



Coverage of Common Core State Standards for English Language Arts

Introduction

Cambridge International Examinations has mapped the Common Core State Standards for English Language Arts (Grade 9 and Grade 10) to **Cambridge IGCSE® First Language English (US) (0524)** and **Cambridge IGCSE® Literature (English) (US) (0427)**. This document shows where the standards are covered in each syllabus and in the accompanying schemes of work. Students who are prepared for these qualifications will cover the Common Core State Standards for English Language Arts for Grade 9 and Grade 10.

In this mapping document we have referenced the relevant assessment objectives (AOs) and the relevant pages of the syllabus content. In Cambridge IGCSE First Language English (US), there are two levels of achievement, via two separate routes: core and extended. In this document, we have shown what is covered in the core syllabus content and what is covered in the extended syllabus content.

The schemes of work are made up of numbered units.





Cambridge IGCSE First Language English (US) (0524)

Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Reading Standards for Literature 6–12: Key Ideas and Details			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> demonstrate understanding of explicit meanings demonstrate understanding of implicit meanings and attitudes select for specific purposes <p>AO1 R1, R2, R5</p>	<ul style="list-style-type: none"> demonstrate understanding of explicit meanings demonstrate understanding of implicit meanings and attitudes select for specific purposes <p>AO1 R1, R2, R5</p>	Unit 1 Unit 4 Unit 5 Unit 6 Unit 8 Unit 10
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions identify and develop facts, ideas and opinions summarize, paraphrase and re-express <p>AO1 R3, and second and third bullets of Core Curriculum (Reading)</p>	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions synthesize, develop, analyze and evaluate facts, ideas and opinions effectively summarize, paraphrase and re-express <p>AO1 R3, and second and third bullets of Extended Curriculum (Reading)</p>	Unit 1 Unit 3 Unit 4 Unit 5 Unit 6 Unit 8 Unit 10
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			Unit 4



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Reading Standards for Literature 6–12: Craft and Structure			
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<ul style="list-style-type: none"> demonstrate understanding of explicit meanings demonstrate understanding of implicit meanings and attitudes demonstrate understanding of how writers achieve effects recognize and respond to simple linguistic devices including figurative language <p>AO1 R1, R2, R4, and fifth bullet of Core Curriculum (Reading)</p>	<ul style="list-style-type: none"> demonstrate understanding of explicit meanings demonstrate understanding of implicit meanings and attitudes demonstrate understanding of how writers achieve effects recognize and respond to sophisticated linguistic devices <p>AO1 R1, R2, R4, and fifth bullet of Extended Curriculum (Reading)</p>	Unit 1 Unit 3 Unit 4 Unit 5 Unit 6 Unit 8 Unit 10
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> demonstrate understanding of how writers achieve effects <p>AO1 R4</p>	<ul style="list-style-type: none"> demonstrate understanding of how writers achieve effects <p>AO1 R4</p>	Unit 1 Unit 4 Unit 5 Unit 10
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<i>This standard is covered in Cambridge IGCSE Literature (English) (US) (0427).</i>		



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Reading Standards for Literature 6–12: Integration of Knowledge and Ideas			
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	<i>This standard is covered in Cambridge IGCSE Literature (English) (US) (0427).</i>		
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions select for specific purposes AO1 R3, R5	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions select for specific purposes AO1 R3, R5	Unit 3 Unit 4 Unit 5 Unit 6 Unit 8 Unit 10
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<i>This standard is covered in Cambridge IGCSE Literature (English) (US) (0427).</i>		



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Reading Standards for Literature 6–12: Range of Reading and Level of Text Complexity			
<p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>Implicit—should have been covered previously (see Cambridge Secondary 1 Curriculum Framework)</p>	<p>Implicit—should have been covered previously (see Cambridge Secondary 1 Curriculum Framework)</p>	<p>Unit 1 Unit 4</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Reading Standards for Informational Text 6–12: Key Ideas and Details			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> demonstrate understanding of explicit meanings demonstrate understanding of implicit meanings and attitudes select for specific purposes <p>AO1 R1, R2, R5</p>	<ul style="list-style-type: none"> demonstrate understanding of explicit meanings demonstrate understanding of implicit meanings and attitudes select for specific purposes <p>AO1 R1, R2, R5</p>	Unit 1 Unit 3 Unit 4 Unit 5 Unit 6 Unit 8 Unit 10
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions identify and develop facts, ideas and opinions summarize, paraphrase and re-express <p>AO1 R3, and second and third bullets of Core Curriculum (Reading)</p>	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions synthesize, develop, analyze and evaluate facts, ideas and opinions effectively summarize, paraphrase and re-express <p>AO1 R3, and second and third bullets of Extended Curriculum (Reading)</p>	Unit 1 Unit 3 Unit 4 Unit 5 Unit 6 Unit 8 Unit 10
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions demonstrate understanding of how writers achieve effects 	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions demonstrate understanding of how writers achieve effects <p>AO1 R3, R4</p>	Unit 1 Unit 3 Unit 4 Unit 5



