



**Side-by-Side Comparison of the Common Core College and Career Readiness Standards for
Reading, Writing, and Speaking and Listening
(Draft for Review and Comment, September 17, 2009)
to the American Diploma Project Benchmarks (ADP) for English (2004)**

Purpose

The purpose of this side-by-side comparison is to provide information to the states regarding the alignment of the ADP English Benchmarks with the newly developed Common Core College and Career Readiness Standards for Reading, Writing, and Speaking and Listening. We hope this side-by-side proves helpful as the states formulate feedback on the quality and content of these standards. The standards will be revised based on state feedback and additional evidence.

Background

The Common Core College and Career Readiness Standards for Reading, Writing, and Speaking and Listening are meant to describe the essential skills and knowledge students will need to be ready to succeed in entry-level, credit-bearing academic college courses (e.g., English, mathematics, sciences, social sciences, humanities) in two- and four-year institutions and high skilled careers. In addition, the Common Core Standards are intended to be focused, clear, and internationally benchmarked. [Note: The Common Core Standards will be followed by K-12 standards that provide greater detail about the expectations for students at each level.]

Side-by-side comparison chart

The side-by-side comparison chart shows the correspondence between the Common Core Standards and the ADP Benchmarks for English (2004). Following the side-by-side chart is a list of the ADP Benchmarks for which Achieve found no corresponding Common Core Standards. [Note: Comparisons are always a matter of professional judgment, and other experts may have different impressions. In addition, the strength of the match varies from standard to standard.]

Organization of the respective documents

The **Common Core College and Career Readiness Standards for Reading, Writing, and Speaking and Listening** are divided into three main sections: strands, applications, and supporting materials.



Strands

There are three *strands*: Reading, Writing, and Speaking and Listening. Although each strand is presented discretely for ease of understanding, the document should be considered a coherent whole.

The three strands are each in turn divided into two sections: *Standards for Range and Content* and *Standards for Student Performance*.

Standards for Range and Content

The Standards for Range and Content in each strand describe the contexts in which college- and career-ready students must be able to read, write, speak, and listen. Rather than merely supplement or illustrate the numbered list of Standards for Student Performance, the Standards for Range and Content are themselves required and carry equal force.

Standards for Student Performance

The Standards for Student Performance in each strand enumerate the essential skills and understandings that students who are college and career ready in reading, writing, and speaking and listening must have no later than the end of high school.

Applications

Rather than having an additional set of standards that would largely duplicate those already in Reading, Writing, and Speaking and Listening, the document includes Research and Media application sections that draw upon standards already in those strands.

Supporting Materials

Reading Exemplars are provided, as well as brief performance examples that exemplify the level and complexity of required student performances. Writing Exemplars will be included in a later draft.

The **American Diploma Project Benchmarks** (2004) are organized into the following strands:

A. Language



- B. Communications
- C. Writing
- D. Research
- E. Logic
- F. Informational Text
- G. Media
- H. Literature

The ADP Benchmarks are accompanied by sample tasks from postsecondary faculty and employers that illustrate what students will encounter in college and on the job. They may be found at www.achieve.org.

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We hope this side-by-side comparison will be helpful to you as you consider the Common Core College and Career Readiness Standards. Please let us know if you have any questions.

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American Diploma Project (ADP) Benchmarks Addressed in the Common Core College and Career Readiness Standards for Reading, Writing, and Speaking and Listening Draft for Review and Comment, September 17, 2009

Note: Underlined text in some ADP Benchmarks indicates the particular element of the benchmark that is addressed by the corresponding Common Core Standard

