

English and Communication Benchmarks, Grades 4 – 12

GRADES 6 – 8

The *English and Communication Benchmarks, Grades 4 – 12* are based on the ADP end-of-high school benchmarks and are organized into the following strands:

In grades 6 – 8, students are introduced to text with appropriate Text Complexity (T) and have three ways to **Acquire Information (A)**

- A.1 Reading
- A.2 Listening
- A.3 Viewing

Whether they Work in Teams (W) or individually, students have three ways to **Communicate Information (C)**

- C.1 Writing
- C.2 Speaking
- C.3 Producing Digital Media

For future success in postsecondary education and work, students in grades 6 – 8 will need to **Create ADP Products (P)**

- P.1 Product 1: Informational/Explanatory Essay
- P.2 Product 2: Literary Analysis Essay
- P.3 Product 3: Argumentative Essay
- P.4 Product 4: Research Essay
- P.5 Product 5: Work-Related Texts

Acquire Information (A)

READING (A.1)

As students progress across the grade levels, they should comprehend increasingly complex texts. To do so, they need to acquire increasingly sophisticated reading skills.

*A note on how to **UNDERSTAND TEXT COMPLEXITY (T)** at grades 6 – 8*

In grades 6 – 8, students should read fiction and nonfiction texts of many types including those that have been selected to ensure a level of "cultural literacy" among all students. Texts of varied levels of difficulty may be included in grades 6 – 8 in order to develop specific reading skills or target certain content or themes.

Educators should encourage students to read a range of texts, from uncomplicated to somewhat complex, based on factors including topic or theme, development of ideas, connections among ideas, organizational structures, style, vocabulary, students' familiarity with the setting or context, and the author's purpose. (See the **Text Complexity** scales for informational, persuasive and literary texts for more information on some of the criteria that influence text complexity.)

To illustrate the complexity of texts expected at the grades 6 – 8 level, the benchmarks include examples of the level of texts students should read. *For more information on selecting texts*, please see **About the Benchmarks**.

In some cases, reading skills change as students progress across grade levels. For instance, students identify facts and opinions at early grades and then distinguish between stated evidence and implied inferences at later grades. In other cases, the general skill remains the same (such as identifying a main idea and supporting details) but the complexity of the text increases, increasing the difficulty of the task for students.

The benchmarks below address reading skills that students will practice across the disciplines, but it is important to note that, as research has verified, the specific set of sub-skills that students use may vary according to the discipline; students read literary texts differently from biology texts, for example, in terms of their attention to detail and to larger relationships among ideas. (*NOTE: This document does not detail the requirements of successful discipline-specific reading skills and strategies. One potential resource for information regarding subject-specific reading skills is the International Reading Association document on Standards for Middle and High School Literacy Coaches. This document discusses the skill sets coaches need to help teachers develop, and in doing so may help to highlight possible differences between disciplines.*)

The reading skills that students use may vary depending on the type of text they read. Some skills, such as understanding unfamiliar vocabulary words, cut across all text types. Other skills are specific to the types of texts, such as evaluating the relevance of evidence in an argument. Because of the various contextual demands, reading skills are grouped around four organizers:¹

A.1.1 Using Vocabulary Skills

- A.1.1.1 defining words
- A.1.1.2 using context

A.1.2 Analyzing Informational Texts

- A.1.2.1 comprehending information
- A.1.2.2 synthesizing information
- A.1.2.3 analyzing information
- A.1.2.4 following directions

¹ The ACT College Readiness Standards for Reading, the College Board Standards for College Success, the draft 2009 National Assessment for Educational Progress (NAEP) Reading Framework, the Core Knowledge Sequence, the District of Columbia Reading/English Language Arts Pre-K through Grade 12 Standards, and the Indiana and Massachusetts reading lists were used as sources in the development of these benchmarks.

A.1.3 Analyzing Arguments Using Logic / Critical Thinking

- A.1.3.1 identifying and analyzing types and structures of arguments
- A.1.3.2 analyzing evidence
- A.1.3.3 connecting and contrasting Ideas

A.1.4 Analyzing Literary Texts

- A.1.4.1 reading significant texts
- A.1.4.2 analyzing narrative elements
- A.1.4.3 analyzing genre characteristics
- A.1.4.4 analyzing texts

These benchmarks are described in greater detail below.

A.1.1 Reading: Using Vocabulary Skills

- A.1.1.1.6-8.a** Use dictionaries, thesauruses and glossaries (printed and electronic) to determine the correct spelling and part of speech of a word, clarify meaning and improve understanding of words (including understanding of connotation and denotation), and distinguish among contextually appropriate synonyms and definitions. (ADP A2)
- A.1.1.1.6-8.b** Identify and define Latin and Greek words that form common roots (e.g., *audio*, *auto*, *malus*) and recognize English words that are based on them (e.g., *audible*, *autobiography*, *malice*). (ADP A3)
- A.1.1.1.6-8.c** Use roots and affixes to determine the meaning of unfamiliar words, to clarify the meaning of familiar words and to make connections with word families (e.g., suffixes such as *-phobia* and *-ology*). (ADP A3)
- A.1.1.2.6-8.a** Use textual structure (e.g., examples or cause-effect and compare-contrast relationships) to determine the meaning of unfamiliar words or distinguish multiple-meaning words in more challenging texts about concrete and abstract topics. *For example*, “*After the harvest, we had an ‘abundance’ of apples, and so we made apple pie, apple sauce and apple juice.*” (ADP A4)
- A.1.1.2.6-8.b** Use prior reading knowledge and explicit study to recognize common allusions. *For example*, recognize the allusion when referring to a “*Jekyll and Hyde*” personality. (ADP A5)
- A.1.1.2.6-8.c** Demonstrate understanding of common phrases and proverbs (e.g., *The road to hell is paved with good intentions* or *The best laid plans ...*), idioms (e.g., *bite the dust* or *bee in your bonnet*) and terms from other languages commonly used in English (e.g., *RSVP*, *déjà vu* or *faux pas*). (ADP A5)
 NOTE: For a more complete list of phrases, proverbs and idioms, see the Core Knowledge K-8 Sequence for Language Arts.
- A.1.1.2.6-8.d** Determine the appropriate meaning of figurative words and phrases (including metaphors and similes) in more challenging passages. *For example*, distinguish the metaphors in William Blake’s “*London*,” or Emily Dickinson’s “*Success is counted sweetest*” (e.g., “*Success is counted sweetest / By those who ne’er succeed*”). (ADP A5)

A.1.2 Reading: Analyzing Informational Texts

NOTE: See the [Indiana Reading List](#) and the [Massachusetts Reading List](#) to see examples of informational texts and authors by grade bands. View [Text Complexity](#) section for a scale of increasing complexity of informational texts.

