

English and Communication Benchmarks, Grades 4 – 12

GRADES 11 – 12

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 11 – 12, 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 11 – 12 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 11 – 12*

In grades 11 – 12, students should engage with increasingly complex fiction and nonfiction texts that represent important cultural, historical and societal themes and ideas. Texts of varied levels of difficulty may be included in grades 11 – 12 in order to develop specific reading skills or target certain content or themes.

Educators should challenge students with texts that are increasingly 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 11 – 12 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

A.1.3 Analyzing Arguments Using Logic / Critical Thinking

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.1.3.1 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.1.1.1.9-12.a Use dictionaries, thesauruses and glossaries (printed and electronic) to determine the correct spelling and part of speech, clarify meaning and enhance understanding of a word, including distinguishing its connotation and denotation and tracing its etymology. (ADP A2)

A.1.1.1.11-12.b Use roots and affixes to determine or clarify the meaning of specialized vocabulary across the content areas (e.g., *antecedent, antebellum, circumference, millennium, millimeter, amphibian, heterogeneous, perimeter*). (ADP A3)

A.1.1.1.11-12.c Use the origins, history and evolution of words and concepts to enhance understanding. (ADP A3)

A.1.1.2.11-12.a In complex texts about abstract topics, analyze textual context (within sentence and in larger sections of the text) and the organizational conventions of genre to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words. *For example in social studies texts, students may clarify understanding of the phrase: 'natural law.' In literature, students might identify the meaning of "Injun" in Mark Twain's "Letter to 1365" by analyzing how Twain uses satire, dialect and colorful examples: "I know you only mean me a kindness, my dear 1365, but it is a most deadly Mistake. Please do not name your 'Injun' for me."* (ADP A4)

A.1.1.2.11-12.b Use prior reading knowledge and explicit study to identify the meaning of literary, classical and biblical allusions, including those which may be more obscure or extended. *For example, identify references to Phaeton and Icarus in Dante's Inferno.* (ADP A5)

A.1.1.2.11-12.c Identify the meaning of metaphors based on common literary allusions and conceits (e.g., *the dogs of war, a face that could launch a thousand ships, flying too close to the sun or Life's but a walking shadow, a poor player/that struts and frets his hour upon the stage/and then is heard no more: it is a tale/told by an idiot, full of sound and fury signifying nothing*); demonstrate understanding of idioms and phrases taken from other languages (e.g., *ad hoc, enfant terrible* or *cause celebre*). (ADP A5)

NOTE: For a more complete list of phrases, proverbs and idioms, see the Core Knowledge K-8 Sequence for Language Arts.

A.1.1.2.11-12.d Determine the appropriate meaning of figurative words and phrases in complex passages. *For example, determine the meaning of "The most learned philosopher knew little more. He had partially unveiled the face of Nature, but her immortal lineaments were still a wonder and a mystery. . . . I had gazed upon the fortifications and impediments that seemed to keep human beings from entering the citadel of nature, and rashly and ignorantly I had repined" – Mary Shelley.* (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.1.2.1.9-12.a Identify and interpret essential details in complex passages and interpret minor or subtle details in complex informational text. *For*

example, read Alexis de Tocqueville's Democracy in America and ascertain the distinctive qualities of the emerging democracy in the United States. (ADP F2)

A.1.2.1.9-12.b Identify/infer the main ideas in complex informational text. *For example, read John F. Kennedy's Inaugural Address and determine the central assertions he makes.* (ADP F2)

A.1.2.1.9-12.c Identify/infer and distinguish the essential and non-essential details that support the main idea of complex informational text. *For example, look at a product catalog and locate what elements of the text are crucial to its meaning and what text is redundant or unnecessary.* (ADP F2)

A.1.2.1.11-12.d Recognize clear, subtle or implied relationships among ideas (e.g., cause-effect, additive, comparative, sequential, adversative) in complex informational texts. *For example, compare interpretations of the cause and effect relationship of a significant event in Lincoln's life as described in David Donald's (1995) Lincoln and Stephen Oates' (1977) With Malice Toward None: A Life of Abraham Lincoln.* (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.1.2.1.9-12.e Make subtle inferences and draw complex conclusions. *For example, read excerpts from Stephen Hawking's Black Holes and Baby Universes and Other Essays evaluating how Hawking presents explicit information and draws conclusions about how the author subtly conveys his unstated philosophical assumptions about the subject.* (ADP F8)

A.1.2.2.11-12.a Summarize in a concise and well-organized way the main ideas, supporting details and relationships among ideas (presented as text and/or visuals) in complex informational and technical texts. *For example, describe the essential assertions presented in Martin Luther King's "I Have a Dream" speech and summarize the implied assertions within it.* (ADP F3 and ADP F4)

A.1.2.2.9-12.b Distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique. *For example, discuss orally or in writing why the theory of global warming is still controversial today, presenting and evaluating various critiques of the theory.* (ADP F3 and ADP F4)

A.1.2.2.11-12.c Synthesize information across multiple complex informational and technical texts and technical sources. *For example, read selections from John Locke's Second Treatise on Government, Montesquieu's Spirit of the Laws and Madison's Notes on the Constitutional Convention, as well as secondary sources like textbooks, and trace the history of the ideas presented in the Constitution of the United States.* (ADP F7)

A.1.2.3.11-12.a Analyze and evaluate the ways in which a complex text's elaborate or unconventional organizational structure supports or confounds its meaning or purpose. *For example, critique how newspapers organize and represent financial activity in the stock market in chronological, compare-contrast, problem-solution and cause-effect fashion.* (ADP F9)

