



SUMMER INSTITUTE AGENDA, ELA 9-12

“Do not confine your children to your own learning, for they were born in another time.”

Chinese Proverb

Monday, June 13

7am – 1pm

- Welcome and Icebreaker

- Introduction:
 - Background on CCSS
 - Expectations

- Guiding Questions and Discussion
 - What do you think of the CCSS? What questions do you have?
 - Pair Share
 - Pairs will create small groups of four (numbered heads) and discuss the reflection response
 - 2min—share out, no one speaking; write questions on chart paper
 - 3min-discuss
 - Post questions and “Gallery Walk”

- Clarifying and Probing Questions
 - Individually, write clarifying questions one “burning question”
 - Form groups of four, select a recorder. Each group member shares one “clarifying question”, without repeating questions. Repeat process until all clarifying questions have been shared and recorded on chart paper.
 - Record but do not share “burning questions”—they will be addressed/reviewed on Friday.



- Read CCSD FAQs for 6-12. Compare group questions with FAQs. Strike out the clarifying questions answered by the FAQs.
 - Using Numbered Heads, form new groups. In newly formed groups, review list of clarifying questions and strike duplicates.
 - Record and post questions
 - Address questions during the course of the week
- CCSD Curriculum Engine in computer lab: 10:00 – 1:00
- Create Expert Strand Groups to work on CCSS Curriculum
- Closure: Symbol Reflection

Tuesday, June 14

7am – 1pm

- Implementing the *Common Core: Core 4 All*
 - Whole group read pages 1-9 (stop at “How should a prof team begin?”)
 - In groups of 4, Discuss using the Four As protocol
 - Do Steps 1-4 show example on pages 9-11
 - Chapter 4: Assessment, read pages 11 and 12
 - Complete Assessment template for the standard identified earlier—How will you assess before, during and after instruction?
- Understanding the Strands: Reading and Speaking & Listening
- Discuss Translation Guide
 - What do you notice about the Translation Guide?
 - Identify where the standards are the same, where the standards are closely related, and where there is the biggest gap?
- Appendix A: Text Complexity
 - Using the purpose statement from *Common Core 4 All*, brainstorm 3 texts you already use.
 - Evaluate text complexity: Purpose/Qualitative/Quantitative



- Model Lesson: Reading Literature and Writing Informative/Explanatory Text
 - Fold blank paper to create 4 columns for each of the strands
 - Record the CCSS addressed in the model lesson
- Closure: Think about the Core 4 All activity: How can you use this with your department? Would it help with planning? Why or why not?

Wednesday, June 15

7am – 1pm

- Choosing the right text/text complexity
 - Review English Journal article, *Tiered Text: Supporting Knowledge and Language Learning for English Learners and Struggling Readers* by Moss, Lapp and O'Shea
 - Groups of four: Use 4 A reading protocol for discussion
- Understanding the Strands: Writing and Language
- Discuss Translation Guide and Appendix C
 - What do you notice about the Translation Guide?
 - Identify where the standards are the same, where the standards are closely related, and where there is the biggest gap?
- Model Lesson: Reading Informational Text, Speaking and Listening, and Writing Argument
 - The study of rhetoric
 - Fallacies
 - Persuasion vs Argument
 - Using 4 column sheet, record the CCSS used
 - Small group/whole group discussion
- Closure



Thursday, June 16

7am – 1pm

- Understanding Theme
 - Read “Planning a Themed Literature Unit”
 - Discuss article using “final word” protocol
 - Relate to model lesson

- Meet in expert strand groups
 - Review lessons/curricula on flash drives
 - Discuss within expert stand groups:
 - What do you notice?
 - How are these lessons different from what we do now?
 - How are these lessons the same?
 - What do you like most? Least?
 - How will/can you use these lessons in your classroom/department?
 - What themes emerge?

- Jigsaw groups to create thematic groups of 4 (1 member from each strand)
 - Each member shares the lessons and their discussion from expert groups
 - Group choose a theme
 - Group completes the Thematic Planning Sheet

- Closure

Friday, June 17

7am – 1pm

- Thematic Unit Share
 - Using chart paper, groups outline their thematic units and present whole group
 - Q and A on thematic units-2 minutes per group



- Planning for the switch
 - One high school's story
 - Planning your courses/texts/conversations

- Site plans
 - 10 Tips for CCSS
 - Create support groups/geographic regions
 - Interact conference
 - Gallery walk-share plans

- Closure
 - Re-visit FAQs—are there any remaining questions?
 - Next steps-Zoomerang for 9 remaining hours
 - Reflections
 - Evaluations/Googledocs