

# Learning Schedule · ELA II (Returning Participants)

Day 1 - Monday - 1/29/18

Grade	P-5 ELA II	6-12 ELA II
8:30 am   9:45 am	<b>Keynote Address</b> <i>California Ballroom - Kate Gerson</i>	
Location, Facilitator	<i>Location: La Brea</i> <i>Facilitator: Patricia Pond</i>	<i>Location: Los Feliz</i> <i>Facilitator: Norka Padilla</i>
10:00 am   12:00 pm	<b>Session: Focus on Language</b> Participants will deepen their knowledge of standards-based content and equitable instructional practices through exploring the relationship between content and language and how language demands of complex text grows within and across grades. This day forms the new foundation for the week, and emphasizes amplifying language in/through content, integrating the speaking and listening standards, and sets the stage for the work that follows	<b>Session: Focus on Language</b> Participants will deepen their knowledge of standards-based content and equitable instructional practices through exploring the relationship between content and language and how language demands of complex text grows within and across grades. This day forms the new foundation for the week, and emphasizes amplifying language in/through content, integrating the speaking and listening standards, and sets the stage for the work that follows
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: California Ballroom</i>	
1:00 pm   4:30 pm	<b>Session: Focus on Language (continued)</b> Participants take their learning from the morning and apply their knowledge of language demands and their relationship to standards-based content and equitable instructional practices to various units and lessons through structured protocols and collaborative work. Reflection and time to record implications are included at the end of this session, either to set up conversations for team planning time that follows the session and/or to progress towards day 5's focus on planning for action.	<b>Session: Focus on Language (continued)</b> Participants take their learning from the morning and apply their knowledge of language demands and their relationship to standards-based content and equitable instructional practices to various units and lessons through structured protocols and collaborative work. Reflection and time to record implications are included at the end of this session, either to set up conversations for team planning time that follows the session and/or to progress towards day 5's focus on planning for action.
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 II (Returning Participants)

Day 2 - Tuesday - 1/30/18

Grade	P-5 ELA II	6-12 ELA II
8:30 am   9:45 am	<b>Keynote Address</b> <i>California Ballroom - Dr. Sonja Santelises</i>	
Location, Facilitator	<i>Location: La Brea</i> <i>Facilitator: Patricia Pond</i>	<i>Location: Los Feliz</i> <i>Facilitator(s): Norka Padilla &amp; Judson Odell</i>
10:00 am   12:00 pm	<b>Session: Developing Expert Packs to Build Knowledge, Language and Vocabulary</b> Participants review the link between a volume of reading on a topic and rapid development of vocabulary, language and knowledge, then consider the classroom applications for expert packs, a structured variant of this process. This will include working with existing expert packs and central texts from units being deployed in participants' schools.	<b>Session: Standards-aligned Research Tasks to Build Knowledge, Language and Vocabulary in the Secondary Grades</b> Participants engage in the process of building content knowledge, language and vocabulary through examining how research even in the early grades can be a powerful equitable learning practice. Through a close study of the Research to Build and Present Knowledge writing standards and their relationship across other ELA/Literacy strands, participants learn about what rigorous writing products and evidence-gathering processes can look like in primary grades and how to plan for and apply them in their own classrooms and districts.
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: California Ballroom</i>	
1:00 pm   4:30 pm	<b>Session: Developing Expert Packs to Build Knowledge, language and Vocabulary (continued)</b> Participants continue work with existing expert pack resources and how this can enhance the learning around texts and topics and drive language development. Reflection and time to record implications are included at the end of this session, either to set up conversations for team planning time that follows the session and/or to progress towards day 5's focus on planning for action.	<b>Session: Standards-aligned Research Tasks to Build Knowledge, Language and Vocabulary in the Secondary Grades (continued)</b> Participants continue with collaborative work to plan and apply their learning from the day to integrate aligned research tasks and projects into their own classrooms and districts. Reflection and time to record implications are included at the end of this session, either to set up conversations for team planning time that follows the session and/or to progress towards day 5's focus on planning for action.
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 II (Returning Participants)

