**READING & WRITING EXPECTATIONS BY GRADE**

FOREST HILL COLLEGIATE – ENGLISH DEPARTMENT

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| **GRADE** | **WRITING EXPECTATIONS** | **READING EXPECTATIONS** |
| **9** | * Developing proper sentence structure * Formal letter writing * Personal reader response journals * Review all paragraph types and focus on creating a proper expository paragraph * Explanations reflect student’s original thinking and are clear, relevant, and insightful * Writing a News Report * Research for opinion piece and using that research to construct a persuasive essay * Summarizing texts * Creating thesis statements * Constructing a literary essay * Researching and Organizing Content: The ability to gather, research, properly credit sources (MLA format – Embedded Citations and Works Cited), and organize ideas and information * Using Knowledge of Form and Style: The ability to draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience | * Learning to analyze and not just summarize * Identifying and explaining how theme and character are developed through the use of relevant examples and quotations * Making inferences * Identifying the main idea of a selection * Explaining how literary devices are used – linking literary devices and overall theme * Reading several different forms of literature (short stories, poems, play, novels, non-fiction essays and articles) * Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning * Reading With Fluency: use knowledge of words and cueing systems to read fluently; * Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. |
| **10** | * Constructing proper sentence structure * Structuring ideas in a coherent paragraph * Composing Journal/Personal responses * Writing a News Report * Creating a Research report * Researching and Organizing Content: The ability to gather, research, properly credit sources (MLA format – Embedded Citations and Works Cited), and organize ideas and information for appropriate audience * Writing Summaries * Constructing an argument in a literary essay * Explanations reflect student’s original thinking and are clear, relevant, and insightful * Comparing two works of literature in essay form * Writing of Dramatic Monologue * Using Knowledge of Form and Style: The ability to draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience | * Learning to analyze and not just summarize * Identifying and explaining how theme and character are developed through the use of relevant examples and quotations * Identifying and explaining how a thesis is developed through the use of relevant examples and quotations * Explaining how literary devices are used – linking literary devices and overall theme * Reading several different forms of literature (short stories, poems, play, novel, non-fiction essays and articles) * Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning * Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; * Reading With Fluency: use knowledge of words and cueing systems to read fluently; * Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. |
| **GRADE** | **WRITING EXPECTATIONS** | **READING EXPECTATIONS** |
| **11** | * Refining proper sentence structure * Learning new and relevant vocabulary * Reviewing essay forms * Using a formal and academic style * Developing an argumentative and persuasive style * Developing critical and analytical skills; explanations reflect student’s original thinking and are clear, relevant, and insightful * Creating a persuasive and literary essay * Researching and Organizing Content: The ability to select authoritative, high quality resources and cite them correctly (MLA format) * Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively * Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process. | * Learning how to analyze and not just summarize * Understanding textual meaning through a thematic or critical theory lens * Explaining how a work is constructed and why it is important * Reading a variety of texts that are more sophisticated * Identifying and understanding subtext * Connecting texts to social and global issues * Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning * Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning * Reading With Fluency: use knowledge of words and cueing systems to read fluently * Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. |
| **12** | * Sentence structure, paragraphs and diction demonstrate sophistication and command of academic writing standards * Learning new and relevant vocabulary * Writing a research based argumentative essay * Developing critical and analytical skills; explanations reflect student’s original thinking and are clear, relevant, and insightful * Researching and applying critical theory 🡪 producing a research essay * Writing a Literary essay * Researching and Organizing Content: The ability to select authoritative, high quality resources and cite them correctly (MLA format) * Using Knowledge of Form and Style: draft and revise their writing appropriate for the purpose and audience * Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively * Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process. | * Learning how to analyze and not just summarize * Understanding textual meaning through a thematic or critical lens * Explaining how a work is constructed and why it is important * Reading three major texts in addition to shorter pieces (eg. poems, essays, etc.) * Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning * Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning * Reading With Fluency: use knowledge of words and cueing systems to read fluently * Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. |