

# Pre-AP<sup>®</sup> English 2

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COURSE GUIDE

## INCLUDES

- ✓ Approach to teaching and learning
- ✓ Course map
- ✓ Course framework
- ✓ Sample assessment questions





# Pre-AP<sup>®</sup> English 2

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## COURSE GUIDE

Please visit Pre-AP online at [preap.org](https://preap.org) for more information and updates about the course and program features.

## **ABOUT COLLEGE BOARD**

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT<sup>®</sup> and the Advanced Placement Program<sup>®</sup>. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

## **PRE-AP EQUITY AND ACCESS POLICY**

College Board believes that all students deserve engaging, relevant, and challenging grade-level coursework. Access to this type of coursework increases opportunities for all students, including groups that have been traditionally underrepresented in AP and college classrooms. Therefore, the Pre-AP program is dedicated to collaborating with educators across the country to ensure all students have the supports to succeed in appropriately challenging classroom experiences that allow students to learn and grow. It is only through a sustained commitment to equitable preparation, access, and support that true excellence can be achieved for all students, and the Pre-AP course designation requires this commitment.

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## **About Pre-AP**



## Introduction to Pre-AP

Every student deserves classroom opportunities to learn, grow, and succeed. College Board developed Pre-AP® to deliver on this simple premise. Pre-AP courses are designed to support all students across varying levels of readiness. They are not honors or advanced courses.

Participation in Pre-AP courses allows students to slow down and focus on the most essential and relevant concepts and skills. Students have frequent opportunities to engage deeply with texts, sources, and data as well as compelling higher-order questions and problems. Across Pre-AP courses, students experience shared instructional practices and routines that help them develop and strengthen the important critical thinking skills they will need to employ in high school, college, and life. Students and teachers can see progress and opportunities for growth through varied classroom assessments that provide clear and meaningful feedback at key checkpoints throughout each course.

### DEVELOPING THE PRE-AP COURSES

Pre-AP courses are carefully developed in partnership with experienced educators, including middle school, high school, and college faculty. Pre-AP educator committees work closely with College Board to ensure that the course resources define, illustrate, and measure grade-level-appropriate learning in a clear, accessible, and engaging way. College Board also gathers feedback from a variety of stakeholders, including Pre-AP partner schools from across the nation who have participated in multiyear pilots of select courses. Data and feedback from partner schools, educator committees, and advisory panels are carefully considered to ensure that Pre-AP courses provide all students with grade-level appropriate learning experiences that place them on a path to college and career readiness.

### PRE-AP PROGRAM COMMITMENTS

The Pre-AP Program asks participating schools to make four commitments:

1. **Pre-AP for All:** Pre-AP frameworks and assessments serve as the foundation for all sections of the course at the school.
2. **Course Frameworks:** Teachers align their classroom instruction with the Pre-AP course frameworks.
  - Schools commit to provide the core resources to ensure Pre-AP teachers and students have the materials they need to engage in the course.
3. **Assessments:** Teachers administer at least one learning checkpoint per unit on Pre-AP Classroom and four performance tasks.
4. **Professional Learning:** Teachers complete the foundational professional learning (Online Foundational Modules or Pre-AP Summer Institute) and at least one online performance task scoring module. The current Pre-AP coordinator completes the Pre-AP Coordinator Online Module.

## PRE-AP EDUCATOR NETWORK

Similar to the way in which teachers of Advanced Placement® (AP®) courses can become more deeply involved in the program by becoming AP Readers or workshop consultants, Pre-AP teachers also have opportunities to become active in their educator network. Each year, College Board expands and strengthens the Pre-AP National Faculty—the team of educators who facilitate Pre-AP Professional Learning Workshops. Pre-AP teachers can also become curriculum and assessment contributors by working with College Board to design, review, or pilot course resources.

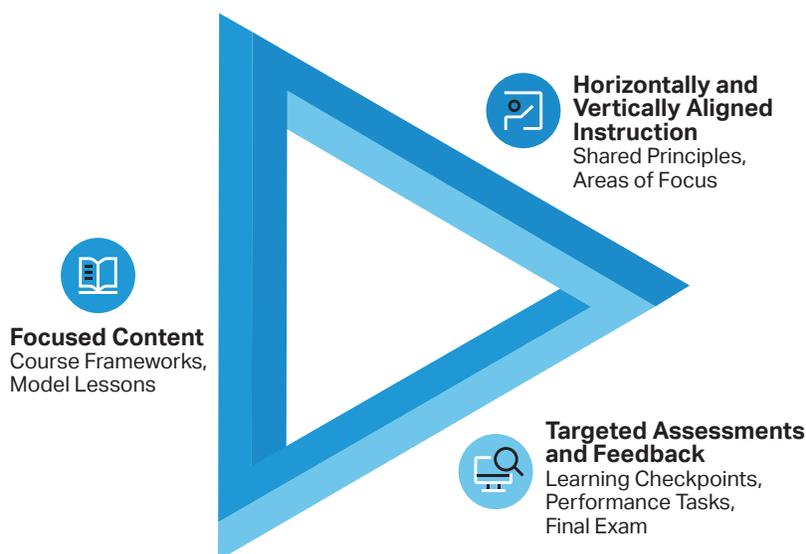
## HOW TO GET INVOLVED

Schools and districts interested in learning more about participating in Pre-AP should visit [preap.org/join](https://preap.org/join) or contact us at [preap@collegeboard.org](mailto:preap@collegeboard.org).

Teachers interested in becoming members of Pre-AP National Faculty or participating in content development should visit [preap.org/national-faculty](https://preap.org/national-faculty) or contact us at [preap@collegeboard.org](mailto:preap@collegeboard.org).

## Pre-AP Approach to Teaching and Learning

Pre-AP courses invite all students to learn, grow, and succeed through focused content, horizontally and vertically aligned instruction, and targeted assessments for learning. The Pre-AP approach to teaching and learning, as described below, is not overly complex, yet the combined strength results in powerful and lasting benefits for both teachers and students. This is our theory of action.



### FOCUSED CONTENT

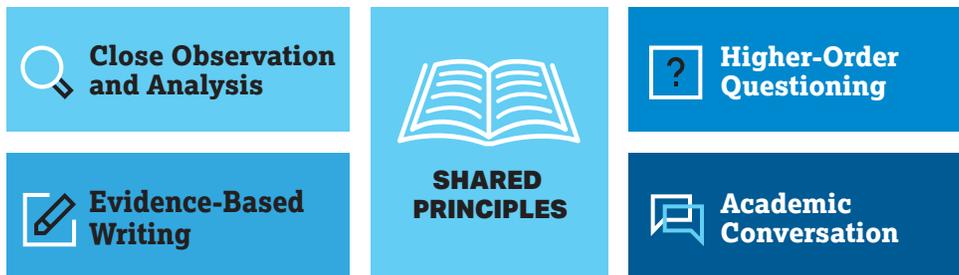
Pre-AP courses focus deeply on a limited number of concepts and skills with the broadest relevance for high school coursework and college and career success. The course framework serves as the foundation of the course and defines these prioritized concepts and skills. Pre-AP model lessons and assessments are based directly on this focused framework. The course design provides students and teachers with intentional permission to slow down and focus.

### HORIZONTALLY AND VERTICALLY ALIGNED INSTRUCTION

Shared principles cut across all Pre-AP courses and disciplines. Each course is also aligned to discipline-specific areas of focus that prioritize the critical reasoning skills and practices central to that discipline.

## SHARED PRINCIPLES

All Pre-AP courses share the following set of research-supported instructional principles. Classrooms that regularly focus on these cross-disciplinary principles allow students to effectively extend their content knowledge while strengthening their critical thinking skills. When students are enrolled in multiple Pre-AP courses, the horizontal alignment of the shared principles provides students and teachers across disciplines with a shared language for their learning and investigation, and multiple opportunities to practice and grow. The critical reasoning and problem-solving tools students develop through shared principles are highly valued in college coursework and in the workplace.



### CLOSE OBSERVATION AND ANALYSIS

Students are provided time to carefully observe one data set, text, image, performance piece, or problem before being asked to explain, analyze, or evaluate. This creates a safe entry point to simply express what they notice and what they wonder. It also encourages students to slow down and capture relevant details with intentionality to support more meaningful analysis, rather than rushing to completion at the expense of understanding.

### HIGHER-ORDER QUESTIONING

Students engage with questions designed to encourage thinking that is elevated beyond simple memorization and recall. Higher-order questions require students to make predictions, synthesize, evaluate, and compare. As students grapple with these questions, they learn that being inquisitive promotes extended thinking and leads to deeper understanding.

