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Connecting IB to the Core

IB and the Common Core State Standards

Relationship studies: Resources to inform curriculum alignment

English language arts standards

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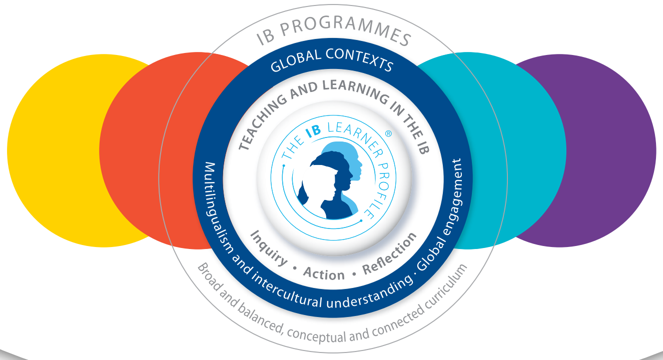
IB PROGRAMMES
GLOBAL CONTEXTS
TEACHING AND LEARNING IN THE IB
THE IB LEARNER PROFILE®
Inquiry • Action • Reflection
Multilingualism and intercultural understanding · Global engagement
Broad and balanced, conceptual and connected curriculum

What is an IB education?

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IB and the Common Core State Standards

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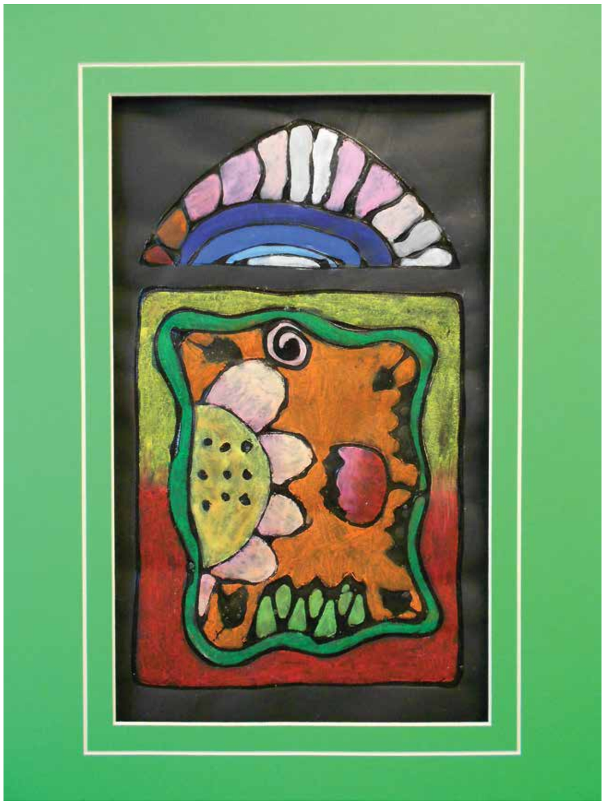
Table of Contents



Artwork by: Ria Prasad
Freedom 7 School of International Studies
3rd Grade

Foreword

Since 1968 the small group of international school educators who founded the International Baccalaureate (IB) have been analysing best practices in the field of education from around the world. They drew upon these best practices in order to build what would become the IB's Diploma Programme (DP). Today, over one million IB students from over 140 countries are held to the same rigorous academic expectations that formed the building blocks of the DP 45 years ago. The IB's experience working flexibly within the diversity of national education systems and curriculums across a global platform make it a senior statesman in the field of broad, standards-based academic reform movements such as the Common Core State Standards initiative (CCSS).

The IB and the CCSS share many goals, the foremost of which is their mutual emphasis on career and college readiness. An IB education not only holds students to the highest academic standards but also incorporates an understanding and appreciation of other cultures and points of view, and world language competency—precisely the soft skills in demand by the global economy. IB students demonstrate a strong competency in the context of global readiness and are, not surprisingly, sought after by colleges and universities for their soft skills as well as their hard-earned academic achievements.

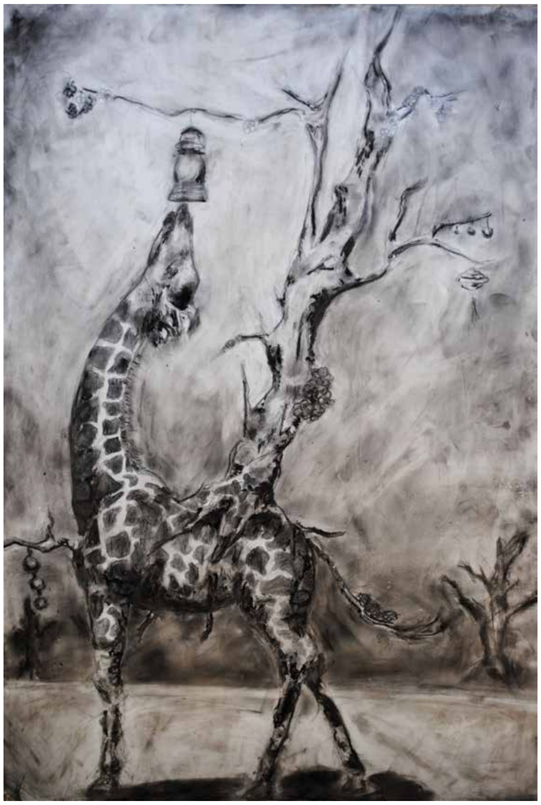
IB World Schools have an advantage when adopting the CCSS. IB standards were selected as one of five international benchmarks against which to compare the CCSS in an influential study conducted by the Educational Policy Improvement Center (EPIC). The CCSS represents a shift in teaching from covering a wide breadth of content to a greater focus on depth of understanding and interdisciplinary approaches to teaching and learning. These very characteristics define what makes an IB education so effective. The shift in thinking and practice that many IB schools made on their journey to become IB World Schools are often the same shifts schools will need to make in transitioning to the CCSS.

Our goal in undertaking these relationship studies is to support IB educators in their efforts to align their curriculum to the CCSS. We are confident that these studies will provide a starting point to begin the important work of curriculum alignment in your own schools and serve as a touchstone to reassure you that transitioning to the CCSS will be that much easier due to the hard work that you and your colleagues have already done to meet the rigorous standards required to offer an IB education.

Although the CCSS initiative is unique to the United States, it will impact standards-based reform movements everywhere. The IB contributes a long-respected voice in the field of international education, adding a global dimension to the discussion around the CCSS. The IB will continue to draw upon school reform initiatives around the world, such as the CCSS, to ensure that it remains a leader in providing a pedagogically current international education based on research and best practices.

As always, we welcome your ideas and want to hear your reflections and feedback. All materials related to the IB and the CCSS will be posted and can be accessed through a dedicated webpage on the IB public website: http://www.ibo.org/iba/commoncore. All feedback related to the CCSS can be sent to a mailbox especially created to respond quickly to inquiries (commoncore@ibo.org).

Warm regards
Drew Deutsch
Director, IB Americas



Artwork by: Mar Dominguez
Atlantic High School
12th Grade

Introduction

About the IB

The IB continuum of international education for 3 to 19-year-olds is unique because of its academic and personal rigour. Teaching and learning in all IB programmes—the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the IB Career-related Certificate (IBCC)—grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world.

An IB education is an education for the whole person, providing a well-rounded experience anchored by values and outcomes described in the IB learner profile. IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

The IB's student-centred philosophy, with its focus on the interplay between inquiry, action and reflection, empowers students for a lifetime of learning, both independently and in collaboration with others. An IB education centres on learners, develops effective approaches to teaching and learning, and explores significant content within global contexts.

IB World Schools undertake rigorous authorization and evaluation processes to offer one or more IB programmes. The IB *Programme standards and practices* is a document that provides a set of criteria against which both the IB World School and the IB can evaluate success in the implementation of the four programmes. This foundational document for schools and the IB ensures quality and fidelity in the implementation of IB programmes.

About these resources

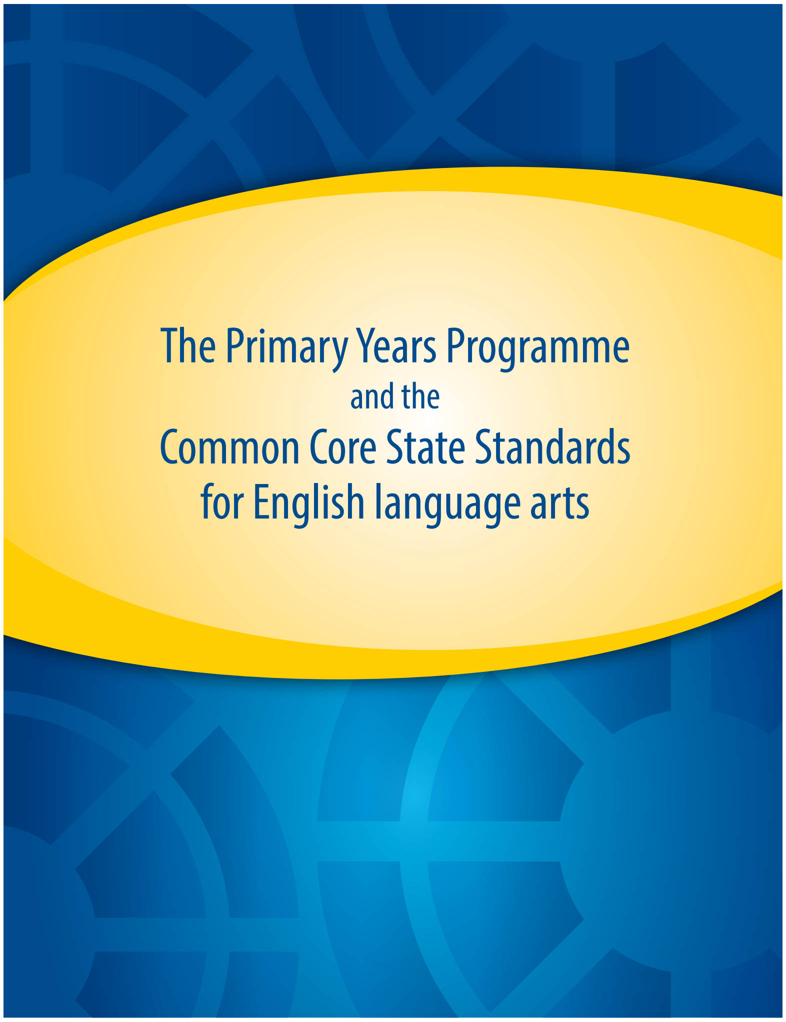
The IB recognizes that the implementation of the Common Core State Standards (CCSS) will have a significant impact on public schools in the US and in IB schools worldwide that follow a US curriculum. In order to support IB World Schools as they prepare for the CCSS, the IB commissioned studies to identify the broad relationships that exist between the overall expectations in the PYP language scope and sequence, the MYP and DP aims and objectives for language and literature and the K–12 CCSS for English language arts (ELA).

The IB developed these studies in collaboration with IB educators, a hallmark of its relationship with its community. Educators with specialized knowledge of IB curriculums and the CCSS for ELA worked closely with IB academic staff to produce these resources for the PYP, MYP and DP.

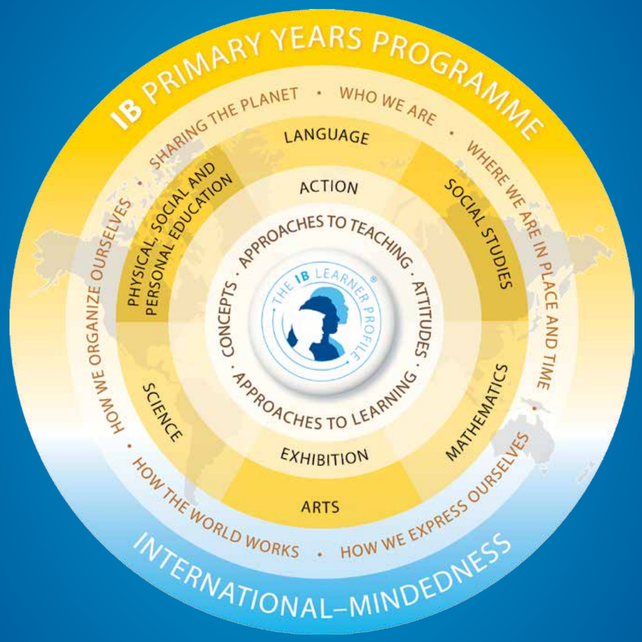
The CCSS define what students in ELA should understand and be able to do by the end of each grade. The PYP and MYP provide curriculum frameworks that are designed to meet the developmental needs of students. These curriculum frameworks and the DP group 1 courses offer schools the flexibility to accommodate the demands of national or local requirements for ELA.

