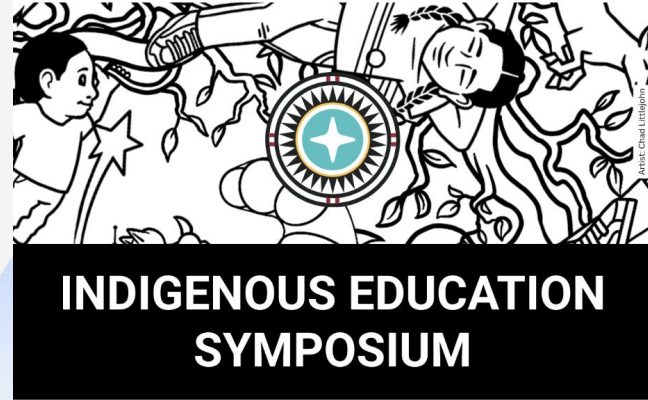


From Classroom to Community: Empowering Students by Indigenizing Your Secondary ELA Curriculum Using A Rhetorical Approach



Based on the presentation “Citizen Rhetors: Cultivating Real-World Literacies through DIY Curriculum” given at the National Council of Teachers of English, November 2025

https://docs.google.com/presentation/d/1uEWLBqLkqGQhchw7k6bWgz6Bj_-Dp72XlkPQ49WNI-K0/edit?slide=id.p#slide=id.p

WOULD YOU RATHER...



Have a forever supply of donuts



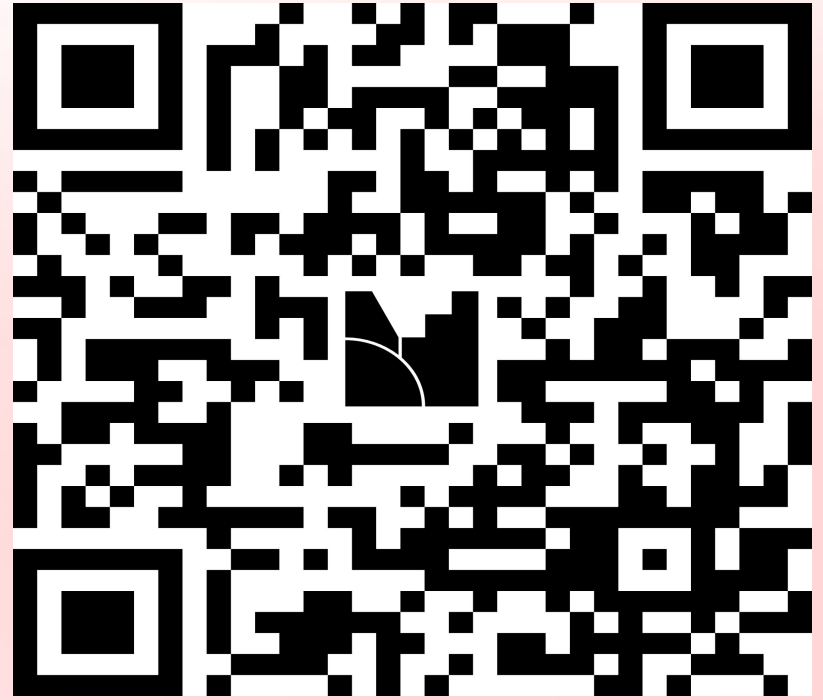
Have a forever supply of cake

1. **Introduce yourself**
2. **Tell us your teaching context**
3. **Please tell us your preference:**
A forever supply of donuts OR
a forever supply of cake? Why?

**What do you know
about the Native
Literature units?
What do you know
about the California
State University
Expository Reading
and Writing
Course?**

Take the poll

<https://www.menti.com/aldkh8yviz1n>



Agenda for today

1

Understanding what it means to teach rhetorically.

2

Understanding the frameworks of the Native Literature units and the Cal State ERWC.