### EVIDENCE-BASED WRITING

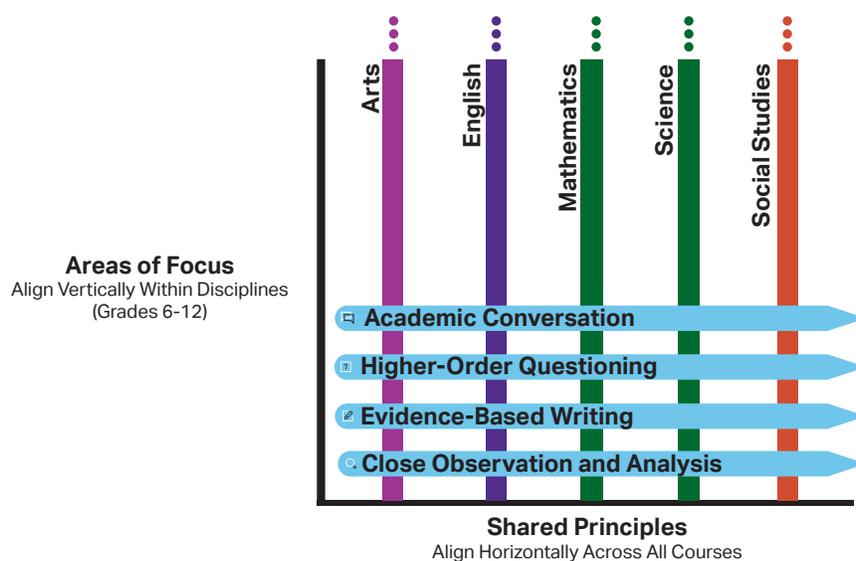
With strategic support, students frequently engage in writing coherent arguments from relevant and valid sources of evidence. Pre-AP courses embrace a purposeful and scaffolded approach to writing that begins with a focus on precise and effective sentences before progressing to longer forms of writing.

## ACADEMIC CONVERSATION

Through peer-to-peer dialogue, students' ideas are explored, challenged, and refined. As students engage in academic conversation, they come to see the value in being open to new ideas and modifying their own ideas based on new information. Students grow as they frequently practice this type of respectful dialogue and critique and learn to recognize that all voices, including their own, deserve to be heard.

## AREAS OF FOCUS

The areas of focus are discipline-specific reasoning skills that students develop and leverage as they engage with content. Whereas the shared principles promote horizontal alignment across disciplines, the areas of focus provide vertical alignment within a discipline, giving students the opportunity to strengthen and deepen their work with these skills in subsequent courses in the same discipline.



For a detailed description of the Pre-AP English areas of focus, see page 11.

## TARGETED ASSESSMENTS FOR LEARNING

Pre-AP courses include strategically designed classroom assessments that serve as tools for understanding progress and identifying areas that need more support. The assessments provide frequent and meaningful feedback for both teachers and students across each unit of the course and for the course as a whole. For more information about assessments in Pre-AP English 2, see page 35.

## Pre-AP Professional Learning

As part of the program commitments, Pre-AP teachers agree to engage in two professional learning opportunities:

1. The first commitment is designed to help prepare teachers to teach their specific course. There are two options to meet this commitment: the Pre-AP Summer Institute (Pre-APSI) and the Online Foundational Modules. Both options provide continuing education units upon completion.
  - The Pre-AP Summer Institute provides a collaborative experience that empowers participants to prepare and plan for their Pre-AP course. While attending, teachers engage with Pre-AP course frameworks, shared principles, areas of focus, and sample model lessons. Participants are given supportive planning time where they work with peers to begin building their Pre-AP course plan.
  - Online Foundational Modules are available to all teachers of Pre-AP courses. In their 12- to 20-hour asynchronous course, teachers explore course materials and experience model lessons from the student's point of view. They also begin building their Pre-AP course plan.
2. The second professional learning opportunity helps teachers prepare for the performance tasks. As part of this commitment, teachers agree to complete at least one online performance task scoring module. Online scoring modules offer guidance and practice applying scoring guidelines and examining student work. Teachers may complete the modules independently or with teachers of the same course in their school's professional learning communities.

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## **About Pre-AP English 2**



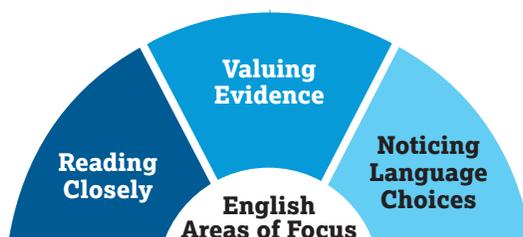
## Introduction to Pre-AP English 2

English 2 builds on the foundation of the English 1 course, with an emphasis on the recursive moves that matter in preparing students for the challenges of college-level reading, writing, and discussion. While English 1 introduces the fundamental routines of close observation, critical analysis, and appreciation of author’s craft, English 2 requires students to apply those same practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Each unit of English 2 culminates in a writing task that reflects the rigor of similar tasks they will eventually encounter on standardized writing exams, in AP English courses, and in college classes.

### PRE-AP ENGLISH AREAS OF FOCUS

The Pre-AP English areas of focus, described below, are practices that students develop and leverage as they engage with content. These areas of focus are vertically aligned to the practices embedded in other English courses in high school, including AP, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their educational career.

These areas of focus help to identify and prioritize the practices that are so fundamental to the study of English that they occur consistently throughout the full course of study.



#### READING CLOSELY

***Students read closely and analyze a range of complex literary and informational texts.***

Pre-AP English encourages a focus on equipping students with the skills to engage directly with a variety of literary and nonfiction texts. With that focus in mind, Pre-AP English is designed to include a culturally diverse body of texts that engage and challenge students with their range of complexity and use of compelling language. Priority is given to rich texts that invite close reading, analysis, and engaging text-based discussion.

### VALUING EVIDENCE

***Students value textual evidence and incorporate it effectively in writing and speaking.***

Careful reading includes the ability to base conclusions on textual details. In Pre-AP English, students learn the importance of sifting through and synthesizing those details in order to identify the evidence that supports a position or analysis. Then, once the most relevant and compelling evidence has been identified, students learn how to embed that evidence seamlessly into their written analyses, academic conversations, and oral presentations. Identifying and incorporating evidence is practiced extensively in the Pre-AP English classroom as students learn to prioritize evidence and to assess the arguments of others.

### NOTICING LANGUAGE CHOICES

***Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners.***

Every word matters. This concept is reflected in Pre-AP English instructional resources through text-dependent questions and calling attention to “vocabulary across text,” which highlight how different authors use the same words in different ways to different effects. Students encounter word study throughout this course and confront questions such as “Why ‘squander’ instead of ‘spend’?” and “Is this writer using the word ‘narrow’ literally or figuratively?” These types of questions compel students to consider each word as a writer’s deliberate choice.

## PRE-AP ENGLISH AND CAREER READINESS

Reading closely and harnessing compelling evidence to build convincing analytical arguments are skills that employers overwhelmingly view as foundational to success in the workplace. A study\* for the Association of American Colleges and Universities found that 93% of employers agreed that a “demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a job candidate’s] undergraduate major.”

The sense of urgency to identify and hire workers that have the ability to recognize and use language in convincing and creative ways is only becoming more valuable as automation changes the fundamental nature of many jobs. Despite the rise of automation, jobs that require the skills of artful and effective speaking and writing continue to be secure and valued.

This growing emphasis on hiring employees who can clearly communicate their ideas is evident in the diversity of occupations that most highly value “the ability to communicate information and ideas in writing so others will understand.”†

\*[aacu.org/sites/default/files/files/LEAP/2013\\_EmployerSurvey.pdf](https://aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf)

†Based on occupations listed on the Occupational Information Network (O\*NET). O\*NET is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce.

**Abilities — Written Expression**

*The ability to communicate information and ideas in writing so others will understand.*

Level of Importance	Occupation
91	Editors
91	Poets, lyricists and creative writers
85	Geneticists
85	History teachers, postsecondary
81	Anthropologists
81	Neuropsychologists and clinical neuropsychologists
81	Technical writers
81	English language and literature teachers, postsecondary
81	Bioinformatics scientists
81	Historians
81	Industrial-organizational psychologists

Source: [onetonline.org/find/descriptor/result/1.A.1.a.4](https://onetonline.org/find/descriptor/result/1.A.1.a.4)

For more information about careers related to English, teachers and students can visit and explore the College Board’s Big Future resources: [bigfuture.collegeboard.org/majors/english-language-literature-english](https://bigfuture.collegeboard.org/majors/english-language-literature-english).

## SUMMARY OF RESOURCES AND SUPPORTS

Teachers are strongly encouraged to take advantage of the full set of resources and supports for Pre-AP English 2, which are summarized below. Some of these resources are part of the Pre-AP Program commitments that lead to Pre-AP Course Designation. To learn more about the commitments for course designation, see details below and on page 46.