Studies were commissioned to educators with specialized knowledge of IB curriculums and CCSS for ELA. The purpose of these studies is to provide schools with a flexible resource to inform their own curriculum alignment. The studies employ the structure of the K–12 CCSS for ELA to highlight the broad relationship with teaching and learning about language and literature in the PYP, MYP and DP. They provide a snapshot of the relationships and are not intended to be comprehensive in nature.

The IB anticipates that these resources will evolve with further implementation of the CCSS. IB educators will no doubt discover other aspects of the relationship between teaching and learning in IB programmes and the CCSS as they reflect upon their teaching and students' learning.



The Primary Years Programme
and the
Common Core State Standards
for English language arts



The Primary Years Programme and the Common Core State Standards for English language arts

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a curriculum framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as approaches to learning (ATL), with a powerful emphasis on inquiry.

The design of the PYP is sufficiently flexible to accommodate the demands of national or local curriculums as schools develop their own programmes of inquiry (POIs). It follows therefore, that as a flexible and rigorous curriculum framework, the PYP offers teachers the opportunity to develop learning experiences for students that meet the demands set out by the CCSS.

The CCSS standards "define what all students are expected to know and be able to do, not how teachers should teach" (NGA Center 2010: 6). The PYP, with its inquiry-based pedagogy, provides an effective framework for teaching and learning the CCSS.

The following relationship study employs the structure of the CCSS to relate the ELA in kindergarten through grade 5 standards to a specific component of the PYP: the overall expectations of the PYP language scope and sequence. This study demonstrates that the curriculum framework of the PYP supports the implementation of the CCSS for ELA in kindergarten through grade 5.

Introductory observations

Recognized college and career readiness standards serve as the foundation for the CCSS for ELA document and define general, cross-disciplinary literacy expectations for students that are similar in nature to the PYP *Language scope and sequence* (2009) guidelines. According to the *Common Core State Standards for English language arts* (2010), key design considerations included an emphasis on shared responsibility for literacy development, a focus on results rather than means, an integrated model of literacy and the blending of research and media skills into the standards as a whole. These design considerations relate to key PYP understandings for language learning.

The CCSS identifies the anchor standards of reading, writing, speaking and listening. Each strand is headed by a strand-specific set of college and career readiness (CCR) anchor standards that is identical across all grades and content areas. A chart of language progressive skills in the CCSS details by standard what should be demonstrated by the end of each grade level.

The PYP Language scope and sequence identifies language within three strands: oral (speaking and listening), visual (viewing and presenting) and written (writing and reading) which are evident in the CCSS. Divided into five phases, these three major strands represent a series of language learning continuums and reflect the complex processes involved in language learning. Unlike the CCSS, it is important to note that these phases are not to be identified as grade equivalents but rather these developmental continuums allow for a teacher to be able to "identify where on the continuum a student is positioned to better design appropriate, contextualized learning experiences—to move the student from one developmental phase to the next" (*Language scope and sequence* 2009: 1).

In *Making the PYP happen* (2009) the chart "How are language practices changing?" (Appendix 1) identifies 21 examples of good practice in the teaching of language that support implementation of the CCSS for ELA.

The IB supports a developmental approach to learning that recognizes the importance of the IB learner profile as integral to teaching in the PYP and represents the qualities of effective learners and internationally minded students. In addition to this, the PYP's ATL (thinking, communication, self-management, social and research skills) and teaching promote the qualities expected in 21st century learners and international-mindedness.

The CCSS for ELA appear to support this ideal through the initial development of seven descriptions of students who are college and career ready.

"The descriptions … are not standards themselves but instead offer a portrait of students who meet the standards set out in this [CCSS for ELA] document. As students advance through the grades and master the standards in reading, writing, speaking, listening and language they are able to exhibit with increasing fullness and regularity these capabilities of the literate individual" (NGA Center 2010: 7).

> *the PYP's ATL (thinking, communication, self-management, social and research skills) and teaching promote the qualities expected in 21st century learners and international-mindedness.*

The comprehensive philosophy and approach of the PYP's written, taught and assessed curriculum is highly visible within the CCSS ELA seven descriptions as evidenced below:

1. They demonstrate independence.

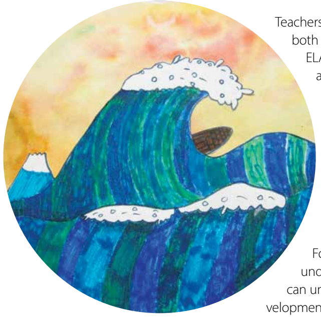
Both the PYP overall expectations for language and the CCSS strive for independent communicators. The "Language in the Primary Years Programme" annex in *Making the PYP happen* (2009) states that language is the most significant of subjects that connects the curriculum together. The development of the mother tongue language is significant for all learners. Mother tongue language learning reinforces the ability to read and write and is considered a strong predictor for long-term academic achievement.

All the PYP language strands include receptive and expressive aspects which lead to a student's ability to demonstrate independence. Students who can create and share meaning and receive and construct meaning are able to build upon what has already been communicated either orally or in written form. By phase 5 in the written language strand, learners should be able to read a wide range of texts confidently, independently and with understanding.

> *Both the PYP overall expectations for language and the CCSS strive for independent communicators.*

2. They build strong content knowledge.

The transdisciplinary nature of the PYP lends itself to building strong content knowledge through concept based teaching and learning. It promotes reading across all subject areas, including social studies and science.


Artwork by: Charlotte Davis
Academy International School
4th Grade

Teachers develop units of inquiry that may include the study of both fiction and non-fiction (informational) text. The CCSS for ELA emphasize informational texts to integrate with science and social studies concepts. Within the units of inquiry, students are engaged in various ATL such as thinking, research, communication and social skills.

3. They respond to the varying demands of audience, task, purpose and discipline.

All of the PYP language strands with their developmental phases provide opportunities for students to respond to the varying demands of audience, task, purpose and discipline. For example, by phase 5 in the oral language strand, students understand a wide range of purposes of spoken language and can understand and interpret figurative language. This type of development is also true for the other strands such as viewing, presenting, reading and writing.

4. They comprehend as well as critique.

The PYP *Language scope and sequence* reading strand addresses wondering about texts, distinguishing between fact and opinion, reaching own conclusions about valid information and considering multiple perspectives. "The ability to read and comprehend non-fiction is essential for the process of inquiry" (*Language scope and sequence* 2009: 15).

> *The ability to read and comprehend non-fiction is essential for the process of inquiry*

5. They value evidence.

The PYP provides teaching opportunities to value evidence although it is not explicitly stated within the phases. For example, by phase 5 in the visual language strand students understand and explain visual effects and analyse and interpret the way in which visual effects establish context. In the reading strand, by phase 5, students make inferences and justify the inference consistently and confidently using a range of resources to find information and support their inquiries.

6. They use technology and digital media strategically and capably.

By phase 5 in the PYP reading strand, students access information from a variety of sources including the internet, blogs and wikis. Students use the internet responsibly and know its limitations. Students know how to use reference books including digital resources. In the visual language strand by phase 5, students use the internet to present information and use web-based applications.

7. They come to understand other perspectives and cultures.

The PYP *Language scope and sequence* visual language strand sets expectations for students to understand that people react differently to texts and visual representations and identify factors as to why people react differently to visual representations. This is reinforced through the reading strand, in which students acknowledge that people see things differently. The *Language scope and sequence* oral language strand sets expectations for students to understand that people speak different languages, and people speak from different cultural perspectives. All IB programmes require students to learn an additional language. For IB educators, learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding. In PYP schools, all students have the opportunity to learn more than one language from as early as age seven. The CCSS does not require students to learn an additional language other than the language of instruction. Furthermore, the IB learner profile attribute of **open mindedness** encourages students to appreciate their own culture and develop a critical appreciation for the values and traditions of other people.

College and career readiness anchor standards and their relationship to the Primary Years Programme

Standards for reading

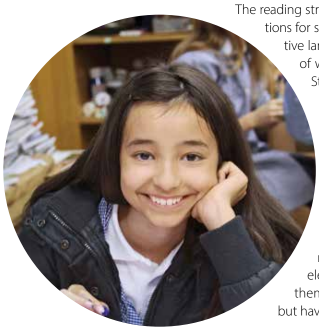
Key ideas and details

Just as the CCSS builds upon prior experience and knowledge, the PYP *Language scope and sequence* phases also build from one phase to another. The reading strand of the PYP *Language scope and sequence* sets expectations for students to identify details and key ideas. As students progress through the reading phases they cross-check cues, listen attentively, reread and check for meaning. Students learn to skim and scan for details and by the end of phase 5 students use a range of strategies to comprehend what has been read. This includes understanding plot, theme, conflict and character development.

The visual strand of the PYP *Language scope and sequence* sets expectations for students to identify how and why people react differently to various types of texts and literature such as poetry or plays.

> *Just as the CCSS builds upon prior experience and knowledge, the PYP* Language scope and sequence *phases also build from one phase to another.*

Craft and structure



The reading strand of the PYP *Language scope and sequence* sets expectations for students to interpret words and phrases, understand figurative language, idioms, metaphors, the reasons for author's choice of words and comprehend the technical meaning of words. Students identify the author's purpose whether it is to entertain, inform, instruct or persuade; demonstrating understanding of craft and structure.

In the CCSS students learn structure of text with beginning sound symbol relationships, followed by words and sentences to understanding structures of stories. This is reflected in the PYP phases, where in the first phase students begin to distinguish letters and words; by phase 3 students understand that stories have a beginning, middle and end; and by phase 5 students can describe elements of a story such as plot, changes in characters, and themes and can compare or contrast novels that are different but have similar characteristics.

Integration of knowledge and ideas

The PYP *Language scope and sequence* reading strand sets expectations for students to engage in a variety of learning experiences that demonstrate integration of knowledge and ideas, for example, through participation in word games, chants and poems. By the end of phase 5 students understand print in a variety of formats, recognize a range of text formats, access texts from a variety of formats and compare and contrast novels that are different but have similar characteristics.

The PYP does not explicitly state in any phase to evaluate an argument and specific claims in a text or discuss the validity of evidence. However, teachers include this expectation in learning engagements when developing units of inquiry connected to a variety of texts. This expectation is further reinforced through the PYP's ATL skills.

Range of reading and level of text complexity

The PYP *Language scope and sequence* reading strand sets expectations in phase 1 for students to choose and read picture books for pleasure and locate and respond to self-selected texts. By phase 5 students read increasingly more complex texts reflecting a wide variety of genres. They independently select texts and comprehend at their reading ability.

Note on range and content of student reading

The CCSS notes that students "must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts" (NGA Center 2010: 10). The transdisciplinary nature of the PYP promotes reading across all subject areas including social studies and science. The PYP *Language scope and sequence* reading strand sets expectations for students to read a wide variety of texts, compare texts and comprehend texts at a more sophisticated level. Readings from different cultures, time periods, stories, poetry and myths or legends can be incorporated into a school's POI.

The PYP *Language scope and sequence* document states that students do not progress through the phases at the same rate, and may be in one phase for writing, and various phases for reading. Learners may not have mastered all of one phase before moving on to the next phase. Although this is true for all learners in the CCSS, the CCSS expects that all students will master all components by the end of the grade level bands (kindergarten through grade 2, and grades 3 to 5).

> *The transdisciplinary nature of the PYP promotes reading across all subject areas including social studies and science.*

Standards for writing

Text types and purposes

The PYP *Language scope and sequence* writing strand sets expectations by the end of phase 5 for students to write about a range of topics including creative and informative topics using different types of styles dependent upon the type of writing. Students use narrative, expository and persuasive writing types. Each of the phases scaffolds the development of writing techniques including proper usage of conventions, developing ideas, organization of writing and using voice for appropriate audience.

