



**ISS**

SINGAPORE CAMPUS

# ENGLISH LANGUAGE A

**Realising Potential**

K-12 LEARNING OUTCOMES & BENCHMARKS



## Learning Outcomes and Benchmarks

Below you will find the Learning Outcomes and Benchmarks for the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme at ISS.

This document covers the Learning Outcomes and Benchmarks that will be covered from Kindergarten to Grade 12 at ISS.

It is an important document in ensuring that the students at ISS have a World Class education. An education that provides an ever deepening level of understanding of the world from when they join us to when they leave.

### **Explanation of terms:**

Different curriculum use the terms Outcomes and Benchmarks in slightly different ways. At ISS we use the terms to mean:

**Learning Outcomes:** the concepts, skills, attributes and knowledge that a student in the relevant Grade Level is expected to understand, demonstrate and apply.

Learning outcomes complete the statement: students will be able to .....

**Benchmarks:** specific performance indicators for each grade level

Benchmarks complete the statement: students will be able to show their understanding by .....

***It is important to note that a Learning Outcome is not a limitation. Through differentiated teaching teachers ensure that all students are given the maximum opportunity to reach the Learning Outcomes for their Grade Level and to extend those who are capable of surpassing the Learning Outcomes.***

## Learning Outcomes and Benchmarks

Subject : LANGUAGE A

Strand : LISTENING AND SPEAKING

Grade/ Phase	Learning Outcome	Benchmarks
12	<p><b>Language and Literature and Literature students will be able to:</b></p> <ul style="list-style-type: none"><li>● demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style.</li><li>● demonstrate a command of terminology and concepts appropriate to the study of literature.</li><li>● demonstrate an ability to express well-organized oral arguments.</li><li>● demonstrate an ability to present a sustained and detailed literary oral commentary</li></ul>	<p><b>Language and Literature and Literature students will be able to show their understanding by :</b></p> <ul style="list-style-type: none"><li>● presenting an individual oral commentary of an extract taken from one of the works studied in parts 2 and 4.</li><li>● engaging in literary discussion to show their knowledge and understanding of texts.</li><li>● delivering a structured and focused commentary using a formal spoken register.</li><li>● Listening carefully and responding to the views of others in an age and context appropriate manner.</li></ul>

	<p><b>Language and Literature students:</b></p> <ul style="list-style-type: none"> <li>critically analyse the social and cultural context, which is connected to the ways in which language and style is used by the author.</li> </ul>	<ul style="list-style-type: none"> <li>selecting and presenting an appropriate text that explores the way language and style reveals the social and cultural context.</li> </ul>
11	<p><b>Language and Literature and Literature students will be able to:</b></p> <ul style="list-style-type: none"> <li>demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style.</li> <li>demonstrate a command of terminology and concepts appropriate to the study of literature.</li> <li>demonstrate an ability to express well-organized oral arguments.</li> <li>demonstrate an ability to orally present a sustained and detailed literary commentary</li> </ul>	<p><b>Language and Literature and Literature students will be able to show their understanding by :</b></p> <ul style="list-style-type: none"> <li>presenting an individual oral commentary of an extract taken from one of the works studied in parts 2 and 4.</li> <li>engaging in literary discussion to show their knowledge and understanding of other part 2 and 4 works.</li> <li>delivering a structured and focused commentary using a formal spoken register.</li> <li>Listening carefully and responding to the views of others in an age and context appropriate manner.</li> </ul>

	<p><b>Language and Literature students:</b></p> <ul style="list-style-type: none"> <li>critically analyse the social and cultural context, which is connected to the ways in which language and style is used by the author</li> </ul>	<ul style="list-style-type: none"> <li>selecting and presenting an appropriate text that explores the way language and style reveals the social and cultural context.</li> </ul>
10	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>critically analyse the social and cultural context, which is connected to the ways in which language and style is used by the author.</li> <li>organise ideas and arguments in a sustained, coherent, and logical manner.</li> <li>express an informed and independent response to literary and non-literary texts.</li> <li>use of an appropriate register, vocabulary, and correct grammar and syntax.</li> </ul>	<p><b>Students will be able to show their understanding by :</b></p> <ul style="list-style-type: none"> <li>presenting research on the social and cultural context of novels and poems to better understand the author's purpose.</li> <li>presenting persuasive/ informative speeches on their own topics.</li> <li>discussing different aspects of the texts such as characters, themes, and historical contexts.</li> <li>Listening carefully and responding to the views of others in an age and context appropriate manner.</li> <li>commenting and offering feedback on other students' work, as part of the editing process.</li> </ul>
9	<p><b>Students will be able to:</b></p>	<p><b>Students will be able to show their understanding by</b></p>

	<ul style="list-style-type: none"> <li>● critically analyse the social and cultural context, which is connected to the ways in which language and style is used by the author.</li> <li>● organise ideas and arguments in a sustained, coherent, and logical manner.</li> <li>● express an informed and independent response to literary and non-literary texts.</li> <li>● use of an appropriate register, vocabulary, and correct grammar and syntax.</li> </ul>	<p>:</p> <ul style="list-style-type: none"> <li>● presenting research on the social and cultural context of novels and poems to better understand the author's purpose.</li> <li>● presenting persuasive/ informative speeches on their own topics.</li> <li>● discussing different aspects of the texts such as characters, themes, and historical contexts.</li> <li>● Listening carefully and responding to the views of others in an age and context appropriate manner.</li> <li>● commenting and offering feedback on other students' work, as part of the editing process.</li> </ul>
8	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● express an informed and independent response to literary and non-literary texts.</li> <li>● Infer meanings, draw conclusions and make judgements about oral presentations</li> </ul>	<p><b>Students will be able to show their understanding by</b></p> <p>:</p> <ul style="list-style-type: none"> <li>● recounting the plot from the point of view of one of the characters.</li> <li>● delivering a poetry analysis, using a presentation or movie.</li> <li>● Using appropriate language to clarify ideas and understanding of key points.</li> </ul>

	<ul style="list-style-type: none"> <li>● Realize that social and cultural influences affect the ways in which language and style is used.</li> <li>● Use appropriate and varied register and sentence structure for a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening carefully and responding to the views of others in an age and context appropriate manner.</li> <li>● using volume, articulation, pace, expression, and body language.</li> <li>● using communication to monitor and assess own learning</li> <li>● listening and responding appropriately to instructions, questions and explanations.</li> </ul>
7	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● express an informed and independent response to literary and non-literary texts.</li> <li>● infer meanings, draw conclusions and make judgements about oral presentations.</li> <li>● understand that social and cultural influences affect</li> </ul>	<p><b>Students will be able to show their understanding by :</b></p> <ul style="list-style-type: none"> <li>● delivering an oral presentation of a poem from own country.</li> <li>● expressing a relevant and informed response to literary and non-literary texts.</li> <li>● Using appropriate language to clarify ideas and understanding of key points.</li> <li>● Listening carefully and responding to the views of others in an age and context appropriate manner.</li> </ul>

	<p>the ways in which language and style is used by the author.</p> <ul style="list-style-type: none"> <li>• use appropriate and varied register and sentence structure for a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• using volume, articulation, pace, expression, and body.</li> <li>• language.using communication to monitor and assess own learning.</li> <li>• listening and responding appropriately to instructions, questions and explanations.</li> </ul>
6	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• express a relevant and informed and independent response to literary and non-literary texts.</li> <li>• infer meanings, draw conclusions and make judgements about oral presentations.</li> <li>• understand that social and cultural influences affect the ways in which language and style is used.</li> <li>• use appropriate and varied register and sentence structure for a variety of purposes.</li> </ul>	<p><b>Students will be able to show their understanding by :</b></p> <ul style="list-style-type: none"> <li>• expressing a relevant and informed response to literary and non-literary texts.</li> <li>• using appropriate language to clarify ideas and understanding of key points.</li> <li>• listening carefully and responding to the views of others in an age and context appropriate manner.</li> <li>• using volume, articulation, pace, expression, and body language.</li> <li>• using communication to monitor and assess own learning.</li> <li>• listening and responding appropriately to</li> </ul>



		instructions, questions and explanations.
Grade 5	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to instructions, questions and explanations</li> <li>• show open-minded attitudes when listening to other points of view</li> <li>• reflect on communication to monitor and assess their own learning</li> <li>• paraphrase and summarize the ideas of others</li> <li>• appreciate that people speak and respond according to personal and cultural perspectives</li> <li>• use register, tone, voice level and intonation to enhance meaning</li> </ul>	<p><b>Students will show their understanding by:</b></p> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>• listening and responding appropriately to instructions, questions, explanations and other points of view</li> <li>• responding to the ideas of peers when working in groups</li> <li>• adjusting their speaking to take into account context, purpose and audience</li> <li>• using appropriate language to clarify ideas and understanding</li> </ul>
	<p><b>Organise and Produce</b></p> <ul style="list-style-type: none"> <li>• argue persuasively and justify a point of view</li> </ul>	<p><b>Organizing and Producing</b></p> <ul style="list-style-type: none"> <li>• arguing persuasively and justifying a point of view</li> </ul>
	<p><b>Use</b></p> <ul style="list-style-type: none"> <li>• use speech to inform, entertain and influence others</li> <li>• participate appropriately as listener and speaker, in</li> </ul>	<p><b>Using</b></p> <ul style="list-style-type: none"> <li>• consistently using speech to inform, entertain and influence others</li> </ul>

