

MONDAY 7/11 Day 1

P-3 ELA	4- 5 ELA	6-8 ELA	9-12 ELA
<p>Keynote: Kate Gerson + Jean DesRavines (All Pathways) 8:30am-10:00am, Location: Las Olas Ballroom</p>			
<p>Location: Oceanside 2 Facilitators: C. Hayes & P. Pond</p>	<p>Location: Himarashee Facilitator: L. Robinson</p>	<p>Location: Atlantic 6 Facilitator: T. Reed Marshall</p>	<p>Location: Bonnet 2 Facilitator: M. Sesay St. Paul</p>
<p>(10:00am - 12:00pm) Session: Framing a Comprehensive ELA Program 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: FOUNDATIONS: Framing Comprehensive ELA Program 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: FOUNDATIONS: Framing Comprehensive ELA Program In this foundational session, participants analyze how the standards and shifts frame rigorous instruction in the secondary grades beginning with an exploration of the relationship between reading and text complexity, the components of text complexity, and analysis of texts to determine complexity in calibrated setting.</p>	<p>(10:00am - 12:00pm) Session: FOUNDATIONS: Framing Comprehensive ELA Program In this foundational session, participants analyze how the standards and shifts frame rigorous instruction in the secondary grades beginning with an exploration of the relationship between reading and text complexity, the components of text complexity, and analysis of texts to determine complexity in calibrated setting.</p>
<p>Lunch (12:00pm-1:00pm), Location: Served in session rooms.</p>			

<p>(1:00pm - 4:00pm) Session: FOUNDATIONS: Framing Comprehensive ELA; Shifts and Standards (continued) Participants continue exploration of the shifts and standards with video exemplars, a focus on nonfiction, and using evidence when speaking and writing about text.</p>	<p>(1:00pm - 4:00pm) Session: FOUNDATIONS: Framing Comprehensive ELA; Shifts and Standards (continued) Participants continue exploration of the shifts and standards with video exemplars, a focus on nonfiction, and using evidence when speaking and writing about text.</p>	<p>(1:00pm - 4:00pm) Session: FOUNDATIONS: Framing Comprehensive ELA; Shifts and Standards (continued) Using grade-level text and instructional video, participants practice identifying what strong instruction looks like in the classroom with a focus on using evidence to support claims and nonfiction.</p>	<p>(1:00pm - 4:00pm) Session: FOUNDATIONS: Framing Comprehensive ELA; Shifts and Standards (continued) Using grade-level text and instructional video, participants practice identifying what strong instruction looks like in the classroom with a focus on using evidence to support claims and nonfiction.</p>
<p>Break (4:30pm-4:45pm)</p>			
<p>Team Planning Time (4:45pm-5:30pm) 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 (5:30pm)</p>			

TUESDAY 7/12 Day 2

P-3 ELA	4-5 ELA	6-8 ELA	9-12 ELA
Location: Las Olas 4	David Paige Keynote 8:30am-9:45am, Location: Las Olas Ballroom Foyer		
Facilitators: C. Hayes & P. Pond	Location: Las Olas 1 Facilitator: L. Robinson	Location: Las Olas 2 Facilitator: T. Reed Marshall	Location: Las Olas 3 Facilitator: M. Sesay St. Paul
(8:30 am - 12:00pm) Session: Phonics and Fluency In this course, participants work with Alice Wiggins to explore why systematic phonics is key to reading success, how current programs address this need, and how participants can use four supporting programs to ensure all students have access to phonics in early grades.	(10:00am - 12:00pm) Session: Fluency and Complex Text Beginning with a Keynote of support fluency with struggling readers by Dr. David Paige (Bellarmine University), participants explore how close reading of complex text, sentence deconstruction, and work with “juicy sentences” support struggling students in accessing complex text.	(10:00am - 12:00pm) Session: Fluency and Complex Text Beginning with a Keynote of support fluency with struggling readers by Dr. David Paige (Bellarmine University), participants explore how close reading of complex text, sentence deconstruction, and work with “juicy sentences” support struggling students in accessing complex text.	(10:00am - 12:00pm) Session: Fluency and Complex Text Participants begin with a keynote addressing the support of disfluent students at the secondary level provided by Dr. David Paige (Bellarmine University), and explore how close reading of complex text, sentence deconstruction, and work with “juicy sentences” support struggling students in accessing complex text.
Lunch (12:00-1:00pm), Location: Served in session rooms.			

