

INTERNATIONAL SCHOOL BASEL  
**ISB ENGLISH LANGUAGE &  
LITERACY CONTINUUM GUIDE**



# ISB English Language & Literacy Continuum Guide

## Mission

“We all want to learn more;  
We all do it in different ways;  
We all have fun learning;  
We all help.”

- *ISB Student*

*As of July 2020*

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# Introduction

## Context

The language of instruction at ISB is English. Students with no or little experience of schooling in English receive additional support through the English as an Additional Language (EAL) programme where the aim is to equip them with the language skills necessary to thrive in school socially, academically, and linguistically.

ISB students and staff have diverse language profiles and backgrounds. More than 50 nationalities are represented, including Swiss nationals, and the most common languages spoken, other than English, are German, French, Portuguese and Spanish. The cultural and linguistic diversity of our students and faculty is an integral part of the school's identity and ethos (ISB Language Policy).

## English Language Teaching at ISB

### Junior School

#### **IB PYP: (Early Childhood 1-3, Grades 1-5)**

- Early Childhood: Integrated approach
- Grade 1-5: 6 x 50 min periods per week. Further lessons integrated in Units of Inquiry

### Middle School

#### **IB Middle Years: (Grade 6, 7 and 8):**

- students in Grade 6-8 have 6 lessons, in a 2-week cycle
- 3x 65min per week

### Senior School

#### **IB Middle Years Programme: (Grades 9 -10)**

- 4 x 55 min periods per week

#### **IB Diploma Programmes: (Grade 11 and 12)**

- SL: 3 x 55 min periods per week
- HL: 4 x 55 min periods per week

\* The following documents have informed the identification of the key drivers of our purpose: other national curricula, the IB 'non-negotiables', ISB guiding statements and the IB's statements about Language & Literature by programme.

## Purpose of English at ISB

Language is fundamental to learning, thinking, and communicating; therefore, it permeates the whole curriculum. All teachers are language teachers, continually expanding the boundaries of students' understanding.

The aspirations and expectations of the English Language programme at ISB are to:

1. Make language and literacy relevant, engaging and challenging for all learners.
2. Equip learners with confidence and competence when speaking, listening, reading, writing, viewing and presenting.
3. Explore language within authentic contexts that provide learners with choice, enabling them to make connections, apply their learning and transfer their conceptual understanding to new situations.
4. Empower learners to use language as a vehicle for thought, self-expression, learning, analysis, creativity, reflection, presentation and social interaction.
5. Provide learners with opportunities to take risks and grow as writers, developing their skills by engaging in the processes of written expression within a context, culture and community of feedback.
6. Develop critical, creative, and personal approaches to literary and non-literary texts from a variety of different periods, perspectives, and places.
7. Inquire into the personal, social, and cultural contexts of language, including the many 'Englishes' we use to show the power of communication across time and space.
8. Inspire a lifelong interest in language and literature and an appreciation for the richness of human expression.

# English Language & Literacy Progression at ISB

ISB has developed an English Language and Literacy continuum which shows how students progress in their language skills as they are exposed to the language formally and informally within and beyond our school.

ISB English progression from Early Childhood to Grade 12 is organised in phases based on the developmental age of the student.

Teachers at ISB develop specific units to be taught in each grade level, based on the agreed skills for the phase they will teach. Whilst specific expectations have been identified for each of the language skills, these skills are interconnected enabling students to relate their learning and apply it in different language contexts. Key information about units and assessments is shared with parents as units are introduced. In line with the philosophy underpinning all IB programmes, language learning at ISB is based on inquiry and focused on conceptual understanding. The content and themes addressed in each unit are intentionally selected to match the students' developmental stage, their interests and the world outside the classroom.

## English Language and Literacy Progression

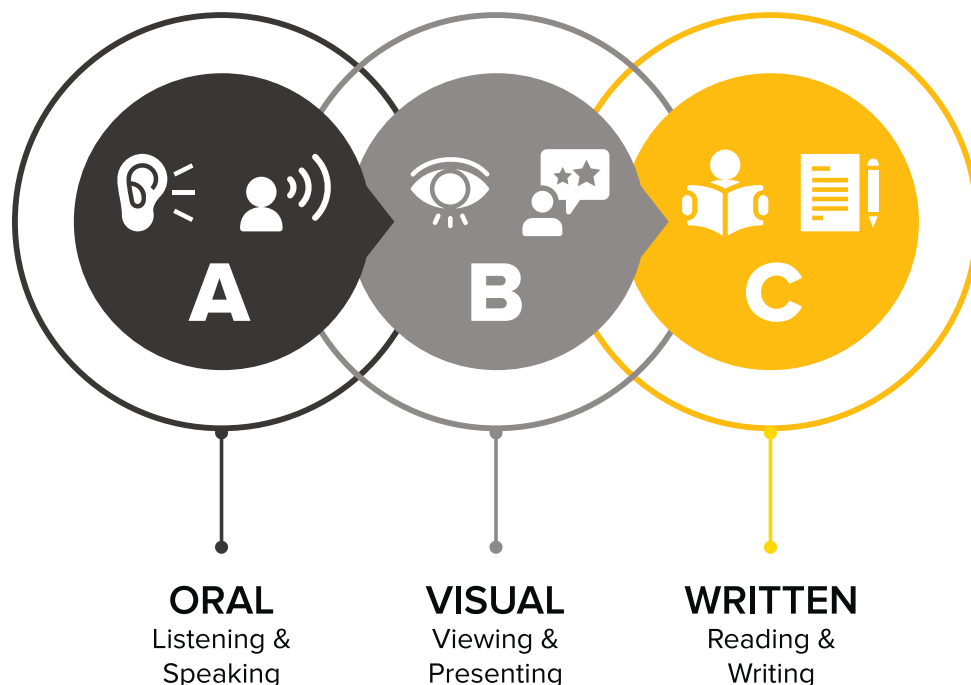
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 9
Junior School	EC1 EC2	EC3 GR1	GR2 GR3	GR4 GR5				
Middle School					GR6	GR7 GR8		
Senior School							GR9 GR10	GR 11 GR 12

# Continuum Structure

**Two Aspects:** Receptive & Expressive

**Six Skills:** Reading & Writing, Listening & Speaking, Viewing & Presenting

**Three Strands:** Oral, Visual, Written Language



## Overview of Skills

	Oral	Visual	Written
Receptive	Listening	Viewing	Reading
Expressive	Speaking	Presenting	Writing

For each of the skills above, ISB English Continuum identifies learning expectations students need to master across the eight developmental phases.

The acknowledgment of both the receptive and expressive aspects of the language strands serves to ensure that teachers will be aware of the need to provide a balanced curriculum that develops all of the essential skills.

### Receptive

Students use receptive skills to receive and construct meaning.

### Expressive

Students use expressive skills to create and share meaning.

## ORAL - Listening & Speaking

Oral language is the foundation of literacy. Oral language carries a community's stories, ideas, values, and beliefs. Listening and speaking are essential skills for ongoing language development, for learning and relating to others. In addition, oral language exposes the thinking of the learner. It is a means by which 'inner speech' (Vygotsky 1999) can be communicated and shared to negotiate and construct meaning and develop deeper levels of understanding.

Listening and speaking work together in a transactional process between listeners and speakers. Oral communication enables students to explore ideas, process experiences, and organise knowledge. Students benefit from many opportunities to listen and speak, both formally and informally, and for a variety of purposes. Some oral communication activities will involve a single main speaker, whereas others will involve multiple, interacting speakers.

**Students' progression in these skills includes the following:**

- 1. Listening to Understand (L1):** Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- 2. Speaking to Communicate (S2):** Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- 3. Reflecting on Skills and Strategies (L/S3):** Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

## VISUAL - Viewing & Presenting ("Representing")

Visual communication encompasses all aspects of viewing and presenting, and so this strand concerns texts that are visual or multimedia. Visual texts are observable forms of communication that immediately engage viewers with instant access to information. These texts permeate the modern media landscape, in which images and language interact to convey ideas, values, and beliefs. Thus, learning to understand and interpret these texts, as well as the ability to use different media, are invaluable life skills.

The skills of viewing and presenting are interdependent, as neither process has meaning except in relation to the other. Viewing is an active process that involves recognising how visual images influence meaning and produce powerful associations that shape the way we think and feel. Presenting is a creative process that enables students to communicate information and ideas through a variety of media. Viewing and presenting are fundamental processes that are universally powerful and significant.

**Students' progression in these skills includes the following:**

- 1. Understanding Media Texts (V1):** Find, view, and understand a range of visual and media forms, exploring how images and language interact to convey meaning. Identify a range of different visual and media text types, including key features and how they are used to create meaning.
- 2. Creating Media Texts (P2):** Create visual and media texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
- 3. Reflecting on skills and strategies (V/P3):** Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

<sup>1</sup> 'Presenting' is the language used by the IB programmes to describe this skill, particularly in PYP and MYP; however, this skill could also be called 'representing' to suggest the idea that students must develop productive skills beyond writing and speaking to communicate their ideas.



## WRITTEN - Reading & Writing

Reading and writing are a powerful means of communicating and learning. Throughout the curriculum, students explore the dual ideas of ‘reading like a reader’ and ‘reading like a writer’ to develop their understanding and appreciation of the interconnectedness of these skills.

### Reading

Reading provides students with the means of accessing the ideas, views, and experiences of others. It is an interactive process that involves the reader’s purpose, their prior knowledge and experience, and the text itself. Readers construct meaning from texts by making inferences and developing thoughtful interpretations. An effective reader is one who thinks clearly, creatively, and critically about the ideas and information that they encounter in texts.

By engaging with a variety of different types of texts (including both literary and nonliterary), students are able to read for a variety of purposes, including to gain information, infer meaning, think critically, and develop an appreciation. Literary texts offer a means of understanding ourselves and others and have the power to incite the imagination and influence thinking. Likewise, nonliterary texts are essential to understanding the world around us, to investigate the nature of language itself, and the ways in which it shapes and is influenced by identity and culture.

**Students’ progression in this skill includes the following:**

- 1. Reading with fluency (R1):** Use knowledge of words and cueing systems to read fluently.
- 2. Reading for meaning (R2):** Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- 3. Understanding form and style (R3):** Recognise

a variety of text forms, text features and stylistic elements, and demonstrate understanding of how they help communicate meaning.

- 4. Reflecting on skills and strategies (R4):** Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

### Writing

Writing is a tool for thinking. Writing is a process that enables students to explore, shape, and clarify their thoughts and to communicate them to others. Thus, the quality of expression lies in the authenticity of the message and the desire to communicate. Because writing grows out of many purposes, students can engage with writing in analytical, imaginative, creative, and personal ways. Finally, conventions of finished and edited texts are an important dimension of the relationship between writers and readers.

**Students’ progression in this skill includes the following:**

- 1. Developing and Organising Content (W1):** Use writing to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences; and to use their imagination.
- 2. Using Knowledge of Form and Style (W2):** Write for a variety of purposes and authentic audiences, real or imagined.
- 3. Applying Knowledge of Language Conventions (W3):** Develop and strengthen writing using the writing process: planning, revising, editing, rewriting, and trying new approaches **(detailed scope and sequence for this section for teachers, under development).**
- 4. Reflecting on Skills and Strategies (W4):** 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.

## NCTE Position Paper on Writing

### **Writing and reading are related.**

Writing and reading are related. People who engage in considerable reading often find writing an easier task, though the primary way a writer improves is through writing. Still, it's self-evident that to write a particular kind of text, it helps if the writer has read that kind of text, if only because the writer then has a mental model of the genre. In order to take on a particular style of language, it also helps to have read that language, to have heard it in one's mind, so that one can hear it again in order to compose it. Writing can also help people become better readers. In their earliest writing experiences, children listen for the relationships of sounds to letters, which contributes greatly to their phonemic awareness and phonics knowledge. Writers also must learn how texts are structured, because eventually they have to compose in different genres, and that knowledge of structure helps them to predict and make sense of the sections and sequencing of the texts they read. The experience of plotting a short story, organizing a research report, or making line breaks in a poem permits the writer, as a reader, to approach new reading experiences with more informed eyes. Additionally, reading is a vital source of information and ideas. For writers fully to contribute to a given topic or to be effective in a given situation, they must be familiar with and draw on what previous writers have said. Reading also creates a sense of what one's audience knows or expects on a topic.

