

## **Module 1: Elevating Instructional Rigor**

### **Module Description**

This introductory day of ELA training focuses on National Math and Science Initiative's core commitment to transforming education by empowering teachers to prepare their students for 21<sup>st</sup> century college and careers. Teachers will discuss the concepts of instructional rigor and academic vocabulary and explore strategies for teaching vocabulary and raising the level of rigor in their classrooms while providing instructional supports to help students become independent and proficient readers. Lessons included in this day of training include both fiction and nonfiction texts and integrate the teaching of close reading, vocabulary, grammar, and writing. Teachers will work collaboratively and independently to develop standards-based classroom tasks.

### **Learner Outcomes**

Participants will:

- demonstrate an awareness of what constitutes instructional rigor.
- explore close reading strategies that prepare students to become independent and proficient readers.
- demonstrate an understanding of academic vocabulary.
- explore strategies for creating effective vocabulary instruction that allows students to become more independent and proficient readers.
- develop tasks that assess student understanding through various modes of writing.

## **Module 2: Understanding Text Complexity**

### **Module Description**

Module 2 of NMSI ELA teacher training builds on ideas discussed in Module 1, exploring factors that distinguish grade-appropriate complex texts. Lessons presented in this day of training explore multidimensional characters in both fiction and nonfiction texts; model scaffolded strategies for character analysis; and integrate the teaching of close reading, vocabulary, grammar, and writing. Teachers will explore the use of formative assessments for instructional purposes and will work collaboratively and independently to develop classroom tasks for scaffolding the teaching of complex texts in their own classrooms. Teachers are encouraged to bring to training a text they use in their classrooms for which they would like to develop lessons that can be integrated into their curriculum.

### **Learner Outcomes**

Participants will:

- demonstrate and apply an understanding of how textual elements create text complexity.
- explore and apply reading strategies that allow students to analyze multidimensional characters in complex texts independently and proficiently.
- understand and apply methods for adapting formative assessments for instructional use.
- develop tasks that assess students' understanding of complex texts through various modes of writing.

## **Module 3: Generating Text-Based Responses**

### **Module Description**

What constitutes a text-based response? How do teachers ensure that instructional tasks truly require students to construct responses that are text-based? These questions guide the activities included in the third day of NMSI ELA training. In keeping with the focus of Common Core State Standards for ELA and Literacy, teachers will examine strategies that lead students to include valid reasoning and relevant and sufficient evidence in their short-answer and extended responses. Lessons included in this day of training include fiction, nonfiction, and poetry and integrate the teaching of close reading, vocabulary, grammar, and writing. Teachers will work collaboratively and independently to develop classroom tasks designed to strengthen student responses. Teachers are encouraged to bring to training a text they use in their classrooms for which they would like to develop lessons that can be integrated into their curriculum.

### **Learner Outcomes**

Participants will:

- demonstrate an understanding of what constitutes a text-based response.
- explore instructional strategies that require students to provide textual evidence to support inferences and assertions.
- develop writing tasks that require students to synthesize textual evidence from multiple sources to support inferences and assertions.
- develop tasks that assess students' ability to integrate ideas from multiple texts.

## **Module 4: Moving Beyond the Literary Text**

### **Module Description**

Current standards for college and career readiness indicate the need to include more diverse texts in the ELA classroom, augmenting the literary canon with informational texts and literary nonfiction. In this day of training, teachers will examine model lessons and explore strategies for developing units that integrate print and visual texts and other media that portray characters, ideas, or events from different perspectives. Teachers will work collaboratively and independently to develop classroom tasks that elicit student responses that synthesize evidence from multiple sources. Teachers are encouraged to bring to training a text they use in their classrooms for which they would like to develop lessons that can be integrated into their curriculum.

### **Learner Outcomes**

Participants will:

- articulate reasons that students need opportunities to analyze multiple interpretations.
- explore strategies an independent and proficient reader uses to evaluate multiple portrayals of characters, ideas, or events.
- develop writing tasks that require students to synthesize textual evidence from multiple sources to support inferences and assertions.
- develop tasks that assess students' ability to integrate ideas from multiple texts.

