

Learning Schedule · ELA I (New Participants)

Day 1 - Monday - 2/11/19

Grade	P-3 ELA I		4-5 ELA I			6-8 ELA I		9-12 ELA I
8:30 am 9:45 am	Keynote Address <i>TBD</i>							
<i>Section, Location, Facilitator</i>	<i>Section 1 Location: TBD Facilitators: TBD</i>	<i>Section 2 Location: TBD Facilitators: TBD</i>	<i>Section 1 Location: TBD Facilitators: TBD</i>	<i>Section 2 Location: TBD Facilitators: TBD</i>	<i>Section 3 Location: TBD Facilitators: TBD</i>	<i>Section 1 Location: TBD Facilitators: TBD</i>	<i>Section 2 Location: TBD Facilitators: TBD</i>	<i>Location: TBD Facilitators: TBD</i>
10:00am 12:00pm	Session: The Foundation for Success 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.	Session: The Foundation for Success 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.			Session: The Foundation for Success 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.		Session: The Foundation for Success 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.	
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>							

Learning Schedule · ELA I (New Participants)

Day 1 - Monday - 2/11/19 Continued

Grade	P-3 ELA I	4-5 ELA I	6-8 ELA I	9-12 ELA I
<p>1:00 pm 4:30 pm</p>	<p>Session: The Foundation for Success (continued) 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>Session: The Foundation for Success (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.</p>	<p>Session: The Foundation for Success (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.</p>	<p>Session: The Foundation for Success (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.</p>
<p>4:45 pm 5:30 pm</p>	<p style="text-align: center;">Team Planning Time 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;">Dismissal</p>			

Learning Schedule · ELA I (New Participants)

Day 2 - Tuesday - 2/12/19

Grade	P-3 ELA I		4-5 ELA I			6-8 ELA I		9-12 ELA I
8:30 am 9:45 am	Keynote Address <i>TBD</i>							
<i>Section, Location, Facilitator</i>	<i>Section 1 Location: TBD Facilitators: TBD</i>	<i>Section 2 Location: TBD Facilitators: TBD</i>	<i>Section 1 Location: TBD Facilitators: TBD</i>	<i>Section 2 Location: TBD Facilitators: TBD</i>	<i>Section 3 Location: TBD Facilitators: TBD</i>	<i>Section 1 Location: TBD Facilitators: TBD</i>	<i>Section 2 Location: TBD Facilitators: TBD:</i>	<i>Location: TBD Facilitators: TBD</i>
10:00 am 12:00 pm	Session: Complex Text and Juicy Sentences In this session, 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.		Session: Close Reading and Complex Text In this session, participants examine the confluence of language, complex text, and equitable instructional practice to build reading stamina and skill for all students. Participants examine the planning and instructional implications based on an understanding of text complexity.			Session: Close Reading and Complex Text In this session, participants examine the confluence of language, complex text, and equitable instructional practice to build reading stamina and skill for all students. Participants examine the planning and instructional implications based on an understanding of text complexity.		Session: Building Knowledge with a Volume of Reading In this session, 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.
12:00 pm 1:00pm	Lunch Location: TBD							
1:00 pm 4:30 pm	Session: Complex Text and Juicy Sentences (continued) Building on the work of the morning, participants use 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 using grade-level complex text.		Session: Close Reading and Complex Text (continued) Building on the morning session, participants apply the Juicy Sentence Protocol to enhance reading comprehension and support student language, fluency, and writing. Following this, participants examine aligned text-dependent questions and develop scaffolding questions to support equitable access and comprehension, with the infusion of equity into instructional moves and decision making.			Session: Close Reading and Complex Text (continued) Building on the morning session, participants apply the Juicy Sentence Protocol to enhance reading comprehension and support student language, fluency, and writing. Following this, participants examine aligned text-dependent questions and develop scaffolding questions to support equitable access and comprehension, with the infusion of equity into instructional moves and decision making.		Session: Building Knowledge with a Volume of Reading (continued) Building on the work of the morning, participants apply their understanding from morning work to practice and scaffold a learning experience that builds student knowledge around central texts.

Learning Schedule · ELA I (New Participants)

Day 2 - Tuesday - 2/12/19 Continued

Grade	P-3 ELA I	4-5 ELA I	6-8 ELA I	9-12 ELA I
4:45 pm 5:30pm	Team Planning Time 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	Dismissal			
7:00 pm 8:30 pm	UnboundEd presents a screening of "RACE—The Power of an Illusion, Part III The House We Live In," followed by a facilitated conversation. <i>Location: TBD</i> 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.			

Learning Schedule · ELA I (New Participants)

