

HB 5 College Preparatory English Content Framework

Target Students: This course is appropriate for any 12th grade student whose performance on measures outlined in TEC §28.014 indicates that the student is not on track to perform entry-level college coursework in English Language Arts. This course is designed to advance college and career readiness.

Recommended Prerequisites: Satisfactory performance on the English I & II STAAR/EOC examinations and successful course completion of English III.

Course Description:

Students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. This course is designed to prepare students for college-level reading and writing intensive courses. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for reading and writing at the partnering institution(s).

Course Goal:

The goal of this course is to develop students as critical readers, thinkers, and purposeful writers prepared for college success in introductory courses across disciplines.

Student Learning Outcomes & Learning Objectives:

Upon successful completion of this course, students will be able to:

- (1) Set individual learning goals, and self-monitor during the learning process by articulating difficulties, identifying solutions, and asking for assistance when appropriate.
- (2) Determine the meaning of unfamiliar vocabulary within text by analyzing context and using appropriate resources; incorporate expanded vocabulary into oral and written communication.
- (3) Describe, communicate, and apply insights gained from reading and writing a variety of texts through reflection.
- (4) Interact with text to discover evidence of author's purpose, intended audience, tone/voice, and message across a variety of texts.
- (5) Analyze text to determine effective support and construct well-reasoned inferences across multiple texts of varying lengths and complexities.
- (6) Discuss ideas in a variety of formal and informal contexts, contribute to group dialogue, and incorporate others' ideas into individual work and learning approach when appropriate.
- (7) Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim; effectively modify the claim based on results of inquiry.
- (8) Compose a variety of texts that demonstrate depth of understanding, clarity of focus, logical progression of ideas, and employment of rhetorical strategies.
- (9) Develop a research plan by generating questions, considering multiple arguments and ideas, gathering valid information from credible sources, and ethically incorporating outside ideas and perspectives into writing.

- (10) Plan investigations, collect and interpret data, and effectively communicate findings in a variety of formats.
- (11) Collaborate with peers throughout the reading and writing process to build upon ideas, investigate a problem, explore complexities of issues, and improve writing.
- (12) Revise writing to increase continuity of ideas, academic tone, accuracy of communication, and clarity of purpose.

Outline of Instruction:

- I. Writing
 - (A) Determining effective approaches, forms, and rhetorical techniques to communicate purpose to an audience.
 - (B) Generating ideas and gathering information.
 - (C) Evaluating relevance, quality, sufficiency, and depth of preliminary ideas and information.
 - (D) Formulating a thesis.
 - (E) Recognizing the importance of revision as the key to effective writing.
 - (F) Edit writing for proper voice, tense, and syntax.
- II. Reading
 - (A) Making complex inferences, and supporting inferences with text evidence.
 - (B) Understanding and incorporating new vocabulary and academic concepts.
 - (C) Analyzing and evaluating information within and across texts and genres.
 - (D) Connecting literary and other texts to personal experience and historical circumstances.
- III. Communication Skills
 - (A) Understanding formal and informal communication.
 - (B) Developing effective speaking styles for group and one-on-one situations.
 - (C) Applying listening skills in a variety of settings.
- IV. Research
 - (A) Formulating research questions.
 - (B) Exploring research topics.
 - (C) Developing a research plan.
 - (D) Gathering relevant sources.
 - (E) Evaluating validity and reliability.
 - (F) Synthesizing and organizing information.
 - (G) Designing and presenting.
 - (H) Using source material ethically.

Resources:

TASA on iTunes U: The Texas Association of School Administrators (TASA) announces the expansion of digital resources in TASA on iTunes U® to now include content that school districts may use to satisfy the college preparatory course requirements in House Bill 5. Building upon the existing resources available in TASA on iTunes U®, TASA engaged experienced teachers, content specialists, and higher education faculty to create a collection of digital resources that are aligned with the Texas College and Career Readiness Standards and the TEKS. Districts can rely on this vetted compilation of interactive, online content to develop—in consultation with their higher education partner—their own college preparatory courses in responding to this HB 5 requirement.

Southern Regional Educational Board: Literacy Ready: The SREB's college readiness courses were developed by a team of state representatives from K-12 through higher education from the first five partner states — Arkansas, Georgia, Kentucky, North Carolina, and Tennessee. This diverse team worked together for two years to develop the courses and build consensus around how to prepare students for postsecondary work. Representatives from the additional partner states assisted in reviewing and revising of the courses before publication. The initial classroom version of the SREB Readiness Courses are available for any state, district, school or teacher to download online, free of charge, as of November 2013. SREB plans to update future versions of the courses based on feedback from classroom teachers.

With the help of Apple Inc., SREB is also building online versions of the courses for increased flexibility for states and schools. These courses will be available in spring 2014 on a new SREB iTunes U page. SREB plans to work with states to ensure a process for measuring the extent to which students emerge from these courses college-ready; and evaluate course effectiveness. This course teaches students strategies for reading and truly understanding specific kinds of complex texts in all subjects — reading a biology textbook, for example, is different than reading short stories or history research articles. Students learn to develop and defend ideas from the text and write about them in different college-level formats.

College Readiness Assignments for Texas: College Readiness Assignments for Texas (CRAFT) is a project based at The University of Texas at Austin and is supported by a generous grant from the Texas Higher Education Coordinating Board (THECB). As part of the CRAFT project, high school and college educators collaborated to develop College Readiness Assignments (CRAs) aligned to the Texas College and Career Readiness Standards (CCRS).

SA Ready: College—Career—Life: SA Ready is a free platform that gives teachers access to high quality lesson plans and teaching resources. Developed in partnership between Generation TX San Antonio and Educational Policy Improvement Center (EPIC), SA Ready is aligned with Texas College and Career Readiness Standards (CCRS) and helps prepare teachers to implement college-and career-ready lessons.

This framework for the HB 5 College Preparatory Course in English language arts is the result of a collaborative process organized by the Texas Success Center (TSC) at the Texas Association of Community Colleges (TACC). A committee consisting of content experts from both Higher Education and K-12 educators worked collaboratively to develop and revise this framework, seeking input from educators across the state. This feedback, along with the Learning Outcomes in the Lower-Division Academic Course Guide Manual (ACGM), the Texas College and Career Readiness Standards (CCRS), and other relevant materials informed the committee's work. The HB 5 College Preparatory Course framework development is an ongoing, rigorous process designed to be inclusive of voices from multiple stakeholders with the goal of producing exceptional course materials. If you wish to contribute feedback that would benefit the continued development of this framework, please email HB5ELAR@tacc.org.