	AO1 R3, R4		Unit 6 Unit 8 Unit 10
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Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Reading Standards for Informational Text 6–12: Craft and Structure			
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> demonstrate understanding of explicit meanings demonstrate understanding of implicit meanings and attitudes demonstrate understanding of how writers achieve effects recognize and respond to simple linguistic devices including figurative language <p>AO1 R1, R2, R4, and fifth bullet of Core Curriculum (Reading)</p>	<ul style="list-style-type: none"> demonstrate understanding of explicit meanings demonstrate understanding of implicit meanings and attitudes demonstrate understanding of how writers achieve effects recognize and respond to sophisticated linguistic devices <p>AO1 R1, R2, R4, and fifth bullet of Extended Curriculum (Reading)</p>	Unit 1 Unit 3 Unit 6 Unit 8 Unit 10
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions demonstrate understanding of how writers achieve effects <p>AO1 R3, R4</p>	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions demonstrate understanding of how writers achieve effects <p>AO1 R3, R4</p>	Unit 1 Unit 3 Unit 4 Unit 6 Unit 8 Unit 10
6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions demonstrate understanding of how writers achieve effects recognize and respond to simple 	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions demonstrate understanding of how writers achieve effects recognize and respond to 	Unit 1 Unit 3 Unit 4 Unit 6



	linguistic devices including figurative language AO1 R3, R4, and fifth bullet of Core Curriculum (Reading)	sophisticated linguistic devices AO1 R3, R4, and fifth bullet of Extended Curriculum (Reading)	Unit 8 Unit 10
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Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Reading Standards for Informational Text 6–12: Integration of Knowledge and Ideas			
7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.			Unit 4
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions select for specific purposes AO1 R3, R5	<ul style="list-style-type: none"> analyze, evaluate and develop facts, ideas and opinions select for specific purposes AO1 R3, R5	Unit 1 Unit 3 Unit 4 Unit 5 Unit 6 Unit 8 Unit 10
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	<i>This standard is covered in Cambridge IGCSE Literature (English) (US) (0427).</i>		



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Reading Standards for Informational Text 6–12: Range of Reading and Level of Text Complexity			
<p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> Implicit—should have been covered previously (see Cambridge Secondary 1 Curriculum Framework) 	<ul style="list-style-type: none"> Implicit—should have been covered previously (see Cambridge Secondary 1 Curriculum Framework) 	<p>Unit 1 Unit 4</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Writing Standards 6–12: Text Types and Purposes			
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined sequence facts, ideas, and opinions use a range of appropriate vocabulary use register appropriate to audience and context make accurate use of spelling, punctuation and grammar <p>AO2 W1, W2, W3, W4, W5</p>	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined sequence facts, ideas, and opinions use a range of appropriate vocabulary use register appropriate to audience and context make accurate use of spelling, punctuation and grammar <p>AO2 W1, W2, W3, W4, W5</p>	<p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p> <p>Unit 7</p> <p>Unit 8</p> <p>Unit 10</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Writing Standards 6–12: Text Types and Purposes (cont.)			
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined sequence facts, ideas and opinions use a range of appropriate vocabulary use register appropriate to audience and context make accurate use of spelling, punctuation and grammar <p>AO2 W1, W2, W3, W4, W5</p>	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined sequence facts, ideas and opinions use a range of appropriate vocabulary use register appropriate to audience and context make accurate use of spelling, punctuation and grammar <p>AO2 W1, W2, W3, W4, W5</p>	<p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p> <p>Unit 7</p> <p>Unit 8</p> <p>Unit 10</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Writing Standards 6–12: Text Types and Purposes (cont.)			
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined sequence facts, ideas and opinions use a range of appropriate vocabulary use register appropriate to audience and context make accurate use of spelling, punctuation and grammar <p>AO2 W1, W2, W3, W4, W5</p>	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined sequence facts, ideas and opinions use a range of appropriate vocabulary use register appropriate to audience and context make accurate use of spelling, punctuation and grammar <p>AO2 W1, W2, W3, W4, W5</p>	<p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p> <p>Unit 7</p> <p>Unit 8</p> <p>Unit 10</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Writing Standards 6–12: Production and Distribution of Writing			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> sequence facts, ideas, and opinions use register appropriate to audience and context make accurate use of spelling, punctuation and grammar AO2 W2, W4, W5	<ul style="list-style-type: none"> sequence facts, ideas, and opinions use register appropriate to audience and context make accurate use of spelling, punctuation and grammar AO2 W2, W4, W5	Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 10
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)			Unit 2 Unit 6 Unit 8 Unit 10
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.			Unit 8