<sup>2</sup> National Council of Teachers of English, USA.

# English Language Phases at ISB

## Phase 1: EC1 - EC2

## ORAL LANGUAGE

Skill	By the end of this phase, learners:
Listening & Speaking	<p><b>L1 Listening to Understand</b></p> <p><b>L1.1 Active Listening Strategies</b> Begin to use active listening strategies when listening to texts that are read aloud, discussions or simple instructions (e.g. listen without interrupting and wait their turn to speak, show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions).</p> <p><b>L1.2 Demonstrating Understanding</b> Demonstrate an understanding of information and ideas in oral texts by following simple and clear instructions, responding to the statements of others and actively participating in the give and take of conversation, telling what happened in a story and engaging in dramatic play.</p> <p><b>L1.3 Listening like a Speaker</b> Mimic some of the speaker's strategies used in oral texts.</p>
	<p><b>S2 Speaking to Communicate</b></p> <p><b>S2.1 Interactive Strategies</b> Begin to use appropriate speaking behaviours such as refraining from speaking over others, and adjusting speaking volume for different contexts.</p> <p><b>S2.2 Clarity and Coherence</b> Tell personal experiences and present information or ideas in an understandable way.</p> <p><b>S2.3 Appropriate Language</b> Use words related to familiar common experiences, inquiries and topics. Use courteous terms such as please and thank you.</p> <p><b>S2.4 Vocal Skills</b> Speak at an appropriate volume and rate to be heard and understood. Talk about a topic with enthusiasm and speak with confidence. Join in with songs, rhymes and chants.</p> <p><b>S2.5 Non-Verbal Cues</b> Begin to identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications</p>
	<p><b>L/S3 Reflecting on Skills and Strategies</b></p> <p><b>L/S3.1 Metacognition</b> Starts in Phase 2.</p> <p><b>L/S3.2 Interconnected Skills</b> Starts in Phase 5.</p>

## VISUAL LANGUAGE

Viewing &  
Presenting**V1 Understanding Media Texts****V1.1 Form**

Begin to identify some of the elements and characteristics of a few simple media forms (e.g. picture book: cover, printed words, pictures).

Recognise familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed.

**V1.2 Conventions and Techniques**

Observe visual cues that indicate context (e.g. picture book: dark sky and moon indicate it is night time).

**V1.3 Responding to and Evaluating Texts**

Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages.

Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise.

**P2 Creating Media Texts****P2.1 Form**

Begin to use visual language in a purposeful way.

**P2.2 Conventions and Techniques**

Starts in Phase 2.

**P2.3 Appropriate Visuals and Media**

Starts in Phase 2

**P2.4 Producing Media Texts**

Select and incorporate colours, shapes, symbols and images into visual presentations.

**V/P3 Reflecting on Skills and Strategies****V/P3.1 Metacognition**

Starts in Phase 2.

**V/P3.2 Interconnected Skills**

Starts in Phase 2

## WRITTEN LANGUAGE

## Reading

## R1 Reading with Fluency

**R1.1 Reading Fluently**

Participate in shared reading, joining in with rhymes, poems, songs, word and clapping games, gaining familiarity with the sounds and patterns of the language of instruction. 'Read' pictures.

**R1.2 Reading Familiar Words**

Recognise/read their own first name and some of their classmates' names.

**R1.3 Reading Unfamiliar Words**

Use their own name to learn about words and to make connections to other words and names.

Begin to discriminate between visual representations such as symbols, numbers, technology iconography, letters and words, and talk about the fact that some letters represent sounds.

**R1.4 Expanding Vocabulary**

Starts in Phase 3.

## R2 Reading for Meaning

**R2.1 Variety of Texts**

Choose and 'read' picture books for pleasure.  
Understand that there are different types of books and texts.

**R2.2 Comprehension Strategies**

Gain new information from pictures or pictures and text.

**R2.3 Demonstrating Understanding**

Demonstrate understanding of pictures and words in a text through words, facial expressions, and gestures.

**R2.4 Analysing a Text**

Infer a character's feelings using text and pictures.

**R2.5 Using Evidence**

Answer questions about illustrations and text.

**R2.6 Extending Understanding**

Show curiosity and ask questions about pictures or text to deepen understanding.  
Make connections to their own experience when listening to or 'reading' texts.

**R2.7 Responding to / Evaluating Texts**

Express opinions about the meaning of a story.  
Begin to show empathy for characters in a story.

**R2.8 Point of View / Critical Literacy**

Starts in Phase 2.

**R2.9 Contexts**

Starts in Phase 5.

## WRITTEN LANGUAGE (CONTINUED)

**R3 Understanding Form and Style****R3.1 Text Forms and Features**

Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end.

**R3.2 Text Patterns**

Starts in Phase 2.

**R3.3 Elements of Style**

Starts in Phase 3.

**R3.4 Language**

Starts in Phase 3.

**R3.5 Intertextuality**

Starts in Phase 3.

**R4 Reflecting on Skills and Strategies**

**R4.** Starts in Phase 2.

**Writing****W1 Developing and Organising Content****W1.1 Developing and Organising Content**

Participate in shared and guided writing about a topic or a theme.

**W1.2 Using the Writing Process**

Generate ideas for drawing and/or writing mainly based on their own experiences.

**W1.3 Using Note-making Strategies**

Starts in Phase 3.

**W1.4 Gathering Evidence**

Begin to realise that every page in a book is related to the same topic.

**W1.5 Making Structural Choices**

Show an awareness of how text types are organised (e.g. books, lists, invitations, menus etc.).

**W2 Using Knowledge of Form and Style**

**W2.** Begin to draw and use approximate writing in a variety of forms, identifying the topic, purpose and audience.

## WRITTEN LANGUAGE (CONTINUED)

### W3 Applying Knowledge of Language Conventions

#### W3. Conventions of Standard English

Begin to show an awareness of the conventions of written text and sound–symbol relationships.

#### W3.1 - W3.6. Specific sub-skills

Under development (for teachers).

#### W3.7 Knowledge of Language

Starts in Phase 2.

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### W4 Reflecting on Skills and Strategies

#### W4.1 Attitude

Demonstrate confidence in attempts at drawing and writing.

#### W4.2 Metacognition

Starts in Phase 2.

#### W4.3 Interconnected skills

Starts in Phase 2.

#### W4.4 Acting on feedback

Starts in Phase 2.

#### W4.5 Publishing

Begin to identify themselves as writers and share their attempts at writing with others.



# Phase 2: EC3 - Grade 1

## ORAL LANGUAGE

Skill	By the end of this phase, learners:
<b>Listening &amp; Speaking</b>	<p><b>L1 Listening to Understand</b></p> <p><b>L1.1 Active Listening Strategies</b> Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (e.g. listen without interrupting and wait their turn to speak, show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions).</p> <p><b>L1.2 Demonstrating Understanding</b> Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea (e.g. use time-order words, such as first, then, next, finally, to retell a story they have heard; restate information from a movie about community workers, including a topic statement and several supporting details).</p> <p><b>L1.3 Listening like a Speaker</b> Begin to identify some of the speaker’s strategies used in oral texts and explain how they influence the audience (e.g. the use of differences in tone and pitch for different characters in a story; the use of props to engage the audience).</p> <p><b>Teacher prompts:</b> ‘How did the speaker use his/her voice to make you like/not like a character?’ ‘Why do you think the speaker used the puppets when he was speaking?’</p>
	<p><b>S2 Speaking to Communicate</b></p> <p><b>S2.1 Interactive Strategies</b> Demonstrate an understanding of appropriate speaking behaviours in a few different situations, including paired sharing, and small and large group discussions (e.g. give other group members an opportunity to speak, respond positively to the contributions of others, stay on topic and speak to the point).</p> <p><b>S2.2 Clarity and Coherence</b> Communicate ideas and information orally in a clear, coherent manner (e.g. use a logical framework such as a beginning, middle, and end sequence to retell a story read aloud by the teacher).</p> <p><b>S2.3 Appropriate Language</b> Choose appropriate words to communicate their meaning accurately and engage the interest of their audience (e.g. choose words relevant to the topic from the full range of their vocabulary, including new words used regularly in the classroom, use descriptive adjectives to clarify and add interest to a narrative, use inclusive language that conveys respect for all people).</p>

## ORAL LANGUAGE (CONTINUED)

### **S2.4 Vocal Skills**

Begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning (e.g. increase volume to emphasise important points or to communicate to a large audience).

### **S2.5 Non-Verbal Cues**

Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

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## L/S3 Reflecting on Skills and Strategies

### **L/S3.1 Metacognition**

Begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking.

#### **Teacher prompts:**

‘How do you know what to listen for?’

‘What could you do after you listen to check and see if you understood what you heard?’

‘What could you do if you didn’t understand what you heard?’

‘What do you think about before you begin to talk?’

‘When you are talking, how can you tell if the audience understands?’

‘What could you do to help the audience understand what you are saying?’

### **L/S3.2 Interconnected Skills**

Starts in Phase 5

## VISUAL LANGUAGE

## Viewing &amp; Presenting

**V1 Understanding Media Texts****V1.1 Form**

Identify some of the elements and characteristics of a few simple media forms (e.g. cartoon: colour, music, animation; picture book: cover, printed words, pictures).

**V1.2 Conventions and Techniques**

Identify, initially with support and direction, the conventions and techniques used in some familiar media forms (e.g. specific pictures and colours are used in traffic signs to make messages immediately recognisable to drivers and pedestrians; icons are used on computer screens instead of words to help users locate computer functions; jingles and slogans are used in television advertisements to make the messages memorable).

**V1.3 Responding to and Evaluating Texts**

Express personal thoughts and feelings about some simple media works (e.g. state whether they like or dislike a character in a cartoon, song, or movie; draw a picture of the character in a song).

**P2 Creating Media Texts****P2.1 Form**

Identify an appropriate form to suit the purpose and audience for a media text they plan to create (e.g. choose a way to tell the school about an upcoming book sale – a poster or a P.A. announcement – and why).

**P2.2 Conventions and Techniques**

Identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g. choose music to reflect the changing scenes or moods in a picture book).

**P2.3 Appropriate Visuals and Media**

Use appropriate visuals, videos, and other media, including those with inclusive and non-discriminatory messages, to communicate their meaning effectively and engage the interest of their intended audience.

**P2.4 Producing Media Texts**

Produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g. a sequence of pictures and/or photographs that tells a story; a sign or poster for their classroom or the school).

**V/P3 Reflecting on Skills and Strategies****V/P3.1 Metacognition**

Identify, initially with support and direction, which strategies they found most helpful in making sense of and creating media texts.

**V/P3.2 Interconnected Skills**

Begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts.

## WRITTEN LANGUAGE

## Reading

## R1 Reading with Fluency

**R1.1 Reading Fluently**

Participate in guided and shared reading situations, observing and applying reading behaviours, aiming to read pictures and appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader.

**R1.2 Reading Familiar Words**

Read and understand familiar print from the immediate environment, some high-frequency words and words of personal interest or significance (such as their classmates' names), in a variety of reading contexts.

**R1.3 Reading Unfamiliar Words**

Predict the meaning of and solve some unfamiliar words using different types of cues, including: semantic (meaning) cues, syntactic (language structure) cues, and graphophonic (phonological and graphic) cues.

Discriminate between visual representations such as symbols, numbers, technology iconography, letters and words and understand sound/symbol relationships

**R1.4 Expanding Vocabulary**

Starts in Phase 3.

## R2 Reading for Meaning

**R2.1 Variety of Texts**

Select and reread favourite texts for enjoyment.

Identify a few different purposes for reading and read a few different types of literary texts including literary, graphic, and informational texts.

**R2.2 Comprehension Strategies**

Identify and use a variety of reading comprehension strategies to make meaning of pictures and text.

**R2.3 Demonstrating Understanding**

Demonstrate understanding by identifying and recalling important ideas about setting, plot and characters after a story is read.

**R2.4 Analysing a Text**

Infer simple messages in a work of fiction.

Infer character's intentions and motivations using text and pictures.

**R2.5 Using Evidence**

Ask and answer questions about illustrations and text.

**R2.6 Extending Understanding**

With support and guidance, identify connections between ideas in texts to their own knowledge and experience, to other familiar texts, and to the world around them.

