

## Implementation Plan

**2015-2016 Why? Alignment with Program Commitments**

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

**Rationale – Second Grade**

The Common Core Learning Standards address students being able to craft written responses to both literary and informational texts. The skills embedded in writing a response to a text should be scaffolded vertically. Literacy will be incorporated into all content areas. Organizers such as the claim/evidence triangle will be continue to be utilized to assist students with organizing their thoughts. Instructional activities will also be implemented to supplement areas in math where gaps exist: fractions, time and money.

What?	How?		Who?	When?	Support	Who Does It?
Objectives	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Responsibility
<p><b><u>Second Grade:</u></b></p> <p>SWBAT read a variety of leveled appropriate texts.</p> <p>SWBAT use supplemental math materials to bridge gaps between the Expressions math program and CCLS. Begin instructing 3<sup>rd</sup> grade topics (for example- multiplication)</p> <p>SWB exposed to keywords in both ELA and Math.</p> <p>SWBAT use pictures to write about the text.</p> <p>SWBAT correctly use the claim-evidence triangle to organize their thoughts for their short answer responses.</p>	<p>Domain/Module texts, content area texts, Scholastic leveled readers, and other supplemental texts will be used for a wide variety of instructional activities (modeled, guided, and independent).</p> <p>Chromebooks will be used to access web-based instructional websites and programs to provide students with enrichment, ongoing practice, and review of key concepts.</p> <p>Content vocabulary and discussed keywords will be displayed for students on classroom word walls and will be used in dialogue during classroom instruction.</p> <p>Wordless picture books and Domain/Module pictures will be used to prompt students’ analysis and interpretation of pictures for writing. The Insect and Fairy Tales domains will be instructed again</p> <p>Incorporate Kagan Cooperative Learning Structures to improve student learning and increase student motivation.</p>	<p>Data coach meetings (grade level and whole group meetings)</p> <p>Grade level/planning time meetings</p> <p>Faculty meeting content</p> <p>Presenters: Patty George or other literacy experts</p> <p>Staff development day meetings</p> <p>District and School-wide Literacy and Math Team meetings</p> <p>HV Literacy Team meetings and extended day PD</p> <p>HV Math Team meetings and extended day PD</p>	<p>Second grade students</p>	<p>September 2015 – June 2016</p>	<p>Hillview budget/funds</p> <p>District Curriculum Office budget/funds</p>	<p>Collective – 2<sup>nd</sup> grade teachers and special education teachers</p> <p>Data coaches</p> <p>All Hillview faculty and staff members</p> <p>Principal to purchase Scholastic leveled readers</p>

**Potential Roadblocks, Challenges, and Unintended Consequences**

Developmental level  
 Readiness  
 Content Area Readers needed  
 We are utilizing ELA and math specific annotated questions, yet the test seems to be each year

**Solutions**

Continue to expose students to a wide variety of complex texts with rich vocabulary and additional opportunities for developing written responses.