Common Core College and Career Readiness Standards for Reading, Writing, and Speaking and Listening	American Diploma Project (ADP) Benchmarks
Core Standards for Reading Informational and Literary Texts	
Standards for the Range and Content of Student Reading	
<p>A. Complexity: A crucial factor in readiness for college and careers is students' ability to comprehend complex texts independently. In college and careers, students will need to read texts characterized by demanding vocabulary, subtle relationships among ideas or characters, a nuanced rhetorical style and tone, and elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood.</p>	<p>In English, for example, it is not enough to ask high school students to analyze texts. According to employers and postsecondary faculty, students must have been expected to analyze particular kinds of rigorous texts, so that as graduates they will be prepared to meet the demands that face them after high school. For this reason, the ADP English benchmarks are to be used in close coordination with the reading lists developed by two ADP partner states, Indiana and Massachusetts. These lists, which directly follow the benchmarks, were developed in thorough and inclusive processes in those states. They not only define the quality and complexity of reading expected of all high school graduates, but also suggest a common level of "cultural literacy" expected of all high school graduates, including representative works of various cultures both within and beyond the United States. (<i>Ready or Not: Creating a High School Diploma that Counts</i>, Achieve, 2004; pages 22-23).</p>
<p>B. Quality: The literary and informational texts chosen for study should be rich in content and in a variety of disciplines. All students should have access to and grapple with works of exceptional craft and thought both for the insights those works offer and as models for students' own thinking and writing. These texts should include classic works that have broad resonance and are alluded to and quoted often, such as influential political documents,</p>	<p>H1. Demonstrate knowledge of 18th and 19th century foundational works of American literature. H2. Analyze foundational U.S. documents for their historical and literary significance (for example, The Declaration of Independence, the Preamble to the U.S. Constitution, Abraham Lincoln's "Gettysburg Address," Martin Luther King's "Letter from Birmingham Jail").</p>

Common Core College and Career Readiness Standards for Reading, Writing, and Speaking and Listening	American Diploma Project (ADP) Benchmarks
foundational literary works, and seminal historical and scientific texts. Texts should also be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives.	
<p>C. Vocabulary: To be college and career ready, students must encounter and master a rich vocabulary. Complex texts often use challenging words, phrases, and terms that students typically do not encounter in their daily lives. Specific disciplines and careers have vocabularies of their own. Attentive reading of sophisticated works in a wide range of fields, combined with close attention to vocabulary, is essential to building comprehension and knowledge.</p>	<p>A6. Recognize nuances in the meanings of words; choose words precisely to enhance communication.</p> <p>A7. Comprehend and communicate quantitative, technical and mathematical information.</p>
<p>D. Range: Students must be able to read a variety of literature, informational texts, and multimedia sources in order to gain the knowledge base they need for college and career readiness.</p>	
<p>Literature: Literature enables students to access through imagination a wide range of experiences. By immersing themselves in literature, students enlarge their experiences and deepen their understanding of their own and other cultures. Careful reading of literature entails attentiveness to craft and details of design, which has broad value for students' work in college and career environments.</p>	<p>H3. Interpret significant works from various forms of literature: poetry, novel, biography, short story, essay and dramatic literature; use understanding of genre characteristics of text.</p>
<p>Informational Text: Because most college and workplace reading is nonfiction, students need to hone their ability to acquire knowledge from informational texts. Workplace and discipline-specific reading will often require students to demonstrate persistence as they encounter a large amount of unfamiliar and often technical vocabulary and concepts. Students must</p>	<p>A7. Comprehend and communicate quantitative, technical and mathematical information.</p> <p>D2. Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews and surveys.</p> <p>F7. Synthesize information from multiple informational and technical sources.</p>



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<p>demonstrate facility with the features of texts particular to a variety of disciplines, such as history, science, and mathematics.</p>	
<p>Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects.</p>	<p>G1. Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet for their ability to inform, persuade and entertain (for example, anecdote, expert witness, vivid detail, tearful testimony and humor).</p> <p>G3. Recognize how visual and sound techniques or design (such as special effects, camera angles and music) carry or influence messages in various media.</p>
<p>E. Quantity: Students must have the capacity to handle independently the quantity of reading material, both in print and online, required in college and workforce training. Studies show that the amount of reading students face in high school is often far lower than that required for typical first-year college courses. Students need to be able to perform a close reading of a much higher volume of texts and to sort efficiently through large amounts of print and online information in search of specific facts or ideas.</p>	
Standards for Student Performance: Reading	
<p>1. Determine both what the text says explicitly and what can be inferred logically from the text.</p>	<p>F8. Draw conclusions based on evidence from informational and technical texts.</p> <p>C9. Write an academic essay.</p> <ul style="list-style-type: none"> • makes valid inferences
<p>2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.</p>	<p>C9. Write an academic essay.</p> <ul style="list-style-type: none"> • supports judgments with relevant and substantial evidence and well-chosen details; <p>F8. Draw conclusions based on evidence from informational and technical texts.</p>

