

# CA NGSS Statewide Implementation

## Professional Learning #1

School Year 2021-2022

### Building Student Sensemaking Through Disciplinary Literacy



#### DATES

Each strand consists of 4 sessions of 3 hours each and one follow-up event of 2 hours.

#### Use of Science Notebooks

Sep 21, 23, 28, and 30, 2021  
4:00 pm – 7:00 pm  
Follow-up event: Nov 9  
4:00 pm - 6:00 pm

#### Discourse for Sensemaking in Science

Nov 30, Dec 1, 7, and 8, 2021  
4:00 pm – 7:00 pm  
Follow-up event: Feb 1  
4:00 pm - 6:00 pm

#### How to Use Science Text

Feb 8, 9, 15 and 16, 2022  
4:00 pm – 7:00 pm  
Follow-up event: Apr 6  
4:00 pm - 6:00 pm

#### Argumentation: Moving Beyond CER

Mar 22, 24, 29, and 31, 2022  
4:00 pm – 7:00 pm  
Follow-up event: Apr 28  
4:00 pm - 6:00 pm

#### ABOUT THE PROFESSIONAL LEARNING

The California NGSS Statewide Implementation: Building Student Sensemaking Through Disciplinary Literacy is a 12-hour online professional learning experience designed for K-12 academic coaches, administrators, curriculum leads, and teacher leaders to deepen their understanding and implementation of teaching practices to advance student science understanding. All sessions will be delivered via Zoom.

Each one of the four literacy-specific strands will provide participants with grade-band specific learning experiences (elementary and secondary), NGSS instructional strategies to support student sensemaking, engagement in collaborative reflection, and development of a plan of action to implement with students in the classroom. The associated follow-up events allow participants to collaboratively review their plan/implementation progress.

#### AUDIENCE

K-12 academic coaches, curriculum leads, teacher leaders, and administrators. It is recommended that districts register teams of four to six educators, including at least one administrator. A new special training opportunity is available to educators that will subsequently facilitate the strands in their own school districts (see strand description).

#### COST

\$300 per attendee. Fee includes 12 hours of professional learning, 2 hours follow-up event, and access to all materials. Registration for a team of educators (2 or more participants) is \$250 per attendee. Payment can be made by check or credit card. All payments must be received prior to the professional learning date you are attending. NO purchase orders are accepted. NO participant cancellation refunds.

#### REGISTRATION LINK - TBD

For questions or more information, please contact Maria Simani [maria.simani@ucr.edu](mailto:maria.simani@ucr.edu)

**CA NGSS Collaborative**



**CISC**  
Curriculum and Instruction  
Steering Committee



# SESSIONS DETAILS

Building student sensemaking through disciplinary literacy in science is a critical topic for the continued growth and implementation of the California Next generation Science Standards. Four strands have been developed to address literacy including using text, argumentation, discourse and notebooking. In each strand, participants will engage with: the specific topic and strategies for implementation; discussion and assessment of strategies; sharing and collaboration time with colleagues; and planning time. Each strand has both an elementary and secondary section. In addition, a NEW training package for coaches, curriculum leads, and teacher leaders is designed to support a district team.

## [How to Use Science Text](#)

Participants will deepen their understanding of reading in relation to science, experience the flow of a science lesson, and acquire strategies to take back to their classrooms. Additionally, participants will engage with a variety of phenomena-driven science tasks that highlight research-based reading strategies to increase students' engagement and comprehension.

## [Discourse for Sensemaking in Science](#)

Designed to engage participants with research-based instructional practices that facilitate students' sensemaking through discourse, including engagement with: elicit students' prior knowledge around phenomena; engage students in building understanding and ongoing revision of their thinking; and support students in drawing evidence-based consensus and explanations.

## [Use of Notebooks for Sense-Making in Science](#)

Designed to advance participants' use of student sensemaking notebooks, participants will engage in a learning experience that deepens their understanding of the importance of notebooking and will select strategies to explore further: developing and using models; making notebook entries; publishing using evidence from notebooks; using tools to support student independent sensemaking; going beyond CERs; and using notebooks to assess student understanding.

## [Argumentation: Moving Beyond CER to Help Students Make Sense](#)

Through argumentation, students engage in the process of science by cohesively using evidence to form a scientific explanation. Participants will learn how to support students as they develop initial claims, analyze and examine multiple lines of evidence, and critique and revise arguments in the sensemaking process.

## [Administrator](#)

Administrators will attend a strand of their choice to learn alongside teachers to deepen their understanding of science practices on student sensemaking through the lens of disciplinary literacy. An opportunity, via breakout rooms, will be included to discuss with other administrators how to support teachers in the implementation of new strategies and how to analyze the impacts on student learning.

## [NEW - Coaches, curriculum leads, and teacher leaders](#)

A special facilitator and leadership training has been developed aiming at providing deeper understanding of the strand goals and the techniques to facilitate the sessions. Coaches, curriculum leads, or teacher leaders who participate in any strand with a team of registered colleagues will have the opportunity to also participate in this additional training at no additional cost.

