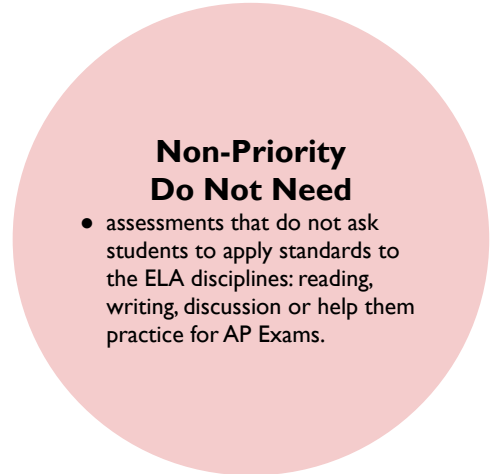
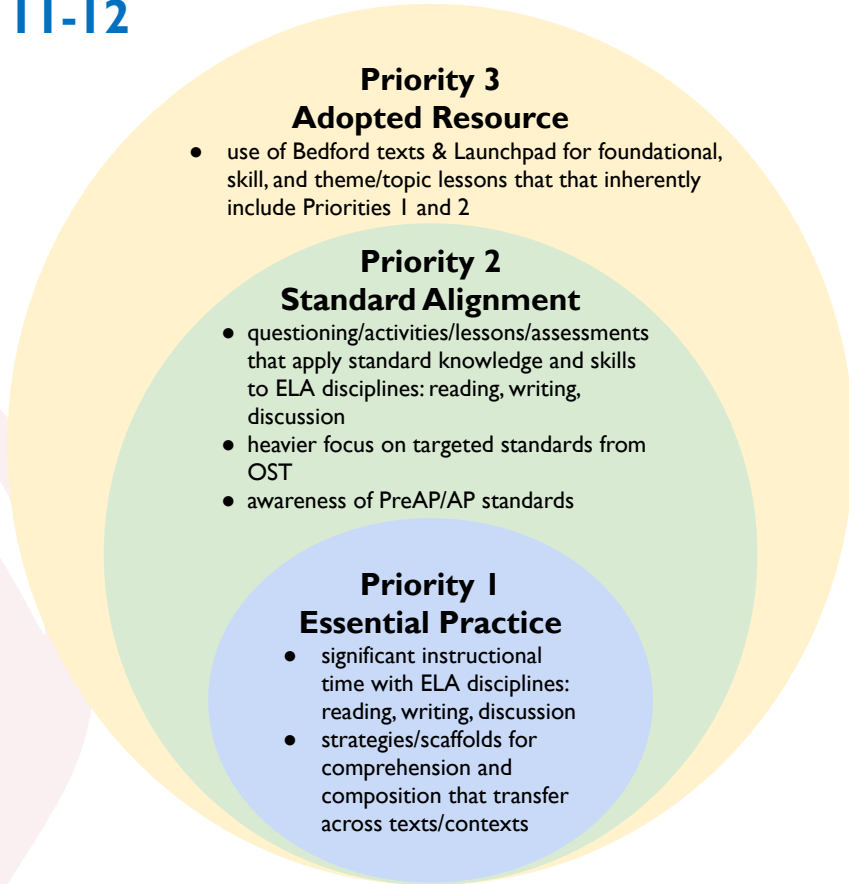


Clarifying Content Priorities: HONORS ENGLISH 9-10 and AP ENGLISH 11-12



These graphic organizers focus on the practices, skills/standards, and resources for Honors and AP English that best prepare students to become college and career ready. **NOTE:**All three priorities can be executed simultaneously because the adopted resource (3) is standard aligned (2) and provides both content and tools for essential practice of ELA disciplines (1).



Closer Look at Priority 1: Essential Practice

Priority 1 Essential Practice

- significant instructional time with ELA disciplines: reading, writing, discussion
- strategies/scaffolds for comprehension and composition that transfer across texts/context



- read on-grade-level, complex texts without scaffolding; read above-grade-level texts with or without scaffolding
- use reading comprehension and close reading strategies to analyze and synthesize texts
- discuss on-grade-level and above-grade-level, complex texts using standard learning targets/intentions for OLS and PreAP/AP
- write about on-grade-level and above-grade-level, complex texts using standard learning targets/intentions for OLS and PreAP/AP

Resources:

- Bedford texts & Launchpad offer on-grade-level and above-grade-level complex texts with suggested scaffolds.
- Bedford texts & Launchpad offer reading comprehension and close reading strategies as part of the foundational, skill, and thematic/topic chapters.
- Bedford texts & Launchpad offer conversational groupings of texts to facilitate discussion of complex texts.
- Bedford texts & Launchpad offer writing practice that mirrors the tasks on AP Exams.
- Close Reading guides and documents, Writing guides and rubrics, and Speaking/Discussion guides, protocols, rubrics are available on the CCS ELA 6-12 Webpage (<https://www.ccssoh.us/English6-12>) at the ELA Strand Resources for Reading, Writing, Language, & Speaking Quick Link (<https://oh01913306.schoolwires.net/Page/5828>).