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	E9. Construct arguments <ul style="list-style-type: none"> clarify and defend positions with precise and relevant evidence
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.	D5. Write an extended research essay <ul style="list-style-type: none"> paraphrases and summarizes with accuracy and fidelity the range of arguments and evidence supporting or refuting the thesis, as appropriate; F3. <u>Summarize</u> informational and technical texts and explain the visual components that support them.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.	F2. Identify the <u>main ideas</u> of informational text and determine the essential elements that elaborate them. H9. Identify and explain the <u>themes</u> found in a single literary work; analyze the ways in which similar themes and ideas are developed in more than one literary work.
5. Determine when, where, and why events unfold in the text, and explain how they relate to one another. <i>Note: These Standards for Student Performance, as is the case for every strand, must be demonstrated across the Range and Content from the preceding page. They are meant to apply to fiction and nonfiction. For example:</i> <ul style="list-style-type: none"> “Determine when, where, and why events unfold” applies to plot and setting in literature as well as the sequence of a scientific procedure. 	F6. Identify interrelationships between and among <u>ideas and concepts</u> within a text, such as cause-and-effect relationships. H4. Analyze the setting, <u>plot</u> , theme, characterization and narration of classic and contemporary short stories and novels.
6. <u>Analyze the traits, motivations, and thoughts of individuals</u> in fiction and non-fiction based on how they are described, what they say and do, and how they interact. <i>Note: These Standards for Student Performance, as is the case for every strand, must be demonstrated across the Range and Content from the preceding page. They are meant to apply to fiction and nonfiction. For example:</i>	H4. Analyze the setting, plot, theme, <u>characterization</u> and narration of classic and contemporary short stories and novels. H8. Analyze the moral dilemmas in works of literature, as revealed by characters’ <u>motivation</u> and behavior.

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<ul style="list-style-type: none"> “Analyze the traits, motivations, and thoughts of individuals...” applies to studying characters in fiction and figures in historical texts. 	
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.	A4. Use context to determine the meaning of unfamiliar words. A6. Recognize nuances in the meanings of words; choose words precisely to enhance communication.
8. Analyze how specific word choices shape the meaning and tone of the text.	A6. <u>Recognize nuances in the meanings of words</u> ; choose words precisely to enhance communication.
9. Analyze how the text’s organizational structure presents the argument, explanation, or narrative.	B5. Analyze the ways in which the style and <u>structure</u> of a speech support or confound its meaning or purpose. E3. <u>Describe the structure of a given argument</u> ; identify its claims and evidence; and evaluate connections among evidence, inferences and claims. F9. Analyze the ways in which a text’s <u>organizational structure</u> supports or confounds its meaning or purpose.
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.	F2. Identify the main ideas of informational text and <u>determine the essential elements that elaborate them</u> . F3. Summarize informational and technical texts and <u>explain the visual components that support them</u> .
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.	F5. Interpret and use information in maps, charts, graphs, time lines, tables, diagrams. A7. Comprehend and communicate quantitative, technical, mathematical information.
12. Extract key information efficiently in print and online using text features and search techniques.	D2. Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews and surveys.
13. Ascertain the origin and credibility of print and online	D3. Make distinctions about the credibility, reliability, consistency,



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sources.	strengths and limitations of resources, including information gathered from Web sites. D2. Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews and surveys.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.	E1. Distinguish among facts and opinions, evidence and inferences. E2. Identify false premises in an argument. E3. Describe the structure of a given argument; identify its claims and evidence; and evaluate connections among evidence, inferences and claims. E4. Evaluate the range and quality of evidence used to support or oppose an argument.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.	E8. Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.	
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.	F1. Follow instructions in informational or technical texts to perform specific tasks, answer questions or solve problems. F3. Summarize informational and technical texts and explain the visual components that support them. F7. Synthesize information from multiple informational and technical sources. F8. Draw conclusions based on evidence from informational and technical texts.
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.	A7. Comprehend and communicate quantitative, technical, mathematical information. F2. Identify the main ideas of informational text and determine the essential elements that elaborate them.