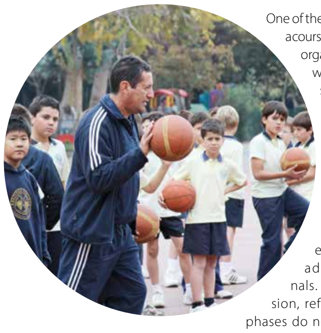
Production and distribution of writing

The PYP *Language scope and sequence* writing strand sets expectations for students to develop appropriate writing for different audiences. Use of conventions, sequencing, spacing and sentence structure become more complex. Students use graphic organizers to help organize their writing as well as tools of writing such as dictionaries, thesauri and spell checkers. As students progress through the phases, their writing is more coherent where revising and editing are part of the writing process. By phase 5, students publish handwritten or digital work.

> *The PYP* Language scope and sequence *writing strand sets expectations for students to develop appropriate writing for different audiences. Use of conventions, sequencing, spacing and sentence structure become more complex.*

Research to build and present knowledge

By phase 5 of the PYP *Language scope and sequence* writing strand students locate, organize, synthesize and present written information obtained from a variety of valid sources. Students also use digital resources and validate the credibility of the source.



One of the ATL skills is research. Students formulate questions, develop a course of action for the research which may include outlines or graphic organizers, collect and record data, organize the data and may write narrative descriptions, create tables, take notes and write statements. Students present their findings through various forms of communication which include, but are not limited to, writing. Students at all ages in the PYP (within developmentally appropriate expectations) use research skills.

Range of writing

The PYP *Language scope and sequence* writing strand sets expectations for students to write over time and add to their own writing using notebooks or journals. Students write for a variety of audiences using revision, reflection with peers and self-reflection. Although the phases do not state short time frames versus longer time frames,

teachers may have learning engagements within units of inquiry which incorporate short and long term writing. Students respond to text or are engaged in inquiry-based activities over time that include writing.

Note on range and content of student writing

The culminating experience for a PYP student is the exhibition where they conduct research, write their findings in various formats, and take action and present the information to an audience with whom they may not be familiar. Units of inquiry often include research and require students to synthesize information in written form.

The introduction to the PYP writing strand states that students develop writing structures, strategies and literacy techniques to become more proficient writers. Each of the phases build upon the previous phase with an understanding that students can be in several of the phases at the same time depending on their current level of skill as a writer.

> *Students at all ages in the PYP (within developmentally appropriate expectations) use research skills.*

Standards for speaking and listening

Comprehension and collaboration

The *Language scope and sequence* oral strand sets expectations for students to listen to speakers, interact with different people and collaborate with peers. By phase 5, students use oral language to formulate and communicate possibilities and theories. Students integrate and evaluate information presented in diverse media formats. For example, in phase 1 they use gestures, actions, body language and/or words to communicate needs and to express ideas.

Students participate in a variety of collaborative dramatic activities such as role play, puppetry or readers' theatre. They use language to explain, inquire and compare various literature formats. By phase 4, students listen for a specific purpose and in a variety of situations while students in phase 5 participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations.

The PYP *Language scope and sequence* viewing and presenting strand sets expectations for students to recognize and name familiar visual texts and explain why they are or are not effective (advertising, logos, labels, signs and billboards). As a part of inquiry students can evaluate a speaker's point of view with consideration of the cultural context and/or reasoning behind the speaker's statements.

Presentation of knowledge and ideas

The PYP *Language scope and sequence* viewing and presenting strand sets expectations for students to reveal their own feelings in response to visual presentations by showing amusement, curiosity and surprise, using body language in mime and role play to communicate ideas and feelings visually. Students use shapes, symbols and colours in their presentations (digital or not) and understand that each can portray meaning. Students design posters and charts, using shapes, colours, symbols, layout and fonts to create particular effects and can explain how the desired effect is achieved. They apply knowledge of presentation techniques in original and innovative ways and explain their ideas for achieving desired effects.

The PYP *Language scope and sequence* oral strand sets expectations for students to interact effectively with peers and adults in familiar social settings; tell their own stories using words, gestures and objects or artifacts. They use language to address their needs, express feelings and opinions. They talk about the stories, writing, pictures and models they have created and they begin to communicate in more than one language. Students retell stories in sequence, express ideas and opinions and discuss them, and respect contributions from others. Students use language to explain, inquire and compare texts. They recognize patterns in English and use increasingly accurate grammar and understand and use specific vocabulary to suit different purposes. Students use oral language to formulate and communicate possibilities and theories, and use standard grammatical structures competently in appropriate situations.

By phase 5, students argue persuasively and defend a point of view, organizing thoughts and feelings before speaking. They use a range of specific vocabulary in different situations that is influenced by purpose, audience and context. Students understand how to use register, tone, voice level and intonation to enhance meaning. They use figurative language such as simile, personification and metaphor.

Note on range and content of student speaking and listening

Within the ATL, the expectations stated in the CCSS are evident. In the **thinking** skill, students grasp meaning from material learned, communicate and interpret learning. They make judgments based on criteria. They consider more than one point of view, and can construct an argument for each point of view. In the **social** skill, students complete tasks and share responsibilities by working cooperatively in groups. They listen to others, share ideas and work towards reaching consensus. In the **communication** skill, students listen to directions, to others and listen to information. They are able to speak clearly, give reports to small and large audiences and state opinions. They interpret and analyse visuals and construct visuals for a variety of reasons and audiences. In the **self-management** skill, students plan and carry out activities and use time effectively and conduct themselves appropriately in groups and/or pairs. In the **research** skill, students collect data, organize and interpret data visually and effectively communicate findings.

> *Students use shapes, symbols and colours in their presentations and understand that each can portray meaning.*

Standards for language

Conventions of standard English

Speaking (oral presentations) and command of the English language in writing and speaking have been noted in the section above for the PYP. For example, in the PYP, each of the strands scaffolds development in writing techniques including proper usage of conventions, developing ideas, organization of writing and using voice for appropriate audience. The same is true for speaking, as students develop their abilities to recognize patterns in English and use increasingly accurate grammar as they move through the phases.

Knowledge of language

This area is also reinforced in the PYP *Language scope and sequence* reading strand as students understand sound–symbol relationships and recognize familiar sounds, symbols or words of the language community. In phase 5, students progress and wonder about texts to determine the author's meaning. They appreciate writers' literary devices and incorporate some of those features in their own writing, understanding that authors use words and literary devices to evoke mental images.

Vocabulary acquisition and use

The PYP *Language scope and sequence* reading strand sets expectations for students to discriminate between visual representations such as symbols, numbers, letters and words. They use meaning, visual, contextual and memory cues, and cross-check cues against each other.

By phase 5, students use reference books, dictionaries and computer and web-based applications with independence and responsibility. They skim and scan texts to decide whether they will be useful before attempting to read in detail. Students access information online and from a variety of texts including subject specific texts. Students appreciate authors' use of language and interpret meaning beyond the literal, recognizing and understanding figurative language.

The PYP *Language scope and sequence* notes that effective language teaching and learning are social acts, dependent on relationships with others, with context, with the environment, with the world and with the self. As learners listen, talk, read and write they discover new meanings and understanding of concepts. "Fragmenting learning into the acquisition of isolated skill sets can create difficulties for learners—for example, learners may be able to read, write or spell words correctly in isolation but may not be able to read, write or spell those words in other contexts" (*Language scope and sequence* 2009: 1).

> “*effective language teaching and learning are social acts, dependent on relationships with others, with context, with the environment, with the world and with the self.*”

Range, quality and complexity of student reading

The CCSS and PYP identify that texts should be selected to reflect range, quality and complexity around a topic or theme (conceptual idea) that allow students to study the idea over a period of time and contribute to the knowledge base of students. Each phase is developmental and increases deeper understanding when learning to read and reading to learn.

Beyond this, the PYP *Language scope and sequence* suggests that in the early years students are engaged in rich, structured conversations with the teachers about stories and text, but as students become more proficient and move through the higher phases they are expected to read texts independently and reflect on them in writing. Informational texts are used within PYP units of inquiry that are age-appropriate.

Measuring text complexity: Three factors

PYP units of inquiry are transdisciplinary and students use all aspects of language to access subject areas. Students read and understand informational text at various text complexities through both transdisciplinary and single subject learning engagements.

Qualitative evaluation of the text

The PYP *Language scope and sequence*, through each of the strands and within each phase, addresses students' understanding of vocabulary (literal, figurative, metaphorical) and how language is structured and scaffolded for cognitive demand.

Quantitative evaluation of the text

In the PYP, students read and understand a wide variety of texts. The PYP does not directly address readability measures and other scores of text complexity. In meeting the requirements of the CCSS, classroom teachers may need to consider text complexity (including Lexile levels) when selecting resources for their units of inquiry.

Matching reader to text and task

Although not explicitly stated in the PYP, reading variables (motivation, knowledge and experiences) and task variables (purpose and the complexity generated by the task assigned and the questions posed) can be connected to inquiry in the literacy classroom. Students build knowledge and are motivated to learn when engaged as learners. The questions posed can be generated by the students themselves in a PYP classroom or given in a structured inquiry setting.

In the PYP *Language scope and sequence* reading strand, varied genres have been introduced and read by students. Reading informational texts begins in phase one as students locate and respond to self-selected texts which may be non-fiction. By phase three the connection between the CCSS is more explicit in the recognition of a range of different text types which includes reports and articles and distinguishing between fiction and non-fiction. The CCSS does place more emphasis on informatioal text throughout all grade levels as identified in the examplethat uses domain-specific non-fiction titles on the topic of the human body (NGA Center 2010: 33).

Summary

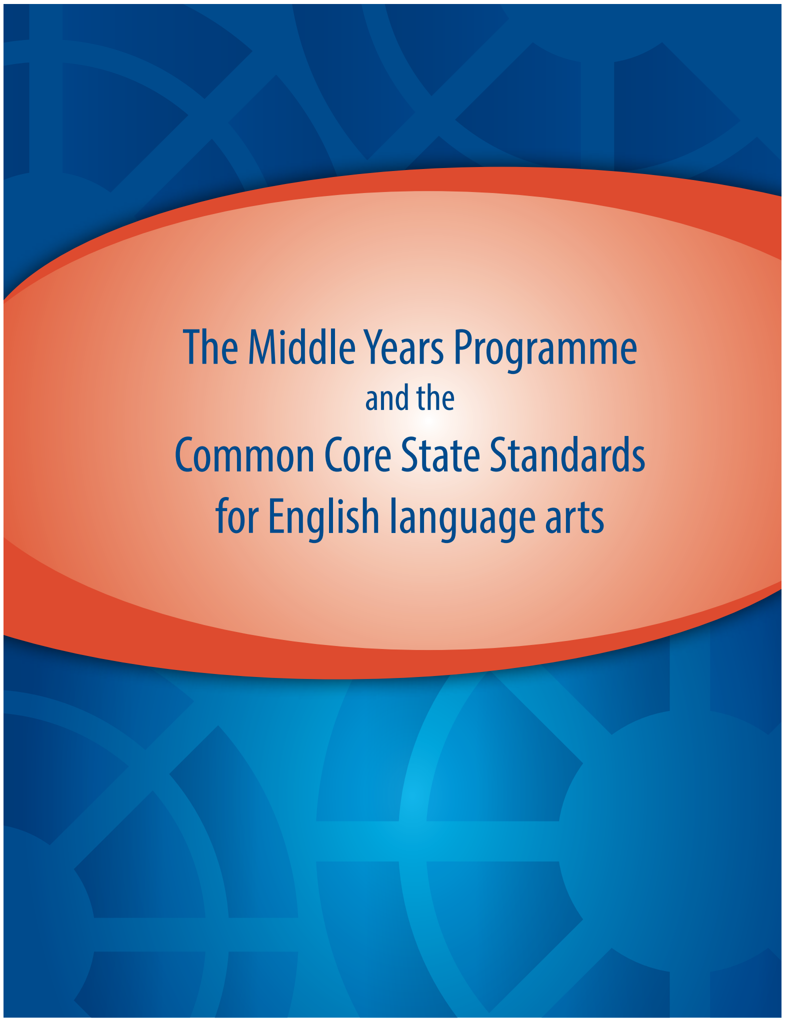
Both the PYP *Language scope and sequence* and the CCSS for ELA in kindergarten through grade 5 demonstrate the integral nature of language in the learning process and support an integrated approach to literacy. This study has outlined the various means in which the PYP *Language scope and sequence* is related to the underpinnings of the CCSS for ELA.