### COURSE FRAMEWORK

Included in this guide as well as in the *Pre-AP English 2 Teacher Resources*, the framework defines what students should know and be able to do by the end of the course. It serves as an anchor for model lessons and assessments, and it is the primary resource needed to plan the course. **Teachers commit to aligning their classroom instruction with the course framework.** *For more details see page 18.*

### MODEL LESSONS

Teacher resources, available in print and online, include a robust set of model lessons that demonstrate how to translate the course framework, shared principles, and areas of focus into daily instruction. **Use of the model lessons is encouraged.** *For more details see page 33.*

### LEARNING CHECKPOINTS

Accessed through Pre-AP Classroom, these short formative assessments provide insight into student progress. They are automatically scored and include multiple-choice and technology-enhanced items with rationales that explain correct and incorrect answers. **Teachers commit to administering one learning checkpoint per unit.** *For more details see page 35.*

### PERFORMANCE TASKS

Available in the printed teacher resources as well as on Pre-AP Classroom, performance tasks allow students to demonstrate their learning through extended problem-solving, writing, analysis, and/or reasoning tasks. Scoring guidelines are provided to inform teacher scoring, with additional practice and feedback suggestions available in online modules on Pre-AP Classroom. **Teachers commit to using each unit's performance task.** *For more details see page 36.*

### FINAL EXAM

Accessed through Pre-AP Classroom, the final exam serves as a classroom-based, summative assessment designed to measure students' success in learning and applying the knowledge and skills articulated in the course framework. **Administration of the final exam is encouraged.** *For more details see page 40.*

**PROFESSIONAL LEARNING**

Both the Pre-AP Summer Institute (Pre-APSI) and the Online Foundational Modules support teachers in preparing and planning to teach their Pre-AP course. **All Pre-AP teachers make a commitment to either attend the Pre-APSI (in person or virtually) or complete the Online Foundational Modules. In addition, teachers agree to complete at least one Online Performance Task Scoring module.** *For more details see page 8.*

## Course Map

### Model Lesson and Assessment Sequence

#### PLAN

The course map shows how components are positioned throughout the course. As the map indicates, the course is designed to be taught over 140 class periods (based on 45-minute class periods), for a total of 28 weeks.

Model lessons are included for approximately 50% of the total instructional time, with the percentage varying by unit.

#### TEACH

The model lessons demonstrate how the course framework, Pre-AP shared principles, and English areas of focus come to life in the classroom.

##### *Shared Principles*

- close observation and analysis
- higher-order questioning
- evidence-based writing
- academic conversation

##### *Areas of Focus*

- reading closely
- valuing evidence
- noticing language choices

#### ASSESS AND REFLECT

- Each unit includes two learning checkpoints and a performance task. These formative assessments are designed to provide meaningful feedback for both teachers and students.
- The learning checkpoints may be administered at any time during the unit, but ideally they should be spaced far enough apart to allow time for responsive teaching in between.
- The performance task provides a culminating reading and writing experience, so it should be administered near the end of the unit.
- Additional opportunities for formative assessment are also provided throughout the model lessons.
- A final exam is available for administration during a six-week window at the end of the course.

#### Big Ideas

- Engaging with Texts
- Constructing Texts
- Focusing on Language
- Investigating Through Research
- Entering the Conversation

Genre Focus: Argument

Pre-AP Lesson Set (~5 weeks)

#### Engaging with Texts

- print and nonprint arguments
- rhetorical features and moves

#### Constructing Texts

- analytical sentences and paragraphs
- brief original arguments
- rhetorical analysis essays

#### Focusing on Language

- word meanings in context
- figurative language

#### Entering the Conversation

- academic conversations
- collaborative presentations

Learning Checkpoint 1

Teacher-Developed Lessons

#### Suggestions

- analyzing arguments
- writing arguments
- additional study guided by student needs and interest and local requirements

Learning Checkpoint 2

Performance Task for Unit 1

Analyzing an Argument

**UNIT 2****Persuasion in Literature**

Genre Focus: Fiction and Drama

Pre-AP Lesson Set (~4 weeks)

**Engaging with Texts**

- short stories
- excerpts from novels and dramas
- rhetorical moves of characters and authors

**Constructing Texts**

- analytical sentences and paragraphs
- literary analysis essays

**Focusing on Language**

- precise language
- effects of word choice

**Entering the Conversation**

- dramatic readings and interpretations
- academic conversations

Learning Checkpoint 1

**Teacher-Developed Lessons****Suggestions**

- critical reading of fiction and drama
- literary analysis
- narrative writing
- additional study guided by student needs and interest and local requirements

Learning Checkpoint 2

Performance Task for Unit 2

**Writing a Literary Analysis Essay****UNIT 3****Voice in Synthesis**

Genre Focus: Nonfiction

Pre-AP Lesson Set (~5 weeks)

**Engaging with Texts**

- a collection of nonfiction print and nonprint texts
- texts with different perspectives on the same topic
- relevance of historical contexts

**Constructing Texts**

- analytical paragraphs
- synthesis arguments

**Focusing on Language**

- using context clues and resources for word meanings
- academic vocabulary in complex texts

**Entering the Conversation**

- structured academic conversations

Learning Checkpoint 1

**Teacher-Developed Lessons****Suggestions**

- critical reading of nonfiction
- writing synthesis arguments
- independent or collaborative research and presentations
- additional study guided by student needs and interest and local requirements

Learning Checkpoint 2

Performance Task for Unit 3

**Writing a Synthesis Argument****UNIT 4****Purpose in Poetry and Prose**

Genre Focus: Poetry and Prose

Pre-AP Lesson Set (~4 weeks)

**Engaging with Texts**

- a collection of poems
- how poets convey the speaker's purpose and tone

**Constructing Texts**

- analytical paragraphs
- literary analysis essays

**Focusing on Language**

- precise language
- effects of word choice in poetry

**Investigating Through Research**

- collaborative research summaries and presentations

**Entering the Conversation**

- choral readings
- structured academic conversations

Learning Checkpoint 1

**Teacher-Developed Lessons****Suggestions**

- continued study of purpose in poetry and prose
- additional study guided by student needs and interest and local requirements

Learning Checkpoint 2

Performance Task for Unit 4

**Writing a Poetry Analysis Essay**

## Pre-AP English High School Course Framework

### INTRODUCTION

Based on the Understanding by Design® (Wiggins and McTighe) model, the Pre-AP English High School Course Framework is back mapped from AP expectations and aligned to essential grade-level expectations. The course framework serves as an anchor for the course, guiding teacher planning and providing a blueprint for model lessons and assessments.

The course framework was designed to meet the following criteria:

- **Focused:** The framework provides a deep focus on a limited number of concepts and skills that have the broadest relevance for later high school and college success.
- **Measurable:** The framework’s learning objectives are observable and measurable statements about the knowledge and skills students should develop in the course.
- **Manageable:** The framework is manageable for a full year of instruction, fosters the ability to explore concepts in depth, and enables room for additional local or state standards to be addressed where appropriate.
- **Accessible:** The framework’s learning objectives are designed to provide all students, across varying levels of readiness, with opportunities to learn, grow, and succeed.

## COURSE FRAMEWORK COMPONENTS

The Pre-AP English High School Course Framework includes the following components, which are illustrated and defined below:

- **Big Ideas**
- **Enduring Understandings**
- **Learning Objectives**
- **Essential Knowledge Statements**

### Big Ideas

These represent the core aspects of the study of English that are worthy of deep exploration. Though listed separately, the five big ideas are integrated throughout classroom instruction.

### Learning Objectives

These objectives convey what a student needs to be able to do in order to develop the enduring understandings. The learning objectives serve as the targets for development of classroom-based tasks and assessments.

About Pre-AP English 2  
Pre-AP English High School Course Framework

**Big Idea: Focusing on Language**  
Words do not live in isolation. They are chameleon-like in their ability to blend their inherent meanings into the textual environments in which they live. Therefore, students benefit from encountering words in authentic contexts rather than in isolated lists. Students can be inspired to develop a sense of word consciousness as they read, appreciating the nuances a word expresses within particular contexts. In turn, students can be guided to make conscious choices about the most precise word or combination of words to express their thoughts in their writing and their speech. Like a musical composer who may configure notes together in a song with a melody and rhythm capable of evoking the feelings and movements of his audience, a writer brings words together in verse and in prose to stir the thoughts, emotions, and actions of readers. This big idea focuses on helping students develop an awareness of how words work together to achieve effects and to then use that awareness to craft their own powerful expressions.

**ENDURING UNDERSTANDING 3.1**  
Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.

Learning Objective Students will be able to ...	Essential Knowledge Students need to know that ...
<b>LO 3.1A</b> Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	<b>EK 3.1A1</b> A word's nuanced meaning is often dependent on the context in which it is used. <b>EK 3.1A2</b> Words with similar denotations can have significantly different connotations. <b>EK 3.1A3</b> A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.
<b>LO 3.1B</b> Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	<b>EK 3.1B1</b> Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words. <b>EK 3.1B2</b> Recognizing patterns in word endings (e.g., -ly, -tion, -fy) can contribute to a reader's understanding of a word's part of speech. <b>EK 3.1B3</b> Recognizing patterns in morphology can help readers see how words are related to one another.
<b>LO 3.1C</b> Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).	<b>EK 3.1C1</b> Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words. <b>EK 3.1C2</b> A thesaurus can help a writer choose the most appropriate word for a particular usage. <b>EK 3.1C3</b> Usage guides can offer guidelines for addressing grammar and frequently misused words and phrases.

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### Enduring Understandings

These are the long-term, transferable takeaways that students should develop after exploring the concepts and skills related to a given big idea. These understandings are expressed as generalizations that specify what a student will come to understand about the big ideas in this course.

### Essential Knowledge Statements

Essential knowledge statements are linked to specific learning objectives and correspond to the enduring understandings. These statements describe the essential concepts and content that students need to know in order to demonstrate mastery of each learning objective.

## Big Idea: Engaging with Texts

By the time a student shows up in a high school class, he or she has probably become accustomed to using a host of survival strategies for reading; however, not all of those strategies may be preparing that student to read complex texts independently. When confronted with a challenging text, many readers may tend to skip unfamiliar words and phrases and more syntactically complex sentences and instead focus on what they can more easily glean. In addition, many students may successfully mask their confusion and rely on a teacher's or a peer's summary of a reading passage as a substitute for analyzing the text itself. The first big idea encourages a shift from teaching around complex texts to equipping students to engage directly with a wide variety of literary and nonfiction texts.