	<p>discussions, conversations, debates and group presentations to deepen understanding</p> <ul style="list-style-type: none"> <li>• use appropriate technical language</li> <li>• use standard grammatical structures</li> </ul>	<ul style="list-style-type: none"> <li>• actively participating by asking and responding to questions (whole class, group work and pairs)</li> <li>• using figurative language such as simile, personification and metaphor</li> </ul>
Grade 4	<p><b>Students will be able to:</b> <b>Analyse</b></p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to instructions, questions and explanations</li> <li>• reflect on communication to monitor and assess their own learning</li> <li>• paraphrase and summarize the ideas of others</li> <li>• appreciate that people speak and respond according to personal and cultural perspectives</li> <li>• use register, tone, voice level and intonation to enhance meaning</li> </ul>	<p><b>Students will show their understanding by:</b> <b>Analysing</b></p> <ul style="list-style-type: none"> <li>• listening and responding appropriately to instructions, questions, explanations and other points of view</li> <li>• responding to the ideas of peers when working in groups</li> <li>• adjusting their speaking to take into account context, purpose and audience</li> <li>• using appropriate language to clarify ideas and understanding</li> </ul>
	<p><b>Organize and Produce</b></p> <ul style="list-style-type: none"> <li>• argue persuasively and justify a point of view</li> </ul>	<p><b>Organizing and Producing</b></p> <ul style="list-style-type: none"> <li>• arguing persuasively and justify a point of view</li> </ul>
	<p><b>Use of Language</b></p> <ul style="list-style-type: none"> <li>• use speech to inform, entertain and influence others</li> </ul>	<p><b>Using Language</b></p> <ul style="list-style-type: none"> <li>• consistently using use speech to inform, entertain and influence others</li> </ul>

	<ul style="list-style-type: none"> <li>● participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations to deepen understanding</li> <li>● show open-minded attitudes when listening to other points of view</li> <li>● use appropriate technical language</li> <li>● use standard grammatical structures</li> </ul>	<ul style="list-style-type: none"> <li>● actively participating by asking and responding to questions (whole class, group work and pairs)</li> <li>● using figurative language such as simile, personification and metaphor</li> </ul>
Grade 3	<p><b>Students will be able to:</b> <b>Analyse</b></p> <ul style="list-style-type: none"> <li>● listen appreciatively and responsively, presenting their own point of view and respecting the views of others</li> <li>● understand that ideas and opinions can be generated, developed and presented through talk</li> <li>● listen for a specific purpose in a variety of situations</li> <li>● listen reflectively to stories read aloud in order to identify story structures and idea</li> <li>● explain and discuss their own writing with peers and adults</li> <li>● use a range of specific vocabulary and grammar in different situations, indicating an awareness that language is influenced by purpose, audience and context</li> <li>● paraphrase and summarize</li> </ul>	<p><b>Students will show their understanding by:</b> <b>Analysing</b></p> <ul style="list-style-type: none"> <li>● verbalizing thinking and explaining reasoning with peers and adults</li> <li>● listen and respond to the contributions of others in group situations</li> <li>● listening for a specific purpose</li> <li>● using a range of specific vocabulary and grammar in different situations, indicating an awareness that language is influenced by purpose, audience and context</li> <li>● paraphrasing and summarising the ideas of peers</li> </ul>
	<b>Organize and Produce</b>	<b>Organizing and Producing</b>

	<ul style="list-style-type: none"> <li>• organize thoughts and feelings before speaking</li> <li>• argue persuasively and defend a point of view</li> </ul>	<ul style="list-style-type: none"> <li>• organising oral responses in a logical manner</li> <li>• arguing persuasively and defending a point of view</li> </ul>
	<p><b><i>Use of Language</i></b></p> <ul style="list-style-type: none"> <li>• work in pairs and groups to develop oral presentations</li> <li>• use oral language appropriately, confidently and with increasing accuracy</li> <li>• realize that grammatical structures can be irregular and begin to use them appropriately and consistently</li> </ul>	<p><b><i>Using Language</i></b></p> <ul style="list-style-type: none"> <li>• generating, developing and presenting ideas and opinions through talking and listening in pairs and groups</li> <li>• using conventional spoken language patterns appropriately, confidently and with increasing accuracy</li> </ul>
Grade 2	<p><b>Students will be able to:</b> <b>Analyse</b></p> <ul style="list-style-type: none"> <li>• listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail</li> <li>• paraphrase and summarize</li> <li>• use language to explain, inquire and compare</li> <li>• hear and appreciate differences between languages</li> <li>• begin to understand that language use is influenced by its purpose and the audience</li> <li>• follow 3 step directions</li> </ul>	<p><b>Students will show their understanding by:</b> <b>Analysing</b></p> <ul style="list-style-type: none"> <li>• responding to a variety of oral presentations including stories, poems, rhymes and reports by recalling main detail, eg in order to paraphrase and summarise</li> <li>• adjusting spoken language to show awareness of audience and purpose</li> <li>• Following 3 step directions</li> </ul>

	<p><b><i>Organize and Produce</i></b></p> <ul style="list-style-type: none"> <li>● retell familiar stories in sequence</li> <li>● anticipate and predict when listening to text</li> <li>● use language for a variety of personal purposes, for example, invitations</li> </ul>	<p><b><i>Organizing and Producing</i></b></p> <ul style="list-style-type: none"> <li>● composing oral texts with sequenced sentences</li> <li>● exploring ideas by asking questions</li> </ul>
	<p><b><i>Use of Language</i></b></p> <ul style="list-style-type: none"> <li>● express thoughts, ideas and opinions and discuss them, respecting contributions from others</li> <li>● recognize patterns in language(s) of instruction and use increasingly accurate grammar and specific vocabulary to suit different purposes</li> </ul>	<p><b><i>Using Language</i></b></p> <ul style="list-style-type: none"> <li>● generating, developing and presenting ideas and opinions through talking and listening in pairs and groups</li> <li>● using conventional spoken language patterns appropriately, confidently and with increasing accuracy</li> </ul>
Grade 1	<p><b>Students will be able to:</b> <b>Analyse</b></p> <ul style="list-style-type: none"> <li>● listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail</li> <li>● express thoughts, ideas and opinions and discuss them, respecting contributions from others</li> <li>● paraphrase and summarize</li> <li>● begin to understand that language use is influenced by its purpose and the audience</li> <li>● use language for a variety of personal purposes, for example, invitations</li> </ul>	<p><b>Students will show their understanding by:</b> <b>Analysing</b></p> <ul style="list-style-type: none"> <li>● responding to a variety of oral presentations including stories, poems, rhymes and reports by recalling main details, eg in order to paraphrase and summarise</li> <li>● Using spoken language to move through the inquiry cycle</li> <li>● adjusting spoken language to show awareness of audience and purpose</li> </ul>

	<ul style="list-style-type: none"> <li>● hear and appreciate differences between languages</li> <li>● follow 3 step directions</li> </ul>	<ul style="list-style-type: none"> <li>● Following 3 step directions</li> </ul>
	<p><b><i>Organize and Produce</i></b></p> <ul style="list-style-type: none"> <li>● retell familiar stories in sequence</li> <li>● anticipate and predict when listening to text read aloud</li> <li>● use language to explain, inquire and compare</li> </ul>	<p><b><i>Organizing and Producing</i></b></p> <ul style="list-style-type: none"> <li>● composing oral texts with sequenced sentences</li> <li>● exploring ideas by asking questions and predicting possible outcomes</li> </ul>
	<p><b><i>Use of Language</i></b></p> <ul style="list-style-type: none"> <li>● listen attentively and speak appropriately in small and large group interactions</li> <li>● recognize patterns in language(s) of instruction and use increasingly accurate grammar</li> <li>● understand and use specific vocabulary to suit different purposes</li> </ul>	<p><b><i>Using Language</i></b></p> <ul style="list-style-type: none"> <li>● listening and responding to the contributions of others in pairs and groups, with both adults and peers</li> <li>● using conventional spoken language patterns appropriately, confidently and with increasing accuracy</li> </ul>
K2	<p><b>Students will be able to:</b> <b>Analyse</b></p> <ul style="list-style-type: none"> <li>● listen and respond in small or large groups for increasing periods of time</li> <li>● listen and respond to picture books, demonstrating understanding through gestures, expression and/or words</li> <li>● memorize and join in with poems, rhymes and songs</li> <li>● obtain simple information from accessible spoken</li> </ul>	<p><b>Students will show their understanding by:</b> <b>Analysing</b></p> <ul style="list-style-type: none"> <li>● responding to a variety of oral presentations including stories, poems, rhymes, demonstrating understanding through gestures, expression and/or words</li> <li>● asking questions to gain information and responding to inquiries directed to themselves or</li> </ul>