A.1.2.3.9-12.b Recognize, analyze and evaluate the sophisticated and subtle uses, abuses and complex functions of verbal techniques, including ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement. *For example, analyze and evaluate the purposes for incongruities in excerpts of Samuel Pepys' Diary that chronicle his personal and professional life and experiences in the 1660s in London.* (ADP F10)

A.1.2.3.11-12.c Comprehend, interpret, evaluate and translate (from text to graphic or graphic to text) complex factual, quantitative, technical or mathematical information presented in maps, charts, graphs, time lines, tables and diagrams. *For example, use The Atlas of World History and translate graphical information from entries about the spread of agriculture in early civilizations into a text discussion of emerging trade patterns.* (ADP F15 and ADP A7)

A.1.2.3.11-12.d Evaluate complex informational and technical texts for their clarity, simplicity and coherence and for the appropriateness of their graphics and visual appeal. *For example, analyze and critique a college course catalog or an annual report, to determine whether the information is presented clearly and effectively; provide specific suggestions for how information might better be presented.* (ADP F3 and ADP F11)

A.1.2.4.11-12 Follow extended multi-tasked or multi-dimensional instructions in complex informational or technical texts. *For example, follow directions to upload text in HTML on a computer.* (ADP F1)

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

A.1.3.1.11-12.a Describe the structure of a multi-faceted argument with an unstated main claim or conclusion and explicit or implicit premises that may or may not use explicit indicators (e.g., hence, consequently, given). *For example, consider the following argument:*

All men are mortal

Socrates looks at the clock counting days.

Students should be able to identify explicit and implicit premises and conclusions, how they are connected and how conclusions are inferred from premises, how some conclusions are supported by definitions, some are supported by evidence, some lead to necessary conclusions and some lead to probable conclusions. (ADP E3)

A.1.3.1.9-12.b Analyze the elements of deductive and inductive arguments. *For example, read Ivars Peterson's The Mathematical Tourist: Snapshots of Modern Mathematics and examine how mathematicians use both inductive and deductive reasoning.* (ADP E7)

A.1.3.1.9-12.c Explain the different ways premises support conclusions in deductive and inductive arguments (where, if the premises of a deductive argument are all true and its form is valid, the conclusion is inescapably true—i.e., the conclusion is sound—and how the conclusion of an inductive argument provides the best or most probable explanation of the truth of the premises, but is not necessarily true—i.e., is weak or strong). *For example, read Galileo's Dialogue Concerning the Two Chief World Systems and evaluate the types of arguments he presents for and against the Copernican world view.* (ADP E7)

A.1.3.2.11-12.a Evaluate the relevance, quality and sufficiency of evidence used to support or oppose an argument. *For example, read A Mathematician Reads the Newspaper by John Allen Paulos and evaluate the misuse of statistics in newspaper reporting.* (ADP E4)

A.1.3.2.11-12.b Identify established methods (e.g., scientific, historical) used to distinguish between factual claims and opinions, and distinguish the role of factual claims and opinions within the body of argumentative texts. *For example, read in Scientific American the reporting on a controversial issue and identify the factual claims from opinion in the debate about the issue.* (ADP E1)

A.1.3.2.11-12.c Distinguish between evidence which is directly stated and evidence which is inferred or implied within an argument and evaluate the role of both within the argument. *For example, read William Faulkner's Nobel Prize acceptance speech and evaluate the implicit versus explicit claims he makes.* (ADP E1)

A.1.3.2.11-12.d Identify false premises and explain the role they play in argumentative and other texts. *For example, read James Baldwin's The Fire Next Time and explain the flawed beliefs that he identifies as sustaining the tension between races.* (ADP E2)

A.1.3.2.11-12.e Analyze common logical fallacies, such as the appeal to pity (*argumentum ad misericordiam*), the personal attack (*argumentum ad hominem*), the appeal to common opinion (*argumentum ad populum*) and the false dilemma (assuming only two options when there are more options available) and evaluate their role in an argument. *For example, read Pericles' "Funeral Oration" and examine its effectiveness and use of reasoning and rhetorical devices.* (ADP E5)

A.1.3.2.9-12.f Identify and analyze the stylistic and rhetorical devices that are used to persuade in written and oral communication. Recognize that these devices accompany arguments but are not necessarily logically connected to them (e.g., loaded terms, caricature, leading questions, false assumptions). *For example, analyze the rhetorical devices used by Winston Churchill's "We Will Never Surrender" speech and their relevance to the argument he made.* (ADP E6)

A.1.3.3.11-12.a Explain and evaluate complex relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions and claims in a variety of argumentative texts. *For example, explain and evaluate op-eds in the New York Times by Maureen Dowd and Paul Krugman.* (ADP F6)

A.1.3.3.11-12.b Analyze and explain how a variety of logical arguments reach different and possibly conflicting conclusions on the same topic. *For example, read and analyze arguments by Cleanth Brooks and Daniel Watkins about the meaning of the last lines of "Ode on a Grecian Urn."* (ADP E8)

A.1.4 Reading: Analyzing Literary Texts

A.1.4.1.11-12.a Demonstrate knowledge of 18th and 19th century foundational works of American literature. *For example, read Moby Dick by Herman Melville, works by Henry James and the Education of Henry Adams.* (ADP H1)

A.1.4.1.11-12.b Analyze foundational documents that have historical and literary significance in American culture. *For example, read the preamble to the U.S. Constitution and The Federalist Papers.* (ADP H2)

