

WEDNESDAY 2/17 Day 1 Sessions

P-5 ELA (2 sections)	6-12 ELA (2 sections)
<p>Kate Gerson & Sonja Brookins Santelises Keynote 8:30 - 10:00am, Location: Grand AB</p>	
<p>Locations: Section 1: Grand C Section 2: Grand D</p> <p>Facilitators: Section 1: Chris Hayes & Lindsay Tomlinson Section 2: Lisa Dolan</p>	<p>Locations: Section 1: Grand E Section 2: Commonwealth C</p> <p>Facilitator: Section 1: Tanji Reed Marshall Section 2: Mariama Sesay St. Paul</p>
<p>(10:00am - 12:00pm) Session: Foundation In this foundational session, participants analyze how the standards and shifts frame rigorous instruction in the elementary grades. Using grade-level text and instructional video, participants practice identifying what strong instruction looks like in the elementary classroom.</p>	<p>(10:00am - 12:00pm) Session: Foundation In this foundational session, participants analyze how the standards and shifts frame rigorous instruction in the secondary grades. Using grade-level text and instructional video, participants practice identifying what strong instruction looks like in the classroom.</p>
<p>Lunch (12:00pm-1:00pm) Location: Grand AB</p>	
<p>(1:00pm - 4:00pm) Session: Components of a Comprehensive Literacy Program in Elementary School Participants examine the critical role of early literacy and elements in an early literacy program, with specific focus on foundational skills standards and the process (and remediation) of learning to read</p>	<p>(1:00pm - 4:00pm) Session: Text Complexity Participants examine the relationship between reading and text complexity, define the components of text complexity, and analyze texts to determine complexity in calibrated setting. They address how to scaffold for struggling learners so that they can access that complexity in the classroom</p>
<p>Break (4:00pm-4:15pm)</p>	

Evening Session:

Black Minds Matter: a Conversation with Sonja Brookins Santelises and Ryan Smith
4:15pm-6:00pm, Location: Grand AB

THURSDAY 2/18 Day 2 Sessions

P-3	4-5 ELA	6-8 ELA	9-12 ELA
<p>Location: Grand C Facilitator: C. Hayes & L. Tomlinson</p>	<p>Location: Grand D Facilitator: Lisa Dolan</p>	<p>Location: Grand E Facilitator: Tanji Reed Marshall</p>	<p>Location: Commonwealth C Facilitator: Mariama Sesay St. Paul</p>
<p>(8:30am - 10:00am) Session: Complex Text in the Classroom Participants examine an aligned approach to teaching texts through “Nasreen’s Secret School” from Expeditionary Learning’s Grade 3 Module 1, as well as develop, revise, and assess text dependent questions.</p>	<p>(8:30am - 10:00am) Session: Complex Text in the Classroom Participants examine an aligned approach to teaching texts through “The Birth of the Haudenosaunee” from the Expeditionary Learning Module 1 Unit 1 Grade 4: “Becoming a Close Reader and Writing to Learn: Oral Tradition, Symbolism, Building Community,” as well as develop, revise, and assess text dependent questions.</p>	<p>(8:30am - 10:00am) Session: Complex Text in the Classroom Participants examine, as teachers and students, an aligned approach to teaching texts through Odell Education Core Proficiencies Unit <i>Making Evidence-Based Claims</i> with “California Commonwealth Club Address” (Cesar Chavez), and then develop, revise, and assess text dependent questions aligned to standards to promote deeper learning and support struggling students.</p>	<p>(8:30am - 10:00am) Session: Complex Text in the Classroom Participants examine an aligned approach to teaching texts through “The Short Happy Life of Francis Macomber” in Grade 9 from the Odell Education Core Proficiencies Unit 1, followed by the development, revision and assessment of text dependent questions.</p>
<p>(10:00am - 12:00pm) Session: The Juicy Language of Text Participants determine the role of</p>	<p>(10:00am - 12:00pm) Session: The Juicy Language of Text Participants determine the role of syntax in complex text, and practice close reading and</p>	<p>(10:00am - 12:00pm) Session: The Juicy Language of Text Participants determine the role of syntax in complex text, and practice</p>	<p>(10:00am - 12:00pm) Session: The Juicy Language of Text Participants determine the role of syntax in complex text, and practice</p>