	<p>texts</p> <ul style="list-style-type: none"> <li>• paraphrase and summarize</li> <li>• ask questions to gain information and respond to inquiries directed to themselves or to the class</li> <li>• pick out main events and relevant points in oral texts</li> <li>• follow classroom instructions, showing understanding</li> <li>• follow two-step directions</li> </ul>	<p>the class</p> <ul style="list-style-type: none"> <li>• following two step directions</li> </ul>
	<p><b><i>Organize and Produce</i></b></p> <ul style="list-style-type: none"> <li>• describe personal experiences</li> <li>• use language to address their needs, express feelings and opinions</li> <li>• talk about the stories, writing, pictures and models they have created</li> <li>• predict likely outcomes when listening to texts read aloud</li> </ul>	<p><b><i>Organizing and Producing</i></b></p> <ul style="list-style-type: none"> <li>• using gestures, actions, body language and/or words to communicate needs and to express ideas.</li> </ul>
	<p><b><i>Use of Language</i></b></p> <ul style="list-style-type: none"> <li>• use oral language to communicate during classroom activities, conversations and imaginative play</li> <li>• distinguish beginning, medial and ending sounds of words with increasing accuracy</li> <li>• use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage)</li> </ul>	<p><b><i>Using Language</i></b></p> <ul style="list-style-type: none"> <li>• remaining engaged during stories and discussions</li> <li>• articulating sounds of words with increasing accuracy, noting beginning, medial and ending sounds and with appropriate volume and tone</li> </ul>

K1	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>● listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words</li> <li>● understand simple questions and respond with actions or words</li> <li>● name classmates, teachers and familiar classroom and playground objects</li>   <li>● join in with poems, rhymes, songs and repeated phrases in shared texts</li>   <li>● follow classroom directions and routines, using context cues</li>   <li>● use single words and two word phrases in context</li> <li>● realize that people speak different languages</li> <li>● use the mother tongue (with translation, if necessary) to express needs and explain ideas</li> <li>● realize that word order can change from one language to another</li> </ul>	<p><b>Students will show their understanding by:</b></p> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>● listening and responding in small or large groups for increasing periods of time</li> <li>● joining in with poems, rhymes, songs and repeated phrases in shared texts</li> <li>● following classroom instructions and routines using context cues</li> </ul>
	<p><b><i>Organize and Produce</i></b></p> <ul style="list-style-type: none"> <li>● use gestures, actions, body language and/or words to communicate needs and to express ideas</li> <li>● tell their own stories using words, gestures, and objects/ artefacts</li> </ul>	<p><b><i>Organizing and Producing</i></b></p> <ul style="list-style-type: none"> <li>● using gestures, actions, body language and/or words to communicate needs and to express ideas.</li> </ul>



	<ul style="list-style-type: none"> <li>● repeat/echo single words</li> </ul>	
	<p><b><i>Use of Language</i></b></p> <ul style="list-style-type: none"> <li>● interact effectively with peers and adults in familiar social settings</li> <li>● develop grammatical awareness by attempting correct speaking</li> </ul>	<p><b><i>Using Language</i></b></p> <ul style="list-style-type: none"> <li>● using oral language to communicate during classroom activities, conversations and imaginative play</li> <li>● articulating sounds of words with increasing accuracy; noting beginning, medial and ending sounds and with appropriate volume and tone</li> </ul>

## Learning Outcomes and Benchmarks

Subject : LANGUAGE A

Strand : READING

Grade/ Phase	Learning Outcome	Benchmarks
11 & 12	<p><b><i>Language and Literature, and Literature students</i></b></p> <p><b>Students will be able to:</b> <b>Analyse</b></p> <p>Comprehend, respond to, and analyse a wide variety of texts</p> <p><b>Students will be able to:</b> <b><i>Organise and Produce</i></b></p> <p>Comprehend and apply skills and strategies</p>	<p><b><i>Language and Literature, and Literature students</i></b></p> <p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"><li>• evaluating and comparing, through the study of Works in Translation, the way individual and cultural perspectives affect people's understanding of such aspects as gender roles, ethical decisions and ways of life.</li></ul> <p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"><li>• analysing poetry and prose, using a range of approaches and literary terms, in order to write and speak a detailed commentary.</li><li>• making interpretations and supporting these with</li></ul>

### References:

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

		cited, textual evidence.
		<ul style="list-style-type: none"> <li>distinguishing and evaluating the features of novels, poetry, drama and essays from different periods..</li> <li>evaluating and comparing pre-20th century texts, particularly at Higher Level, so students have exposure to a broad literary tradition.</li> <li>presenting research on social, historical and literary contexts as a written summary and an interactive oral.</li> </ul> <p><b>Language and Literature students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>producing texts after studying units such as “Language, Literature and Race Relations”.</li> <li>evaluating cultural perspectives and contexts by reading a range of text types.</li> </ul>
	<p><b>Students will be able to:</b>  <b>Use of language</b>  Read fluently using skills and strategies of the reading process</p> <p>Demonstrate an appreciation for reading</p>	<ul style="list-style-type: none"> <li>applying the tools of literary analysis through detailed analysis of extracts from texts as well as complete texts.</li> <li>evaluating the author’s style and purpose.</li> <li>explaining how texts relate to real life.</li> <li>understanding the relevance of literature</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

		<ul style="list-style-type: none"> <li>● maintaining their reading habit through independent reading.</li> </ul>
10	<p><b>Students will be able to:</b> <b>Analyse</b></p> <p>Comprehend, respond to, and analyse a wide variety of texts</p>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>● analysing key elements of the novel, Shakespearian drama, poetry, short stories and non-fiction.</li> <li>● identifying key elements such as setting, plot, structure, characterisation, imagery and symbolism, narrative technique, dramatic and poetic techniques, and the use of tone and rhetorical devices.</li> <li>● evaluating the effects of the key elements in terms of the author's purpose.</li> </ul>
	<p><b>Students will be able to:</b> <b>Organise and produce</b></p> <p>Comprehend and apply skills and strategies</p>	<ul style="list-style-type: none"> <li>● analysing and comparing poems on a common theme, short stories by the same author, and various works in translation.</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

		<ul style="list-style-type: none"> <li>identifying and analysing key features of descriptive, narrative and persuasive writing.</li> </ul>
	<p><b>Students will be able to:</b> <b>Use of language</b></p> <p>Read fluently using skills and strategies of the reading process</p> <p>Demonstrate an appreciation for reading</p>	<ul style="list-style-type: none"> <li>keeping a reading record sheet.</li> <li>producing brief book reviews.</li> <li>reading and offering constructive feedback to other students' writing.</li> <li>explaining how texts relate to real life.</li> <li>understanding the relevance of literature</li> <li>maintaining their reading habit through independent reading.</li> </ul>
9	<p><b>Students will be able to:</b> <b>Analyse</b></p> <p>Comprehend, respond to, and analyse a wide variety of texts</p>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>analysing key elements of the novel, Shakespearian drama, poetry, short stories and non-fiction.</li> <li>identifying key elements such as setting, plot, structure, characterisation, imagery and symbolism, narrative technique, dramatic and poetic techniques, and the use of tone and rhetorical devices.</li> <li>evaluating the effects of the key elements in</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

		terms of the author's purpose.
	<p><b>Students will be able to:</b> <b>Organise and produce</b></p> <p>Comprehend and apply skills and strategies</p>	<ul style="list-style-type: none"> <li>● analysing and comparing poems on a common theme, short stories by the same author, and various works in translation.</li> <li>● identifying and analysing key features of informative, letter and persuasive writing.</li> </ul>
	<p><b>Students will be able to:</b> <b>Use of language</b></p> <p>Read fluently using skills and strategies of the reading process</p> <p>Demonstrate an appreciation for reading</p>	<ul style="list-style-type: none"> <li>● keeping a reading record sheet.</li> <li>● producing brief book reviews.</li> <li>● reading and offering constructive feedback to other students' writing.</li> <li>● explaining how texts relate to real life.</li> <li>● understanding the relevance of literature</li> <li>● maintaining their reading habit through independent reading.</li> </ul>
8	<p><b>Students will be able to:</b></p> <p><b>Analyse</b> Comprehend, respond to, and analyze a wide variety of literary texts</p>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>● identifying the main ideas, point-of-view and/or purpose of the writer.</li> <li>● explaining the sequence of ideas, making predictions and inferences.</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

		<ul style="list-style-type: none"> <li>● identifying fact from opinion.</li> <li>● Identify key elements of different genre and understand the effects of the author's choices on an audience.</li> <li>● Identifying plot, setting, characterisation, theme, tone, literary devices, point of view, context, voice and symbolism.</li> </ul>
	<p><b>Organize and Produce</b></p> <p>Comprehend and apply skills and strategies</p>	<ul style="list-style-type: none"> <li>● Recognize and comment on the language and content of age appropriate written texts.</li> <li>● evaluating the effects of the key elements in terms of the author's purpose.</li> </ul>
	<p><b>Use of Language</b></p> <p>Read fluently using skills and strategies of the reading process</p> <p>Develop an appreciation for reading</p>	<ul style="list-style-type: none"> <li>● Develop the skills involved in reading and identify aspects of different genre</li> <li>● keeping a reading record sheet.</li> <li>● producing brief book reviews.</li> <li>● reading and offering constructive feedback to other students' writing.</li> </ul>
7	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary texts</p>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>● Recognize and comment on the language, content of age appropriate written texts.</li> <li>● explain the sequence of ideas, making predictions.</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

