

## English and Communication Benchmarks, Grades 4 – 12

### GRADES 9 – 10

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 9 – 10, 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 9 – 10 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

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### 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 9 – 10*

In grades 9 – 10, 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 9 – 10 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 9 – 10 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:<sup>1</sup>

### **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**

<sup>1</sup> 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.1.1.1.9-10.b** Use roots and affixes to determine or clarify the meaning of words. (ADP A3)
- A.1.1.1.9-10.c** Use knowledge of cognates in different languages and understanding of word origins to determine the meaning of words (e.g., by using cognates from Indo-European languages such as the words *night* (English), *nuit* (French), *nacht* (German, Dutch) and *noch* (Russian) to understand words such as *nocturnal* or *equinox*). (ADP A3)
- A.1.1.2.9-10.a** In somewhat complex texts about abstract topics, analyze textual context (within sentence and in larger sections of text) 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, consider words such as: 'feudalism,' 'totalitarianism,' in literature: 'romanticism.'* Or, as an example in literature, students might identify the contextual meaning of 'light' and 'shady' in Richard Steele's "Christmas Greens": "The church, as it is now equipped, looks more like a greenhouse than a place of worship: the middle aisle is a very pretty shady walk, and the pews look like so many arbours on each side of it. The pulpit itself has such clusters of ivy, holly, and rosemary about it, that a light fellow in our pew took occasion to say that the congregation heard the word out of a bush, like Moses." (ADP A4)
- A.1.1.2.9-10.b** Use prior reading knowledge and explicit study to identify the meaning of literary, classical and biblical allusions. *For example, identify the meaning of "narcissistic" from the myth of Narcissus or "Tower of Babel" from the Bible.* (ADP A5)
- A.1.1.2.9-10.c** Demonstrate understanding of phrases, proverbs, idioms and phrases taken from other languages (e.g., *coup d'état* or *avant-garde*). (ADP A5)
- NOTE: For a more complete list of phrases, proverbs and idioms, see the Core Knowledge K-8 Sequence for Language Arts.*
- A.1.1.2.9-10.d** Determine the appropriate meaning of figurative words and phrases in complex passages. *For example, determine the meaning of "This first beam of hope that had ever darted into his mind rekindled youth in his cheeks and doubled the lustre of his eyes" – Samuel Johnson, or "The sum effect of offshore winds is greater than any of its parts. On a good day, their sculptor's blade, meticulous and invisible, seems to drench whole coastlines in grace" – William Finnegan.* (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.1.2.1.9-10.d** Recognize clear, subtle or implied relationships among ideas (e.g., cause-effect, additive, comparative, sequential, adversative) in somewhat complex informational texts. *For example, read Lewis Thomas's Lives of a Cell: Notes of a Biology Watcher and describe the array of biological relationships the author describes.* (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.1.2.2.9-10.a** Summarize in a concise and well-organized way the main ideas and supporting details (presented as text and/or visuals) in challenging informational and technical texts. *For example, summarize the central tenets of Darwin's Origin of the Species and offer details from the text that exemplify natural selection.* (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.1.2.2.9-10.c** Synthesize information across multiple informational and technical texts and technical sources. *For example, read selected works by John Muir and Theodore Roosevelt and trace the development of the conservation movement in the United States.* (ADP F7)

**A.1.2.3.9-10.a** Identify and analyze the more involved or unconventional organizational structures found in somewhat complex informational texts. *For example, read a chapter from The Day the Universe Changed by James Burke and analyze the organizational structures used in the text.* (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.1.2.3.9-10.c** Comprehend, interpret and evaluate somewhat complex factual, quantitative, technical or mathematical information presented in maps, charts, graphs, time lines, tables and diagrams. *For example, interpret a diagram showing the relationships among different classes or groups of people in feudal society in Europe and in Samurai society in Japan.* (ADP F15 and ADP A7)

