



# 2016 College and Career Readiness Implementation Institute

## SAMPLE ELA/LITERACY AGENDA

### **Institute Goals:**

The two-day meeting aims to provide:

- An opportunity for participants to delve deeply into the contents of the college and career readiness (CCR) standards in literacy and their implications for adult education.
- Practical information (methods and materials) about the key advances in instruction and curriculum that the CCR standards demand.
- Ready-to-use training materials in literacy that will enable you to replicate institute activities with adult educators in your state.
- Access to committed groups of adult educators with whom you can share learning experiences, resources, and materials.

### **Day One**

8:00–9:00 a.m.      **Registration and Materials Distribution**

9:00–9:30 a.m.      **Welcome and Purpose-Setting**

9:30–10:30 a.m.      **Connecting CCR Standards to the Key Advances**

You will work to connect the CCR standards from different strands to the three key advances that are crucial for preparing students to enter college and careers—regular practice with complex text and its academic vocabulary; reading and writing grounded in evidence from text; and building knowledge through content-rich nonfiction.

10:30–10:45 a.m.      **Break**



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10:45–11:45 a.m.      **Connecting the CCR Standards to the Key Advances, Continued**

11:45 a.m.–1:15 p.m.      **Lunch**

1:15–3:15 p.m.      **Selecting Texts Worth Reading**

During this session, you will investigate the first of the key instructional advances embedded in the standards—the demand for greater complexity in the texts students read. You will learn how to determine levels of text complexity, so students are on track for college- and career-level reading.

3:15–3:30 p.m.      **Break**

3:30–4:15 p.m.      **Identifying Questions Worth Answering**

This session will introduce you to another key instructional advance embedded in the literacy standards—building students’ abilities to draw evidence from texts through sequences of text-dependent questions. Being able to locate and deploy evidence from texts is a hallmark of strong readers and writers. Using the same texts you studied in the previous session on text complexity, you will learn how to craft valuable text-dependent questions.

4:15–4:30 p.m.      **Wrap-up**

This session will summarize progress made toward the institute’s objectives and set the foundation for tomorrow’s topics and discussions.

## **Day Two**

8:30–9:15 a.m.      **Reflections on Yesterday’s Session and Today’s Objectives**

This session will review feedback received at the end of day one and answer questions that participants might have after reflecting on day one activities.



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9:15–10:00 a.m.      **Identifying Questions Worth Answering, Continued From Day One**

10:00–10:15 a.m.      **Break**

10:15–11:45 a.m.      **Creating Writing Assignments Worth Doing**

This session will focus on investigating the curricular implications of using evidence collected from text to write essays aligned with CCR standards.

11:45 a.m.–Noon      **Wrap-up, Meeting Evaluation, and Goodbyes**