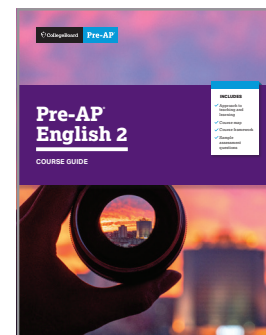




Pre-AP English 2 and Texas Essential Knowledge and Skills for English Language Arts and Reading: Alignment Summary

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 Texas Essential Knowledge and Skills for English Language Arts and Reading to support teachers and schools in their planning. Along with the corresponding standards crosswalk, teachers and schools can use this alignment summary when planning and preparing to implement Pre-AP English 2.



Alignment at a Glance: Very Strong

TEKS for English Language Arts and Reading:



- Oral Language
- Vocabulary
- Comprehension Skills
- Response Skills
- Multiple Genres: Literary Elements
- Multiple Genres: Genres
- Author's Purpose and Craft
- Composition: Writing Process
- Composition: Genres
- Inquiry and Research

Discipline Highlights

- ✓ Overall, the alignment between the Pre-AP English High School Course Framework and the TEKS for English Language Arts and Reading is very strong.
- ✓ Across all 11 parts of the TEKS for English Language Arts and Reading, the majority of standards are addressed in full or in part by the Pre-AP course framework.
- ✓ All of the Composition standards are addressed in full or in part by the Pre-AP course framework.
- ✓ All of the Inquiry and Research standards are addressed 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 TEKS for English Language Arts and Reading 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

TEKS for English Language Arts and Reading:



- Self-Sustained Reading

Discipline Highlights



While the overall alignment between the Texas Essential Knowledge and Skills for English Language Arts and Reading and the Pre-AP English 2 framework is very strong, there are a few areas of partial alignment due to the more granular nature of some of the TEKS for English Language Arts and Reading.



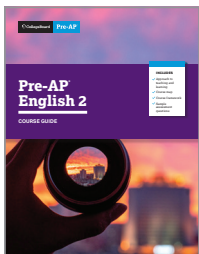
The TEKS for English Language Arts and Reading include more granular statements than the Pre-AP learning objectives. For example, TEKS E2.2.C, which requires determining the meaning of foreign words or phrases used frequently in English, is not addressed specifically in the Pre-AP course framework. However, the broader expectation of determining word meanings using context clues, morphology, and resources found in Pre-AP LO 3.1A-C provide opportunities for the development of this skill.



Similarly, the TEKS specifies that students read self-selected texts for an extended period of time, while the Pre-AP framework addresses this more broadly with the objective that students use a repertoire of active reading strategies appropriate to the text and task.

Summary

Beyond alignments to the course framework, it is also important for educators to turn to the Pre-AP Shared Principles and Pre-AP English Areas of Focus to understand the full picture of alignment between Pre-AP English 2 and the TEKS for English Language Arts and Reading. 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 TEKS for English Language Arts and Reading with confidence throughout this course.**



Learn more about Pre-AP English 2 at preap.org