**A.1.2.3.9-10.d** Evaluate somewhat complex informational and technical texts for their clarity, simplicity and coherence and for the appropriateness of their graphics and visual appeal. *For example, read Newsweek or the New York Times for polling data represented graphically and determine whether it provides comprehensive and accessible information about the poll.* (ADP F3 and ADP F11)

**A.1.2.4.9-10** Follow extended multi-tasked or multi-dimensional instructions in somewhat complex informational or technical texts. *For example, follow directions for a biology laboratory procedure.* (ADP F1)

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

**A.1.3.1.9-10.a** Describe the structure of a multi-faceted argument with a stated main claim or conclusion and explicit or implicit premises that include explicit indicators (e.g., hence, consequently, given). *For example, consider the following argument:*

*All men are mortal*

*Socrates is the teacher of Plato.*

*Hence, Plato's teacher will die.*

To consider this claim, students must recognize the implicit premises, that Plato's teacher is a man and that to be mortal and to die are synonymous. Students should identify the explicit and implicit premises and conclusions, how they are connected and how conclusions are inferred from premises. (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.1.3.2.9-10.a** Evaluate the relevance and quality of evidence given to support or oppose an argument. For example, evaluate the arguments given by Thomas Jefferson in the "Declaration of Independence" for breaking free of British rule. (ADP E4)

**A.1.3.2.9-10.b** Identify established methods (e.g., scientific, historical) used to distinguish between factual claims and opinions and apply them to distinguish the two types of claims. For example, read different sources about President Kennedy's assassination and distinguish between fact and opinion. (ADP E1)

**A.1.3.2.9-10.c** Distinguish between evidence which is directly stated and evidence which is inferred or implied within an argument. For example, read *Silent Spring* by Rachel Carson and identify the types of evidence employed within the text. (ADP E1)

**A.1.3.2.9-10.d** Identify false statements and explain the role they play in certain kinds of persuasive arguments. For example, consider "All artists are lazy." (ADP E2)

**A.1.3.2.9-10.e** Explain why 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) do not prove the point being argued. For example, read Martin Luther King's "Letter from a Birmingham Jail" and analyze how he exposes the logical fallacies used to justify segregation. (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.1.3.3.9-10.a** Explain and evaluate a variety of relationships (e.g., causality, contradiction, implication) among evidence, inferences and claims in a variety of argumentative texts. For example, look at James Gillray's political cartoons of the French Revolution and uncover the arguments he makes in them; compare them to excerpts from Edmund Burke's *Reflections on the Revolution in France*. (ADP F6)

**A.1.3.3.9-10.b** Identify and analyze similarities and differences in evidence, premises and conclusions between two or more arguments on the same topic. For example, read *Hiroshima* by John Hersey and then investigate opposing viewpoints regarding the decision to use atomic weapons at the end of World War II. (ADP E8)

#### **A.1.4 Reading: Analyzing Literary Texts**

**A.1.4.1.9-10.a** Demonstrate knowledge of 18th and 19th century foundational works of American literature. For example, read short stories, novels and essays by Nathaniel Hawthorne, Herman Melville, Mark Twain, Ralph Waldo Emerson, Henry David Thoreau, Frederick Douglass, Emily Dickinson and Walt Whitman. (ADP H1)

**A.1.4.1.9-10.b** Analyze foundational documents that have historical and literary significance in American culture. For example, read George Washington's "Farewell Address," the "Mayflower Compact," and the "Declaration of Independence." (ADP H2)

**A.1.4.2.9-10.a** Demonstrate understanding of non-linear plot progressions. (ADP H4)

**A.1.4.2.9-10.b** Analyze how plot structures (e.g., conflict, resolution, climax and subplots) function and advance the action. For example, analyze how conflict

advances the action in the play *Twelve Angry Men* by Reginald Rose. (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.1.4.2.9-10.g** Identify and analyze the setting (location and time) and how the setting, and changes in setting, impact on plot, character, theme and tone in more challenging literary texts. *For example, explain the importance of the historical context of Shelley's Frankenstein and why, despite its universal themes, the work reflects the historical era in which it was written.*

