

Washington *Bridge to College* Transition Courses



BRIDGE TO COLLEGE ENGLISH LANGUAGE ARTS--COURSE OVERVIEW

Bridge to College English language arts (ELA) is a year-long course focusing on the English language arts key readiness standards from Washington State's K-12 Learning Standards for English language arts (the Common Core State Standards, CCSS-ELA). The course is designed to prepare students for entrance into post- secondary credit bearing courses. The course addresses lessons in critical reading, academic writing, speaking and listening, research and inquiry, and language use. ***This course must be taught using the Bridge to College English language arts curricular materials***, and the appropriate course name, and course code (see below for details).

Course Name and Code: Bridge to College English language arts - #01069

Description: The course curriculum emphasizes focused reading, writing, speaking & listening, and research work based on Washington State's K-12 Learning Standards for English language arts (the Common Core State Standards, CCSS-ELA). This course will develop students' college and career readiness by building skills in critical reading, academic writing, speaking and listening, research and inquiry, and language use as defined by the CCSS-ELA for high school. Students will engage with rigorous texts and activities that support the standards' additional goals of developing the capacities of literacy, including deepening appreciation of other cultures, valuing evidence and responding to varying tasks across content areas, and navigating technology to support their work. Students will learn to evaluate the credibility of information, critique others' opinions, and construct their own opinions based on evidence. By the end of the course, students will be able to use strategies for critical reading, argumentative writing, and independent thinking while reading unfamiliar texts and responding to them in discussion and writing. The course will also develop essential habits of mind necessary for student success in college, including independence, productive persistence, and metacognition. For seniors who score in Level 2 on the Smarter Balanced 11th grade assessment, the *Bridge to College English Language Arts (ELA)* course will offer an opportunity (with a B or better course grade) to place into college-credit courses when entering college directly from high school (see Note 1. below).

Course Content and Approach

The *Bridge to College ELA* course will consist of a set of instructional modules to be selected from a set of eight modules being pilot-tested during the spring 2015 term. Final decisions about the specific modules to be used in the course for 2015-16 will be made in June 2015 based on the results of the pilot efforts.

The modules being tested are drawn from three sources

1. the Cal State University Expository Reading and Writing Course
(<https://www.calstate.edu/eap/englishcourse/materials.shtml>)



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2. the Southern Regional Education Board (SREB) *Literacy Ready* transition course (http://www.sreb.org/page/1683/literacy_ready.html)
3. the grade 12 instructional materials developed by EngageNY (<https://www.engageny.org/resource/grade-12-english-language-arts>)

All of the modules and related materials are available on the web in an openly-available Canvas (<http://www.instructure.com/>) course site; anyone interested in reviewing the resources can access them by using this web link (<https://resources.instructure.com/enroll/EXRFK9>) or by teachers registering here (<https://resources.instructure.com/register>) and then using this code—EXRFK9—to join the “ELA Bridge” class.

Recommended Priority for Student Enrollment

The *Bridge to College English Language Arts* (ELA) course is designed for seniors who score at Level 2 on the Smarter Balanced 11th grade assessment and for:

- Students who are seeking an alternative to a core English 12 class.
- Students recommended by high school instructors based on other factors such as readiness for the course material and expectations.
- Students who seek to strengthen their literacy skills to successfully engage in college-level coursework.

Important Notes:

1. Pending final review of the 2014-15 course pilots, 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 11th grade assessment, will be considered college-ready by Washington community and technical colleges and permitted to enroll in an entry college-level English course (English Composition or its equivalent) with no remediation or additional placement testing required.
2. Currently, the Bridge to College English Course does not qualify in lieu of a COE course.
3. To meet the minimum admissions requirements for state baccalaureate institutions, students need to pass four (4) credits of English, determined by the Washington Student Achievement Council (College Academic Distribution Requirements (CADR), 2014).



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Key High School Learning Standards for the Bridge to College ELA Course

This course is a comprehensive English language arts course for 12th grade, covering the entirety of the 12th grade standards for reading (literary and informational text), writing, speaking and listening, research and inquiry, and language use. All tasks and texts have rigor and complexity at the 12th grade level. An emphasis will be placed on the following college and career readiness standards:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (RL & RI.1¹)
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (RL & RI.2)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1)
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.1)
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (RL & RI.8)
- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.1)
- Develop academic/analytical essays that are focused on a central idea and effectively organized. (W.2)

In the context of addressing these essential standards, the Bridge to College English course will require that students exhibit the following habits of mind:

- They become self-directed learners who can engage in academic tasks independently.*
- They demonstrate “grit” and persistence during academic tasks.
- They demonstrate metacognitive awareness.
- They respond to the varying demands of audience, task, purpose, and discipline.*
- They comprehend as well as critique.*

¹ The codes reference specific Common Core State Standards (e.g., RL= “Reading: Literature”); see <http://www.corestandards.org/ELA-Literacy/> for more details.



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****From the Introduction to the CCSS-ELA (p.7)***