3

Planning for the ERWC module “The Danger and Power of a Single Story”

4

Indigenous Joy and Indigenous Genius by Design

5

**“Reinventing the Enemy’s Language” by Joy Harjo
“Threads” by Michelle Holland
Creating our “Threads” as a community**

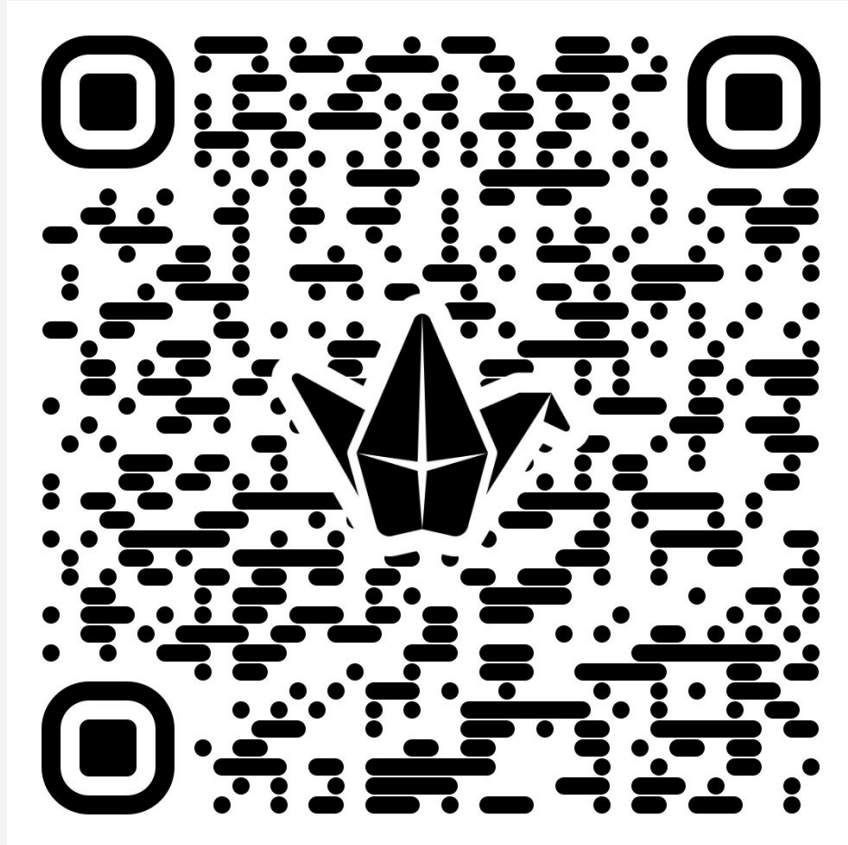
Goals for today

- **To learn how to Indigenize a secondary ELA curriculum-a DIY approach**
- **To learn the pedagogy of student agency and rhetorical thinking**
- **To learn about teaching contemporary living poets**

Where can I find the resources?

<https://padlet.com/laps/from-classroom-to-community-empowering-students-by-indigeniz-xb800x3yygop0tvr>

This link is also posted on Sched



Group Activity

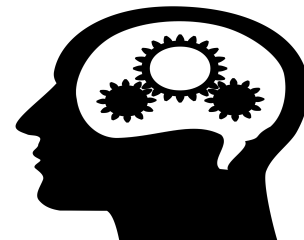
Collaborative Reading-Introduction

1. Handout-"Theoretical Foundations" of the ERWC
2. Divide into groups of four
3. Each group will read the excerpt from "Theoretical Foundations"
4. Each group will discuss and choose one golden line from the reading
5. A spokesperson will share out the group's golden line.

This strategy is from of the "High Impact Strategies Toolkit to Support Students in ERWC Classrooms" (link on Padlet)

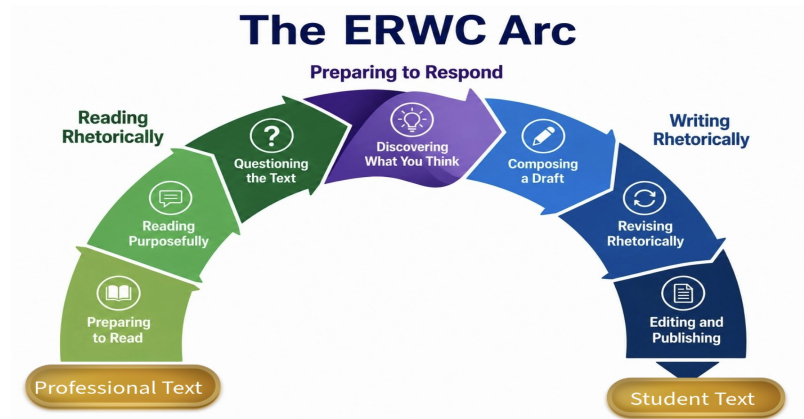
What is **ERWC**?