**A.1.4.2.9-10.h** Analyze the narration and point of view in more challenging literary texts, in which the narrator and point of view may shift with multiple characters acting as narrators. (ADP H4)

**A.1.4.2.9-10.i** Explain the impact of the author's choice of a particular point of view(s). *For example, consider Faulkner's As I Lay Dying.* (ADP H4)

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

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

**A.1.4.3.9-10.b** Demonstrate understanding that form relates to meaning. *For example, compare a poem, an essay and a novel on the same theme or topic.* (ADP H3)

**A.1.4.3.9-10.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 more challenging poetry (including poetic forms such as lyric, blank verse, epic, sonnet, dramatic poetry). *For example, poetry in grades 9 – 10 may include works by e. e. cummings, Robert Frost, T.S. Eliot, Sylvia Plath and William Carlos Williams.* (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.1.4.3.9-10.d** Identify and analyze elements of dramatic literature (for example, dramatic irony, soliloquy, stage direction and dialogue) in more challenging plays. (ADP H6)

**A.1.4.4.9-10.a** Identify, analyze and explain the development of the theme(s) of a challenging literary text. (ADP H4 and ADP H9)

**A.1.4.4.9-10.b** Identify, analyze and evaluate the development of similar or contrasting themes across two or more literary texts of varying complexity. *For example, consider Beowulf as well as The Aeneid.* (ADP H4 and ADP H9)

**A.1.4.4.9-10.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 Richard Wright's Native Son suggest about the historical period.* (ADP H7)

**A.1.4.4.9-10.d** Analyze texts to identify the author's attitudes, viewpoints and beliefs and to compare these to the larger historical context of the texts. (ADP H7)

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## 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 9 – 10 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.

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### A.2.1 Listening Skills

**A.2.1.1.9-10** Follow multi-tasked or multi-dimensional spoken instructions to perform a specific role in a task, answer difficult questions and solve challenging 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.2.1.5.9-10** Analyze the ways in which the style, structure and rhetorical devices of a challenging 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)

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## 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 9 – 10 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.

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### A.3.1 Viewing Skills

**A.3.1.1.9-10** Recognize, analyze and evaluate the effects of sound, visual images and language on audience, taking context into consideration and differentiating among information, persuasion and entertainment. *For example, consider a series of images on the Internet designed to explain the causes of World War I.* (ADP G1)

**A.3.1.2.9-10** Identify and analyze visual and verbal elements as they intersect or conflict, emphasizing the cultural context, audience and purpose of the media. (ADP G2)

**A.3.1.3.9-10** Analyze the effect of 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). (ADP G3)

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## 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 9 – 10 in the following areas:<sup>2</sup>

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



**C.1.1 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.<sup>3</sup>

**C.1.1 Writing: Topics, Development and Focus**

**C.1.1.1.9-10** Develop topics that address unfamiliar concepts that are removed from the students' personal experiences, address and analyze abstract issues. *For example, write an informational essay on the social and ethical impact of language used in a particular set of advertisements; an argument that takes a position on a controversial social issue; a literary analysis essay on the importance of setting in My Antonia by Willa Cather.* (ADP C4)

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

**C.1.1.2.9-12** Use a variety of strategies when appropriate (such as comparisons, anecdotes or detailed descriptions) to provide specific facts, concrete details,

<sup>3</sup> 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.

reasons and examples that support and amplify the thesis. (ADP C4)

**C.1.1.3.9-10.a** Develop ideas as appropriate to audience and respond to readers' potential questions and counterarguments. (ADP C9, ADP C10 and ADP E9)

**C.1.1.3.9-10.b** Include substantive and relevant details to meet the needs of the audience and purpose. *For example, begin and end the argument with strong points when writing to persuade.* (ADP C9, ADP C10 and ADP E9)