### ENDURING UNDERSTANDING 1.1

**Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.**

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<b>LO 1.1A</b> Analyze a wide range of texts for multiple meanings.	<b>EK 1.1A1</b> A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations. <b>EK 1.1A2</b> Critical reading requires reading both with and against the ideas presented in a text. <b>EK 1.1A3</b> An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.
<b>LO 1.1B</b> Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.	<b>EK 1.1B1</b> The structural or stylistic elements of a text often follow the conventions of its genre. <b>EK 1.1B2</b> An informational graphic or visual element can be read as a text in and of itself and can also contribute to a reader's interpretation of a corresponding text.
<b>LO 1.1C</b> Use a repertoire of active reading strategies appropriate to the text and task.	<b>EK 1.1C1</b> Active reading strategies (e.g., annotating, outlining, summarizing, questioning, rereading) can facilitate reading complex texts independently and proficiently. <b>EK 1.1C2</b> Metacognitive reflection (thinking about one's thinking) during the reading process can enhance comprehension.

## ENDURING UNDERSTANDING 1.2

Evaluating an argument is a complex task that includes analyzing stated and implied claims, logical reasoning, supporting evidence, and stylistic elements.

Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<b>LO 1.2A</b> Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.	<p><b>EK 1.2A1</b> An argument is developed through logical reasoning and supporting evidence.</p> <p><b>EK 1.2A2</b> Informational graphics can serve as a source of supporting evidence in an argument.</p> <p><b>EK 1.2A3</b> An argument often acknowledges and responds to a counterclaim.</p>
<b>LO 1.2B</b> Explain how the rhetorical features of an argument contribute to its effect and meaning.	<p><b>EK 1.2B1</b> An awareness of the elements of a rhetorical situation (i.e., text, author, audience, purpose[s], and occasion) is critical to the evaluation of an argument.</p> <p><b>EK 1.2B2</b> Authors select organizational patterns (e.g., cause and effect, compare and contrast, refutation, problem-solution) to contribute to the effectiveness of their arguments.</p> <p><b>EK 1.2B3</b> The power of an argument's rhetoric can hinge upon effective word choice and syntax.</p>

## ENDURING UNDERSTANDING 1.3

Analyzing literature is a complex task that includes making inferences, examining an author's use of literary and stylistic elements, and drawing conclusions about the meaning of the work as a whole.

Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<b>LO 1.3A</b> Analyze how literary elements interact to develop the central ideas of a work of literature.	<p><b>EK 1.3A1</b> The complexity of literature can result in multiple, varied interpretations of theme.</p> <p><b>EK 1.3A2</b> Literary elements (e.g., character, setting, plot, tone, point of view) may shift or evolve throughout a work of literature, and analyzing those changes results in a deeper understanding of the work as a whole.</p>
<b>LO 1.3B</b> Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	<p><b>EK 1.3B1</b> An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.</p> <p><b>EK 1.3B2</b> Objects, settings, and even characters can have symbolic meaning, and that meaning can develop or shift as the work unfolds.</p> <p><b>EK 1.3B3</b> A particular literary genre may privilege certain structural and stylistic elements.</p>

**ENDURING UNDERSTANDING 1.4**

A text may be read in conversation with other texts or in the broader context in which it was written or read.

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<b>LO 1.4A</b> Explain the relationship between a text and its historical or cultural context.	<b>EK 1.4A1</b> Texts often reflect or address the historical or cultural contexts in which they were written. <b>EK 1.4A2</b> Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing. <b>EK 1.4A3</b> A reader's interpretation of a text may be shaped by their own experiences.
<b>LO 1.4B</b> Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.	<b>EK 1.4B1</b> Texts may build on or challenge the ideas of previously written texts. <b>EK 1.4B2</b> Reading multiple texts that address the same idea, subject, or theme may heighten a reader's awareness of divergent perspectives.

## Big Idea: Constructing Texts

An effective piece of writing has the power to take its reader on a journey of ideas, making the reader aware of both the final destination and the interesting stops along the way. In an argument or analysis, the final destination is usually announced at the outset in the form of a claim, and the writer then supports the claim by explicitly guiding the reader through a logical progression of reasoning and evidence. The writer of a narrative, by contrast, constructs a plot to chart the reader’s course. Instead of providing explicit signposts for the reader, the narrative may be intentionally cryptic or surprising, with multiple twists, turns, and thematic destinations. Regardless of genre, a writer rarely arrives at an effective final draft without first mapping out the journey through a combination of outlining, false starts, and maybe even U-turns. This big idea spotlights the recursive nature of composing, the multiple reasons for writing, and the importance of helping each writer forge their own unique path to expression.

### ENDURING UNDERSTANDING 2.1

**Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.**

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<b>LO 2.1A</b> Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	<b>EK 2.1A1</b> Purpose drives writing; it is what a writer wants their reader to witness, believe, or do. <b>EK 2.1A2</b> The audience is the intended reader. Although teachers read student writing, they are not the sole audience. <b>EK 2.1A3</b> Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.
<b>LO 2.1B</b> Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.	<b>EK 2.1B1</b> There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings). <b>EK 2.1B2</b> An important part of the writing process is determining the most relevant and compelling ideas to pursue. <b>EK 2.1B3</b> Writing facilitates thinking.
<b>LO 2.1C</b> Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	<b>EK 2.1C1</b> Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others. <b>EK 2.1C2</b> Careful revision and editing are essential to ensure logic, cohesion, and clear communication. <b>EK 2.1C3</b> Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle). <b>EK 2.1C4</b> Decisions about medium, design, and format should be based on intended audience and purpose.
<b>LO 2.1D</b> Reflect on the writing process and how it shapes one’s ongoing development as a writer.	<b>EK 2.1D1</b> Metacognitive reflection (thinking about one’s thinking) guides writers to identify the practices that work and do not work for them as writers. <b>EK 2.1D2</b> A writer’s identity develops over time and is shaped by many factors beyond grades (e.g., finding one’s own voice, receiving and responding to feedback).

**ENDURING UNDERSTANDING 2.2**

**Constructing an argument is a crucial skill with importance in academic, civic, social, and workplace settings.**

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<b>LO 2.2A</b> Assert a precise central claim.	<b>EK 2.2A1</b> A central claim expresses the writer’s belief or point of view about a topic. <b>EK 2.2A2</b> Academic writing requires engaging with the ideas of others while recognizing one’s own opinions and biases. <b>EK 2.2A3</b> There are ethical considerations (e.g., civic responsibilities, accuracy of facts) associated with influencing an audience’s opinions or actions.
<b>LO 2.2B</b> Develop a line of sound reasoning and choose an organizing structure to convey that reasoning to the reader.	<b>EK 2.2B1</b> An effective argument contains a compelling lead-in and closing that are relevant to the purpose and audience. <b>EK 2.2B2</b> Reasoning is the glue that holds an argument together and connects ideas in a logical sequence. <b>EK 2.2B3</b> Arguments often follow organizational patterns that a writer may emulate.
<b>LO 2.2C</b> Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.	<b>EK 2.2C1</b> Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others’ ideas. <b>EK 2.2C2</b> Evidence must be cited appropriately to acknowledge others’ ideas.
<b>LO 2.2D</b> Recognize and address counterclaims effectively.	<b>EK 2.2D1</b> Anticipating and acknowledging conflicting points of view can add credibility to an argument. <b>EK 2.2D2</b> Addressing a counterclaim often includes providing compelling evidence to support and refute it.
<b>LO 2.2E</b> Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	<b>EK 2.2E1</b> Rhetorical appeals to logos, ethos, and pathos are often used to enhance an argument. <b>EK 2.2E2</b> Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument. <b>EK 2.2E3</b> Writers use a variety of rhetorical devices (e.g., repetition, metaphor, irony) to help the reader understand and affirm the writer’s position.