**R2.7 Responding to / Evaluating Texts**

Express opinions about pictures and text and articulate why they like a book. Show empathy for characters in a story.

## WRITTEN LANGUAGE (CONTINUED)

### **R2.8 Point of View / Critical Literacy**

Begin to identify, with support and direction, the speaker and the point of view presented in a text.

### **R2.9 Context**

Starts in Phase 3

## R3 Understanding Form and Style

### **R3.1 Text Forms and Features**

Identify and describe the characteristics and features of a few simple text forms, with a focus on literary texts such as a simple fictional story, graphic texts such as a calendar, and informational texts such as a simple 'All About\_\_\_\_\_' book.

### **R3.2 Text Patterns**

Notice when a book has repeating episodes or language patterns.

### **R3.3 Elements of Style**

Starts in Phase 3

### **R3.4 Language**

Starts in Phase 3

### **R3.5 Intertextuality**

Starts in Phase 3

## R4 Reflecting on Skills and Strategies

### **R4.1 Metacognition**

Begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading.

### **R4.2 Interconnected Skills**

Explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.

## Writing

## W1 Developing and Organising Content

### **W1.1 Activating Prior Knowledge**

Participate in shared and guided writing about a topic or a theme.

### **W1.2 Using the Writing Process**

Generate ideas for potential topics through discussions.

### **W1.3 Using note-making Strategies**

Starts in Phase 3.

### **W1.4 Gathering Evidence**

Organise content with all pages and ideas related to the same topic or set of facts.

### **W1.5 Making Structural Choices**

Create an organising structure for different text types.

## WRITTEN LANGUAGE (CONTINUED)

### W2 Using Knowledge of Form and Style

**Refer to Aesch Writing Units to identify writing forms for each grade level.**

Draw and write in a variety of forms, identifying the topic, purpose and audience.

#### **Persuasive Text**

Begin to write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure (Gr. 1).

#### **Informative/Explanatory Texts**

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### **Narrative Writing**

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### W3 Applying Knowledge of Language Conventions

#### **W3. Conventions of Standard English**

Demonstrate an awareness of the conventions of written text, capitalisation, punctuation, and spelling. Attempt unknown words through sound analysis and spell some familiar high frequency words.

#### **W3.1 - W3.6. Specific sub-skills**

Under development (for teachers).

#### **W3.7 Knowledge of Language**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### W4 Reflecting on Skills and Strategies

#### **W4.1 Attitude**

Enjoy writing and value their own efforts and demonstrate a commitment to shaping pieces of writing.

#### **W4.2 Metacognition**

Identify which strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers.

#### **W4.3 Interconnected skills**

Describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers.

#### **W4.4 Acting on feedback**

Identify themselves as writers and share their work.

#### **W4.5 Publishing**

Select pieces of writing they think show their best work and explain the reasons for their selection.

# Phase 3: Grade 1 - Grade 3

## ORAL LANGUAGE

Skill	By the end of this phase, learners:
Listening & Speaking	<p><b>L1 Listening to Understand</b></p> <p><b>L1.1 Active Listening Strategies</b> Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups (e.g. demonstrate an understanding of when to speak, when to listen, and how much to say; make connections between personal experiences and the contributions of other group members; ask relevant questions to clarify information and ideas).</p> <p><b>L1.2 Demonstrating Understanding</b> Demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (e.g. paraphrase a partner's reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/artwork representing the important ideas in a poem or song).</p> <p><b>L1.3 Listening like a Speaker</b> Identify some of the speaking strategies used in oral texts and explain how they influence the audience (e.g. intonation, eye contact).</p> <p><b>Teacher prompts:</b> 'Do you think the speaker used intonation and eye contact in an appropriate and effective way? How did they influence your response?' 'What other strategies might be effective in engaging or influencing the audience?'</p>
	<p><b>S2 Speaking to Communicate</b></p> <p><b>S2.1 Interactive Strategies</b> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large group discussions (e.g. paraphrase or restate other group members' contributions; acknowledge another person's point of view; link their responses to the topic of conversation and/or what was said by the previous speaker).</p> <p><b>S2.2 Clarity and Coherence</b> Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence (e.g. use an organisational pattern such as comparison or chronological order in presenting a short oral report).</p> <p><b>S2.3 Appropriate Language</b> Choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience (e.g. use alliteration for emphasis; use comparatives such as like, instead of, however, the same as, compared to, unlike to clarify similarities and differences; use appropriate technical terms when explaining a scientific investigation).</p>

## ORAL LANGUAGE (CONTINUED)

### **S2.4 Vocal Skills**

#### Vocal Skills and Non-Verbal Cues

Identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (e.g. pause in appropriate places long enough to allow others to respond during dialogue with peers or in small groups).

### **S2.5 Non-Verbal Cues**

Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

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## **L/S3 Reflecting on Skills and Strategies**

### **L/S3.1 Metacognition**

Identify, in conversation with the teacher and peers, which strategies they found most helpful before, during, and after listening and speaking.

#### **Teacher prompts:**

‘What questions do you ask yourself after listening to check that you have understood?’

‘How do you check to be sure that the audience understands what you are saying?’

### **L/S3.2 Interconnected Skills**

Starts in Phase 5.



## VISUAL LANGUAGE

## Viewing &amp; Presenting

**V1 Understanding Media Texts****V1.1 Form**

Identify some of the elements and characteristics of a few simple media forms (e.g. cartoon: colour, music, animation; picture book: cover, printed words, pictures).

**V1.2 Conventions and Techniques**

Identify, initially with support and direction, the conventions and techniques used in some familiar media forms (e.g. specific pictures and colours are used in traffic signs to make messages immediately recognisable to drivers and pedestrians; icons are used on computer screens instead of words to help users locate computer functions; jingles and slogans are used in television advertisements to make the messages memorable).

**V1.3 Responding to and Evaluating Texts**

Express personal thoughts and feelings about some simple media works (e.g. state whether they like or dislike a character in a cartoon, song, or movie; draw a picture of the character in a song).

**P2 Creating Media Texts****P2.1 Form**

Identify an appropriate form to suit the purpose and audience for a media text they plan to create (e.g. choose a way to tell the school about an upcoming book sale – a poster or a P.A. announcement – and why).

**P2.2 Conventions and Techniques**

Identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g. choose music to reflect the changing scenes or moods in a picture book).

**P2.3 Appropriate Visuals and Media**

Use appropriate visuals, videos, and other media, including those with inclusive and non-discriminatory messages, to communicate their meaning effectively and engage the interest of their intended audience.

**P2.4 Producing Media Texts**

Produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g. a sequence of pictures and/or photographs that tells a story; a sign or poster for their classroom or the school).

**V/P3 Reflecting on Skills and Strategies****V/P3.1 Metacognition**

Identify, initially with support and direction, which strategies they found most helpful in making sense of and creating media texts.

**V/P3.2 Interconnected Skills**

Begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts.

## WRITTEN LANGUAGE

## Reading

## R1 Reading with Fluency

**R1.1 Reading Fluently**

Participate in guided and shared reading situations, aiming to read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader.

**R1.2 Reading Familiar Words**

Automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance in a variety of reading contexts.

**R1.3 Reading Unfamiliar Words**

Predict the meaning of and solve unfamiliar words using different types of cues, including: semantic (meaning) cues, syntactic (language structure) cues, and graphophonic (phonological and graphic) cues with increasing speed.

**R1.4 Expanding Vocabulary**

Introduced in Phase 5.

## R2 Reading for Meaning

**R2.1 Variety of Texts**

Identify a variety of purposes for reading and read a variety of texts from diverse cultures, including literary, graphic, and informational texts.

**R2.2 Comprehension Strategies**

Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.

**R2.3 Demonstrating Understanding**

Demonstrate understanding by identifying important ideas and some supporting details.

**R2.4 Analysing a Text**

Identify specific elements of texts and explain how they contribute to the meaning of the texts.

**R2.5 Using Evidence**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**R2.6 Extending Understanding**

Identify connections between the ideas in texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

**R2.7 Responding to / Evaluating Texts**

Express personal opinions about ideas presented in texts.

**R2.8 Point of View / Critical Literacy**

Identify the point of view presented in a text and suggest some possible alternative perspectives.

**R2.9 Contexts**

Introduced in Phase 5.

## WRITTEN LANGUAGE (CONTINUED)

### R3 Understanding Form and Style

#### R3.1 Text Forms and Features

Explain how the particular characteristics and features of various text forms help communicate meaning, with a focus on literary, graphic, and informational texts.

#### R3.2 Text Patterns

Recognise a variety of organisational patterns in texts of different types and explain how the patterns help readers understand the texts.

#### R3.3 Elements of Style

Identify some elements of style, and explain how they help readers understand texts.

#### R3.4 Language

Explain how specific aspects of a text's language or illustrations contribute to the story, relate mood, or emphasise aspects of a character or setting.

#### R3.5 Intertextuality

Compare and contrast the most important points and key details presented in two texts on the same topic.

### R4 Reflecting on Skills and Strategies

#### R4.1 Metacognition

Identify, in conversation or in a reader's notebook, which strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers.

#### R4.2 Interconnected Skills

Explain, in conversation or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.

## Writing

### W1 Developing and Organising Content

#### W1.1 Activating Prior Knowledge

Participate in collaborative and independent writing about a topic or a theme.

#### W1.2 Using the Writing Process

Create written and media texts using a variety of forms.

#### W1.3 Using Note-making Strategies

Explore, with assistance, ways for making their own notes.

#### W1.4 Gathering Evidence

Select, organise and combine relevant information, with assistance, to construct and communicate meaning.

#### W1.5 Making Structural Choices

Demonstrate some awareness of purpose and audience when making choices about form and structure.

## WRITTEN LANGUAGE (CONTINUED)

### W2 Using Knowledge of Form and Style

Refer to Aesch Writing Units to identify writing forms for each grade level.

#### Persuasive Texts

##### W2.1 Introductions

Introduce the topic or text they are writing about, state an opinion, and create an organisational structure that lists reasons for that opinion.

##### W2.2 Developing an Argument

Provide reasons that support the opinion.

##### W2.3 Linking Ideas

Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.

##### W2.4 Register and Style

Recognise and begin to use a formal tone.

##### W2.5 Conclusions

Provide a concluding statement or section.

#### Informative/Explanatory Texts

##### W2.6 Introductions

Introduce a topic and group related information together, include illustrations when useful to aid comprehension.

##### W2.7 Developing a Topic

Develop the topic with facts, definitions, and details.

##### W2.8 Linking Ideas

Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information.

##### W2.9 Register and Style

Recognise domain-specific vocabulary used to inform about or explain the topic.

##### W2.10 Conclusions

Provide a concluding statement or section.

#### Narrative Texts

##### W2.11 Exposition

Establish a situation and introduce a narrator and/or characters, organise an event sequence that unfolds naturally.

##### W2.12 Narrative Technique

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

## WRITTEN LANGUAGE (CONTINUED)

### **W2.13 Structure**

Use temporal words and phrases to signal event order.

### **W2.14 Word Choice**

Begin to use sensory details to convey experiences and events.

### **W2.15 Resolution**

Provide a sense of closure.

## W3 Applying Knowledge of Language Conventions

### **Conventions of Standard English**

Demonstrate command of the conventions of standard English grammar and usage, capitalisation, punctuation, and spelling.

Spell familiar high frequency words with increasing accuracy (including a wide range of plurals and base words with inflectional endings) and reflect spellings in final drafts.

### **W3.1 - W3.6 Specific sub-skills**

Under development (for teachers).

### **3.7 Knowledge of Language**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## W4 Reflecting on Skills and Strategies

### **4.1 Attitude**

Demonstrate a commitment to shaping pieces of writing.

### **4.2 Metacognition**

Identify which strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers.

### **4.3 Interconnected skills**

Describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers.

### **4.4 Acting on feedback**

Invite responses to early drafts of their writing.

### **4.5 Publishing**

Select pieces of writing that they think show their best work and explain the reasons for their selection.