- A.1.2.1.6-8.a** Locate and interpret important details in more challenging passages and interpret subtle details in less complicated informational texts. *For example*, read James Haskins’ [Bound for America: Forced Migration of Africans](#) and describe the steps slaves were forced to take on their journey to America. (ADP F2)

- A.1.2.1.6-8.b** Identify/infer the main idea of more challenging informational text, in which the main idea may be explicitly stated or implied. *For example, read an article from Consumer Reports and deduce what qualities of a particular product the writer recommends.* (ADP F2)
- A.1.2.1.6-8.c** Identify/infer the details that support the main idea of more challenging informational text. *For example, read David Macaulay's Cathedral: The Story of its Construction and explain the steps involved in building gothic architecture.* (ADP F2)
- A.1.2.1.6-8.d** Recognize clear, but subtly stated relationships among ideas (e.g., cause-effect, additive, sequential, adversative) in more challenging informational texts. *For example, read Chapter 1 in Stephen Jay Gould's A Panda's Thumb and summarize the connection of ideas.* (ADP F6)
- NOTE: The essential element of this indicator is that students will be able to identify and understand these relationships, not use these specific terms to label these relationships.*
- A.1.2.1.6-8.e** Make inferences and draw conclusions. *For example, read first-hand accounts and newspaper reports of an historical event, such as the sinking of the Titanic, and draw conclusions about the impact that the event had on the survivors and on society as a whole.* (ADP F8)
- A.1.2.2.6-8.a** Summarize succinctly the main idea and supporting details (presented as text and/or visuals) in challenging informational texts. *For example, summarize the main characteristics of Athenian democracy after reading the chapter about it from Jennifer Roberts and Tracy Barrett's The Ancient Greek World.* (ADP F3 and ADP F4)
- A.1.2.2.6-8.b** Distinguish between a summary and a critique (for example, by demonstrating understanding that a summary captures the main ideas and elements of a text, while a critique takes a position or expresses an opinion about ideas or text). *For example, read Stephen Chin's When Justice Failed: The Fred Korematsu Story and compose both a summary of the facts of the case and a critique of the Supreme Court decision.* (ADP F3 and ADP F4)
- A.1.2.2.6-8.c** Synthesize information across multiple informational texts and technical sources; work with relatively more challenging texts. *For example, compare the attitudes towards animals expressed by the authors in My Life with the Chimpanzees by Jane Goodall and All Creatures Great and Small by James Herriot.* (ADP F7)
- A.1.2.3.6-8.a** Identify the overall and localized organizational structures of more challenging informational texts. *For example, read Francesca Romei's Leonardo da Vinci: Artist, Inventor and Scientist of the Renaissance and locate the different text and graphic features the author uses to organize the text.* (ADP F9)
- A.1.2.3.6-8.b** Recognize and analyze the use and function of verbal techniques, including understatement, overstatement and irony. *For example, read David Remnick's King of the World: Muhammad Ali and the Rise of an American Hero and recognize how Ali uses figures of speech and overstatement to make his point.* (ADP F10)
- A.1.2.3.6-8.c** Comprehend and interpret challenging factual, quantitative, technical or mathematical information presented in maps, charts, graphs, time lines, tables and diagrams. *For example, consult online Worldfact Book and interpret the quantitative information presented there in the form of tables pertaining to different countries.* (ADP F15 and ADP A7)
- A.1.2.3.6-8.d** Evaluate the prose, organization, text features (headings), formatting (use of space) and graphics of more challenging texts. *For example, read the entry on locks in David Macaulay's The Way Things Work and critique the author's presentation of the information contained in the text.* (ADP F3 and ADP F11)
- A.1.2.4.6-8** Follow more complicated, extended but single-tasked instructions in more challenging informational or technical texts. *For example, follow directions on an application form.* (ADP F1)

A.1.3 Reading: Analyzing Arguments Using Logic / Critical Thinking

- A.1.3.1.6-8.a** Identify and describe the structure of a multi-faceted argument with a stated main claim or conclusion, supporting premises and explicit indicators (e.g., therefore, thus, since, because). *For example, consider the following argument:*
- If Socrates is a man, he is mortal.*
Socrates is a man.
Therefore, Socrates is mortal.
Being mortal means that one will die.
Socrates is Plato's teacher.
Therefore, the man who is Plato's teacher will die.

Given this structure, students should be able to identify the premises and conclusions, how they are connected and how conclusions are inferred from premises. (ADP E3)

A.1.3.1.6-8.b Recognize and distinguish between inductive and deductive arguments. *For example, read Science World and identify the different types of arguments used in discussing scientific experiments.* (ADP E7)

A.1.3.1.6-8.c Explain how causality and probability function differently in the structures of inductive and deductive arguments, including how conclusions are not necessarily true in inductive arguments. *For example, read Marilyn Burns' I Hate Mathematics! Book and relate the concept of probability to inductive arguments.* (ADP E7)

A.1.3.2.6-8.a Determine the relevance and quality of evidence given to support or oppose an argument. *For example, recognize that an argument that uses Lincoln's "Gettysburg Address" to make an argument about Lincoln's presidency offers insight into his presidency, but the evidence is limited because this speech is merely one piece of evidence.* (ADP E4)

A.1.3.2.6-8.b Determine simple criteria for recognizing a factual claim and an opinion, including identifying possible methods (e.g., scientific, historical) used to identify a statement as fact or opinion. *For example, read John Wilkes Booth: A Sister's Memoir by Asia Booth Clarke and evaluate it using criteria for its impartiality and historical accuracy.* (ADP E1)

A.1.3.2.6-8.c Identify a variety of false statements including those involving categorical claims. *For example, consider "All mammals are human beings."* (ADP E2)

A.1.3.2.6-8.d Identify common logical fallacies including appeals to the audience's pity or to common opinion, personal attacks and arguments based on false dilemmas (assuming that only two options exist, when more are available) in a variety of argumentative texts. *For example, read about the suffragist movement in World Book and Compton's encyclopedias and identify the kinds of fallacious reasoning used to argue against giving women the right to vote.* (ADP E5)

A.1.3.2.6-8.e Identify the stylistic and rhetorical devices that are used to persuade in written and oral communication but are not necessarily logically connected to the argument itself (e.g., loaded terms, caricature, leading questions, false assumptions). *For example, read the autobiography of Ryan White (Ryan White: My Own Story) and identify the false assumptions and loaded terms those suffering from AIDS face.* (ADP E6)

A.1.3.3.6-8.a Identify and describe a variety of relationships (e.g., similarity, difference, causality) among evidence, inferences and claims in argumentative text. *For example, read articles in USA Today and analyze them for their content and arguments.* (ADP F6)

A.1.3.3.6-8.b Compare and contrast evidence and conclusions between two or more arguments on the same topic. *For example, read Jim Murphy's The Great Fire and analyze the different explanations given for the cause of the fire and its spread.* (ADP E8)

A.1.4 Reading: Analyzing Literary Texts

A.1.4.1.6-8.a Demonstrate knowledge of 18th and 19th century foundational works of American literature. *For example, read The Adventures of Tom Sawyer by Mark Twain, The Legend of Sleepy Hollow by Washington Irving and The Call of the Wild by Jack London.* (ADP H1)

A.1.4.1.6-8.b Analyze foundational documents that have historical and literary significance in American culture. *For example, read Abraham Lincoln's "Gettysburg Address" and "Emancipation Proclamation."* (ADP H2)

A.1.4.2.6-8.a Sequence and identify the plot's main events, their causes and the influence of each event on future actions in more challenging literary texts. (ADP H4)

A.1.4.2.6-8.b Identify plot development techniques (e.g., foreshadowing and flashbacks) and explain their function in the text. *For example, analyze the use of foreshadowing in any Saki (H.H. Munroe) short story.* (ADP H4)

A.1.4.2.6-8.c Identify and describe characters' features and relationships in more challenging literary texts. (ADP H4 and ADP H8)

A.1.4.2.6-8.d Analyze the moral dilemmas in more challenging works of literature, as revealed by characters' motivation and behavior. *For example, analyze the mother's moral dilemma in Shirley Jackson's short story "Charles."* (ADP H4 and ADP H8)

A.1.4.2.6-8.e Identify and analyze the setting (location and time) and its impact on plot, character and theme in more challenging literary texts. *For example, could Roll of Thunder Hear My Cry have taken place in Europe? Why or why not?*

A.1.4.2.6-8.f Analyze the narration and point of view (including first-person, third-person omniscient and third-person limited) in more challenging literary texts. (ADP H4)

NOTE: See also the collection of short stories entitled Point of View, edited by James Moffett and Kenneth McElheny, for examples of texts to teach the element of point of view.

