

ENGLISH MODULE ONE

INTRODUCTION TO THE LAYING THE FOUNDATION® GUIDES AND RESOURCES

Description

Teachers are introduced to Laying the Foundation English lessons and other resources. Teachers study the Skill Progression charts, learn techniques for moving through the Levels of Thinking, and work through Foundation Lessons in the areas of close reading, grammar, and composition. The day concludes with a tour of the LTF website and a review of the many available resources. Participants are given passwords to access the protected materials on the LTF website, including various formative assessments. Teachers receive information about LTF Professional Learning Communities and are encouraged to participate in this valuable collaborative environment. Teachers leave the training, and every subsequent training day, with lessons that are classroom-ready and with sufficient preparation to start using the lessons in their own classrooms.

Learner Outcomes

Teachers will:

- ▶ Demonstrate an awareness of the LTF philosophy.
- ▶ Identify grade-level appropriate essential skills from the LTF Skill Progression Chart.
- ▶ Identify activities that demonstrate all Levels of Thinking from the revised Bloom's Taxonomy.
- ▶ Analyze the effect of connotative diction within a text.
- ▶ Analyze the effect of point of view in a text.
- ▶ Apply strategies for creating sentences—including the use of manipulatives—with various patterns and structures.
- ▶ Revise style and voice in writing samples by identifying and implementing various stylistic devices.

Lessons and Standards

The student lessons and activities included in this module's training explicitly address the following Common Core Anchor Standards. Materials also address additional standards implicitly. Grade level standards information is included in the lessons.

Strand	Code	Standard
Reading	R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	R.6	Assess how point of view or purpose shapes the content and style of a text.
	R.7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	R.10	Read and comprehend complex literary and informational texts independently and proficiently.

English Module One - CCSS Explicitly Addressed (Continued)

Strand	Code	Standard
Language	L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
	L.5	Demonstrate understanding of word relationships and nuances in word meanings.
	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Writing	W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking & Listening	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

ENGLISH MODULE TWO

ANNOTATION AND ANALYSIS OF A TEXT

Description

In this one-day session, participants focus on analyzing and annotating texts, linking devices to meaning, and understanding the levels of reading. Trainers demonstrate the importance of teaching skills and concepts rather than specific texts. Teachers actively participate in the session as LTF trainers present lessons and activities, model strategies, and work with teachers to create their own activities. Teachers leave the training with lessons that are classroom-ready and with sufficient preparation to start using the lessons in their own classrooms.

Learner Outcomes

Teachers will:

- ▶ Identify close reading skills from the LTF Skill Progression Chart to introduce and reteach at each grade level.
- ▶ Analyze and annotate texts and link literary devices to meaning.
- ▶ Create questions that cover a full range of reading and thinking skills for literary texts and critical commentary.
- ▶ Analyze the effect of sound devices in poetry.
- ▶ Analyze the effect of connotative diction, detail, imagery, and sound devices in a literary text.
- ▶ Create an activity that incorporates various analytical strategies into the study of a short passage.

Lessons and Standards

The student lessons and activities included in this module's training explicitly address the following Common Core Anchor Standards. Materials also address additional standards implicitly. Grade level standards information is included in the lessons.

Strand	Code	Standard
Reading	R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from
	R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
	R.10	Read and comprehend complex literary and informational texts independently and proficiently.

English Module Two - CCSS Explicitly Addressed (Continued)

Strand	Code	Standard
Language	L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
	L.5	Demonstrate understanding of word relationships and nuances in word meanings.
	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Writing	W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking & Listening	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

ENGLISH MODULE THREE INTEGRATING GRAMMAR, EXPLORING SYNTAX

Description

Trainers emphasize that grammar cannot be taught in isolation and discuss the distinction between grammar and syntax. The session includes practice with methods for integrating grammar instruction into the study of almost any passage. Participants work through numerous lessons that can be used with a variety of texts.

