

# Learning Schedule · ELA I (New Participants)

Day 1 - Monday - 1/29/18

Grade	P-3 ELA I		4-5 ELA I	6-8 ELA I		9-12 ELA I	
8:30 am   9:45 am	<p align="center"><b>Keynote Address</b> California Ballroom - Kate Gerson</p>						
Location, Facilitator	<p><b>Section 1</b> Location: Santa Barbara A Facilitator(s): Chris Hayes &amp; Elizabeth Klimczak</p>	<p><b>Section 2</b> Location: Santa Barbara B Facilitators: Diana Bowles &amp; Lysa Scott</p>	<p>Location: Santa Barbara C Facilitator(s): Jalinda Soto &amp; Shanita Rapatalo</p>	<p><b>Section 1</b> Location: San Gabriel C Facilitator: Tanji Reed Marshall</p>	<p><b>Section 2</b> Location: San Pedro Facilitator(s): Jason Epting &amp; Megan Reed</p>	<p><b>Section 1</b> Location: Beaudry B Facilitator(s): Mariama Sesay St. Paul &amp; Sierrah Tyson</p>	<p><b>Section 2</b> Location: San Bernardino Facilitator(s): Josh Parker &amp; Shakiela Richardson</p>
10:00am   12:00pm	<p><b>Session: FOUNDATIONS: Framing a Comprehensive ELA Program</b> In this foundational session, participants analyze how the standards and shifts frame rigorous instruction in the elementary 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 a calibrated setting.</p>		<p><b>Session: FOUNDATIONS: Framing a Comprehensive ELA Program</b> In this foundational session, participants analyze how the standards and shifts frame rigorous instruction in the elementary 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 a calibrated setting.</p>	<p><b>Session: FOUNDATIONS: Framing a Comprehensive ELA Program</b> 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 a calibrated setting.</p>		<p><b>Session: FOUNDATIONS: Framing a Comprehensive ELA Program</b> 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 a calibrated setting.</p>	
12:00 pm   1:00 pm	<p align="center"><b>Lunch</b> Location: California Ballroom</p>						

# Learning Schedule · ELA I (New Participants)

Day 1 - Monday - 1/29/18 Continued

Grade	P-3 ELA I	4-5 ELA I	6-8 ELA I	9-12 ELA I
1:00 pm   4:30 pm	<b>Session: FOUNDATIONS: Framing Comprehensive ELA; Shifts and Standards (continued)</b>  Participants continue exploration of the shifts and standards with video exemplars, a focus on nonfiction, and using evidence when speaking and writing about text.	<b>Session: FOUNDATIONS: Framing Comprehensive ELA; Shifts and Standards (continued)</b>  Participants continue exploration of the shifts and standards with video exemplars and using evidence when speaking and writing about text.	<b>Session: FOUNDATIONS: Framing Comprehensive ELA; Shifts and Standards (continued)</b>  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.	<b>Session: FOUNDATIONS: Framing Comprehensive ELA; Shifts and Standards (continued)</b>  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.
4:45 pm   5:30 pm	<p style="text-align: center;"><b>Team Planning Time</b></p> <p style="text-align: center;">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. <i>Locations will be communicated to teams during Institute.</i></p>			
5:30 pm	<p style="text-align: center;"><b>Dismissal</b></p>			