A.1.4.3.6-10.a Consider genre characteristics in interpreting challenging literary texts. (ADP H3)

A.1.4.3.6-10.b Demonstrate understanding that form relates to meaning. *For example, compare a poem, an essay and a novel on the same theme or topic.* (ADP H3)

A.1.4.3.6-8.c Identify sound patterns (alliteration, onomatopoeia, rhyme scheme) and figurative language (extended and mixed metaphors, simile), and other conventions of verse (including poetic forms such as ballads, sonnets, lyric, narrative, limerick and haiku) in more challenging poetry and explain how these contribute to the poem's meaning and to the poetry's effect. *For example, poetry in grades 6 – 8 may include such poems as "Annabel Lee" by Edgar Allan Poe, "The Negro Speaks of Rivers" by Langston Hughes, Sonnet 18, "Shall I compare thee ..." by William Shakespeare, or "We Real Cool," by Gwendolyn Brooks.* (ADP H5)

NOTE: For a more extensive list of poems and authors, please see the Core Knowledge Sequence or see the Indiana Reading List and the Massachusetts Reading List.

A.1.4.3.6-8.d Explain the purpose and use of structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in more challenging plays that are read or viewed. (ADP H6)

A.1.4.4.6-8.a Identify and explain the theme(s) of a challenging literary text, distinguishing theme from topic. (ADP H4 and ADP H9)

A.1.4.4.6-8.b Identify and explain the development of similar themes across two or more somewhat challenging literary texts. *For example, trace the similarities and differences between characters wrestling with similar themes, e.g., "coming of age," despite differences in setting – such as in Little Women and in Huck Finn.* (ADP H4 and ADP H9)

A.1.4.4.6-8.c Identify the historical period in which a literary text (from American or world literature) was written and explain the text in light of this understanding. *For example, explain what the character's actions in Tom Sawyer suggest about 19th century America.* (ADP H7)

A.1.4.4.6-8.d Demonstrate understanding that an author's individual viewpoint may differ from the general values, attitudes and beliefs of the author's society and culture. (ADP H7)

LISTENING (A.2)

As students progress through the grade levels, they should use more attentive and sophisticated listening skills to comprehend complex oral communications. In addition to those skills explicitly stated below, students may be expected to apply the benchmarks for specific reading skills, from the Reading strand, to listening situations.

The benchmarks for effective listening progresses across grades 6 – 8 in the following area:

A.2.1 Listening Skills

A.2.1.1 following directions

A.2.1.2 identifying main idea and details

A.2.1.3 summarizing

A.2.1.4 paraphrasing

A.2.1.5 analyzing

A.2.1.6 working in teams

These benchmarks are described in greater detail below.

A.2.1 Listening Skills

A.2.1.1.6-8 Follow multi-step spoken instructions to perform single tasks, to answer questions and to solve problems. (ADP B1)

A.2.1.2.6-8 Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract and extended metaphors may be used, and determine the essential elements that elaborate it. *For example, John F. Kennedy's Inaugural Address "Ask not what your country can do for you" and Martin Luther King's "I have a dream."* (ADP B4)

A.2.1.3.6-8 Summarize information presented orally by others in which the main ideas may be explicitly or implicitly stated, including the purposes, major ideas and supporting details or evidence. (ADP B2)

A.2.1.4.6-8 Paraphrase accurately challenging ideas and information presented orally by others. (ADP B3)

A.2.1.5.6-8 Analyze the ways in which the style and structure of a more challenging speech support or confound its meaning and purpose, taking into account the speaker's nonverbal gestures. (ADP B5)

A.2.1.6.6-8 Listen actively in group discussions by asking clarifying and elaborating questions and by managing internal (e.g., emotional state, prejudices) and external (e.g., physical setting, difficulty hearing, recovering from distractions) barriers to aid comprehension. (ADP B7)

VIEWING (A.3)

As students progress across the grade levels, they should view TV, film, the Internet, billboards, advertisements, newspapers and magazines in increasingly critical ways. Students should apply more attentive and analytical viewing skills to comprehend and evaluate complex media communications. In addition to those skills explicitly stated below, students may be expected to apply the benchmarks for specific reading skills, from the Reading strand, to viewing situations.

The benchmarks for effective viewing progress across grades 6 – 8 in the following area:

A.3.1 Viewing Skills

A.3.1.1 understanding and evaluating media

A.3.1.2 considering visual and verbal intersections

A.3.1.3 analyzing visuals, sound and design

These benchmarks are described in greater detail below.

A.3.1 Viewing Skills

A.3.1.1.6-8 Interpret how the sounds, images and words used in television, radio, film and the Internet are used to support the purpose of the production, and evaluate the effectiveness of the techniques. *For example, consider a television program which promotes a particular perspective on an issue.* (ADP G1)

A.3.1.2.6-8 Identify, analyze and discuss the relationship between the visual (such as media images, painting, film and graphic arts) and the verbal in more challenging media and explain how the elements support or conflict each other. (ADP G2)

A.3.1.3.6-8 Identify visual and sound techniques and design elements (e.g., special effects, camera angles, lighting and music in television or film or layout, pictures and typeface in newspapers, magazines and print advertisements) in various media, and explain how they carry or influence messages. (ADP G3)

Communicate Information (C)

WRITING (C.1)

As students progress through the grade levels, they should write a variety of texts and communicate ideas that are increasingly complex. They should also develop in their ability to make effective choices in their writing. These benchmarks are relevant for all types of writing and should be used along with the benchmarks for Informational/Explanatory Essays, Literary Analysis Essays, Argumentative Essays, Research Essays and Work-Related Texts. These benchmarks are also applicable to and should be used alongside the benchmarks for the other modes of communicating: Speaking and Producing Digital Media. A reference source that may be useful for teachers of writing is the Alliance for Excellent Education report, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School*, by Steve Graham and Dolores Perin. The benchmarks below address reading skills that students will practice across the disciplines, but it is important to note that, as research has verified, the specific set of sub-skills that students use may vary according to the discipline; students read literary texts differently from biology texts, for example, in terms of their attention to detail and to larger relationships among ideas. *(NOTE: This document does not detail the requirements of successful discipline-specific reading skills and strategies. One potential resource for information regarding subject-specific reading skills is the International Reading Association document on Standards for Middle and High School Literacy Coaches. This document discusses the skill sets coaches need to help teachers develop, and in doing so may help to highlight possible differences between disciplines.)*

It is worth noting that ADP does not specify personal or creative writing as a writing product necessary for workplace and college success. Expressing oneself in a personal way in writing, however, can be an important way to develop students' writing and thinking and may support the more formal types of performances provided in these benchmarks.