Day 3 - Wednesday - 1/31/18

Grade	P-5 ELA II	6-12 ELA II
Location, Facilitator	Location: La Brea Facilitator: Patricia Pond	Location: Los Feliz Facilitator: Norka Padilla
8:30 am   12:00 pm	<p><b>Session: Standards-aligned research tasks to Build Knowledge, Language and Vocabulary in the elementary grades</b></p> <p>Picking up where day 2 left off, participants engage in the process of building content knowledge, language and vocabulary through examining how research even in the early grades can be a powerful equitable learning practice. Through a close study of the Research to Build and Present Knowledge writing standards and their relationship across other ELA/Literacy strands, participants learn about what rigorous writing products and evidence-gathering processes can look like in primary grades and how to plan for and apply them in their own classrooms and districts.</p>	<p><b>Session: Writing Instruction in the Era of Higher Standards</b></p> <p>Through deconstructing a writing task with attention to its implications for reading, participants recognize the inherent skills and knowledge necessary for communicating understanding and analysis, the importance of explicit instruction to support them, and the decision points for instructional scaffolds.</p>
12:00 pm   1:00 pm	<p style="text-align: center;"><b>Lunch</b></p> <p style="text-align: center;"><i>Location: California Ballroom</i></p>	
1:00 pm   4:30 pm	<p><b>Session: Standards-aligned research tasks to Build Knowledge, Language and Vocabulary in the elementary (continued)</b></p> <p>Participants continue with collaborative work to plan and apply their learning from the day to integrate aligned research tasks and projects into their own classrooms and districts.</p> <p>Reflection and time to record implications are included at the end of this session, either to set up conversations for team planning time that follows the session and/or to progress towards day 5's focus on planning for action.</p>	<p><b>Session: Writing Instruction in the Era of Higher Standards (continued)</b></p> <p>Participants examine the interdependence between reading, writing, speaking and listening, and how reading and writing skills grow through collaborative processes that encourage student exchange of ideas in the writing process. Through student work assessment, participants become familiar with how targeted support strategies can be gleaned from trends in student work, and how sentences form the building blocks of all writing. Reflection and time to record implications are included at the end of this session, either to set up conversations for team planning time that follows the session and/or to progress towards day 5's focus on planning for action.</p>
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 II (Returning Participants)

Day 4 - Thursday - 2/1/18

Grade	P-5 ELA II	6-12 ELA II
8:30 am   9:45 am	<b>Keynote Address</b> <i>California Ballroom (San Jose) - Dr. Frances Esparza</i>	
Location, Facilitator	<i>Location: La Brea</i> <i>Facilitator: Patricia Pond</i>	<i>Location: Los Feliz</i> <i>Facilitator: Norka Padilla</i>
10:00 am   12:00 pm	<b>Session: Writing Instruction in the Era of Higher Standards</b> Through deconstructing a writing task with attention to its implications for reading, participants recognize the inherent skills and knowledge necessary for communicating understanding and analysis, the importance of explicit instruction to support them, and the decision points for instructional scaffolds.	<b>Session: Developing Expert Packs to Build Knowledge, Language and Vocabulary</b> Participants review the link between a volume of reading on a topic and rapid development of vocabulary, language and knowledge, then consider the classroom applications for expert packs, a structured variant of this process. This will include working with existing expert packs and central texts from units being deployed in participants' schools.
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: California Ballroom</i>	
1:00 pm   4:30 pm	<b>Session: Writing Instruction in the Era of Higher Standards (cont'd)</b> Participants examine the interdependence between reading, writing, speaking and listening, and how reading and writing skills grow through collaborative processes that encourage student exchange of ideas in the writing process. Through student work assessment, participants become familiar with how targeted support strategies can be gleaned from trends in student work, and how sentences form the building blocks of all writing. Reflection and time to record implications are included at the end of this session, either to set up conversations for team planning time that follows the session and/or to progress towards day 5's focus on planning for action.	<b>Session: Developing Expert Packs to Build Knowledge, Language and Vocabulary (cont'd)</b> Participants continue work with existing expert pack resources and how this can enhance the learning around texts and topics and drive language development. Reflection and time to record implications are included at the end of this session, either to set up conversations for team planning time that follows.
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 II (Returning Participants)

Day 5 - Friday - 2/2/18

Grade	K-12 ELA II
8:30 am   9:30 am	<b>Keynote Address</b> <i>California Ballroom - Lacey Robinson</i>
<i>Location, Facilitator</i>	<i>Location: Los Feliz Facilitator(s): Patricia Pond &amp; Norka Padilla</i>
10:00 am   12:00 pm	<b>Session: Planning for action</b> In this session, participants will strategize with their peers and prioritize key initiatives that will help them bring back and share the insights gained during their Standards Institute experience. A consultancy protocol will be used to gather peer feedback on how they can make their district smarter about standards-aligned instruction that support students with unfinished learning.
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: California Ballroom</i>
1:00 pm   2:30 pm	<b>Session: Planning for action (continued)</b> In this session, participants will strategize with their peers and prioritize key initiatives that will help them bring back and share the insights gained during their Standards Institute experience. A consultancy protocol will be used to gather peer feedback on how they can make their district smarter about standards-aligned instruction that support students with unfinished learning.
2:30 pm	<b>Dismissal</b>