# Phase 4: Grade 4 - Grade 5

## ORAL LANGUAGE

Skill	By the end of this phase, learners:
Listening & Speaking	<p><b>L1 Listening to Understand</b></p> <p><b>L1.1 Active Listening Strategies</b> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups (e.g. ask questions to clarify understanding before responding; affirm and build on the ideas of others; summarise and respond constructively to ideas expressed by others; use brief vocal prompts to signal agreement or interest during conversations: yes, say that again please, tell me more).</p> <p><b>L1.2 Demonstrating Understanding</b> Demonstrate an understanding of the information and ideas in oral texts by summarising important ideas and citing a variety of supporting details (e.g. summarise an episode of a favourite television programme for a small group; summarise the ideas in a book read aloud to the class).</p> <p><b>L1.3 Listening like a Speaker</b> Identify a range of speaking strategies used in oral texts and analyse their effect on the audience (e.g. the use of emotive language, one-sided arguments, or exaggerated claims).</p> <p><b>Teacher prompt:</b> ‘Why do you think the speaker repeats that phrase so often?’</p>
	<p><b>S2 Speaking to Communicate</b></p> <p><b>S2.1 Interactive Strategies</b> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small and large group discussions (e.g. ask questions to clarify understanding before responding; respond to a group member’s comment by making a personal connection to their own experience; show awareness of and sensitivity towards the background and experiences of other group members when expressing their own views).</p> <p><b>S2.2 Clarity and Coherence</b> Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (e.g. present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details).</p> <p><b>S2.3 Appropriate Language</b> Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience (e.g. use evocative images, personal anecdotes, quotations, vocabulary from curriculum subject areas, and appropriate technical terminology to achieve particular effects).</p>

## ORAL LANGUAGE (CONTINUED)

### **S2.4 Vocal Skills**

Identify some vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (e.g. use a formal or informal tone as required by the context).

### **S2.5 Non-Verbal Cues**

Identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (e.g. use facial expression appropriately to indicate agreement or confusion during a discussion).

## L/S3 Reflecting on Skills and Strategies

### **L/S3.1 Metacognition**

Identify, in conversation with the teacher and peers, which strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills.

#### **Teacher prompts:**

How do you check to be sure you understand correctly what others are saying during a discussion?

‘How do you make decisions about when to speak and when to listen?’

### **L/S3.2 Interconnected Skills**

Starts in Phase 5.

## VISUAL LANGUAGE

## Viewing &amp; Presenting

## V1 Understanding Media Texts

**V1.1 Form**

Describe in detail the main elements of some media forms (e.g. television talk show: host, studio audience, guests, commercial breaks; news broadcast: news anchor, reporters, video clips, commercial breaks; television sitcom: standard set, regular cast, visiting actors, laugh track, plot problem and complications, happy ending).

**V1.2 Conventions and Techniques**

Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (e.g. newspapers: separate sections for international/national news, sports, entertainment, and local events to appeal to a wide range of interests; headlines, photographs with captions, and graphics to add human interest and impact).

**V1.3 Responding to and Evaluating Texts**

Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (e.g. explain why they think the coverage of an event by one media news source is more interesting and/or more reliable than the coverage of the same event by another source; defend an opinion about whether a media text that excludes groups such as girls or racial or ethnocultural minorities is sending a harmful message).

## P2 Creating Media Texts

**P2.1 Form**

Identify an appropriate form to suit the specific purpose and audience for a planned media text, and explain why it is an appropriate choice (e.g. a pamphlet or newsletter to inform parents, teachers, and students about environmental initiatives taken or planned by members of the school community).

**P2.2 Conventions and Techniques**

Identify conventions and techniques appropriate to the form chosen for a planned media text, and explain how the chosen conventions and techniques will help communicate the message (e.g. the components of the dinner menu for a restaurant: different sections for each course, descriptions of ingredients, catchy titles for different dishes, and prices are included to interest diners in the various dishes and give them information they need to make choices).

**P2.3 Appropriate Visuals and Media**

Use appropriate visuals, videos, and other media, including those with inclusive and non-discriminatory messages, to communicate meaning effectively and engage the interest of the intended audience.

**P2.4 Producing Media Texts**

Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g. a T-shirt to be worn by a character in a story or television show; a news broadcast about a topic – such as immigration – from a cross-curricular unit of study; a mock television commercial for a food product, drink, or item of clothing).



**VISUAL LANGUAGE (CONTINUED)****V/P3 Reflecting on Skills and Strategies****V/P3.1 Metacognition**

Identify, with some support and direction, which strategies were most helpful in making sense of and creating media texts, and explain how these and other strategies can help improve media viewing, listening, and production.

**V/P3.2 Interconnected Skills**

Explain, with some support and direction, how skills in listening, speaking, reading, and writing help to make sense of and produce media texts.

## WRITTEN LANGUAGE

## Reading

## R1 Reading with Fluency

**R1.1 Reading Fluently**

Read appropriate texts with sufficient expression and confidence to convey understanding, adjusting reading strategies and reading rate to ensure meaning and match the form and purpose of the text.

**R1.2. Reading Familiar Words**

Automatically read and understand most words in common use.

**R1.3 Reading Unfamiliar Words**

Predict the meaning of, and rapidly solve, unfamiliar words using different types of cues including semantic (meaning) cues, syntactic (language structure) cues and grapho-phonetic (phonological and graphic) cues.

**R1.4 Expanding Vocabulary**

Introduced in Phase 5.

## R2 Reading for Meaning

**R2.1 Variety of Texts**

Identify a variety of purposes for reading and read a variety of texts from diverse cultures and genres including literary, graphic, and informational texts.

**R2.2 Comprehension Strategies**

Identify and use a variety of reading comprehension strategies before, during and after reading, including Identifying, skimming and scanning online texts for relevance and usefulness before reading fully.

**R2.3 Demonstrating Understanding**

Identify the most important ideas and supporting details in a variety of texts.

**R2.4 Analysing Texts**

Analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements including the author's purpose.

**R2.5 Using Evidence**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**R2.6 Extending Understanding**

Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

**R2.7 Responding to / Evaluating Texts**

Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views.

**R2.8 Point of View / Critical Literacy**

Identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives.

## WRITTEN LANGUAGE (CONTINUED)

### R2.9 Context

Introduced in Phase 5.

## R3 Understanding Form and Style

### R3.1 Text Forms and Features

Identify a variety of text forms and features, explaining how their particular characteristics help communicate meaning, with a focus on genre.

### R3.2 Text Patterns

Recognise a variety of organisational patterns in texts of different types and explain how the patterns help readers understand the texts, with a focus on the differences between fiction and nonfiction.

### R3.3 Elements of Style

Identify various elements of style and explain how they help communicate meaning.

### R3.4 Language

Determine how words and phrases used in a text, including figurative language, contribute to the story, relate mood, or emphasise aspects of a character or setting.

### R3.5 Intertextuality

Compare and contrast the characters, settings, or events of two different but similar stories, drawing on specific details in the text.

## R4 Reflecting on Skills and Strategies

### R4.1 Metacognition

Identify the strategies they found most helpful before, during, and after reading and explain, in conversation or in a reader's notebook, how they can use these and other strategies to improve as readers.

### R4.2 Interconnected Skills

Explain, in conversations or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.

## Writing

## W1 Developing and Organising Content

### W1.1 Prior Knowledge

Create written and media texts, collaboratively and independently, in different modes, and in an increasing variety of forms.

### W1.2 Writing Process

Use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies.

### W1.3 Note-making

Expand appropriate note-making strategies from a growing repertoire.

## WRITTEN LANGUAGE (CONTINUED)

**W1.4 Evidence**

Select, organise, and combine relevant information from three or more sources to construct and communicate meaning.

**W1.5 Structural Choices**

Address the demands of a variety of purposes and audiences when making choices about form and structure.

**W2 Using Knowledge of Form and Style**

*Refer to Aesch Writing Units to identify writing forms for each grade level.*

**Persuasive Texts****W2.1 Introductions**

Introduce a topic or text clearly, state an opinion, and create an organisational structure in which ideas are logically grouped to support the writer's purpose.

**W2.2 Developing an Argument**

Provide logically ordered reasons that are supported by facts and details.

**W2.3 Linking Ideas**

Link opinion and reasons using words, phrases, and clauses.

**W2.4 Voice and Style**

Use a formal tone.

**2.5 Conclusions**

Provide a concluding statement or section related to the opinion presented.

**Informative/Explanatory Texts****2.6 Introductions**

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aid comprehension.

**2.7 Developing a Topic**

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**2.8 Linking Ideas**

Link ideas within and across categories of information using words, phrases, and clauses.

**2.9 Voice and Style**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**2.10 Conclusions**

Provide a concluding statement or section related to the information or explanation presented.

**Narrative Texts****2.11 Exposition**

Orientate the reader by establishing a situation and introducing a narrator and/or characters; organise an event sequence that unfolds naturally.

## WRITTEN LANGUAGE (CONTINUED)

### 2.12 Narrative Techniques

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

### 2.13 Structure

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

### 2.14 Word Choice

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### 2.15 Resolution

Provide a conclusion that follows from the narrated experiences or events.

## W3 Applying Knowledge of Language Conventions

### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage, capitalisation, punctuation, and spelling.

### W3.1 - W3.6 Specific sub-skills

Under development (for teachers).

### W3.7 Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## W4 Reflecting on Skills and Strategies

### 4.1 Attitude

Demonstrate a commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement.

### 4.2 Metacognition

Identify which strategies they found most helpful before, during, and after writing and which steps they can take to improve as writers.

### 4.3 Interconnected Skills

Describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers.

### 4.4 Acting on Feedback

Invite responses to early drafts of their writing and incorporate some changes into subsequent drafts.

### 4.5 Publishing

Select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices.

## Phase 5: Grade 6

## ORAL LANGUAGE

Skill	By the end of this phase, learners:
Listening & Speaking	<p data-bbox="355 488 866 528"><b>L1 Listening to Understand</b></p> <p data-bbox="355 566 759 600"><b>L1.1 Active Listening Strategies</b> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (e.g. ask questions to deepen understanding and make connections to the ideas of others; summarise or paraphrase information and ideas to focus or clarify understanding; use vocal prompts in dialogues or conversations to express empathy, interest, and personal regard).</p> <p data-bbox="355 826 815 860"><b>L1.2 Demonstrating Understanding</b> Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (e.g. summarise and explain information and ideas from an oral text, citing important details; ask questions to confirm inferences and value judgements during discussions after listening).</p> <p data-bbox="355 1016 730 1050"><b>L1.3 Listening like a Speaker</b> Identify a variety of speaker strategies used in oral texts and analyse their effect on the audience (e.g. the unexpected use of humour or of changes in pace).</p> <hr/> <p data-bbox="355 1160 927 1200"><b>S2 Speaking to Communicate</b></p> <p data-bbox="355 1238 695 1272"><b>S2.1 Interactive Strategies</b> Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small and large group discussions (e.g. acknowledge different points of view; paraphrase to clarify meaning; adjust the level of formality to suit the audience and purpose for speaking).</p> <p data-bbox="355 1429 703 1462"><b>S2.2 Clarity and Coherence</b> Communicate orally in a clear, coherent manner, using appropriate organising strategies and formats to link and sequence ideas and information (e.g. present an argument in favour of one point of view on an issue, with an opening statement, sequence of points with supporting evidence, and summary/conclusion).</p> <p data-bbox="355 1619 719 1653"><b>S2.3 Appropriate Language</b> Use appropriate words and phrases from the full range of vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate meaning accurately and engage the interest of the intended audience (e.g. use similes, personification, and comparative adjectives and adverbs to achieve a desired effect).</p> <p data-bbox="355 1843 576 1877"><b>S2.4 Vocal Skills</b> Identify a range of vocal effects (including tone, pace, pitch, volume, and a variety of sound effects) and use them appropriately and with sensitivity towards cultural differences to help communicate meaning (e.g. create different-sounding ‘voices’ for the characters in a dramatisation of a story).</p>

**ORAL LANGUAGE (CONTINUED)****S2.5 Non-Verbal Cues**

Identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey meaning (e.g. count off on their fingers as they present each point in an argument).

**L/S3 Reflecting on Skills and Strategies****L/S3.1 Metacognition**

Identify, in conversation with the teacher and peers, which strategies were most helpful before, during, and after listening and speaking and which steps can improve oral communication skills.

**3.2 Interconnected Skills**

Identify, in conversation with the teacher and peers, how skills as viewers, representers, readers, and writers help improve oral communication skills.