The benchmarks for effective writing progress across grades 6 – 8 in the following areas:²

C.1.1 Topics, Development and Focus

- C.1.1.1 generating and developing complex topics
- C.1.1.2 developing sufficient and effective supporting details and examples
- C.1.1.3 focusing on purpose

C.1.2 Coherence and Cohesion

- C.1.2.1 utilizing a logical and purposeful organization, including effective introductions, a relevant body of development and effective conclusions
- C.1.2.2 using transitions which provide textual coherence and cohesion

² The ADP benchmarks emphasize measurable outcomes and products, as opposed to those parts of process which are less measurable, or those strategies students and teachers might use to achieve the measurable outcome, including some aspects of planning and pre-writing and certain aspects of drafting (such as strategies to develop ideas by consulting with peers). These are important to student success in writing, but the ADP focus is on measurable outcomes rather than instructional or learning processes. Drafting is addressed within the sections above on Topics, Development and Focus; Coherence and Cohesion; and Language and Technical Facility.

C.1.3 Language and Technical Facility

- C.1.3.1 using effective language
- C.1.3.2 using complex syntax and varied sentence structures as appropriate for purpose
- C.1.3.3 developing an effective and varied style and tone
- C.1.3.4 demonstrating control of standard English through grammar and mechanics
- C.1.3.5 citing sources effectively and correctly

C.1.4 Writing Process: Planning, Editing, Revising and Using Technology

- C.1.4.1 planning for writing
- C.1.4.2 editing for correctness
- C.1.4.3 revising for effectiveness
- C.1.4.4 utilizing different writing technologies

These benchmarks are described in greater detail below.³

C.1.1 Writing: Topics, Development and Focus

C.1.1.1.6-8 Develop topics that are generally familiar and concrete, but may also be abstract and somewhat removed from students' prior knowledge and experience, and that may involve analysis. *For example, write a research essay on a local environmental concern; an argument taking a position on a particular school requirement; a literary essay on how a character changes over the course of a novel.* (ADP C4)

NOTE: See strands on ADP Products (Informational/Explanatory Essays, Literary Analysis Essays, Argumentative Essays, Research Essays and Work-Related Texts) for more specific examples.

C.1.1.2.6-8 Include specific facts, concrete details, reasons and examples that support and amplify the thesis. (ADP C4)

C.1.1.3.6-8 Develop relevant details or reasons in a manner that meet the needs of the audience and purpose. *For example, organize the information clearly when writing to inform.* (ADP C9, ADP C10 and ADP E9)

C.1.2 Writing: Coherence and Cohesion

C.1.2.1.6-8.a Organize writing using structures appropriate for the topic and meet the needs of audience. *For example, if using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily.* (ADP C3)

C.1.2.1.6-8.b Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., problem-solution, with order of steps necessary indicated in the solution). (ADP C3)

C.1.2.1.6-8.c Use text features (headings, subheadings, formatting) as appropriate to signal new information. (ADP C3)

C.1.2.2.6-8 Connect ideas using transition devices that signal simple relationships between ideas. *For example, use phrases such as in addition, on the other*

³ The progression provided by ACT in *Reading between the Lines: What the ACT Reveals about College Readiness*, January 2006 was used as a resource in the development of these benchmarks. In addition, a draft of the *2011 NAEP Writing Framework* was referenced as a resource. The *College Board Standards for College Success* were also used as a source, specifically for the progression of developing skills across the grade bands. The *District of Columbia Reading/English Language Arts Pre-K through Grade 12 Standards* were used as another source in the development of these benchmarks.

hand, in spite of, and the use of repetition and referents to connect ideas. (ADP C3)

C.1.3 Writing: Language and Technical Facility

C.1.3.1.4-8.a Use accurate and precise language to convey meaning. *For example, substitute a concrete noun for the word "thing."* (ADP A6, ADP A7 and ADP C2)

C.1.3.1.6-8.b Use strong verbs and figurative language (e.g., metaphors and similes) for emphasis or creative effect as appropriate to purpose. (ADP A6, ADP A7 and ADP C2)

C.1.3.2.6-10.a Use correct sentence structures that are appropriate for audience and purpose. (ADP A1)

C.1.3.2.6-8.b Incorporate some variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions). (ADP A1)

C.1.3.3.6-8.a Edit to craft a tone that is appropriate for the topic, audience and supports the purpose. (ADP C5)

C.1.3.3.6-8.b Use language that conveys the writer's point of view. (ADP C5)

C.1.3.4.6-8 Demonstrate control of Standard English through grammar, usage and mechanics (punctuation, capitalization and spelling) to support the clarity of expression in more challenging text. *For example, use parallel constructions effectively, use consistent verb tense.* (ADP A1)

C.1.3.5.6-8 When other sources are used or referenced (such as in research, informational essays or literary essays), students will:

- Acknowledge source material (e.g., list sources);
- Understand the differences between quoting, paraphrasing and summarizing;
- Quote; paraphrase; or summarize text, ideas or other information taken from print or other electronic sources;
- Embed quotations from other sources with skill and accuracy; and,
- Embed graphics with skill and accuracy, when appropriate. (ADP C6)

C.1.4 Writing Process: Planning, Editing, Revising and Using Technology

C.1.4.1.6-8.a Generate notes on text, and identify main and supporting ideas. (ADP C1)

C.1.4.1.6-8.b Based on research or note-taking, or other method of generating content, generate a plan of ideas following an appropriate organizational pattern. (ADP C1)

NOTE: See the ADP benchmarks for Research and the strand for Research Essays for more specifics on planning research.

C.1.4.2.6-8 Edit more challenging writing for mechanics (punctuation, capitalization), spelling, grammar (e.g., consistent verb tense, noun and pronoun agreement). (ADP C5)

C.1.4.3.6-8 Drawing on reader's comments, revise papers to:

- Ensure the writing focuses on the topic or thesis;
- Develop or support ideas more fully;
- Ensure transitions between ideas and paragraphs; and,
- Ensure that the paper has a clear beginning and ending. (ADP C4)

C.1.4.4.6-8 Use relatively basic software programs (e.g., Word, PowerPoint) to write more challenging texts and create graphics to present ideas visually and in writing. (ADP C7 and ADP C8)

SPEAKING (C.2)

As students progress across the grade levels, they should voice increasingly complex ideas in increasingly sophisticated ways. The benchmarks for Writing are relevant to many aspects of oral presentations and should be considered along with this progression.

The benchmarks for effective speaking progress across grades 6 – 8 in the following areas:

C.2.1 Development of Ideas

C.2.1.1 organizing ideas logically, according to audience, context and purpose

C.2.2 Coherence and Cohesion

C.2.2.1 organizing ideas logically, according to audience, context and purpose

C.2.2.2 logically grouping ideas

C.2.2.3 including smooth transitions

C.2.2.4 providing a coherent conclusion

C.2.3 Rhetorical Devices

C.2.3.1 using a range of strategies and varied rhetorical devices to elaborate and persuade

C.2.4 Speaking Facility

C.2.4.1 using eye contact, gestures and speaking rate, volume and pitch effectively and appropriately to support the audience, context and purpose

These benchmarks are described in greater detail below.