		<ul style="list-style-type: none"> <li>● identify fact from opinion.</li> <li>● identify theme, plot, tone, structure, content and context in narrative poetry.</li> </ul>
	<p><b>Organize and Produce</b></p> <p>Comprehend and apply skills and strategies</p>	<ul style="list-style-type: none"> <li>● creating vocabulary banks</li> <li>● identify the main ideas</li> <li>● Identify aspects of different genre.</li> </ul>
	<p><b>Use of Language</b></p> <p>Read fluently using skills and strategies of the reading process</p> <p>Develop an appreciation for reading</p>	<ul style="list-style-type: none"> <li>● identify the author's techniques and the effects of setting and imagery.</li> <li>● Understand some of the effects of the author's choices on an audience.</li> <li>● reading and offering constructive feedback to other students' writing.</li> </ul>
6	<p><b>Students will be able to:</b></p> <p><b>Analyse</b> Comprehend, respond to, and analyze a wide variety of literary texts</p> <p><b>Use of Language</b></p>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>● creating vocabulary banks</li> <li>● identifying the main ideas</li> <li>● explaining the sequence of ideas, making predictions.</li> <li>● identifying fact from opinion.</li> <li>● identifying theme, plot, tone, structure, content and context in narrative, diary and</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya



		autobiographical writing.
	<p><b>Organize and Produce</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary texts</p>	<ul style="list-style-type: none"> <li>recognising the author's use of techniques such as figurative language. ie. Imagery, Simile, Metaphor, Irony</li> </ul>
	<p><b>Use of Language</b></p> <p>Read fluently using skills and strategies of the reading process</p> <p>Develop an appreciation for reading</p>	<ul style="list-style-type: none"> <li>recognising the author's use of techniques such as Understand some of the effects of the author's choices on an audience.</li> <li>producing brief book reviews.</li> <li>reading and offering constructive feedback to other students' writing.</li> <li>keeping a reading record sheet.</li> <li>reading and offering constructive feedback to other students' writing.</li> </ul>
Grade 5	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary texts</p>	<p><b>Students will be able to show their understanding by:</b></p> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>Identifying and discussing literary devices; figurative language (simile, metaphor, alliteration, personification etc)</li> <li>using skimming and scanning to create summaries that reflect the understanding of a text</li> <li>identifying and discussing literary elements of a</li> </ul>

*References:*

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		<p>text (main idea, setting, characters, problem and solution, cause and effect, climax/anticlimax)</p> <ul style="list-style-type: none"> <li>• making and justifying inferences according to known criteria</li> <li>• reflecting on strengths and weaknesses as a reader and setting appropriate goals</li> <li>• recognizing how one's values, attitudes and beliefs impact on the interpretation of the text</li> </ul>
	<p><b>Organise and Produce</b></p> <p>Comprehend and apply skills and strategies</p>	<p><b>Organising and Producing</b></p> <ul style="list-style-type: none"> <li>• appreciating structural and stylistic differences between fiction and non-fiction</li> <li>• Identifying and comparing characteristics of a variety of literary forms and genres (Report, procedure, explanation, exposition)</li> <li>• participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understandings</li> <li>• accessing, interpreting, assessing the validity and using a range of source materials (the library/media centre, the internet, people in the school, family, the immediate community or the global community)</li> </ul>
	<p><b>Use of Language</b></p>	<p><b>Using Language</b></p>

*References:*

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English/Language Arts Curriculum; International School of Kenya

	<p>Read fluently using skills and strategies of the reading process</p>	<ul style="list-style-type: none"> <li>● combining knowledge of prefixes, suffixes and root words for vocabulary development</li> <li>● using knowledge of grammar, semantics, context and analogy to decode less familiar multi-syllabic words</li> <li>● recognizing and understanding figurative language, for example, similes, metaphors, idioms</li> <li>● decoding and comprehending fluently between PM Benchmark Levels 29-30/Probe 11</li> </ul>
Grade 4	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary texts</p>	<p><b>Students will be able to show their understanding by:</b></p> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>● recognizing how authors use various devices to construct meaning (simile, metaphor, alliteration etc)</li> <li>● working cooperatively with others to access, read, interpret, and evaluate a range of source materials</li> <li>● using skimming and scanning to identify relevant, reliable and useful information and decide on appropriate ways to use it</li> <li>● identifying and discussing literary elements of a</li> </ul>

*References:*

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		<p>text (main idea, setting, characters, sequence of events, problem and solution, cause and effect, mood, theme)</p> <ul style="list-style-type: none"> <li>● utilising knowledge of text structure and organisation to understand how authors achieve particular effects</li> <li>● recognizing the author's purpose, for example, to inform, entertain, persuade, instruct</li> <li>● reflecting on strengths and weaknesses as a reader and setting goals</li> </ul>
	<p><b>Organise and Produce</b></p> <p>Comprehend and apply skills and strategies</p>	<p><b>Organising and Producing</b></p> <ul style="list-style-type: none"> <li>● distinguishing between fiction and non-fiction texts and making selections appropriate to specific purposes</li> </ul>
	<p><b>Use of language</b></p> <p>Read fluently using skills and strategies of the reading process</p>	<p><b>Using language</b></p> <ul style="list-style-type: none"> <li>● using knowledge of root words to determine meaning of unknown words</li> <li>● identifying figurative language (metaphor, simile, personification etc.)</li> <li>● conveying meaning through expression and fluency</li> <li>● decoding and comprehending fluently between</li> </ul>

*References:*

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	Demonstrate an appreciation for reading	<p>PM Benchmark levels 27-28/Probe 9</p> <ul style="list-style-type: none"> <li>• synthesising information from multiple sources to deepen understanding</li> <li>• reading a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals</li> </ul>
Grade 3	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary texts</p>	<p><b>Students will be able to show their understanding by:</b></p> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>• using reasons and examples to respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters</li> <li>• using skimming and scanning to paraphrase a paragraph or short text and begin to summarize efficiently</li> <li>• identifying and discussing literary elements (features) of a text (main idea, setting, characters, problem and solution, cause and effect)</li> <li>• interpreting meaning by inferring an answer.</li> <li>• reflecting on strengths and weaknesses as a reader and setting future goals</li> </ul>
	<b>Organise and Produce</b>	<b>Organising and Producing</b>

*References:*

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English/Language Arts Curriculum; International School of Kenya

	Comprehend and apply skills and strategies	<ul style="list-style-type: none"> <li>distinguishing between fiction and non-fiction and selecting books appropriate to specific purposes</li> <li>identifying the author's purpose, for example, to inform, entertain, persuade, instruct</li> </ul>
	<p><b>Use of Language</b></p> <p>Read fluently using skills and strategies of the reading process</p> <p>Demonstrate an appreciation for reading</p>	<p><b>Using texts</b></p> <ul style="list-style-type: none"> <li>reading accurately 2 and 3 syllable words of high or moderate frequency</li> <li>deriving meaning from unknown words using a variety of strategies (prefixes and suffixes, word families, synonyms and antonyms)</li> <li>reading end punctuation and commas and dialogue accurately</li> <li>decoding and comprehending between PM Benchmark Levels 24-26/Probe 8</li> <li>accessing information independently from a variety of texts both in print and online, and using appropriately</li> <li>reading a variety of books for pleasure, instruction and information</li> </ul>
Grade 2	<b>Students will be able to:</b>	<b>Students will be able to show their understanding</b>

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English/Language Arts Curriculum; International School of Kenya

	<p><b>Analyse</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary texts</p> <p>Demonstrate an appreciation for reading</p>	<p><b>by:</b></p> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>● expressing an opinion about a text based on own experiences and justifying it</li> <li>● identifying and explaining the basic structure of a story in sequential order including beginning, middle and end using language from the text</li> <li>● identifying and discussing literary elements of a text (main idea, setting, characters, problem and solution)</li> <li>● beginning to make inferences based on the text</li> <li>● using a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another</li> <li>● developing personal preferences, selecting books for pleasure and information</li> </ul>
	<p><b>Organise and Produce</b></p> <p>Comprehend and apply skills and strategies</p>	<p><b>Organising and Producing</b></p> <ul style="list-style-type: none"> <li>● demonstrating understanding that there is a difference between fiction and non-fiction texts and explaining the difference, for example, title page, contents ,index</li> </ul>

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		<ul style="list-style-type: none"> <li>● recognizing a range of different text types, for example, letters, poetry, plays, stories</li> <li>● participating in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view</li> </ul>
	<p><b>Use of texts</b></p> <p>Read fluently using skills and strategies of the reading process</p>	<p><b>Using texts</b></p> <ul style="list-style-type: none"> <li>● using knowledge of spelling patterns, phonetics and sound–symbol relationships to decode unfamiliar words</li> <li>● identifying nouns, adjectives, verbs, adverbs</li> <li>● reading end punctuation and commas accurately</li> <li>● decoding and comprehending between PM Benchmark Levels 18-22</li> <li>● reading at least 200 high frequency words (Fry List) After this level HF words are covered by PM level</li> </ul>
Grade 1	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary texts</p>	<p><b>Students will be able to show their understanding by:</b></p> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>● participating respectfully in collaborative learning experiences: expressing an opinion about a text with some reasoning, and acknowledging the</li> </ul>

