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| **Implementation Grid - Tool-Kit Resources** | **Year One** | **Year Two** | **Year Three** |
| **Read** | **Do** | **Read** | **Do** | **Read** | **Do** |
| **Overview of ELA CCSS PK-12 and the Six Shifts** |  |  |  |  |  |  |
| **Writing** |  |  |  |  |   | . |
| **Reading** |  |  |  |  |  |  |
| **Speaking and Listening** |  |  |  |  |  |  |
| **Unit Designs** |  |  |  |  |  |  |
| **Differentiation** |   |  |  |  |  |  |
| **Creating Learning Goals** |  |  |  |  |  |  |

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| **Implementation Grid Tool-Kit Resources** | **Year One** | **Year Two** | **Year Three** |
| **Read** | **Do** | **Read** | **Do** | **Read** | **Do** |
| **Overview of ELA CCSS PK-12 and the Six Shifts** | 1. Definition of Literacy7. Review the “Slider”13. “The Core Six” – Book Read – All Staff | 1. Discussion – Literacy Definition; implications7. Identify the progressions12. Six Shifts Whole Group Activity | 38. Review use of the Curriculum Map Tool at grade level13. Choose two strategies from the Core Six to review | 28. Use the Curriculum Map of Unit Designs for grade levels13. Practice the strategies in grade level bands |  |  |
| **Writing** | 1. Introduce Checklist

20. 21. 22. Use of Writing Prompts18. Review anchor papers from Write On. | 1. Use Writing Checklist

20. 21. 22. Create three “Common Assessments” – readings, prompt, rubric – Infor./Narr./.Argu. | 1. Analyze Checklist

20. 21. 22. Use of Writing Prompts18. Review anchor papers from Write On. | 1. Use Writing Checklist

20. 21. 22. Create three “Common Assessments” – readings, prompt, rubric – Infor./Narr./.Argu. | 15. Review Checklist16. Review Grade Level Writing Opinion Product types.  | 15. Use Writing Checklist20. 21. 22. Use of Writing PromptsCreate three “Common Assessments” – readings, prompt, rubric – Infor./Narr./.Argu. |
| **Reading** | 25. Powerpoint Module for Text Dep. Questions26. Vocabulary Instruction | 29. Text Complexity – choose a tool to determine text complexity of classroom novels | 43. Review “Text Sets”24. Read and discuss “Examples of Text Based Questions” | 43. Choose and use an identified text set in a unit design | 27. and 28. Read articles on close Reading | 31. Use the Question Stems in “A Close Look at Close Reading Scaffolding Students with Complex Texts” |
| **Speaking and Listening** | 34. Review and discuss essential skills/concepts and question stems for Speaking and Listening. | 35. Use the Speaking and Listening Rubric for presentations in the class |  |  |  |  |
| **Unit Designs** | 34. Review ELA CCCSS Template | 37. 39. Create two unit designs | 42. Teacher pairs use Unit Review Criteria Worksheet | 37. 39. Create two unit designs | 42. Teacher pairs use Unit Review Criteria Worksheet | 37. 39. Create two unit designs |
| **Differentiation** | 51. Read, self assess and discuss the Teacher Self-Assessment\*Review summative test in ELA focus area  | 1. Use the Data Driven Decisions Worksheet

52. Use “Making Students Partners in Data Driven Decisions |  |  |  |  |
| **Creating Learning Goals** | In Grade Level Bands, identify challenge areas, research instructional strategies to address the gap | Create an assessment to address this challenge area incorporate one of the strategies in the Core Six |  |  |  |  |