**ENDURING UNDERSTANDING 2.3**

**Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.**

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<p><b>LO 2.3A</b> Assert a precise central claim that establishes the relationship between a work’s features and overall meaning.</p>	<p><b>EK 2.3A1</b> A thesis statement expresses a precise claim that will require analytical support and not mere summary to further develop.</p> <p><b>EK 2.3A2</b> Many writers first develop a working thesis that may be replaced, revised, or tweaked during the writing process.</p> <p><b>EK 2.3A3</b> A well-written thesis statement acts as a lens through which the reader can interpret the analysis.</p>
<p><b>LO 2.3B</b> Organize ideas and evidence to effectively develop and support a thesis.</p>	<p><b>EK 2.3B1</b> The presentation of textual evidence in an analysis does not necessarily mirror the chronology or order of the original text.</p> <p><b>EK 2.3B2</b> A writer should make explicit connections between evidence and thesis.</p>
<p><b>LO 2.3C</b> Select and incorporate relevant and compelling evidence to support a thesis.</p>	<p><b>EK 2.3C1</b> The nature of the evidence in a textual analysis will depend on the genre of the text.</p> <p><b>EK 2.3C2</b> Rhetorical analysis focuses on how a writer has crafted an argument and how its relevant features (e.g., rhetorical appeals, word choice, use of evidence and reasoning) contribute to its overall effect.</p> <p><b>EK 2.3C3</b> Literary analysis focuses on how narrative elements and/or stylistic features interact to convey meaning.</p> <p><b>EK 2.3C4</b> Citations distinguish the writer’s ideas and words from those of the work being analyzed and from those of additional sources.</p>
<p><b>LO 2.3D</b> Use an appropriate style and carefully selected language to strengthen an analysis.</p>	<p><b>EK 2.3D1</b> Precise word choice and sentence variety can focus the reader’s attention, convey an intended tone, and present a convincing analysis.</p> <p><b>EK 2.3D2</b> Smooth and meaningful transitions are vital to create a logical and cohesive progression of ideas.</p> <p><b>EK 2.3D3</b> The writer’s own position, voice, and style should be supported but not overshadowed by textual evidence.</p>

**ENDURING UNDERSTANDING 2.4**

**Writing a narrative allows a writer to convey experience, share perspective, or deepen their own understanding.**

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<b>LO 2.4A</b> Establish a narrative point of view.	<b>EK 2.4A1</b> A narrator provides the lens through which a real or imagined story is told. <b>EK 2.4A2</b> Consistent first-person or third-person points of view are the most common narrative perspectives; however, some authors prefer to establish multiple or shifting points of view. <b>EK 2.4A3</b> Third-person narration can be objective and/or omniscient, but a first-person narrator can also be a central figure in the story, so reliability and perspective must be evaluated.
<b>LO 2.4B</b> Use a variety of techniques to advance plot, theme, and the evolution of character(s).	<b>EK 2.4B1</b> Whereas plot forms the storyline (the events, conflicts, and actions of the characters), themes are those meaningful ideas that surface through the telling of the story. <b>EK 2.4B2</b> Characters and events are developed through the use of techniques such as description, dialogue, pacing, and reflection. <b>EK 2.4B3</b> Meaning can be enhanced when objects, settings, or characters are used symbolically to represent larger ideas.
<b>LO 2.4C</b> Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	<b>EK 2.4C1</b> Vivid descriptions, imagery, and figurative language draw the reader into the narrative. <b>EK 2.4C2</b> Writers can use language to directly or indirectly indicate shifts in time and setting. <b>EK 2.4C3</b> Word choice helps convey a particular voice with its own syntax, diction, and tone.

## Big Idea: Focusing on Language

Words do not live in isolation. They are chameleon-like in their ability to blend their inherent meanings into the textual environments in which they live. Therefore, students benefit from encountering words in authentic contexts rather than in isolated lists. Students can be inspired to develop a sense of word consciousness as they read, appreciating the nuances a word expresses within particular contexts. In turn, students can be guided to make conscious choices about the most precise word or combination of words to express their thoughts in their writing and their speech. Like a musical composer who may configure notes together in a song with a melody and rhythm capable of evoking the feelings and movements of his audience, a writer brings words together in verse and in prose to stir the thoughts, emotions, and actions of readers. This big idea focuses on helping students develop an awareness of how words work together to achieve effects and to then use that awareness to craft their own powerful expressions.

### ENDURING UNDERSTANDING 3.1

**Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.**

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<b>LO 3.1A</b> Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	<b>EK 3.1A1</b> A word's nuanced meaning is often dependent on the context in which it is used. <b>EK 3.1A2</b> Words with similar denotations can have significantly different connotations. <b>EK 3.1A3</b> A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.
<b>LO 3.1B</b> Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	<b>EK 3.1B1</b> Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words. <b>EK 3.1B2</b> Recognizing patterns in word endings (e.g., <i>-ly</i> , <i>-tion</i> , <i>-ify</i> ) can contribute to a reader's understanding of a word's part of speech. <b>EK 3.1B3</b> Recognizing patterns in morphology can help readers see how words are related to one another.
<b>LO 3.1C</b> Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).	<b>EK 3.1C1</b> Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words. <b>EK 3.1C2</b> A thesaurus can help a writer choose the most appropriate word for a particular usage. <b>EK 3.1C3</b> Usage guides can offer guidelines for addressing grammar and frequently misused words and phrases.

### ENDURING UNDERSTANDING 3.2

**Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.**

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<p><b>LO 3.2A</b> Compose or revise language to honor precision and economy in word choice.</p>	<p><b>EK 3.2A1</b> Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.</p> <p><b>EK 3.2A2</b> Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.</p> <p><b>EK 3.2A3</b> Although writers may use repetition as a rhetorical strategy, redundancy should be avoided.</p>
<p><b>LO 3.2B</b> Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.</p>	<p><b>EK 3.2B1</b> Varying sentence structures can maintain the reader’s interest, enhance voice, and contribute to fluency.</p> <p><b>EK 3.2B2</b> Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.</p> <p><b>EK 3.2B3</b> Linguistic diversity across dialects and registers contributes to the power and richness of language.</p>

### ENDURING UNDERSTANDING 3.3

**Conventions of Standard English are used to aid the reader’s understanding, and authors may use or defy these conventions to achieve different stylistic effects.**

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<p><b>LO 3.3A</b> Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.</p>	<p><b>EK 3.3A1</b> Capitalization and punctuation can indicate sentence boundaries and clarify the relationships between and among words, phrases, and clauses within a sentence.</p> <p><b>EK 3.3A2</b> Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.</p> <p><b>EK 3.3A3</b> Modifying phrases need to be appropriately placed within a sentence so that readers can clearly understand what they are modifying.</p>
<p><b>LO 3.3B</b> Compose or revise language to ensure proper agreement and appropriate verb tense.</p>	<p><b>EK 3.3B1</b> To ensure clarity, there should be agreement between subjects and verbs and between pronouns and their antecedents.</p> <p><b>EK 3.3B2</b> Inappropriate shifts in verb tense can disorient a reader.</p>
<p><b>LO 3.3C</b> Understand the ways in which language choices can be made to achieve intended effects.</p>	<p><b>EK 3.3C1</b> Writers consider the flexibility of the genre (e.g., poetry, dramatic dialogue) as they make decisions about adhering to conventions.</p> <p><b>EK 3.3C2</b> Deliberately defying conventions of Standard English may influence voice, tone, and rhetorical effect.</p>

## Big Idea: Investigating Through Research

Since today’s students are likely to consult their smartphones before consulting a traditional periodical or encyclopedia, we need an appropriately broad approach to teaching research. As students encounter a text with an unfamiliar context or unfamiliar allusions, they need to be encouraged to take advantage of online resources that allow them to get immediate, real-time answers to their questions. In addition to undertaking such informal research, students must also have opportunities to conduct longer, more sustained research that attempts to solve problems and propose solutions that are informed by credible sources. This big idea guides students to achieve the delicate balance between the synthesis and analysis of outside sources and the assertion of their own voices and opinions, and to present their findings in both informal and formal settings.

### ENDURING UNDERSTANDING 4.1

**Research is a powerful, recursive process used to gain knowledge, solve problems, make informed decisions, and enhance understanding.**

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<b>LO 4.1A</b> Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.	<b>EK 4.1A1</b> Research can be formal or informal, sustained or on the spot. <b>EK 4.1A2</b> Preliminary research can confirm, challenge, or expand the initial problem, question, or idea.
<b>LO 4.1B</b> Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	<b>EK 4.1B1</b> Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents). <b>EK 4.1B2</b> Effective research requires integrating the findings of multiple sources accurately and strategically.
<b>LO 4.1C</b> Determine the credibility, reliability, and relevancy of selected sources.	<b>EK 4.1C1</b> Sources must be evaluated based on established criteria (e.g., authenticity, accuracy, merit, fact or opinion, direct relationship to the topic). <b>EK 4.1C2</b> Source bias must be considered within the research process.

## ENDURING UNDERSTANDING 4.2

Research presentations and reports include new findings as well as a synthesis of the prior research of others.

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<p><b>LO 4.2A</b> Make an independent claim that addresses the research question or problem and is supported by the findings.</p>	<p><b>EK 4.2A1</b> A claim is the researcher’s own answer to the research question or problem, and it is grounded in credible evidence found during the process.</p>
<p><b>LO 4.2B</b> Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.</p>	<p><b>EK 4.2B1</b> Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).</p> <p><b>EK 4.2B2</b> It is important to distinguish the researcher’s point of view from that of experts in the field.</p> <p><b>EK 4.2B3</b> Sharing research goes beyond simply restating findings to include interpretation, significance, and implications for additional research.</p>
<p><b>LO 4.2C</b> Summarize, paraphrase, or directly quote others’ words appropriately and effectively.</p>	<p><b>EK 4.2C1</b> Whether summarizing, paraphrasing, or quoting, researchers must acknowledge the sources of words and ideas.</p> <p><b>EK 4.2C2</b> Direct quotations can add credibility, but they should be used judiciously to ensure that the researcher provides sufficient analysis of a quotation and how it relates to their central claim.</p>
<p><b>LO 4.2D</b> Attend to the ethical responsibilities of research, including the presentation of citations and references in a specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources for texts, images, and sound.</p>	<p><b>EK 4.2D1</b> Evidence must be cited appropriately to acknowledge others’ words and ideas.</p> <p><b>EK 4.2D2</b> Writers must also properly credit sources and ideas that exist in formats other than traditional print (e.g., images, video clips, music, personal interviews).</p> <p><b>EK 4.2D3</b> Standard citation formats assist readers and provide a means for fact-checking and conducting additional research.</p>

## Big Idea: Entering the Conversation

Academic conversation requires the open exchange of ideas among students who aim to assert their evidence-based views on a topic or text while actively listening to and elaborating on others' ideas, whether in agreement with those ideas or not. In addition to academic discussions, students must also learn to express their formulated ideas through oral presentations. This big idea prepares students with the verbal skills necessary for confident participation in college, the workplace, and a democratic society, ensuring that they can engage fully in the wider conversations surrounding the issues and events of importance to academic and civic life.