While the CCSS details by standard what should be demonstrated by the end of each grade level it is important to reiterate that the PYP's language learning continuums are not grade equivalent and allow for developmental progression in language learning. Additionally, in PYP schools, all students by the age of seven have the opportunity to learn an additional language.

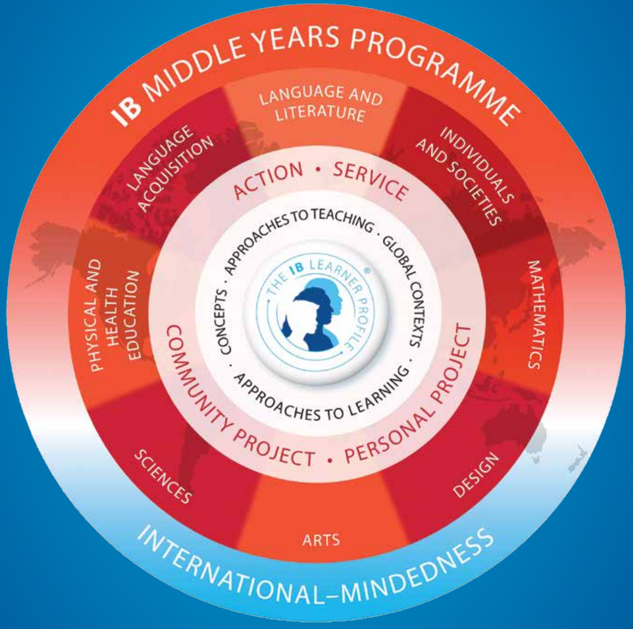
The study also highlights some areas of distinction in the PYP that are identified by commitment to the development of international-mindedness and student-led inquiry which are essential to the PYP. The IB learner profile together with the five essential elements of the PYP (knowledge, concepts, skills, attitudes and action) informs planning, teaching and assessing in language.

The CCSS notes that the standards "are intended to be a living work: as new and better evidence emerges, the standards will be revised accordingly" (NGA Center 2010). Therefore, it is anticipated that these studies will evolve with the implementation of the CCSS. With the implementation of the CCSS for ELA, IB practitioners will discover other aspects of the relationship between the PYP *Language scope and sequence* and the CCSS as they reflect upon their teaching and students' learning.

Artwork by: Becky Johnson
Walnut Street School
1st grade



The Middle Years Programme
and the
Common Core State Standards for English language arts


IB MIDDLE YEARS PROGRAMME
LANGUAGE AND LITERATURE
INDIVIDUALS AND SOCIETIES
MATHEMATICS
DESIGN
ARTS
SCIENCES
PHYSICAL AND HEALTH EDUCATION
LANGUAGE ACQUISITION
ACTION • SERVICE
COMMUNITY PROJECT • PERSONAL PROJECT
APPROACHES TO TEACHING • GLOBAL CONTEXTS • APPROACHES TO LEARNING • CONCEPTS •
THE IB LEARNER PROFILE
INTERNATIONAL–MINDEDNESS

First teaching from September 2014

The Middle Years Programme and the Common Core State Standards for English language arts

The MYP is designed for students aged 11 to 16. It provides a coherent and comprehensive curriculum framework of learning. The MYP encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.

The MYP builds on the knowledge, skills and attitudes developed in the PYP and prepares students to meet the challenges of the DP and the IBCC. The design of the MYP is sufficiently flexible to accommodate the demands of national or local curriculums as schools develop their own units of study. It follows, therefore, that as a flexible and rigorous curriculum framework, the MYP offers teachers the opportunity to develop learning experiences for students that meet the demands set out by the CCSS.

The CCSS “define what all students are expected to know and be able to do, not how teachers should teach” (NGA Center 2010: 6). The MYP provides an effective framework for teaching and learning for the CCSS. The CCSS define what students should understand and be able to do by the end of each grade. The CCSS expect students not only to recall and comprehend a body of knowledge, but to be able to analyse and evaluate. The MYP also fosters students' ability to think critically and reason rather than merely memorize and retain factual knowledge.

Artwork by: Raina Wong
Niu Valley Middle School
6th Grade

Studies demonstrating the broad relationship between the overall expectations in the PYP *Language scope and sequence* (2009), the aims and objectives of language and literature in the MYP and DP with the CCSS for ELA were commissioned to educators with specialized knowledge of IB curriculums and CCSS. The purpose of these studies is to provide schools with resources to inform their own curriculum alignment.

The following relationship study employs the structure of the CCSS to relate the ELA in grades 6 to 10 to the aims and assessment objectives of the MYP *Language and literature pilot guide* (2012).

Introductory observations

This study demonstrates that the curriculum framework of the MYP supports the implementation of the CCSS for ELA in grades 6 to 10.

MYP language and literature is academically rigorous and equips students with linguistic, analytical and communicative skills that can also be used in an interdisciplinary manner across all other subject groups. Students' interaction with chosen texts gives insight into moral, social, economic, political, cultural and environmental factors and contributes to the development of opinion-forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner (*Language and literature pilot guide* 2012: 4).

MYP language and literature enables students to analyse, organize, use language and produce text by developing the skills of listening, speaking, reading, writing, viewing and presenting. The objectives are presented as specific learning targets for students to meet at the end of years 1, 3 and 5 of the programme. Students are expected to demonstrate their mastery of these objectives by producing essays, creative writing pieces and responses to literature.

The CCSS define what students should understand and be able to do by the end of each grade. The CCSS identify the anchor standards of reading, writing, speaking and listening. Each standard is headed by a strand-specific set of College and Career Readiness (CCR) anchor standards that is identical across all grades and content areas. The CCSS for ELA include a series of specific grade-level standards that are not just skill-based but content-specific. The CCSS not only include the level of analysis expected of students but explicitly includes the range of specific content with which students need to be familiar.

A chart of language progressive skills in the CCSS (NGA Center 2010: 30) details by standard what should be demonstrated by the end of each grade level.

All IB programmes require students to learn an additional language. For the IB, learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding. In the MYP, this is the language acquisition course. The CCSS does not require students to learn an additional language other than the language of instruction.

The IB supports a developmental approach to learning that recognizes the importance of the IB learner profile as integral to teaching in the MYP and represents the qualities of effective learners and internationally minded students. In addition to this, the MYP approaches to learning (thinking, communication, self-management, social and research skills) and teaching promote international-mindedness and the qualities expected in 21st century learners.

The CCSS for ELA appear to support this ideal through the initial development of seven descriptions of students who are college and career ready. "The descriptions … are not standards themselves but instead offer a portrait of students who meet the standards set out in this [CCSS for ELA] document. As students advance through the grades and master the standards in reading, writing, speaking, listening and language they are able to exhibit with increasing fullness and regularity these capabilities of the literate individual" (NGA Center 2010: 7).

> *“MYP language and literature is academically rigorous and equips students with linguistic, analytical and communicative skills that can also be used in an interdisciplinary manner across all other subject groups.”*

The comprehensive philosophy and approach of the MYP's written, taught and assessed curriculum is highly visible within the CCSS for ELA's seven descriptions of students who are college and career ready by grade 12, as evidenced below.

1. They demonstrate independence.

The aims of MYP language and literature are to encourage and enable students to be independent readers, writers, thinkers and speakers who have a wide range of literacy skills at their command. MYP language and literature students are encouraged to develop the capacity to respond independently to texts. They learn to construct effective arguments and vary their writing and speaking in ways appropriate to different contexts and situations. In fact, in all MYP subjects, students are expected to develop independent judgments and to be able to apply their knowledge to unfamiliar situations. This is why the IB learner profile includes the attribute of being a risk-taker. Students' independence is fostered through the MYP ATL and the IB emphasis on inquiry. The culmination of students' ability to be independent is seen through the MYP personal project: students choose a self-selected topic and then conduct research to demonstrate their ability to be "self-directed learners" who can effectively seek out and use resources to assist them in their learning.

2. They build strong content knowledge.

All subject groups in the MYP (language and literature, sciences, mathematics, individuals and societies, arts, physical and health education, design and language acquisition) stress the development of discipline-specific knowledge, skills and attitudes, and the capacity to communicate effectively within and across disciplines. The aims and objectives for these subjects all emphasize "discipline-specific expertise" and effective communication through writing, speaking and the communication tools specific to each discipline.

3. They respond to the varying demands of audience, task, purpose and discipline.

MYP language and literature students learn to use language in a variety of ways to suit different intentions, audiences and contexts. They learn to vary their content, organizational strategies, sentence structure, tone and word choice depending on purpose, audience and situation. Specifically, students use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings. Students develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts.

4. They comprehend as well as critique.

In MYP, language and literature encourages students to become careful, perceptive readers who can effectively interpret, analyse and evaluate an author's intentions and techniques, arriving at an accurate understanding of the author's intended meanings. This is most clearly seen in the first two strands of objective A (analysing), which states that students should be able to "analyse the effects and purposes of content, context, language, structure, technique and style of texts created by others" and "consistently analyse the effects of the creator's choices on an audience in a perceptive manner" (*Language and literature pilot guide* 2012: 8). Students also demonstrate their ability to critique arguments in the other MYP subjects, particularly in the individuals and societies course when they evaluate historical documents.

5. They value evidence.

The critical importance of evidence (and its effective use) is a thread that runs throughout the MYP subjects. In language and literature, students are expected to evidence their interpretations of literature with detail, development and support. In individuals and societies, students are asked to gather information using methods such as surveys, interviews, observations and source analysis to answer research questions. In the sciences, MYP students learn to analyse and interpret data in order to reach conclusions and answer questions. When completing the personal project, students must make effective use of sources and evaluate those sources. They must also evaluate the success of their project and reflect on their process, citing examples and fully developing their thinking.

The MYP emphasizes the importance of developing a clear, logical line of reasoning supported by sound examples and sound thinking. In language and literature, students are required "to value and demonstrate an understanding of, and an ability to, organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication" (*Language and literature pilot guide* 2012: 8). In each subject area, students are expected to explain and justify their reasoning using content-specific evidence and reasoning.

> *"The MYP emphasizes the importance of developing a clear, logical line of reasoning supported by sound examples and sound thinking."*

6. They use technology and digital media strategically and capably.

In all MYP subject groups, students are expected to use technology and digital media strategically and capably. Students are encouraged to use applications such as databases, presentation software, online games, podcasts, social media, simulations, spreadsheets and search engines. One of the aims of language and literature is "to engage with a variety of media and information and communication technology in order to explore language" (*Language and literature pilot guide* 2012: 7). This includes blogs, websites, emails, films, music videos, digital advertisements and other electronic media as examples of the texts students should be reading, producing, listening to and viewing as part of their education. Additionally, one of the aims of MYP design is also to use and apply information communication technology (ICT) tools effectively.

7. They come to understand other perspectives and cultures.

In the MYP, intercultural understanding involves recognizing and reflecting on one's own perspective, as well as the perspectives of others. The MYP provides opportunities for students to become knowledgeable about their own culture and the cultures of others. Language and literature teachers are required to include world literature in each year of the programme with the intention of broadening students' perspectives and encouraging increased intercultural understanding through the study of a rich variety of cultures, times and places. The IB learner profile attribute of **open mindedness** encourages students to appreciate their own culture and develop a critical appreciation for the values and traditions of other people.

College and career readiness anchor standards and their relationship to the Middle Years Programme

Standards for reading

Key ideas and details

This CCSS standard is closely related to the MYP language and literature objective A (analysing). Objective A states that by year 5, students will be able to "analyse the effects and purposes of the content, context, language, structure, technique and style of texts created by others" (Appendix 3). In order to achieve this objective, students need to read closely, make inferences, be able to cite specific textual evidence, identify central ideas and themes and assess how ideas, individuals and events develop over the course of a text.

