

State of Illinois Transitional English Course Parameters and Competencies

Reading & writing content competencies

(1) Students can consider reading and writing tasks and adapt their approaches and strategies.	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.	a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation.
		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.
		c. Use a text’s structural characteristics (topic sentences and transitional words and phrases, introductions, conclusions, patterns of organization, etc.) to make meaning.
	Students can summarize a text.	a. Identify the topic of the text and the author’s intent.
		b. Accurately explain the main ideas of a text in their own words.
	Students can expand passive (recognition) and active (expressive) academic and career-related vocabularies.	a. Determine meaning through context clues.
		b. Determine meaning using dictionary skills.
		c. Determine meaning using knowledge of word parts.
		d. Determine meaning of words and phrases, including figurative, technical, and connotative

		meaning.
		e. Recognize the difference between vocabulary that is appropriate in academic settings and vocabulary that is appropriate in career-related settings.
		f. Incorporate academic vocabulary in their writing.

(1) Students can consider reading and writing tasks and adapt their approaches and strategies.	Students can identify the audience, purpose, and context of any given writing task.	a. Make choices about content based on audience and purpose.
		b. Make choices about organization based on audience and purpose.
		c. Make choices about development based on audience and purpose.
		d. Make choices about style and tone based on audience and purpose.
	Students can choose writing processes based on audience, purpose, and task.	a. Choose brainstorming and drafting strategies appropriate for the audience, purpose, and task.
		b. Use reflection and feedback from peers and teacher to revise and strengthen writing.

		c. Use editing and proofreading strategies to improve writing and conventions.
(2) Students can analyze, evaluate, and synthesize while reading and writing.	Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media.	d. Submit the final product in an appropriate format based on task, audience, and purpose.
		a. Choose sources based on task, audience, and purpose.
		b. Use sources to provide evidence to support a central idea or opinion.
		c. Incorporate sources by using signal phrases, quoting, paraphrasing, and summarizing.
		d. Identify content that needs to be cited, including summarized and paraphrased ideas.
	e. Develop Works Cited lists.	
	Students can analyze and interpret texts.	a. Identify explicit and implicit ideas, main ideas, and supporting details.
		b. Determine the author's purpose, point of view, and tone, as well as the mood of a given text.
		c. Draw logical conclusions using evidence from a given text.
		d. Evaluate arguments by analyzing the use of rhetorical strategies and by identifying logical structures, including fallacies and/or errors in logical reasoning.

		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.
		f. Interpret figurative language (e.g., simile, metaphor, euphemism, hyperbole, etc.) and understand their role in the text.

Critical thinking & analysis content competencies

(2) Students can analyze, evaluate, and synthesize while reading and writing (continued).	Students can understand the credibility and reliability of evidence in texts while reading.	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.
		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.
		c. Assess the strengths and limitations of a source in terms of the task, purpose, and audience.
		d. Evaluate the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the source.
		e. Evaluate differences in sources across modes and media.

		f. Evaluate how claims are supported with evidence and the effectiveness of those claims.
		g. Develop interpersonal and intertextual connections.
	Students can engage with evidence while writing.	a. Write to reflect on the stylistic decisions made by other authors.
		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.
		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.
		d. Demonstrate an ability to evaluate source texts for the author's purpose, angle, and coverage including where the text leaves matters uncertain.
		e. Apply diverse sources that present authoritative, trustworthy, credible, and reliable information to support their own analysis and claim.
		f. Demonstrate an understanding of the reasons behind citation practices to avoid plagiarism and overreliance on any one source.

		g. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		h. Integrate information into the text selectively to maintain the flow of ideas.
(3) Students can demonstrate information literacy skills.	As a contributing writer...	a. Evaluate role as a contributing writer in information community.
		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.
	As an engaged reader...	a. Evaluate role as a reader in information community.
		b. Understand what makes sources authoritative and relevant to a given topic.

Metacognition - process competencies (does not have to be directly assessed)

METACOGNITION	Planning and Monitoring Students can construct and monitor an adaptive plan of action to structure their learning process using reading, writing, or critical thinking skills.	a. Identify and address break-downs in reading comprehension.
		b. Assess and address effectiveness of writing strategies to communicate a claim.
		c. Set goals for on-going learning with appropriate revisions in response to progress.

		d. Develop and assess learning process.
		e. Ask questions to identify issues of comprehension and complexity.
		f. Persist through complex literacy tasks.
		g. Engage challenging ideas, methods, and texts in order to develop literacy skills.
	Self-Reflection	a. Understand the impact of biases and assumptions on various groups and on themselves.
	Students can reflect upon collected and original thoughts in order to strengthen their reading, writing, and critical thinking processes.	b. Monitor biases and assumptions while working through literacy tasks.
		c. Make connections between self and the task.
		d. Seek help from appropriate resources.
		e. Articulate and assess methods of self-reflection.
		f. Adjust position, perspective, or plan as needed.
g. Reflect on how understanding has changed.		
Transfer	a. Make connections between self and world.	

	Students can transfer reading, writing, and critical thinking processes purposefully to authentic contexts beyond the English language arts classroom.	b. Make intertextual connections.
		c. Create new meaning and original ideas from learned content.
		d. Apply background knowledge to new learning contexts.
		e. Recognize and apply complementary learning processes among reading, writing, critical thinking.
		f. Identify appropriate literacy strategies for given task.
		g. Apply cross-disciplinary learning processes to new learning contexts.

Essential skills - process competencies

Personal Ethic	Cultural Competence	a. Know others as individual people and build relationships regardless of personal similarities or differences.
		b. Recognize and respect the inherent value of all cultures and be open to other cultures besides their own.
	Persistence	a. Overcome obstacles to achieve their goals/accomplish their tasks.

		b. Take responsibility for their own success by seeking assistance and guidance.
	Technology Use	a. Stay on-task and use appropriate technological tools for appropriate purposes.
Work Ethic	Time Management	a. Prioritize tasks and establish realistic deadlines that allow time for the work to be completed with feedback and revision.
		b. Respect others' time by being on-time and having work completed when due.
	Dependability	a. Be present and engaged when expected or promised.
		b. Complete one's "fair share" of work based on the team's expectations.
Teamwork	Flexibility	a. Be open-minded to others' ideas and feedback as well as different processes and products.
	Understanding Perspectives	a. Understand that others will have different experiences and ideas.
		b. Identify others' perspectives through written text and in face-to-face work.
	Conflict Resolution	a. Engage with others in ways that focus on the content and are respectful in tone.
		b. Seek to achieve compromise that is acceptable to everyone involved.

		c. Ask for support in mediating conflict when necessary.
Communication	Technology Use	a. Use correct technology (e.g., email and face-to-face) to share a particular message for a specific audience and purpose.
	Speaking and Listening	a. Eliminate distractions to focus on the speaker.
		b. Provide appropriate non-verbal feedback cues and body language to acknowledge what the speaker is saying.
		c. Convey ideas and express information in a manner appropriate for the audience, purpose, and task.