

## Coverage of Common Core State Standards for English Language Arts

### Introduction

University of Cambridge International Examinations has mapped the Common Core State Standards for English Language Arts (Grade 9 and Grade 10) to **Cambridge IGCSE® English as a Second Language (US) (0526)**. This document shows where the standards are covered in the syllabus and the accompanying scheme of work. Not all the standards are covered.

In this mapping document we have referenced the relevant Assessment Objectives (AOs) and the relevant pages of the syllabus content. There are two levels of achievement, via two separate routes: core and extended. In this document, we have shown what is covered in the core syllabus content and what is covered in the extended syllabus content.

In the final column we have referenced the unit number in the scheme of work.





| Cambridge IGCSE English as a Second Language (US) (0526)  |  |                   |                |
|---|--|-------------------|----------------|
| Common Core State Standards   | Core Syllabus  | Extended Syllabus | Scheme of Work |
| <b>Reading Standards for Literature 6–12: Key Ideas and Details</b>   |  |                   |                |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | <i>Not covered in the syllabus or the scheme of work for this qualification.</i> |                   |                |
| 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |  |                   |                |
| 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                              |  |                   |                |



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| Common Core State Standards   | Core Syllabus   | Extended Syllabus   | Scheme of Work              |
|---|---|---|-----------------------------|
| <b>Reading Standards for Literature 6–12: Craft and Structure</b>   |   |   |                             |
| 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | <ul style="list-style-type: none"> <li>understand and respond to information presented in a variety of forms</li> </ul> <b>AO1 R1 p.6</b> | <ul style="list-style-type: none"> <li>understand and respond to information presented in a variety of forms</li> </ul> <b>AO1 R1 p.6</b> | Unit 1, 2, 3, 4, 5, 6, 7, 8 |
| 5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  | <i>Not covered in the syllabus or the scheme of work for this qualification.</i>  |   |                             |
| 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.   |   |   |                             |



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|--|---|-------------------|----------------|
| <b>Reading Standards for Literature 6–12: Integration of Knowledge and Ideas</b>   |   |                   |                |
| <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> | <p><i>Not covered in the syllabus or the scheme of work for this qualification.</i></p> |                   |                |
| <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>                                       |   |                   |                |
| <p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>                                      |   |                   |                |



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| Common Core State Standards  | Core Syllabus   | Extended Syllabus | Scheme of Work |
|--|---|-------------------|----------------|
| <b>Reading Standards for Literature 6–12: Range of Reading and Level of Text Complexity</b>  |   |                   |                |
| <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br/>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> | <p><i>Not covered in the syllabus or the scheme of work for this qualification.</i></p> |                   |                |



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|---|---|---|-----------------------------|
| <b>Reading Standards for Informational Text 6–12: Key Ideas and Details</b>   |   |   |                             |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | <ul style="list-style-type: none"> <li>recognize, understand, and distinguish between facts, ideas, and opinions</li> </ul> <b>AO1 R3 p.6</b> | <ul style="list-style-type: none"> <li>recognize, understand, and distinguish between facts, ideas, and opinions; infer information from texts</li> </ul> <b>AO1 R3, R4 p.6</b> | Unit 1, 2, 3, 4, 5, 6, 8    |
| 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.      | <ul style="list-style-type: none"> <li>understand and respond to information presented in a variety of forms</li> </ul> <b>AO1 R1 p.6</b>     | <ul style="list-style-type: none"> <li>understand and respond to information presented in a variety of forms; infer information from texts</li> </ul> <b>AO1 R1, R4 p.6</b>     | Unit 1, 2, 3, 4, 5, 6, 7, 8 |
| 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | <i>Not covered in the syllabus or the scheme of work for this qualification.</i>  |   |                             |



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|--|--|--|---------------------------------|
| <b>Reading Standards for Informational Text 6–12: Craft and Structure</b>  |  |  |                                 |
| <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> | <p><i>Not covered in the syllabus or the scheme of work for this qualification.</i></p>  |  |                                 |
| <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>  |  |  |                                 |
| <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>   | <ul style="list-style-type: none"> <li>recognize, understand, and distinguish between facts, ideas, and opinions</li> </ul> <p><b>AO1 R3 p.6</b></p> | <ul style="list-style-type: none"> <li>recognize, understand, and distinguish between facts, ideas, and opinions; infer information from texts</li> </ul> <p><b>AO1 R3, R4 p.6</b></p> | <p>Unit 1, 2, 3, 4, 5, 6, 8</p> |



