

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

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### **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