## VISUAL LANGUAGE

## Viewing &amp; Presenting

**V1 Understanding Media Texts****V1.1 Form**

Describe in detail the main elements of some media forms (e.g. drama scripts: cast of characters, description of setting, acts, scenes, stage directions).

**V1.2 Conventions and Techniques**

Identify conventions and techniques used in some familiar media forms and explain how these help convey meaning and influence or engage the audience (movie techniques: freeze-frame images, slow motion, and theme music in movies are used to communicate information non-verbally, emphasise or prolong important or appealing scenes, and maintain interest by keeping the viewer wondering ‘what next?’).

**V1.3 Responding to and Evaluating Texts**

Evaluate the effectiveness of a presentation and the treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g. evaluate the coverage of the same news item in a newspaper article, a segment of a news programme, a website, and/or a blog).

**P2 Creating Media Texts****P2.1 Form**

Identify an appropriate form to suit the specific purpose and audience for a planned media text and explain why it is an appropriate choice.

**P2.2 Conventions and Techniques**

Identify conventions and techniques appropriate to the form chosen for a planned media text and explain how the chosen conventions and techniques help communicate the message (e.g. a scene for a television drama adapted from a novel or play: the camera can focus on one character, object, or gesture at a time, allowing different kinds of emphasis; camera angles and distances can vary to create different effects and perspectives; background music can be used to enhance the mood).

**P2.3 Appropriate Visuals and Media**

Use appropriate visual, video, and other media, including those with inclusive and non-discriminatory messages, to communicate the meaning effectively and engage the interest of the intended audience.

**P2.4 Producing Media Texts**

Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g. a computer-generated cover design, including special fonts, to enhance a published piece of writing).



**VISUAL LANGUAGE (CONTINUED)****V/P3 Reflecting on Skills and Strategies****V/P3. Reflecting on Skills and Strategies****V/P3.1 Metacognition**

Identify which strategies were most helpful in making sense of and creating media texts, and explain how these and other strategies can help improve media viewing, listening, and production skills.

**V/P3.2 Interconnected Skills**

Explain how skills in listening, speaking, reading, and writing help make sense of and produce media texts.

## WRITTEN LANGUAGE

## Reading

**R1 Reading with Fluency****R1.1 Reading Fluently**

Mastered in Phase 4.

**R1.2 Reading Familiar Words**

Understand most words in a variety of reading contexts.

**R1.3 Reading Unfamiliar Words**

Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including semantic (meaning) cues, syntactic (language structure) cues, and grapho-phonetic (phonological and graphic) cues.

**R1.4 Developing Vocabulary**

Identify and use different strategies to expand vocabulary.

**R2 Reading for Meaning****R2.1 Variety of Texts**

Identify a variety of purposes for reading and choose a wide variety of texts from diverse cultures, including literary, graphic, and informational texts of increasing complexity and difficulty.

**R2.2 Comprehension Strategies**

Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.

**R2.3 Demonstrating Understanding**

Identify important ideas and supporting details in a variety of increasingly complex texts.

**R2.4 Analysing Texts**

Analyse increasingly complex texts and explain how the different elements in them contribute to meaning.

**R2.5 Using Evidence**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**R2.6 Extending Understanding**

Make appropriate connections and comparisons to personal knowledge, experience and insights; other texts; and the world.

**R2.7 Responding to / Evaluating Texts**

Make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support opinions.

**R2.8 Point of View / Critical Literacy**

Identify the point of view presented in texts, determine agreement with the point of view, in whole or in part, and suggest some other possible perspectives.

**R2.9 Analysing Context**

Recognise that a writer's context is different from a reader's context.

## WRITTEN LANGUAGE (CONTINUED)

### R3 Understanding Form and Style

#### R3.1 Text Forms and Features

Identify a variety of text forms and features, explaining how their particular characteristics help communicate meaning, with a focus on literary, graphic, and informational texts.

#### R3.2 Text Patterns

Identify a variety of organisational patterns in a range of texts and explain how they help readers understand these texts.

#### R3.3 Elements of Style

Identify various elements of style and explain how they help communicate meaning.

#### R3.4 Language

Determine the figurative and connotative meanings of words as they are used in the text, analysing the impact of a specific word choice on meaning and tone.

#### R3.5 Intertextuality

Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

### R4 Reflecting on Skills and Strategies

#### R4.1 Metacognition

Identify the most helpful strategies before, during, and after reading and explain, in conversation or in a reader's notebook, how these and other strategies can be used to improve reading skills.

#### R4.2 Interconnected Skills

Explain in conversation, or a reader's notebook, how skills in listening, speaking, writing, viewing, and representing help to make sense of texts.

## Writing

### W1 Developing and Organising Content

#### W1.1 Prior Knowledge

Create written and media texts using an increasing variety of forms.

#### W1.2 Writing Process

Select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations.

#### W1.3 Note-making

Select appropriate note-making strategies from a growing repertoire.

#### W1.4 Evidence

Select, organise, and combine relevant information from 3-5 sources.

#### W1.5 Structural Choices

Address the demands of an increasing variety of purposes and audiences.

## WRITTEN LANGUAGE (CONTINUED)

### W2 Using Knowledge of Form and Style

#### Persuasive Texts

##### W2.1 Introductions

Introduce claim(s) and organise the reasons and evidence clearly.

##### W2.2 Developing an Argument

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

##### W2.3 Linking Ideas

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

##### W2.4 Register (Voice) and Style

Establish and maintain a formal style.

##### W2.5 Conclusions

Provide a concluding statement or section that follows from the argument presented.

#### Informative/Explanatory Texts

##### W2.6 Introductions

Introduce a topic; organise ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aid comprehension.

##### W2.7 Developing a Topic

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

##### W2.8 Linking Ideas

Use appropriate transitions to clarify the relationships among ideas and concepts.

##### W2.9 Register and Style

Establish and maintain a formal style, using precise language and domain-specific vocabulary to inform about or explain the topic.

##### W2.10 Conclusions

Provide a concluding statement or section that follows from the information or explanation presented.

#### Narrative Texts

##### W2.11 Exposition

Engage and orientate the reader by establishing a context and introducing a narrator and/or characters; organise an event sequence that unfolds naturally and logically.

##### W2.12 Narrative Technique

Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.

##### W2.13 Structure

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

## WRITTEN LANGUAGE (CONTINUED)

### **W2.14 Word Choice**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

### **W2.15 Resolution**

Provide a conclusion that follows from the narrated experiences or events.

## **W3 Applying Knowledge of Language Conventions**

### **Conventions of Standard English**

Demonstrate command of the conventions of standard English grammar and usage, capitalisation, punctuation, and spelling.

### **W3.1 - W3.6 Specific sub-skills**

Under development (for teachers).

### **W3.7 Knowledge of Language**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **W4 Reflecting on Skills and Strategies**

### **W4.1 Attitude**

Demonstrate commitment to shaping pieces of writing.

### **W4.2 Metacognition**

Identify a variety of strategies used before, during, and after writing, explain which were most helpful, and suggest further steps to improve as writers.

### **W4.3 Interconnected Skills**

Describe how skills in listening, speaking, reading, viewing, and representing help the development of writing skills.

### **W4.4 Acting on Feedback**

Ask for feedback about writing and apply it to future drafts.

### **W4.5 Portfolio**

Select pieces of writing that reflect growth and competence in writing skills and explain the reasons for these choices.

# Phase 6: Grade 7 - Grade 8

## ORAL LANGUAGE

Skill	By the end of this phase, learners:
<b>Listening &amp; Speaking</b>	<p><b>L1 Listening to Understand</b></p> <p><b>L1.1 Active Listening Strategies</b> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups (e.g. follow the conversation and make relevant contributions in a group discussion).</p> <p><b>L1.2 Demonstrating Understanding</b> Demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways (e.g. cite details from an oral text to support opinions about it in a small-group discussion).</p> <p><b>L1.3 Listening like a Speaker</b> Identify a wide variety of speaker strategies used in oral texts, evaluate their effectiveness, and suggest other strategies that might have been as effective or more so (e.g. compare two oral presentations, with a focus on the effectiveness of the presentation strategies used by each speaker).</p>
	<p><b>S2 Speaking to Communicate</b></p> <p><b>S2.1 Interactive Strategies</b> Demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience (e.g. paraphrase different points of view on an issue to clarify alternative perspectives).</p> <p><b>2.2 Clarity and Coherence</b> Communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience (e.g. use a cause and effect structure in a report on the rise of a political movement or the emergence of a contentious issue)..</p> <p><b>S2.3 Appropriate Language</b> Use appropriate words, phrases, and terminology from the full range of vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate meaning effectively and engage the interest of the intended audience (e.g. use imagery, figurative language such as similes and analogies, and other stylistic elements such as idioms and onomatopoeia to evoke a particular mood in a dramatic monologue or an appeal for support).</p> <p><b>S2.4 Vocal Skills</b> Identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate meaning (e.g. use changes in pitch to differentiate voices in a storytelling session).</p>

**ORAL LANGUAGE (CONTINUED)****S2.5 Non-Verbal Cues**

Identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey meaning (e.g. rehearse and use hand gestures and increased volume to emphasise points during a formal presentation).

**L/S3 Reflecting on Skills and Strategies****L/S3.1 Metacognition**

Identify the most helpful strategies before, during, and after listening and speaking and which steps will improve oral communication skills.

**3.2 Interconnected Skills**

Identify how skills as viewers, representers, readers, and writers help improve oral communication skills.

## VISUAL LANGUAGE

## Viewing &amp; Presenting

**V1 Understanding Media Texts****V1.1 Form**

Explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning (e.g. print advertisements use text, images, colour, different fonts, and different camera angles in a seamless combination to create an effect).

**V1.2 Conventions and Techniques**

Identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (e.g. website conventions: home pages provide users with a convenient preview of the types of information available).

**V1.3 Responding to and Evaluating Texts**

Evaluate the effectiveness of presentations and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g. evaluate media coverage of a social or environmental issue over a two-week period).

**P2 Creating Media Texts****P2. Creating Media Texts****P2.1 Form**

Identify an appropriate form to suit the purpose and audience for a planned media text and explain why it is an appropriate choice.

**P2.2 Conventions and Techniques**

Identify conventions and techniques appropriate to the form chosen for a planned media text and explain how chosen conventions and techniques help to communicate the message (e.g. conventions in advertisements for a product to appeal to different age groups among the students).

**P2.3 Appropriate Visuals and Media**

Use appropriate visual, video, and other media, including those with inclusive and non-discriminatory messages, to communicate meaning effectively and engage the interest of the intended audience.

**P2.4 Producing Media Texts**

Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g. a multimedia presentation examining two or more elements of a narrative, such as theme, plot, setting, or character).



**VISUAL LANGUAGE (CONTINUED)****V/P3 Reflecting on Skills and Strategies****V/P3.1 Metacognition**

Identify which strategies were most helpful in making sense of and creating media texts, and explain how these and other strategies can help improve skills in media viewing, listening, and production.

**V/P3.2 Interconnected Skills**

Explain how skills in listening, speaking, reading, and writing help make sense of and produce media texts.

## WRITTEN LANGUAGE

## Reading

**R1 Reading with Fluency****R1.1 Reading Fluently**

Mastered in Phase 4.

**R1.2 Reading Familiar Words**

Automatically read and understand most words in a wide range of reading contexts.

**R1.3 Reading Unfamiliar Words**

Predict and rapidly infer the meaning of unfamiliar words using different types of cues including semantic (meaning) cues, syntactic (language structure) cues, and grapho-phonetic (phonological and graphic) cues.

**R1.4 Developing Vocabulary**

Identify and use different strategies to expand vocabulary.

**R2 Reading for Meaning****R2.1 Variety of Texts**

Identify a variety of purposes for reading and choose a wide variety of texts from diverse cultures, including literary, graphic, and informational texts of increasing complexity and difficulty.

**R2.2 Comprehension Strategies**

Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand the literal and implied meaning of texts.

**R2.3 Demonstrating Understanding**

Explain how details support the main idea in a variety of increasingly complex texts.

**R2.4 Analysing Texts**

Analyse and explain how the various elements in texts contribute to the meaning and influence the reader's reaction (audience imperative).

**R2.5 Using Evidence**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**R2.6 Extending Understanding**

Extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them.

