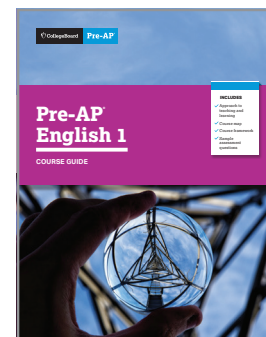




Pre-AP English 1 and the NC English Language Arts Standard Course of Study: Alignment Summary

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 North Carolina English Language Arts Standard Course of Study 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

NC ELA Standards:



- **Reading**
Key Ideas and Evidence
Craft and Structure
Integration of Ideas and Analysis
- **Writing**
Text Types, Purposes, and Publishing
Research
- **Speaking and Listening**
Collaboration and Communication
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 North Carolina English Language Arts Standard Course of Study is very strong.
- ✓ All of the North Carolina English Language Arts Anchor Standards are addressed by the Pre-AP course framework.
- ✓ All NC ELA standards related to Research, Presentation of Knowledge and Ideas, Knowledge of Language, and Vocabulary Acquisition and Use are covered in full by the Pre-AP course framework.
- ✓ All the NC ELA standards in the areas of Reading, Writing, Speaking and Listening, and Language are covered in full or in part by the Pre-AP course framework.



= **Very strong alignment**



= **Partial alignment**

Alignment between the Pre-AP English High School Course Framework and the NC English Language Arts Standard Course of Study is described as *very strong* or *partial*. A *very strong* alignment is one in which the majority of the 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

NC ELA Standards:



- **Reading**
Range of Reading
and Level of Text
Complexity
- **Language**
Conventions of
Standard English

Discipline Highlights

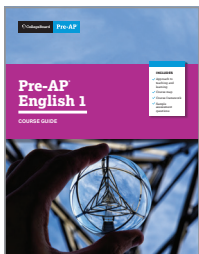
✓ While the overall alignment between the NC English Language Arts Standard Course of Study and the Pre-AP English 1 framework is very strong, there are a few areas of partial alignment due to differences in the level of specificity in certain areas.

✓ North Carolina's English Language Arts Standard Course of Study at times includes more granular statements than the Pre-AP learning objectives. For example, NC standard RL.9-10.10, which requires connecting prior knowledge and experiences to text, is not addressed specifically in the Pre-AP course framework. However, the broader expectation of understanding literature using a range of reading strategies and resources found in Pre-AP LO 1.1C provides opportunities for the development of this skill. In addition, EK 1.1C2 calls for metacognitive reflection during the reading process.

✓ There are few partial alignments, with most of those focused on discrete skills such as attending to spelling. The Pre-AP framework includes opportunities to address a range of discrete skills within broader learning objectives such as LO 3.3A.

Summary

Beyond alignments to the Pre-AP 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 NC English Language Arts Standard Course of Study. 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 NC English Language Arts Standard Course of Study with confidence throughout this course.**



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