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| <b>Reading Standards for Informational Text 6–12: Integration of Knowledge and Ideas</b>   |   |   |                          |
| 7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.   | <i>Not covered in the syllabus or the scheme of work for this qualification.</i>  |   |                          |
| 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  | <ul style="list-style-type: none"> <li>recognize, understand, and distinguish between facts, ideas, and opinions</li> </ul> <b>AO1 R3 p.6</b> | <ul style="list-style-type: none"> <li>recognize, understand, and distinguish between facts, ideas, and opinions; infer information from texts</li> </ul> <b>AO1 R3, R4 p.6</b> | Unit 1, 2, 3, 4, 5, 6, 8 |
| 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. | <i>Not covered in the syllabus or the scheme of work for this qualification.</i>  |   |                          |



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|--|---|-------------------|----------------|
| <b>Reading Standards for Informational Text 6–12: Range of Reading and Level of Text Complexity</b>  |   |                   |                |
| <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br/>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> | <p><i>Not covered in the syllabus or the scheme of work for this qualification.</i></p> |                   |                |

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|---|--|--|------------------------------------|
| <b>Writing Standards 6–12: Text Types and Purposes</b>  |  |  |                                    |
| <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge and understanding of a range of appropriate vocabulary; observe conventions of paragraphing, punctuation, and spelling; employ appropriate register/style</li> </ul> <p><b>AO2 W1, W2, W3, W4, W5, W6 p.6</b></p> <ul style="list-style-type: none"> <li>identify, organize, and present given material in a particular form</li> </ul> <p><b>p.8</b></p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge and understanding of a range of appropriate vocabulary; observe conventions of paragraphing, punctuation, and spelling; employ appropriate register/style</li> </ul> <p><b>AO2 W1, W2, W3, W4, W5, W6 p.6</b></p> <ul style="list-style-type: none"> <li>identify, organize, and present given material in a particular form</li> <li>carry out longer writing tasks on a wide range of topics in response to a written stimulus</li> </ul> <p><b>p.8</b></p> | <p>Unit 1, 2, 3, 4, 5, 6, 7, 8</p> |



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| <b>Writing Standards 6–12: Text Types and Purposes (cont.)</b>  |  |  |                                    |
| <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating</p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge and understanding of a range of appropriate vocabulary; observe conventions of paragraphing, punctuation, and spelling; employ appropriate register/style</li> </ul> <p><b>AO2 W1, W2, W3, W4, W5, W6 p.6</b></p> <ul style="list-style-type: none"> <li>identify, organize, and present given material in a particular form</li> </ul> <p><b>p.8</b></p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge and understanding of a range of appropriate vocabulary; observe conventions of paragraphing, punctuation, and spelling; employ appropriate register/style</li> </ul> <p><b>AO2 W1, W2, W3, W4, W5, W6 p.6</b></p> <ul style="list-style-type: none"> <li>identify, organize, and present given material in a particular form</li> <li>carry out longer writing tasks on a wide range of topics in response to a written stimulus</li> </ul> <p><b>p.8</b></p> | <p>Unit 1, 2, 3, 4, 5, 6, 7, 8</p> |



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| implications or the significance of the topic).   |   |   |                             |
| <b>Writing Standards 6–12: Text Types and Purposes (cont.)</b>  |   |   |                             |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge and understanding of a range of appropriate vocabulary; observe conventions of paragraphing, punctuation, and spelling; employ appropriate register/style</li> </ul> <p><b>AO2 W1, W2, W3, W4, W5, W6 p.6</b></p> <ul style="list-style-type: none"> <li>demonstrate the ability to describe, report, and give personal information.</li> <li>identify, organize, and present given material in a particular form</li> </ul> <p><b>p.8</b></p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge and understanding of a range of appropriate vocabulary; observe conventions of paragraphing, punctuation, and spelling; employ appropriate register/style</li> </ul> <p><b>AO2 W1, W2, W3, W4, W5, W6 p.6</b></p> <ul style="list-style-type: none"> <li>demonstrate the ability to describe, report, and give personal information</li> <li>identify, organize, and present given material in a particular form</li> <li>carry out longer writing tasks on a wider range of topics in response to a written stimulus</li> </ul> <p><b>p.8</b></p> | Unit 1, 2, 3, 4, 5, 6, 7, 8 |