# Learning Schedule · ELA I (New Participants)

Day 2 - Tuesday - 1/30/18

Grade	P-3 ELA I		4-5 ELA I	6-8 ELA I		9-12 ELA I	
8:30 am   9:45 am	<b>Keynote Address</b>  <i>California Ballroom - Dr. Sonja Santelises</i>						
<i>Location, Facilitator</i>	<b>Section 1</b> <i>Location: Santa Barbara A</i> <i>Facilitator(s): Chris Hayes &amp; Elizabeth Klimczak</i>	<b>Section 2</b> <i>Location: Santa Barbara B</i> <i>Facilitators: Diana Bowles &amp; Lysa Scott</i>	<i>Location: Santa Barbara C</i> <i>Facilitator(s): Jalinda Soto &amp; Shanita Rapatalo</i>	<b>Section 1</b> <i>Location: San Gabriel C</i> <i>Facilitator: Tanji Reed Marshall</i>	<b>Section 2</b> <i>Location: San Pedro</i> <i>Facilitator(s): Jason Epting &amp; Megan Reed</i>	<b>Section 1</b> <i>Location: Beaudry B</i> <i>Facilitator(s): Mariama Sesay St. Paul &amp; Sierrah Tyson</i>	<b>Section 2</b> <i>Location: San Bernardino</i> <i>Facilitator(s): Josh Parker &amp; Shakiela Richardson</i>
8:30 am   12:00 pm	<b>Session: Phonics and Fluency</b>  Participants explore the Foundational Skills and the importance of a systematic phonics approach as a key to reading success.	<b>Session: Close Reading, Comprehension, and Complex Text</b>  Participants engage in standards aligned text dependent question development.	<b>Session: Close Reading, Comprehension, and Complex Text</b>  Participants engage in standards-aligned text dependent question development.	<b>Session: Close Reading, Comprehension, and Complex Text</b>  Participants explore how close reading of complex text, sentence deconstruction, and work with “juicy sentences” support comprehension for struggling students.			
12:00 pm   1:00pm	<b>Lunch</b> <i>Location: California Ballroom</i>						
1:00 pm   4:30 pm	<b>Phonics and Fluency (continued)</b> Participants explore systematic phonics, balanced literacy, and basal programs to identify how each can be aligned to create a comprehensive literacy approach. Participants will also explore the vital skill of developing fluency through automatic decoding and building word recognition in earliest grades, with attention to specific fluency building oral activities beginning in grades 2-3.	<b>Session: Close Reading, Comprehension, and Complex Text (continued)</b>  Participants explore how close reading of complex text, sentence deconstruction, and work with “juicy sentences” support comprehension for struggling students.	<b>Session: Close Reading, Comprehension, and Complex Text (continued)</b>  Participants explore how close reading of complex text, sentence deconstruction, and work with “juicy sentences” support comprehension for struggling students.	<b>Session: Close Reading, Comprehension, and Complex Text (Continued)</b>  Participants examine the planning and instructional implications of intentional fluency building activities. Using one of Odell Education’s Developing Core Proficiencies units, participants work with supporting student access to complex text.			

# Learning Schedule · ELA I (New Participants)

Day 2 - Tuesday - 1/30/18 Continued

Grade	P-3 ELA I	4-5 ELA I	6-8 ELA I	9-12 ELA I
<p>4:45 pm   5:30pm</p>	<p style="text-align: center;"><b>Team Planning Time</b></p> <p style="text-align: center;">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. <i>Locations will be communicated to teams during Institute.</i></p>			
<p>5:30 pm</p>	<p style="text-align: center;"><b>Dismissal</b></p>			
<p>7:00 pm   8:30pm</p>	<p><b>UnboundEd presents a screening of “RACE—The Power of an Illusion, Part III The House We Live In,” followed by a facilitated conversation.</b></p> <p style="text-align: center;"><i>Location:</i></p> <p>RACE—The Power of an Illusion is a three-part PBS series that questions the very idea of race as biology. This series provides an opportunity for people to examine their beliefs about race, privilege, policy, and justice. Tonight’s screening of Episode III – “The House We Live In” focused on how our institutions shape and create race, giving different groups vastly unequal life chances. The UnboundEd team will facilitate a conversation afterwards.</p>			