## **Module 5: Developing a Focused Response**

### **Module Description**

In this day of training, participants will explore strategies that help students move beyond surface-level responses to texts in their writing. The interactive work session builds upon issues presented in Year One training and specifically addresses how to create and implement rigorous writing instruction and assignments. Participants will engage with model lessons and resource materials designed to spur students' ability to elaborate upon assertions, to support analysis, and to compare and contrast ideas between different texts and text types. Participants will examine different techniques to teach analytical commentary writing and various approaches for embedding grammar instruction in close reading and writing activities. Participants also will study strategies for teaching comparison writing assignments, with a specific focus on comparing how one text adapts and changes ideas found in another text.

### **Learner Outcomes**

Participants will:

- learn strategies to help students develop and expand analysis through commentary writing.
- examine various strategies that promote reading for analysis and reading to compare.
- study organizational approaches to teaching comparison writing and discuss how to design lessons to promote comparison writing skills.
- explore techniques to improve students' stylistic maturity through grammar practice.

## **Module 6: Crafting an Effective Argument**

### **Module Description**

In this module, participants will examine how lessons and resource material introduce students to components of effective arguments, including claims, justifications, support, counterarguments, and concessions. Participants will learn strategies for supporting close reading of informational and nonfiction texts, and they will explore different techniques to help students effectively analyze and evaluate the organization, logical structure, and purpose of an argument. Participants also will consider how to build lessons, activities, and tasks that incorporate and combine close reading strategies, composition skills, and grammar into an extended lesson using informational or nonfiction texts.

### **Learner Outcomes**

Participants will:

- discuss strategies for teaching close reading of nonfiction.
- examine the components of effective arguments, including claims, support, counterarguments, and concessions.
- analyze how writers and artists structure and organize their arguments to address a specific purpose or to communicate a specific message.
- analyze how writers use rhetorical devices to support and develop their assertions.
- explore strategies that integrate close reading, grammar, and composition into instruction.

## **Module 7: Understanding Rhetorical Analysis**

### **Module Description**

This day of training will present strategies for teaching rhetorical analysis. Participants will explore how writers and speakers create logical, emotional, and ethical appeals through the use of rhetorical techniques and organizational strategies. Using memorable or influential speeches and images of the 20<sup>th</sup> century, participants will examine how to support students through close reading of sophisticated, complex, or extended arguments, and they will consider how to guide students through the process of writing a rhetorical analysis essay. Participants will discuss how to use the lessons and materials to design their own activities and tasks that incorporate and combine close reading strategies, composition skills, and grammar instruction to reinforce students' understanding of rhetorical analysis.

### **Learner Outcomes**

Participants will:

- analyze how writers create logical, emotional, and ethical appeals through the use of rhetorical devices.
- examine how writers and speakers support their argument's purpose by creating logical, emotional, or ethical appeals.
- understand how writers and speakers employ biblical, historical, or mythological allusions for persuasive effect.
- discuss how to guide students through the process of creating a rhetorical analysis essay.
- explore how photographs can be analyzed for rhetorical effect.

## Module 8: Synthesizing Ideas

### Module Description

In this day of training, participants will examine techniques for teaching students how to synthesize and apply information from a variety of sources into an original written response. Participants also will consider strategies for synthesizing materials as part of a multiple choice assessment. Lessons and materials provide participants with models for presenting to students discrete skills that are fundamental to the synthesis process, including how to distinguish between factual and biased information, how to identify claims in visual and written texts, how to evaluate sources, and how to summarize nonfiction and informational texts. Participants will receive classroom-ready argument and synthesis lessons that target specific writing skills, including writing effective claims, supporting claims through logical reasoning, and revising student writing for development and coherence.

### Learner Outcomes

Participants will:

- identify claims in visual and written texts.
- read nonfiction and informational texts closely, analyzing the texts' structure, organization, and meaning.
- evaluate the impact of author bias on the development and credibility of an argument.
- synthesize multiple documents as part of a multiple choice assessment.
- synthesize multiple sources as part of a synthesis writing task.
- examine strategies and techniques that guide students through the process of writing a synthesis argument.