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| <b>Writing Standards 6–12: Production and Distribution of Writing</b>  |  |  |                                    |
| <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge and understanding of a range of appropriate vocabulary; observe conventions of paragraphing, punctuation, and spelling; employ appropriate register/style</li> </ul> <p><b>AO2 W1, W2, W3, W4, W5, W6 p.6</b></p> <ul style="list-style-type: none"> <li>carry out simple writing tasks, such as completing forms and writing postcards or short letters in an appropriate and accurate form of English in response to a written stimulus</li> <li>identify, organize, and present given material in a particular form</li> </ul> <p><b>p.8</b></p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge and understanding of a range of appropriate vocabulary; observe conventions of paragraphing, punctuation, and spelling; employ appropriate register/style</li> </ul> <p><b>AO2 W1, W2, W3, W4, W5, W6 p.6</b></p> <ul style="list-style-type: none"> <li>carry out simple writing tasks, such as completing forms and writing postcards or short letters in an appropriate and accurate form of English in response to a written stimulus</li> <li>identify, organize, and present given material in a particular form</li> </ul> <p><b>p.8</b></p> | <p>Unit 1, 2, 3, 4, 5, 6, 7, 8</p> |



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| <b>Writing Standards 6–12: Production and Distribution of Writing (cont.)</b>  |  |                   |                |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.) | <i>Not covered in the syllabus or the scheme of work for this qualification.</i> |                   |                |
| 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  |  |                   |                |



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| <b>Writing Standards 6–12: Research to Build and Present Knowledge</b>  |   |                   |                |
| <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  | <p><i>Not covered in the syllabus or the scheme of work for this qualification.</i></p> |                   |                |
| <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> |   |                   |                |



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| <b>Writing Standards 6–12: Research to Build and Present Knowledge (cont.)</b>  |   |                   |                |
| <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> | <p><i>Not covered in the syllabus or the scheme of work for this qualification.</i></p> |                   |                |



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| <b>Writing Standards 6–12: Range of Writing</b>   |  |                   |                |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | <i>Not covered in the syllabus or the scheme of work for this qualification.</i> |                   |                |



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| <b>Speaking and Listening Standards 6–12: Comprehension and Collaboration</b>   |   |  |                                    |
| <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately, and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge of a range of appropriate vocabulary; engage in and influence the direction of conversation; employ suitable pronunciation and stress patterns</li> </ul> <p><b>AO4 S1, S2, S3, S4, S5, S6 p.7</b></p> <ul style="list-style-type: none"> <li>demonstrate competence in a range of speech activities</li> <li>conduct a sustained conversation</li> </ul> <p><b>p.9</b></p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately, and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge of a range of appropriate vocabulary; engage in and influence the direction of conversation; employ suitable pronunciation and stress patterns</li> </ul> <p><b>AO4 S1, S2, S3, S4, S5, S6 p.7</b></p> <ul style="list-style-type: none"> <li>demonstrate competence in a range of speech activities</li> <li>conduct a sustained conversation</li> <li>demonstrate a greater flexibility in dealing with new topical ideas</li> </ul> <p><b>p.9</b></p> | <p>Unit 1, 2, 3, 4, 5, 6, 7, 8</p> |



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| Common Core State Standards   | Core Syllabus   | Extended Syllabus   | Scheme of Work              |
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| <b>Speaking and Listening Standards 6–12: Comprehension and Collaboration (cont.)</b>   |   |   |                             |
| 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | <i>Not covered in the syllabus or the scheme of work for this qualification.</i>  |   |                             |
| 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.                      | <ul style="list-style-type: none"> <li>• understand and respond to information presented in a variety of forms; recognize, understand, and distinguish between facts, ideas and opinions<br/><b>AO3 L1, L2 p.6</b></li> <li>• demonstrate general comprehension of the speaker’s intentions where appropriate<br/><b>p.9</b></li> </ul> | <ul style="list-style-type: none"> <li>• understand and respond to information presented in a variety of forms; recognize, understand, and distinguish between facts, ideas and opinions<br/><b>AO3 L1, L2 p.6</b></li> <li>• demonstrate general comprehension of the speaker’s intentions where appropriate</li> <li>• identify the main ideas or themes of the material they hear, including attitudes</li> <li>• draw conclusions from and identify the relationships between ideas within the material they hear<br/><b>p.9</b></li> </ul> | Unit 1, 2, 3, 4, 5, 6, 7, 8 |