A.1.4.2.11-12.a Analyze how plot developments interact with characters' conflicts and dilemmas. (ADP H4)

A.1.4.2.11-12.b Analyze the function and effect of plot structure in complex literary texts. *For example, analyze how plot developments interact with the characters' conflicts in Ibsen's A Doll's House.* (ADP H4)

A.1.4.2.9-12.c Analyze the role and function of characters in a variety of literary texts, including complex texts. (ADP H4 and ADP H8)

A.1.4.2.9-12.d Analyze how authors develop complex, multilayered characters through use of literary devices (e.g., character actions, interaction among

characters, dialogue, physical attributes and characters' thoughts). (ADP H4 and ADP H8)

A.1.4.2.9-12.e Analyze the moral dilemmas in complex works of literature, as revealed by characters' motivation and behavior. *For example, what are Arthur's moral dilemmas regarding returning the sword in Le Morte D'Arthur? Does Odysseus procrastinate on his way home from Troy? Why or why not? Does he experience any moral dilemmas regarding his return home?* (ADP H4 and ADP H8)

A.1.4.2.9-12.f Identify ways that the plot shapes the character and presentation of moral dilemmas in complex text. (ADP H4 and ADP H8)

A.1.4.2.11-12.g Identify and analyze the setting (location and time) and how the setting, and changes in setting, impact plot, character, theme and tone in complex literary texts. *For example, explain the effect that shifts in time have on the reader's perception of the characters in Faulkner's "A Rose for Emily."*

A.1.4.2.11-12.h Analyze the narration and point of view in complex literary texts, in which the narrator and point of view may shift with multiple characters acting as narrators and/or with some characters serving as unreliable narrators. *For example, consider the narrator in F. Scott Fitzgerald's The Great Gatsby.* (ADP H4)

A.1.4.2.11-12.i Explain the impact of a particular point of view(s). *For example, consider the omniscient narrator in Hawthorne's The Scarlet Letter.* (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.1.4.3.11-12.a Consider genre characteristics when interpreting complex texts. (ADP H3)

A.1.4.3.11-12.b Demonstrate understanding that form relates to meaning. *For example, describe the differences in effect on the reader between a poem and an essay on the same topic, such as Frost's "Design" or Hardy's "Nature's Questioning" and a Stephen J. Gould essay on evolutionary biology.* (ADP H3)

A.1.4.3.11-12.c Identify, analyze and evaluate the effect and use of metrics, rhyme scheme (e.g., end, internal, slant, eye), rhythm, alliteration and other conventions of verse in complex poetry (including poetic forms such as lyric, blank verse, epic, sonnet, dramatic poetry). *For example, poetry in grades 11 – 12 may include selections from Chaucer's Canterbury Tales and Dante's epics; sonnets from William Shakespeare; works from Romantic poets such as Keats, Shelley and Wordsworth; and works from 20th century poets such as Auden and Yeats.* (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.1.4.3.11-12.d Identify elements of dramatic literature (for example, dramatic irony, soliloquy, stage direction and dialogue) in complex plays. *For example, analyze the development of characters through the dialogue in the plays of Tennessee Williams.* (ADP H6)

A.1.4.3.11-12.e Evaluate how the elements of dramatic literature articulate a playwright's vision. (ADP H6)

A.1.4.4.11-12.a Identify, analyze and explain the multiple levels of theme(s) of a complex literary text. (ADP H4 and ADP H9)

A.1.4.4.11-12.b Identify, analyze and evaluate the development of similar or contrasting themes across two or more literary texts of varying complexity. *For example, consider T.S. Eliot's The Love Song of J. Alfred Prufrock and Shakespeare's Hamlet.* (ADP H4 and ADP H9)

A.1.4.4.11-12.c Analyze works of literature for what they suggest about the historical period in which they were written. *For example, analyze what themes and characters' actions in Leo Tolstoy's War and Peace or Gustave Flaubert's Madame Bovary suggest about the historical period.* (ADP H7)

A.1.4.4.11-12.d Analyze texts to identify the author's attitudes, viewpoints and beliefs and to critique how these relate to the larger historical, social and cultural context of the texts. (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 11 – 12 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.2.1.1.11-12 Follow extended multi-tasked or multi-dimensional spoken instructions to perform a specific role in complex tasks, answer complex questions and solve complex problems. (ADP B1)

A.2.1.2.9-12 Identify/infer the thesis of a complex speech in which the ideas may be abstract, theoretical, and philosophical and in which the organization is not necessarily linear, but may proceed from point to point, and distinguish the essential and less-important details that may subtly elaborate it. *For example, Patrick Henry's "Give me liberty or give me death," George Washington's "Farewell Address," Mahatma Gandhi's "Quit India speech" or Nelson Mandela's "I am prepared to die."* (ADP B4)

A.2.1.3.9-12 Summarize concisely information presented orally by others including the purposes (explicit and implicit), major ideas (explicit and implicit) and supporting details or evidence, and demonstrate the ability to distinguish more important from less important details. (ADP B2)

A.2.1.4.9-12 Paraphrase accurately multiple, challenging ideas and information presented orally by others. (ADP B3)

A.2.1.5.11-12 Analyze and evaluate the effectiveness of the ways in which the style, structure and rhetorical devices of any speech support or confound its meaning or purpose, taking into account the speaker's nonverbal gestures, credibility and point of view. (ADP B5)

