

## ERWC (Expository Reading and Writing Curriculum) 3.0

### OVERVIEW

- 81 new and revised modules (Grade 9 = 4 modules; Grade 10 = 5 modules; Grade 11 = 36 modules; and Grade 12 = 36 modules)
- Yearlong course for grade 11 and grade 12
  - Types of modules: issue, foundational document, drama, full-length book, research, and concept mini-modules
- Modules with integrated and designated ELD for grades 9-12 (19 modules total)
- CTE (health pathways) modules for grade 12 (5 modules total)

### TIMELINE

#### 2018-19

- Focus of Regional Workshops – ERWC 2.0
- Priority Participants – Teachers teaching the course who are not yet certified

#### 2019-20

- Focus of Regional Workshops – ERWC 3.0
- Four-day (24-hour) workshop series for teachers new to ERWC
- Two-day (12-hour) “refresher” workshops for currently certified teachers
- Currently certified teachers are encouraged but are not required to attend a refresher series.
- Transition year: Schools may opt to continue to teach ERWC 2.0 or teach ERWC 3.0.

#### Preparation for 2019-20

- Workshop Leader Webinar to Preview ERWC 3.0 – Wednesday, April 3, 2019, 3:30-5 pm
- Leadership Conference and Leader Certification Sessions
  - Monday-Tuesday, June 17-18, 2019 – Sacramento area
  - Tuesday-Wednesday, June 25-26, 2019 – Orange County Hilton Hotel
- i3 & NPD Summer Institutes – Dates (late May through June, 2019) and locations to be determined

### CONTACT

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## Status of CSU Expository Reading and Writing Curriculum 3rd Edition Module Development

Grade 9	Grade 10	Grade 11	Grade 12	#
+ <i>The Absolutely True Diary of a Part-Time Indian</i> (NPD)	<i>Things Fall Apart</i> (NPD)	+ <i>Boy Who Harnessed the Wind, The</i> (W)	1984 (R)	1
Good Food/Bad Food (NPD) (R)	Age of Responsibility (NPD) (R)	<i>Distance Between Us, The</i> (NPD)	<i>Brave New World</i> (R)	2
Conscious Hip Hop (NPD)	Citizen Youth (NPD)	<i>Great Gatsby, The</i>	** Cambodia Remembers (NPD)	3
Remembering Injustice (NPD)	* Free Speech (NPD) (Grade 9 or 10)	<i>Things They Carried, The</i>	<i>Curious Incident of the Dog in the Night-Time, The</i> (CTE)	4
	** We Should All Be Feminists (NPD)	Chance Me (NPD)	<i>Into the Wild</i> (R)	5
		Changing Minds (NPD)	* Healthcare Access: <i>The Immortal Life of Henrietta Lacks</i> (CTE)	6
		Civil Disobedience (W)	Bored & Brilliant	7
		Danger (& Power) of a Single Story, The (W)	** Brace for Impact	8
		Generation to Generation (W)	Daily Me, The	9
		Headache Becomes a Death Sentence, A	Detecting & Limiting the Spread of Fake News (NPD)	10
		Human Impact on Climate (NPD)	* Fiction is Truth	11
		Nonconformity: Yay or Nay? (W)	From Hip-Hop to Mash Up	12
		** Poetry Is Among Us	* Gun Violence: A Public Health Crisis (CTE)	13
		Racin' America	Island Civilization (R)	14
		Really Big One, The	Juvenile Justice (NPD) (R)	15
		Rhetoric of the Op-Ed Page, The (R)	Language, Gender, & Culture (R)	16
		Teenage Sleepers	Narrative Medicine (CTE)	17
		What's Next (R) (Grade 11 or 12)	New Space Race, The: Traveling to Mars	18
		+ Working Class Hero (Hawkeye)	On Leaving   On Staying Behind (NPD)	19
		+ Becoming Assessment Savvy (W)	Racial Profiling (R)	20
		Classical Pattern of Persuasion, The	Ready to Launch	21
		Email, Text, or Call? Learning to Write through Genre Awareness	* Value of Life, The (CTE) (R)	22

Full-length book modules
Issue modules
Concept mini-modules
Drama modules
Research modules
Foundational document modules

**NPD** = National Professional Development Grant  
(Integrated & designated ELD for English learners)

**CTE** = Career Technical Education (Health Pathways)

\* = Module not finished

\*\* = Module undergoing major revision

+ = Teacher version not yet posted

R = Revision of a previously published module

W = Washington writer

Each module includes the following components:

Module Overview; Teacher Version; Texts; Jigsaw Texts (if applicable); Student Version; and Module Plan (NPD).

10/8/2018

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<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>#</b>
		Final Reflection on Learning: The ERWC 11 Portfolio	Who Is Diversity For?	23
		Introducing ERWC 11: Reflecting on Learning & Using Portfolios	Final Reflection on Learning: The ERWC 12 Portfolio	24
		* Introducing the Rhetorical Situation	Introducing ERWC 12: Reflecting on Learning & Using Portfolios	25
		Learning for Fun & Future	Kairos & the Rhetorical Situation	26
		Three Ways to Persuade <b>(R)</b>	Pathos as Inquiry: Knowing Your Audience	27
		Toulmin Model of Argumentation, The <b>(W)</b>	Power of Curiosity: Using Inquiry Questions to Improve Writing, The <b>(W)</b>	28
		<i>Crucible, The</i>	* Reviewing the Rhetorical Situation	29
		<i>Zoot Suit</i>	Stasis Theory	30
		Daily Challenge – Mental Health	What's the Problem? Defining Exigence	31
		Service and Sacrifice	<i>Hamlet</i>	32
		Big Breakup: Declaration of Independence, The	** <i>Othello (W)</i>	33
		<i>March</i> and Civil Rights <b>(W)</b>	Community Activism <b>(W)</b>	34
		Segregation, Integration, Justice	Politics of Food <b>(NPD) (R)</b>	35
		Speech in America <b>(W)</b>	Waste More, Want More <b>(NPD)</b>	36