C.2.1 Speaking: Development of Ideas

C.2.1.1.6-8 Include sufficient specific and relevant facts, valid reasons, concrete details and examples to support a relatively complicated thesis. (ADP B6)

C.2.2 Speaking: Coherence and Cohesion

C.2.2.1.6-8.a Organize oral presentations maintaining a relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details and providing a brief summary or conclusion. (ADP B6)

C.2.2.1.6-8.b Use an organizational pattern appropriate for the topic and purpose (e.g., sequential, problem-solution, compare-contrast). (ADP B6)

C.2.2.2.6-8 Logically arrange ideas and grouping related ideas in ways that enhance the topic. (ADP B6)

C.2.2.3.6-8 Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas. *For example, use listing words, such as "first," "second," "in addition," "but," and "however."* (ADP B6)

C.2.2.4.6-8 Provide an effective conclusion that reinforces the focus of the presentation. (ADP B6)

C.2.3 Speaking: Rhetorical Devices

C.2.3.1.4-8 Use effective rhetorical devices such as:

- Rhetorical questions to engage the audience;
- Repetition to reinforce ideas; and,
- Analogies to convey complex ideas. (ADP B6)

C.2.4 Speaking Facility

C.2.4.1.6-8 Employ presentation skills including:

- Make eye contact to engage listeners;
- Enunciate words clearly;
- Use a speaking rate that is easy for listeners to understand;
- Speak audibly enough to reach the entire audience; and,
- Stand at ease and use natural and varied gestures. (ADP B6)

PRODUCING DIGITAL MEDIA (C.3)

As students progress across the grade levels, they should communicate increasingly complex ideas in increasingly sophisticated ways. ADP G4 suggests that students apply and adapt the principles of written composition to create coherent media productions. The benchmarks for Writing are relevant to many aspects of digital media production and should be considered along with these benchmarks.

The benchmarks for effectively producing digital media progress across grades 6 – 8 in the following areas:

C.3.1 Topics, Development and Focus

C.3.1.1 presenting a clear message and controlling the implicit and explicit messages conveyed

C.3.1.2 focusing on audience, context and purpose

C.3.2 Coherence and Cohesion

(see C.1.2 Coherence and Cohesion under the Writing strand)

C.3.3 Technical Facility and Control

C.3.3.1 using varied visual images, text, graphics, music and/or sound effects to control the implicit and explicit messages conveyed

These benchmarks are described in greater detail below.

C.3.1 Producing Digital Media: Topics, Development and Focus

C.3.1.1.6-8 Present a clearly identifiable, explicit message, using visual, audio and graphic effects and interactive features. *For example, students may share research or make an argument on a literary work, using PowerPoint or another program to create a computer-delivered presentation.* (ADP G4)

C.3.1.2.4-8.a Demonstrate audience awareness through choice of medium; images, words and sounds; and supporting ideas. *NOTE: There is no single benchmark that relates to this benchmark, but the expectation crosses types of writing and the principles are referred to in: ADP C9, ADP C10 and ADP E9.*

C.3.1.2.4-8.b Anticipate potential audience reaction and consider actual audience reaction (e.g., being aware of verbal and nonverbal cues given by the audience during a presentation) to improve media productions. *NOTE: There is no single benchmark that relates to this benchmark, but the expectation crosses types of writing and the principles are referred to in: ADP C9, ADP C10 and ADP E9.*

C.3.2 Producing Digital Media: Coherence and Cohesion

Effective organization is crucial to the success of various media productions – including video presentations, audio productions, Web sites, magazine and newspaper articles, and print advertisements. The organizational structures of each vary according to the purpose, intended audience and context. For a general idea regarding organization, please see the Writing strand, specifically C.1.2 Coherence and Cohesion.

C.3.3 Producing Digital Media: Technical Facility and Control

C.3.3.1.4-8 Use visual images, text, graphics, music and/or sound effects that relate to and support clear, explicit messages. *For example, "America the Beautiful" may serve as background music to a media tour of a national park or a short slide show that informs the audience of ways to avoid heat stroke may use "You Are My Sunshine" as background music.* (ADP G4)

Create ADP Products (P)

PRODUCT 1: INFORMATIONAL/EXPLANATORY ESSAY (P.1)

As students progress across the grade levels, they should draft informational or explanatory essays on topics that are increasingly complex. The draft of the *NAEP 2011 Writing Framework* defines writing to explain as writing that is:

*... designed to present information and ideas to others in a manner that aids understanding of the subject. Writing to explain commands a large portion of the K – 12 curriculum (Graham & Perin, 2006) where students write summaries, research reports and other explanatory tasks in all of their school subjects. Writing to explain is an everyday occurrence in the workplace and the adult world as well, where millions write informative e-mail messages, fill out applications and write instructions.*⁴

The Writing strand describes the development of general writing skills and abilities; please use these benchmarks in connection with those below. Also, please note that while the benchmarks below are specific to writing, students can also convey information via Speaking or Producing Digital Media. The benchmark criteria below can be modified accordingly.

The benchmarks for an effective informational essay progress across grades 6 – 8 in the following areas:

P.1.1 Topics, Development and Focus

- P.1.1.1 presenting a thesis that is focused and cogent
- P.1.1.2 making valid inferences and conclusions
- P.1.1.3 providing relevant details and/or examples to develop the thesis

P.1.2 Coherence and Cohesion

- P.1.2.1 creating a sustained, effective organizing structure appropriate to purpose, audience and context, with an effective introduction
- P.1.2.2 creating a sustained, effective organizing structure appropriate to purpose, audience and context, with an effective body

⁴ Achieve's English and Communication Benchmarks include separate strands for Research Essay and Work-Related Texts.

P.1.2.3 creating a sustained, effective organizing structure appropriate to purpose, audience and context, with an effective conclusion

These benchmarks are described in greater detail below.

P.1.1 Informational/Explanatory Essay: Topics, Development and Focus

P.1.1.1.6-8.a Summarize, explain and/or analyze a topic. *For example, read several articles about pioneers and compare and contrast the difficulties they had crossing the plains. (NAEP grade 8 example: A grade 8 NAEP explanatory writing task may ask students to analyze a process or write a response that summarizes and evaluates the main points of a brief reading passage.)* (ADP C9)

P.1.1.1.6-8.b Present a controlling idea that represents an explanation of the topic and explicitly or implicitly addresses the purpose of the writing. *For example, "The following summary of the novel provides an overview of the major characters and events in the book."* (ADP C9)

P.1.1.2.6-8 Make valid inferences and draw reasonable conclusions based on the evidence from somewhat challenging informational and technical texts. (ADP C9 and ADP F4)

P.1.1.3.6-8 Competently communicate more complicated ideas, insights or theories through relevant facts, concrete details, quotations, statistics or other information in support of the controlling idea. (ADP C9 and ADP C4)