### ENDURING UNDERSTANDING 5.1

**Academic discourse requires collaboration to advance and deepen understanding of topics or texts.**

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<b>LO 5.1A</b> Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.	<b>EK 5.1A1</b> Preparing for academic conversations requires considering topics and/or texts and developing a point of view. <b>EK 5.1A2</b> Creating talking points prior to a discussion helps the speaker stay focused and present ideas clearly. <b>EK 5.1A3</b> Listening to others' opinions requires attending carefully, responding appropriately, reflecting on what was shared, and weighing others' ideas against one's own position.
<b>LO 5.1B</b> Cite relevant evidence and evaluate the evidence presented by others.	<b>EK 5.1B1</b> Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion. <b>EK 5.1B2</b> When considering positions presented by others, the listener should assess the soundness of others' reasoning and the strength of evidence presented.

**ENDURING UNDERSTANDING 5.2**

**Effective speakers design and deliver presentations according to their subject, purpose, audience, and occasion.**

<b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<b>LO 5.2A</b> Determine the purpose for communication and select an appropriate format.	<b>EK 5.2A1</b> The formality, length, and overall style of a presentation are influenced by the speaker's subject and purpose, the audience's background, and the occasion that prompted the presentation.
<b>LO 5.2B</b> Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.	<b>EK 5.2B1</b> Visual and multimedia aids require purposeful selection in order to engage listeners and clarify information without creating a distraction or communication barrier.
<b>LO 5.2C</b> Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.	<b>EK 5.2C1</b> Effective speakers consider the audience's likely reaction to the topic and develop a presentation that engages the audience without compromising the message. <b>EK 5.2C2</b> Audiences provide verbal and nonverbal cues, and effective speakers use those cues to adjust elements such as pacing, volume, and tone throughout a presentation.
<b>LO 5.2D</b> Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.	<b>EK 5.2D1</b> A speaker's vocal delivery (e.g., volume, rate, enunciation) and physical actions (e.g., posture, gestures, movement) can enhance or undermine a presentation.

## Pre-AP English Model Lessons

Model lessons in Pre-AP English are developed in collaboration with English educators across the country and are rooted in the course framework, shared principles, and areas of focus. Each unit's model lessons are shaped by a focus area, a collection of high-quality readings, and corresponding lessons that are carefully designed to illustrate on-grade-level instruction. Pre-AP strongly encourages teachers to internalize the lessons and then offer the supports, extensions, and adaptations necessary to help all students achieve the lesson goals.

The purpose of these model lessons is twofold:

- **Robust instructional support for teachers:** Pre-AP English model lessons are comprehensive lesson plans and accompanying student resources that embody the Pre-AP approach to teaching and learning. Model lessons provide clear and substantial instructional guidance to support teachers as they incorporate the integrated model of literacy outlined in the course framework and engage students in the shared principles and areas of focus. Formative learning checkpoints are built into the lessons to provide a snapshot of student learning.
- **Key instructional strategies:** Commentary and analysis embedded in each lesson highlight not just what students and teachers do in the lesson, but also how and why they do it. This educative approach provides a way for teachers to gain unique insight into key instructional moves that are powerfully aligned with the Pre-AP approach to teaching and learning.

Teachers have the option to use any or all model lessons alongside their own locally developed instructional resources.

## SUPPORT FEATURES IN MODEL LESSONS

The following support features recur throughout the Pre-AP English lessons to promote teacher understanding of the lesson design and provide direct-to-teacher strategies for adapting lessons to meet their students' needs:

- **Instructional Rationale**
- **Meeting Learners' Needs**
- **Guiding Student Thinking**
- **Classroom Facilitation**

**Instructional Rationale**  
Insight into why a particular instructional step or strategy is recommended. The rationales highlight the purpose and intended impact on learning and often call attention to instructional approaches that can easily be applied to other lessons.

**Guiding Student Thinking**  
Recommendations for anticipating tasks that students might misinterpret and strategies for meeting the learning objectives by explaining expectations and clarifying students' misunderstandings.

**Classroom Facilitation**  
Tips related to the logistics of a lesson, such as incorporating technology or creating collaborative groups.

**Meeting Learners' Needs**  
Suggestions and strategies to adapt or differentiate instruction to address the readiness or interest of students. The suggestions highlight ways to support or reinforce the learning with additional scaffolding or practice, vary the approach with alternate activities, or extend the learning with additional investigations or challenges.

Learning Cycle 1  
Lesson 3.1: Entering the Conversation

Next, challenge students to brainstorm a list of topics by posing the question, **What are some of the ongoing conversations that are currently taking place in our country or in the world?**

As students come up with topics, create a master list where everyone can see it. Then determine by a show of hands which topics students find the most interesting or multifaceted. Star those topics in the list.

UNIT 3

**PART 3: EXPERIENCING AN UNENDING CONVERSATION**  
**CONDUCTING A CONVERSATION CIRCLE**  
Craft a discussion prompt based on one of the most popular student-generated topics identified as "unending conversations." Here are a few examples of the types of questions your class might choose to explore through a conversation:

- Should we promote the use of self-driving vehicles?
- What is the relationship between video-game violence and crime?
- Should voting be mandatory for all citizens?
- What role, if any, should censorship play in a society?

Divide the class into two equal parts and have half the students stand in an inner circle facing out and the other half form an outer circle facing in.

**Classroom Facilitation**  
If you have an odd number of students, assign the role of "conversation conductor" to a student. The role of a conversation conductor is to pose the conversation starter, to lightly time each conversation, and to keep the conversation moving smoothly.

**INSTRUCTIONAL RATIONALE**  
**Structured Conversations**  
The conversation circle described here is an intentionally structured style of class discussion suggested by authors Jeff Zwiers and Marie Crawford in their book *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings*. Zwiers and Crawford explain how structured interaction activities such as this one "allow students to work on communication skills with extra supports in place." This type of structured conversation prepares students for more independent conversation work later in the unit.

Pose a conversation prompt and ask each pair of students facing one another to have a two-minute conversation about the prompt, sharing their personal views and what they know about the topic from their own lives.

At the two-minute mark, raise the hand of the student who conducted the conversation. Conduct activities as needed to become to

Learning Cycle 3  
Lesson 1.14: Writing an Analysis of Argument: Crafting an Introduction and Making a Plan

UNIT 1

length, you could suggest four to six paragraphs depending on how much explanation or detail they need to supply their readers.

**GUIDING STUDENT THINKING**  
**Letting Ideas Lead the Way**  
When students are in this planning phase, ask them to think about their ideas and how they might sequence them. Discourage them from an initial focus on the number of paragraphs. Although each paragraph has a focus, one major idea could take multiple paragraphs to explore in an essay.

**FORMING AN OUTLINE**  
Give students Handout 1.14 as one option to organize their ideas before composing their complete arguments, but also let students know that they could use an alternative planning method if they prefer—just as long as it shows the ideas they plan to explore in a specific order.

**Meeting Learners' Needs**  
If students need extra support structuring their essays, guide them to use Handout 1.14: Multiple-Paragraph Outline.

**PART 3: CRAFTING THE INTRODUCTION**  
Review with students the general flow often used in introductory paragraphs to a brief analytical essay focusing on a text: general → specific → thesis.

- general statement (addressing the larger topic at hand)
- specific statement that refers to the writer, text, and claim
- thesis statement that relates claim to the writer's strategies

**Source**  
The multiple-paragraph outline above and the G-S-T approach are both based on materials from *The Writing Revolution: The Writing Revolution*.  
[thewritingrevolution.org](http://thewritingrevolution.org)

**Point out that each component of the introduction does not necessarily represent one sentence.** In the paragraph below, for example, the general statement is two sentences while the specific statement and the thesis statement are one sentence each.

**Sample student introduction:**

*Artificial intelligence promises to change the way people relate to their environment and to one another. As the technology advances, concepts of empathy and intimacy—emotions important to humanity—are being altered as well. In these times, it is crucial to understand the importance of empathy. Sherry Turkle sees danger in these changes and builds an argument to persuade her audience that empathy is a uniquely human experience. Turkle builds her case by alarming the reader about what they risk: losing as they become increasingly attached to the virtual and by using language that highlights the sacred nature of humanity.*

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## Pre-AP English 2 Assessments for Learning

Pre-AP English 2 assessments function as a component of the teaching and learning cycle. Progress is not measured by performance on any single assessment. Rather, Pre-AP English offers a place to practice, to grow, and to recognize that learning takes time. The assessments are updated and refreshed periodically.