**R2.7 Responding to / Evaluating Texts**

Evaluate the effectiveness of texts, including increasingly complex texts, using evidence from the text to support opinions.

**R2.8 Point of View / Critical Literacy**

Identify the point of view presented in texts, give evidence of any biases they may contain, and suggest other possible perspectives.

**R2.9. Analysing Context**

Explain how the writer's context and reader's context can influence meaning and interpretation.

## WRITTEN LANGUAGE (CONTINUED)

### R3 Understanding Form and Style

#### R3.1 Text Forms and Features

Analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary, graphic, and informational texts.

#### R3.2 Text Patterns

Identify different types of organisational patterns used in increasingly complex texts and explain how the patterns help communicate meaning.

#### R3.3 Elements of Style

Identify different elements of style and explain how they help communicate meaning.

#### R3.4 Language

Determine the meaning of figurative and connotative language, analysing the impact of specific word choices on meaning and tone.

#### R3.5 Intertextuality

Compare and contrast the presentation of elements in two texts and analyse how the interpretations of each text contribute to its meaning.

### R4 Reflecting on Skills and Strategies

#### R4.1 Metacognition

Identify the most helpful strategies before, during, and after reading and explain, in conversation or in a reflective journal, how these and other strategies improve reading skills.

#### R4.2 Interconnected Skills

Explain, in conversation or in a reflective journal, how skills in listening, speaking, writing, viewing, and representing help make sense of texts.

## Writing

### W1 Developing and Organising Content

#### W1.1 Prior Knowledge

Further develop previously introduced writing forms and expand on them.

#### W1.2 Writing Process

Choose and apply the appropriate prewriting, drafting, revising, editing, proofreading, and presentation strategies when creating texts.

#### W1.3 Note-making

Use various forms of note-making for different purposes and situations.

#### W1.4 Evidence

Collect and combine information from several sources.

#### W1.5 Structural Choices

Understand that ideas can be represented in more than one way and experiment with many forms and structures.

## WRITTEN LANGUAGE (CONTINUED)

### W2 Using Knowledge of Form and Style

#### Persuasive

##### W2.1 Introductions

Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organise the reasons and evidence logically.

##### W2.2 Developing an Argument

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

##### W2.3 Linking Ideas

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

##### W2.4 Register (Voice) and Style

Establish and maintain a formal style.

##### W2.5 Conclusions

Provide a concluding statement or section that follows from and supports the argument presented.

#### Informative/Explanatory

##### W2.6 Introductions

Introduce a topic clearly, previewing what is to follow; organise ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aid comprehension.

##### W2.7 Developing an Argument

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

##### W2.8 Linking Ideas

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

##### W2.9 Register and Style

Establish and maintain a formal style, using domain-specific vocabulary to inform about or explain the topic.

##### W2.10 Conclusions

Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### Narrative

##### W2.11 Exposition

Engage and orientate the reader by establishing a context and point of view and introducing a narrator and/or characters; organise an event sequence that unfolds naturally and logically.

## WRITTEN LANGUAGE (CONTINUED)

### W2.12 Narrative Techniques

Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.

### W2.13 Structure

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

### W2.14 Word Choice

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### W2.15 Resolution

Provide a conclusion that follows from and reflects on the narrated experiences or events.

## W3 Applying Knowledge of Language Conventions

### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage, capitalisation, punctuation, and spelling.

### W3.1 - W3.6 Specific sub-skills

Under development (for teachers).

### W3.7 Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## W4 Reflecting on Skills and Strategies

### W4.1 Attitude

Demonstrate commitment to shaping pieces of writing.

### W4.2 Metacognition

Identify a variety of strategies used before, during, and after writing, explain which were most helpful, and suggest future steps to improve writing skills.

### W4.3 Interconnected Skills

Describe how skills in listening, speaking, reading, viewing, and representing help develop writing skills.

### W4.4 Acting on Feedback

Ask for feedback about writing and apply it to future drafts.

### W4.5 Portfolio

Select pieces of writing that reflect growth and competence as writers and explain these choices.

# Phase 7: Grade 9 - Grade 10

## ORAL LANGUAGE

Skill	By the end of this phase, learners:
<p><b>Listening &amp; Speaking</b></p>	<p><b>L1 Listening to Understand</b></p> <p><b>L1.1 Active Listening Strategies</b> Select and use appropriate active listening strategies when participating in a variety of classroom interactions (e.g. ask questions and respond to the ideas of others during a class discussion about a short story; maintain attentiveness and focus during a guest speaker's presentation).</p> <p><b>L1.2 Demonstrating Understanding</b> Identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways (e.g. listen to a read-aloud of a scene from a Shakespeare play and summarise the content; use a graphic organiser to compile the main ideas and supporting details from several television newscasts about a current event/issue).</p> <p><b>L1.3 Listening like a Speaker</b> Evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex texts, and suggest other strategies that could be used effectively (e.g. examine how body language and vocal inflection enhance the delivery of a dramatic monologue; detect the use of emotionally laden language to persuade the audience to accept a point of view, and assess its effectiveness; evaluate the balance between the use of multimedia slides and the performance of the speaker in order to assess the effectiveness of the delivery of the message).</p> <hr/> <p><b>S2 Speaking to Communicate</b></p> <p><b>S2.1 Interactive Strategies</b> Demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences (e.g. adapt speech according to the role/responsibility assumed in a reading-circle discussion; negotiate consensus, when appropriate, by identifying the commonalities among the various points of view; use language and forms of address that are appropriate for the level of formality of the situation).</p> <p><b>S2.2 Clarity and Coherence</b> Communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience (e.g. identify and use specific references from a text to strengthen arguments in a presentation; present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details).</p> <p><b>S2.3 Appropriate Language</b> Use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience (e.g. use examples of idioms from diverse cultures to illustrate a concept during a presentation; use emotive language in a persuasive appeal to a large group; use contemporary English to adapt a Shakespearean soliloquy).</p>

## ORAL LANGUAGE (CONTINUED)

### **S2.4 Vocal Skills**

Identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them appropriately and with sensitivity to audience needs and cultural differences (e.g. enunciate clearly, while varying tone, pace, and volume, to ensure that all members of a diverse audience will understand the message; adjust volume, pace, and pitch to suit the purpose of speaking and the size and type of audience; adapt voice to role-play the subject of a biography for a mock interview).

### **S2.5 Non-Verbal Cues**

Identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them appropriately to help convey their meaning and with sensitivity to audience needs and cultural differences (e.g. use a variety of non-verbal cues to enhance a dramatic reading; assume a posture that maintains an engagement with the audience when giving a presentation; play charades in a small group).

## L/S3 Reflecting on Skills and Strategies

### **L/S3.1 Metacognition**

Describe a variety of strategies they used before, during, and after listening and speaking; explain which ones were found most helpful; identify steps they can take to improve their oral communication skills (e.g. explain how they used visual and audio aids to clarify ideas in a small-group presentation; discuss what they find most difficult about presenting orally in class, and list strategies that might make it easier).

### **L/S3.2 Interconnected Skills**

Identify a variety of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills (e.g. identify and explain narrative techniques that they could incorporate into a group oral presentation; explain how reading a humorous short story improves their ability to tell amusing anecdotes of their own).

## VISUAL LANGUAGE

## Viewing &amp; Presenting

## V1 Understanding Media Texts

**V1.1 Form**

Identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning (e.g. identify the features offered in an online version of a newspaper that are not provided in the print version, and vice versa; suggest what type of content is appropriate for a podcast and explain why).

**V1.2 Conventions and Techniques**

Identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience (e.g. the use of visual irony in political cartoons; the use of symbols as well as words to convey health and safety warnings on a range of product packages).

**V1.3 Responding to and Evaluating Texts**

Evaluate how effectively information, ideas, issues, and opinions, are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose (e.g. determine whether they get more information about a news story from a TV clip or a newspaper report; determine how accurately an animated children's film featuring animal 'characters' depicts aspects of human societies).

## P2 Creating Media Texts

**P2.1 Form**

Select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice (e.g. explain why a posting on a video-sharing website would be the best way to promote a new song).

**P2.2 Conventions and Techniques**

Identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate specific aspects of their intended meaning (e.g. product packaging conventions/ techniques: illustrations and familiar or easy-to-interpret symbols and icons to assist in product identification).

**P2.3 Appropriate Visuals and Media**

Use appropriate visuals, videos, and other media, including those with inclusive and non-discriminatory messages, to communicate their meaning effectively and engage the interest of their intended audience.

**P2.4 Producing Media Texts**

Produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques (e.g. a sports magazine cover for a teenage audience; posters promoting their independent reading selections for display in the school library; a commercial promoting a service learning initiative).



**VISUAL LANGUAGE (CONTINUED)****V/P3 Reflecting on Skills and Strategies****V/P3. Reflecting on Skills and Strategies****V/P3.1 Metacognition**

Describe a variety of strategies used in interpreting and creating media texts, explain which ones were found most helpful, and identify appropriate steps to take to improve as media interpreters and producers.

**V/P3.2 Interconnected Skills**

Identify a variety of their skills in listening, speaking, reading, and writing and explain how the skills help them interpret and produce media texts.

## WRITTEN LANGUAGE

## Reading

**R1 Reading with Fluency****R1.1 Reading Fluently**

Mastered in Phase 4.

**R1.2 Reading Familiar Words**

Understand most words in a variety of reading contexts automatically.

**R1.3 Reading Unfamiliar Words**

Use appropriate decoding strategies to read and understand unfamiliar words.

**R1.4 Developing Vocabulary**

Identify and use different strategies to expand vocabulary.

**R2 Reading for Meaning****R2.1 Variety of Texts**

Read a variety of texts from diverse cultures and historical periods, identifying specific purposes for reading.

**R2.2 Comprehension Strategies**

Use different reading comprehension strategies before, during, and after reading to understand increasingly complex texts.

**R2.3 Demonstrating Understanding**

Explain how details support the main ideas and make logical inferences about a variety of increasingly complex texts.

**R2.4 Analysing Texts**

Analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements.

**R2.5 Using Evidence**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**R2.6 Extending Understanding**

Extend understanding of texts by making connections to personal knowledge, experience, insights, other texts, and the world, including MYP concepts and Global Contexts.

**R2.7 Evaluating Texts**

Evaluate the effectiveness of increasingly complex texts using evidence to support opinions.

**R2.8 Critical Literacy**

Identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and begin to explore critical lenses (e.g. history, biography, feminism, social criticism/commentary, critical race theory, ecocriticism, etc.).

**R2.9. Analysing Context**

Explain and begin to analyse how the context of production and context of reception can influence meaning and interpretation.

## WRITTEN LANGUAGE (CONTINUED)

**R3 Understanding Form and Style****R3.1 Text Forms and Features**

Analyse a variety of text forms and features, explaining how their particular characteristics help communicate meaning, with a focus on literary, graphic, and informational texts.

**R3.2 Text Patterns**

Explain and begin to analyse different types of organisational patterns used in increasingly complex texts and explain how the patterns help communicate meaning.

**R3.3 Elements of Style**

Identify a range of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text.

**R3.4 Language**

Determine the meaning of figurative and connotative language, analysing the cumulative impact of specific word choices on meaning and tone.

**R3.5 Intertextuality**

Compare and contrast elements in different texts and analyse how each text's representation contributes to interpretation.

**R4 Reflecting on Skills and Strategies****R4.1 Metacognition**

Describe different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify specific steps they can take to improve as readers.

**R4.2 Interconnected Skills**

Explain, in conversation or in a Learner Portfolio, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.

**Writing****W1 Developing and Organising Content****W1.1 Prior Knowledge**

Further develop previously introduced writing forms and expand on them.

**W1.2 Writing Process**

Choose and apply effective prewriting, drafting, revising, editing, proofreading, and presentation strategies when creating texts, both independently and with scaffolding.

**W1.3 Note-making**

Use note-making, illustrations, and other ways of representing to reconstruct knowledge.

**W1.4 Evidence**

Collect and integrate information from several sources and provide appropriate in-text citations.

**W1.5 Structural Choices**

Choose an organising structure that is effective for the purpose, audience, and context of texts.

## WRITTEN LANGUAGE (CONTINUED)

### W2 Using Knowledge of Form and Style

#### Persuasive

##### W2.1 Introductions

Introduce precise claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organisation that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

##### W2.2 Developing an Argument

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.

