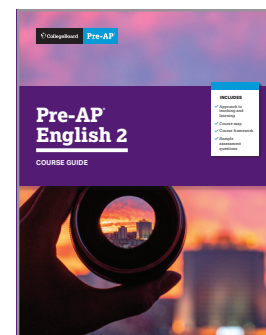




# Pre-AP English 2 and Minnesota Academic Standards in English Language Arts: Alignment Summary

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 High School Course Framework and the Minnesota Academic Standards in 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 2.



## Alignment at a Glance: Very Strong

### MN Academic Standards in ELA:



- **Reading**
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas
- **Speaking, Viewing, Listening, and Media Literacy**
  - Presentation of Knowledge and Ideas
- **Writing**
  - Text Types and Purposes
  - Writing Process: Production and Distribution of Writing
  - Research to Build and Present Knowledge
  - Range of Writing
- **Language**
  - Knowledge of Language
  - Vocabulary Acquisition and Use

### Discipline Highlights

- ✓ Overall, the alignment between the Pre-AP English High School Course Framework and the Minnesota Academic Standards in English Language Arts is very strong.
- ✓ Across all strands of the Minnesota Academic Standards in English Language Arts, the majority of standards are fully covered by the Pre-AP framework.
- ✓ All standards from the Minnesota Academic Standards in English Language Arts in the Writing strand are covered in full by the Pre-AP framework.
- ✓ All the standards in the Reading; Language; and Speaking, Viewing, Listening, and Media Literacy strands are covered in full or in part by the Pre-AP framework.



= **Very strong alignment**



= **Partial alignment**

Alignment between the Pre-AP English High School Course Framework and the Minnesota Academic Standards in English Language Arts is described as *very strong* or *partial*. A *very strong* alignment is one in which the majority of standards are fully addressed by the mapped Pre-AP Learning Objectives (LOs). A *partial* alignment is one in which the standards are partially addressed by the corresponding Pre-AP Learning Objectives. Partial alignment can occur when one framework includes greater specificity or extends beyond the scope of the other framework. Given the focused nature of the Pre-AP course framework, some partial alignments are to be expected.

# Alignment at a Glance: Partial

## MN Academic Standards in ELA:



- **Reading**  
Range of Reading  
and Level of Text  
Complexity
- **Speaking, Viewing,  
Listening, and Media  
Literacy**  
Comprehension and  
Collaboration  
Media Literacy
- **Language**  
Conventions of  
Standard English

## Discipline Highlights



While the overall alignment between the MN Academic Standards in ELA and the Pre-AP English High School Course Framework is very strong, there are a few areas of partial alignment due to the more granular nature of some of the MN Academic Standards in ELA.



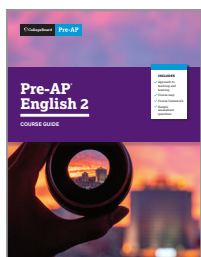
There are a few partial alignments focused on discrete skills such as spelling, adapting speech to audience, and setting rules for peer discussion. The Pre-AP framework includes opportunities to address a range of discrete skills within broader learning objectives such as LO 3.3A, "Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity," and LO 5.2A, "Determine the purpose for communication and select an appropriate format."



Minnesota's Academic Standards in ELA at times include more granular statements than the Pre-AP learning objectives and essential knowledge statements. For example, standard 9.9.7.7 specifies that students analyze print, digital, and multimodal media. This is more broadly stated in Pre-AP LO 1.1A, "Analyze a wide range of texts for multiple meanings."

## 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 2 and the Minnesota Academic Standards in 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 Minnesota Academic Standards in English Language Arts with confidence throughout this course.**



Learn more about Pre-AP English 2 at [preap.org](https://preap.org)