Each unit’s lesson set includes embedded formative assessment opportunities. In English 2, these formative opportunities are writing tasks in which students demonstrate their understanding of a text or concept discussed in class as well as their ability to express that understanding in clear, organized, written responses. These formative assessments are evaluated by the teacher.

### LEARNING CHECKPOINTS

Based on the Pre-AP English High School Course Framework, digital learning checkpoints ask students to demonstrate classroom learning with texts not previously encountered in class. All eight learning checkpoints are automatically scored, with results provided through score reports that contain explanations of all questions and answers as well as individual and class views for educators. Teachers also have access to assessment summaries on Pre-AP Classroom, which provide more insight into the question sets and targeted learning objectives for each assessment event.

The following tables provide a synopsis of key elements of the Pre-AP English 2 learning checkpoints.

<b>Format</b>	Two learning checkpoints per unit Digitally administered with automated scoring and reporting
<b>Time Allocated</b>	One 45-minute class period per assessment
<b>Number of Questions</b>	13–14 questions per assessment <ul style="list-style-type: none"> <li>▪ 11–12 four-option multiple choice</li> <li>▪ 1–2 technology-enhanced questions</li> </ul>
<b>Passage Based</b>	100%

<b>Domains Assessed</b>	
Reading	Approximately 35–50%
Writing	Approximately 15–25%
Language	Approximately 35–50%

<b>Passage Type and Length</b>	Each learning checkpoint includes two reading passages and one writing passage. Passages range from 150–750 words; each passage includes a set of four to five questions.
Reading Passages	Reading passages match the genres identified for each unit: Unit 1: Argument Unit 2: Fiction and drama Unit 3: Nonfiction Unit 4: Poetry and prose
Writing Passages	Writing passages are short, expository pieces designed to represent student drafts in need of revision.

### PERFORMANCE TASKS

Each unit includes one performance-based assessment. The Pre-AP English 2 performance tasks ask students to write in response to texts not explicitly taught in class. Each performance task includes a clear scoring guide for teachers to evaluate student writing and provide feedback.

Teachers participating in the official Pre-AP Program will receive access to online learning modules to support them in evaluating student work for each performance task.

<b>Format and Length</b>	
Format	One performance-based assessment per unit May be administered online or on paper Educator scored
Length	Designed for one 45-minute class period
<b>Task Descriptions</b>	
Unit 1	Students write an original essay analyzing how an author built an argument.
Unit 2	Students write an original essay analyzing character relationships in short fiction.
Unit 3	Students write an original essay that develops a position by synthesizing multiple sources.
Unit 4	Students write an original essay that analyzes the function of poetic elements and techniques in a poem.
<b>Scoring Criteria</b>	
<p>Student responses are assessed in three areas: reading, analysis, and writing.</p> <p>Pre-AP English performance tasks are scored with three-part scoring guidelines. In keeping with the Pre-AP goal of providing meaningful feedback, assigning a separate score for each section of the rubric allows more precise insight into students' skills in reading comprehension, analysis, and writing.</p>	

## **SAMPLE PERFORMANCE TASK AND SCORING GUIDELINES**

The following task and scoring guidelines are representative of what students and educators encounter on the performance assessments.

Sample Task

**Carefully read the following short story, paying close attention to [literary element]. Write an essay in which you analyze how the author uses [literary element] to [achieve a goal specific to the text].**

Sample Scoring Guidelines

Score	Reading <i>The response ...</i>
4	<ul style="list-style-type: none"> <li>▪ Demonstrates thorough comprehension of the source text.</li> <li>▪ Is free of errors of interpretation with regard to the text.</li> <li>▪ Makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ Demonstrates effective comprehension of the source text.</li> <li>▪ Is free of substantive errors of interpretation with regard to the text.</li> <li>▪ Makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ Demonstrates some comprehension of the source text.</li> <li>▪ May contain errors of interpretation with regard to the text.</li> <li>▪ Makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</li> </ul>
1	<ul style="list-style-type: none"> <li>▪ Demonstrates little or no comprehension of the source text.</li> <li>▪ May contain numerous errors of interpretation with regard to the text.</li> <li>▪ Makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</li> </ul>

Score	Analysis <i>The response ...</i>
4	<ul style="list-style-type: none"> <li>▪ Offers an insightful analysis of the explicit and implicit meanings of the text.</li> <li>▪ Offers a thorough, well-considered evaluation of the author's use of telling details and a consistent focus on the most relevant details.</li> <li>▪ Contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ Offers an effective analysis of the explicit and implicit meanings of the text.</li> <li>▪ Competently evaluates the author's use of telling details, and includes a consistent focus on the most relevant details.</li> <li>▪ Contains relevant and sufficient support for claim(s) or point(s) made.</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ Offers limited analysis of the explicit and implicit meanings of the text.</li> <li>▪ Includes a limited evaluation of the author's use of telling details, and/or includes irrelevant or inadequate details.</li> <li>▪ Contains little or no support for claim(s) or point(s) made.</li> </ul>
1	<ul style="list-style-type: none"> <li>▪ Offers little or no analysis or ineffective analysis of the explicit and implicit meanings of the text.</li> <li>▪ Includes little to no evaluation of the author's use of telling details, and/or includes irrelevant or very few details.</li> <li>▪ Contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</li> </ul>

Score	Writing <i>The response ...</i>
4	<ul style="list-style-type: none"> <li>▪ Is cohesive and demonstrates a highly effective use and command of language.</li> <li>▪ Includes a logical structure, with an insightful claim, effective order, and clear transitions.</li> <li>▪ Shows a strong command of the conventions of standard written English and is free or virtually free of errors.</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ Is mostly cohesive and demonstrates effective use and control of language.</li> <li>▪ Includes a logical structure, with a plausible claim, effective order, and transitions.</li> <li>▪ Shows a good control of the conventions of standard written English and is free of significant errors that interfere with meaning.</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ Demonstrates little or no cohesion and limited skill in the use and control of language.</li> <li>▪ Includes an inadequate structure, with an unclear claim and a lack of adequate transitions.</li> <li>▪ Shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may interfere with meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>▪ Demonstrates little or no cohesion and inadequate skill in the use and control of language.</li> <li>▪ Demonstrates a missing or inadequate structure, with no identifiable claim and few if any transitions.</li> <li>▪ Shows a weak control of the conventions of standard written English and may contain numerous errors that interfere with meaning.</li> </ul>

## FINAL EXAM

Pre-AP English 2 includes a final exam featuring multiple-choice and technology-enhanced questions as well as an open-response question. The final exam is a summative assessment designed to measure students' success in learning and applying the knowledge and skills articulated in the Pre-AP English High School Course Framework. The final exam's development follows best practices such as multiple levels of review by educators and experts in the field for content accuracy, fairness, and sensitivity. The questions on the final exam have been pretested, and the resulting data are collected and analyzed to ensure that the final exam is fair and represents an appropriate range of the knowledge and skills of the course.

The final exam is designed to be delivered on a secure digital platform in a classroom setting. Educators will have the option of administering the final exam in a single extended session or two shorter consecutive sessions to accommodate a range of final exam schedules.

Multiple-choice and technology-enhanced questions will be delivered digitally and scored automatically with detailed score reports available to educators. This portion of the final exam is designed to mirror the question styles and formats of the learning checkpoints; thus, in addition to their formative purpose, the learning checkpoints provide practice and familiarity with the final exam. The open-response questions, modeled after the performance tasks, will be delivered as part of the digital final exam but are designed to be scored separately by educators. Scoring guidelines are provided for the open-response questions.

The following table provides a synopsis of key elements of the Pre-AP English 2 Final Exam.

<b>Format</b>	Digitally administered Questions target concepts and skills from the course framework
<b>Time Allocated</b>	One 105-minute session or two sessions of 60 minutes and 45 minutes
<b>Questions and Types</b>	45–50 questions <ul style="list-style-type: none"> <li>▪ four-option multiple-choice questions</li> <li>▪ technology-enhanced questions</li> <li>▪ one multipart open-response question</li> </ul>
<b>Scoring</b>	<ul style="list-style-type: none"> <li>▪ automatic scoring for multiple-choice and technology-enhanced question</li> <li>▪ educator scoring for open-response items</li> <li>▪ comprehensive score report for students and teachers</li> </ul>
<b>Domains Assessed</b>	Reading Writing Language

## SAMPLE ASSESSMENT ITEMS

The following questions are representative of what students will encounter on the learning checkpoints and final exam.

### READING PASSAGE

Passage adapted from Rick Paulas, "Sports Stadiums Are a Bad Deal for Cities."

- 1 Pro sports teams are bad business deals for cities, and yet, cities continue to fall for them. But municipalities can support local sports without selling out their citizens in the process.
- 2 [City leaders'] most repeated refrain is that a team or stadium will "create jobs." But what does that mean? Construction on the stadium might be performed by local workers, but it might not. And either way, it's likely to be paid for off the books, without protections for workers. Even if the construction workers are local, their gigs last only a few years. Afterward, all that remains are the jobs inside the stadium—ticket sellers, vendors, janitorial staff—which are low-paid, seasonal, and few. "The number of jobs created is smaller than [the number of employees of] a midsize department store," [Temple University economics professor Michael] Leeds explains.
- 3 Most of the payroll for sports franchises is spent on players; they are even fewer in number and constantly on the move. Half of their seasons are spent on the road, and most leave during the off-seasons, bringing their money with them. "There is little reason to believe that [players] will reinvest in the local community," says Mark Cryan, an assistant professor of sports management at Elon University. "They will more likely take advantage of fabulous Florida real-estate opportunities." This is called "leakage"—money that doesn't stick in the local economy.
- 4 Imagine a stadium as a giant drain. Money flows from the community into the stadium, where it whirls around for a bit, then funnels down some murky pipes, exiting far, far away. Some leaves with players, some with owners and ownership groups, some with the league itself, the headquarters of which are in New York. That last leakage is similar to when you shop at a corporate chain. "If you go to a local [restaurant], that's probably locally owned, and servers are spending it locally, and that causes this ripple effect that doesn't happen in sports," says Victor Matheson, a professor of economics at Holy Cross University.