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Writing Standards 6–12: Research to Build and Present Knowledge			
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			Unit 5 Unit 8
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<ul style="list-style-type: none"> this is partly a Reading skill: analyze, evaluate and develop facts, ideas and opinions; select for specific purposes and partly a Writing skill: sequence facts, ideas, and opinions; use register appropriate to audience and context <p>AO1 R3, R5; AO2 W2, W4</p>	<ul style="list-style-type: none"> this is partly a Reading skill: analyze, evaluate and develop facts, ideas and opinions; select for specific purposes and partly a Writing skill: sequence facts, ideas, and opinions; use register appropriate to audience and context <p>AO1 R3, R5; AO2 W2, W4</p>	Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 10
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary	<ul style="list-style-type: none"> this is a Reading skill: analyze, evaluate and develop facts, ideas and opinions; select for specific purposes <p>AO1 R3, R5</p>	<ul style="list-style-type: none"> this is a Reading skill: analyze, evaluate and develop facts, ideas and opinions; select for specific purposes <p>AO1 R3, R5</p>	Unit 5 Unit 3 Unit 4 Unit 6 Unit 10



nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).			
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Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Writing Standards 6–12: Range of Writing			
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined sequence facts, ideas and opinions use a range of appropriate vocabulary use register appropriate to audience and context make accurate use of spelling, punctuation and grammar <p>AO2 W1, W2, W3, W4, W5</p>	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined sequence facts, ideas and opinions use a range of appropriate vocabulary use register appropriate to audience and context make accurate use of spelling, punctuation and grammar <p>AO2 W1, W2, W3, W4, W5</p>	<p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p> <p>Unit 7</p> <p>Unit 8</p> <p>Unit 10</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Speaking and Listening Standards 6–12: Comprehension and Collaboration			
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined present facts, ideas and opinions in a sustained, cohesive order communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers use register appropriate to audience and context listen to and respond appropriately to the contributions of others <p>AO3 SL1, SL2, SL3, SL4, SL5</p>	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined present facts, ideas and opinions in a sustained, cohesive order communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers use register appropriate to audience and context listen to and respond appropriately to the contributions of others <p>AO3 SL1, SL2, SL3, SL4, SL5</p>	<p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p> <p>Unit 7</p> <p>Unit 8</p> <p>Unit 9</p> <p>Unit 10</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Speaking and Listening Standards 6–12: Comprehension and Collaboration (cont.)			
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined present facts, ideas, and opinions in a sustained, cohesive order listen to and respond appropriately to the contributions of others <p>AO3 SL1, SL2, SL5</p>	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined present facts, ideas, and opinions in a sustained, cohesive order listen to and respond appropriately to the contributions of others <p>AO3 SL1, SL2, SL5</p>	Unit 2 Unit 3 Unit 5 Unit 6 Unit 7 Unit 8 Unit 9 Unit 10
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined listen to and respond appropriately to the contributions of others <p>AO3 SL1 and SL5</p>	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined listen to and respond appropriately to the contributions of others <p>AO3 SL1 and SL5</p>	Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 9 Unit 10



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Speaking and Listening Standards 6–12: Presentation of Knowledge and Ideas			
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined present facts, ideas and opinions in a sustained, cohesive order communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers use register appropriate to audience and context <p>A03 SL1, SL2, SL3, SL4</p>	<ul style="list-style-type: none"> articulate experience and express what is thought, felt and imagined present facts, ideas and opinions in a sustained, cohesive order communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers use register appropriate to audience and context <p>A03 SL1, SL2, SL3, SL4</p>	Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 9 Unit 10
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			Unit 9
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)	<ul style="list-style-type: none"> use register appropriate to audience and context <p>A03 SL4</p>	<ul style="list-style-type: none"> use register appropriate to audience and context <p>A03 SL4</p>	Unit 2 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 9