Learner Outcomes

Teachers will:

- ▶ Identify grammar and syntax skills from the LTF Skill Progression Chart to introduce and reteach at each grade level.
- ▶ Identify methods for integrating grammar instruction into the study of a literary passage.
- ▶ Apply various grammatical patterns to create poems.
- ▶ Apply various sentence patterns to create a paragraph.
- ▶ Understand and explain the effects of loose and periodic sentences in a text.
- ▶ Understand and explain the effects of active and passive voice in a text.
- ▶ Create Killgallon-style grammar activities based on a short passage.
- ▶ Annotate a passage to identify grammatical devices in the passage and develop an activity to teach those devices.

Lessons and Standards

The student lessons and activities included in this module's training explicitly address the following Common Core Anchor Standards. Materials also address additional standards implicitly. Grade level standards information is included in the lessons.

Strand	Code	Standard
Reading	R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
	R.6	Assess how point of view or purpose shapes the content and style of a text.
	R.10	Read and comprehend complex literary and informational texts independently and proficiently.
Language	L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Module Three - CCSS Explicitly Addressed (Continued)

Strand	Code	Standard
Writing	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking & Listening	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

ENGLISH MODULE FOUR FROM JOURNAL TO ESSAY

Description

Trainers take teachers through the entire process from creating an essay prompt to teaching students how to develop and organize an essay to evaluating essays with scoring guides. Skill-focused dialectical journals are modeled as a tool for developing student thinking and writing. Teachers write in response to a prompt and read and discuss sample student essays from the LTF website.

Learner Outcomes

Teachers will:

- ▶ Identify composition skills from the LTF Skill Progression Chart to introduce and reteach at each grade level.
- ▶ Create essay prompts that reflect the rigor found in AP and Pre-AP assessments.
- ▶ Create various types of dialectical journals to analyze specific literary elements in a text.
- ▶ Incorporate quotations as evidence in literary analysis.
- ▶ Create effective thesis statements and topic sentences.
- ▶ Write an analytical essay, using strategies practiced in training, under timed conditions.
- ▶ Create effective essay prompts.
- ▶ Evaluate essays holistically using rubrics.
- ▶ Apply various revision strategies to a student essay.

Lessons and Standards

The student lessons and activities included in this module's training explicitly address the following Common Core Anchor Standards. Materials also address additional standards implicitly. Grade level standards information is included in the lessons.

Strand	Code	Standard
Reading	R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	R.10	Read and comprehend complex literary and informational texts independently and proficiently.

English Module Four - CCSS Explicitly Addressed (Continued)

Strand	Code	Standard
Language	L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.5	Demonstrate understanding of word relationships and nuances in word meanings.
	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Writing	W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ENGLISH MODULE FIVE

STYLE ANALYSIS – CONNECTING DEVICES TO MEANING

Description

The activities for this day focus on connecting devices to meaning. Included in this one-day training is a review of the Levels of Thinking, integrated into a lesson on Analyzing a Visual Text. Participants will examine the types of questions students encounter on Advanced Placement English exams and Pre-AP assessments. Using a passage from the 2007 Laying the Foundation posttest, participants will review methods for teaching students to find examples of literary devices in a text, link those devices to meaning, and compose an essay that includes textual evidence and analytical commentary.

Learner Outcomes

Teachers will:

- ▶ Review Levels of Thinking (from the revised Bloom’s Taxonomy) by analyzing a visual text.
- ▶ Recognize and state the author’s purpose in a literary text.
- ▶ Recognize and analyze patterns of diction in a literary text and link those patterns to meaning.
- ▶ Analyze the use of literary devices in a text and link those devices to meaning.
- ▶ Identify elements in a student essay that correspond to descriptors on a scoring guide.
- ▶ Apply revision techniques to a student essay.
- ▶ Identify the Level of Thinking required to answer AP and Pre-AP style multiple choice questions and use those questions as models to create original guided questions.