# Learning Schedule · ELA I (New Participants)

Day 3 - Wednesday - 1/31/18

Grade	P-3 ELA I		4-5 ELA I	6-8 ELA I		9-12 ELA I	
<i>Location, Facilitator</i>	<b>Section 1</b> <i>Location: Santa Barbara A Facilitator(s): Chris Hayes &amp; Andrea Hancock</i>	<b>Section 2</b> <i>Location: Santa Barbara B Facilitators: Diana Bowles &amp; Lysa Scott</i>	<i>Location: Santa Barbara C Facilitator(s): Jalinda Soto &amp; Shanita Rapatalo</i>	<b>Section 1</b> <i>Location: San Gabriel C Facilitator: Tanji Reed Marshall</i>	<b>Section 2</b> <i>Location: San Pedro Facilitator(s): Jason Epting &amp; Megan Reed</i>	<b>Section 1</b> <i>Location: Beaudry B Facilitator(s): Mariama Sesay St. Paul &amp; Judson Odell</i>	<b>Section 2</b> <i>Location: San Bernardino Facilitator: Josh Parker</i>
8:30 am   12:00pm	<b>Session: Complex Text and Juicy Sentences</b> 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.		<b>Session: Building Knowledge with a Volume of Reading: Selecting and Scaffolding Text</b> Participants examine the planning and instructional implications of intentional fluency building activities; then, participants engage in an experience that demonstrates how students rapidly build knowledge and vocabulary on a topic through reading texts that build in complexity.	<b>Session: Building Knowledge with a Volume of Reading: Selecting and Scaffolding Text</b> Participants examine the planning and instructional implications of intentional fluency building activities; then, participants engage in an experience that demonstrates how students rapidly build knowledge and vocabulary on a topic through reading texts that build in complexity.		<b>Session: Developing a Sequence of TDQs</b> Participants apply their knowledge from the week so far to developing sequences of text dependent questions to support struggling students as they access the text in the Odell Education Unit.	
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: California Ballroom</i>						
1:00 pm   4:30 pm	<b>Session: Complex Text and Juicy Sentences (continued)</b> 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 grade-level complex text.		<b>Session: Building Knowledge with a Volume of Reading: Selecting and Scaffolding Text (continued)</b> Participants apply their understanding from morning work to practice and then design a learning experience that builds student knowledge around central texts.	<b>Session: Building Knowledge with a Volume of Reading: Selecting and Scaffolding Text (continued)</b> Participants apply their understanding from morning work to practice and then design a learning experience that builds student knowledge around central texts.		<b>Session: Developing a Sequence of TDQs (continued)</b> Participants apply their learning around the composition of the Odell Education unit and text dependent questions that scaffold understanding for struggling readers.	

# Learning Schedule · ELA I (New Participants)

Day 3 - Wednesday - 1/31/18 Continued

Grade	P-3 ELA I	4-5 ELA I	6-8 ELA I	9-12 ELA I
4:45 pm   5:30 pm	<b>Team Planning Time</b> 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. <i>Locations will be communicated to teams during Institute.</i>			
5:30 pm	<b>Dismissal</b>			

# Learning Schedule · ELA I (New Participants)

Day 4 - Thursday - 2/1/18

Grade	P-3 ELA I		4-5 ELA I	6-8 ELA I		9-12 ELA I
8:30 am   9:45 am	<p align="center"><b>Keynote Address</b> <i>California Ballroom (Sacramento &amp; San Francisco) - Dr. Tim Shanahan</i></p>					
<i>Location, Facilitator</i>	<p><b>Section 1</b> <i>Location: Santa Barbara A</i> <i>Facilitator(s): Chris Hayes &amp; Andrea Hancock</i></p>	<p><b>Section 2</b> <i>Location: Santa Barbara B</i> <i>Facilitators: Diana Bowles &amp; Lysa Scott</i></p>	<p><i>Location: Santa Barbara C</i> <i>Facilitator(s): Jalinda Soto &amp; Shanita Rapatalo</i></p>	<p><b>Section 1</b> <i>Location: San Gabriel C</i> <i>Facilitator: Tanji Reed Marshall</i></p>	<p><b>Section 2</b> <i>Location: San Pedro</i> <i>Facilitator(s): Jason Epting &amp; Megan Reed</i></p>	<p><b>Sections 1 &amp; 2 together</b> <i>Location: Beaudry B</i> <i>Facilitator(s): Mariama Sesay St. Paul, Judson Odell &amp; Josh Parker</i></p>
10:00 am   12:00 pm	<p><b>Session: Building a Read-Aloud Aligned to Standards</b> 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><b>Session: Attending to Craft and Structure: <i>Reading Like a Writer</i></b> 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><b>Session: Attending to Craft and Structure: <i>Reading Like a Writer</i></b> 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><b>Session: Building Knowledge and Literacy Proficiency through Teaching Argumentation</b> 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>		
12:00 pm   1:00 pm	<p align="center"><b>Lunch</b> <i>Location: California Ballroom</i></p>					
1:00 pm   4:30pm	<p><b>Session: Building a Read-Aloud Aligned to Standards</b> 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><b>Session: Attending to Craft and Structure: <i>Reading Like a Writer</i></b> 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><b>Session: Attending to Craft and Structure: <i>Reading Like a Writer</i></b> 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><b>Session: Analyzing, Evaluating, Developing Arguments on a Topic</b> Participants use seminal arguments to help understand argumentation and delineate an argument. They then review and synthesize their analysis to form their own position on a topic.</p>		