### C.1.2 Writing: Coherence and Cohesion

**C.1.2.1.9-10.a** Employ varied and appropriate organizational structures that support the topic and that focus attention on its essential elements. *For example, if writing about the pros and cons of a decision, place the strongest reasons last.* (ADP C3)

**C.1.2.1.9-10.b** Use appropriate words and phrases to signal organizational patterns (e.g., cause(s) and effect(s), organizing multiple causes or effects with clear indicators). (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.1.2.2.9-10** Maintain coherence through the consistent and effective use of transitions between sentences and paragraphs that signal complex relationships of ideas. *For example, use transitions such as nonetheless, therefore, however, as a result, in a similar manner.* (ADP C3)

### C.1.3 Writing: Language and Technical Facility

**C.1.3.1.9-10.a** Use language precisely considering audience and purpose taking advantage of both the connotative and denotative power of language. *For example, "It was a night of sleet, gusts and tossing trees" rather than "it was rainy and windy."* (ADP A6, ADP A7 and ADP C2)

**C.1.3.1.9-10.b** Use precise technical language as needed. (ADP A6, ADP A7 and ADP C2)

**C.1.3.1.9-10.c** Use compelling verbs and a variety of figurative language (e.g., personification, sarcasm, caricature) for effect to meet the needs of audience and purpose. (ADP A6, ADP A7 and ADP C2)

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

**C.1.3.2.9-10.b** Vary somewhat complex syntax for effect (e.g., when coordinating equally important ideas and subordinating less important ideas) and incorporate more complicated syntax (e.g., increased use of embedded clauses). (ADP A1)

**C.1.3.3.9-10.a** Edit to craft a tone that adds interest to the message and is appropriate for the topic, audience and enhances the purpose. (ADP C5)

**C.1.3.3.9-10.b** Use language that communicates the writer's stance and attitude toward the topic. (ADP C5)

**C.1.3.4.9-10** Demonstrate control of Standard English through grammar, usage and mechanics (punctuation, capitalization and spelling) to support the clarity of expression in more complicated text. *For example, demonstrate increased skill with parallel constructions, show more effective use of modifying phrases.* (ADP A1)

**C.1.3.5.9-10** When other sources are used or referenced (such as in research, informational essays or literary essays), students will:

- Acknowledge source material and create a reliable bibliography in a standard format;
- Cite sources using a standard format (such as MLA or APA) with a high degree of accuracy;
- Appropriately quote; paraphrase; or summarize text, ideas or other information taken from print or other electronic sources;
- Correctly incorporate ideas within text;
- Accurately embed quotations from other sources; and,
- Accurately 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.1.4.2.9-10** Edit increasingly complex writing for mechanics (punctuation, capitalization), spelling, grammar (e.g., pronoun-antecedent relationship, use of modifying phrases), style 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.1.4.4.9-10** Use more specialized software (e.g., Photoshop, Acrobat, Pagemaker) and basic software programs (e.g., Word, PowerPoint and Excel) for written drafts and finished products and to incorporate visual and other graphics into increasingly complex text. (ADP C7 and ADP C8)

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## **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 9 – 10 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.

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### C.2.1 Speaking: Development of Ideas

**C.2.1.1.9-10** Include specific facts, valid reasons, substantive and relevant details, and examples to support somewhat complex points. (ADP B6)

### C.2.2 Speaking: Coherence and Cohesion

**C.2.2.1.9-10.a** Organize oral presentations to emphasize the purpose of the presentation, citing the simple examples or arguments before the more abstract. (ADP B6)

**C.2.2.1.9-10.b** Utilize an organizational pattern that enhances the appeal to the audience and is appropriate for the purpose (e.g., sequential, problem-solution, compare-contrast, cause-effect). (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.2.2.4.9-10** Provide a coherent and effective conclusion that reinforces the focus of the presentation and brings the talk to a clear and logical close. (ADP B6)

### C.2.3 Speaking: Rhetorical Devices

**C.2.3.1.9-10** Use effective rhetorical devices such as:

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

### C.2.4 Speaking Facility

**C.2.4.1.9-10** 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,
- Stand at ease and effectively use natural, appropriate and varied gestures. (ADP B6)

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## 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 9 – 10 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.