Craft and structure

Language and literature objective A (analysing) includes all of the skills and understandings detailed by the CCSS in this standard: students understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts; understand and apply language A terminology in context; and analyse the effects of the author's choices on an audience.

Integration of knowledge and ideas

This standard is covered by more than one MYP subject group. A stated objective of MYP language and literature is that students will "compare and contrast works, and connect literary and non-literary features across and within genres" (Appendix 3). Language and literature emphasizes the importance of visual and media literacy, as does ATL. In regards to evaluating arguments and claims, in the MYP individuals and societies courses, students work to meet objective C (thinking critically) in part when they "analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations".

Range of reading and level of text complexity

In MYP language and literature, students are to "develop a lifelong interest in reading widely" and the skills necessary to read and comprehend texts in a "variety of real-life contexts" (Appendix 2). They also develop critical, creative and personal approaches to studying and analysing literary and non-literary works. Additionally, students across the MYP subjects are both expected to read a range of informational texts in order to extract information while critically analysing the information presented.

While the MYP does not explicitly require a certain degree of complexity for texts, the MYP's focus on inquiry and independence would require students to have the skills necessary to read and analyse complex texts.

Note on range and content of student reading

Both the MYP and the CCSS set expectations that students will read a wide range of texts from different cultures, times and genres. Two of the aims of MYP language and literature are that students will "engage in literature from a variety of cultures and representing different historical periods" and "explore and analyse aspects of personal, host and other cultures through literary and non-literary works".

The MYP approach to literacy appears more holistic than the CCSS. The CCSS focus on developing students' intellectual capacity as readers. Since the CCSS are focused on career and college readiness literary reading is for the purpose of having students "gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts" (NGA Center 2010: 35). While MYP language and literature focuses on the development of reading skills needed for academic and career success, it also emphasizes that literacy is an important part of social, emotional, imaginative and psychological growth. Students are to use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction and develop "creative and personal approaches to studying and analysing literary and non-literary works" (NGA Center 2010: 7).

> "*MYP also emphasizes that literacy is an important part of social, emotional, imaginative and psychological growth.*"

Standards for writing

Text types and purposes

Both the CCSS and MYP set expectations that students will write different types of texts and for many different purposes. The MYP *Language and literature pilot guide* states that students will "create works that demonstrate insight, imagination and sensitivity" (objective C: producing text) and that students will have opportunities to "develop, organize, express themselves and communicate thoughts, ideas and information" (objective D: using language). MYP language and literature objective B (organizing) requires students "to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication".

Additionally, in every MYP subject group, students are expected to write in the discourse of that subject. Students are asked to write reflections in mathematics in which they explain and justify their results while in the arts their reflections focus on a critical evaluation of their own work. In the sciences and in individuals and societies, students are expected to develop extended writing pieces in which they explore scientific ideas and investigate research questions respectively.

Production and distribution of writing

There is a strong focus on writing throughout the MYP. The MYP language and literature subject group framework requires students be given opportunities to write under a variety of different conditions and produce formal writing that has gone through all stages of the writing process: brainstorming, organizing, drafting, redrafting, editing and publishing. Students write literary analysis, essays and creative writing pieces.

This focus on content-specific writing extends to all the MYP subject areas from historical investigations to scientific analyses to mathematical explanations to reflection in the arts. MYP language and literature also emphasizes that students should have opportunities to use ICT in the production of writing.

Research to build and present knowledge

The MYP emphasizes the importance of research to build and present knowledge through its emphasis on inquiry. MYP language and literature focuses on the importance of using text-based evidence to support analysis and interpretation of literary works. The other MYP subject groups, such as MYP individuals and societies, MYP design and MYP sciences, all engage students in research that requires them to gather, evaluate, analyse and integrate information from a variety of sources.

Additionally, the MYP personal project serves as a culminating project in which students apply their research skills to a self-selected topic over the course of a year. ATL supports these efforts at developing information literacy and documenting sources to avoid plagiarism. The learner profile emphasizes the importance of being principled, which includes academic honesty.

Range of writing

Writing for a variety of academic and personal purposes is an integral part of the MYP. Throughout each MYP subject group, students write in both timed situations and for more extended periods of time. As students work on extended pieces, they utilize the full writing process in which they reflect and revise on the work they are producing.

Note on range and content in student writing

The MYP emphasizes authentic application of knowledge. Students write authentically for a variety of purposes and in a variety of contexts. They are expected to write in the academic discourse of each MYP subject group. In MYP language and literature, students write to analyse literature, to reflect critically, to develop arguments and to be creative. In the arts, students respond to and critique the work of themselves and others in writing and other forms. In the sciences, students do research to evaluate the use and application of science in the world. Likewise, in individuals and societies, students develop research questions that direct their historical investigations. Additionally, successful completion of the MYP personal project includes a report of between 1500 and 3500 words.

Standards for speaking and listening

Comprehension and collaboration

One of the aims of MYP language and literature is that students will "develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts" (*Language and literature pilot guide* 2012: 7). Students are expected to analyse and evaluate "oral texts" as well as written ones. The MYP language and literature framework stresses that teachers should include opportunities for students to engage in frequent oral communication, as listening and speaking are skills that are essential for language development, learning and relating to others. In addition to emphasizing this in the language and literature course, the MYP requires that students also take a language acquisition course that supports the development of these same language skills. Language and literature teachers provide students with a variety of oral communication tasks—some of which are individual and others that are multi-speaker, interactive tasks.

Presentation of knowledge and ideas

The language and literature objectives apply to oral communication, not just written communication. Additionally, language and literature students engage in a variety of oral communication tasks, through which they adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal language when indicated or appropriate. Additionally, similar oral communication skills are taught in language acquisition courses. In individuals and societies, students are required to demonstrate the ability to use a variety of media to organize and communicate their factual and conceptual learning. These formats include, but are not limited to: written reports, oral presentations, cartoons, storyboards, maps, diagrams, flow charts, PowerPoint® presentations, podcasts, animations and videos. In the sciences, students can also present their one world analysis through a multimedia presentation rather than through a written assignment. The personal project also provides students with this same opportunity.

Note on range and content of student speaking and listening

The MYP cultivates the set of skills described through the integration of ATL skills in all subject groups through integrating collaboration, communication and information literacy into all MYP subject groups.

Standards for language

Conventions of standard English

Objective D (using language) of the MYP language and literature course emphasizes students' ability to apply the conventions of standard language with a high degree of accuracy. Additionally, one of the aims of the MYP language acquisition course is in part to "understand the nature of language and the process of language learning" (*Language B guide* 2012: 13).

Artwork by: Victoria Campobello
St. John's School

Through this course, students learn grammatical principles that can be applied to their study and application of the language.

Knowledge of language

The MYP language and literature's objective D (using language) focuses on students' ability to use registers and styles which serve particular contexts and their intentions. Students apply their knowledge of language in the analysis of other speakers' and writers' language choices.

Vocabulary acquisition and use

In MYP subjects, students are expected to speak and write using content-specific language and are assessed on their communication skills within various disciplines. In the MYP language and literature course, students are expected to accurately utilize a wide range of vocabulary. They are also expected to be able to analyse the figurative language found in literary texts. The MYP's ATL supports students' development of literacy skills, allowing them to independently learn new vocabulary and to make sense of difficult texts.

Note on range and content of student language use

The beliefs about language expressed in this section of the CCSS have much in common with MYP philosophy and practice. The CCSS states that "language is at least as much a matter of craft as of rules" and students should "be able to choose words, syntax, and punctuation to express themselves" (NGA Center 2010: 51). These statements are consistent with the fundamental concepts of communication and holistic learning. Additionally, the learning experience in the MYP support students' development of "extensive vocabularies" and enables them to "comprehend complex texts and engage in purposeful writing about and conversations around content". Finally, the CCSS emphasizes that "skills related to conventions, effective language use, and vocabulary" (NGA Center 2010: 51) cannot be separated from reading, writing, speaking and listening and is very consistent with the MYP holistic view of language learning.

“The beliefs about language expressed in this section of the CCSS have much in common with MYP philosophy and practice.”

Standards for literacy in history/social studies

MYP individuals and societies places great emphasis on the development of domain-specific reading, writing, speaking and listening skills.

Standards for literacy in science and technical subjects

MYP sciences and MYP design place great emphasis on the development of domain-specific reading, writing, speaking and listening skills.

Range, quality and complexity

While the MYP does not specify how teachers should measure the complexity of the texts they teach, the MYP does support reading a wide range of quality, complex texts in language and literature and in the other subject areas. The language and literature guide states that schools must provide a linguistic and academic challenge for students in order to give them the best possible educational experience. Students must be given the opportunity to develop their language and literature skills to their full potential.

Range of text types for 6 to 12

The MYP also supports students' in reading a wide range of text types with texts selected from a broad range of cultures and periods. The MYP *Language and literature guide* states that there needs to be a "balance of genres" in an MYP language and literature course. The guide also states that there "must be a world literature component in each year of the programme.

The MYP allows for the four main text types that the CCSS requires. While not explicitly requiring particular genres, MYP students read a wide range of literary texts that do include stories, drama, and poetry. Additionally, students read informational texts both within the language and literature course and in the other subject groups. These will include technical documents, historical documents, speeches biographies, and so on.

Summary

MYP *Language and literature pilot guide* and CCSS for ELA in grades 6 to 10 demonstrate the integral nature of language in the learning process and support an integrated approach to literacy. This study has outlined the various means in which the aims and objectives of the MYP language and literature subject group are related to the underpinnings of the CCSS for ELA.

The MYP aims and objectives for language and literature and the CCSS for ELA have a high correlation in regard to the standards they set for student learning where students are expected to demonstrate strong content knowledge and independence. MYP emphasizes the process of learning more while the CCSS set out more specific content requirements. This is due, in part, to the MYP pedagogical approach and also allows schools worldwide to meet local and national requirements while adhering to the requirements of the programme.

Both the MYP and the CCSS for ELA focus on developing students' ability to write for a variety of audiences and purposes and to read a variety of texts, both literary and informational. Reading and writing is focused on subject-specific academic discourse with increasing complexity. There is an emphasis on both speaking and listening. Students are expected to create multimedia presentations utilizing information literacy skills.

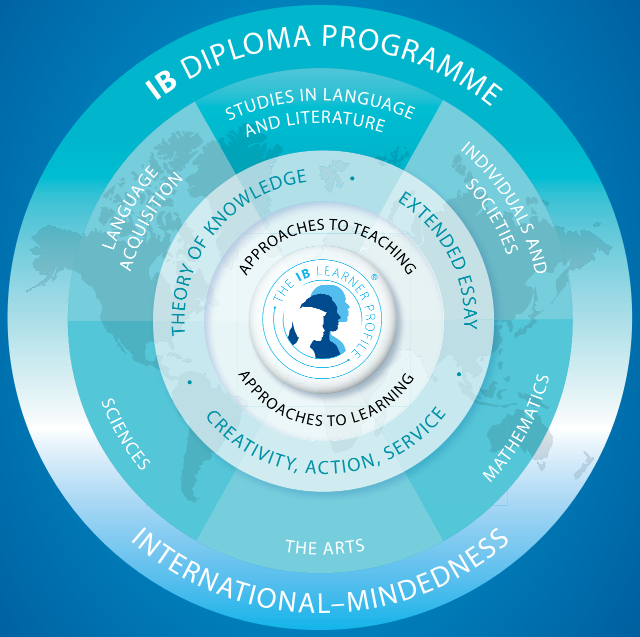
The MYP and CCSS both identify a profile of the student the respective courses hope to develop. For the MYP, it is the learner profile. For the CCSS, it is the College and Career Readiness descriptions. The MYP framework sets expectations for teaching through the ATL while the CCSS do not dictate a particular pedagogical approach to meeting the standards.

The study also highlights the areas of distinction in the MYP that are identified by commitment to the development of international-mindedness and learning to communicate in a variety of ways in more than one language which is fundamental to the development of intercultural understanding in IB programmes.