Day 3 - Wednesday - 2/13/19

Grade	P-3 ELA I		4-5 ELA I			6-8 ELA I		9-12 ELA I
Section, Location, Facilitator	Section 1 Location: TBD Facilitators: TBD	Section 2 Location: TBD Facilitators: TBD	Section 1 Location: TBD Facilitators: TBD	Section 2 Location: TBD Facilitators: TBD	Section 3 Location: TBD Facilitators: TBD	Section 1 Location: TBD Facilitators: TBD	Section 2 Location: TBD Facilitators: TBD:	Location: TBD Facilitators: TBD
8:30 am 12:00pm	Session: Early Literacy: Phonics and Fluency Participants explore the Foundational Skills and the importance of a systematic phonics approach as a key to reading success.		Session: Building Knowledge with a Volume of Reading In this session, 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.			Session: Building Knowledge with a Volume of Reading In this session, 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.		Session: Close Reading and Complex Text In this session, participants examine complex text through close reading and examination of meaning and language; specifically, couched in the principles of equity and language. Participants examine the planning and instructional implications based on an understanding of text complexity.
12:00 pm 1:00 pm	Lunch Location: TBD							
1:00 pm 4:30 pm	Early Literacy: Phonics and Fluency (continued) Building on the morning session, 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.		Session: Building Knowledge with a Volume of Reading (continued) Building on the work of the morning, participants apply their understanding from morning work to practice and scaffold a learning experience that builds student knowledge around central texts.			Session: Building Knowledge with a Volume of Reading (continued) Building on the work of the morning, participants apply their understanding from morning work to practice and scaffold a learning experience that builds student knowledge around central texts.		Session: Close Reading and Complex Text (continued) Building on the morning session, participants apply the Juicy Sentence Protocol to enhance reading comprehension and support student language, fluency, and writing. Following this, participants examine aligned text-dependent questions and develop scaffolding questions to support equitable access and comprehension, with the infusion of equity into instructional moves and decision making

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Grade	P-3 ELA I	4-5 ELA I	6-8 ELA I	9-12 ELA I
4:45 pm 5:30 pm	Team Planning Time 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	Dismissal			

Learning Schedule · ELA I (New Participants)

Day 4 - Thursday 2/14/19

Grade	P-3 ELA I		4-5 ELA I			6-8 ELA I		9-12 ELA I
8:30 am 9:45 am	Keynote Address TBD							
<i>Section, Location, Facilitator</i>	<i>Section 1 Location: TBD Facilitators: TBD</i>	<i>Section 2 Location: TBD Facilitators: TBD</i>	<i>Section 1 Location: TBD Facilitators: TBD</i>	<i>Section 2 Location: TBD Facilitators: TBD</i>	<i>Section 3 Location: TBD Facilitators: TBD</i>	<i>Section 1 Location: TBD Facilitators: TBD</i>	<i>Section 2 Location: TBD Facilitators: TBD</i>	<i>Location: TBD Facilitators: TBD</i>
10:00 am 12:00 pm	Session: Recognizing and Developing Standards-Aligned Instructional Sequences In this session, 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.		Session: Attending to Language, Craft, and Structure In this session, 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.			Session: Attending to Language, Craft, and Structure In this session, 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.		Session: Attending to Language, Craft, and Structure In this session, 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.
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>							
1:00 pm 4:30pm	Session: Recognizing and Developing Standards-Aligned Instructional Sequences Participants continue developing an instructional sequence, using their analysis of text complexity with their chosen text to create questions that make the text accessible and enjoyable to all students.		Session: Attending to Language, Craft, and Structure In the afternoon portion of this session, 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.			Session: Attending to Craft and Structure In the afternoon portion of this session, 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.		Session: Attending to Craft and Structure In the afternoon portion of this session, 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.

Learning Schedule · ELA I (New Participants)

Day 4 - Thursday - 2/14/19 Continued

Grade	P-3 ELA I	4-5 ELA I	6-8 ELA I	9-12 ELA I
4:45 pm 5:30 pm	Team Planning Time 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	Dismissal			

Learning Schedule · ELA I (New Participants)

Day 5 - Friday - 2/15/19

Grade	P-3 ELA I		4-5 ELA I			6-8 ELA I		9-12 ELA I
8:30 am 9:45am	Keynote Address <i>TBD</i>							
<i>Section, Location, Facilitator</i>	<i>Section 1 Location: TBD Facilitators: TBD</i>	<i>Section 2 Location: TBD Facilitators: TBD</i>	<i>Section 1 Location: TBD Facilitators: TBD</i>	<i>Section 2 Location: TBD Facilitators: TBD</i>	<i>Section 3 Location: TBD Facilitators: TBD</i>	<i>Section 1 Location: TBD Facilitators: TBD</i>	<i>Section 2 Location: TBD Facilitators: TBD</i>	<i>Location: TBD Facilitators: TBD</i>
10:00 am 12:00pm	Session: Bringing it all Together with a Focus on Equity: In this session, participants work collaboratively to populate their instructional sequences with questions, scaffolding, and attention to equity and access to text for all students.	Session: Bringing it all Together with a Focus on Equity 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.	Session: Bringing it all Together with a Focus on Equity 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.	Session: Bringing it all Together with a Focus on Equity 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.	Session: Bringing it all Together with a Focus on Equity 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.			
12:00 pm 1:00pm	Lunch <i>Location: TBD</i>							
1:00pm 2:30 pm	Session: Bringing it all Together with a Focus on Equity Participants complete the work of the morning, with opportunity for individual consultation with facilitators and the development of next steps.	Session: Bringing it all Together with a Focus on Equity Participants complete the work of the morning, with opportunity for individual consultation with facilitators and the development of next steps and how to transition Institute learning to actionable practice.	Session: Bringing it all Together with a Focus on Equity Participants complete the work of the morning, with opportunity for individual consultation with facilitators and the development of next steps and how to transition Institute learning to actionable practice.	Session: Bringing it all Together with a Focus on Equity Participants complete the work of the morning, with opportunity for individual consultation with facilitators and the development of next steps and how to transition Institute learning to actionable practice.	Session: Bringing it all Together with a Focus on Equity Participants complete the work of the morning, with opportunity for individual consultation with facilitators and the development of next steps and how to transition Institute learning to actionable practice.			
2:30 pm	Dismissal							