A.2.1.6.9-12 Listen actively in group discussions by asking clarifying, elaborating and synthesizing 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 11 – 12 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.3.1.1.11-12 Analyze and evaluate the effects on the audience of the sounds, visuals and language used in a wide array of mediated messages (including interactive media, television, radio, film and the Internet). *For example, consider a comparison of media attempts at propaganda in World War II as presented in an interactive media situation online.* (ADP G1)

A.3.1.2.11-12 Identify, analyze and evaluate the effectiveness of the relationship between visual elements (such as media images, painting, film and graphic arts) and verbal messages in virtually any media, emphasizing the cultural context, audience and purpose. (ADP G2)

A.3.1.3.11-12 Evaluate the effectiveness of conventional and unconventional visual and sound techniques and design elements (e.g., special effects, camera angles, lighting and music in television or film; layout, pictures and typeface in newspapers, magazines and print advertisements; layout, navigation, and links and interactive features on Web sites) to achieve specific purposes and deliver specific 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 11 – 12 in the following areas:²

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

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

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.1.1.11-12 Develop topics that primarily address unfamiliar and abstract concepts that are removed from the students' personal experiences; and require in-depth analysis. *For example, write a literary analysis essay on societal pressures as they affect a particular character in The Great Gatsby by F. Scott Fitzgerald; a research essay on women as portrayed in Chinese immigrant poetry; an informational essay on various theories regarding the collapse of the Mayan civilization.* (ADP C4)

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.

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.

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.1.1.2.9-12 Use a variety of strategies when appropriate (such as comparisons, anecdotes or detailed descriptions) to provide specific facts, concrete details, reasons and examples that support and amplify the thesis. (ADP C4)

C.1.1.3.11-12.a Develop and elaborate on ideas as appropriate to audience, and anticipate and respond to readers' potential questions and counterarguments. (ADP C9, ADP C10 and ADP E9)

C.1.1.3.11-12.b Include substantive, relevant, specific and compelling details to meet the needs of the audience and purpose. *For example, determine which is most important, informing or persuading; decide how much to feature counter-argument in the essay.* (ADP C9, ADP C10 and ADP E9)

C.1.2 Writing: Coherence and Cohesion

C.1.2.1.11-12.a Employ organizational structures that provide a focus and support for the purpose of the writing. *For example, beginning an analysis of an abstract concept such as tone in a short story with an example of text that exemplifies a strong tone that is returned to at relevant times within the body of the paper might effectively move the discussion of the topic.* (ADP C3)

C.1.2.1.11-12.b Use appropriate words and phrases to signal organizational patterns, and incorporate multiple patterns when appropriate (e.g., combine question-answer and compare-contrast and utilize cause-and-effect as one example of comparison). (ADP C3)

C.1.2.1.9-12.c Use text features (headings, subheadings, formatting) as appropriate to signal important points within the text. (ADP C3)

C.1.2.2.11-12 Maintain coherence through the effective use of transitions within and between sentences and paragraphs to connect, contrast and amplify ideas. (ADP C3)

C.1.3 Writing: Language and Technical Facility

C.1.3.1.11-12.a Use language with connotations that enhance the topic and suggest multiple interpretations if appropriate, considering audience and purpose. *For example, in her poem "The Fish," Elizabeth Bishop begins with the phrase, "I caught a tremendous fish"—a description that denotes the size but also other amazing qualities that support the poem's focus.* (ADP A6, ADP A7 and ADP C2)

C.1.3.1.11-12.b Use precise technical language purposefully for audience and purpose. (ADP A6, ADP A7 and ADP C2)

C.1.3.1.11-12.c Use compelling verbs and a variety of figurative language (e.g., irony, wordplay and puns, symbols) for effect to meet the needs of audience, purpose and style as appropriate. (ADP A6, ADP A7 and ADP C2)

C.1.3.2.11-12.a Use complete, clear sentence structures that vary for effect (e.g., combining short sentences, varying sentence beginnings, using a variety of sentence types, including fragments or questions for effect). (ADP A1)

C.1.3.2.11-12.b Control complex syntax for effect and incorporate more complex syntax (e.g., combine sentences and incorporate parallel structures). (ADP A1)

C.1.3.3.11-12.a Edit to craft a tone that helps to focus the message and the reader's response. (ADP C5)

C.1.3.3.11-12.b Effectively use language that subtly conveys by both connotation and denotation the writer's stance and attitude toward the topic. (ADP C5)

C.1.3.4.11-12.a Demonstrate control of Standard English through grammar, usage and mechanics (punctuation, capitalization and spelling) to support the clarity of expression in complex text. *For example, show increased variety of sentence structures, show increased variety and effectiveness of organizational patterns.* (ADP A1)

C.1.3.4.11-12.b Employ grammar, usage and mechanics as rhetorical tools, using incorrect structures as appropriate for effect. *For example, utilize short sentences or fragments for effect or have a single sentence paragraph for effect.* (ADP A1)

C.1.3.5.11-12 When other sources are used or referenced (such as in research, informational essays or literary essays), students will:

- Skillfully acknowledge source material (create a reliable bibliography, list of works cited and/or works consulted);
- Cite sources using a standard format appropriate to the discipline (such as MLA or APA), with a high degree of accuracy;
- Skillfully and strategically quote; paraphrase; or summarize text, ideas or other information taken from print or other electronic sources;
- Incorporate ideas and quotations effectively and correctly within text;

- Accurately and skillfully embed quotations from other sources; and,
- Accurately and skillfully embed graphics, when appropriate. (ADP C6)

