



## BRIDGE TO COLLEGE ENGLISH LANGUAGE ARTS

### Course Overview

*Bridge to College English language arts* is designed to be a year-long class that prepares students for college-level coursework. The course addresses what it means to be college ready in reading, writing, critical thinking, and habits of mind. In addition, the course develops the rhetorical reading and writing processes that are utilized in college-level coursework.

### Description

The course curriculum emphasizes English language arts claims and habits of mind found within Washington's K-12 ELA Learning Standards (the Common Core State Standards, CCSS-E).

Throughout the course, instruction will focus on the major shifts in ELA and help students understand the importance of practicing with complex text, academic language, using evidence to support claims, and building knowledge through content-rich nonfiction. Each module is designed to teach students the skills that they will need to be successful in academic coursework by introducing strategies in pre-reading, reading, post-reading, making a claim, discourse, drafting, revising, and editing. Students will practice the skills by using multiple texts and strategies that serve as a catalyst for inquiry and critical thinking about relevant topics.

### Course Content and Approach

In 2013, high school teachers and higher education faculty from Washington began meeting to answer questions about student preparation for college-level work in English language arts. They identified what it meant to be college-ready in reading, writing, critical thinking and the habits of mind. From this work, the team developed a set of course outcomes and began the process of developing the curriculum for the course. Although numerous modules and units were reviewed, the team settled on a curriculum that uses modules from the California State University Expository Reading and Writing Course (ERWC), the Southern Region Education Board's Literacy Ready course, and Engage New York. These modules integrate the foundational elements of English language arts while developing the rigor required to produce academic conversations and writing on relevant topics.

Each module adheres to the elements presented in the ERWC Assignment Template which provides a research-based, practitioner proven process for reading and writing success. Its stages take students from the initial pre-reading stage to the editing and completion of complex writing tasks. With this foundation in place, teachers and students have the freedom to adjust and adapt the many elements of the modules to fit their needs.

With their students in mind, the teachers select six of the thirteen modules to build their own version of the course, using the template to develop focused activities. In addition, two modules must include full-length texts (one fiction\* and one non-fiction\*\*).



California State University <i>Expository Reading and Writing Course</i>	Engage New York	Southern Regional Education Board <i>Literacy Ready</i>
1984*	Evidence Based Claims	Unit I – The Shallows**
Brave New World*		Unit II – Ubik*
Bring A Text to Class		
Good Food, Bad Food		
Into the Wild**		
Juvenile Justice		
Language, Gender and Culture		
Racial Profiling		
Rhetoric of the Op-Ed		
To Clone or Not to Clone		

### Recommended Priority for Student Enrollment

The *Bridge to College English language arts* course is designed for seniors who scored at Level 2 on the Smarter Balanced 11<sup>th</sup> grade assessment and those who have passed a third credit of English in high school.

### Important Notes

1. Currently, the Bridge to College English language arts course does not qualify for NCAA or for a COE course. However, we are continuing to pursue both of these options and intend to have guidance for districts and schools.
2. Beginning in fall 2016, seniors who completed the Bridge course with a B grade or better **and** scored at Level 2 on the Smarter Balanced 11<sup>th</sup> grade assessment, will be considered college-ready by participating higher education institutions in Washington<sup>i</sup> and permitted to enroll in an entry college-level ELA course without having to take pre-college courses or enduring additional placement testing.<sup>ii</sup>

### Questions

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<sup>i</sup> Currently all 34 of the community and technical colleges and Eastern Washington University.

<sup>ii</sup> Students must use the placement agreement during the first year following their senior year of high school.