**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.
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| **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.
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| **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.
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| **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.
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