

Transitional English
Grade 12 Elective
Year-long course

Course Description

Transitional English is a 4th year college preparatory course developed to provide students with the knowledge and skills that are needed to meet their individualized college and career goals, and to be successful in college-level English.

Transitional English will address the following domains and competencies: reading (active reading strategies, summarization of a text, analysis and interpretation of texts), writing (identification of and writing processes based on audience, purpose and task, incorporation and documentation of relevant information), and critical thinking and analysis (credibility and reliability of evidence, engagement with evidence, information literacy skills). Additionally, the course emphasizes domains of metacognition and essential skills to develop self-awareness and overall college and career readiness. Upon completion, students will be able to adapt their approaches and strategies as they engage in reading and writing tasks; analyze, evaluate, and synthesize while reading and writing; and demonstrate information literacy skills as an engaged reader and as a contributing writer. The course is delivered through an approach that integrates instruction across the competency domains and organizes the course pedagogy and selected texts around themes, critical issues, or concepts that foster critical thinking, reading, and writing skills.

A final grade of a “C” or better will earn students the ability to enter credit-bearing coursework at the college level, thus avoiding remedial coursework. Students receiving a final course grade of a “D” will receive high school credit to satisfy Illinois and school district learning standards but are not guaranteed placement in college-level courses that include college-level reading and writing expectations.

Essential Standards

Apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college career setting

Summarize a text

Expand passive (recognition) and active (expressive) academic and career-related vocabularies

Identify the audience, purpose, and context of any given writing task

Choose writing processes based on audience, purpose, and task

Analyze and interpret texts

Understand credibility and reliability of evidence in texts while reading

Demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media

Engage with evidence while writing

Demonstrate information literacy skills as an engaged reader and writer, understanding what makes sources authoritative and relevant, and integrating multiple sources of information presented in a variety of media in order to address a question or solve a problem

Construct and monitor an adaptive plan of action to structure their learning process using reading, writing, or critical thinking skills

Demonstrate a conscious awareness of oneself as a problem-solver who can accurately judge their own level of learning

Reflect upon collected and original thoughts in order to strengthen their reading, writing, and critical thinking processes

Transfer reading, writing, and critical thinking processes purposefully to authentic contexts beyond the Transitional English classroom

Exhibit the personal skills necessary for academic and workforce success, including openness to cultural diversity, openness to multiple perspectives, time management, persistence, dependability, flexibility, teamwork, effective and inclusive communication, and effective use of technology