

Expository Reading & Writing Course with Integrated & Designated ELD PILOT

Curriculum Overview and Course Sequence

Curriculum Overview

The Expository Reading and Writing Curriculum with Integrated and Designated ELD (ERWC-ELD) is part of the California State University's ERWC project, the goal of which is to develop secondary students' academic literacy (advanced proficiency in rhetorical and analytical thinking, reading, writing, and discussion) and prepare them for college and the workplace by the end of 12th grade. ERWC-ELD focuses specifically on the learning assets and needs of Emergent Multilingual Learner (EML) students by integrating grade level, standards-based English language arts (ELA) instruction with comprehensive English language development (ELD), as specified in the CA ELD Standards and the CA ELA-ELD Framework. The goal is to engage secondary English learner (EL) students in meaningful, intellectually robust, and culturally sustaining learning experiences and accelerate their English academic language and literacy development.

As the original ERWC-ELD instructional materials were designed for grades 9-12 English learner EML students at the Expanding and Bridging levels of English language proficiency (ELP). The curriculum materials (modules) were adapted for their appropriate use with EML students at the Emerging level of ELP. Further adaptations were made for EML students in grades 7-8. The adapted ERWC-ELD modules maintain the cognitive rigor and integrity of the original curriculum and sustain the overarching ERWC course learning goals. The adapted modules offer a parallel course, a pathway for EML students to access grade level, standards-based curriculum while they simultaneously develop English as an additional language.

ERWC Course Learning Goals

1. Value reading and writing for communication, learning, and pleasure.
2. Read intentionally for a variety of purposes, including to learn content, to understand a variety of perspectives, to critique, and to learn writer's craft.
3. Understand the ways in which reading and writing inform and support each other.
4. Understand the ways that different aspects of rhetorical situations—especially audience, purpose, occasion, and genre—influence communicative choices.
5. Engage in intellectual conversations about important issues, including personal, societal, and academic.
6. Evaluate arguments, considering their purposes, audiences, structure, methods of persuasion, evidence, and reasoning.
7. Write effectively in a variety of academic, civic, and workplace genres.
8. Revise writing rhetorically at all levels of meaning from individual word to entire essay.
9. Examine and reflect on strategies, processes, tools, and practices for ongoing learning and development.
10. Be inquisitive, motivated, self-directed learners.

Source: California State University ERWC Website (<http://writing.csusuccess.org/>)

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Key Features of ERWC-ELD Modules

- **Inquiry-based and Student-centered:** Activities are designed to allow students to explore social issues relevant to young people today, rhetorical practices, and the language of academic texts and to generate their own ideas through interaction, collaboration, and equitable discussion. Explicit guidance is provided in the modules on how to support this type of learning experience.
- **Culturally and Linguistically Sustaining:** Module topics are designed to focus on issues of social justice and promote students' healthy perceptions of their cultural and linguistic identity. Activities foster students' sense of inclusion and belonging in school and empower them by supporting their development of personal efficacy, cultural pride, and multilingualism.
- **Text-based Goals and Tasks:** All activities in the modules are grounded in a central text or texts, connect clearly to the module's overarching learning goals, and build coherently towards the module's culminating assignment.
- **Purposeful English Language Learning:** Language learning and language analysis activities support meaning making and rhetorical analysis and are linked to students' own writing as they compose a draft, revise rhetorically, and edit. Opportunities occur throughout each module for students to develop English academic language by analyzing authentic "mentor" texts and producing authentic writing.
- **ELA and ELD Standards-based:** Both Integrated and Designated ELD activities are aligned to the CCSS for ELA and to both parts of the ELD Standards - Part I: Interacting in Meaningful Ways and Part II: Learning about How English Works.
- **Formative Assessment:** Formative assessment opportunities and practices are built into all learning activities in the modules, connected to module learning goals, and promote useful feedback, self-reflection, and autonomy.

Specific adaptations to the original ERWC-ELD modules to leverage the learning assets and meet the learning needs of EML students at the Emerging level of ELP include:

- increasing the level of scaffolding for specific activities (e.g., by providing formulaic expressions to engage in small group discussions);
- providing home language reading materials;
- providing translations in students' handouts;
- increasing the number of activities for developing speaking and listening skills (e.g., readers' theater, short dialogues);
- adding structured reading protocols to support analytical reading;
- adding activities to develop vocabulary knowledge and grammatical understandings;
- adjusting the culminating writing or speaking tasks;
- leveraging technology resources (e.g., google translate).

Curriculum Development Team:

The ERWC-ELD modules were adapted by a team led by Dr. Pamela Spycher at WestEd and included Dr. Rachel Lagunoff, Dr. Martha Palacios, and Dr. Mary Schmid

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Course Sequences

The course sequences for EML students in grades 7-8, 9-10, and 11-12 are provided below. This overview is followed by the ERWC-ELD module descriptions.

Grades 7-8			
Year 1, Course 1		Year 2, Course 2	
Semester 1	Semester 2	Semester 1	Semester 2
<ul style="list-style-type: none"> On Leaving, On Staying Behind Conscious Hip Hop 	<ul style="list-style-type: none"> We Should All Be Feminists Citizen Youth 	<ul style="list-style-type: none"> The Distance Between Us Changing Minds: Thinking about Immigration 	<ul style="list-style-type: none"> Stamped: Racism, Antiracism, and You “So What’s New?” <i>Zoot Suit</i> and New Dramatic Potentials
<p>Wide Reading: Teachers are encouraged to provide time for students to engage in wide and abundant reading inside and outside of class. A literature circles protocol, interactive reading log, or other supportive processes and tools may be used.</p>			

Grades 9-10 & 11-12 Newcomer Multilingual Learners Course: ERWC-ELD Modules			
Year 1, Course 1		Year 2, Course 2	
Semester 1	Semester 2	Semester 1	Semester 2
<ul style="list-style-type: none"> On Leaving, On Staying Behind Conscious Hip Hop 	<ul style="list-style-type: none"> We Should All Be Feminists Citizen Youth 	<ul style="list-style-type: none"> Age of Responsibility The Distance Between Us Changing Minds: Thinking about Immigration 	<ul style="list-style-type: none"> “So What’s New?” <i>Zoot Suit</i> and New Dramatic Potentials Stamped: Racism, Antiracism, and You
<p>Mini-modules: Teachers will also have the option of using the ERWC “mini-modules” that pair well with the full modules listed above. Mini-modules address key concepts in rhetoric.</p>			
<p>Wide Reading: Teachers are encouraged to provide time for students to engage in wide and abundant reading inside and outside of class. A literature circles protocol, interactive reading log, or other supportive processes and tools may be used.</p>			