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	<p>F3. Summarize informational and technical texts and explain the visual components that support them.</p> <p>F7. Synthesize information from multiple informational and technical sources.</p> <p>F8. Draw conclusions based on evidence from informational and technical texts.</p>
Core Standards for Writing	
Standards for the Range and Content of Student Writing	
<p>A. Purpose: Make an Argument: While many high school students have experience presenting their opinions, they need to be able to make arguments supported by evidence in order to be ready for careers and college. Students must be able to frame the debate over a claim, present the reasoning and evidence for the argument, and acknowledge and address its limitations. In some cases, students will make arguments to gain entry to college or to obtain a job, laying out their qualifications or experience. In college, students might defend an interpretation of a work of literature or of history; in the workplace, employees might write to recommend a course of action.</p>	<p>E9. Construct arguments (both orally and in writing) that:</p> <ul style="list-style-type: none"> • develop a thesis that demonstrates clear and knowledgeable judgment; • structure ideas in a sustained and logical fashion; • use a range of strategies to elaborate and persuade, such as descriptions, anecdotes, case studies, analogies and illustrations; • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning; • anticipate and address the reader’s concerns and counterclaims; and provide clear provide clear and effective conclusions.
<p>Inform or Explain: In college and in workforce training, writing is a key means for students to show what they know and to share what they have seen. Writing to inform or explain often requires students to integrate complex information from multiple sources in a lucid fashion. Explanations can take the form of laying out facts about a new technology or documenting findings from historical research; well-crafted explanations often make fresh</p>	<p>F7. Synthesize information from multiple informational and technical sources.</p> <p>A7. Comprehend and communicate quantitative, technical and mathematical information.</p> <p>C10. Produce work-related texts (for example, memos, e-mails, correspondence, project plans, work orders, proposals, bios) that:</p> <ul style="list-style-type: none"> • address audience needs, stated purpose and context;

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<p>connections and express ideas creatively.</p>	<ul style="list-style-type: none"> • translate technical language into non-technical English; • include relevant information and exclude extraneous information; • use appropriate strategies, such as providing facts and details, describing or analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate; • anticipate potential problems, mistakes and misunderstandings that might arise for the reader; • create predictable structures through the use of headings, white space and graphics, as appropriate; and • adopt a customary format, including proper salutation, closing and signature, when appropriate.
<p>B. Audience: Students must adapt their writing so that it is appropriate to the audience by choosing words, information, structures, and formats that conform to the conventions of the discipline in which they are writing. The form and use of evidence in literary analysis, for example, are likely to be quite different from those in geology or business. Students must also be able to consider their audience’s background knowledge and potential objections to an argument.</p>	<p>C2. Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication.</p> <p>C9. Write an academic essay (for example, a summary, an explanation, a description, a literary analysis essay) that:</p> <ul style="list-style-type: none"> • develops a thesis; • creates an organizing structure appropriate to purpose, audience and context; • includes relevant information and excludes extraneous information; • makes valid inferences; • supports judgments with relevant and substantial evidence and well chosen details; and • provides a coherent conclusion.
<p>C. Situation: <i>On-demand Writing:</i> Students must have the flexibility, concentration, and fluency to produce high-quality first-</p>	

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<p>draft text under a tight deadline. College and career readiness requires that students be able to write effectively to a prompt on an exam or respond quickly yet thoughtfully to a supervisor’s urgent request for information.</p>	
<p>Writing over Time: Students must be able to revisit and make improvements to a piece of their writing over multiple drafts when circumstances encourage or require it. To improve writing through revision, students must be capable of distinguishing good changes from ones that would weaken the writing.</p>	<p>D4. Report findings within prescribed time and/or length requirements, as appropriate.</p>
<p>D. Technology and Collaboration: Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback.</p>	<p>C7. Determine how, when and whether to employ technologies (such as computer software, photographs and video) in lieu of, or in addition to, written communication.</p> <p>C8. Present written material using basic software programs (such as Word, Excel and PowerPoint) and graphics (such as charts, ratios and tables) to present information and ideas best understood visually.</p> <p>G4. Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects — if possible — and present a distinctive point of view on a topic (for example, PowerPoint presentations, videos).</p>
<p>E. Quantity: The evidence is clear that, in order to become better writers, students must devote significant time to producing writing. Students must practice writing several analytical pieces each term if they are to achieve the deep analysis and interpretation of content expected for college and careers.</p>	<p>D5. Write an <u>extended research essay (approximately six to 10 pages)</u>, building on primary and secondary sources</p>
<p>Note on narrative writing: Narrative writing is an important mode of writing; it is also a component of making an argument and writing to inform or</p>	