Lessons and Standards

The student lessons and activities included in this module’s training explicitly address the following Common Core Anchor Standards. Materials also address additional standards implicitly. Grade level standards information is included in the lessons.

Strand	Code	Standard
Reading	R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

English Module Five - CCSS Explicitly Addressed (Continued)

Strand	Code	Standard
Reading	R.6	Assess how point of view or purpose shapes the content and style of a text.
	R.7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	R.10	Read and comprehend complex literary and informational texts independently and proficiently.
Language	L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Writing	W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ENGLISH MODULE SIX

STYLE ANALYSIS – LINKING CHARACTERIZATION TO MEANING

Description

The activities for this day focus on analysis of direct and indirect characterization. Participants will examine the types of character-related free response questions students encounter on Advanced Placement English exams and Pre-AP assessments. Using passages from novels and a short story, participants will review methods for teaching students to recognize examples of direct and indirect characterization and to compose paragraphs that include textual evidence and analytical commentary. The training includes lessons from Laying the Foundation guides and from the Laying the Foundation website. Participants will also review Levels of Thinking and apply their knowledge to lessons used in the day's training.

Learner Outcomes

Teachers will:

- ▶ Identify concrete and abstract elements in AP and Pre-AP writing prompts related to characterization.
- ▶ Recognize and analyze examples of direct and indirect characterization.
- ▶ Analyze the use of literary devices in a text and link those devices to characterization.
- ▶ Create a character analysis activity that includes each Level of Thinking.

Lessons and Standards

The student lessons and activities included in this module's training explicitly address the following Common Core Anchor Standards. Materials also address additional standards implicitly. Grade level standards information is included in the lessons.

Strand	Code	Standard
Reading	R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	R.10	Read and comprehend complex literary and informational texts independently and proficiently.

English Module Six - CCSS Explicitly Addressed (Continued)

Strand	Code	Standard
Language	L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.5	Demonstrate understanding of word relationships and nuances in word meanings.
	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Writing	W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Speaking & Listening	SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

ENGLISH MODULE SEVEN STYLE ANALYSIS – DETERMINING TONE

Description

The activities of this day focus on analysis of poetry with particular emphasis on determining tone. Participants will examine the types of tone-related free response questions students encounter on Advanced Placement English exams and Pre-AP assessments. Using various poems, participants will review methods for teaching students to recognize devices that contribute to tone and to compose paragraphs and essays that include textual evidence and analytical commentary. Participants will also review Levels of Thinking and apply their knowledge to lessons used in the day's training.

Learner Outcomes

Teachers will:

- ▶ Create an original narrative that reflects the tone of a specific piece of recorded music.
- ▶ Identify concrete and abstract elements in AP and Pre-AP writing prompts related to tone.
- ▶ Recognize and analyze literary and syntactical devices that contribute to tone.
- ▶ Analyze the use of literary devices in a poem and link those devices to tone.
- ▶ Develop alternate strategies for using multiple choice assessments.
- ▶ Develop revision strategies to strengthen the use of commentary in student essays.
- ▶ Create a tone analysis activity that includes each Level of Thinking.

Lessons and Standards

The student lessons and activities included in this module's training explicitly address the following Common Core Anchor Standards. Materials also address additional standards implicitly. Grade level standards information is included in the lessons.

Strand	Code	Standard
Reading	R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

English Module Seven - CCSS Explicitly Addressed (Continued)

Strand	Code	Standard
Reading	R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
	R.6	Assess how point of view or purpose shapes the content and style of a text.
	R.7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	R.10	Read and comprehend complex literary and informational texts independently and proficiently.
Language	L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
	L.5	Demonstrate understanding of word relationships and nuances in word meanings.
	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Writing	W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking & Listening	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

ENGLISH MODULE EIGHT

STYLE ANALYSIS – DETERMINING THE UNDERLYING MEANING

Description

The activities in this one-day training focus on teaching strategies that will enable students to recognize and state the theme of a literary work and support their theme statement with relevant textual evidence. Using prose and poetry selections, participants will review strategies for teaching students how concrete elements such as character, diction, imagery, figurative language, and syntax help to reveal an abstract concept like theme in a work of literature. The day's training includes an emphasis on writing paragraphs and essays that include textual evidence and analytical commentary. Participants will use lessons from Laying the Foundation guides and from the Laying the Foundation website to refine methods for teaching theme, and they will develop an original activity on theme to use in their own classrooms.