The Expository Reading and Writing Curriculum (ERWC) employs **an assets and inquiry-based, rhetorical approach** with an **integrated** reading, writing, and oral communication curriculum designed to increase the academic preparation of diverse students with varied learning needs.



The ERWC “Arc”

Takes Students from “Text to Text”



The image illustrates the concepts of “Text to Text” and the progression of tasks built in to every ERWC module. The arc is the DNA of ERWC.

ERWC Assignment Template

Each module employs the same template to provide **scaffolding and practice in integrated processes of reading, writing, and oral communication**, moving students from engaging with a professional text to creating their own text in response to the topic.

We have **High School and **Middle School** Assignment Templates.*

CSU The California State University		ERWC
ERWC 3.0 Assignment Template Overview		
Teacher Version: Setting Teaching Goals for this Module Setting Learning Goals for the Module		
Reading Rhetorically	Preparing to Read	- Getting Ready to Read - Exploring Key Concepts - Surveying the Text - Making Predictions and Asking Questions - Understanding Key Vocabulary - Creating Personal Learning Goals
	Reading Purposefully	- Reading for Understanding - Annotating and Questioning the Text - Negotiating Meaning - Examining the Structure of the Text - Considering the Rhetorical Situation - Analyzing Rhetorical Grammar - Analyzing Stylistic Choices
	Questioning the Text	- Summarizing and Responding - Thinking Critically - Synthesizing Multiple Perspectives - Reflecting on Your Reading Process
Preparing to Respond	Discovering What You Think	- Considering Your Task and Your Rhetorical Situation - Gathering Relevant Ideas and Materials - Developing a Position
Writing Rhetorically	Composing a Draft	- Making Choices about Learning Goals - Making Choices as You Write - Negotiating Voices
	Revising Rhetorically	- Analyzing Your Draft Rhetorically - Gathering and Responding to Feedback
	Editing	- Editing Your Draft - Preparing Your Draft for Publication - Reflecting on Your Writing Process
Reflecting on Your Learning Goals Teacher Version: Reflecting on Your Teaching Process		

ERWC Principles

1. The **integration** of interactive reading and writing processes;
2. A rhetorical approach that fosters critical thinking and engagement through **a relentless focus on the text**;
3. Materials and themes that **engage student interest**;
4. A student-centered approach that emphasizes **student agency & metacognition**;
5. Classroom activities designed to model and foster **successful practices of fluent readers and writers**;
6. Research-based methodologies with a consistent relationship between **theory and practice**;
7. **Built-in flexibility** to allow teachers to respond to varied students'

Exploring the Native Literature Design Program



**NACA teacher,
Katherine Page,
discusses the purpose
and foundations of the
Native Literature Design
Program.**

In your group:

- **Examine Unit 2 resources from the Native Literature Design Program.**
- **Examine the module “The Danger of a Single Story”**
- **On chart paper, create a Venn diagram or T-chart with your group’s ideas on how you would teach these units/modules.**
- **What do you notice about these resources?**
- **How are they different?**
- **What do they have in common?**

Share out our thoughts in a gallery walk.

Indigenous Genius by Design

Use the planning templates and the questions from IGbD to plan and choose your literature

Activity

Examine the framework of UBD and IGbD (link on Padlet)

Turn to your left shoulder partner and discuss your takeaways from the framework

Share your findings with the whole group

Creating Community

In your groups, we'll be reading excerpts from the introduction to "Reinventing the Enemy's Language"

1. Find a group of four-try to mix it up and choose people you don't know.
2. Assign each member of your group a letter-A, B, C, or D.
3. **A** reads the first marked paragraph of "Reinventing the Enemy's Language" aloud.
4. Everyone discusses the paragraph and comes to agreement on essential terms. **B** writes down essential terms.
5. **C** summarizes the paragraph and writes down the summary. Everyone helps revise the summary so they all agree on it.
6. **D** asks a "right there" question--the answer is "right there" in the text. Everyone comes to agreement on the answer. **D** writes down the answer.
7. If time permits, take turns asking and answering more "right there" questions and writing them down.

Debrief

Each group shares out:

- 1. One idea or question that you had about the reading**

Discussion

How could you use this reading with the module “The Danger of A Single Story” and the Native poetry unit?

Closing

“Threads” poem

We’ll read the poem as a shared experience line by line.

Final

“Wows and Wonders” on post it notes