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<p>explain. Telling an interesting story effectively or providing an accurate account of a historical incident requires the skillful use of narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.</p>	
<p>Standards for Student Performance: Writing</p>	
<p>1. Establish and refine a topic or thesis that addresses the specific task and audience.</p>	<p>C3. Organize ideas in writing with a <u>thesis statement</u> in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole</p> <p>C9. Write an academic essay</p> <ul style="list-style-type: none"> • develops a thesis <p>C10. Produce work-related texts</p> <ul style="list-style-type: none"> • address audience needs, stated purpose and context; <p>D1. Define and narrow a problem or research topic.</p>
<p>2. Gather the information needed to build an argument, provide an explanation, or address a research question.</p>	<p>D5 Write an extended research essay</p> <ul style="list-style-type: none"> • marshals evidence in support of a clear thesis statement and related claims; <p>F7. Synthesize information from multiple informational and technical sources.</p>
<p>3. Sustain focus on a specific topic or argument.</p>	<p>C9. Write an academic essay</p> <ul style="list-style-type: none"> • includes relevant information and excludes extraneous information; <p>C10. Produce work-related texts</p> <ul style="list-style-type: none"> • include relevant information and exclude extraneous information; <p>E9. Construct arguments</p>

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<p>4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.</p>	<ul style="list-style-type: none"> • structure ideas in a sustained and logical fashion <p>B6. Make oral presentations</p> <ul style="list-style-type: none"> • support judgments with sound evidence and well-chosen details; <p>C9. Write an academic essay</p> <ul style="list-style-type: none"> • includes relevant information and excludes extraneous information; <p>C10. Produce work-related texts</p> <ul style="list-style-type: none"> • use appropriate strategies, such as providing facts and details, describing or analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate; <p>D5. Write an extended research essay</p> <ul style="list-style-type: none"> • marshals evidence in support of a clear thesis statement and related claims; <p>E9. Construct arguments (both orally and in writing) that:</p> <ul style="list-style-type: none"> • develop a thesis that demonstrates clear and knowledgeable judgment; • structure ideas in a sustained and logical fashion; • <u>use a range of strategies to elaborate and persuade, such as descriptions, anecdotes, case studies, analogies and illustrations;</u> • <u>clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning;</u> • anticipate and address the reader’s concerns and counterclaims; and • provide clear and effective conclusions.
<p>5. Create a logical progression of ideas or events, and convey the relationships among them.</p>	<p>B6. Make oral presentations</p> <ul style="list-style-type: none"> • exhibit a logical structure appropriate to the audience, context

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	and purpose; <ul style="list-style-type: none"> include smooth transitions C3. Organize ideas in writing with a thesis statement in the introduction, well constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole. C9. Write an academic essay <ul style="list-style-type: none"> create an organizing structure appropriate to purpose, audience and context
6. Choose words and phrases to express ideas precisely and concisely.	C2. Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication. A6. Recognize nuances in the meanings of words; <u>choose words precisely to enhance communication.</u>
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.	C3. Organize ideas in writing with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and <u>transition sentences that connect paragraphs into a coherent whole.</u>
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.	C2. Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication. C5. Edit both one’s own and others’ work for grammar, style and tone appropriate to audience, purpose and context. C10. Produce work-related texts <ul style="list-style-type: none"> translate technical language into non-technical English;
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics. Note: “The conventions of standard written English” encompass a range of commonly accepted language practices designed to make writing clear and widely	A1. Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling.

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<p>understood. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation are of particular importance to formal writing.</p>	
<p>10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one’s own work while avoiding plagiarism.</p>	<p>C6. Cite print or electronic sources properly when paraphrasing or summarizing information, quoting, or using graphics.</p> <p>D5. Write an extended research essay</p> <ul style="list-style-type: none"> • <u>paraphrases and summarizes with accuracy and fidelity the range of arguments and evidence supporting or refuting the thesis, as appropriate;</u> • <u>cites sources correctly and documents quotations, paraphrases and other information using a standard format.</u>
<p>11. Assess the quality of one’s own writing, and, when necessary, strengthen it through revision.</p>	<p>C5. Edit both one’s own and others’ work for grammar, style and tone appropriate to audience, purpose and context.</p> <p>C4. Drawing on readers’ comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs and correct errors in logic.</p>
<p>12. Use technologies as a tool to produce, edit, and distribute writing.</p>	<p>C7. Determine how, when and whether to employ technologies (such as computer software, photographs and video) in lieu of, or in addition to, written communication.</p> <p>C8. Present written material using basic software programs (such as Word, Excel and PowerPoint) and graphics (such as charts, ratios and tables) to present information and ideas best understood visually.</p>
<p>When writing to inform or explain, students must also do the following:</p>	<p>F7. Synthesize information from multiple informational and technical sources.</p>