Learner Outcomes

Teachers will:

- ▶ Distinguish between subject, moral, and theme in a work of literature.
- ▶ Identify words and phrases that suggest “theme” in AP and Pre-AP style writing prompts.
- ▶ Analyze the use of literary devices in a text and link those devices to theme.
- ▶ State the theme of a literary work and support that theme statement with relevant textual evidence.
- ▶ Identify details in a visual text that support a thematic idea.
- ▶ Create a theme analysis activity that includes each Level of Thinking.

Lessons and Standards

The student lessons and activities included in this module's training explicitly address the following Common Core Anchor Standards. Materials also address additional standards implicitly. Grade level standards information is included in the lessons.

Strand	Code	Standard
Reading	R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

English Module Eight - CCSS Explicitly Addressed (Continued)

Strand	Code	Standard
Reading	R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
	R.6	Assess how point of view or purpose shapes the content and style of a text.
	R.7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	R.10	Read and comprehend complex literary and informational texts independently and proficiently.
Language	L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
	L.5	Demonstrate understanding of word relationships and nuances in word meanings.
	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase
Writing	W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ENGLISH MODULE NINE

ARGUMENT AND PERSUASION – UNDERSTANDING THE APPEALS

Description

This session focuses on analyzing prose, including advertisements and comic strips, from a rhetorical perspective. Logical, ethical, and emotional appeals are closely examined, and inductive and deductive reasoning are introduced. Dialectical journals focused on rhetorical devices are modeled as a tool for developing student thinking and writing. A review of questions from the Persuasive/Rhetorical Analysis Diagnostic Activities on the Laying the Foundation website is also included in this session.

Learner Outcomes

Teachers will:

- ▶ Identify the characteristics of persuasive and rhetorical analysis writing assignments.
- ▶ Recognize and describe three kinds of appeals in visual and written texts.
- ▶ Analyze how writers and speakers use connotative diction, imagery, and detail to create logical, emotional, and ethical appeals.
- ▶ Determine the context for evaluating an argument.
- ▶ Evaluate the use of appeals in persuasive writing.
- ▶ Use dialectical journals as a tool for evaluating an argument.
- ▶ Create a graphic organizer to evaluate the use of appeals in a speech.

Lessons and Standards

The student lessons and activities included in this module’s training explicitly address the following Common Core Anchor Standards. Materials also address additional standards implicitly. Grade level standards information is included in the lessons.

Strand	Code	Standard
Reading	R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

English Module Nine - CCSS Explicitly Addressed (Continued)

Strand	Code	Standard
Reading	R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
	R.6	Assess how point of view or purpose shapes the content and style of a text.
	R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	R.10	Read and comprehend complex literary and informational texts independently and proficiently.
Language	L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Writing	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ENGLISH MODULE TEN

ARGUMENT AND PERSUASION – ANALYZING ORGANIZATION AND SYNTAX

Description

Activities in this session focus on the analysis of persuasive writing with an emphasis on the organization and structure of both the whole text and the sentences within it. In the analysis of the whole text, teachers are introduced to persuasive techniques such as concession and counterargument, claim, rebuttal, and assumptions. They will then identify and analyze the effects of various sentence structures as well as a variety of syntactical techniques. After learning to identify the devices and analyze the effects of these devices, teachers begin to work with concrete strategies for incorporating these techniques into student writing. Additional materials from the Laying the Foundation website are incorporated into the training.