*References:*

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	Demonstrate an appreciation for reading	<p>points of view of others</p> <ul style="list-style-type: none"> <li>• identifying and explaining the basic structure of a story—beginning, middle and end</li> <li>• identifying and discussing literary elements of a text (characters, setting, problem and solution)</li> <li>• using strategies such as predicting, questioning and connecting in order to comprehend texts</li> <li>• using a range of strategies to self-monitor and self-correct, eg meaning, context, rereading, reading on, cross-checking one cue source against another</li> <li>• developing personal preferences, selecting books for pleasure and information</li> </ul>
	<p><b>Organise and Produce</b></p> <p>Comprehend and apply skills and strategies</p>	<p><b>Organising and Producing</b></p> <ul style="list-style-type: none"> <li>• recognising the difference between fiction and non-fiction texts and their purposes, noting eg title page, contents, index</li> </ul>
	<p><b>Use of texts</b></p> <p>Read fluently using skills and strategies of the reading process</p>	<p><b>Using Texts</b></p> <ul style="list-style-type: none"> <li>• understanding sound–symbol relationships and applying phonetic strategies when decoding</li> <li>• predicting meanings of words by combining Meaning, Visual and Semantic cues</li> </ul>

*References:*

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English/Language Arts Curriculum; International School of Kenya

		<ul style="list-style-type: none"> <li>• reading end punctuation accurately</li> <li>• decoding and comprehending between PM Benchmark level 12-16</li> <li>• reading at least 100 high frequency words (Fry List)</li> </ul>
K2	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary texts</p> <p>Demonstrate an appreciation for reading</p>	<p><b>Students will be able to show their understanding by:</b></p> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>• locating and responding to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)</li> <li>• recalling at least 3 ideas from a text when prompted</li> <li>• identifying the main idea and characters in a text</li> <li>• using comprehension strategies (predicting, connecting) to understand stories when prompted</li> <li>• listening to, selecting, “reading” and rereading favourite texts for enjoyment</li> </ul>
	<b>Organise and Produce Texts:</b>	<b>Organising and Producing Texts:</b>

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	<p>Comprehend and apply skills and strategies</p>	<ul style="list-style-type: none"> <li>• participate in learning engagements involving shared reading and reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems</li> <li>• read and understand familiar print from the immediate environment</li> <li>• demonstrating awareness that print conveys a permanent message</li> <li>• recognizing own name in print</li> </ul>
	<p><b>Use of Language</b></p> <p>Read fluently using skills and strategies of the reading process</p>	<p><b>Using Language</b></p> <ul style="list-style-type: none"> <li>• identifying all 26 letters and their sounds</li> <li>• identifying title and author of a book</li> <li>• identifying a letter, word, and sentence</li> <li>• decoding and comprehending between PM Benchmark Level 5-10</li> <li>• reading at least 45 high frequency words (Fry List)</li> </ul>
K1	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <p>Comprehend, respond to, and analyze a wide</p>	<p><b>Students will be able to show their understanding by:</b></p> <p><b>Analysing</b></p>

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	<p>variety of literary texts</p>	<ul style="list-style-type: none"> <li>● responds to stories read aloud/viewed by asking questions and connecting information and events to personal experiences.</li> <li>● retelling some familiar stories and expressing an opinion or showing empathy for certain characters.</li> <li>● making predictions from illustrations about the content of a story</li> </ul>
	<p><b>Organise and Produce</b></p> <p>Comprehend and apply skills and strategies</p>	<p><b>Organising and Producing Texts:</b></p> <ul style="list-style-type: none"> <li>● participating in shared reading, joining in with rhymes, refrains and repeated text</li> <li>● demonstrating awareness that print conveys a message</li> <li>● recognizing own name in print</li> </ul>
	<p><b>Use of Language</b></p> <p>Read fluently using skills and strategies of the reading process</p>	<p><b>Using Language</b></p> <ul style="list-style-type: none"> <li>● Identifying most letters of the alphabet by sound</li> <li>● using emergent reading skills to “read” a story from pictures, symbols, numbers and/or letters and words</li> <li>● handling books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end</li> </ul>

*References:*

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English/Language Arts Curriculum; International School of Kenya

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**Learning Outcomes and Benchmarks**

**Subject : LANGUAGE A**

**Strand : VIEWING AND PRESENTING**

<b>Grade</b>	<b>Learning Outcome</b>	<b>Benchmarks</b>
12	<p><b><i>Language and Literature, and Literature students will be able to:</i></b></p> <ul style="list-style-type: none"><li>● identify visual elements in film as an interpretation of the written text.</li><li>● evaluate dramatic features of scenes from the film version of a text.</li><li>● identify and evaluate the social and cultural context of a text.</li></ul>	<p><b><i>Language and Literature, and Literature students will be able to show their understanding by :</i></b></p> <ul style="list-style-type: none"><li>● critically evaluating film to appreciate and make relevant connections to cultural context.</li><li>● dramatising excerpts from plays and novels.</li><li>● using GoogleDocs and Powerpoint to present a detailed analysis of individual texts.</li></ul>
11	<p><b><i>Language and Literature, and Literature students will be able to:</i></b></p> <ul style="list-style-type: none"><li>● identify visual elements in film as an interpretation of the written text.</li></ul>	<p><b><i>Language and Literature, and Literature students will be able to show their understanding by :</i></b></p> <ul style="list-style-type: none"><li>● critically evaluating film to appreciate and make relevant connections to cultural context.</li><li>● dramatising excerpts from plays and novels</li></ul>

	<ul style="list-style-type: none"> <li>● evaluate dramatic features of scenes from the film version of a text.</li> <li>● identify and evaluate the social and cultural context of a text.</li> </ul>	<ul style="list-style-type: none"> <li>● using googledocs and Powerpoint to present a detailed analysis of individual texts.</li> </ul>
10	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>● view and critically analyze a range of visual texts, communicating understanding through oral, written and visual media.</li> <li>● identify elements and techniques that make visual texts effective, and draw on this knowledge to create their own visual effects.</li> </ul>	<p><b><i>Students will be able to show their understanding by:</i></b></p> <ul style="list-style-type: none"> <li>● delivering individual oral responses to visual stimuli.</li> <li>● identifying key aspects of Language A skills and knowledge.</li> <li>● using speed, volume, articulation, body language, and the basics of visual interpretation (audio, camera angles, light etc).</li> <li>● making comparative studies between text and visuals.</li> <li>● producing powerpoint presentations, and audio presentations.</li> <li>● using sound and visuals to convey Language A skills.</li> </ul>
9	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>● view and critically analyze a range of visual texts, communicating understanding through oral, written and visual media.</li> <li>● identify elements and techniques that make visual</li> </ul>	<p><b><i>Students will be able to show their understanding by:</i></b></p> <ul style="list-style-type: none"> <li>● delivering individual oral responses to visual stimuli.</li> <li>● identifying key aspects of Language A skills and knowledge.</li> <li>● using speed, volume, articulation, body language, and the basics of visual interpretation (audio, camera angles, light etc).</li> </ul>

	<p>texts effective, and draw on this knowledge to create their own visual effects</p>	<ul style="list-style-type: none"> <li>● making comparative studies between text and visuals.</li> <li>● producing powerpoint presentations, and audio presentations.</li> <li>● using sound and visuals to convey Language A skills.</li> </ul>
8	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>● view and explain a range of visual texts, communicating understanding through oral, written and visual media</li> <li>● begin to identify elements and techniques that make visual texts effective and draw on this knowledge to create their own visual effects</li> </ul>	<p><b><i>Students will be able to show their understanding by :</i></b></p> <ul style="list-style-type: none"> <li>● delivering individual oral responses to visual stimuli.</li> <li>● identifying key aspects of Language A skills and knowledge.</li> <li>● Beginning to use speed, volume, articulation/body language and the basics of visual interpretation (audio, camera angles, light, etc).</li> <li>● making comparative studies between text and visuals.</li> <li>● using simple visual presentations, and audio presentations.</li> <li>● beginning to use sound and visuals to convey Language A skills.</li> </ul>
7	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>● begin to view and explain a range of visual texts, communicating understanding through oral, written and visual media.</li> <li>● identify elements and techniques that make visual texts effective, and draw on this knowledge to create their own visual effects.</li> </ul>	<p><b><i>students will be able to show their understanding by:</i></b></p> <ul style="list-style-type: none"> <li>● learning to use visual presentations, and to respond to peer questions.</li> <li>● producing poetry presentations using visual media.</li> <li>● making a comparison of movie and text.</li> </ul>



6	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>● begin to view and explain a range of visual texts, communicating understanding through oral, written and visual media.</li> <li>● begin to identify elements and techniques that make visual texts effective, and draw on this knowledge to create their own visual effects.</li> </ul>	<p><b><i>Students will be able to show their understanding by :</i></b></p> <ul style="list-style-type: none"> <li>● using sound and visuals to convey Language A skills.</li> <li>● learning to use note-taking.</li> <li>● identifying key aspects of Language A skills: speed, volume, articulation, and body language.</li> </ul>
5	<p><b><i>Students will be able to Analyse</i></b></p> <ul style="list-style-type: none"> <li>● Comprehend, respond to, and analyze a wide variety of visual texts</li> <li>● interpret the ways in which devices such as colour, texture, symbolism and body language influence the meaning of visual presentations within and across specific cultural settings.</li> </ul>	<p><b><i>Students will be able to show their understanding by: Analysing</i></b></p> <ul style="list-style-type: none"> <li>● reflecting on factors that influence personal reactions to visual texts</li> <li>● explaining how visual and written information work together to convey meaning</li> <li>● identifying the intended audience and purpose of a visual presentation</li> </ul>
	<p><b><i>Organize and produce</i></b></p> <ul style="list-style-type: none"> <li>● Plan and produce a visual representation that effectively conveys the understanding of a concept</li> </ul>	<p><b><i>Organizing and producing</i></b></p> <ul style="list-style-type: none"> <li>● planning, researching and creating a presentation which incorporates visual and oral elements and techniques with the intention of influencing the way people think and feel</li> </ul>