The CCSS notes that "the standards are intended to be a living work: as new and better evidence emerges, the standards will be revised accordingly" (NGA Center 2010). Therefore, it is anticipated that these studies will evolve with the implementation of the CCSS. With the implementation of the CCSS for ELA, IB practitioners will discover other aspects of the relationship between the MYP language and literature subject and the CCSS as they reflect upon their teaching and students' learning.

> *"Both the MYP and the CCSS for ELA focus on developing students' ability to write for a variety of audiences and purposes and to read a variety of texts, both literary and informational."*

The Diploma Programme
and the
Common Core State Standards for English language arts



The DP is an academically challenging and balanced programme of education with internal assessment and final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

DP students must choose one subject from each of five groups, ensuring breadth of knowledge and understanding in their best language (group 1), additional languages (group 2), the social sciences (group 3), the experimental sciences (group 4) and mathematics (group 5). Students may choose either an arts subject from group 6, or a second subject from groups 1–5. DP subjects can be taken at standard level (SL) or higher level (HL). In addition to disciplinary and interdisciplinary study, the DP features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

Students take written examinations at the end of the programme that are marked by external IB examiners. Students also complete assessment tasks in the school, known as internal assessments, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations.

The CCSS define what students should understand and be able to do by the end of each grade. These standards set out to develop a clear definition of what students need to know to succeed at a university and in their future careers.

The following relationship study employs the structure of the CCSS to relate the ELA standards in grades 11 to 12 to specific components of the aims and assessment objectives of DP group 1 identified in the respective subject guides. The purpose is to provide schools with a resource to support their own curriculum alignment.

In order to earn an IB diploma, students must take one of the three courses in group 1.

- Language A: literature, an introductory course in literary analysis
- Language A: language and literature, an introductory course in textual analysis, based on non-literary and literary genres
- Literature and performance, an interdisciplinary course that explores the relationship between literature and theatre

Introductory comments

Both the DP and the CCSS expect a high degree of skill development and content knowledge in English language arts. In the DP, overarching goals are articulated in the aims of a course, and specific expectations of student performance, including skills development and content knowledge, are stated in assessment objectives.

The aims of language A: literature and language A: language and literature are broader than the CCSS and the assessment objectives provide explicit expectations for students and teachers. The CCSS "define what students should understand and be able to do by the end of each grade" (NGA Center 2010: 35) and provide detailed expectations.

The syllabus requirements of all three group 1 courses offer substantial flexibility for accommodating local or national requirements. Instead of mandating that certain works be studied, the DP offers teachers a prescribed list of authors for selecting literary works. Also, the syllabus requirements of group 1 courses allow teachers to choose a certain number of literary works freely. This facilitates the accommodation of an author whose work is required in a national or local curriculum but who may not appear on the prescribed list of authors. It also gives teachers extra flexibility to choose works that match their own interests and those of their students.

All IB programmes require students to learn an additional language. For the IB, learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding. DP students may satisfy this requirement by studying two courses in group 1 in different languages, or by studying one group 1 course and one group 2 course in different languages. The CCSS does not require students to learn an additional language other than the language of instruction.

The IB learner profile's ten attributes is the IB mission statement translated into a set of learning outcomes for the 21st century. It is integral to teaching and learning in IB programmes as it represents the qualities of internationally minded students and effective lifelong learners. The CCSS for ELA appears to support this ideal through the initial development of seven descriptions of students who are college and career ready. "The descriptions … are not standards themselves but instead offer a portrait of students who meet the standards set out in this [CCSS for ELA] document. As students advance through the grades and master the standards in reading, writing, speaking, listening and language they are able to exhibit with increasing fullness and regularity these capabilities of the literate individual" (NGA Center 2010: 7).

"The IB learner profile's ten attributes is the IB mission statement translated into a set of learning outcomes for the 21st century."

The DP's written, taught and assessed curriculum is highly visible within the CCSS for ELA seven descriptions of students who are college and career ready as evidenced below.

1. They demonstrate independence.

Both the CCSS and the DP expect students to become independent, lifelong learners. They are asked to produce a variety of academic essays, oral presentations, and other discipline-specific assessments through independent research and preparation with some guidance from the teacher. The topics for essays and oral presentations offer a generous degree of student choice and self-direction. In written essays and oral presentations, students produce sophisticated arguments that demonstrate independent analysis, synthesis, and evaluation of complex subject matter. The extended essay is a required component of the DP's core curriculum that requires students to demonstrate independent research skills of an academic topic of the student's choice. The extended essay and the historical investigation (in the DP's history curriculum) require students to analyse and synthesize a variety of academic texts. Students are expected to demonstrate strong command of discipline-specific vocabulary, to use a formal register when communicating, and to demonstrate command of conventions of standard written English. Additionally, students are expected to be active participants in class discussions. For example, at the end of their language A: literature individual oral presentation and theory of knowledge presentation, students are expected to follow up with questions and engage in a dialogue about the information, interpretations and arguments presented.

2. They build strong content knowledge.

In all DP subjects, students are also expected to develop in-depth knowledge and understanding of the course content. For all group 1 courses, the prescribed list of authors and the prescribed literature in translation list serve to ensure that the students study literary works of appropriate merit and level of sophistication for the course.

3. They respond to the varying demands of audience, task, purpose, and discipline.

Students in the DP learn to communicate in the discourse of each academic discipline. Each DP subject assesses students on their communication skills and use of discipline-specific vocabulary. The extended essay is also assessed within the academic discipline of the student's chosen topic rather than generically. Students learn how to conduct oral presentations for an audience as well as how to write formal academic essays. The individual oral presentations in the group 1 courses, and the theory of knowledge presentation allow for a creative approach as long as it serves the purpose of the presentation. In their group 1 course, students are evaluated in part on their effective presentation skills.

4. They comprehend as well as critique.

Students of language A: literature are required to demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar texts. Students of language A: language and literature are required to demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning.

In the DP history curriculum, the historical investigation provides students with the opportunity to pursue a historical topic while evaluating sources that help to inform their topic. In the DP core curriculum, theory of knowledge focuses on assessing knowledge claims, understanding ways we come to know what we know and then analysing and evaluating what we and others hold to be true.

5. They value evidence.

All IB assessments, whether oral or written, require that students support claims using discipline-specific evidence. For example, in group 1 assessments students base their interpretations upon textual evidence of the works studied, in group 4 assessments students utilize data collected in a lab to draw valid conclusions when writing lab reports, and in DP history students draw conclusions from historical sources.

6. They use technology and digital media strategically and capably.

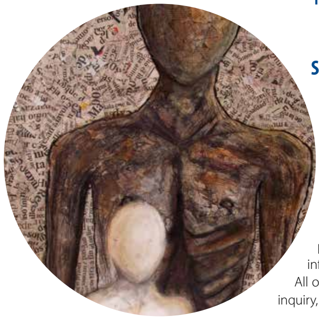
While specific requirements concerning technology and digital media are not explicitly stated in most DP subject guides, technology and digital media are certainly utilized. When conducting research, IB students will refer to both print and electronic sources as appropriate. When creating presentations, they utilize technology as appropriate to enhance the delivery of information. The course information technology (IT) in a global society provides an opportunity for students to evaluate the use of IT in depth.

7. They come to understand other perspectives and cultures.

The IB mission in part is to develop open-minded students "who understand that other people, with their differences, can also be right". International-mindedness is a core principle of the IB because the IB believes that "a better and more peaceful world [is created through] intercultural awareness and respect". To this end, students are required to study two languages and study works in translation (for their group 1 course) while considering the cultural context of the works, and analyse historical events from both a local and global perspective. The DP requires the study of works in translation, which reflects the IB's commitment to understanding other perspectives and cultures, and provides flexibility for schools to select local or regional texts.

> *International-mindedness is a core principle of the IB*

College and career readiness anchor standards for reading and their relationship to the Diploma Programme

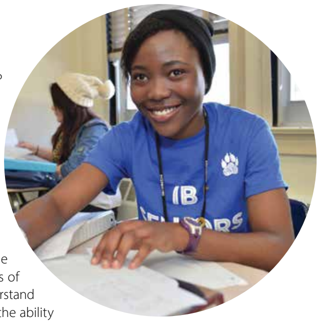


Artwork by: Ana Sofia Hibon
FDR American School of Lima
12th Grade

Standards for reading

In the DP, close reading is considered to be a core skill for understanding and interpreting texts. By closely studying the detail of texts, students develop awareness of their rich complexities and the intricacies of their construction. Group 1 courses focus attention on different approaches to reading literary and non-literary works. Students engage in close analysis of language, and they develop an understanding of the different perspectives presented through texts and the ways in which these are informed by, and interact with, the student's own culture(s). All of these activities require students to engage in knowledge inquiry, critical thinking and reflection.

Key ideas and details



Both the CCSS and the assessment objectives in DP group 1 courses require students to substantiate and justify their written and oral interpretations with relevant examples. The CCSS are more explicit than the DP objectives about what is to be analysed within a text. The DP objectives emphasize the skills of independent literary criticism of the works studied. Since literary criticism implies an understanding of plot, character, and theme, the DP assessment objectives do not name these specifically. Additionally, since literary criticism is the skill of developing interpretations and evaluations of the text, there is an assumption that students understand what the explicit meaning of the text is and have the ability to summarize the plot. Beyond their group 1 course, students read a wide variety of informational texts in their DP coursework that they must be able to comprehend and from which they must make logical inferences. In writing and discussions, they then utilize textual evidence in order to support conclusions that they draw from the text.

Craft and structure

The CCSS is more explicit than the DP assessment objectives in stating specific expectations regarding craft and structure, yet this is one of the overarching aims of the group 1 courses. The assessment objectives state that language, structure, technique and style are to be analysed. These are meant to be broad terms to encompass the whole of literary analysis. In language A: literature, particularly at the higher level, students focus on the connection between style and meaning.

Integration of knowledge and ideas

DP language A: language and literature requires students to study a range of texts including non-literary and literary genres. Non-literary texts can include newspapers, magazines, speeches, advertisements, blogs, text messages, radio broadcasts and film. One of the courses' assessment objectives is for students to synthesize and evaluate the ways in which language and image may be used in various texts. This course also requires students to demonstrate knowledge and understanding of texts and to evaluate conflicting viewpoints within and about a text. At HL, language A: language and literature students produce a critical response, evaluating some aspect of a text. Outside group 1, in the history and theory of knowledge courses, texts are also rigorously analysed in the way described here.

Range of reading and level of text complexity

DP language A: literature is automatically available for assessment in 55 languages. The prescribed list of authors for each language, from which teachers select texts, offers a range of reading text complexity levels.

Additionally, the texts covered during the course must cover a range of genres and time periods. As a result, students read works that are complex and challenging. The language A: literature course focuses on analysis of literary works, whereas language A: language and literature expands the range of texts to include non-literary genres. In each course, students are expected to become proficient in the academic discourse of that discipline. This in part is done through the reading of complex, informational texts. In the historical investigation and extended essay students must be able to read and comprehend texts independently in order to achieve the objectives of these assessments.

Note on range and content of student reading

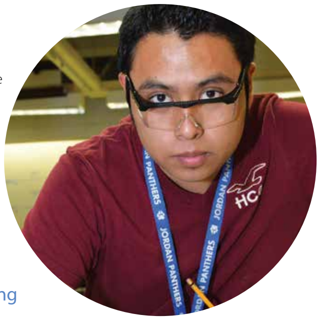
The syllabus requirements in group 1 courses, together with the prescribed reading lists, provide the teachers the flexibility to select readings that span a wide range of genres, cultures and periods. CCSS explicitly states that students must read American works and Shakespeare while the DP emphasizes world literature.

> “*The syllabus requirements in group 1 courses, together with the prescribed reading lists, provide the teachers the flexibility to select readings that span a wide range of genres, cultures and periods.*”

Standards for writing

In group 1 courses, students engage in many types of writing, ranging from structured and analytical literary commentaries and critical essays, to various forms of personal writing such as journal entries and personal responses to literary and non-literary texts. In the language A: literature course, one option in part 4 of the syllabus is the study of prose other than fiction, leading to various forms of student creative writing. A goal of this option is to develop in students a sufficient grasp of prose-writing techniques to enable students to develop their own explorations of these forms through personal writing.