<p>(1:00pm - 4:00pm) Phonics and Fluency (continued) Participants, guided by Dr. David Paige (Bellarmine University), explore the vital skill of developing fluency through automatic decoding and building word recognition in earliest grades, with attention to specific fluency building <i>oral</i> activities beginning in grades 2-3.</p>	<p>(1:00pm - 4:00pm) Session: Fluency and Complex Text (continued) Participants explore the confluence of Reading and Language Standards to support sentence work and standards-aligned text dependent question development using “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.”</p>	<p>(1:00pm - 4:00pm) Session: Fluency and Complex Text (continued) Participants explore the confluence of Reading and Language Standards to support sentence work and standards-aligned text dependent question development using “California Commonwealth Club Address” (Cesar Chavez) from Odell Education Core Proficiencies Unit <i>Making Evidence-Based Claims</i> with an OE Unit, which is embedded in Grade 7 Module 2A of Expeditionary Learning’s Curriculum.</p>	<p>(1:00pm - 4:00pm) Session: Fluency and Complex Text (Continued) Participants examine the planning and instructional implications of Dr. Paige’s keynote and morning work for accessing complex text using Odell Education Core Proficiencies Unit 1 and “The Short Happy Life of Francis Macomber” in Grade 9.</p>
<p>Break (4:30pm-4:45pm)</p>			
<p>Team Planning Time (4:45pm-5:30pm) 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 (5:30pm)</p>			

WEDNESDAY 7/13 Day 3

P-3 ELA	4-5 ELA	6-8 ELA	9-12 ELA
Keynote: Dave Abel 8:30am - 10:00am, Location: Las Olas Ballroom Foyer			
Location: Las Olas 4 Facilitators: C. Hayes & P. Pond	Location: Las Olas 1 Facilitator: A. Masterelo	Location: Las Olas 2 Facilitator: C. Dobbertin	Location: Las Olas 3 Facilitators: M. Sesay St. Paul
(10:00am-12:00pm) Session: Complex Text and Juicy Sentences Participants explore the process for close reading complex text, including capturing the gist and important details through text dependent questions, and how a planning sequence that includes masterful, close, and independent reading supports struggling students in accessing complex text.	(10:00am-12:00pm) Session: Building Knowledge with a Volume of Reading: Selecting and Scaffolding Text Following a keynote by David Abel, participants engage in an experience that demonstrates how students rapidly build knowledge and vocabulary on a topic through reading texts that build in complexity	(10:00am-12:00pm) Session: Building Knowledge with a Volume of Reading: Selecting and Scaffolding Text Following a keynote by David Abel, participants engage in an experience that demonstrates how students rapidly build knowledge and vocabulary on a topic through reading texts that build in complexity	(10:00am-12:00pm) Session: Developing a Sequence of TDQs Participants apply their knowledge from David Abel's keynote to developing sequences of text dependent questions around "The Short Happy Life of Francis Macomber" to support struggling students as they access the text in the Odell Unit
Lunch (12:00pm-1:00pm), Location: Served in session rooms.			

<p>(1:00pm - 4:00pm) Session: Complex Text and Juicy Sentences (continued) Participants use work with Juicy Sentences to understand the role of syntax in complex text and explore how CCSS aligned resources can be scaffolded to make complex texts accessible to struggling students using “Nasreen’s Secret School” from EL Grade 3 Curriculum Module 1.</p>	<p>(1:00pm - 4:00pm) Session: Building Knowledge with a Volume of Reading: Selecting and Scaffolding Text (continued) Participants apply their understanding from morning work to practice and then design a learning experience that builds student knowledge around central texts in OER and participants' curriculums.</p>	<p>(1:00pm - 4:00pm) Session: Building Knowledge with a Volume of Reading: Selecting and Scaffolding Text (continued) Participants apply their understanding from morning work to practice and then design a learning experience that builds student knowledge around central texts in OER and participants' curriculums.</p>	<p>(1:00pm - 4:00pm) Session: Developing a Sequence of TDQs (continued) Participants apply their learning around the composition of the Odell Unit and text dependent questions that scaffold understanding for struggling readers to OER texts and participants' curriculums.</p>
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<p>Break (4:30pm-4:45pm)</p>
<p>Team Planning Time (4:45pm-5:30pm) 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 (5:30pm)</p>