	<p><b><i>Use of Language</i></b></p> <p>Use skills and strategies to present information</p>	<p><b><i>Using Language</i></b></p> <ul style="list-style-type: none"> <li>• using appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion</li> </ul>
4	<p><b>Students will be able to</b> <b><i>Analyse</i></b></p> <ul style="list-style-type: none"> <li>• Comprehend, respond to, and analyze a wide variety of visual texts</li> <li>• understand how words and images work together to convey meaning</li> </ul>	<p><b>Students will be able to show their understanding by:</b> <b><i>Analysing</i></b></p> <ul style="list-style-type: none"> <li>• explaining how relevant personal experiences can influence and vary the interpretation of visual texts</li> <li>• interpreting the ways in which devices such as colour, texture, symbolism and body language influence the meaning of visual presentations within and across specific cultural settings and contexts.</li> </ul>
	<p><b><i>Organize and produce</i></b></p> <ul style="list-style-type: none"> <li>• Plan and produce a visual representation that effectively conveys the understanding of a concept</li> </ul>	<p><b><i>Organizing and producing</i></b></p> <ul style="list-style-type: none"> <li>• preparing and tailoring a presentation to a specific audience by using a range of media, applications, shapes, colours, symbols, layout and fonts, to achieve particular effects</li> </ul>
	<p><b><i>Use of Language</i></b></p> <ul style="list-style-type: none"> <li>• Use skills and strategies to present information</li> </ul>	<p><b><i>Using Language</i></b></p> <ul style="list-style-type: none"> <li>• explaining visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition</li> </ul>
3	<p><b>Students will be able to</b> <b><i>Analyse</i></b></p>	<p><b>Students will be able to show their understanding by:</b> <b><i>Analysing</i></b></p>

	<ul style="list-style-type: none"> <li>● Comprehend, respond to, and analyze a wide variety of visual texts</li> <li>● view a range of visual formats and discuss their effectiveness in conveying an effect, including how body language is used to convey the mood and personal traits of characters</li> </ul>	<ul style="list-style-type: none"> <li>● reflecting on personal understandings of visual texts and how they influence interpretation</li> <li>● discussing how words, pictures and effects work individually or together to convey a particular message or reflect a context</li> </ul>
	<p><b>Organize and produce</b></p> <ul style="list-style-type: none"> <li>● Plan and produce a visual representation that effectively conveys the understanding of a concept</li> </ul>	<p><b>Organizing and producing</b></p> <ul style="list-style-type: none"> <li>● preparing and tailoring a presentation to a specific audience by using a range of media, applications, shapes, colours, symbols, layout and fonts, to achieve particular effects</li> </ul>
	<p><b>Use of Language</b></p> <ul style="list-style-type: none"> <li>● Use skills and strategies to present information</li> </ul>	<p><b>Using Language</b></p> <ul style="list-style-type: none"> <li>● using language according to purpose and audience when presenting</li> </ul>
2	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>● Comprehend, respond to, and analyze a wide variety of visual texts</li> <li>● realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance to create a context</li> </ul>	<p><b>Students will show their understanding by:</b></p> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>● Identifying factors that influence personal reactions to visual texts</li> <li>● demonstrating understanding of how words and pictures work individually or together in visual presentations to convey meaning</li> </ul>
	<p><b>Organize and produce</b></p> <ul style="list-style-type: none"> <li>● Plan and produce a visual representation that</li> </ul>	<p><b>Organizing and producing</b></p> <ul style="list-style-type: none"> <li>● locating and using appropriate visual effects such as</li> </ul>

	effectively conveys the understanding of a concept	shapes, colours, actions and body language symbols and layout to enhance presentations
	<p><b>Use of Language</b></p> <ul style="list-style-type: none"> <li>Use skills and strategies to present information</li> </ul>	<p><b>Using Language</b></p> <ul style="list-style-type: none"> <li>use appropriate terminology to discuss visual texts, eg font, foreground, background, impact, advertising, logos, labels, signs, ICT iconography</li> </ul>
1	<p><b>Students will be able to</b></p> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>Comprehend, respond to, and analyze a wide variety of visual texts</li> <li>interpret the ways in which devices such as colour, texture, symbolism and body language influence the meaning of visual presentations within and across specific cultural settings.</li> </ul>	<p><b>Students will be able to show their understanding by:</b></p> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>discussing own and others feelings and personal experience in response to visual images and messages</li> <li>discussing purpose and meaning of visual presentations, reflecting on how text and illustrations work together to enhance understanding of a message</li> </ul>
	<p><b>Organize and produce</b></p> <ul style="list-style-type: none"> <li>Plan and produce a visual representation that effectively conveys the understanding of a concept</li> </ul>	<p><b>Organising and Producing</b></p> <ul style="list-style-type: none"> <li>selecting and using the appropriate tools and media to present work in ways that are personally meaningful</li> </ul>

	<p><b>Use of Language</b></p> <ul style="list-style-type: none"> <li>Use skills and strategies to present information</li> </ul>	<p><b>Using Language</b></p> <ul style="list-style-type: none"> <li>use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact</li> </ul>
K2	<p><b>Students will be able to Analyse</b></p> <ul style="list-style-type: none"> <li>Comprehend, respond to, and analyze a wide variety of visual texts</li> <li>identify similarities and differences between logos</li> <li>reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise</li> </ul>	<p><b>Students will be able to show their understanding by: Analysing</b></p> <ul style="list-style-type: none"> <li>connecting visual information with personal experiences to construct meaning</li> <li>understanding visual messages, signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed</li> <li>observe visual cues that indicate context; show understanding by matching pictures with context</li> </ul>
	<p><b>Organize and produce</b></p> <p>Plan and produce a visual representation that effectively conveys the understanding of a concept</p>	<p><b>Organizing and producing</b></p> <ul style="list-style-type: none"> <li>selecting and using the appropriate tools and media to present work in ways that are personally meaningful</li> </ul>
	<p><b>Use of Language</b></p> <p>Use skills and strategies to present information</p>	<p><b>Using Language</b></p> <ul style="list-style-type: none"> <li>understanding terminology associated with visual texts such as colour, shape, size</li> </ul>
K1	<p><b>Students will be able to</b></p>	<p><b>Students will be able to show their understanding by:</b></p>

	<p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>● Comprehend, respond to, and analyze a wide variety of visual texts</li> <li>● show awareness of different methods of presentation</li> </ul>	<p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>● making personal connections to visual texts and responding through play, gestures, facial expression, showing amusement, curiosity, surprise</li> <li>● recognizing and identifying similarities and differences between familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit, sign, no dogs allowed</li> </ul>
	<p><b>Organizing and producing</b></p> <ul style="list-style-type: none"> <li>● Plan and produce a visual representation that effectively conveys the understanding of a concept</li> </ul>	<p><b>Organize and produce</b></p> <ul style="list-style-type: none"> <li>● selecting and using the appropriate tools and media to present work in ways that are personally meaningful</li> </ul>
	<p><b>Use of Language</b></p> <ul style="list-style-type: none"> <li>● Use skills and strategies to present information</li> </ul>	<p><b>Using Language</b></p> <ul style="list-style-type: none"> <li>● listen to terminology associated with visual texts and understand terms such as colour, shape, size</li> </ul>

## Learning Outcomes and Benchmarks

Subject : LANGUAGE A

Strand : WRITING

Grade/ Phase	Learning Outcome	Benchmarks
11 & 12	<p><b>Language and Literature and Literature students will be able to:</b></p> <p><b>Analyse</b></p> <ul style="list-style-type: none"><li>• Comprehend, respond to, and analyze a wide variety of literary texts</li></ul> <p><b>Organise and produce</b></p> <p>Apply understanding of the author's craft:</p>	<p><b>Language and Literature, and Literature students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"><li>• making connections within and between texts.</li><li>• commenting on the effects of literary and non-literary features.</li><li>• interpreting, in different ways, the reader's response to the author's style and techniques.</li></ul> <p><b>Language and Literature, and Literature students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"><li>• producing essays on a known text, and compare and contrast two or more known texts.</li><li>• producing commentaries on a previously unseen text.</li><li>• Using paragraphing, transitions and clear argumentation to create coherence.</li></ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

	<p><b>Use of language</b></p> <p><b>Language and Literature, and Literature students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of English Conventions in writing</li> </ul>	<ul style="list-style-type: none"> <li>• applying literary and non-literary terms in a range of writing styles.</li> </ul> <p><b>Language and literature students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>• compiling a range of writing styles (poetic, mass communication and professional writing) to show the main language and formatting features of each one.</li> <li>• applying one or more writing styles to the “Language and Culture” and “Language and Mass Communication” unit.</li> </ul> <p><b>Language and Literature, and Literature students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>• selecting vocabulary, sentence structures and punctuation in the appropriate context and register.</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya



