

# Learning Schedule · ELA I

Section, Location, Facilitator		Monday	Tuesday	Wednesday	Thursday	Friday
Grades K-3 Location: Facilitators:	8:30 am - 9:45 am	Keynote Address Lacey Robinson	Keynote Address Paul Gorksi	Session	Keynote Address Tanji Reed-Marshall	Keynote Address TBD
Grades 4-5 Location: Facilitators:	10:00 am - 12:00 pm	Session	Session		Session	Session
	12:00 pm	Lunch	Lunch	Lunch	Lunch	Lunch
Grades 6-8 Location: Facilitators:	1:00 pm - 4:30 pm	Session Continues				Session 1:00 - 2:30 pm (end)
Grades 9-12 Location: Facilitators:	4:45 pm - 5:30 pm	Team Planning Time Teams convene, share learning, discuss implications, and plan for post-institute.				Safe Travels!

Special Events During Lunch Daily, TBD

	Monday	Tuesday	Wednesday	Thursday	Friday
Gr K-3	<b>All Pathways</b> <b>The Foundation for Success</b> In this foundational session, participants analyze the intersection of standards, shifts, and equitable practice, with	<b>Close Reading and Complex Text</b> 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.	<b>Early Literacy: Phonics and Fluency</b> 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.	<b>Developing Standards-Aligned Instructional Sequences</b> 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.	<b>Bringing it all Together with a Focus on Equity</b> In this session, participants populate instructional sequences with questions, scaffolding, and attention to equity for all students. Participants have opportunities for individual consultation with facilitators and the development of next steps.

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<p>Gr 4-5</p> <p>--</p> <p>Gr 6-8</p>	<p>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 (Grades PreK-3) or evidence to support claims (grades 4-12).</p>	<p><b>The Language of Complex Text</b>            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><b>Accessing Text: Building Knowledge and Close Reading</b>            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><b>Attending to Language, Craft, and Structure</b>            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><b>Bringing it all Together with a Focus on Equity</b>            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>
<p>Gr 9-12</p>		<p><b>Building Knowledge with a Volume of Reading: Selecting and Scaffolding Text</b>            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><b>Close Reading and Complex Text</b>            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>		