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

C.1.4.1.9-12.a Generate notes while collecting information for writing, following a logical note-taking system. (ADP C1)

C.1.4.1.9-12.b Based on research, note-taking or other method of generating content, generate a detailed outline. (ADP C1)

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

C.1.4.2.11-12 Edit complex writing for mechanics (punctuation, capitalization), spelling, grammar (e.g., pronoun-antecedent relationship, use of modifying phrases), style (e.g., eliminating verbiage) and tone as appropriate to audience, purpose and context. (ADP C5)

C.1.4.3.9-12 Drawing on reader's comments, revise papers to:

- Ensure the thesis or research question is the focus of the paper;
- Develop or support ideas more fully;
- Address potential objections;
- Ensure effective and varied transitions between ideas and paragraphs;
- Ensure that the paper has an effective, clear beginning and ending;
- Correct errors in logic; and,
- Identify areas for further development or questions that remain. (ADP C4)

C.1.4.4.11-12.a Use more specialized software (e.g., Photoshop, Acrobat, Dreamweaver, Pagemaker) and basic software programs for written drafts and finished products; to incorporate visual and other graphics into basic text; and to create special formatting and effects to communicate ideas and information. (ADP C7 and ADP C8)

C.1.4.4.11-12.b Determine how, when and whether to employ technology instead of, or in addition to, written communication to most effectively convey complex ideas. (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 11 – 12 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.2.1.1.11-12 Include abstract and theoretical ideas, valid arguments, substantive and relevant details, and sound evidence to support complex points effectively. (ADP B6)

C.2.2 Speaking: Coherence and Cohesion

C.2.2.1.11-12 Organize oral presentation on a complex topic by breaking the topic into parts accessible to listeners, emphasizing key concepts or points, and closing with a recommendation or observation on the relevance of the subject to a wider context. (ADP B6)

C.2.2.2.9-12 Logically arrange ideas, signaling the grouping of related ideas and maintaining a consistent focus. (ADP B6)

C.2.2.3.9-12 Maintain coherence through the consistent and effective use of a variety of transitions between ideas to signal clear connections among ideas and to maintain coherence. *For example, use repeated language from previous point when introducing a new point, using signposts, such as "My third reason for believing as I do is"* (ADP B6)

C.2.2.4.11-12 Provide a coherent and effective conclusion that reinforces the presentation in a purposeful way; presents the topic in new light (e.g., as a call to action, placing the topic in context to emphasize its importance); and brings the talk to a clear and logical close. (ADP B6)

C.2.3 Speaking: Rhetorical Devices

C.2.3.1.11-12 Use effective rhetorical devices such as:

- Rhetorical questions to engage the audience;
- Parallelism and repetition to reinforce ideas;
- Analogies to convey complex ideas;
- Metaphors and similes to develop ideas on multiple levels;
- Attention to call attention to ideas and fix them in the audience's mind;
- Hyperbole or understatement for humor and impact;
- Antithesis to establish contrasting relationships; and,
- Personification to make an abstract element concrete. (ADP B6)

C.2.4 Speaking Facility

C.2.4.1.11-12 Employ presentation skills including:

- Make eye contact to engage listeners;
- Enunciate words clearly;

- Adjust speaking rate and use pauses for effect;
- Adjust speaking volume and pitch (inflection) for effect; and,
- Vary gestures skillfully and purposefully to support the message of the oral presentation. (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 11 – 12 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.3.1.1.11-12 Maintain a consistent focus on and control over explicit and implicit messages, skillfully using sophisticated media tools and elements (including visual, audio and graphic effects) and interactive features. *For example, students may create an interactive Web site that incorporates audio and/or video on a chosen aspect of a literary work studied.* (ADP G4)

C.3.1.2.9-12.a Demonstrate consistent and effective audience focus through purposeful choice of medium; compelling images, words and sounds; and focused 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.3.1.2.9-12.b Demonstrate awareness of the transactional nature of digital media (Internet) and mass media productions (film, TV) by considering audience in all stages of media production development, delivery and revision. *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.3.3.1.11-12 Effectively and purposefully employ conventional and unconventional visual images, text, graphics, music and/or sound effects (e.g., layout, pictures, typefaces in print media; camera shots, lighting, editing, dialogue, setting and sound in video productions; sound, dialogue and programming format in audio productions; layout, navigation, and dynamic and interactive features in on-line productions) to convey explicit and implicit messages and achieve the purposes in complex media presentations. *For example, a video presentation on career choices may include excerpts that range from job interviews to on-the-job scenes to explanations of the kinds of preparation needed for various careers.* (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 11 – 12 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.1.1.1.11-12.a Summarize, explain, interpret and/or analyze a complex topic. *For example, compare the descriptions of the causes of pioneer travel from a variety of primary and secondary sources and account for any variances in the materials. (NAEP grade 12 example: A grade 12 NAEP explanatory task might require students to analyze the causes of a problem, analyze similarities and differences between two events, or analyze data in a simple figure.)* (ADP C9)

P.1.1.1.11-12.b Present a thesis that focuses on a specific concept or idea and provides foundational support for an explanation, interpretation and/or an analysis of the topic and addresses the purpose of the writing. *For example, "According to two critical sources on Kafka's *Metamorphosis*, Gregor Samsa's transformation into a large bug stems from deep and longstanding problems with his father."* (ADP C9)

P.1.1.2.9-12 Make valid inferences and draw reasonable conclusions based on the evidence from complex informational and technical texts. (ADP C9 and ADP F4)