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

**C.3.1.1.9-10** Present clearly identifiable messages (identifying and controlling both the explicit and implicit messages) using somewhat complex visual, audio, and graphic effects and interactive features. *For example, students may design a Web site that presents visual and graphic effects on an assigned 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.3.3.1.9-10** Use varied visual images, text, graphics, music and/or sound effects appropriately to support explicit and implicit messages. *For example, students may use images that include a mix of opposites to make an impact, such as pictures or video of street people and wealthy people, or of drought-ridden scenes with lush green hills.* (ADP G4)

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## **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.<sup>4</sup>**

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 9 – 10 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
- 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.1.1.1.9-10.a** Summarize, explain, interpret and/or analyze a somewhat complex topic. *For example, read several; articles about pioneers, identify the difficulties they had crossing the plains, and relate these difficulties to similar situations in literature or in contemporary life, for instance, illegal immigrants passing the border. (NOTE: See grade 11 – 12 example –P. 1.1.1.11-12.a – from NAEP for one example of an explanatory writing task at the high school level. No grades 9 – 10 example from NAEP is available.)* (ADP C9)

**P.1.1.1.9-10.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 the author, our widely accepted beliefs about health and nutrition may be based on faulty scientific evidence. This essay will outline the information presented on this issue."* (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)

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

### 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)

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## 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 9 – 10 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.2.1.1.9-10.a** Focus on the themes and the important, concrete elements (character, setting, plot) of somewhat complex literary work(s). (ADP H4 and ADP H9)

**P.2.1.1.9-10.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 somewhat complex literary work(s). *For example, compare and contrast how social pressures affect a main character from House on Mango Street by Sandra Cisneros and a main character from The Age of Innocence by Edith Wharton; or compare and contrast the theme of struggle in The Crucible by Arthur Miller and in Fences by August Wilson.* (ADP H4 and ADP H9)

**P.2.1.2.9-10** Present a thesis that focuses on specific element(s) of somewhat complex literary work(s) and provides foundational support for an interpretation or analysis 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.2.1.3.9-10** Make valid inferences based on knowledge of evidence within and outside of a somewhat complex literary work(s). *For example, given knowledge of the French Revolution, make inferences regarding elements of Dickens' A Tale of Two Cities or infer what can be learned about labor conditions in colonial America in Ben Franklin's Autobiography.* (ADP C9)

**P.2.1.4.9-10.a** Support the thesis by including detailed textual support and text analysis, excluding extraneous information. (ADP C9)

**P.2.1.4.9-10.b** Include relevant details, quotations and paraphrased text to develop the analysis and make comparisons to other literary works. (ADP C9)

**P.2.1.5.9-10.a** Recall and analyze 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.2.1.5.9-10.b** Accurately analyze and interpret data. *For example, select poems by Robert Frost or Walt Whitman and use understanding of poetic techniques to provide well-supported interpretations of the poems.* (ADP H3)

**P.2.1.6.4-12** Demonstrate knowledge of foundational works of American literature and analyze foundational U.S. documents as they are relevant to the topic being developed in a literary analysis essay. (ADP H1)

*For more discussion of students' skills in reading and analyzing foundational literary texts, please see the Reading strand.*

### **P.2.2 Literary Analysis Essay: Coherence and Cohesion**

**P.2.2.1.9-10** Craft an introduction in which the thesis of a literary essay on a somewhat complex literary work is stated and varied details and techniques are capably used to engage the audience. (ADP C3 and ADP C9)

**P.2.2.2.9-10.a** Present a body of text that supports the thesis about somewhat complex literary work(s). (ADP C3)

**P.2.2.2.9-10.b** Maintain coherence through the consistent use of varied transitions between sentences and paragraphs. (ADP C3)

**P.2.2.3.9-10** Craft a conclusion in which the thesis of the essay is re-emphasized in some way and a general statement or claim about the significance of the work, the author and/or the literary elements is made. (ADP C3 and ADP C9)

## **PRODUCT 3: ARGUMENTATIVE ESSAY (P.3)**

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



modified accordingly.

