

**English Learner Students Thriving in ERWC Classrooms:  
Scenes and Strategies from New ERWC-ELD Curriculum for Middle School**  
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2023 ERWC Literacy Conference

**Selection of CCSS ELA and ELD Standards**



**Grade 7 CCSS ELA Standards**

**RL.1. Key Ideas and Details.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**W.3. Text Types and Purposes.** Write narratives to develop real or imagined experiences or events using... relevant descriptive details and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**W.5. Production and Distribution of Writing.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.



**Grade 7 ELD Standards (Bridging)  
Part II: Learning About How English Works**

**P2.A.1. Understanding text structure.** Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally)... to comprehending texts and to writing... narratives.

**P2.A.2b. Understanding cohesion.** Apply increasing understanding of how ideas [and] events... are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g. *for instance, in addition, consequently*) to comprehending texts and writing texts with increasing cohesion.

**P2.B.5. Modifying to add details.** Expand sentences... to provide details (e.g. time, manner, place...) about a variety of familiar and new activities and processes.

**P2.C.6 Connecting ideas.** Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., *After eating lunch, the students worked in groups while their teacher walked around the room*)...

**Quickwrite #1**

**Quickwrite #2**

**Quickwrite #3**