Text types and purposes



A range of argumentative writing assignments in the DP requires students to substantiate claims with valid evidence. Group 1 courses require students to write well-developed literary analyses. Students are also expected to be able to inform and explain in writing clearly and accurately across the subject areas. In the language A: language and literature course there is an opportunity to write a narrative in the written task. Students have the opportunity to produce an imaginative piece in a variety of text formats.

Production and distribution of writing

DP students are expected to be effective communicators. They must produce well-developed writing that is clear and fluent with effective choice of register and style in a wide variety of courses. Each of the group 1 courses includes an assessment objective on the use of discipline-specific vocabulary. Throughout their DP coursework, students are required to utilize a writing process in several assessments such as the written assignment in language A: literature, the historical investigation, the extended essay, and the theory of knowledge course. Students produce drafts and then incorporate feedback from their teacher or supervisor into the final drafts of their writing.

> *“DP students are expected to be effective communicators. They must produce well-developed writing that is clear and fluent with effective choice of register and style”*

Research to build and present knowledge

In language A: literature, the interactive orals can involve short-term research in order for students to learn about the cultural and contextual aspects of the works studied. Students may incorporate research into the individual oral presentation as appropriate. This may involve research into the following areas: historical information about a work or the events within the work, biographical information about an author, or a search for literary criticism of the work studied. However, this type of research is not an aim or part of the course objectives. With regard to literary criticism, students are encouraged to develop their own independent literary analysis rather than focus on the literary criticism of others.

Students develop research skills through their historical investigation and the extended essay, which is a 4,000 word research essay required as part of the DP core curriculum. The theory of knowledge essay and presentation also incorporate research and emphasize the proper documenting of sources. One of the IB learner profile traits is to be principled. Students are taught to be academically honest by properly citing all sources.

Range of writing

In group 1 courses, students engage in many types of writing, ranging from structured and analytical literary commentaries and critical essays, to various forms of personal writing such as journal entries and personal responses to literary and non-literary texts.

Standards for speaking and listening

In each of the group 1 courses, at least one part of the syllabus is assessed orally. Teachers work with students to equip them with the skills for speaking appropriately about texts in a variety of formats and contexts. The further oral activities in the language A: language and literature course are intended to address the relationship between language, meaning and context; these may be interactive in nature, integrating both listening and speaking skills.

Comprehension and collaboration

All group 1 courses promote collaboration and dialogue as an essential component to deepen learning and understanding about language and literature. In language A: literature, the interactive oral (which is part of the written assignment), the individual oral presentation (IOP), and the individual oral commentary (IOC) all involve conversation. In the interactive oral, students must lead class discussions about the literature being analysed. In the IOP, one student develops a presentation and then engages the class in a discussion based on the information and interpretation conveyed in the presentation. In the discussion period after the IOC, students engage in a ten minute discussion with the teacher on a work studied.

Presentation of knowledge and ideas

Oral presentations are an essential component of group 1 courses and theory of knowledge. Students create and deliver well developed oral presentations with attention to task, purpose, and audience. In their presentations, students have the option to use digital media and visual displays. In language A: literature, students create and deliver an individual oral commentary in which they have twenty minutes to create a well developed literary analysis of a passage. In these oral assessments, students are expected to use a formal register.

Standards for language

Although the group 1 courses are not designed to be language acquisition courses, students are regularly provided opportunities to develop and refine their language skills. In particular, students are expected to acquire the vocabulary appropriate to the analysis of texts. Furthermore, they develop the ability to express their ideas in clear, unambiguous language. Students are expected to structure their ideas coherently and effectively, and to acquire vocabulary appropriate to formal expression and literary analysis. The production of a range of texts, intended for different audiences and purposes, requires effective use of register and style. Students are expected to show facility in both written and oral communication.

> *Students are expected to structure their ideas coherently and effectively, and to acquire vocabulary appropriate to formal expression and literary analysis.*

Artwork by: Gauri Ramachandran
FDR American School of Lima
12th Grade

Conventions of standard English

DP students are expected to demonstrate strong command of the writing conventions of English in assignments for all their courses.

Knowledge of language

One of the primary aspects that DP students focus on in their literary analysis is the language and style of a text. They analyse the language of a text along with the effects that it has on the reader. Additionally, students are expected to use language that is appropriate in both register and style to their purpose.

Vocabulary acquisition and use

DP students are expected to use clear, effective, carefully chosen and precise vocabulary and sentence structure in their oral and written assignments. In all courses, students are expected to acquire and demonstrate that they have facility with the academic discourse of each subject.

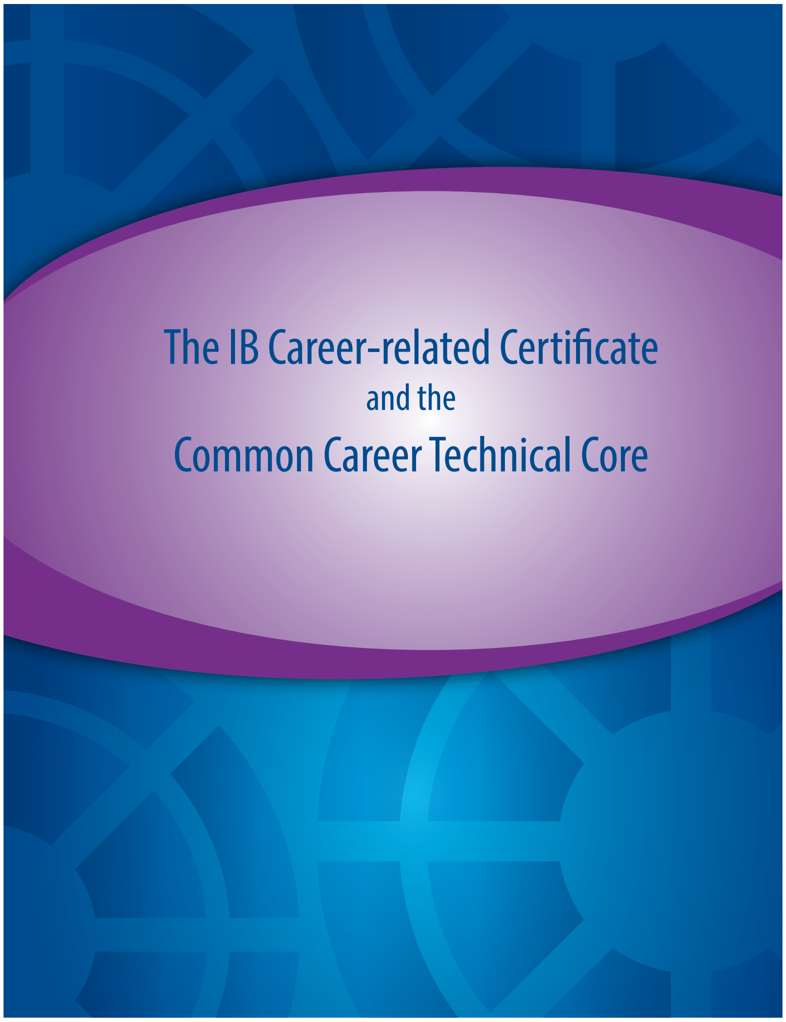
Summary

All three courses in group 1 of the DP clearly support and provide opportunities to incorporate and extend the teaching of the CCSS for ELA in grades 11 to 12. The group 1 courses are designed to support future academic study and lifelong learning by developing a high social, aesthetic and cultural literacy, as well as effective communication skills.

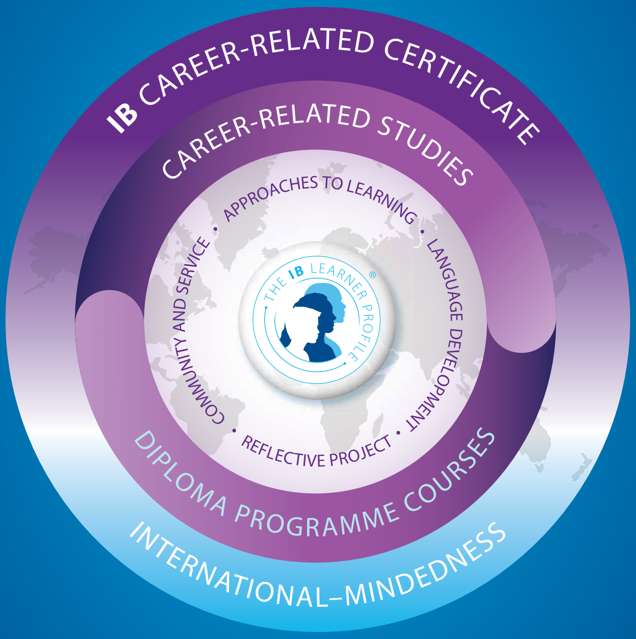
While there is a difference in the texts presented for study in the three courses, they will clearly overlap somewhat. There is no aim for each course to define completely separate territory. Instead, the main difference lies in the different areas of emphasis and approach to textual analysis. In the language A: literature course, focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. The focus of the language A: language and literature course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process. Literature and performance allows students to combine literary analysis with the investigation of the role of performance in our understanding of dramatic literature.

The study also highlights some areas of distinction in the DP. These areas are identified by commitment to the development of international-mindedness and attributes of the IB learner profile as well as the importance of learning to communicate in a variety of ways in more than one language which is fundamental to the development of intercultural understanding in IB programmes.

The CCSS notes that "the standards are intended to be a living work: as new and better evidence emerges, the standards will be revised accordingly" (NGA Center 2010). Therefore, it is anticipated that these relationship studies will evolve with the implementation of the CCSS. With the implementation of the CCSS for ELA, IB practitioners will discover other aspects of the relationship between the DP courses and the CCSS as they reflect upon their own teaching and their students' learning.



The IB Career-related Certificate
and the
Common Career Technical Core



The IB Career-related Certificate and the Common Career Technical Core

The IB has developed a framework of international education that incorporates the vision and educational principles of the IB into local programmes, addressing the needs of students engaged in career-related studies. The IBCC is an academic educational framework designed to support schools and colleges that also offer career-related studies to their students.

A unique offering, the IBCC specifically addresses the needs of students who wish to engage in career-related education. The IBCC prepares students for flexibility and mobility in a range of employment opportunities as well as continuing lifelong learning through the integration of broad, general learning areas and specific career-related content in a framework of education.

The IBCC encourages these students to benefit from elements of an IB education through a selection of two or more DP courses in addition to a unique IBCC core, comprised of courses in: approaches to learning, community and service, a reflective project, and language development. The core framework is at the heart of the IBCC and enables students to enhance their personal and interpersonal development, with an emphasis on experiential learning.

This document briefly outlines the relationship between the IBCC and the career ready practices of the Common Career Technical Core (CCTC).

Relationship between the CCTC and the IBCC

The CCTC career ready practices are found predominantly within the IBCC core elements of approaches to learning, community and service, language development and reflective project. By examining both the stated aims and the defined content of each component, the 12 CCTC career ready practices are found to be explicitly embedded in the IBCC core.

