

Learning Schedule · ELA I

Section, Location, Facilitator		Monday 7.8	Tuesday 7.9	Wednesday 7.10	Thursday 7.11	Friday 7.12
Grades PreK- 3 Section 1 Location: San Jose A (Mon) Santa Barbara A (Tu-Fri) Facilitators: Chris Hayes & Olivia Bertucci	8:30 am - 9:45 am	Keynote Address California Ballroom - Tim Wise	Keynote Address California Ballroom - Lacey Robinson and Brandon White	Session	Keynote Address San Fran & Sacramento - Tanji Reed Marshall, PhD	Keynote Address California Ballroom - Dr. Ibram Kendi
Grades PreK- 3 Section 2 Location: San Bernadino Facilitators: Diana Bowles & Gretchen Osodipe	10:00 am - 12:00 pm	Session	Session		Session	Session
	12:00 pm	Lunch	Lunch	Lunch	Lunch	Lunch
Grades PreK- 3 Section 3 Location: San Gabriel C Facilitators: Miladys Cepero-Perez & Jody Pittock	1:00 pm - 4:30 pm	Session Continues				Session 1:00 - 2:30 pm (end)
Grades 4-5 Section 1 Location: San Diego Ballroom Facilitators: Mitchell Brookins & Leandrea Taylor	4:45 pm - 5:30 pm	Team Planning Time Teams convene, share learning, discuss implications, and plan for post-institute.				Safe Travels!
Grades 4-5 Section 2 Location: Echo Park Facilitators: Shanita Rapatalo & Sharone Brinkley Parker						
	Sunday, July 7 (6:30 pm-8:30 pm)	Standards Institute Meet and Greet Location: Sun Deck, 4th Floor All Participants are invited to an informal meet and greet, a chance for educators to mingle with one another and settle into the week together. Light appetizers and a cash bar are available.				

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<p>Grades 6-8 Section 1 <i>Location: Santa Barbara C</i></p> <p><i>Facilitators:</i> <i>Jason Epting & Melanie Watkins</i></p>	<p>Monday, July 8 (12:10 pm -12:50 pm)</p>	<p>TNTP's The Opportunity Myth Demo Location: San Diego- B, Second Floor The New Teacher Project (TNTP) recently published a study regarding college and career readiness based on an intensive study of nearly 4,000 students across five diverse school systems. Their results are disturbing: students who are labeled as proficient in their academic courses and prepared for life after high school are not nearly as prepared as they and their families think. The TNTP team will recount their findings and discuss what you as an educator can do to address this issue in your district.</p>
<p>Grades 6-8 Section 2 <i>Location: Beaudry B</i></p> <p><i>Facilitators:</i> <i>Justin Boyd & Kelly Jones</i></p>	<p>Tuesday, July 9 (12:10 pm - 12:50 pm)</p>	<p>Family Engagement Lab Location: San Diego- B, Second Floor Districts interested in learning more about how the Oakland Unified School District and the Louisiana Department of Education partnered with the Family Engagement Lab to implement FASTalk (Families and Schools Talk). FASTalk engages families in improving literacy outcomes for all students, including English learners and students with disabilities in six school systems. If you are interested in attending, please contact Vidya@fastalk.org.</p>
<p>Grades 9-12 <i>Location: Santa Monica A</i></p> <p><i>Facilitators:</i> <i>Mariama Sesay St. Paul & Michelle Hunsberger</i></p>	<p>Tuesday, July 9 (12:10 pm - 12:50 pm)</p>	<p>UnboundEd's ELA Equitable Instruction Table Talk Location: Avalon Graduating from high school with low levels of literacy threatens students' quality of life and ability to be fully vested with the rights, privileges, and duties of citizenship. The ELA curriculum within a school system is a powerful tool for shaping the teaching and learning that provide access to the power and opportunities afforded by literacy. Given that reading proficiency rates for students of color are historically lower than for their white peers, we must consider the role that race and bias play in whether students of color are receiving the instruction and support they require. Join us to learn about 3 important elements of equitable ELA instruction and discuss what educators can do to create equity through curriculum and instruction.</p>
	<p>Tuesday, July 9 (7 pm- 8:30 pm)</p>	<p>Movie Night Screening and Interactive Discussion: <i>America to Me</i> Location: California Ballroom, Second Floor Join us Tuesday as we screen clips of <i>America to Me</i>, a 10 part docu-series by Academy-Award nominated director Steve James (Hoop Dreams, Life Itself, The Interrupters) which follows a year in the life of students, teachers, and administrators at Oak Park and River Forest High School near Chicago. The series, which airs on STARZ, deals with issues of race and privilege within a well-resourced, racially integrated public high school.</p>
	<p>Wednesday , July 10 (12:10-12:50 pm)</p>	<p><i>America to Me</i> Q&A Location: San Diego- B, Second Floor As a follow-up to movie night, <i>America to Me</i> team will join us again Wednesday afternoon for a special Q&A session. They will also explain more about other documentaries in the works, such as <i>TEACH</i>, and how you can host discussion groups for students, teachers, parents, administrators, community members, politicians, and influencers on race and equity.</p>
	<p>Wednesday , July 10, (5:30 pm - 6:15 pm)</p>	<p>System Leader Academy and Equity Influencer Information Session Location: San Jose, California Ballroom, Second Floor Come and learn about UnboundEd's newest collaborative program: The System Leader Academy and Equity Influencer Residency. Unique in its design, focused in its scope and thorough in its support, this year-long program increases the agency of system leaders to successfully embed equity throughout their support systems and school-based leaders to enact real change in the classroom. UnboundEd has nearly doubled its districts from year one to two and excitement is building for Cohort 3, slated to begin in Summer 2020.</p>