THURSDAY 7/14 Day 4

P-3 ELA	4-5 ELA	6-8 ELA	9-12 ELA
<p>Keynote: Sue Pimentel 8:30am-9:30am, Location: Las Olas Ballroom</p>			
<p>Location: Las Olas 4</p> <p>Facilitators: K. Kurzman (Vermont Writing Collaborative) & C. Hayes</p>	<p>Location: Las Olas 1</p> <p>Facilitator: A. Masterelo</p>	<p>Location: Las Olas 2</p> <p>Facilitator: C. Dobbertin</p>	<p>Location: Las Olas 3</p> <p>Facilitator: Daniel Fennessy (Odell Education)</p>
<p>(10:00am-12pm) Session: The Read Aloud Project Introduction and Planning with the end in Mind: Participants analyze text to choose an appropriately engaging and complex text around which to build a multi-day read-aloud course of study and engage in backward design to plan for multiple reads that culminates with an appropriate assessment.</p>	<p>(10:00am-12pm) Session: Attending to Craft and Structure: <i>attending to language</i> Participants examine how the craft and structure standards demand that students "read like writers," and analyze how they support attention to the language of texts.</p>	<p>(10:00am-12pm) Session: Attending to Craft and Structure: <i>attending to language</i> Participants examine how the craft and structure standards demand that students "read like writers," and analyze how they support attention to the language of texts.</p>	<p>(10:00am-12pm) Session: Teaching CCSS Argumentation Participants are introduced to argumentation through engagement with the specific reading and writing standards that frame argumentation in the standards, then learn how to use tools that facilitate student acquisition of conceptual knowledge.</p>
<p>Lunch (12:00pm-1:00pm), Location: Served in session rooms.</p>			

<p>(1:00pm - 4:00pm) Session: The Read Aloud Project 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: Attending to Craft and Structure: <i>attending to language</i> Participants use their understanding of language in craft and structure to apply it in lesson design, paying particular attention to how to use them in instruction through appropriate text-dependent questions, and developing their own using OER or their own texts.</p>	<p>(1:00pm - 4:00pm) Session: Attending to Craft and Structure: <i>attending to language</i> Participants use their understanding of language in craft and structure to apply it in lesson design, paying particular attention to how to use them in instruction through appropriate text-dependent questions, and developing their own using OER or their own texts.</p>	<p>(1:00pm - 4:00pm) Session: Teaching CCSS Argumentation (continued) 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 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 (4:30pm-4:45pm)</p>			
<p>Team Planning Time (4:45pm-5:30pm) 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 (5:30pm)</p>			
<p>(Optional) Poolside Happy Hour: CASH BAR 7:00pm-9:00pm, Location: Westin Fort Lauderdale Beach Resort Pool</p>			

FRIDAY 7/15 Day 5

P-3 ELA	4-5 ELA	6-8 ELA	9-12 ELA
<p>Location: Las Olas 4</p> <p>Facilitators: K. Kurzman (Vermont Writing Collaborative & C. Hayes)</p>	<p>Location: Las Olas 1</p> <p>Facilitators: A. Masterelo</p>	<p>Location: Las Olas 2</p> <p>Facilitators: C. Dobbertin</p>	<p>Location: Las Olas 3</p> <p>Facilitator: Daniel Fennessy (Odell Education)</p>
<p>(8:30am - 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.</p>	<p>(8:30am - 12:00pm) Session: Bringing it all Together in a Comprehensive Curriculum Participants learn how a high-quality curriculum marries all of the elements of design they have studied over the past several days through attention to complex texts, text-dependent questions, sets of texts that build knowledge and fluency, close reading lessons grounded in the standards and writing from sources, etc.</p>	<p>(8:30am - 12:00pm) Session: Bringing it all Together in a Comprehensive Curriculum Participants learn how a high-quality curriculum marries all of the elements of design they have studied over the past several days through attention to complex texts, text-dependent questions, sets of texts that build knowledge and fluency, close reading lessons grounded in the standards and writing from sources, etc.</p>	<p>(8:30am - 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 informed, comprehensive argument.</p>
<p>Lunch (12:00pm-1:00pm), Location: Served in session rooms.</p>			

Keynote: Kate Gerson and Nikolai Vitti (All Pathways)

1:15pm-2:30pm, Location: Las Olas Ballroom Foyer

Dismissal (2:30pm)