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<p>13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.</p> <p>14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of the content.</p> <p>15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.</p>	<p>A7. Comprehend and communicate quantitative, technical and mathematical information.</p> <p>C9. Write an academic essay (for example, a summary, an explanation, a description, a literary analysis essay) that:</p> <ul style="list-style-type: none"> • develops a thesis; • creates an organizing structure appropriate to purpose, audience and context; • includes relevant information and excludes extraneous information; • makes valid inferences; • supports judgments with relevant and substantial evidence and well chosen details; and • provides a coherent conclusion. <p>C10. Produce work-related texts (for example, memos, e-mails, correspondence, project plans, work orders, proposals, bios) that:</p> <ul style="list-style-type: none"> • address audience needs, stated purpose and context; • translate technical language into non-technical English; • include relevant information and exclude extraneous information; • use appropriate strategies, such as providing facts and details, describing or analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate; • anticipate potential problems, mistakes and misunderstandings that might arise for the reader; • create predictable structures through the use of headings, white space and graphics, as appropriate; and • adopt a customary format, including proper salutation, closing and signature, when appropriate.
<p>When writing arguments, students must also do the</p>	<p>E9. Construct arguments (both orally and in writing) that:</p>

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<p>following:</p> <p>16. Establish a substantive claim, distinguishing it from alternate or opposing claims.</p> <p>17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.</p> <p>18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.</p>	<ul style="list-style-type: none"> • develop a thesis that demonstrates clear and knowledgeable judgment; • structure ideas in a sustained and logical fashion; • use a range of strategies to elaborate and persuade, such as descriptions, anecdotes, case studies, analogies and illustrations; • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning; • anticipate and address the reader’s concerns and counterclaims; and provide clear provide clear and effective conclusions.
Core Standards for Speaking and Listening	
Core Standards for the Range and Content of Student Speaking and Listening	
<p>A. Group and One-to-One Situations: Students are expected to be able to speak and listen effectively in both groups and one-to-one. Success in credit-bearing college coursework, whether in the humanities, mathematics, or the sciences, depends heavily on being able to take in and respond to the concepts and information conveyed in lectures and class discussions. Success in the workplace is similarly dependent on listening attentively to colleagues and customers and expressing ideas clearly and persuasively.</p> <p>These speaking and listening skills may need to be applied differently in different settings. The immediate communication between two people might be replaced by formal turn taking in large-group discussions. When working in classroom or workplace teams, students should be able to</p>	<p>B7. Participate productively in self-directed work teams for a particular purpose (for example, to interpret literature, write or critique a proposal, solve a problem, make a decision), including:</p> <ul style="list-style-type: none"> • <u>posing relevant questions;</u> • <u>listening with civility to the ideas of others;</u> • <u>gaining the floor in respectful ways;</u> • <u>building on the ideas of others and contributing relevant information or ideas in group discussions;</u>

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ask questions that initiate thoughtful discussions, gain the floor in respectful ways, and build on the contributions of others to complete tasks or reach consensus.	
<p>B. Varied Disciplinary Content: Students must adapt their speaking and listening to a range of disciplines to communicate effectively. Each academic discipline and industry has its own vocabulary and conventions; for instance, evidence is handled and discussed differently in literary analysis than in history or in medicine or the sciences. College- and career-ready students must develop a foundation of disciplinary knowledge and conventions in order not only to comprehend the complexity of information and ideas but also to present and explain them.</p>	<p>B6. Make oral presentations that:</p> <ul style="list-style-type: none"> exhibit a logical structure <u>appropriate to the audience, context and purpose</u>;
<p>C. Multimedia Comprehension: New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audience. Multimedia accelerates the speed at which connections between reading, writing, speaking, and listening can be made, requiring students to be ready to use these skills nearly simultaneously.</p>	<p>G1. Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet for their ability to inform, persuade and entertain (for example, anecdote, expert witness, vivid detail, tearful testimony and humor).</p> <p>G3. Recognize how visual and sound techniques or design (such as special effects, camera angles and music) carry or influence messages in various media.</p> <p>G4. Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects — if possible — and present a distinctive point of view on a topic (for example, PowerPoint presentations, videos).</p>
Standards for Student Performance: Speaking and Listening	
<p>1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.</p> <p>Note: “<u>Style appropriate to the topic, purpose, and audience</u>” includes word choice specific to the demands of the</p>	<p>B6. Make oral presentations that:</p> <ul style="list-style-type: none"> exhibit a logical structure appropriate to the audience, context and purpose; group related ideas and maintain a consistent focus;