<p>syntax in complex text, and practice close reading and text dissection at the sentence level to support struggling students with literacy. They examine how CCSS aligned resources can be used to teach syntax and develop student proficiency with CCSS language standards, as well as ensure that instruction addresses syntax for elementary readers.</p>	<p>text dissection at the sentence level to support struggling students with literacy. They examine how CCSS aligned resources can be used to teach syntax and develop student proficiency with CCSS language standards, as well as ensure that instruction addresses syntax for elementary readers.</p>	<p>close reading and text dissection at the sentence level to support struggling students with literacy. They examine how CCSS aligned resources can be used to teach syntax and develop student proficiency with CCSS language standards, as well as ensure that instruction addresses syntax for middle level readers.</p>	<p>close reading and text dissection at the sentence level to support struggling students with literacy. They examine how CCSS aligned resources can be used to teach syntax and develop student proficiency with CCSS language standards, as well as ensure that instruction addresses syntax for elementary readers.</p>
<p>Lunch (12:00-1:00pm), Location: Grand AB</p>			
<p>(1:00pm - 4:00pm) Session: Planning to the Core Participants identify how standards are assessed and addressed throughout a module, determine opportunities for scaffolding to prepare students for assessment with grade appropriate text, and design a learning experience for struggling students within the module.</p>	<p>(1:00pm - 4:00pm) Session: Planning to the Core Participants identify how standards are assessed and addressed throughout a module, determine opportunities for scaffolding to prepare students for assessment with grade appropriate text, and design a learning experience for struggling students within the module.</p>	<p>(1:00pm - 4:00pm) Session: Planning to the Core Participants identify how standards are assessed and addressed throughout an OE Unit, which is embedded in Grade 7 Module 2A of Expeditionary Learning’s Curriculum. They identify opportunities for scaffolding to prepare students for assessment with grade appropriate text, and then design a learning experience for struggling students within the module.</p>	<p>(1:00pm - 4:00pm) Session: Planning to the Core Participants identify how the standards are assessed and addressed throughout a module, determine the opportunities for scaffolding to prepare students for assessment with grade appropriate text. As a conclusion, participants design a learning experience for struggling students within the module being studied.</p>
<p>Break (4:00pm-4:15pm)</p>			
<p>Team Planning Time (4:15pm-5:00pm) This is a time for teams to convene, share the day’s learning, discuss implications, and name the priority actions they will take post-institute. Locations will be communicated to teams during Institute</p>			

Dismissal (5:00pm-5:30pm)

FRIDAY 2/19 Day 3 Sessions

P-3	4-5 ELA	6-8 ELA	9-12 ELA
Daniel Willingham Keynote 8:30am-10:00am, Location: Grand CD			
Location: Grand C Facilitators: Chris Hayes & Diana Leddy	Location: Grand D Facilitators: Enid Dodson, Nikki Lacewell & Christina Riley	Location: Grand E Facilitators: Kate Palumbo & Kerry Meehan	Location: Commonwealth C Facilitator: Judson Odell
(10:00am - 12:00pm) Session: The Read Aloud Project: Choosing Text Participants analyze text to choose an appropriately engaging and complex text around which to build a multi-day read-aloud course of study	(10:00am - 12:00pm) Session: Curriculum that Brings the CCSS to Life Participants use EL Education's Grades 3-8 ELA Curriculum as an exemplary model that brings the standards and shifts of the Common Core to Life. Session: Text and Topics: Volume of Reading Participants engage in a simulation to show them through experience how quickly you can gain enough	(10:00am - 12:00pm) Session: Curriculum that Brings the CCSS to Life Participants use EL Education's Grades 3-8 ELA Curriculum as an exemplary model that brings the standards and shifts of the Common Core to Life. Session: Text and Topics: Volume of Reading Participants engage in a simulation to show them through experience how quickly you can gain enough	(10:00am - 12:00pm) Session: Introduction to Teaching CCSS Argumentation Through video, reading, work and discussion, participants engage with the specific reading and writing standards that frame argumentation in the standards. Session: Analyzing Argument Terms and Case Study Participants are introduced to the tools and handouts that facilitate student acquisition of conceptual