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|---|---|---|------------------------------------|
| <b>Speaking and Listening Standards 6–12: Presentation of Knowledge and Ideas</b>   |   |   |                                    |
| <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately, and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge of a range of appropriate vocabulary; engage in and influence the direction of conversation; employ suitable pronunciation and stress patterns</li> </ul> <p><b>AO4 S1, S2, S3, S4, S5, S6 p.7</b></p> <ul style="list-style-type: none"> <li>demonstrate competence in a range of speech activities</li> </ul> <p><b>p.9</b></p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately, and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge of a range of appropriate vocabulary; engage in and influence the direction of conversation; employ suitable pronunciation and stress patterns</li> </ul> <p><b>AO4 S1, S2, S3, S4, S5, S6 p.7</b></p> <ul style="list-style-type: none"> <li>demonstrate competence in a range of speech activities</li> <li>demonstrate greater flexibility in dealing with new, topical ideas</li> <li>show a sense of audience</li> </ul> <p><b>p.9</b></p> | <p>Unit 1, 2, 3, 4, 5, 6, 7, 8</p> |
| <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>   | <p><i>Not covered in the syllabus or the scheme of work for this qualification.</i></p>   |   |                                    |



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| Common Core State Standards  | Core Syllabus  | Extended Syllabus   | Scheme of Work                     |
|--|--|---|------------------------------------|
| <b>Speaking and Listening Standards 6–12: Presentation of Knowledge and Ideas (cont.)</b>  |  |   |                                    |
| <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately, and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge of a range of appropriate vocabulary; engage in and influence the direction of conversation; employ suitable pronunciation and stress patterns</li> </ul> <p><b>AO4 S1, S2, S3 S4, S5, S6 p.7</b></p> <ul style="list-style-type: none"> <li>demonstrate competence in a range of speech activities</li> </ul> <p><b>p.9</b></p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately, and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge of a range of appropriate vocabulary; engage in and influence the direction of conversation; employ suitable pronunciation and stress patterns</li> </ul> <p><b>AO4 S1, S2, S3, S4, S5, S6 p.7</b></p> <ul style="list-style-type: none"> <li>demonstrate competence in a range of speech activities</li> <li>show a sense of audience</li> </ul> <p><b>p.9</b></p> | <p>Unit 1, 2, 3, 4, 5, 6, 7, 8</p> |

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| Common Core State Standards   | Core Syllabus   | Extended Syllabus  | Scheme of Work                     |
|---|---|--|------------------------------------|
| <b>Speaking and Listening Standards 6–12: Conventions of Standard English</b>   |   |  |                                    |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge and understanding of a range of appropriate vocabulary; observe conventions of paragraphing, punctuation, and spelling; employ appropriate register/style</li> </ul> <p><b>AO2 W1, W2, W3, W4, W5, W6 p.6</b></p> <ul style="list-style-type: none"> <li>carry out simple writing tasks, such as completing forms and writing postcards or short letters in an appropriate and accurate form of English in response to a written stimulus</li> <li>demonstrate the ability to describe, report, and give personal information</li> <li>identify, organize, and present given material in a particular form</li> </ul> <p><b>p.8</b></p> <ul style="list-style-type: none"> <li>demonstrate competence in a range of speech activities</li> </ul> | <ul style="list-style-type: none"> <li>communicate clearly, accurately and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge and understanding of a range of appropriate vocabulary; observe conventions of paragraphing, punctuation, and spelling; employ appropriate register/style</li> </ul> <p><b>AO2 W1, W2, W3, W4, W5, W6 p.6</b></p> <ul style="list-style-type: none"> <li>carry out simple writing tasks, such as completing forms and writing postcards or short letters in an appropriate and accurate form of English in response to a written stimulus</li> <li>demonstrate the ability to describe, report, and give personal information</li> <li>identify, organize, and present given material in a particular form</li> </ul> <p><b>p.8</b></p> | <p>Unit 1, 2, 3, 4, 5, 6, 7, 8</p> |