P.1.1.3.9-12.a Use evidence to effectively support perspective or firmly anchor the controlling idea. (ADP C9 and ADP C4)

P.1.1.3.9-12.b Effectively support complex ideas, insights or theories through substantial evidence including: relevant facts, concrete details, quotations, statistics or other information. (ADP C9 and ADP C4)

P.1.2 Informational/Explanatory Essay: Coherence and Cohesion

P.1.2.1.9-12 Craft an introduction in which the thesis of a complex informational essay is stated as the concluding sentence of an introductory paragraph or section; a knowledgeable stance is achieved; and varied details and techniques purposefully and effectively engage the audience. (ADP C3)

P.1.2.2.9-12.a Effectively present a text that advances and supports the presentation or analysis of complex information. (ADP C9 and ADP C3)

P.1.2.2.9-12.b Maintain coherence through the consistent and effective use of transitions within and between sentences and paragraphs (e.g., transitional words and phrases that compare/contrast, *similar to*, show sequence, *subsequently*, or indicate relative importance, *perhaps most importantly*). (ADP C9 and ADP C3)

P.1.2.2.9-12.c Create an effective organizing structure based on complex information (e.g., one that employs multiple structures within the overall organization, including description, compare/contrast, cause-and-effect, question-answer). (ADP C9 and ADP C3)

P.1.2.3.9-12 Craft a sophisticated and engaging conclusion that:

- Purposefully and effectively re-emphasizes the thesis and main points; and,
- Presents in a new light the analysis of information. (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 11 – 12 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.2.1.1.11-12.a** Focus on the relationship between the concrete elements (character, setting, plot) and the inferential, abstract elements (themes, symbols, motifs, style, characterization, effect on the audience) of complex literary work(s). (ADP H4 and ADP H9)
- P.2.1.1.11-12.b** Focus on a topic which allows for capable analysis of the ways in which themes and ideas are developed in one or in more than one more complex literary work(s). *Focus on a topic which allows for capable analysis of the ways in which themes and ideas are developed in one or in more than one more complex literary work(s).* (ADP H4 and ADP H9)
- P.2.1.2.11-12** Present a thesis that addresses the challenging aspects of complex literary work(s), provides foundational support for an interpretation or analysis of the work(s) and focuses on specific element(s) 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.2.1.3.11-12** Make valid inferences regarding complex literary work(s) based on evidence provided in the text, on prior knowledge of the context of the work's setting or on its genre characteristics. *For example, given knowledge of Dickensian novels, make inferences regarding the plot structure and the significance of this structure or discuss what can be inferred regarding justice in the time period described in *The Scarlet Letter* by Nathaniel Hawthorne.* (ADP C9)
- P.2.1.4.11-12.a** Fully and effectively support the thesis by including substantial, detailed textual support and text analysis and excluding extraneous information. (ADP C9)
- P.2.1.4.11-12.b** Firmly and effectively anchor the analysis with specific, relevant details and quotations from the literary work(s) and make comparisons to other relevant literary works. (ADP C9)
- P.2.1.4.11-12.c** Skillfully embed quotations and details from the literary work(s) within the context of a valid analysis of these examples. (ADP C9)
- P.2.1.5.11-12.a** Interpret 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.2.1.5.11-12.b** Accurately and critically analyze and interpret data. *For example, select poems by T.S. Eliot or Pablo Neruda and use understanding of poetry*

techniques to interpret the poems, recognizing subtler and deeper interpretations. (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.2.2.1.11-12 Craft an introduction in which the thesis of a literary essay on a complex literary work is effectively stated and varied details and techniques are purposefully and effectively used to engage the audience. (ADP C3 and ADP C9)

P.2.2.2.11-12.a Present a body of text that advances and supports the analysis of complex literary work(s). (ADP C3)

P.2.2.2.11-12.b Maintain coherence through the consistent and effective use of connective transitions within and between sentences and paragraphs. (ADP C3)

P.2.2.3.11-12 Craft an effective and purposeful conclusion in which the thesis is reiterated and, as appropriate, the analysis is presented in new light or a further judgment is made regarding the work, the author and/or the literary elements. (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 11 – 12 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.3.1.1.11-12 Present a position or point of view on a complex, multi-sided issue, articulating an extended argument with multiple claims. *For example, present arguments related to various search and seizure issues as they relate to students at school, such as drug testing and locker searches, discussing multiple claims connected with these arguments. NAEP Grade 12 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 12 students will be expected to compose a response that demonstrates an understanding of other perspectives through its development and organization of ideas and its language use, and that supports a position with reasons and evidence.* (ADP E9)

P.3.1.2.11-12.a Communicate extended relevant facts, concrete details, quotations, statistics or other information to strongly support a complex argument with more than one possible rebuttal. (ADP E9)

P.3.1.2.11-12.b Avoid common fallacies such as the appeal to pity (*argumentum ad misericordiam*), the personal attack (*argumentum ad hominem*), the appeal to common opinion (*argumentum ad populum*) and the false dilemma (assuming only two options when there are more options available). (ADP E9)

P.3.1.3.11-12 Analyze evidence and make explicit connections among evidence, inferences and claims to show how the evidence supports each main point of the argument (warrant) and to justify why the evidence credibly supports the main claims. (ADP E3)

P.3.1.4.9-12 Purposefully and effectively select and use a range of strategies (such as descriptions, anecdotes, case studies, analogies, illustrations) to elaborate as well as to persuade the reader. (ADP E9)

