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# Coal City Unit District #1

## Practical English

## Language Arts Curriculum

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[Based on the Illinois PWR Act Statewide Transitional English Course Parameters and Competencies \(January 2021\)](#)

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### DOMAIN 1: READING

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COMPETENCY 1: Students can approach and navigate texts strategically.

- LO R.1 Use pre-reading strategies and text features (titles, headings, visuals, graphics, summaries) to preview and make meaning from a text before reading.
- LO R.2 Use a text's structural characteristics (topic sentences, transitions, introductions, conclusions, organizational patterns) to aid comprehension during reading.
- LO R.3 Accurately identify the topic, author's intent, and main ideas of a text and explain them in their own words (summarizing).

COMPETENCY 2: Students can build and apply vocabulary.

- LO R.4 Determine the meaning of unfamiliar or multiple-meaning words using context clues, word parts (roots, prefixes, suffixes), and reference tools.
- LO R.5 Distinguish between vocabulary appropriate for academic settings and vocabulary appropriate for career and workplace settings, and apply academic vocabulary in writing.

COMPETENCY 3: Students can analyze and interpret texts critically.

- LO R.6 Identify explicit and implicit ideas, main ideas, and supporting details in a text.
- LO R.7 Determine an author's purpose, point of view, and tone in a given text.
- LO R.8 Draw logical conclusions from a text using evidence to support reasoning.

COMPETENCY 4: Students can evaluate sources and evidence.

- LO R.9 Evaluate the credibility, authority, and relevance of a source, including its strengths and limitations for a given task, purpose, and audience.

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## DOMAIN 2: WRITING

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COMPETENCY 1: Students can approach writing tasks with purpose and intention.

- LO W.1 Identify the audience, purpose, and context of a writing task and make deliberate choices about content, organization, development, style, and tone accordingly.
- LO W.2 Use brainstorming and drafting strategies appropriate for the task, and use feedback from peers and teacher to revise and strengthen writing.
- LO W.3 Use editing and proofreading strategies to improve conventions, and submit work in a format appropriate for the task and audience.

COMPETENCY 2: Students can incorporate and document sources responsibly.

- LO W.4 Locate, evaluate, and select credible and relevant sources appropriate for the task, audience, and purpose.
- LO W.5 Incorporate sources effectively using signal phrases, quoting, paraphrasing, and summarizing to support a central idea or argument.
- LO W.6 Demonstrate understanding of citation practices — including why we cite, how to avoid plagiarism, and how to avoid overreliance on a single source — and integrate source material selectively to maintain the flow of writing.

COMPETENCY 3: Students can construct and support written claims.

- LO W.7 Write a clear, focused claim and develop it using valid reasoning and relevant, sufficient evidence from credible sources.
- LO W.8 Evaluate source texts for the author's purpose, angle, and coverage, and use that analysis to inform and strengthen their own writing.

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### **DOMAIN 3: METACOGNITION**

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Note: Metacognition objectives are not assessed directly but are embedded throughout all course activities.

- LO M.1 Set learning goals, monitor progress, and adjust plans and strategies as needed.
- LO M.2 Persist through challenging reading and writing tasks by asking questions, seeking help from appropriate resources, and engaging productively with difficult ideas and texts.
- LO M.3 Recognize the impact of personal biases and assumptions on reading and writing, and monitor those biases throughout literacy tasks.
- LO M.4 Reflect on how understanding has changed and apply learning — including reading and writing strategies — to new contexts and disciplines.

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### **DOMAIN 4: ESSENTIAL SKILLS**

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Note: Essential Skills are embedded throughout course activities and reflected in all student work.

- LO E.1 Demonstrate dependability and persistence: take ownership of success by overcoming obstacles, seeking help when needed, and managing time responsibly — prioritizing tasks, meeting deadlines, and using technology purposefully to get work done well and on time.
- LO E.2 Manage time effectively: prioritize tasks, meet deadlines, and respect others' time.
- LO E.3 Communicate clearly and appropriately across contexts: use the right tools and tone for the audience and purpose, whether speaking, writing, or using technology.
- LO E.4 Listen actively and provide appropriate verbal and nonverbal feedback during discussions and collaborative work.
- LO E.5 Demonstrate flexibility and cultural competence: be open to feedback and different perspectives, build respectful relationships, and recognize the value of diverse experiences and viewpoints.