

**Expansion Competition Absolute Priority 2 (General)  
Fresno County Superintendent of Schools  
S411A230005**

**Reading and Writing for College and Career Success: Expanding the Reach of the Expository Reading and Writing Curriculum**

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**Applicant Name:** Fresno County Superintendent of Schools

**Project Title:** Reading and Writing for College and Career Success: Expanding the Reach of the Expository Reading and Writing Curriculum

**Type of Grant Requested:** X Expansion

**Absolute Priorities the Project Addresses:**

Absolute Priority 1—Strong Evidence

Absolute Priority 2—Field Initiated Innovations—General

**Competitive Preference Priorities the Project Addresses:**

Competitive Preference Priority - Partners from community colleges and Tribal Colleges and Universities

**Total number of students to be served by the project:** 24,500

**Grade level(s) to be served by the project:** 9, 10

**Brief description of project activities:** This proposal seeks to close a critical articulation gap in grades 9–12 by developing a full grades 9 and 10 curriculum for students and PL experiences for ELA teachers. Expansion of the ERWC to grades 9 and 10 is proposed to occur in California, Washington, Hawaii, and New Mexico. Expanding instruction in ERWC core concepts and strategies to grades 9 and 10 will enable more students, at earlier ages, to internalize and solidify rhetorical tools and strategies and become proficient readers with rhetorical and critical acuity. The proposed project will serve as a model for addressing the nation’s critical literacy issues and augment student performance.

**Summary of project objectives and expected outcomes:** The proposed project aims to: (1) establish leadership teams and the project and state levels; (2) develop high-quality curriculum; (3) refine course pedagogy; (4) scale and implement robust professional learning; (5) implement the newly developed curriculum; (6) validate the success of the ERWC through rigorous research; and (7) understand the cost effectiveness. The expected outcomes are for (1) students assigned to the ERWC to score higher on a standardized assessment; (2) students who participated in the ERWC to score at least 10% higher on measures of academic motivation than students enrolled in comparison English courses; (3) demonstrate capacity to scale by implementing the ERWC with 90% fidelity.

**Summary of how the project is innovative:** The ERWC is an innovative approach to implementing internationally benchmarked college and career ready standards. A 2022 evaluation of the grade 11 ERWC found that the curriculum had a statistically significant impact on ELA achievement. By expanding into grades 9 and 10 and by designing modules that explicitly address instruction in metacognition and transfer, FCSS proposes to extend the program’s reach into earlier grades and into metacognitive processes that show promise of deeper and broader impact on students’ reading and writing.

**Other studies related to the proposed project:** Expository Reading and Writing Curriculum; Fong et al., 2022 and 2015; Schoenback et al., 2012; Olson & Land, 2007; Curriculum Associates, 2021; Scott & Wardle, 2015

**Proposed implementation sites:** California, Washington, Hawai’i, New Mexico

**Organizations partnering with this project:** Fresno County Superintendent of Schools (FCSS), California State University (CSU), California County Offices of Education, CCC, California Department of Education, WestEd, Washington SBCTC, WA OSPI, CA schools/districts, Hawai’i P-20 Partnerships for Education at the University of Hawai’i, New Mexico schools/districts, and Foundation as Fresno County Office of