##### W2.3 Linking Ideas

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.

##### W2.4 Register (Voice) and Style

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

##### W2.5 Conclusions

Provide a concluding statement or section that follows from and supports the argument presented.

#### Informative/Explanatory

##### W2.6 Introductions

Introduce a topic; organise 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 aid comprehension.

##### W2.7 Developing an Argument

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.

##### W2.8 Linking Ideas

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

##### W2.9 Register and Style

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; use precise language and domain-specific vocabulary to manage the complexity of the topic.

##### W2.10 Conclusions

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).

## WRITTEN LANGUAGE (CONTINUED)

### Narrative

#### W2.11 Exposition

Engage and orientate 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.

#### W2.12 Narrative Techniques

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

#### W2.13 Structure

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

#### W2.14 Word Choice

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### W2.15 Resolution

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

## W3 Applying Knowledge of Language Conventions

### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage, capitalisation, punctuation, and spelling.

#### W3.1 - W3.6 Specific sub-skills

Under development (for teachers).

#### W3.7 Knowledge of Language

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.

## W4 Reflecting on Skills and Strategies

### W4.1 Attitude

Demonstrate a commitment to crafting writing.

### W4.2 Metacognition

Describe several different strategies used before, during, and after writing; explain which ones were most helpful; identify several specific steps they can take to improve as writers.

### W4.3 Interconnected Skills

Identify several different skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively.

## WRITTEN LANGUAGE (CONTINUED)

### **W4.4 Acting on Feedback**

Analyse and assess feedback about writing and apply it to future drafts.

### **W4.5 Portfolio**

Select several examples of different types of writing that most clearly reflect their growth and competence as writers and explain the reasons for their choice.

# Phase 8: Grade 11 - Grade 12

## ORAL LANGUAGE

Skill	By the end of this phase, learners:
<p>Listening &amp; Speaking</p>	<p><b>L1 Listening to Understand</b></p> <p><b>L1.1 Active Listening Strategies</b> Select and use the most appropriate active listening strategies when participating in a wide range of situations (e.g. pose questions to a student presenter that require the presenter to justify and extend their beliefs; understand and acknowledge a dissenting opinion in a small group discussion).</p> <p><b>L1.2 Demonstrating Understanding</b> Identify the important information and ideas in oral texts, including complex and challenging texts, in a variety of ways (e.g. prepare a summary of a podcast interview, identify claims and counter-claims while listening to the audio of a speech, or outline the key events in a chapter from an audiobook).</p> <p><b>L1.3 Listening like a Speaker</b> Evaluate the effectiveness of a wide variety of presentation strategies used in oral texts, including complex and challenging texts, and suggest other strategies that could be used effectively (e.g. analyse the way in which tone, vocabulary, and rhetorical patterns are used in a formal speech; evaluate the importance of fluent and rehearsed reading of text excerpts in oral presentations in supporting the presenter's argument).</p> <hr/> <p><b>S2 Speaking to Communicate</b></p> <p><b>S2.1 Interactive Strategies</b> Demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences (e.g. rephrase statements for clarity; synthesise the thread of a small-group discussion; give group members opportunities for reflective silence; deliver a summary of a group discussion that honours the contributions of all participants).</p> <p><b>S2.2 Clarity and Coherence</b> Communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience (e.g. use passages from a novel to support a literary analysis of the novel in a presentation; synthesise relevant and significant material during extemporaneous Q&amp;A).</p> <p><b>S2.3 Appropriate Language</b> Use the most appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate their meaning in a compelling way and to engage their intended audience (e.g. use descriptive language to evoke a particular mood in a dramatic presentation; use inclusive language during a presentation in order to acknowledge audience diversity; use catchphrases in a parody of a political speech; use standard English in a formal presentation on an independent study topic).</p>

## ORAL LANGUAGE (CONTINUED)

### **S2.4 Vocal Skills**

Identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences (e.g. control and vary tone to enhance a message; adjust volume to reflect emotionally charged material and language during a speech; adjust pace and pauses during a seminar presentation to allow listeners sufficient time to take notes).

### **S2.5 Non-Verbal Cues**

Identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them effectively to help convey their meaning and with sensitivity to audience needs and cultural differences (e.g. adjust facial expressions to serve tone and message; research and role-play various types of non-verbal cues used in different cultures).

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## L/S3 Reflecting on Skills and Strategies

### **L/S3.1 Metacognition**

Demonstrate insight into their strengths and weaknesses as listeners and speakers, and practise the strategies they found most helpful before, during, and after listening and speaking to improve their oral communication skills (e.g. identify the environmental conditions that help them listen effectively; explain how they adjust their presentation strategies to reach a culturally diverse audience; assess their time management and self-motivation strategies when preparing for a presentation and adjust as necessary).

### **L/S3.2 Interconnected Skills**

Identify a range of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills (e.g. identify the oral communication skills they will require for postsecondary education and write an action plan that addresses their identified needs; explain how deconstructing literary texts helps them create oral texts).



## VISUAL LANGUAGE

## Viewing &amp; Presenting

## V1 Understanding Media Texts

**V1.1 Form**

Identify general and specific characteristics of a variety of media forms and demonstrate insight into the way they shape content and create meaning (e.g. explain how the format and presentation of news items on television can create a culture of fear; explain why film adaptations of novels often differ significantly from the novels they are based on, and describe the nature of the differences in a specific example).

**V1.2 Conventions and Techniques**

Identify conventions and/or techniques used in a variety of media forms and demonstrate insight into the way they convey meaning and influence their audience (e.g. reality television shows use editing and the careful manipulation of setting and costume to conceal the extent to which they are controlled by the producer; TV news coverage intersperses reporter narration with brief speech clips from protagonists to add interest and authenticity).

**V1.3 Responding to and Evaluating Texts**

Evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including complex and challenging texts, and decide whether the texts achieve their intended purpose (e.g. determine the credibility of the claims made in a documentary film, based on an evaluation of the reliability and relevance of the evidence presented in it; determine whether and how rhetorical devices such as hyperbole and metaphor in newspaper headlines help clarify the accompanying stories for the reader).

## P2 Creating Media Texts

**P2.1 Form**

Select the media form best suited to the topic, purpose, and audience for a media text they plan to create, and explain why it is the most appropriate choice (e.g. explain why a social media campaign would be the most effective way to convince shareholders that a multinational corporation should improve its child labour practices).

**P2.2 Conventions and Techniques**

Identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain why these will help communicate a specific aspect of their intended meaning most effectively (e.g. conventions/techniques for a storyboard for a video editorial on a current issue: an outline of types of shots, camera angles, sound effects, dialogue, and transitions between shots to be used, including brief notes about how each will contribute to the overall message).

**P2.3 Appropriate Visuals and Media**

Use appropriate visuals, videos, and other media, including those with inclusive and non-discriminatory messages, to communicate their meaning effectively and engage the interest of their intended audience.

## VISUAL LANGUAGE (CONTINUED)

### **P2.4 Producing Media Texts**

Produce media texts, including complex texts, for a variety of purposes and audiences, using the most appropriate forms, conventions, and techniques (e.g. a CAS campaign to support personal reading or a school-wide summer reading program, using a variety of media forms, including posters in the library, computer presentations at an assembly, and a special 'pitch' during morning announcements; a short video explaining and reflecting on how a group accomplished a task, etc.).

## **V/P3 Reflecting on Skills and Strategies**

### **V/P3.1 Metacognition**

Demonstrate insight into their strengths and weaknesses as media interpreters and producers, and practise the strategies they found most helpful when interpreting and creating particularly complex media texts to improve their skills.

### **V/P3.2 Interconnected Skills**

Explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts.

## WRITTEN LANGUAGE

## Reading

## R1 Reading with Fluency

**R1.1 Read Fluently**

Mastered in Phase 4.

**R1.2 Understand Familiar Words**

Automatically read and understand most words in a wide range of reading contexts.

**R1.3 Understand Unfamiliar Words**

Use appropriate decoding strategies effectively to read and understand unfamiliar words, including denotative and connotative meanings.

**R1.4 Developing Vocabulary**

Identify and use a variety of strategies to explore and expand vocabulary, discerning shades of meaning and assessing the precision with which words are used in texts.

## R2 Reading for Meaning

**R2.1 Variety of Texts**

Read a variety of literary and nonliterary texts from diverse cultures, genres, and historical periods, identifying multiple purposes for reading.

**R2.2 Comprehension Strategies**

Select and use, with increasing facility, the most appropriate reading comprehension strategies to understand texts, including complex and challenging texts.

**R2.3 Demonstrating Understanding**

Make and explain inferences about increasingly complex or difficult texts, supporting explanations with well-chosen stated and implied ideas from the texts.

**R2.4 Analysing Texts**

Analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements.

**R2.5 Using Evidence**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, acknowledging multiple possible interpretations.

**R2.6 Extending Understanding**

Make insightful connections between the ideas in complex texts and personal knowledge, experience, and insights; other texts; and the world around them, including contexts of text production and reception.

**R2.7 Evaluating Texts**

Evaluate the effectiveness of texts, including complex and challenging texts, using evidence from the text insightfully to support their opinions.

## WRITTEN LANGUAGE (CONTINUED)

### **R2.8 Critical Literacy**

Identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on how different audiences might respond to the same text differently, including the use of critical lenses (e.g. history, biography, feminism, social criticism/commentary, critical race theory, ecocriticism, etc.) when appropriate.

### **R2.9. Analysing Context**

Analyse how the context of production and the context of reception influences meaning and interpretation.

## **R3 Understanding Form and Style**

### **R3.1 Text Forms and Features**

Analyse a variety of text forms and features, explaining how their particular characteristics help communicate meaning, with a focus on literary and nonliterary texts.

### **R3.2 Text Patterns**

Analyse and evaluate different types of organisational patterns used in increasingly complex texts and explain how the patterns help communicate meaning.

### **R3.3 Elements of Style**

Analyse a variety of elements of style in literary and nonliterary texts and explain how they help communicate meaning and enhance the effectiveness of the texts.

### **R3.4 Language**

Analyse and evaluate the impact of word choice, including the use of figurative, connotative, and technical language; analyse the impact of specific word choices on meaning and tone, including words with multiple meanings.

### **R3.5 Intertextuality**

Compare and contrast elements in different texts to analyse unique characteristics of individual texts and complex systems of connection (DP Guide).

## **R4 Reflecting on Skills and Strategies**

### **R4.1 Metacognition**

Describe a variety of strategies they used before, during, and after reading; explain which ones they found most helpful; and identify appropriate steps they can take to improve as readers.

### **R4.2 Interconnected Skills**

Explain, in conversation or in a Learner Portfolio, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.

## WRITTEN LANGUAGE (CONTINUED)

## Writing

## W1 Developing and Organising Content

**W1.1 Prior Knowledge**

Further develop previously introduced writing forms and apply them in increasingly sophisticated ways in a range of situations, including student-, teacher- and DP-directed tasks.

**W1.2 Writing Process**

Independently choose and apply effective prewriting, drafting, revising, editing, proofreading, and presentation strategies when creating texts.

**W1.3 Note-making**

Use note-making strategies to reconstruct increasingly complex knowledge and explore the use of multimedia in documenting experiences.

**W1.4 Evidence**

Integrate and synthesise information from various sources to construct and communicate meaning; provide appropriate in-text citations.

**W1.5 Structural Choices**

Produce writing characterised by increasingly sophisticated thought, structure, and conventions.

## W2 Using Knowledge of Form and Style

**Persuasive****W2.1 Introductions**

Introduce precise, knowledgeable claims, establish their significance, distinguish the claim from alternative claims, and create an organisation that logically sequences claims, counterclaims, reasons, and evidence.

**W2.2 Developing an Argument**

Develop claims and counterclaims thoroughly, supplying the most relevant evidence while pointing out the strengths and limitations in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**W2.3 Linking Ideas**

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

**W2.4 Register (Voice) and Style**

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the text type.

**W2.5 Conclusions**

Provide a concluding statement or section that follows from and supports the argument presented.

## WRITTEN LANGUAGE (CONTINUED)

### Informative/Explanatory

#### W2.6 Introductions

Introduce a topic; organise complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aid comprehension.