			Unit 10
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Cambridge IGCSE First Language English (US) (0524)

Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Language Standards 6–12: Conventions of Standard English			
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<ul style="list-style-type: none"> use a range of appropriate vocabulary make accurate use of spelling, punctuation and grammar attempt a variety of sentence structures communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers <p>AO2 W3, W5, and sixth bullet of Core Curriculum (Writing) ; AO3 SL3</p>	<ul style="list-style-type: none"> use a range of appropriate vocabulary make accurate use of spelling, punctuation and grammar use effectively a variety of sentence structures communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers <p>AO2 W3, W5, and sixth bullet of Extended Curriculum (Writing); AO3 SL3</p>	<p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p> <p>Unit 7</p> <p>Unit 8</p> <p>Unit 9</p> <p>Unit 10</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<ul style="list-style-type: none"> make accurate use of spelling, punctuation and grammar <p>AO2 W5</p>	<ul style="list-style-type: none"> make accurate use of spelling, punctuation and grammar <p>AO2 W5</p>	<p>Unit 2</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 7</p> <p>Unit 8</p> <p>Unit 10</p>



Cambridge IGCSE First Language English (US) (0524)

Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Language Standards 6–12: Knowledge of Language			
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<ul style="list-style-type: none"> • demonstrate understanding of explicit meanings • demonstrate understanding of implicit meanings and attitudes • analyze, evaluate and develop facts, ideas and opinions • demonstrate understanding of how writers achieve effects • select for specific purposes • articulate experience and express what is thought, felt and imagined • sequence facts, ideas and opinions • use a range of appropriate vocabulary • use register appropriate to audience and context • make accurate use of spelling, punctuation and grammar <p>AO1 R1, R2, R3, R4, R5, and AO2 W1, W2, W3, W4, W5</p>	<ul style="list-style-type: none"> • demonstrate understanding of explicit meanings • demonstrate understanding of implicit meanings and attitudes • analyze, evaluate and develop facts, ideas and opinions • demonstrate understanding of how writers achieve effects • select for specific purposes • articulate experience and express what is thought, felt and imagined • sequence facts, ideas and opinions • use a range of appropriate vocabulary • use register appropriate to audience and context • make accurate use of spelling, punctuation and grammar <p>AO1 R1, R2, R3, R4, R5, and AO2 W1, W2, W3, W4, W5</p>	<p>Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 10</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Language Standards 6–12: Vocabulary Acquisition and Use			
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> demonstrate understanding of explicit meanings select for specific purposes use a range of appropriate vocabulary <p>AO1 R1, R5, and AO2 W3</p>	<ul style="list-style-type: none"> demonstrate understanding of explicit meanings select for specific purposes use a range of appropriate vocabulary <p>AO1 R1, R5, and AO2 W3</p>	<p>Unit 1</p> <p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p> <p>Unit 7</p> <p>Unit 8</p> <p>Unit 10</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core syllabus	Extended syllabus	Scheme of work
Language Standards 6–12: Vocabulary Acquisition and Use (cont.)			
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> demonstrate understanding of implicit meanings and attitudes demonstrate understanding of how writers achieve effects recognize and respond to simple linguistic devices including figurative language <p>AO1 R2, R4, and fifth bullet of Core Curriculum (Reading)</p>	<ul style="list-style-type: none"> demonstrate understanding of implicit meanings and attitudes demonstrate understanding of how writers achieve effects recognize and respond to sophisticated linguistic devices <p>AO1 R2, R4, fifth bullet of Extended Curriculum (Reading)</p>	<p>Unit 1</p> <p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p> <p>Unit 8</p> <p>Unit 10</p>
<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> demonstrate understanding of explicit meanings demonstrate understanding of implicit meanings and attitudes use a range of appropriate vocabulary use register appropriate to audience and context <p>AO1 R1, R2, AO2 W3, and AO2 W4/AO3 SL4</p>	<ul style="list-style-type: none"> demonstrate understanding of explicit meanings demonstrate understanding of implicit meanings and attitudes use a range of appropriate vocabulary use register appropriate to audience and context <p>AO1 R1, R2, AO2 W3, and AO2 W4/AO3 SL4</p>	<p>Unit 1</p> <p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6Unit 7</p> <p>Unit 8</p> <p>Unit 9</p> <p>Unit 10</p>