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1. The main purpose of the passage is to
- (A) present the positive and negative effects of building a new stadium in a city.
  - (B) advise a specific city against building a new professional sports stadium.
  - (C) examine the relationship between local sports culture and new stadiums.
  - (D) explain that building new stadiums is not financially advantageous for cities.

### Assessment Focus

Question 1 asks students to analyze how elements of an argument interact to reveal the author's purpose. The author explains how the development of new stadiums does not create a significant number of jobs or profits that benefit the community. These reasons reveal the author's purpose: to explain that building new stadiums is not financially advantageous for cities.

**Correct answer: D**

**Learning objective category:** Literary analysis (LO 1.2B, EK 1.2B1)

**Domain:** Reading

2. As used in paragraph 2, "refrain" most nearly means
- (A) complaint.
  - (B) phrase.
  - (C) restriction.
  - (D) understanding.

### Assessment Focus

Question 2 asks students to use context clues to determine the meaning of a word. The word *refrain* has more than one meaning. However, careful readers will notice that the author characterizes the refrain ("a team or stadium will 'create jobs'") as something that is "most repeated." Therefore, in this passage, *refrain* refers to a phrase, a statement that is often repeated.

**Correct answer: B**

**Learning objective category:** Words in context (LO.3.1A, EK3.1A1)

**Domain:** Language

3. Based on the passage, the author would most likely agree with which statement about professional athletes?
- (A) They often struggle to form lasting relationships with their fans because they are always in new locations.
  - (B) They feel a deeper loyalty to their hometowns than to the city in which their franchise is located.
  - (C) They often purchase vacation homes situated in warm climates to live in during the off-season.
  - (D) They do not always spend their earnings in the cities where their teams are located.

### Assessment Focus

Question 3 asks students to first determine the author's perspective and then to identify a statement with which he would agree. The author cites an expert opinion that most professional athletes do not "reinvest [their earnings] in the local community," and he defines this type of spending as "leakage," or "money that doesn't stick in the local economy." Therefore, it is reasonable that the author believes that athletes do not always spend their earnings in the cities where their teams are located.

**Correct answer: D**

**Learning objective category:** Critical reading (LO 1.1A)

**Domain:** Reading

## WRITING PASSAGE

**How Fate Functions in *Romeo and Juliet***

(1) In the Shakespearean play *Romeo and Juliet*, the two main characters, Romeo and Juliet, are described as “star-crossed lovers” destined to be together. (2) However, it is not fate that brings the two of them together, but the relatively minor character Benvolio. Benvolio’s artful persuasion serves as the catalyst to the tragedy and is a critical element of the plot. (3) In Act 1, scene 2, when Romeo makes his first appearance, he tells his kinsman Benvolio that he is utterly miserable because Rosaline, the object of his affection, does not love him back. (4) Instead of indulging Romeo, feeling so strongly as Romeo does for Rosaline, Benvolio claims only because Romeo has not compared her to anyone else. (5) He tells Romeo that the way to forget about her is by “giving liberty unto thine eyes” (235) and allowing himself to “examine other beauties” (236). (6) Romeo is initially not about this idea.

(7) Later, when Benvolio and Romeo encounter a serving man from the house of Capulet, they learn that there is to be a party at the Capulets’ residence and that Rosaline will likely be there. (8) Benvolio repeats his earlier argument to Romeo and convinces Romeo to attend the party. (9) Benvolio tells Romeo “Go thither, and with unattained eye/Compare her face with some that I shall show,/And I will make thee think thy swan a crow” (92-94). (10) Romeo scoffs at this suggestion, but Benvolio’s words turn out to be an accurate prediction. (11) It is at this party that Romeo encounters Juliet, and the stars of the “star-crossed lovers” are finally aligned.

4. Which choice is the best version of the underlined portion of sentence 4?

- (A) NO CHANGE
- (B) Romeo feels his emotions so strongly for Rosaline claims Benvolio
- (C) Benvolio claims that Romeo feels so strongly for Rosaline
- (D) claiming is Benvolio that Romeo’s strong feelings for Rosaline

**Assessment Focus**

Question 4 asks students to revise sentence 4 to ensure it is grammatically correct and accurate. The original version of sentence 4 lacks clarity. Logically, “Instead of indulging Romeo” modifies Benvolio, but it’s not clear unless “Benvolio” immediately follows the phrase.

**Correct answer: C**

**Learning objective category:** Conventions of Standard English (LO 3.3A, EK 3.3A3)

**Domain:** Language

5. Which choice is the best version of the underlined portion of sentence 6?

- (A) NO CHANGE
- (B) resistant to
- (C) disgusted by
- (D) allergic to

### Assessment Focus

Question 5 asks students to choose the most precise phrase based on the context of the sentence and the text as a whole. While all of the choices relate to the writer's likely intended meaning, only "resistant to" captures the precise meaning, tone, and formality level of the text.

**Correct answer: B**

**Learning objective category:** Precise language (LO 3.2A)

**Domain:** Language

6. The writer wants the underlined portion of sentence 10 to effectively transition to the idea in sentence 11. Which choice best accomplishes that goal?

- (A) NO CHANGE
- (B) because he still believes Benvolio is wrong.
- (C) as he views Rosaline as the ideal woman.
- (D) and the play continues.

### Assessment Focus

Question 6 asks students to choose the most effective transition between the second-to-last sentence and the conclusion. The current sentence 10 is the best answer, because it both connects to the main idea of the text and introduces the ideas in the final sentence.

**Correct answer: A**

**Learning objective category:** Organization and revision (LO 2.1C, EK 2.1C2)

**Domain:** Writing

## Pre-AP English 2 Course Designation

Schools can earn an official Pre-AP English 2 course designation by meeting the program commitments summarized below. Pre-AP Course Audit Administrators and teachers will complete a Pre-AP Course Audit process to attest to these commitments. All schools offering courses that have received a Pre-AP Course Designation will be listed in the Pre-AP Course Ledger, in a process similar to that used for listing authorized AP courses.

### PROGRAM COMMITMENTS

- Teachers have read the most recent *Pre-AP English 2 Course Guide*.
- The school ensures that Pre-AP frameworks and assessments serve as the foundation for all sections of the course at school. This means that the school must not establish any barriers (e.g., test scores, grades in prior coursework, teacher or counselor recommendation) to student access and participation in Pre-AP English 2 coursework.
- Teachers administer at least one of two learning checkpoints per unit on Pre-AP Classroom and one performance task per unit.
- Teachers complete the foundational professional learning (Online Foundational Modules or Pre-AP Summer Institute) and at least one online performance task scoring module. The current Pre-AP coordinator completes the Pre-AP Coordinator Online Module.
- Teachers align instruction to the Pre-AP English High School Course Framework and ensure their course meets the curricular commitments summarized below.
- The school ensures that the resource commitments summarized below are met.

### CURRICULAR COMMITMENTS

- The course provides opportunities for students to develop understanding of the Pre-AP English 2 knowledge and skills articulated in the course framework through the four units of study.
- The course provides opportunities for students to engage in the Pre-AP shared instructional principles.
  - ◆ close observation and analysis
  - ◆ evidence-based writing
  - ◆ higher-order questioning
  - ◆ academic conversation
- The course provides opportunities for students to engage in the three Pre-AP English areas of focus. The areas of focus are:
  - ◆ reading closely
  - ◆ valuing evidence
  - ◆ noticing language
- The instructional plan for the course includes opportunities for students to continue to practice and develop disciplinary skills.

- The instructional plan reflects time and instructional methods for engaging students in reflection and feedback based on their progress.
- The instructional plan reflects making responsive adjustments to instruction based on student performance.

**RESOURCE REQUIREMENTS**

- The school ensures that participating teachers and students are provided computer and internet access.
- Teachers should have consistent access to a video projector for sharing web-based instructional content and short web videos.
- The school ensures that students have access to a range of in-class and independent reading materials.

## Accessing the Digital Materials

Pre-AP Classroom is the online application through which teachers and students can access Pre-AP instructional resources and assessments. The digital platform is similar to AP Classroom, the online system used for AP courses.

Pre-AP coordinators receive access to Pre-AP Classroom via an access code delivered after orders are processed. Teachers receive access after the Pre-AP Course Audit process has been completed.

Once teachers have created course sections, students can enroll in them via access codes. When both teachers and students have access, teachers can share instructional resources with students, assign and score assessments, and complete online learning modules; students can view resources shared by the teacher, take assessments, and receive feedback reports to understand progress and growth.

