

Proficient:

- Cites a comparison and a contrast for two versions of the same story.
- Cites the main idea in two texts on the same topic and cites a contrast between two texts on the same topic.

Approaching Proficient:

- Cites a comparison OR a contrast between two texts or stories, but not both.

Below Proficient:

- Student needs help to perform skills listed above

**Second Grade
Literacy Power Standard #15
Spelling
Language 2.2, Foundational Skills 2.4**

Student will use knowledge of spelling patterns to spell words correctly.

Highly Proficient: (includes all skills listed below)

- Provides examples of multiple words with similar spelling patterns when prompted. (i.e. *-igh* and *-ough* words)
- List words that sound as if they use a particular spelling pattern.

Proficient: (includes all skills listed below)

- Say the sounds associated with each vowel with 90% accuracy.

- Say the sounds associated with each vowel pair with 80% accuracy.
- Write two words for each word family when prompted with 80% accuracy:
 - *-ain, -eat, -ing, -oil, -ump*

Approaching Proficient:

- Says the sounds associated with vowels and vowel pairs with less than 80% accuracy.
- Writes less than two words for each word family when prompted.

Below Proficient:

- Needs help to perform skills listed above

SECTION 8

APPENDIX C

Mathematics Standards

Fourth Grade Power Standards

Canyon Grove Power Standard	Utah Grade Level Standard	Power Standard
1	4.OA.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
2	4.NF.2	Compare two fractions with different numerators and different denominators, for example, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, for example, by using a visual fraction model.
3	4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4	4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, for example, by using a visual model.
5	4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, for example, by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
6	4.OA.3	Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. a. Represent these problems using equations with a letter standing for the unknown quantity. b. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

7	4.NBT.5 (part 1)	Multiply a whole number of up to four digits by a one-digit whole number , using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
8	4.NBT.5 (part 2)	Multiply two two-digit numbers , using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
9	4.NBT.6 (part 1)	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.
10	4.NBT.6 (part 2)	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (No remainder)
11	4.NF.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. In other words, any fraction is a sum of unit fractions. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, for example, by using a visual fraction model. For example, $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8$; $2\ 1/8 = 8/8 + 8/8 + 1/8$. c. Add and subtract mixed numbers with like denominators, for example, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. For example, $3\ 1/4 + 2\ 1/4 = 13/4 + 9/4 = 22/4$; $3\ 1/4 + 2\ 1/4 = (3 + 2) + (1/4 + 1/4) = 5 + 2/4 = 5\ 2/4$, which is equivalent to $22/4$. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, for example, by using visual fraction models and equations to represent the problem.
12	4.NF.6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$, describe a length as 0.62 meters; locate 0.62 on a number line diagram.
13	4.MD.3	Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
14	4.NF.4c	c. Solve word problems involving multiplication of a fraction by a whole number (for example, by using visual fraction models and equations to

		represent the problem). For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be five people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?
15	4.MD.2	<p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.</p> <p>a. Include problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p> <p>b. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>