P.3.2 Argumentative Essay: Purpose and Audience

P.3.2.1.11-12 Use language (formal, informal) and select words that demonstrate an awareness of the context of the situation; reflect the purpose of the argument; and suggest expertise through use of technical and literary terms. *For example, in an argument on uses of a landfill, environmental terminology should be used appropriately; in a paper on the sickness imagery in *Hamlet*, the use of literary terminology is necessary.* (ADP C2)

P.3.2.2.11-12 Depending on the purpose of the argument, anticipate and address reader's multiple concerns and counterclaims with counterevidence and counterarguments, evaluating the strength of the counterclaims, counterevidence and counterarguments, and responding accordingly. (ADP E9)

P.3.3 Argumentative Essay: Coherence and Cohesion

P.3.3.1.9-12 Craft a clear, engaging introduction in which a position or series of claims are stated, a context is provided and the author's approach to the issue is implied through the selection of content and choice of language. (ADP C3)

P.3.3.2.9-12 Present a body of evidence that presents a series of claims and counterclaims, supports the claims with relevant evidence and appropriate inferences and maintains coherence through the consistent and effective use of connective transitions between sentences and paragraphs. (ADP C3)

P.3.3.3.11-12 Craft a conclusion that skillfully restates a complex thesis, draws conclusions about its importance, describes insights gained and considers how the thesis applies to other questions or issues. (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 11 – 12 in the following areas:

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.4.1.1.11-12.a Focus on a complex topic that is sufficiently narrow to examine the topic in depth. *For example, choose a species of bird, researching its habitat,*

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.

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.

and identify a problem or issue related to habitat, and frame a focused research question about this issue, exploring the complexity of the particular issue by dealing with multiple perspectives; or compare and contrast two authors from similar backgrounds and critically analyze how their backgrounds connect to or deviate from their work. (ADP D1)

P.4.1.1.11-12.b Take and organize notes on relevant knowledge, identifying multiple perspectives and areas for research. (ADP D1)

P.4.1.1.11-12.c Focus on relevant data that are complex and theoretical, as well as factual. (ADP D1)

P.4.1.2.11-12.a Reference relevant primary, secondary and tertiary sources, demonstrating a systematic search by including resources that are: written by authorities in the topic area; written for an informed audience in the field; recent (in topics for which timeliness is essential); and important, but less-easily obtained (e.g., primary sources or articles from outside the school library system). (ADP D2 and ADP D5)

P.4.1.2.9-12.b Evaluate resources for their credibility, reliability, strengths and limitations, using criteria appropriate to the discipline. *For example, a research paper on a science topic should draw from the newest research and sources, while one for a history topic should draw on older primary documents as well as contemporary secondary resources.* (ADP D2 and ADP D5)

P.4.1.2.9-12.c Demonstrate ability to distinguish between reliable and unreliable resources by choosing reliable resources and not relying too heavily on any one resource. (ADP D2 and ADP D5)

P.4.1.3.11-12 Synthesize resources that have been evaluated for quality and appropriateness. *For example, use resources such as those referenced by the College Board: student-generated data, such as interviews with experts in a field, observations and surveys; appropriate Internet sources; books; professional journals; periodicals; documentaries.* (ADP F7)

P.4.1.4.11-12.a Provide relevant research information to develop and support effectively a complex research question specific to a discipline or discourse style. (ADP D5)

P.4.1.4.11-12.b Accurately and critically analyze and interpret data in multiple formats on an unfamiliar topic. (ADP D5)

P.4.1.4.11-12.c Marshal evidence in varied ways to meet the needs of the research question. *For example, marshal evidence in ways such as those referenced by the College Board: gathering relevant reasons, examples and facts; defining key terms; setting up comparisons; analyzing relationships such as cause and effect; analyzing connections to past events; predicting future outcomes; summarizing, analyzing, comparing and evaluating, and synthesizing information from multiple sources; summarizing, analyzing, comparing and evaluating multiple points of view, listing the strengths and weaknesses of each and identifying bias.* (ADP D5)

P.4.1.5.11-12 Paraphrase, summarize and report the full range of relevant research information supporting or refuting the thesis, as appropriate. (ADP D5)

P.4.2 Research Essay: Coherence and Cohesion

P.4.2.1.11-12 Craft an introductory section in which:

- A research question is stated or implied;
- The complexity of the research question is reflected;
- A clear perspective or point of view is stated or implied;
- Necessary terms or concepts are defined; and,
- The thesis is placed in the context of multiple perspectives when appropriate. (ADP D5)

P.4.2.2.11-12.a Present a body of well-developed and specific facts and information that purposefully and effectively develop and support a complex research question. (ADP C3)

P.4.2.2.11-12.b Maintain coherence through the consistent and effective use of connective transitions within and between sentences and paragraphs. (ADP C3)

P.4.2.2.11-12.c Create an effective organizing structure based on complex research information, sometimes using multiple organizing structures within the essay. (ADP C3)

P.4.2.3.11-12 Craft an effective conclusion in which the research question is answered, the significance of the research findings is explained, recommendations, as appropriate, are made and future research needs, as appropriate, are suggested. (ADP C3)