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

The benchmarks for an effective argument progress across grades 9 – 10 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.3.1.1.9-10** Present a position or point of view on a somewhat complex issue, articulating both sides of an argument that contains at least two claims. *For example, present arguments related to whether there should be random but mandatory drug tests for student athletes, considering claims about privacy as well as protecting students from harm. NOTE: See grade 12 example – P.3.1.1.11-12 – from NAEP for one example of a persuasive writing task at the high school level. No grades 9 – 10 example from NAEP is available.* (ADP E9)

**P.3.1.2.9-10.a** Communicate relevant facts, concrete details, quotations, statistics or other information in support of a somewhat complex argument. (ADP E9)

**P.3.1.2.9-10.b** Avoid common fallacies such as 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.3.1.3.9-10** Through varied transitional language and through structural organization, make clear connections between claims, the evidence that supports them and the inferences that can be drawn from the evidence to support the main claim(s). (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.3.2.1.9-10** Use formal or informal language and select words that create a tone that demonstrates an awareness of the context of the situation and matches the purpose of the argument. *For example, if the intent is to influence a decision, the language used may be conciliatory; if the intent is to denounce a situation, stronger language may be appropriate.* (ADP C2)

**P.3.2.2.9-10** Anticipate and address reader’s concerns and counterclaims with counterevidence and counterarguments, depending on the purpose of the argument. (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.3.3.3.9-10** Craft a conclusion that effectively restates a somewhat complex thesis and considers implications of the thesis. (ADP E9)

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## **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)<sup>5</sup> progress across grades 9 – 10 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

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

- P.4.2.2 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.<sup>6</sup>

### **P.4.1 Research Essay: Topics, Development and Focus**

**P.4.1.1.9-10.a** Narrow a somewhat complex topic so that the research process is manageable and a clear research question is identified. *For example, choose a particular species of bird researching its habitat, and identify a problem or issue connected with this habitat as the focus of the essay. Or write a report on a favorite author and analyze how one or two of his or her works were reviewed when they were released, and whether and how the evaluation of the works changed over time.* (ADP D1)

**P.4.1.1.9-10.b** Take and organize notes on relevant knowledge and identify areas for research. (ADP D1)

**P.4.1.1.9-10.c** Focus on both factual data and somewhat complex inferences. (ADP D1)

**P.4.1.2.9-10.a** Reference relevant primary, secondary and tertiary sources, demonstrating a systematic search by including resources that are: written by authorities in the topic area; and written for an informed audience in the field. (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.4.1.3.9-10** 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; magazines; newspapers; documentaries.* (ADP F7)

**P.4.1.4.9-10.a** Provide relevant research information to develop and support a multi-faceted research question. (ADP D5)

**P.4.1.4.9-10.b** Accurately analyze and interpret data in multiple formats on an unfamiliar topic. (ADP D5)

**P.4.1.4.9-10.c** Marshal evidence in varied ways to meet the needs of the question. *For example, marshal evidence in ways such as those referenced by the College Board: gathering relevant reasons, examples and facts; defining key terms and ideas; setting up comparisons; explaining relationships such as cause and effect; explaining connections to past events; predicting future outcomes; summarizing and synthesizing information from multiple sources; defining multiple points of view, listing the strengths and weaknesses of each and identifying bias.* (ADP D5)

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

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

## P.4.2 Research Essay: Coherence and Cohesion

**P.4.2.1.9-10** Craft an introductory section in which:

- A research question is stated or implied;
- A thesis statement(s) clearly reflects the research question;
- A clear perspective or point of view is stated or implied;
- Necessary terms or concepts are defined; and,
- A context for the research is provided. (ADP D5)