Cambridge IGCSE Literature (English) (US) (0427)

Common Core State Standards	Syllabus	Scheme of Work
Reading Standards for Literature 6–12: Key Ideas and Details		
<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose) AO1 understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes AO2 	<p>Unit 1 Learning objectives: k, l, m</p> <p>Unit 2 Learning objectives: h, n, o</p> <p>Unit 3 Learning objectives: h, i, j, k</p>
<p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes AO2 recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects AO3 	<p>Unit 1 Learning objectives: b, k, m</p> <p>Unit 2 Learning objective: n</p>
<p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<ul style="list-style-type: none"> understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes AO2 	<p>Unit 1 Learning objectives: f, g, h, i</p> <p>Unit 2 Learning objectives: e, f, g</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Reading Standards for Literature 6–12: Craft and Structure		
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<ul style="list-style-type: none"> recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects AO3	Unit 1 Learning objective: m Unit 2 Learning objective: o Unit 3 Learning objective: d, e
5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects AO3	Unit 1 Learning objective: b, e Unit 2 Learning objective: c, d Unit 3 Learning objective: g
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<ul style="list-style-type: none"> understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes AO2	Unit 1 Learning objectives: k, o Unit 2 Learning objectives: n, o Unit 3 Learning objective: l



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Reading Standards for Literature 6–12: Integration of Knowledge and Ideas		
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).		Unit 1 Unit 4
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<i>This standard is covered in Cambridge IGCSE First Language English (US) (0524).</i>	
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<ul style="list-style-type: none"> understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes AO2	Unit 1 Learning objective: o Unit 2 Learning objective: o Unit 3 Learning objective: l



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Reading Standards for Literature 6–12: Range of Reading and Level of Text Complexity		
<p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose) AO1 understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes AO2 recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects AO3 	<p>Unit 1</p> <p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Reading Standards for Informational Text 6–12: Key Ideas and Details		
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose) AO1 understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes AO2 	Unit 1 Learning objectives: k, l, m Unit 2 Learning objectives: h, n, o Unit 3 Learning objectives: h, i, j, k
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes AO2 recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects AO3 	Unit 1 Learning objectives: b, k, m Unit 2 Learning objective: n
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<ul style="list-style-type: none"> understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes AO2 recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects AO3 	Unit 1 Learning objectives: f, g, h, i Unit 2 Learning objectives: e, f, g



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Reading Standards for Informational Text 6–12: Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects AO3	Unit 1 Learning objective: m Unit 2 Learning objective: o Unit 3 Learning objectives: d, e
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<ul style="list-style-type: none"> recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects AO3	Unit 1 Learning objectives: b, e Unit 2 Learning objectives: c, d Unit 3 Learning objective: g
6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<ul style="list-style-type: none"> understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes AO2 <ul style="list-style-type: none"> recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects AO3	Unit 1 Learning objectives: k, o Unit 2 Learning objectives: n, o Unit 3 Learning objective: l



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Reading Standards for Informational Text 6–12: Integration of Knowledge and Ideas		
7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.		Unit 1 Unit 4
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<i>This standard is covered in Cambridge IGCSE First Language English (US) (0524).</i>	
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	<ul style="list-style-type: none"> understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes AO2	Unit 1 Learning objective: o Unit 2 Learning objective: o Unit 3 Learning objective: l Unit 4