## **Module 9: Special Topics—Analyzing How Devices Create Tone**

### **Module Description**

The activities in this one-day training focus on strategies for teaching students to recognize devices that contribute to tone. Participants will explore lessons and resources that show students how a close study of literary devices such as diction, detail, syntax, figurative language, and imagery can reveal an author's or a speaker's attitude about a particular subject. Materials include a special emphasis on the teaching of satire and humor. All lessons contain an analytical writing focus, which guides students in how to support and develop assertions and commentary with textual evidence. As part of the training day, participants will discuss how to scaffold and extend lessons to meet a variety of student needs in a diverse classroom, as well as discuss how the model lessons can be used to enhance teachers' own understanding of lesson and unit design.

### **Learner Outcomes:**

Participants will:

- analyze literary devices that contribute to tone.
- examine various methods and strategies for teaching tone, with an emphasis on satire and humor.
- develop techniques for strengthening students' analytical writing skills.
- discuss methods and practices for lesson and unit design.

## **Module 10: Special Topics—Analyzing Point of View and Structure**

### **Module Description**

In this day of training, participants will focus on techniques for helping students understand and analyze a text's organizational structure and point of view. Participants will examine model lessons that guide students through an analysis of poetic forms such as the dramatic monologue, the sestina, and the sonnet, and they will discuss how different organizational strategies in nonfiction texts can reveal an author's purpose and meaning. Activities and exercises also demonstrate how students can move beyond identification of point of view to a more sophisticated consideration of a character's or speaker's perspective or characterization. Participants will have opportunities to discuss lesson and unit design, and they will consider how to embed the strategies and techniques presented during the training day into their own classroom practice.

### **Learner Outcomes:**

Participants will:

- analyze how the structure of poetry can reveal meaning.
- examine authors' choices when organizing nonfiction texts and consider how those choices support authors' purpose and argument.
- explore how point of view is connected to characterization, theme, or purpose.
- develop techniques for strengthening students' analytical writing skills.
- discuss methods for effective lesson and unit design.

## **Module 11: Special Topics—Shakespeare and Beyond: Using Pre-20<sup>th</sup> Century Texts in the 21<sup>st</sup> Century Classroom**

### **Module Description**

Because of the difficulties in reading and interpreting the language, organization, and syntax of pre-20<sup>th</sup> century texts, many middle grades and younger high school students are not exposed to such literature outside of a limited encounter with a Shakespearean play or sonnet. However, pre-20<sup>th</sup> century texts offer teachers vehicles through which they can strengthen students' reading stamina and perseverance, expand their vocabulary, and improve the sophistication of their writing. The activities in this training day offer teachers a variety of techniques and strategies for teaching pre-20<sup>th</sup> century texts, and participants will examine methods for scaffolding close reading activities so that complex texts are less daunting and more manageable. Participants also will consider pairing pre-20<sup>th</sup> century and contemporary texts as part of lesson design.

### **Learner Outcomes:**

Participants will

- examine tasks that promote reading comprehension skills using pre-20<sup>th</sup> century texts, including vocabulary development and main idea exercises.
- explore techniques to strengthen students' close reading and analytical skills, helping them connect literary and rhetorical devices to an understanding of a text's characterization, tone, theme, or purpose.
- discuss strategies that guide students through an expository essay task, focusing specifically on the extended definition essay.
- consider how to effectively pair pre-20<sup>th</sup> century texts with contemporary adaptations to promote better reading comprehension and understanding and to extend student thinking about theme or character.

## **Module 12: Special Topics—Mission Possible: Integrating Research into Routine Classroom Practice**

### **Module Description**

In order to be successful at research, students must fully understand the process, which involves creating an inquiry; searching, reading, and analyzing information to draw conclusions; and then assembling and reporting that information. This day of training introduces strategies for teaching skills that enable students to fully understand the research process, and model lessons and resources provide suggestions and strategies for integrating research into the curriculum on a routine basis. After participants explore techniques for presenting research skills to students, they will discuss how to routinely embed these skills into a literature unit so that students are practicing effective research skills throughout the academic year.

### **Learner Outcomes**

Participants will:

- evaluate the difference between a research topic and a research question, along with how to narrow or broaden a topic and develop a research question from a text or classroom study.
- determine appropriate “search strategies” to navigate print and online resources.
- identify and evaluate primary and secondary sources, including visual and non-print sources.
- identify what constitutes plagiarism and explore strategies for helping students avoid committing plagiarism.
- investigate methods to incorporate research skills into an ELA curriculum using a model unit.