**P.4.2.2.9-10.a** Present a body of well-developed and specific facts and information that develop and support a somewhat complex research question. (ADP C3)

**P.4.2.2.9-10.b** Maintain coherence through the consistent use of varied transitions between sentences and paragraphs. (ADP C3)

**P.4.2.2.9-10.c** Create an effective organizing structure based on somewhat complex research information, sometimes using multiple organizing structures within the essay. (ADP C3)

**P.4.2.3.9-10** Craft a conclusion in which the research question and topic are re-emphasized; the main findings are summarized; and conclusions are drawn. (ADP C3)

## P.4.3 Research Formatting Guidelines

**P.4.3.1.9-10.a** Acknowledge source material and create a bibliography following a standard format and with a high degree of accuracy. (ADP C6 and (ADP D5)

**P.4.3.1.9-10.b** Cite sources using a standard format (such as MLA or APA) with a high degree of accuracy. (ADP C6 and ADP D5)

**P.4.3.1.9-10.c** Appropriately quote, paraphrase or summarize text, ideas or other information taken from print or other electronic sources. (ADP C6 and ADP D5)

**P.4.3.1.9-10.d** Correctly incorporate ideas within text. (ADP C6 and ADP D5)

**P.4.3.1.9-10.e** Accurately embed quotations from other sources. (ADP C6 and ADP D5)

**P.4.3.1.9-10.f** Accurately 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.4.3.3.6-10** Format text and graphics (using technology as appropriate), including:

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

**P.4.3.4.9-10** Use 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)

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## 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 9 – 10 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.5.1.1.9-10** Create somewhat complex work-related texts, such as instructions, directions, letters, bios, memos, proposals, project plans, work orders and reports. *For example, write a proposal for accomplishing a particular project, which includes a time-line and a step-by-step elaboration of what must be accomplished, as well as a plan for who will complete various aspects of the project.* (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.5.1.4.9-10** Select a medium or format, arrange supporting ideas, and craft diction and tone that anticipates the audience's needs. *For example, write a proposal to a local company to request support for field trips, explaining the benefits to the community that will result and the effect on the company.* (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.5.3.1.9-10.b** Use somewhat complex, varied techniques to format the text for reading efficiency and clarity. *For example, format by using different fonts and styles for multiple levels of headers.* (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.5.3.1.6-10.d** Use graphics and illustrative material effectively to support ideas in the text as appropriate to content and medium. *For example, create a computer-generated drawing or graphic.* (ADP C10)

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## **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 9 – 10 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.1.1.1.9-10.a** Contribute relevant, appropriate and essential information and ideas that move the team towards its goals, contribute to the topic of group discussion and demonstrate an independence of judgment. (ADP B7)
- W.1.1.1.9-10.b** Analyze the prior knowledge and beliefs of other group members, and use this analysis to build effectively on the ideas of others to achieve the goals of the group. *For example, "I can understand why you feel that way, but you might be interested in knowing ..." or "Because 'X' knows a lot about computers, she should look up things online."* (ADP B7)
- W.1.1.2.9-10** Ask relevant questions that focus the team towards its goals and contribute to the topic of group discussion. (ADP B7)
- W.1.1.3.9-10** 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 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.1.2.2.9-10** Clarify, summarize and paraphrase all points of essential information in others' input, building on points of agreement and points of disagreement. (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.1.3.2.9-10** Set goals: Articulate the goals for the team work, based on a general task assigned. (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.1.3.5.9-10** 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 either follow a prescribed method for doing this or establish clear group agreements about how the group will do this. *For example, ensure that no ideas are lost by agreeing to list all issues for future discussion.* (ADP B7)
- W.1.3.6.9-10** Make decisions: Come to agreement by seeking consensus or following the majority, depending on the ground rules for decision making. (ADP B7)