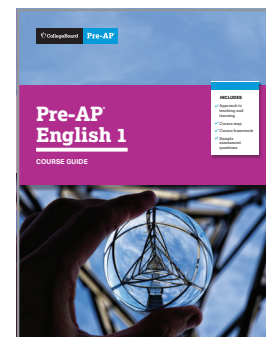




Pre-AP English 1 and English Standards of Learning for Virginia Public Schools: Alignment Summary

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 English Standards of Learning for Virginia Public Schools 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

English SOL for VA:



- Communication and Multimodal Literacies
- Reading
- Writing
- Research

Discipline Highlights

- ✓ Overall, the alignment between the Pre-AP English High School Course Framework and the English Standards of Learning for Virginia Public Schools is very strong.
- ✓ Across all strands of the English Standards of Learning for VA, the majority of standards are fully addressed by the Pre-AP framework.
- ✓ All standards from the Writing and Research strands are covered in full by the Pre-AP framework.
- ✓ All of the Communication and Multimodal Literacies and Reading 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 English Standards of Learning for Virginia Public Schools 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

Discipline Highlights



While the overall alignment between the English Standards of Learning for Virginia Public Schools 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 English Standards of Learning for Virginia.



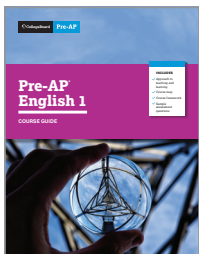
Virginia's English standards at times include more granular statements than the Pre-AP learning objectives and essential knowledge statements. For example, Virginia English student expectation 9.4 specifies the types of fictional texts students are to read, including narratives, literary nonfiction, poetry, and drama. This is more broadly stated in Pre-AP LO 1.1A, "Analyze a wide range of texts for multiple meanings."



There are few partial alignments, and most are focused on discrete skills such as setting rules for group work, taking votes, and assuming responsibility for specific tasks within a group. The Pre-AP framework includes opportunities to address these discrete skills in the context of academic discussion as outlined in 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 English Standards of Learning for Virginia Public Schools. 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 English Standards of Learning for Virginia with confidence throughout this course**



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