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discipline as well as delivery techniques such as gestures and eye contact that contribute to effective message delivery.	<ul style="list-style-type: none"> • include smooth transitions; • support judgments with sound evidence and well-chosen details; • make skillful use of rhetorical devices; • provide a coherent conclusion; and • employ proper eye contact, speaking rate, volume, enunciation, inflection and gestures to communicate ideas effectively.
2. Present information, findings, and supporting evidence clearly and concisely.	<p>C9. Write an academic essay (for example, a summary, an explanation, a description, a literary analysis essay) that:</p> <ul style="list-style-type: none"> • includes relevant information and excludes extraneous information; <p>C10. Produce work-related texts (for example, memos, e-mails, correspondence, project plans, work orders, proposals, bios) that:</p> <ul style="list-style-type: none"> • include relevant information and exclude extraneous information;
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.	G4. Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects — if possible — and present a distinctive point of view on a topic (for example, PowerPoint presentations, videos).
4. Demonstrate command of formal Standard English when appropriate to task and audience.	A1. Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.	B4. Identify the thesis of a speech and determine the essential elements that elaborate it.
6. Follow the progression of the speaker’s message, and evaluate the speaker’s point of view, reasoning, and use of	E6. Analyze written or oral communications for <u>false assumptions</u> , <u>errors</u> , loaded terms, caricature, sarcasm, leading questions and

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evidence and rhetoric. Note: “ <u>Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric</u> ” includes distinguishing facts from opinions and determining whether the speaker is biased and evidence has been distorted.	<u>faulty reasoning.</u> E1. Distinguish among facts and opinions, evidence and inferences. E4. Evaluate the range and quality of evidence used to support or oppose an argument.
7. Ask relevant questions to clarify points and challenge ideas.	B7. Participate productively in self-directed work teams for a particular purpose (for example, to interpret literature, write or critique a proposal, solve a problem, make a decision), including: <ul style="list-style-type: none"> • <u>posing relevant questions;</u>
8. Respond constructively to advance a discussion and build on the input of others.	B7. Participate productively in self-directed work teams for a particular purpose (for example, to interpret literature, write or critique a proposal, solve a problem, make a decision), including: <ul style="list-style-type: none"> • <u>extracting essential information from others’ input;</u> • <u>building on the ideas of others and contributing relevant information or ideas in group discussions;</u> • <u>maintaining independence of judgment, offering dissent courteously, ensuring a hearing for the range of positions on an issue and avoiding premature consensus</u>
Application of the Core: Research	
Formulate research questions: <ul style="list-style-type: none"> ❖ Establish and refine a topic or thesis that addresses the specific task and audience. (W-1) ❖ Establish a substantive claim, distinguishing it from alternate or opposing claims. (W-16) Gather and evaluate relevant information from a range of sources: <ul style="list-style-type: none"> ❖ Gather the information needed to build an argument, provide an explanation or address a research question. 	D1. Define and narrow a problem or research topic. D2. Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews and surveys. D3. Make distinctions about the credibility, reliability, consistency, strengths and limitations of resources, including information gathered from Web sites. D5. Write an extended research essay (approximately six to 10 pages), building on primary and secondary sources, that: marshals

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<p>(W-2)</p> <ul style="list-style-type: none"> ❖ Extract key information efficiently in print and online using text features and search techniques. (R-12) ❖ Ascertain the origin, credibility, and accuracy of print and online sources. (R-13) ❖ Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14) ❖ Follow the progression of the speaker’s message and evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric. (S&L-6) <p>Analyze research sources:</p> <ul style="list-style-type: none"> ❖ Delineate the main ideas or themes in the text and the details that elaborate and support them. (R-4) ❖ Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5) ❖ Discern the most important ideas, events, or information and summarize them accurately and concisely. (R-3) ❖ Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11) ❖ Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13) ❖ Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes. (R-15) ❖ Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate. 	<p>evidence in support of a clear thesis statement and related claims;</p> <ul style="list-style-type: none"> • marshals evidence in support of a clear thesis statement and related claims; • paraphrases and summarizes with accuracy and fidelity the range of arguments and evidence supporting or refuting the thesis, as appropriate; and • cites sources correctly and documents quotations, paraphrases and other information using a standard format.

