

Illinois Statewide Transitional English

Grade 12

READING & WRITING RW**1 Students can consider reading and writing tasks and adapt their approaches and strategies.** RW.1**R. IN READING** RW.1.R

- 1** Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting. RW.1.R.1
 - a** Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation. RW.1.R.1.A
 - b** Recognize and use text characteristics (titles, headings, subtitles, illustrations, graphs, charts, visuals, glossaries, chapter summaries, bolded and italicized text, etc.) to preview a text to make meaning. RW.1.R.1.B
 - c** Use a text's structural characteristics (topic sentences and transitional words and phrases, introductions, conclusions, patterns of organization, etc.) to make meaning. RW.1.R.1.C
- 2** Students can summarize a text. RW.1.R.2
 - a** Identify the topic of the text and the author's intent. RW.1.R.2.A
 - b** Accurately explain the main ideas of a text in their own words. RW.1.R.2.B
- 3** Students can expand passive (recognition) and active (expressive) academic and career-related vocabularies. RW.1.R.3
 - a** Determine meaning through context clues. RW.1.R.3.A
 - b** Determine meaning using dictionary skills. RW.1.R.3.B
 - c** Determine meaning using knowledge of word parts. RW.1.R.3.C
 - d** Determine meaning of words and phrases, including figurative, technical, and connotative meaning. RW.1.R.3.D
 - e** Recognize the difference between vocabulary that is appropriate in academic settings and vocabulary that is appropriate in career-related settings. RW.1.R.3.E
 - f** Incorporate academic vocabulary in their writing. RW.1.R.3.F

W. IN WRITING RW.1.W

- 1** Students can identify the audience, purpose, and context of any given writing task. RW.1.W.1
 - a** Make choices about content based on audience and purpose. RW.1.W.1.A
 - b** Make choices about organization based on audience and purpose. RW.1.W.1.B
 - c** Make choices about development based on audience and purpose. RW.1.W.1.C
 - d** Make choices about style and tone based on audience and purpose. RW.1.W.1.D

- 2 Students can choose writing processes based on audience, purpose, and task. [RW.1.W.2](#)
 - a Choose brainstorming and drafting strategies appropriate for the audience, purpose, and task. [RW.1.W.2.A](#)
 - b Use reflection and feedback from peers and teacher to revise and strengthen writing. [RW.1.W.2.B](#)
 - c Use editing and proofreading strategies to improve writing and conventions. [RW.1.W.2.C](#)
 - d Submit the final product in an appropriate format based on task, audience, and purpose. [RW.1.W.2.D](#)
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2 Students can analyze, evaluate, and synthesize while reading and writing. [RW.2](#)

R. IN READING [RW.2.R](#)

- 1 Students can analyze and interpret texts. [RW.2.R.1](#)
 - a Identify explicit and implicit ideas, main ideas, and supporting details. [RW.2.R.1.A](#)
 - b Determine the author's purpose, point of view, and tone, as well as the mood of a given text. [RW.2.R.1.B](#)
 - c Draw logical conclusions using evidence from a given text. [RW.2.R.1.C](#)
 - d Evaluate arguments by analyzing the use of rhetorical strategies and by identifying logical structures, including fallacies and/or errors in logical reasoning. [RW.2.R.1.D](#)
 - e Logically extend ideas related to a given text by employing at least one of the following connections: text-to-text, text-to-self, or text-to-world. [RW.2.R.1.E](#)
 - f Interpret figurative language (e.g., simile, metaphor, euphemism, hyperbole, etc.) and understand their role in the text. [RW.2.R.1.F](#)

W. IN WRITING [RW.2.W](#)

- 1 Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media. [RW.2.W.1](#)
 - a Choose sources based on task, audience, and purpose. [RW.2.W.1.A](#)
 - b Use sources to provide evidence to support a central idea or opinion. [RW.2.W.1.B](#)
 - c Incorporate sources by using signal phrases, quoting, paraphrasing, and summarizing. [RW.2.W.1.C](#)
 - d Identify content that needs to be cited, including summarized and paraphrased ideas. [RW.2.W.1.D](#)
 - e Develop Works Cited lists. [RW.2.W.1.E](#)
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**CRITICAL THINKING &
ANALYSIS** CTA

2 Students can analyze, evaluate, and synthesize while reading and writing. (cont.)

CTA.2

R. IN READING CTA.2.R

- 1** Students can understand credibility and reliability of evidence in texts while reading. CTA.2.R.1
 - a** Evaluate the effectiveness of an author's use of structure in exposition or argument, including the ways in which the structure may make points clear, convincing, and engaging. CTA.2.R.1.A
 - b** Determine (discuss) an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. CTA.2.R.1.B
 - c** Assess the strengths and limitations of a source in terms of the task, purpose, and audience. CTA.2.R.1.C
 - d** Evaluate the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the source. CTA.2.R.1.D
 - e** Evaluate differences in sources across modes and media. CTA.2.R.1.E
 - f** Evaluate how claims are supported with evidence and the effectiveness of those claims. CTA.2.R.1.F
 - g** Develop interpersonal and intertextual connections. CTA.2.R.1.G

W. IN WRITING CTA.2.W

- 1** Students can engage with evidence while writing. CTA.2.W.1
 - a** Write to reflect on the stylistic decisions made by other authors. CTA.2.W.1.A
 - b** Engage with evidence to expand and support their own ideas, arguments, and perspectives to convey their messages with impact and beauty appropriate to a given audience and purpose. CTA.2.W.1.B
 - c** Write to support claims for analysis or to examine and convey complex ideas, concepts, and information in substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CTA.2.W.1.C
 - d** Demonstrate an ability to evaluate source texts for the author's purpose, angle, and coverage including where the text leaves matters uncertain. CTA.2.W.1.D
 - e** Apply diverse sources that present authoritative, trustworthy, credible, and reliable information to support their own analysis and claim. CTA.2.W.1.E
 - f** Demonstrate an understanding of the reasons behind citation practices to avoid plagiarism and overreliance on any one source. CTA.2.W.1.F
 - g** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CTA.2.W.1.G
 - h** Integrate information into the text selectively to maintain the flow of ideas. CTA.2.W.1.H

3 Students can demonstrate information literacy skills. CTA.3

R. IN READING CTA.3.R

1 As an engaged reader... CTA.3.R.1

- a Evaluate role as a reader in information community. CTA.3.R.1.A**
- b Understand what makes sources authoritative and relevant to a given topic. CTA.3.R.1.B**

W. IN WRITING CTA.3.W

1 As a contributing writer... CTA.3.W.1

- a Evaluate role as a contributing writer in information community. CTA.3.W.1.A**
- b Evaluate and integrate multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem. CTA.3.W.1.B**