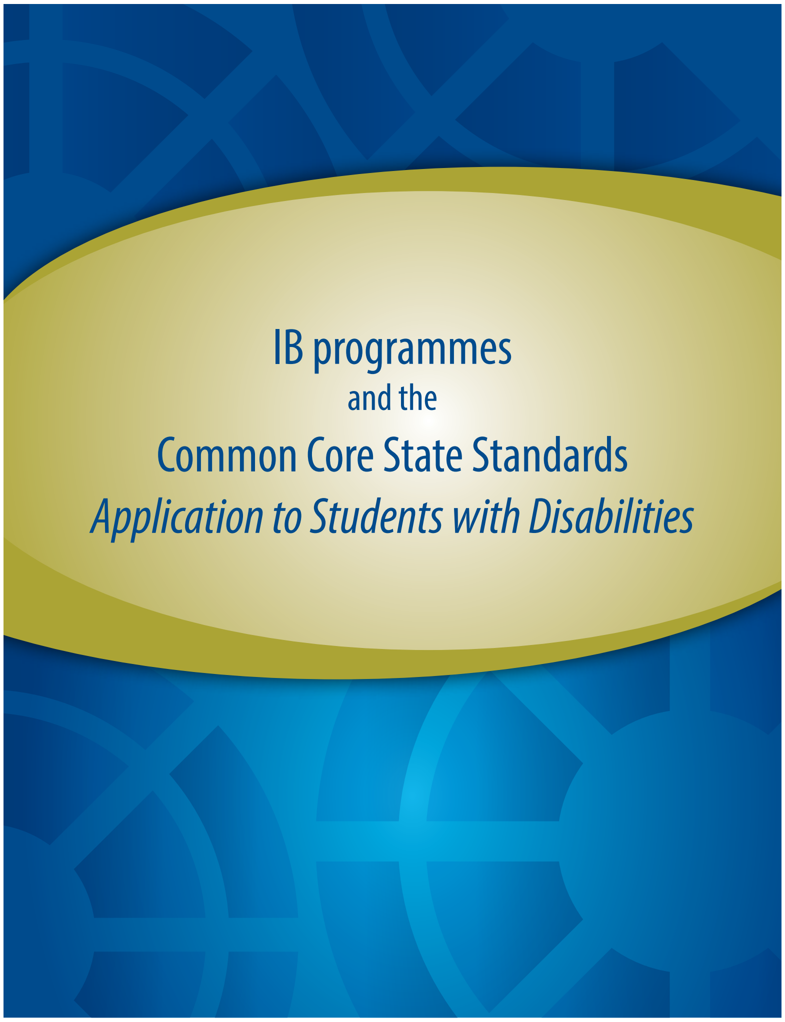
The following table provides a brief overview of the overlap between the IBCC and the 12 CCTC career ready practices.

CCTC career ready practices	Corresponding IBCC core elements
1. Act as a responsible and contributing citizen and employee.	• Community and service
2. Apply appropriate academic and technical skills.	• Approaches to learning: personal development, thinking
3. Attend to personal health and financial well-being.	• Community and service • Approaches to learning: personal development
4. Communicate clearly, effectively and with reason.	• Approaches to learning: thinking, personal development, communication • Language development
5. Consider the environmental, social and economic impacts of decisions.	• Approaches to learning: thinking, personal development, communication, intercultural understanding • Reflective project • Community and service
6. Demonstrate creativity and innovation.	• Approaches to learning: thinking, communication • Reflective project
7. Employ valid and reliable research strategies.	• Reflective project • Approaches to learning: thinking
8. Utilize critical thinking to make sense of problems and persevere in solving them.	• Reflective project • Approaches to learning: thinking
9. Model integrity, ethical leadership and effective management.	• Community and service • Approaches to learning
10. Plan education and career path aligned to personal goals.	• Approaches to learning: personal development, thinking
11. Use technology to enhance productivity.	• Approaches to learning: communication
12. Work productively in teams while using cultural global competence.	• Community and service • Approaches to learning: intercultural understanding, communication

Summary

The IBCC is a challenging and rewarding educational framework that demands the best from motivated students. It is evident that the IBCC clearly delivers the CCTC career ready practices through the broad and comprehensive IBCC core. Furthermore, the 10 attributes of the IB learner profile also support the application and development of the skills outlined in the 12 CCTC career ready practices.

> *“The IBCC is an academic educational framework designed to support schools and colleges that also offer career-related studies to their students.”*



IB programmes
and the
Common Core State Standards
Application to Students with Disabilities

Both the IB and the CCSS provide statements on access to the curriculum for all students. The IB states that "difference and diversity are central in IB World Schools where all students enrolled in IB programmes should receive meaningful and equitable access to the curriculum ... and access to an appropriate education that affords students the opportunity to achieve personal potential" (*Learning diversity in the International Baccalaureate programmes/Special educational needs within the International Baccalaureate programmes* 2010: 2).

Artwork by: Daniella Silva
FDR American School of Lima
12th Grade

The CCSS document *Application to Students with Disabilities* states that the common core standards "provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities". The CCSS notes that "students with disabilities … must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers".

The CCSS sets expectations for schools to incorporate support and accommodations to enable "students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening". While the IB cannot be as explicit in its demands due to the legal and contextual issues of schools in such a wide range of countries, student access is supported through the following standards as detailed in the IB *Programme standards and practices* (2010).

> Standard A.9: The school supports access for students to the IB programme(s) and philosophy.
>
> Standard B2.8; The school provides support for its students with learning and/or special educational needs and supports their teachers.
>
> Standard C1.6: Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
>
> Standard C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.

To further support schools in meeting these standards, the IB has identified four principles of good practice for promoting and supporting equal access: affirming identity and building self-esteem, valuing prior knowledge, scaffolding and extending learning. While supporting the *Programme standards and practices*, these principles also allow schools to use the learning approaches and strategies that are appropriate, or are legal requirements, within their own contexts.

The IB document *Candidates with assessment access requirements/special educational needs* outlines the principles and guidelines for applying access arrangements so that all DP examination candidates are allowed to demonstrate their ability under assessment conditions that are as fair as possible. Inclusive assessment arrangements allow all learners fair access to assessment without changing the demand and without devaluing the qualification. Arrangements may include additional time/rest, assistive technologies, scribes, readers, communicators, prompters, modifications (Braille, print sizes, coloured paper), audio recordings, transcriptions and assistance with practical work.

It is expected that reasonable adjustments and inclusive access arrangements as outlined above will be respected in the PYP, MYP and the IBCC, and these principles can be found in the programme guidelines.

Artwork by: Emalia B.
Le Jardin Academy
5th Grade

IB programmes and the CCSS both promote a culture of high expectations for all students. Additional supports and services are suggested by the IB and CCSS; for example: instructional supports such as those based on the principles of Universal Design for Learning (http://www.udlcenter.org/aboutudl) as well as instructional accommodations for which standards remain unchanged yet there are changes in materials or procedures. Through the supports, accommodations and inclusive arrangements identified above, students receive access to multiple means of learning and opportunities to demonstrate their knowledge, while the rigour and high expectations of the CCSS and IB programmes are maintained.

> *"difference and diversity are central in IB World Schools where all students enrolled in IB programmes should receive meaningful and equitable access to the curriculum"*

Artwork by: Gonzalo Garcia-Blasquez
FDR American School of Lima
12th Grade

Appendices

Appendix 1: Language in the Primary Years Programme

How are language practices changing?	
Increased emphasis on:	Decreased emphasis on:
promoting integrated language development	teaching language as isolated strands
language as a transdisciplinary element throughout the curriculum	language as a separate discipline
additional-language teachers viewed (and viewing themselves) as PYP teachers	additional-language teachers seen as solely single-subject teachers
a literature-based approach to learning language	using skill-drill texts and workbooks to learn language
a teaching approach that sees making mistakes in language as inevitable and necessary for learning	a teaching approach that focuses on encouraging students not to make mistakes in language
reading for meaning	decoding only for accuracy
reading selected according to interest level	reading selected according to decoding level
student-selected reading materials	teacher-directed reading materials
making world classics available for reading	having only school classics available for reading
making culturally diverse reading material available	having only monocultural reading materials available
focusing on meaning when reading and writing	focusing primarily on accuracy when reading and writing
encouraging appropriate cooperative discussion in the classroom	enforcing silent, individual work in the classroom
students engaged in spontaneous writing	students carrying out teacher-imposed writing
a variety of scaffolded learning experiences—with the teacher providing strategies for the student to build on his or her own learning	activities where teachers simply model language for students
writing as a process	writing only as a product
developing a range of independent spelling strategies	a dependence on the teacher as the only source of correct spelling
nurturing appreciation of the richness of language	language study as grammar and syntax
literature as a means of understanding and exploring	literature study as vocabulary, grammar and syntax
teaching students to read and research using multimedia resources	providing print-only resources for reading and research
using language for creative problem solving and information processing	using language for rote learning
a range of appropriate assessment methods such as portfolios, conferencing, miscue analysis, writing sample analysis, response journals.	standardized reading and writing assessments.

Appendix 2: Aims of the Middle Years Programme language and literature

The aims of the teaching and learning of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary works
- engage in literature from a variety of cultures and representing different historical periods
- explore and analyse aspects of personal, host and other cultures through literary and non-literary works
- engage with a variety of media and information and communication technology in order to explore language
- develop a lifelong interest in reading widely
- apply language and literature concepts, knowledge and skills in a variety of real-life contexts.

Appendix 3: Objectives of the Middle Years Programme language and literature

A Analysing

Through engaging with texts, students will be required to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text. Students should be able to use the text to support their personal responses and ideas.

At the end of the course, students should be able to:

i. analyse the effects and purposes of the content, context, language, structure, technique and style of texts created by others

ii. analyse the effects of the creator's choices on an audience

iii. justify opinions and ideas, using appropriate examples, thorough explanation and accurate terminology

iv. compare and contrast works

v. connect literary and non-literary features across and within genres or texts.

B Organizing

This objective requires students to value and demonstrate an understanding of and an ability to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students must also recognize the importance of maintaining academic integrity by respecting intellectual property rights and referencing all sources accurately.

At the end of the course, students should be able to:

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a sustained, coherent and logical manner with ideas building on each other

iii. use language-specific conventions to show the reason for the order of their ideas

iv. acknowledge sources according to a recognized convention

v. use a presentation style suitable to the context and intention.

C Producing text

This objective requires students to engage in the process of text creation with an emphasis on both the creative process itself and on the understanding of the connection between the creator and his or her audience. Students will explore and appreciate new and changing perspectives and ideas. As a result, they will develop the ability to make choices aimed at producing texts that please both the creator and the audience.

At the end of the course, students should be able to:

i. create works that demonstrate insight, imagination and sensitivity

ii. make choices that serve the content, context and intention, and which are designed to have an impact on an audience

iii. select relevant details and examples to justify ideas

iv. employ a range of literary techniques

v. explore and reflect critically on new perspectives and ideas arising from personal engagement with the creative process.

D Using language

This objective gives students the opportunity to develop, organize, express themselves and communicate thoughts, ideas and information. Students are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to and must include written, oral and visual text, as appropriate.

At the end of the course, students should be able to:

i. use accurate and varied vocabulary, sentence structures and forms of expression

ii. use an appropriate register and style that serves the context and intention

iii. use correct grammar, syntax and punctuation

iv. use correct spelling (alphabetic languages) or writing (character languages) and pronunciation

v. use appropriate non-verbal communication techniques in oral, presentation or visual work

Appendix 4: Diploma Programme group 1 aims

The aims of language A: literature and language A: language and literature at SL and at HL and of literature and performance at SL are to:

- introduce students to a range of texts from different periods, styles and genres develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature.

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THE IB LEARNER PROFILE ®
IB learner profile

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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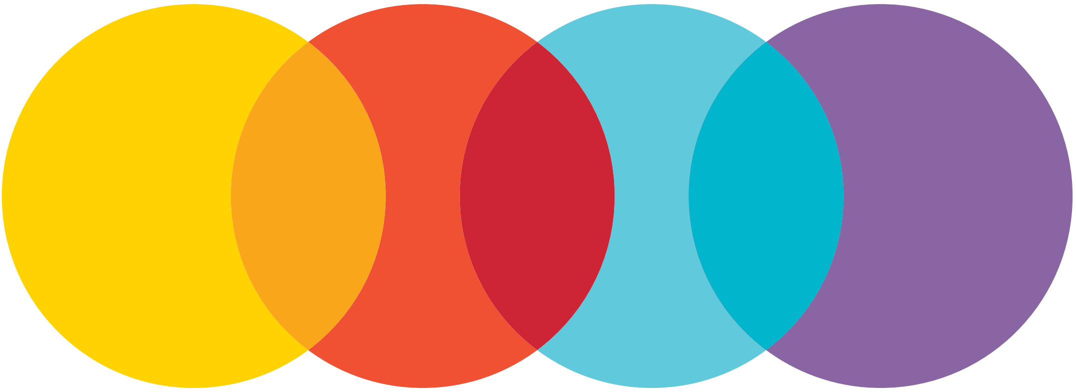

IB CONTINUUM

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