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Reading Standards for Informational Text 6–12: Range of Reading and Level of Text Complexity		
<p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose) <p>AO1</p> <ul style="list-style-type: none"> understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes <p>AO2</p> <ul style="list-style-type: none"> recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects <p>AO3</p>	<p>Unit 1</p> <p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Writing Standards 6–12: Text Types and Purposes		
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose) <p>AO1</p> <ul style="list-style-type: none"> understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes <p>AO2</p> <ul style="list-style-type: none"> recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects <ul style="list-style-type: none"> AO3 communicate a sensitive and informed personal response to literary texts <p>AO4</p>	<p>Unit 1 Learning objective: p</p> <p>Unit 2 Learning objective: p</p> <p>Unit 3 Learning objective: m</p> <p>Unit 4 Learning objective: f</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Writing Standards 6–12: Text Types and Purposes (cont.)		
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose) <p>AO1</p> <ul style="list-style-type: none"> understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes <p>AO2</p> <ul style="list-style-type: none"> recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects <ul style="list-style-type: none"> AO3 <ul style="list-style-type: none"> communicate a sensitive and informed personal response to literary texts <p>AO4</p>	<p>Unit 1 Learning objective: p</p> <p>Unit 2 Learning objective: p</p> <p>Unit 3 Learning objective: m</p> <p>Unit 4 Learning objective: f</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Writing Standards 6–12: Text Types and Purposes (cont.)		
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><i>This standard is covered in Cambridge IGCSE First Language English (US) (0524).</i></p>	<p>Unit 1 Learning objective: p</p> <p>Unit 2 Learning objective: p</p> <p>Unit 3 Learning objective: m</p> <p>Unit 4 Learning objective: f</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Writing Standards 6–12: Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> communicate a sensitive and informed personal response to literary texts AO4	Unit 1 Learning objective: p Unit 2 Learning objective: p Unit 3 Learning objective: m Unit 4 Learning objective: f
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	<ul style="list-style-type: none"> Paper 3 coursework process Included in information on ‘Drafting Assignments’ in Coursework Guidance	Unit 1 Learning objective: p Unit 2 Learning objective: p Unit 3 Learning objective: m Unit 4 Learning objectives: d, f
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.		Unit 4



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Writing Standards 6–12: Research to Build and Present Knowledge		
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> communicate a sensitive and informed personal response to literary texts AO4	Unit 4
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<ul style="list-style-type: none"> communicate a sensitive and informed personal response to literary texts Paper 3 coursework process Included in information on ‘Checking Portfolios for Authenticity’, in Coursework Guidance	Unit 4
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	<ul style="list-style-type: none"> understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes Paper 3 coursework process AO2 Included in information on ‘Checking Portfolios for Authenticity’, in Coursework Guidance	Unit 4



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Writing Standards 6–12: Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> Paper 3 coursework process <p>Included in information on 'Assignments: General Issues', in Coursework Guidance</p>	Unit 1 Learning objective: p Unit 2 Learning objective: p Unit 3 Learning objective: m Unit 4



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Speaking and Listening Standards 6–12: Comprehension and Collaboration		
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> communicate a sensitive and informed personal response to literary texts <p>AO4</p>	<p>Unit 1</p> <p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p>



		Cambridge IGCSE Literature (English) (US) (0427)	
Common Core State Standards	Syllabus		Scheme of work
Speaking and Listening Standards 6–12: Comprehension and Collaboration (cont.)			
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<i>This standard is covered in Cambridge IGCSE First Language English (US) (0524).</i>		
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<i>This standard is covered in Cambridge IGCSE First Language English (US) (0524).</i>		



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Speaking and Listening Standards 6–12: Presentation of Knowledge and Ideas		
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<ul style="list-style-type: none"> communicate a sensitive and informed personal response to literary texts AO4	Unit 1
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<i>This standard is covered in Cambridge IGCSE First Language English (US) (0524).</i>	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)		Unit 1



	Cambridge IGCSE Literature (English) (US) (0427)	
Common Core State Standards	Syllabus	Scheme of work
Language Standards 6–12: Conventions of Standard English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>		<p>Unit 1 Learning objective: r</p> <p>Unit 2 Learning objective: p</p> <p>Unit 3 Learning objective: m</p> <p>Unit 4 Learning objective: f</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>		<p>Unit 1 Learning objective: r</p> <p>Unit 2 Learning objective: p</p> <p>Unit 3 Learning objective: m</p> <p>Unit 4 Learning objective: f</p>



	Cambridge IGCSE Literature (English) (US) (0427)	
Common Core State Standards	Syllabus	Scheme of work
Language Standards 6–12: Knowledge of Language		
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<ul style="list-style-type: none"> recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects <p>AO3</p>	<p>Unit 1 Learning objective: r</p> <p>Unit 2 Learning objective: p</p> <p>Unit 3 Learning objective: m</p> <p>Unit 4 Learning objective: f</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of work
Language Standards 6–12: Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		Unit 4
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects <p>AO3</p>	Unit 1 Unit 2 Learning objective: m Unit 3 Learning objectives: c, d, e, f



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Common Core State Standards	Syllabus	Scheme of work
Language Standards 6–12: Vocabulary Acquisition and Use (cont.)		
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		Unit 1 Unit 2 Unit 3 Unit 4

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