P.1.2 Informational/Explanatory Essay: Coherence and Cohesion

P.1.2.1.6-8 Craft an introduction in which the thesis of a somewhat complicated informational essay is stated, a knowledgeable stance is conveyed and reader interest is developed. (ADP C3)

P.1.2.2.6-8.a Competently present a body of textual evidence that supports the presentation of challenging information. (ADP C9 and ADP C3)

P.1.2.2.6-8.b Connect ideas using a variety of transition strategies (e.g., transitional words and phrases, such as *as a result, in contrast, therefore, however*). (ADP C9 and ADP C3)

P.1.2.2.6-8.c Create an effective organizing structure based on more challenging information (e.g., description, compare/contrast, cause-and-effect). (ADP C9 and ADP C3)

P.1.2.3.6-8 Craft an appropriate and engaging conclusion that:

- Re-emphasizes the thesis and main idea; and,
- Makes a general statement or claim about the significance of the information analyzed. (ADP C9 and ADP C3)

PRODUCT 2: LITERARY ANALYSIS ESSAY (P.2)

As students progress across the grade levels, they should draft literary analysis essays on topics and literary works that are increasingly complex. The Writing strand describes the development of general writing skills and abilities; please use these benchmarks in connection with those below. Also, please note that while the benchmarks below are specific to writing, students can also convey literary analyses via Speaking or Producing Digital Media; the benchmark criteria below can be modified accordingly.

The Reading strand describes the progression of expectations for skills in reading; please see these benchmarks for additional information on reading literary texts, as much of the content of students' literary analysis essays will be a demonstration of their achievement of these literary-text reading skills.

The benchmarks for an effective literary analysis essay progress across grades 6 – 8 in the following areas:

P.2.1 Topics, Development and Focus

- P.2.1.1 selecting suitable topics for analysis
- P.2.1.2 developing a thesis that reflects an interpretation, analysis or evaluation of some element(s) of the literary work(s)
- P.2.1.3 making inferences about the literature
- P.2.1.4 including text evidence (passages, lines or specific reference to content from the work(s)) that demonstrates a deep understanding of the work(s) and supports the thesis
- P.2.1.5 interpreting literature and using knowledge of genre to enhance the interpretation (when relevant to topic developed)
- P.2.1.6 demonstrating a knowledge of literary context and foundational works (when relevant to topic developed)

P.2.2 Coherence and Cohesion

- P.2.2.1 sustaining a logical organizing structure, with an effective introduction
- P.2.2.2 sustaining a logical organizing structure, with an effective body
- P.2.2.3 sustaining a logical organizing structure, with an effective conclusion

These benchmarks are described in greater detail below.

P.2.1 Literary Analysis Essay: Topics, Development and Focus

- P.2.1.1.6-8.a** Focus on concrete elements (character, setting, plot) of more challenging literary work(s). (ADP H4 and ADP H9)
- P.2.1.1.6-8.b** Analyze a single concept, interpreting some aspect of a more challenging literary work or two more challenging works. *For example, discuss the importance of setting in Island of the Blue Dolphins by Scott O'Dell or discuss the theme of facing challenges in The Miracle Worker by William Gibson.* (ADP H4 and ADP H9)
- P.2.1.2.6-8** Present a thesis that represents a general evaluation or analysis or interpretation of more challenging literary work(s) and focuses on a specific element of the work(s). (ADP C9)
 - NOTE: See the scale for Text Complexity, specifically T.1.3 Literary Text, for literary works and a description of the characteristics of relatively uncomplicated, more challenging, somewhat complex and complex literary works.*
- P.2.1.3.6-8** Make valid inferences based on both obvious and subtle evidence in more challenging literary work(s). *For example, infer what can be learned about problem solving from The Adventures of Sherlock Holmes by Arthur Conan Doyle or infer what we can learn about World War I from The Red Badge of Courage by Stephen Crane.* (ADP C9)
- P.2.1.4.4-8.a** Include adequate and specific information in support of the thesis. (ADP C9)
- P.2.1.4.6-8.b** Include relevant details and quotations to develop the essay. (ADP C9)
- P.2.1.5.6-8.a** Recall the ideas, details and literary elements of works from various forms of literature (e.g., poetry, novel, biography, short story, essay, dramatic literature). (ADP H3)
- P.2.1.5.6-8.b** Analyze and interpret data. *For example, select poems from Ego Tripping and Other Poems for Young People by Nikki Giovanni and discuss the possible meanings of symbols in the poems or the effect of imagery in the poems.* (ADP H3)
- P.2.1.6.4-12** Demonstrate knowledge of foundational works of American literature and analyze foundational U.S. documents as they are relevant to the topic being developed in a literary analysis essay. (ADP H1)
 - For more discussion of students' skills in reading and analyzing foundational literary texts, please see the Reading strand.*

P.2.2 Literary Analysis Essay: Coherence and Cohesion

P.2.2.1.6-8 Craft an introduction in which the thesis of a literary essay on a more challenging literary work is stated and reader interest is developed. (ADP C3 and ADP C9)

P.2.2.2.6-8.a Present a body of information that supports the thesis about more complicated literary work(s). (ADP C3)

P.2.2.2.6-8.b Connect more complicated ideas using a variety of transition strategies. (ADP C3)

P.2.2.3.6-8 Craft a conclusion in which the thesis and the main points of the essay are re-emphasized and a more general statement or claim regarding the work and/or the author is made. (ADP C3 and ADP C9)

PRODUCT 3: ARGUMENTATIVE ESSAY (P.3)

As students progress across the grade levels, they should develop increasingly complex arguments. The Writing strand describes the development of general writing skills and abilities; please use these benchmarks in connection with those below. Also, please note that while the benchmarks below are specific to writing, students can also construct and convey arguments via Speaking or Producing Digital Media; the benchmark criteria below can be modified accordingly.

The Reading strand describes the progression of expectations for skills in reading; please see these benchmarks for additional, specific information on reading arguments. Some aspects of students' argumentative essays will demonstrate their level of skill in reading arguments. A student's ability to analyze arguments for such things as quality of the evidence, logical fallacies and devices used to persuade will be reflected in their ability to construct sound arguments.

The benchmarks for an effective argument progress across grades 6 – 8 in the following areas:

P.3.1 Topics, Development and Focus

P.3.1.1 presenting a thesis and claims that are identifiable, reasonable and sound

P.3.1.2 defending the position or claim(s) with precise and relevant evidence

P.3.1.3 evaluating connections between evidence, inference(s) and claim(s)

P.3.1.4 using a range of strategies to elaborate and persuade

P.3.2 Purpose and Audience

P.3.2.1 using language appropriate to and effective for purpose and audience

P.3.2.2 anticipating and refuting counterarguments based on audience and purpose

P.3.3 Coherence and Cohesion

P.3.3.1 creating a sustained, strong organizing structure, with an effective introduction with logical, clear transitions

P.3.3.2 creating a sustained, strong organizing structure, with an effective body and with logical, clear transitions

P.3.3.3 creating a sustained, strong organizing structure, with an effective conclusion

These benchmarks are described in greater detail below.