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|---|--|---|-----------------------------|
| Common Core State Standards   | Core Syllabus  | Extended Syllabus   | Scheme of Work              |
|   | p.9  |   |                             |
| <b>Speaking and Listening Standards 6–12: Conventions of Standard English (cont.)</b>   |  |   |                             |
|   | <ul style="list-style-type: none"> <li>communicate clearly, accurately, and appropriately; employ and control a variety of grammatical structures; demonstrate knowledge of a range of appropriate vocabulary; employ suitable pronunciation and stress patterns</li> </ul> <p><b>AO4 S1, S3, S4, S6 p.6</b></p> | <ul style="list-style-type: none"> <li>demonstrate competence in a range of speech activities</li> </ul> <p><b>p.9</b></p> <ul style="list-style-type: none"> <li>communicate clearly, accurately, and appropriately; employ and control a variety of grammatical structures; demonstrate knowledge of a range of appropriate vocabulary; employ suitable pronunciation and stress patterns</li> </ul> <p><b>AO4 S1, S3, S4, S6 p.6</b></p> |                             |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> | <ul style="list-style-type: none"> <li>communicate clearly, accurately, and appropriately; observe conventions of paragraphing, punctuation, and spelling</li> </ul> <p><b>AO2 W1, W5 p.6</b></p>  | <ul style="list-style-type: none"> <li>communicate clearly, accurately, and appropriately; observe conventions of paragraphing, punctuation, and spelling</li> </ul> <p><b>AO2 W1, W5 p.6</b></p>   | Unit 1, 2, 3, 4, 5, 6, 7, 8 |

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| Common Core State Standards  | Core Syllabus   | Extended Syllabus  | Scheme of Work                     |
|--|---|--|------------------------------------|
| <b>Language Standards 6–12: Knowledge of Language</b>  |   |  |                                    |
| <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> | <ul style="list-style-type: none"> <li>understand and respond to information presented in a variety of forms; select and organize material relevant to specific purposes<br/><b>AO1 R1, R2 p.6</b></li> <li>communicate clearly, accurately, and appropriately; convey information and express opinions effectively; employ appropriate register/style<br/><b>AO2 W1, W2, W6 p.6</b></li> <li>understand and respond to information presented in a variety of forms; recognize, understand, and distinguish between facts, ideas, and opinions; select and organize material relevant to specific purposes<br/><b>AO3 L1, L2, L3 p.6</b></li> <li>demonstrate general comprehension of the speaker’s intentions where appropriate<br/><b>p.9</b></li> </ul> | <ul style="list-style-type: none"> <li>understand and respond to information presented in a variety of forms; select and organize material relevant to specific purposes<br/><b>AO1 R1, R2, R4 p.6</b></li> <li>communicate clearly, accurately, and appropriately; convey information and express opinions effectively; employ appropriate register/style<br/><b>AO2 W1, W2, W6 p.6</b></li> <li>understand and respond to information presented in a variety of forms; recognize, understand, and distinguish between facts, ideas, and opinions; select and organize material relevant to specific purposes<br/><b>AO3 L1, L2, L3, L4 p.6</b></li> <li>demonstrate the ability to identify the important points or these within an extended piece of writing</li> </ul> | <p>Unit 1, 2, 3, 4, 5, 6, 7, 8</p> |



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|---|---------------|---|----------------|
| Common Core State Standards                                   | Core Syllabus | Extended Syllabus   | Scheme of Work |
| <b>Language Standards 6–12: Knowledge of Language (cont.)</b> |               |   |                |
|   |               | <ul style="list-style-type: none"> <li>draw conclusions from and see relations within an extended text</li> </ul> <p><b>p.8</b></p> <ul style="list-style-type: none"> <li>demonstrate general comprehension of the speaker’s intentions where appropriate</li> <li>identify the main ideas or themes of the material they hear, including attitudes</li> <li>draw conclusions from and identify the relationships between ideas within the material they hear</li> <li>show awareness of major variations in register</li> </ul> <p><b>p.9</b></p> |                |



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| Common Core State Standards  | Core Syllabus   | Extended Syllabus   | Scheme of Work                     |
|--|---|---|------------------------------------|
| <b>Language Standards 6–12: Vocabulary Acquisition and Use</b>   |   |   |                                    |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of a range of appropriate vocabulary</li> </ul> <p><b>AO2 W4 p.6</b></p> | <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of a range of appropriate vocabulary</li> </ul> <p><b>AO4 W4 p.6</b></p> | <p>Unit 1, 2, 3, 4, 5, 6, 7, 8</p> |



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|---|---|---|------------------------------------|
| Common Core State Standards   | Core Syllabus   | Extended Syllabus   | Scheme of Work                     |
| <b>Language Standards 6–12: Vocabulary Acquisition and Use</b>  |   |   |                                    |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>                              | <p><i>Not covered in the syllabus or the scheme of work for this qualification.</i></p>   |   |                                    |
| <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of a range of appropriate vocabulary</li> </ul> <p><b>AO2 W4 p.6</b></p> | <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of a range of appropriate vocabulary</li> </ul> <p><b>AO2 W4 p.6</b></p> | <p>Unit 1, 2, 3, 4, 5, 6, 7, 8</p> |