Additional Notes:
For Pathway Information and Details, please the following page.

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Gr Pre K-3	<p>All Pathways</p> <p>The Foundation for Success</p> <p>In this foundational session, participants analyze the intersection of standards, shifts, and equitable practice, with specific attention to the language of the standards and the importance of grade-level text. Using grade-level text and instructional video, participants practice identifying what strong instruction looks like in the classroom with a focus on using key ideas to demonstrate understandings</p>	<p>Close Reading and Complex Text</p> <p>Participants explore the process for close reading complex text and how a planning sequence that includes masterful, close, and independent reading supports students in accessing complex text. Next, participants work with Juicy Sentences to understand the role of syntax in complex text and explore how aligned resources can be scaffolded to make complex texts accessible to all students.</p>	<p>Early Literacy: Phonics and Fluency</p> <p>Day 3 involves a deep dive into the Foundational Skills and why a systematic phonics approach is critical to reading success. Participants also explore multiple reading programs to identify how each can be aligned to create a comprehensive literacy approach. Finally, participants examine the role that fluency development plays in the process of learning how to read, and how we can leverage fluency to improve comprehension.</p>	<p>Developing Standards-Aligned Instructional Sequences</p> <p>Participants choose a text that is appropriately engaging and complex from which to build a multi-day read-aloud. Participants employ backward-design to plan for multiple reads and develop an instructional sequence using their analysis of text complexity with their chosen text to create standards-aligned questions.</p>	<p>Bringing it all Together with a Focus on Equity</p> <p>In this session, participants populate instructional sequences with questions, scaffolding, and attention to equity all students. Participants have opportunities for individual consultation with facilitators and the development of next steps.</p>
Gr 4-5 -- Gr 6-8		<p>The Language of Complex Text</p> <p>On day 2, participants examine complex text through close reading couched in principles of equity and language. Participants examine planning and instructional implications based on an understanding of text complexity, including instructional scaffolds that can support student access to complex text. Finally, participants work with protocols that enhance reading comprehension and support student language, fluency, and writing at the sentence level.</p>	<p>Accessing Text: Building Knowledge and Close Reading</p> <p>In this session, participants examine the planning and instructional implications of intentional fluency building activities and engage in an experience that demonstrates how students rapidly build knowledge and vocabulary on a topic through reading progressively complex texts. Following this, participants move into close reading, where they examine aligned text-dependent questions and develop scaffolding questions to support equitable access and comprehension.</p>	<p>Attending to Language, Craft, and Structure</p> <p>With a continued focus on Standards Implementation and an aligned curriculum as a pathway to equitable access to high quality instruction, participants dive into what reading like writers looks like. Participants engage in activities that maximize student opportunities to grow as readers, writers, and collaborators in the classroom, and study how these processes can be embedded in current curriculums.</p>	<p>Bringing it all Together with a Focus on Equity</p> <p>In this session, 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 equitable instruction, diversity of perspective, complex texts, text-dependent questions, and writing from sources. Participants have opportunity for individual consultation with facilitators around the development of next steps and how to transition Institute learning to actionable practice.</p>
Gr 9-12		<p>Building Knowledge with a Volume of Reading: Selecting and Scaffolding Text</p> <p>Day 2 begins as participants unpack the Principles of Language Equity and Learners, the Standards, and the link between knowledge, vocabulary, and fluency. In the afternoon, participants engage in a protocol that accelerates student knowledge to support access to complex text.</p>	<p>Close Reading and Complex Text</p> <p>On day 3, participants examine complex text through close reading couched in the principles of equity and language. Participants examine planning and instructional implications based on an understanding of text complexity. Finally, participants work with protocols that enhance reading comprehension and support student language, fluency, and writing at the sentence level.</p>		

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(Grades PreK-3) or evidence to support claims (grades 4-12).				
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