



Writing-Intensive Courses

Illinois graduation requirements include two years of Writing-Intensive courses.

- One year must consist of year-long English Language Arts courses with content that primarily focuses on writing.
- One year may be an additional year-long English Language Arts course OR a course identified as writing intensive in another subject area.

A course will be accepted as meeting the Writing-Intensive course requirement for graduation if its description shows:

- A goal of the course is to improve student writing skills.
- Writing assignments will be a regular and integral part of the course's content.
- The written products students are required to prepare to receive credit for the course are aligned to and evaluated against all applicable writing standards in the Illinois Learning Standards for English Language Arts and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects. See isbe.net/Documents/ela-standards.pdf.
- The feedback students receive from the evaluation of their writing enables them to improve their writing skills in terms of correct usage; well-organized composition; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information.
- The writing-intensive study provided in at least one Writing-Intensive course must be designed to address and integrate the elements of the writing process and to refine or apply research skills.

School districts need not count the writing-intensive course separately when determining if students meet the state graduation requirements.

Scan the QR code for more information
or contact ILTeachTalkLearn@isbe.net



isbe.net

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General Recommendations for Writing-Intensive Courses

- Engage students for a significant portion of class time in tasks focused on developing the skills of a proficient and competent writer.
- Plan student learning activities that allow students to compose well-organized and coherent written products to be used for specific purposes and audiences.
- Scaffold instruction to allow each student to work towards improving the skills needed to communicate ideas in a written format to accomplish a variety of purposes.
- Consider literacy skills as a whole and teach students how to use a wide variety of information sources, including written products, to frame questions for inquiry, identify and organize relevant information, and communicate that information effectively in a variety of written formats.
- Emphasize the use of correct grammar, spelling, punctuation, capitalization, and structure in student writing.



Illinois
State Board of
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