Research:

- Because higher text complexity of test passages on the OST and ACT resulted in lower student success, students' interaction with close reading and complex text must increase. They need to read widely from both literary and informational texts and increase close reading, analysis, and synthesis practice. They must Read, Write, and Discuss Every Day!
- CCS students are not scoring in the highest category in two writing areas. They need more practice with response-to-text argument and informative/explanatory writing and to increase the amount of writing they do each year. They must Read, Write, and Discuss Every Day!

Closer Look at Priority 2: Standard Alignment



Priority 2 Standard Alignment

- questioning/activities/lessons/assessments that apply standard knowledge and skills to ELA disciplines: reading, writing, discussion
- heavier focus on targeted standards from OST
- awareness of PreAP/AP standards



- teachers should have the intentions of the standards in mind when asking questions, designing activities, creating lessons, and producing assessments so that students are tasked with applying the standards to their readings, writings, and discussions

Targeted Priority Standards on the OST: (9th-10th Grade Standards, 11th-12th Grade Standards)

-Grade 9-10: **RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9; RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, RI.8, RI.9; L.4, L.5; W.1, W.2**

Additional Standards (PreAP/AP) for Awareness

-PreAP I (9) Big Ideas/Enduring Understandings; PreAP 2 (10) Big Ideas/Enduring Understandings; AP English Language Big Ideas/Enduring Understandings; AP Literature Big Ideas/Enduring Understandings

Resources:

-Bedford texts & Launchpad offer foundational and application questions, activities, lessons, and assessments that align to OLS and PreAP/AP standards with suggested responses.

-College Board releases sample responses from each of its past AP tests that can be used as exemplars.

-AP, ACT, SAT, and OST Standardized test prep items are available on the CCS ELA 6-12 Webpage (<https://www.ccsos.us/English6-12>) at the Standardized Testing Quick Link (<https://oh01913306.schoolwires.net/Page/2615>).

Research:

-READING: Because many CCS students on the 2019 OST test had the highest proficiencies and lowest proficiencies on questions aligned to the same Reading Standards and did not have consistent scores on the same Standards, there seemed to be no clear pattern of success on Standard-aligned questions, but certain passages had clearer success rates. This is absolutely in line with larger research studies, such as the 2006 ACT study that said "the clearest differentiator" between students who met or exceeded benchmark scores "was students' ability to answer questions associated with complex texts." Student Achievement Partners and Teaching Lab have found that isolating comprehension skills in a teach-assess-reteach cycle in secondary education is a "smooth road in the wrong direction."

Although this method is helpful in mastering foundational skills in elementary grades, in secondary education the TEXT should guide reading comprehension instruction. It is our students' abilities to understand TEXT that determines OST proficiencies.

-WRITING: Writing time should be driven by exemplars that focus on the protocols required to construct fully-developed essays with introductions, conclusions, transitions, and bodies that have evidence/elaboration. Researchers agree that American students need to increase the amount of writing they do in school and use exemplars as models if they want to become college and career ready.

Closer Look at Priority 3: Adopted Resource



Priority 3 Adopted Resource

- use of Bedford texts & Launchpad for foundational, skill, and theme/topic lessons that that inherently include Priorities 1 and 2



- Bedford texts & Launchpad offer foundational skill chapters at the beginning of the course, then thematic/topic-based chapters allow for application of the skills.
- Bedford texts & Launchpad offer suggestions for novels to be paired with its chapters.
- Bedford texts & Launchpad offer more readings, writings, activities, assessments than necessary to allow for choice and targeting.
- Bedford texts & Launchpad offer help/tutorials/trainings. **Support Help Center Form:** <https://macmillan.force.com/bfwhighschool/s/>; **Trainings and Tutorials:** [Bedford Overviews, Slideshows, Trainings, and Tutorials](#)
- Bedford texts & Launchpad offer on-grade-level and above-grade-level complex texts with suggested scaffolds.
- Bedford texts & Launchpad offer reading comprehension and close reading strategies as part of the foundational, skill, and thematic/topic chapters.
- Bedford texts & Launchpad offer conversational groupings of texts to facilitate discussion of complex texts.
- Bedford texts & Launchpad offer writing practice that mirrors the tasks on AP Exams.
- Bedford texts & Launchpad offer foundational and application questions, activities, lessons, and assessments that align to OLS and PreAP/AP standards with suggested responses.
- Curriculum Maps and Course Folders are available on the CCS ELA 6-12 Webpage (<https://www.ccsch.us/English6-12>) at the Curriculum/Instructional Resources Grades 9-12 Quick Link (<https://oh01913306.schoolwires.net/Page/2599>). These include the new AP Adjusted Pacing Guides for reduced content.

Vertical Alignment::With the adoption of Bedford texts & Launchpad for Honors 9, Honors 10, AP Language, and AP Literature, there is now a vertical alignment for all four courses where recursive lessons develop skills. Repeated skills include listening, active and close reading, rhetorical situation, rhetorical appeals, making claims and writing thesis statements, presenting evidence, writing and argument + synthesis, writing an analysis of argument, writing an analysis of fiction and prose, writing an analysis of poetry.