P.3.1 Argumentative Essay: Topics, Development and Focus

P.3.1.1.6-8 Present a position or point of view on an issue articulating both sides of a controversial position or claim. *For example, give both sides of an argument regarding whether or not students should be required to wear uniforms. NAEP Grade 8 Example: On the NAEP Writing assessment, persuasive writing tasks will ask writers to convince an audience to take action or change a viewpoint on a variety of topics important to others – e.g., peers, school, the nation. Grade 8 students will be expected to take a position and support it with reasons and detailed evidence.* (ADP E9)

P.3.1.2.6-8.a Communicate relevant facts, concrete details, quotations, statistics or other information in support of a more challenging argument. (ADP E9)

P.3.1.2.6-8.b Avoid common fallacies such as appeal to pity (*argumentum ad misericordiam*) or the personal attack (*argumentum ad hominem*). *For example “I deserve your support because I have had a difficult childhood,” or instead of discussing the issue, attacking the person who promotes it.* (ADP E9)

P.3.1.3.6-8 Through varied but relatively simple transitional language (e.g., *for example, like, as in*), show the connections between the supporting evidence, inferences and main claim(s). (ADP E3)

P.3.1.4.6-8 Use a variety of strategies, where appropriate, (such as descriptions, personal anecdotes, analogies, illustrations), to elaborate as well as to persuade the reader. (ADP E9)

P.3.2 Argumentative Essay: Purpose and Audience

P.3.2.1.6-8 Use formal or informal language that shows an awareness of the context of the situation. *For example, in trying to persuade a PTA to fund more field trips, a person may use language somewhat less formal than that used in a presentation to the school board.* (ADP C2)

P.3.2.2.6-8 Anticipate the reader’s need for additional information and address opposing viewpoints, depending on the purpose of the argument. (ADP E9)

P.3.3 Argumentative Essay: Coherence and Cohesion

P.3.3.1.6-8 Craft an introduction in which the position or claim is clearly stated with context that presents the author’s approach to the issue. (ADP C3)

P.3.3.2.6-8 Present a body of evidence that supports the argument with relevant evidence, connects more challenging ideas using a variety of transition strategies. (ADP C3)

P.3.3.3.6-8 Craft a conclusion that capably restates a more challenging thesis and considers some possible implications of the thesis. (ADP E9)

PRODUCT 4: RESEARCH ESSAY (P.4)

As students progress through the grade levels, they should research and draft research essays on topics that are increasingly complex. The Writing strand describes the development of general writing skills and abilities; please use these benchmarks in connection with those below. Also, please note that while the benchmarks below are specific to writing, students can also convey research findings via Speaking or Producing Digital Media; the benchmark criteria below can be modified accordingly.

The benchmarks for an effective research essay (or documented essay)⁵ progress across grades 6 – 8 in the following areas:

⁵ The expectation is that students will write extended documented essays, which may be original research but are not necessarily so. The term “research essay” is used because of its familiarity to the field and its use in ADP D5.

P.4.1 Topics, Development and Focus

- P.4.1.1 presenting a thesis
- P.4.1.2 identifying and evaluating sources for reliability, credibility, consistency and strength
- P.4.1.3 synthesizing information from a variety of sources
- P.4.1.4 marshaling evidence in support of a thesis or related claims
- P.4.1.5 paraphrasing and summarizing the range of arguments related to the thesis

P.4.2 Coherence and Cohesion

- P.4.2.1 sustaining a logical organizing structure, with an effective introduction
- P.4.2.2 sustaining a logical organizing structure, with an effective body
- P.4.2.3 sustaining a logical organizing structure, with an effective conclusion

P.4.3 Research Formatting Guidelines

- P.4.3.1 including accurate citations and references
- P.4.3.2 adhering to publishing guidelines for a research essay
- P.4.3.3 adhering to established format for a research essay
- P.4.3.4 using technology effectively to prepare the essay and to present information

These benchmarks are described in greater detail below.⁶

P.4.1 Research Essay: Topics, Development and Focus

- P.4.1.1.6-8.a** Narrow a topic so that the research process is manageable and the controlling idea is focused. *For example, choose a particular species of birds and investigate its habitat, noting why that habitat is successful for this species. Or write a report on the life of a favorite author and comment about how elements of his or her life are reflected in two of the author's books.* (ADP D1)
- P.4.1.1.4-8.b** Take and organize notes on what is known and what needs to be researched about the topic. (ADP D1)
- P.4.1.1.6-8.c** Focus on factual information and/or relevant theories. (ADP D1)
- P.4.1.2.6-8.a** Distinguish between primary and secondary sources, defining the characteristics of each and evaluating each for their benefits and limitations. (ADP D2 and ADP D5)
- P.4.1.2.6-8.b** Choose among sources provided and those found independently based on the usefulness, credibility and reliability of the resources. (ADP D2 and ADP D5)
- P.4.1.2.6-8.c** Identify reasons for choosing one source over another, including those found on Web sites. (ADP D2 and ADP D5)
- P.4.1.2.4-8.d** Identify the characteristics and limitations of source material. (ADP D2 and ADP D5)
- P.4.1.3.6-8** Incorporate information from multiple resource media. *For example, use resources such as those referenced by the College Board: student-generated data, such as interviews, observations and surveys; appropriate Internet sources; books; magazines; newspapers; encyclopedias.* (ADP F7)
- P.4.1.4.6-8.a** Provide relevant research information to develop and support a complicated topic. (ADP D5)

⁶ We have incorporated, when appropriate, examples from the College Board *Standards for College Success*, published in 2006, to elaborate and exemplify the content of the “backmapped” benchmarks.

P.4.1.4.6-8.b Analyze and interpret data in multiple forms on a familiar topic. *For example, interpret and analyze data provided in more than one form, such as a bar graph and a circle graph.* (ADP D5)

P.4.1.4.6-8.c Marshal evidence in various ways. *For example, marshal evidence in ways such as those referenced by the College Board: gathering relevant reasons, examples and facts; defining key terms and ideas; setting up comparisons.* (ADP D5)

P.4.1.5.6-10 Summarize, paraphrase and report research information supporting or refuting the thesis, as appropriate. (ADP D5)

P.4.2 Research Essay: Coherence and Cohesion

P.4.2.1.6-8 Craft an introductory paragraph in which a thesis statement(s) clearly presents the topic of the documented essay. (ADP D5)

P.4.2.2.6-8.a Present a body of well-developed and specific facts and information pertinent to the topic, developed as a series of paragraphs which support the topic. (ADP C3)

P.4.2.2.6-8.b Connect more complicated ideas using a variety of transition strategies. (ADP C3)

P.4.2.2.6-8.c Create an effective organizing structure based on more complicated research information (e.g. description, problem-solution, question-answer, compare and contrast, cause-and-effect). (ADP C3)

P.4.2.3.6-8 Craft a conclusion in which closure is provided, such as by restating the topic and summarizing findings. (ADP C3)

P.4.3 Research Formatting Guidelines

P.4.3.1.6-8.a Acknowledge source material (e.g., list sources). (ADP C6 and (ADP D5)

P.4.3.1.6-8.b Understand the differences between quoting, paraphrasing and summarizing. (ADP C6 and ADP D5)

P.4.3.1.6-8.c Quote, paraphrase or summarize text, ideas or other information taken from print or other electronic sources. (ADP C6 and ADP D5)

P.4.3.1.6-8.d Embed graphics with good accuracy and some skill, when appropriate. (ADP C6 and ADP D5)

P.4.3.2.4-12 Report findings within prescribed time and/or length requirements, as appropriate. (ADP D4)

P.4.3.3.6-10 Format text and graphics (using technology as appropriate), including:

- A title;
- A contents page;
- Numbered pages; and,
- Bibliography, following a standard format. (ADP C8)

P.4.3.4.6-8 Include graphics and illustrative material effectively to support research ideas in the text as appropriate. (ADP C7)

PRODUCT 5: WORK-RELATED TEXTS (P.5)

As students progress across the grade levels, they should develop increasingly sophisticated work-related texts, which would include, for example, such documents as memos, e-mails, correspondence, project plans, work orders, proposals, resumes, bios, abstracts, Web pages or talking points.