P.4.3 Research Formatting Guidelines

- P.4.3.1.11-12.a** Skillfully acknowledge source material (create a reliable bibliography or list of works cited and/or works consulted). (ADP C6 and (ADP D5)
- P.4.3.1.11-12.b** Cite sources using a standard format appropriate to the discipline (such as MLA or APA), with a high degree of accuracy. (ADP C6 and ADP D5)
- P.4.3.1.11-12.c** Skillfully and strategically quote, paraphrase or summarize text, ideas or other information taken from print or other electronic sources. (ADP C6 and ADP D5)
- P.4.3.1.11-12.d** Incorporate ideas and quotations effectively and correctly within text. (ADP C6 and ADP D5)
- P.4.3.1.11-12.e** Accurately and skillfully embed quotations from other sources. (ADP C6 and ADP D5)
- P.4.3.1.11-12.f** Accurately and skillfully embed graphics, 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.4.3.3.11-12** Format text and graphics (using technology as appropriate), including:
- A title;
 - An abstract, when appropriate;
 - A contents page;
 - Numbered pages; and,
 - Bibliography, following a standard format appropriate to the subject matter. (ADP C8)
- P.4.3.4.11-12** Use complex graphics and illustrative material effectively to support and enhance research ideas in the text as appropriate, demonstrating an understanding of which concepts can be better addressed graphically to support reader understanding. (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 11 – 12 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.5.1.1.11-12 Create sophisticated, complex work-related texts, such as instructions, directions, letters, bios, memos, proposals, project plans, work orders and reports. *For example, write a bio designed for a particular job application, and then another for a different job, showing how the bio could vary according to the intended audience.* (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.5.1.3.9-12 Purposefully and effectively vary strategies to achieve complex purposes, including:

- Providing facts and details;
- Describing or analyzing the subject;
- Explaining benefits or limitations;
- Comparing or contrasting; and,
- Providing a scenario to illustrate. (ADP C10)

P.5.1.4.11-12 Sustain consistent and effective focus on audience through medium or format, supporting ideas, and word choice and tone. *For example, write a plan for an independent study project to a teacher, anticipating any objections and addressing them, while proposing benefits for both the student and the teacher.* (ADP C10)

P.5.1.5.9-12 Anticipate, synthesize and respond to counterarguments and/or anticipate potential problems, mistakes and misunderstandings that might arise for the audience. (ADP C10)

P.5.1.6.9-12 Use language precisely, purposefully and effectively, considering audience and purpose by translating technical language into non-technical English. (ADP C10)

P.5.1.7.9-12 Provide specific, relevant and accurate ideas and extended examples and comparisons appropriately to purposefully and effectively support 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.5.3.1.11-12.b Format text purposefully and effectively to support comprehension and enable the reader to find information quickly and easily. *For example, format by designing graphics to convey complex information.* (ADP C10)

P.5.3.1.9-12.c Purposefully and effectively employ formatting and varied visual elements to guide the reader (including headings, bulleted lists and effective use of white space on the page). (ADP C10)

P.5.3.1.11-12.d Include clear and purposeful illustrative material to effectively support ideas in the text as appropriate to content and medium and design graphics with consideration to visual appeal for audience. *For example, create a computer-generated drawing, graphic, table, or chart that uses color, font and proportions effectively.* (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 11 – 12 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.1.1.1.11-12.a Contribute relevant, appropriate, essential and unique information and independent ideas or judgments that move the team towards its goals and

contribute to the topic of group discussion. (ADP B7)

W.1.1.1.11-12.b Analyze and evaluate the prior knowledge, experience, beliefs and emotional state of other group members, and use this evaluation to build effectively on the ideas of others to achieve goals. *For example, "Perhaps we should step back for a minute and look at what we know to be true ..." or "Maybe there's a compromise ... if we put 'X' and 'Y's ideas together."* (ADP B7)

W.1.1.1.11-12.c Effectively employ speaking strategies designed to achieve group goals. *For example, monitor whether other team members are understanding and following discussion, seek additional ideas, summarize progress.* (ADP B7)

W.1.1.2.11-12 Ask relevant and sometimes challenging questions that focus, examine and extend the team's movement towards its goals or deepen the topic of group discussion. (ADP B7)

W.1.1.3.11-12 Gain the floor in orderly, respectful ways that demonstrate a sense of timing for when to best offer dissent or contribute new ideas, and respond with civility to or constructively critique the ideas of others. (ADP B7)

W.1.1.4.9-12 Identify the needs of the team or group and evaluate and share various resources (texts, experts, Web sites) as sources to expand the ideas of the team or group. (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.1.2.2.11-12 Clarify, summarize and paraphrase essential information in others' input and synthesize it or build upon it to further the team's progress toward the goal or enhance the group's discussion. (ADP B7)

W.1.3 Working in Teams

W.1.3.1.9-12 Understand the purpose for working as a team and work according to that purpose. *For example, interpret literature through an art project or an oral or musical presentation, write or critique a proposal, solve a problem, make a decision or edit and revise written work.* (ADP B7)

W.1.3.2.11-12 Set goals: Articulate the goals for the team work based on a general task assigned or develop a task and specific goals based on general criteria provided. (ADP B7)

W.1.3.3.9-12 Assign roles: Assign roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team, and gain increasing skill at adopting different roles within the group and moving more flexibly between roles as needed. (ADP B7)

W.1.3.4.9-12 Follow specific task(s) and timeline for work: Identify task(s) needed to meet goal and purpose, including purposefully identifying tasks that are best completed as a team vs. tasks best completed individually, and set deadlines for completing each task. (ADP B7)

W.1.3.5.11-12 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 establish group agreements about how the group will do this. (ADP B7)

W.1.3.6.11-12 Make decisions: Show ability to follow ground rules for decision making. When allowed a choice, come to a decision by purposefully using varied processes including consensus and following the majority. (ADP B7)