10	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>• Comprehend, respond to, and analyze a wide variety of literary texts</li> </ul> <p><b>Organise and produce</b></p> <p>Apply understanding of the author's craft:</p>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>• analysing a compare and contrast commentary.</li> </ul> <p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>• producing a description, a persuasive speech, a short story, a letter to the editor, and an autobiographical piece of writing.</li> <li>• composing various styles of writing such as journals, diary entries, reports and other writings to demonstrate their personal understanding of characters and themes.</li> <li>• using a clear structure of making a point, illustrating it with an example, and followed by an in-depth explanation.</li> <li>• applying essay writing structures and rhetorical devices to make a successful persuasive speech.</li> </ul>
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*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

	<p><b>Use of language</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of English Conventions in writing</li> </ul>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>• writing in both a formal and an informal register, using appropriate vocabulary, having first accurately identified the intended audience.</li> <li>• producing written work with a minimum of mechanical errors.</li> <li>• manipulating sentence structure for effect.</li> <li>• using the appropriate conventions of referencing when writing literary and non-literary pieces.</li> </ul>
9	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>• Comprehend, respond to, and analyze a wide variety of literary texts</li> </ul> <p><b>Organise and produce</b></p> <p>Apply understanding of the author's craft:</p>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>• analysing a compare and contrast commentary.</li> </ul> <p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>• producing an informative brochure, a monologue, a short story, a letter to a friend and a critique of an independently read book.</li> <li>• writing a compare and contrast essay on a selected text.</li> <li>• composing various styles of writing such as journals,</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

	<p><b>Use of language</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of English Conventions in writing</li> </ul>	<p>diary entries, reports and other writings to demonstrate their personal understanding of characters and themes.</p> <ul style="list-style-type: none"> <li>• using a clear structure of making a point, illustrating it with an example, and followed by an in-depth explanation.</li> <li>• applying essay writing structures and rhetorical devices to make a successful persuasive speech.</li> </ul> <p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>• Using the appropriate conventions of referencing when writing literary and non-literary pieces.</li> <li>• Writing in both a formal and an informal register, using appropriate vocabulary, having first accurately identified the intended audience.</li> <li>• Producing written work with a minimum of mechanical errors.</li> <li>• Manipulating sentence structure for effect.</li> </ul>
8	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>• Composing pieces that apply age appropriate literary features.</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

	<ul style="list-style-type: none"> <li>● Comprehend, respond to, and analyze a wide variety of literary texts</li> </ul> <p><b>Organise and produce</b></p> <p>Apply understanding of the author’s craft:</p> <p><b>Use of language</b></p> <ul style="list-style-type: none"> <li>● Apply knowledge of English Conventions in writing</li> </ul>	<ul style="list-style-type: none"> <li>● Composing a short story, demonstrating the parts of a story and the use of the appropriate literary elements.</li> <li>● structuring ideas and arguments in writing in a logical persuasive way, and to support with precise and relevant examples</li> <li>● comparing and contrasting aspects of literature.</li> <li>● expressing a personal response to text.</li> <li>● employing organizational structures and language-specific conventions.</li> <li>● using planning, drafting ,editing and revising processes independently.</li> <li>● using strong verbs and figurative language for emphasis or creative effect as appropriate to the purpose</li> <li>● locating, organising, synthesising, and presenting written information obtained from a variety of valid sources</li> </ul>
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*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

		<ul style="list-style-type: none"> <li>• using language accurately (grammar and syntax).</li> <li>• using appropriate and varied register and sentence structure.</li> <li>• using the proper use of punctuation, capitalization, and grammar.</li> </ul>
7	<p><b>Students will be able to:</b></p> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>• Comprehend, respond to, and analyze a wide variety of literary texts</li> </ul> <p><b>Organise and produce</b></p> <p>Apply understanding of the author's craft:</p>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>• understanding and beginning to apply Language A terminology.</li> <li>• expressing a personal response to text.</li> <li>• employing appropriate critical apparatus.</li> <li>• comparing and contrasting aspects of literature</li> <li>• composing a personal essay demonstrating literary elements of personal reflection.</li> <li>• composing pieces that apply age appropriate literary features.</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

	<p><b>Use of language</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of English Conventions in writing</li> </ul>	<ul style="list-style-type: none"> <li>• using planning, drafting ,editing and revising processes independently.</li> <li>• structuring ideas and arguments in writing in a logical persuasive way, and to support with precise and relevant examples</li> <li>• using strong verbs and figurative language for emphasis or creative effect as appropriate to the purpose</li> <li>• locating, organising, synthesising, and presenting written information obtained from a variety of valid sources</li> <li>• using language for a variety of purposes.</li> <li>• using language accurately (grammar and syntax).</li> <li>• using appropriate and varied register and sentence structure.</li> <li>• using the proper use of punctuation, capitalization, and grammar.</li> </ul>
6	<b>Students will be able to: Analyse</b>	<b>Students will be able to show their understanding by:</b>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

	<ul style="list-style-type: none"> <li>• Comprehend, respond to, and analyze a wide variety of literary texts</li> </ul> <p><b>Organise and produce</b></p> <p>Apply understanding of the author’s craft:</p> <p><b>Use of language</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of English Conventions in</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrating basic writing conventions</li> <li>• expressing a personal response or reflection to text.</li> <li>• understanding and beginning to apply Language A terminology.</li> <li>• using planning, drafting ,editing and revising processes independently</li> </ul> <ul style="list-style-type: none"> <li>• locating, organising, synthesising, and presenting written information obtained from a variety of valid sources</li> <li>• structuring ideas and arguments in writing in a logical persuasive way, and to support with precise and relevant examples</li> </ul> <ul style="list-style-type: none"> <li>• using strong verbs and figurative language for emphasis or creative effect as appropriate to the purpose</li> <li>• using appropriate and varied register and sentence structure</li> </ul>
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*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

	writing	<ul style="list-style-type: none"> <li>• using the proper use of punctuation, capitalization, and grammar.</li> </ul>
Grade 5	<p><b>Students will be able to:</b></p> <p><b>Analyze</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary text</p>	<p><b>Students will be able to show their understanding by:</b></p> <p><b>Analyzing</b></p> <ul style="list-style-type: none"> <li>• using written language as a means of reflecting on learning</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya



	<p><b>Organize and produce</b></p> <p>Apply understanding of the author's craft (6 Traits, Text Types)</p>	<p><b>Organizing and producing text</b></p> <ul style="list-style-type: none"><li>• producing an end of year writing sample that achieves 4-5 (strong-exemplary) on a 6 Traits rubric for Ideas, Organisation, Voice, Word Choice, Sentence Fluency and Conventions</li><li>• locating, organizing, synthesizing and presenting written information obtained from a variety of valid sources</li><li>• writing about a range of topics for a variety of purposes, using some language features of writing to explain, and demonstrating understanding of report, procedure and expository writing (writing to persuade)</li></ul>
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*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

	<p><b>Use of language</b></p> <p>Apply knowledge of English Conventions in writing</p> <p>Use skills and strategies of the writing process</p>	<p><b>Using language</b></p> <ul style="list-style-type: none"> <li>● using spelling patterns up to and including Late syllables and affixes (WTW: simple prefixes and base words, simple suffixes)</li> <li>● using a range of approaches and resources to check spelling, grammatical accuracy, broaden vocabulary and enrich writing</li> <li>● synthesizing the correct use of punctuation, capitalization, and grammar</li> <li>● demonstrating an independent, legible handwriting style with consistency</li> <li>● summarising for the purpose of note taking</li> <li>● moving independently through the writing process (brainstorming, planning, drafting, conferencing, editing, revising)</li> <li>● identifying and applying literary elements appropriate to purpose and audience: setting, plot; conflict resolution, character relationships, authors purpose, mood</li> <li>● identifying and applying literary devices appropriate to purpose and audience: descriptive words, similes, metaphors, alliteration, hyperbole, personification, onomatopoeia, images, dialogue</li> </ul>
Grade 4	<b>Students will be able to:</b>	<b>Analyzing</b>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
 English/Language Arts Curriculum; International School of Kenya

	<p><b>Analyze</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary text</p>	<ul style="list-style-type: none"> <li>• working collaboratively to improve writing, taking on the roles of authors and editors</li> </ul>
	<p><b>Organize and produce</b></p> <p>Apply understanding of the author's craft (6 Traits, Text Types)</p>	<p><b>Organizing and producing</b></p> <ul style="list-style-type: none"> <li>• producing an end of year writing sample that achieves 4-5 (strong-exemplary) on a 6 Traits rubric for Ideas, Organisation, Voice, Word Choice, Sentence Fluency and Conventions</li> <li>• locating, organizing, synthesizing and presenting written information obtained from a variety of valid sources</li> <li>• writing about a range of topics for a variety of purposes, using some language features of explanation, and demonstrating understanding of report, procedure and expository writing (writing to persuade)</li> </ul>
	<p><b>Use of language</b></p> <p>Apply knowledge of English Conventions in writing</p>	<p><b>Using language</b></p> <ul style="list-style-type: none"> <li>• using spelling patterns up to and including Middle Syllables and Affixes (WTW: Open and closed syllables, accented and unaccented syllables, homophones, homographs)</li> <li>• using a range of strategies to record words of increasing complexity</li> <li>• using class resources confidently and effectively to check grammatical accuracy, broaden vocabulary and enrich writing</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