	<p>knowledge and vocabulary on a topic through reading to engage in discussion and read increasingly complex texts in sets around compelling topics.</p>	<p>knowledge and vocabulary on a topic through reading to engage in discussion and read increasingly complex texts in sets around compelling topics.</p>	<p>knowledge, and engage in a case study around how students understand argument terms, applicable also to informational text.</p>
<p>Lunch (12:00pm-1:00pm) Location: Grand AB</p>			
<p>(1:00pm - 4:00pm) Session The Big Idea: Planning with End in Mind Participants engage in backward design to plan with text purposefully selected for multiple reads that culminates with an appropriate assessment.</p> <p>Session Developmentally Appropriate Rigor: Planning Questions and Activities to Support All Students Participants use their analysis of text complexity with their chosen text to create questions that make the text accessible and enjoyable to all students.</p>	<p>(1:00pm - 4:00pm) Session: Bringing Texts to Life Participants engage in a model lesson in order to grapple with a complex text as an adult, then apply this process to the classroom.</p> <p>Session: CCSS Aligned Writing in Elementary and Middle Grade Classrooms Participants learn about the types of writing required by the Common Core Learning Standards, along with EL Education’s approach to teaching writing both within the curriculum modules and other areas of English Language Arts.</p>	<p>(1:00pm - 4:00pm) Session: Bringing Texts to Life Participants engage in a model lesson in order to grapple with a complex text as an adult, then apply this process to the classroom.</p> <p>Session: CCSS Aligned Writing in Elementary and Middle Grade Classrooms Participants learn about the types of writing required by the Common Core Learning Standards, along with EL Education’s approach to teaching writing both within the curriculum modules and other areas of English Language Arts.</p>	<p>(1:00pm - 4:00pm) Session: Analyzing Arguments on a Topic Participants use seminal arguments to help understand argumentation, perspective, and the topic. They then use multiple perspectives to understand topic and position complexity, and delineate an argument</p> <p>Session: Evaluating Arguments and Developing a Position Participants use their analysis to evaluate arguments, then review and synthesize their analysis to form their own position on a topic. Finally, they reflect on how argumentation helps develop topic knowledge and literacy proficiency.</p>
<p>Break (4:00pm-4:15pm)</p>			

<p>Team Planning Time (4:15pm-5:00pm) This is a time for teams to convene, share the day’s learning, discuss implications, and name the priority actions they will take post-institute. Locations will be communicated to teams during Institute</p>
<p>Dismissal (5:00pm-5:30pm)</p>

SATURDAY 2/20 Day 4 Sessions

P-3	4-5 ELA	6-8 ELA	9-12 ELA
<p>Tommy Chang Keynote 8:30am-10:00am, Location: Grand AB</p>			
<p>Location: Grand C Facilitators: Chris Hayes & Diana Leddy</p>	<p>Location: Grand D Facilitators: Enid Dodson, Nikki Lacewell & Christina Riley</p>	<p>Location: Grand E Facilitators: Kate Palumbo & Kerry Meehan</p>	<p>Location: Commonwealth C Facilitator: Judson Odell</p>
<p>(10:00am - 12:00pm) Session: RAP: Creating and Sharing a Read Aloud Lesson Sequence Participants work in teams to populate their RAP templates with text dependent questions and activities. They provide and receive real-time feedback.</p>	<p>(10:00am - 12:00pm) Session: Lesson Level Pacing Participants make decisions with regard to pacing, first addressing instructional strategies that may impact pacing. Next, they analyze a module lesson plan, anticipate possible challenges in regards to pacing and propose possible</p>	<p>(10:00am - 12:00pm) Session: Lesson Level Pacing Participants make decisions with regard to pacing, first addressing instructional strategies that may impact pacing. Next, they analyze a module lesson plan, anticipate possible challenges in regards to pacing and propose possible</p>	<p>(10:00am - 12:00pm) Session: Building an Evidence Based Argument Participants use their work from the previous day to develop their own argument, as well as continue to study the programmatic features that move students toward the ability to develop and present an</p>

	<p>adaptations. Participants make decisions that protect the integrity of the standards.</p> <p>Session: Scaffolding for Student Success Participants are empowered to help all students meet the rigor of the CCSS through the scaffolding of instruction.</p>	<p>adaptations. Participants make decisions that protect the integrity of the standards.</p> <p>Session: Scaffolding for Student Success Participants are empowered to help all students meet the rigor of the CCSS through the scaffolding of instruction.</p>	<p>informed, comprehensive argument.</p>
<p>Lunch (12:00pm-1:00pm) Location: Grand AB</p>			
<p>(1:00pm - 2:30pm) Session: Research in the Early Elementary Grades Participants explore Research Packs aligned to the NGSS (Next Generation Science Standards) and how elementary students can engage in rigorous and relevant research, even before they can read independently.</p>	<p>(1:00pm - 2:30pm) Session: Conversation Café Participants discuss and problem solve common issues and concerns related to module implementation -- developing effective professional development sessions from the turnkey materials, building trust and engagement among teachers, supporting principals, coordinating efforts with other initiatives, and other topics that they themselves suggest</p>	<p>(1:00pm - 2:30pm) Session: Conversation Café Participants discuss and problem solve common issues and concerns related to module implementation -- developing effective professional development sessions from the turnkey materials, building trust and engagement among teachers, supporting principals, coordinating efforts with other initiatives, and other topics that they themselves suggest</p>	<p>(1:00pm - 2:30pm) Session: A Criterion Approach to Developing Writing Participants explore how the CP Units build knowledge and support all learners in building literacy proficiency and apply this process to their own curriculum.</p> <p>Session: Reflection on Argumentation and Workshop</p>
<p>Dismissal (2:30pm-3:00pm)</p>			