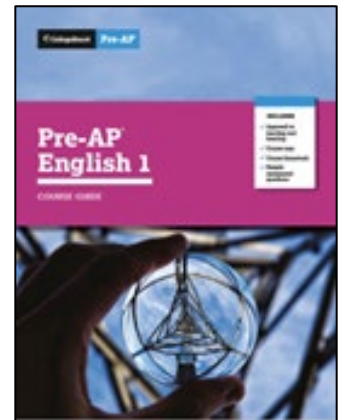


## Pre-AP English 1 and West Virginia College- and Career-Readiness Standards for English Language Arts: Alignment Summary

Pre-AP courses focus deeply on a limited number of concepts and skills with the broadest relevance for high school coursework and college and career success. The course framework serves as the foundation of the course and defines these prioritized concepts and skills.

When teaching a Pre-AP course, teachers have purposeful time and space to bring their own voice and lessons into each unit to best meet the needs of their students and address the full range of state standards. This alignment summary demonstrates the deep connections between the Pre-AP English 1 Course Framework and the West Virginia College- and Career-Readiness Standards for English Language Arts to support teachers and schools in their planning. Along with the corresponding standards crosswalk, teachers and schools can use this alignment summary when planning and preparing to implement Pre-AP English 1.



### Alignment at a Glance: Very Strong

- Overall, the alignment between the Pre-AP English 1 Course Framework and the West Virginia College- and Career-Readiness Standards for English Language Arts is very strong.
- Across all strands, the majority of the standards are fully covered by the Pre-AP framework.
- All standards in the Craft and Structure standard are covered in full by the Pre-AP framework.
- All of the Speaking and Listening and Language standards are covered in full or in part by the Pre-AP framework.

### Alignment at a Glance: Partial

- While the overall alignment between the WV standards and the Pre-AP framework is very strong, there are a few areas of partial alignment due to the more granular nature of some of the WV standards.
- There are very few partial alignments, with most focused on discrete skills such as attending to spelling, providing a concluding section to a written text, and setting rules for peer discussions.
- The Pre-AP framework includes opportunities to address a range of discrete skills within broader learning objectives such as LO 2.1C: “Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.”

### Summary

Beyond alignments to the course framework, it is also important for educators to turn to the Pre-AP Shared Principles and Pre-AP English Areas of Focus to understand the full picture of alignment between Pre-AP English 1 and the West Virginia College- and Career-Readiness Standards for English Language Arts. The shared principles and areas of focus represent the Pre-AP approach to teaching and learning, and these principles deeply address skill development and disciplinary practices that cannot be easily captured within a standards crosswalk. In summary, there are ample opportunities for teachers to address the West Virginia College- and Career-Readiness Standards for English Language Arts with confidence throughout this course.