	Use skills and strategies of the writing process	<ul style="list-style-type: none"> <li>• using appropriate punctuation to support meaning</li> <li>• using joined handwriting that is legible</li> <li>• summarising for the purpose of note taking</li> <li>• moving independently through the writing process (brainstorming, planning, drafting, conferencing, editing, revising)</li> <li>• identifying and applying literary elements appropriate to purpose and audience: setting, plot; conflict resolution, character relationships, authors purpose, mood</li> <li>• identifying and applying literary devices appropriate to purpose and audience: descriptive words, similes, metaphors, alliteration, images, dialogue</li> </ul>
Grade 3	<p><b>Students will be able to:</b></p> <p><b>Analyze</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary text</p>	<p><b>Analyzing</b></p> <p><b>Students will be able to show their understanding by:</b></p> <p><b>Analyzing</b></p> <ul style="list-style-type: none"> <li>• Responding sensitively to another person’s writing by using questioning and other strategies as a means to improve</li> </ul>
	<p><b>Organize and produce</b></p> <p>Apply understanding of the author’s craft (6 Traits, Text Types)</p>	<p><b>Organizing and producing</b></p> <ul style="list-style-type: none"> <li>• producing an end of year writing sample that achieves 1-2 (beginning-emerging) on a Grade 3-5 6 Traits</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

		<p>rubric for Ideas, Organisation, Voice, Word Choice, Sentence Fluency and Conventions</p> <ul style="list-style-type: none"> <li>• writing purposefully about a range of topics using some language features of procedure, exposition (persuasion) and explanatory text types, and demonstrating understanding of narrative and report writing</li> </ul>
	<p><b>Use of language</b></p> <p>Apply knowledge of English Conventions in writing</p>	<p><b>Using language</b></p> <ul style="list-style-type: none"> <li>• spelling and sorting complex long vowel patterns, prefixes and suffixes, complex blends and digraphs and using spelling patterns up to and including Early syllables and affixes (WTW: plurals, endings and compound words)</li> <li>• using a range of strategies and resources to record words/ideas of increasing complexity, check accuracy, broaden vocabulary and enrich writing</li> <li>• writing cursive letters words and sentences legibly with correct spacing, sloping, and size</li> <li>• beginning to use the writing process independently (brainstorming, planning, drafting, conferencing, editing, revising)</li> <li>• rereading and editing own and peer's text for correct use of verb tense, adjectives, nouns and pronouns, full stops, capital letters, question marks, exclamation points, commas and quotation marks</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

	Use skills and strategies of the writing process	<ul style="list-style-type: none"> <li>identifying and applying literary elements appropriate to purpose and audience: setting, plot; conflict resolution, character relationships, authors purpose, mood</li> <li>identifying and applying literary devices appropriate to purpose and audience: descriptive words, similes, metaphors, images, dialogue</li> </ul>
Grade 2	<p><b>Students will be able to</b></p> <p><b>Analyze</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary text</p>	<p><b>Students will show their understanding by</b></p> <p><b>Analyzing</b></p> <ul style="list-style-type: none"> <li>using feedback from teacher and peer conferences to make goals to improve writing</li> </ul>
	<p><b>Organize and produce</b></p> <p>Apply understanding of the author's craft (6 Traits, Text Types)</p>	<p><b>Organizing and producing</b></p> <ul style="list-style-type: none"> <li>producing an end of year writing sample that achieves 4-5 (capable/experienced) on a K-2 6 Traits rubric for Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions</li> <li>using graphic organizers to plan writing in a logical sequence, eg beginning, middle and end</li> <li>writing about a range of topics for a variety of purposes, using some language features of narrative, report and procedural writing, and demonstrating understanding of recount writing</li> </ul>
	<b>Use of language</b>	<b>Using language</b>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya



Phase 3)	Comprehend, respond to, and analyze a wide variety of literary texts	<ul style="list-style-type: none"> <li>● Reflecting on writing and explaining ideas</li> </ul>
	<p><b>Organize and produce text</b></p> <p>Apply understanding of the author's craft (6 Traits, Text Types)</p>	<p><b>Organizing and producing text</b></p> <ul style="list-style-type: none"> <li>● producing an end of year writing sample that achieves 3-4 (developing/capable) on a K-2 6 Traits rubric for Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions</li> <li>● writing at least 5 sequenced sentences about a personal experience or familiar topic</li> <li>● writing about a range of topics or for a variety of purposes, using the language features of recount and narrative writing</li> </ul>
	<p><b>Use of Language</b></p> <p>Apply knowledge of English Conventions in writing</p>	<p><b>Using language</b></p> <ul style="list-style-type: none"> <li>● using spelling patterns up to and including Early within word pattern (WTW: long vowels)</li> <li>● writing 50 or more high frequency words correctly (Fry List)</li> <li>● using class resources and strategies to extend the use of language and to spell unknown words</li> <li>● using increasingly accurate grammatical constructs</li> <li>● demonstrating correct use of full stops and capital</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya



	Use skills and strategies of the writing process	<p>letters</p> <ul style="list-style-type: none"> <li>• printing legibly, with proper spacing and in a consistent style</li> <li>• demonstrating correct and consistent posture and pencil grip</li> <li>• using the writing process (eg brainstorming, planning, drafting, editing, revising publishing) with guidance</li> <li>• identifying and applying literary elements appropriate to purpose and audience including setting, problem-solution, characters</li> <li>• identifying and applying literary devices appropriate to purpose and audience, including descriptive words</li> </ul>
K2	<p><b>Students will be able to</b></p> <p><b>Analyze</b></p>	<p><b>Students will show their understanding by</b></p> <p><b>Analyzing</b></p> <ul style="list-style-type: none"> <li>• responding to a picture or text in writing and valuing own efforts.</li> <li>• participating in shared and guided writing, observing the teacher's model, asking questions and offering suggestions</li> </ul>
	<p><b>Organize and Produce</b></p> <p>Apply understanding of the author's craft</p>	<p><b>Organizing and Producing</b></p> <ul style="list-style-type: none"> <li>• producing an end of year writing sample that achieves 2 (emerging) on a K-2 6 Traits rubric for Ideas,</li> </ul>

*References:*

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English/Language Arts Curriculum; International School of Kenya

		<p>Organisation, Voice, Word Choice, Sentence Fluency, Conventions</p> <ul style="list-style-type: none"> <li>● writing informally about ideas, experiences and feelings using simple sentence structures, for example, “I like ...”, “I can ...”, “I went to ...”,</li> <li>● writing to communicate a simple message to a particular audience, eg recount of a weekend activity</li> <li>● using pictures together with print to convey meaning</li> </ul>
	<p><b>Use of language</b></p> <p>Apply knowledge of English Conventions in writing</p> <p>Use skills and strategies of the writing process</p>	<p><b>Using language</b></p> <ul style="list-style-type: none"> <li>● accurately recording beginning and ending consonants and short vowel sounds</li> <li>● writing 15 or more high frequency words accurately (Fry List)</li> <li>● demonstrating awareness of the conventions of written text, eg sequence, spacing, directionality</li> <li>● demonstrating awareness of simple punctuation</li> <li>● demonstrating correct posture and pencil grip when writing</li> <li>● forming letters/characters conventionally and legibly, with an understanding as to why this is important</li> </ul>

*References:*

Language A Scope and Sequence; Nanjing International School, China  
English/Language Arts Curriculum; International School of Kenya

		<ul style="list-style-type: none"> <li>● reading own writing and beginning to notice errors with guidance</li> </ul>
K1	<p><b>Students will be able to Analyze</b></p> <p>Comprehend, respond to, and analyze a wide variety of literary text</p>	<p><b>Students will show their understanding by Analyzing</b></p> <ul style="list-style-type: none"> <li>● differentiating between illustrations and written text</li> </ul>
	<p><b>Organize and produce</b></p> <p>Apply understanding of the author’s craft</p>	<p><b>Organizing and producing</b></p> <ul style="list-style-type: none"> <li>● beginning to label and add words to pictures</li> <li>● using the experience of play as a stimulus for ideas when drawing and mark making</li> <li>● participating in shared writing, observing the teacher’s writing and making suggestions</li> </ul>
	<p><b>Use of language</b></p> <p>Apply knowledge of English Conventions in writing</p> <p>Use skills and strategies of the writing process</p>	<p><b>Using language</b></p> <ul style="list-style-type: none"> <li>● showing an awareness of sound–symbol relationships and beginning to assign meaning to own written and drawn symbols.</li> <li>● accurately recording beginning consonant sounds</li> <li>● writing own name independently</li> <li>● applying knowledge of capitals and lower-case letters to own name</li> </ul>

*References:*

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English/Language Arts Curriculum; International School of Kenya

		<ul style="list-style-type: none"><li>● building an awareness of conventions of print (direction, spacing etc.)</li><li>● demonstrating fine motor control to form letters using different implements and media</li><li>● demonstrating conventional pencil grip and using it to trace patterns and shapes</li></ul>
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*References:*

Language A Scope and Sequence; Nanjing International School, China  
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