#### W2.7 Developing a Topic

Develop the topic thoroughly by selecting the most significant and relevant details, quotations, or other examples.

#### W2.8 Linking Ideas

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

#### W2.9 Register and Style

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the text type; use precise diction and literary, rhetorical, and visual terminology.

#### W2.10 Conclusions

Provide a concluding statement or section that follows from and supports the information or explanation presented.

### Narrative Texts

#### W2.11 Exposition

Engage and orientate the reader by setting out a problem, situation, or observation and its significance, establishing points of view, and introducing a narrator and/or characters, setting, and atmosphere; create a smooth progression of experiences or events.

#### W2.12 Narrative Technique

Use narrative techniques, such as tone, dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

#### W2.13 Structure

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular outcome.

#### W2.14 Word Choice

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### W2.15 Resolution

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

## WRITTEN LANGUAGE (CONTINUED)

### W3 Applying Knowledge of Language Conventions

#### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage, capitalisation, punctuation, and spelling.

#### W3.1 - W3.6 Specific sub-skills

Under development (for teachers).

#### W3.7 Knowledge of Language

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.

### W4 Reflecting on Skills and Strategies

#### W4.1 Attitude

Demonstrate a commitment to the skillful crafting of pieces of writing.

#### W4.2 Metacognition

Explain which of a variety of strategies were found most helpful before, during, and after writing, then evaluate their strengths and weaknesses as writers to help identify the steps to take to improve their skills.

#### W4.3 Interconnected skills

Use feedback in the process of writing to improve the effectiveness of final products.

#### W4.4 Acting on Feedback

Analyse and reflect on others' responses to their writing and consider those responses before final publication and in creating new pieces.

#### W4.5 Publishing/Portfolio

In a portfolio collection, students select a variety of completed writing that most clearly reflects their growth and competence as writers, including explanations for their portfolio choices.

**More Information**



## Acknowledgements & Sources

The development of ISB's English Language and Literacy Continuum involved a Committee of teachers representing different age groups and school sections. Several documents were consulted to identify best practices and approaches. In some instances, some learning expectations were copied verbatim from the relevant document. Whilst this

is not specifically cited in the relevant section, we would like to acknowledge the following as contributing to this continuum: Nova Scotia, New Zealand, US Common Core & Ontario Curricula, Fountas and Pinnell Continuum and IB PYP, MYP and DP relevant guides.

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# Glossary

<b>audience</b>	The intended readers, listeners, or viewers for a particular text.
<b>comprehension</b>	The ability to understand and draw meaning from spoken, written, and visual communications in all media.
<b>comprehension strategies</b>	A variety of cognitive and systematic techniques that students use before, during and after listening, reading, and viewing to construct meaning from texts. Examples include: making connections to prior knowledge and experience and to familiar texts; visualising to clarify or deepen understanding of a text; finding important ideas; questioning; summarising information; inferring; analysing and synthesising; skimming text for information or detail; scanning text to determine the purpose of the text or type of material; adjusting reading speed according to the level of difficulty of the text or the kind of reading.
<b>concepts of print</b>	Concepts related to the way language is conveyed in print. Print concepts include directionality (English language text is read from left to right and from top to bottom), the difference between letters and words (letters are symbols that represent sounds; words are made up of letters; there are spaces between words), the use of capitalisation and punctuation, and the common characteristics of books (title, author, front/back).
<b>conventions</b>	Accepted practices or rules in the use of language. In the case of written or printed materials, some conventions help convey meaning (e.g. punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g. table of contents, headings, footnotes, charts, captions, lists, pictures, index). See also text features.
<b>critical literacy</b>	The capacity for a particular type of critical thinking that involves looking beyond the literal meaning of texts to observe what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy goes beyond conventional critical thinking in focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable.
<b>cueing systems</b>	Cues or clues that effective readers use in combination to read unfamiliar words, phrases, and sentences and construct meaning from print. Semantic (meaning) cues help readers guess or predict the meaning of words, phrases, or sentences on the basis of context and prior knowledge. Semantic cues may include visuals. Syntactic (structural) cues help readers make sense of text using knowledge of the patterned ways in which words in a language are combined into phrases, clauses, and sentences. Graphophonic (phonological and graphic) cues help readers to decode unknown words using knowledge of letter or sound relationships, word patterns, and words recognised by sight.

<b>editing</b>	The making of changes to the content, structure, and wording of drafts to improve the organisation of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct.
<b>elements of genre</b>	The characteristic aspects of a particular genre or text form (e.g. story: plot, characters, setting, theme; poetry: form, sound devices, etc.).
<b>elements of style</b>	Essential aspects of written compositions. Examples include: a central theme or topic; the organisation of information and ideas; diction (word choice); the use of conventions of spelling, punctuation, grammar, sentence structure, and paragraphing; stylistic (literary or rhetorical) devices.
<b>figurative language</b>	Words or phrases used in a non-literal way to create a desired effect (e.g. metaphors, similes, personification, oxymoron). See also imagery, stylistic device.
<b>graphophonics</b>	The study of the relationships between the symbols and sounds of a language and the visual information on the page.
<b>imagery</b>	Descriptions and figures of speech (e.g. metaphors, similes) used by writers to create vivid mental pictures in the mind of the reader. See also figurative language, stylistic device.
<b>inclusive language</b>	Language that is equitable in its reference to people, thereby avoiding stereotypes and discriminatory assumptions (e.g. police officer includes both males and females, whereas policeman refers only to males). See also non-discriminatory language.
<b>language pattern</b>	A particular arrangement of words that helps the reader determine meaning by providing a certain level of predictability; for example, inversion of subject and verb in interrogative sentences.
<b>media</b>	The plural of medium. Means of communication, including audio, visual, audio-visual, print, and electronic means.
<b>media conventions and techniques</b>	The means of producing particular effects using voice, images, and sound to support the messages or themes in a text. Examples include the use of: colour, voice-over narration, animation, simulation, variations in camera angles or distance, fading in and out of sounds or images, hot links and navigation buttons on a website, live action, special effects, variations in volume, variations in speed or pace, motion, flashbacks, collages, dialogue, variations in size and type of lettering or size of images, sequencing of sounds and images, symbols, speech, music, background sounds, sound effects, dialects and accents, silence, narration, graphics, logos, props (e.g. costumes, furnishings), aspects of design and layout, credits, details of sponsorship, animation.

<b>media literacy</b>	An informed and critical understanding of the nature of the media, the techniques used by them, and the impact of these techniques. Also, the ability to understand and use the mass media in an active, critical way. For the purposes of this document, the five key concepts of media literacy are: 1. All media are constructions. 2. The media contain beliefs and value messages. 3. Each person interprets messages differently. 4. The media have special interests (commercial, ideological, political). 5. Each medium has its own language, style, form, techniques, conventions, and aesthetics.
<b>mentor texts</b>	Texts that are chosen and used intentionally/explicitly by the teacher to illustrate specific teaching points (e.g. voice, word choice, use of dialogue).
<b>mnemonics</b>	Techniques for improving or supporting the memory (e.g. memory tricks that are used to help remember the spelling of a difficult word – Ice is a noun and so is practice).
<b>modelling</b>	A demonstration by the teacher of how to perform a task or use a strategy. Students copy the teacher in order to learn the modelled processes and skills. Modelling may include thinking aloud, to help students become aware of the processes and skills involved.
<b>multimedia presentation</b>	A single work that uses more than one medium to present information and/or ideas: for example, an oral report that includes a slide show, diagrams, and a video or audio clip.
<b>non-discriminatory language</b>	Language that conveys respect for all people and avoids stereotyping based on gender, race, religion, culture, social class, sexual orientation, ability, or age. See also inclusive language.
<b>non-verbal cues</b>	Aspects of spoken or unspoken communication that convey meaning without the use of words. Examples include: facial expressions, gestures, body language.
<b>oral language structures</b>	Verbal structures that are used in speaking. Examples include: conventional sentence structures (e.g. interrogative, exclamatory; simple, compound, complex); colloquial structures (e.g. one-word answers, verbless sentences); contractions; colloquial idioms.
<b>organisational patterns of text</b>	Ways in which texts are structured in different forms or genres of writing. Examples include: time order or chronological order (events presented in time sequence); comparison and contrast (an outline of similarities and differences); cause and effect (an outline of events or actions linked to their consequences); generalization (general statements supported by examples); combined/multiple orders (two or more organisational patterns used together: for example, comparison/contrast and cause/effect).
<b>phonemic awareness</b>	The ability to hear, identify, and manipulate phonemes (the smallest units of spoken language) in spoken words.
<b>phonics</b>	Instruction that teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

<b>phonological awareness</b>	The ability to focus on and manipulate units of language, including phonemes and larger spoken units such as syllables and words. Phonological awareness activities can also involve rhymes, onsets, and rimes.
<b>proofreading</b>	The careful reading of a final draft of written work to eliminate typographical errors and to correct errors in grammar, usage, spelling, and punctuation.
<b>reading fluency</b>	The ability to read with sufficient ease and accuracy to focus the reader's or listener's attention on the meaning and message of a text. Reading fluency involves not only the automatic identification of words but also qualities such as rhythm, intonation, and phrasing at the phrase, sentence, and text levels, as well as anticipation of what comes next in a text.
<b>reading strategies</b>	Approaches used before, during, and after reading to figure out unfamiliar words, determine meaning, and increase understanding of a text. Examples include comprehension strategies and word-solving strategies, including the use of cueing systems. Good readers use a combination of word-solving and comprehension strategies, while maintaining a focus on developing and deepening their understanding of a text.
<b>revising</b>	The process of making major changes to the content, structure, and wording of a draft to improve the organisation of ideas, eliminate awkward phrasing, correct errors, and generally ensure that the writing is clear, coherent, and correct. See also editing, proofreading, writing process.
<b>rhetorical devices and techniques</b>	Elements of style used in speech or writing to achieve special effects, usually in order to persuade, interest, or impress an audience (e.g. rhythm, repetition, rhetorical question, emphasis, balance, dramatic pause).
<b>stylistic (literary) devices and techniques</b>	A particular pattern of words, a figure of speech, or a technique used to produce a specific effect. Examples include: rhyme, parallel structure, analogy, comparison, contrast, irony, foreshadowing, allusion, juxtaposition, simile, metaphor, personification, pun, hyperbole, oxymoron, symbolism. See also figurative language, imagery.
<b>syntax</b>	The predictable structure of a language and the ways in which words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g. nouns, verbs, adjectives) and their functions (e.g. subject, object). See also cueing systems.
<b>text</b>	A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to present information and ideas to an audience.
<b>text features</b>	The physical or design characteristics of a text that clarify and/or give support to the meaning in the text (e.g. title, headings, subheadings, bold and italic fonts, illustrations). See also conventions.
<b>text form</b>	A category or type of text that has certain defining characteristics. The concept of text forms provides a way for readers and writers to think about the purpose of a text and its intended audience.
<b>tone</b>	A manner of speaking, writing, or creating that reveals the speaker's, author's, or producer's attitude towards a subject and/or audience.

<p><b>verbal (oral language) cues</b></p>	<p>Aspects of spoken language that convey meaning. Examples include: types of words (e.g. nouns, verbs, linking words, modifiers); prefixes and suffixes (e.g. indicators of plurals, verb tenses); sound patterns (e.g. rhyme); pauses; pace; tone of voice or intonation; volume; pitch; modulation; inflection.</p>
<p><b>word pattern</b></p>	<p>The particular arrangement of the components in a group of words that have elements in common with respect to meaning, syntax, spelling, and/or sound; for example, the formation of the past tense in a group of verbs by adding the suffix -ed to the verb root.</p>
<p><b>writing process</b></p>	<p>The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: planning for writing, drafting, revising, editing, proofreading, and publishing.</p>
<p><b>writing skills</b></p>	<p>The skills needed to produce clear and effective writing. Writing skills include: organising and developing ideas logically; identifying the level of language appropriate to the purpose for writing and the audience being addressed; choosing the form of writing appropriate to the purpose for writing; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one's message; using language structures and patterns correctly; using correct grammar, spelling, and punctuation; attending to style, tone, and point of view; showing awareness of the audience; revising to improve the development and organisation of ideas; editing to improve style and to correct errors in grammar, spelling, and punctuation.</p>