Learner Outcomes

Teachers will:

- ▶ Analyze the organization and structure of persuasive writing.
- ▶ Analyze and describe the use of specific rhetorical devices to create argument and persuasion.
- ▶ Analyze effective sentence structures and syntactical devices in persuasive writing.
- ▶ Create sentences and paragraphs that effectively use rhetorical and syntactical devices.
- ▶ Analyze questions from multiple choice assessments that deal with rhetorical and syntactical devices.

Lessons and Standards

The student lessons and activities included in this module’s training explicitly address the following Common Core Anchor Standards. Materials also address additional standards implicitly. Grade level standards information is included in the lessons.

Strand	Code	Standard
Reading	R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

English Module Ten - CCSS Explicitly Addressed (Continued)

Strand	Code	Standard
Reading	R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
	R.6	Assess how point of view or purpose shapes the content and style of a text.
	R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	R.10	Read and comprehend complex literary and informational texts independently and proficiently.
Language	L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Writing	W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ENGLISH MODULE ELEVEN

ARGUMENT AND PERSUASION – WRITING ANALYSIS AND PERSUASION

Description

This session builds on the lessons learned in “Understanding the Appeals” and “Analyzing Organization and Syntax” and focuses on strategies for analyzing and writing persuasive texts. LTF trainers demonstrate strategies and models that help students recognize rhetorical devices and elements of persuasion and incorporate appropriate evidence and effective commentary into their analytical and persuasive essays. The concepts of concession and counterargument are analyzed, and special emphasis is placed on writing commentary and organizing an essay effectively. Included in this session is a look at some of the Rhetorical Analysis and Persuasive Free Response Diagnostic Activities available on the LTF website.

Learner Outcomes

Teachers will:

- ▶ Recognize and analyze rhetorical devices and elements of persuasion in a text.
- ▶ Connect prior knowledge to elements of a text to analyze rhetorical effect in the text.
- ▶ Create effective thesis statements and topic sentences for rhetorical analysis essays.
- ▶ Incorporate evidence and effective commentary into analytical and persuasive essays.
- ▶ Organize analytical and persuasive essays logically and cohesively.
- ▶ Generate ideas for appropriate support for writing a persuasive essay.
- ▶ Develop a persuasive essay response with appropriate and effective commentary under timed conditions.

Lessons and Standards

The student lessons and activities included in this module’s training explicitly address the following Common Core Anchor Standards. Materials also address additional standards implicitly. Grade level standards information is included in the lessons.

Strand	Code	Standard
Reading	R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

English Module Eleven - CCSS Explicitly Addressed (Continued)

Strand	Code	Standard
Reading	R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
	R.6	Assess how point of view or purpose shapes the content and style of a text.
	R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	R.10	Read and comprehend complex literary and informational texts independently and proficiently.
Language	L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Writing	W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ENGLISH MODULE TWELVE ARGUMENT AND PERSUASION – EVALUATING AND REVISING

Description

This session begins with an analysis of how a visual text can make a claim. The day continues with an overview and review of the tenets of holistic scoring. Participants study the Laying the Foundation posttest for Rhetorical Analysis and discuss and evaluate a set of student responses to a Rhetorical Analysis Free Response question. Practical strategies for teaching revision and editing, as well as techniques for developing style and voice, are reviewed and applied to a student essay. Additional materials from the Laying the Foundation website are incorporated into the training.

Learner Outcomes

Teachers will:

- ▶ Identify the characteristics of holistic scoring.
- ▶ Evaluate student essays holistically using a scoring guide.
- ▶ Identify strategies for revising specific weaknesses in student writing.

Lessons and Standards

The student lessons and activities included in this module’s training explicitly address the following Common Core Anchor Standards. Materials also address additional standards implicitly. Grade level standards information is included in the lessons.

Strand	Code	Standard
Reading	R.7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	R.10	Read and comprehend complex literary and informational texts independently and proficiently.
Language	L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Module Twelve - CCSS Explicitly Addressed (Continued)

Strand	Code	Standard
Writing	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking & Listening	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.