The Writing strand describes development of general writing skills and abilities; please use this strand in connection with those below. Also, please note that while the benchmarks below are specific to writing, students can also convey work-related information via Speaking or Producing Digital Media; the benchmark criteria below can be modified accordingly.

The benchmarks for effective work-related texts progress across grades 6 – 8 in the following areas:

P.5.1 Topics, Development and Focus

- P.5.1.1 producing a variety of work-related texts
- P.5.1.2 aligning the medium or format with the purpose for writing
- P.5.1.3 using different strategies to achieve the purpose for writing
- P.5.1.4 addressing audience needs
- P.5.1.5 anticipating potential problems or misunderstandings
- P.5.1.6 using accessible language
- P.5.1.7 providing sufficient explanation and support

P.5.2 Coherence and Cohesion

- P.5.2.1 creating a logical, effective organizing structure, within the confines of the given medium or format

P.5.3 Technical Facility and Control

- P.5.3.1 using a customary format that supports comprehension and enables readers to locate information quickly

These benchmarks are described in greater detail below.

P.5.1 Work-Related Texts: Topics, Development and Focus

- P.5.1.1.6-8** Create somewhat complicated work-related texts, such as instructions, directions, letters, bios, memos, proposals and reports. *For example, create a travel log which clearly explains and summarizes an imaginary trip, so that other students might want to take this trip.* (ADP C10)
- P.5.1.2.4-12** Select a medium or format appropriate to purpose for writing, and maintain focus on the purpose. *For example, write to inform, to persuade, to explain or clarify, to solve a problem or to instruct.* (ADP C10)
- P.5.1.3.4-8** Use some varied strategies to achieve different purposes. *For example, providing facts and details or including examples to illustrate.* (ADP C10)
- P.5.1.4.6-8** Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, background information, and word choice and tone. *For example, write a proposal to the principal for new lockers, assuming information the principal knows and providing what he or she does not know.* (ADP C10)
- P.5.1.5.4-8** Respond to opposing viewpoints and/or anticipate and answer potential questions from audience. (ADP C10)
- P.5.1.6.4-8** Use accurate and accessible vocabulary to convey meaning. (ADP C10)
- P.5.1.7.4-8** Provide accurate and relevant support for the main points in the text. (ADP C10)

P.5.2 Work-Related Texts: Coherence and Cohesion

- P.5.2.1.4-12** Select a medium or format appropriate to purpose for writing, and maintain focus on the purpose. *NOTE: The specific effective organizational structures will vary considerably by the type of work-related text developed.*

P.5.3 Work-Related Texts: Technical Facility and Control

- P.5.3.1.4-12.a** Follow customary formats. *For example, use salutation, closing and signature for business letters, and format for memos.* (ADP C10)
- P.5.3.1.6-8.b** Use varied techniques to format the text for reading efficiency and clarity. *For example, format by bulleting lists of ideas or putting data into tables or charts.* (ADP C10)

P.5.3.1.4-8.c Include formatting or visual elements to guide readers by highlighting specific categories of information and/or to signal transitions between steps (such as headings or bulleted lists). (ADP C10)

P.5.3.1.6-10.d Use graphics and illustrative material effectively to support ideas in the text as appropriate to content and medium. *For example, create a computer-generated drawing or graphic.* (ADP C10)

Work in Teams (W)

WORK TEAMS AND GROUP DISCUSSION (W.1)

As students progress across the grade levels, they should both develop their skills for working in teams and utilize those skills more effectively by working on increasingly complex tasks.

The benchmarks for working in teams and participating in group discussion progress across grades 6 – 8 in the following areas:

W.1.1 Speaking and Sharing in Teams and Groups

- W.1.1.1 contributing ideas
- W.1.1.2 asking questions
- W.1.1.3 gaining the floor
- W.1.1.4 invoking text resources

W.1.2 Listening to Ideas of Others in Teams and Groups

- W.1.2.1 listening to the ideas of others
- W.1.2.2 extracting essential information from others' input

W.1.3 Working in Teams

- W.1.3.1 understanding the purpose
- W.1.3.2 setting clear goals
- W.1.3.3 defining individuals' roles and responsibilities
- W.1.3.4 following specific tasks and timeline
- W.1.3.5 establishing protocols for respectful listening, speaking and sharing
- W.1.3.6 making decisions

These benchmarks are described in greater detail below.

W.1.1 Speaking and Sharing in Teams and Groups

W.1.1.1.6-8 Contribute appropriate and useful information and ideas that demonstrate a clear awareness of the context of the discussion and the goals of the group, and are purposeful in moving the team towards its goals and contributing to the topic of group discussion. *For example, "I think we need to get back to the*

question we are supposed to answer." (ADP B7)

W.1.1.2.6-8 Ask primarily relevant questions that move the team towards its goals and contribute to the topic of group discussion. (ADP B7)

W.1.1.3.4-8 Gain the floor in orderly ways, taking turns when speaking and listening and allowing others to speak without interruption. (ADP B7)

W.1.1.4.6-8 Consult and reference texts or other resources as a source for ideas or to support ideas under group discussion. (ADP B7)

W.1.2 Listening to Ideas of Others in Teams and Groups

W.1.2.1.4-12 Listen with civility to the ideas of others. (ADP B7)

W.1.2.2.6-8 Summarize and paraphrase essential information in others' input, and clarify points of agreement and disagreement. (ADP B7)

W.1.3 Working in Teams

W.1.3.1.6-8 Understand the purpose for working as a team and work according to that purpose. *For example, interpret literature by developing a skit, solve a problem, make a decision or edit and revise written work.* (ADP B7)

W.1.3.2.4-8 Set goals: Articulate the goals which have been provided for the team work and ask appropriate clarifying questions. (ADP B7)

W.1.3.3.6-8 Assign roles: Understand and meet responsibilities of various roles within the team, either assigned or determined by the group (e.g., reporter, recorder, information gatherer, leader). (ADP B7)

W.1.3.4.6-8 Follow specific task(s) and timeline for work: Identify task(s) needed to meet goal and purpose, and either meet assigned deadlines or set deadlines for completing each task. (ADP B7)

W.1.3.5.6-8 Establish protocols for listening, speaking and sharing: Maintain collaboration by ensuring that all appropriate ideas and contributions are respectfully acknowledged and valued by the team and follow prescribed method for doing this. *For example, list every idea in a brainstorming session before criticism is allowed.* (ADP B7)

W.1.3.6.6-8 Make decisions: Come to agreement by seeking consensus or following the majority, depending on the ground rules for decision making. (ADP B7)