# Learning Schedule · ELA I (New Participants)

Day 4 - Thursday - 2/1/18 Continued

Grade	P-3 ELA I	4-5 ELA I	6-8 ELA I	9-12 ELA I
4:45 pm   5:30 pm	<p style="text-align: center;"><b>Team Planning Time</b></p> <p style="text-align: center;">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. <i>Locations will be communicated to teams during Institute.</i></p>			
5:30 pm	<p style="text-align: center;"><b>Dismissal</b></p>			



# Learning Schedule · ELA I (New Participants)

Day 5 - Friday - 2/2/18

Grade	P-3 ELA I		4-5 ELA I	6-8 ELA I		9-12 ELA I
8:30 am   9:45am	<b>Keynote Address</b>  <i>California Ballroom - Lacey Robinson</i>					
<i>Location, Facilitator</i>	<b>Section 1</b> <i>Location: Santa Barbara A</i> <i>Facilitator(s): Chris Hayes, Andrea Hancock &amp; Elizabeth Klimczak</i>	<b>Section 2</b> <i>Location: Santa Barbara B</i> <i>Facilitators: Diana Bowles &amp; Lysa Scott</i>	<i>Location: Santa Barbara C</i> <i>Facilitator(s): Jalinda Soto &amp; Shanita Rapatalo</i>	<b>Section 1</b> <i>Location: San Gabriel C</i> <i>Facilitator: Tanji Reed Marshall</i>	<b>Section 2</b> <i>Location: San Pedro</i> <i>Facilitator(s): Jason Epting &amp; Megan Reed</i>	<b>Sections 1 &amp; 2 together</b> <i>Location: Beaudry B</i> <i>Facilitator(s): Mariama Sesay St. Paul, Judson Odell &amp; Josh Parker</i>
8:30 am   12:00pm	<b>Session: RAP: Creating and Sharing a Read-Aloud Lesson Sequence</b> Participants work in teams to populate their RAP templates with text dependent questions and activities.	<b>Session: Bringing it all Together in a Comprehensive Curriculum</b> 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, and writing from sources.	<b>Session: Bringing it all Together in a Comprehensive Curriculum</b> 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, and writing from sources.	<b>Session: Building an Evidence-Based Argument</b> 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.		
12:00 pm   1:00pm	<b>Lunch</b>  <i>Location: California Ballroom</i>					
1:00pm   2:30 pm	<b>Session: RAP: Creating and Sharing a Read-Aloud Lesson Sequence (continued)</b> Participants work in teams to populate their RAP templates with text dependent questions and activities.	<b>Session: Bringing it all Together in a Comprehensive Curriculum</b> 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, and writing from sources.	<b>Session: Bringing it all Together in a Comprehensive Curriculum</b> 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, and writing from sources.	<b>Session: Building an Evidence-Based Argument</b> 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.		
2:30 pm	<b>Dismissal</b>					