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<p>(W-18)</p> <p>Report findings:</p> <ul style="list-style-type: none"> ❖ Link claims and evidence with clear reasons and ensure that the evidence is relevant and sufficient to support the claims. (W-17) ❖ Convey complex information clearly and coherently to the audience through purposeful selection and organization of the content. (W-14) ❖ Demonstrate understanding of the content by reporting the facts accurately and anticipating reader misconceptions. (W-15) ❖ Present information, findings, and supporting evidence, clearly and concisely. (S&L-2) ❖ Support and illustrate arguments and explanations with relevant details, examples, and evidence. (W-4) ❖ Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism. (W-10) 	
Application of the Core: Media	
<p>Standards for Range and Content drawn from each strand</p> <p>Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects. [R-D]</p> <p>Technology and Collaboration: Technology offers</p>	<p>G1. Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet for their ability to inform, persuade and entertain (for example, anecdote, expert witness, vivid detail, tearful testimony and humor).</p> <p>G4. Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects— if possible — and present a distinctive point of view on a topic (for example, PowerPoint presentations, videos).</p> <p>C7. Determine how, when and whether to employ technologies (such as computer software, photographs and video) in lieu of, or in addition</p>



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<p>students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback. [W-D]</p> <p>Multimedia Comprehension: New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audience. Multimedia accelerates the speed at which connections between reading, writing, and speaking and listening can be made, requiring students to be ready to use these skills nearly simultaneously. [S&L-C]</p> <p>Standards for Student Performance drawn from each strand</p> <p>Gather information from a wide array of electronic sources and multimedia:</p> <ul style="list-style-type: none"> ❖ Extract key information efficiently in print and online using text features and search techniques. (R-12) ❖ Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11) ❖ Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5) <p>Evaluate information from digital media:</p> <ul style="list-style-type: none"> ❖ Ascertain the origin, credibility, and accuracy of print 	<p>to, written communication.</p>



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<p>and online sources. (R-13)</p> <ul style="list-style-type: none"> ❖ Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14) ❖ Follow the progression of the speaker’s message and evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric. (S&L-6) <p>Create and distribute media communications:</p> <ul style="list-style-type: none"> ❖ Use technology as a tool to produce, edit, and distribute writing. (W-12) ❖ Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13) ❖ Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding. (S&L-3) 	



American Diploma Project Benchmarks not covered in the Common Core College and Career Readiness Standards (Draft 9/17/09)

A. Language

A2. Use general and specialized dictionaries, thesauruses and glossaries (print and electronic) to determine the definition, pronunciation, etymology, spelling and usage of words.

A3. Use roots, affixes and cognates to determine the meaning of unfamiliar words.

A5. Identify the meaning of common idioms, as well as literary, classical and biblical allusions; use them in oral and written communication.

B. Communication

B7. Participate productively in self-directed work teams for a particular purpose, including:

- consulting texts as a source of ideas;
- defining individuals' roles and responsibilities and setting clear goals;
- understanding the purpose of the team project and the ground rules for decision-making;
- tolerating ambiguity and a lack of consensus; and
- selecting leader/spokesperson when necessary.

[Note: Remaining elements of ADP B7 are aligned with *Core Standards for the Range and Content of Student Speaking and Listening*, A. Group and One-to-One Situations (p.18); and *Standards for Student Performance: Speaking and Listening*, 8. Respond constructively to advance a discussion and build on the input of others (p.21).]

C. Writing

C1. Plan writing by taking notes, writing informal outlines and researching.

E. Logic

E5. Recognize 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); understand why these fallacies do not prove the point being argued.



E7. Understand the distinction between a deductive argument (where, if the premises are all true and the argument's form is valid, the conclusion is inescapably true) and inductive argument (in which the conclusion provides the best or most probable explanation of the truth of the premises, but is not necessarily true).

F. Informational Text

F10. Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader.

F11. Evaluate informational and technical texts for their clarity, simplicity and coherence and for the appropriateness of their graphics and visual appeal.

G. Media

G2. Examine the intersections and conflicts between the visual (such as media images, painting, film and graphic arts) and the verbal.

H. Literature

H5. Demonstrate knowledge of metrics, rhyme scheme, rhythm, alliteration and other conventions of verse in poetry.

H6. Identify how elements of dramatic literature (for example, dramatic irony, soliloquy, stage direction and dialogue) articulate a playwright's vision.

H7. Analyze works of literature for what they suggest about the historical period in which they were written.