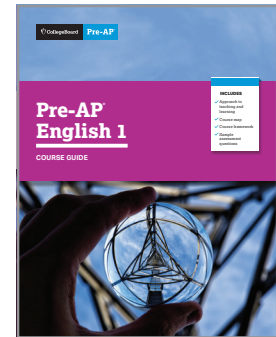




Pre-AP English 1 and Georgia Standards of Excellence for English Language Arts: Alignment Summary

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

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



Alignment at a Glance: Very Strong

GSE for ELA:



- **Reading**
Key Ideas and Details
Craft and Structure
Integration of Knowledge and Ideas
Range of Reading and Level of Text Complexity
- **Writing**
Text Types and Purposes
Production and Distribution of Writing
Research to Build and Present Knowledge
Range of Writing
- **Speaking and Listening**
Presentation of Knowledge and Ideas
- **Language**
Knowledge of Language
Vocabulary Acquisition and Use

Discipline Highlights

- ✓ Overall, the alignment between the Pre-AP English High School Course Framework and the Georgia Standards of Excellence for English Language Arts is very strong.
- ✓ Across all strands of the Georgia Standards of Excellence for English Language Arts, the majority of standards are fully addressed by the Pre-AP framework.
- ✓ All standards from the GSE for ELA Writing strand are covered in full by the Pre-AP framework.
- ✓ All of the Reading, Speaking and Listening, and Language standards are covered in full or in part by the Pre-AP framework.



= **Very strong alignment**



= **Partial alignment**

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

Alignment at a Glance: Partial

GSE for ELA:



- **Speaking and Listening**
Comprehension and Collaboration
- **Language**
Conventions of Standard English

Discipline Highlights



While the overall alignment between the Georgia Standards of Excellence for English Language Arts and the Pre-AP English High School Course Framework is very strong, there are a few areas of partial alignment due to the more granular nature of some of the Georgia Standards of Excellence for English Language Arts.



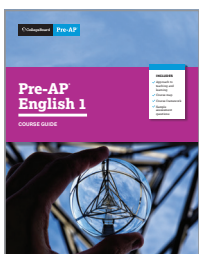
There are a few partial alignments related to very discrete skills such as attending to spelling and setting rules for peer discussions.



The Pre-AP framework includes opportunities to address a range of discrete skills within broader learning objectives such as LO 3.3A, "Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity," and LO 5.1A, "Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others."

Summary

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



Learn more about Pre-AP English 1 at preap.org