

## Implementation Plan

### 2016-2017 Why? Alignment with Program Commitments

1. Curriculum Commitment 2: sequence and pace curriculum both horizontally and vertically
2. Instruction Commitment 1: ongoing data-driven dialogue to influence instruction and instructional practices
3. Assessment Commitment 1: utilize qualitative and quantitative assessment measures

### Rationale – Third Grade

Designing and implementing cohesive ELA instruction is paramount to student success as learners. The Common Core Learning Standards require students to be able to support thinking with text evidence, as well as craft written responses to both literary and informational texts. Literacy will be incorporated into all content areas. Our goals for this year aim to align and sequence instructional resources to help our students meet the standards. Gaps have been identified within the Common Core Math standards. Our work will aim to fill the gaps with appropriately placed supplemental materials throughout the year. We will use on-going, data-driven dialogue to guide our decisions.

<i>What?</i>	<i>How?</i>		<i>Who?</i>	<i>When?</i>	<i>Support</i>	<i>Who Does It?</i>
Objectives	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Responsibility
<p><b><u>Third Grade:</u></b></p> <p>SWBAT write responses to both short and extended response questions based on literary and informational texts.</p> <p>SWBAT explain how text features (i.e. illustrations, headings, etc) deepen their understanding of a text.</p> <p>Teachers will meet to review, revise, and plan module instruction.</p> <p>Instruct the Close Reader and Cultures Around the World modules for another year.</p>	<p>New ELA Curriculum maps</p> <p>Revamped CFA assessments</p> <p>Implement Eileen Ryan</p> <p>Incorporate the new Social Studies inquiries</p> <p>Select texts, develop questions, plan scaffolded instruction.</p> <p>Select texts (utilize new Scholastic leveled readers), develop questions based on text features, plan scaffolded instruction.</p> <p>Determine student work samples and instructional materials to be reviewed during data meetings.</p> <p>Identify gaps in math, sequence skills, select resources to address gaps.</p> <p>Plan future instruction based on student performance.</p>	<p>New ELA Curriculum maps</p> <p>Revamped CFA assessments</p> <p>Data coach meetings (grade level and whole group meetings)</p> <p>Grade level/planning time meetings</p> <p>Presenters: Patty George or other literacy experts</p> <p>Staff development day meetings</p> <p>District ELA Committee meetings</p> <p>District Math Committee meetings</p> <p>District Science Committee meetings</p> <p>District Social Studies Committee Meetings</p> <p>HV Literacy Team meetings and extended day PD</p> <p>HV Math Team meetings and extended day PD</p>	<p>Third grade students</p>	<p>Sept. 2016 – June 2017</p>	<p>Hillview budget/funds</p> <p>District curriculum office budget/funds</p>	<p>Collective – Third grade teachers, special education teachers</p> <p>Data coaches</p> <p>All Hillview faculty and staff members</p>

### Potential Roadblocks, Challenges, and Unintended Consequences

Scheduling (time management)  
Assessing developmental appropriateness and readiness

### Solutions

Share planning, pacing, and scheduling resources  
Scaffold instruction throughout the year using various text complexities and tasks

