

English and Communication Benchmarks, Grades 4 – 12

CREATE ADP PRODUCTS (P)

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 the grades 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.

UNDERSTAND TEXT COMPLEXITY	ACQUIRE INFORMATION	COMMUNICATE INFORMATION	CREATE ADP PRODUCTS WORK-RELATED TEXTS	WORK IN TEAMS
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GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
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P.5.1 Topics, Development and Focus

P.5.1.1 producing a variety of work-related texts

P.5.1.1.4-5 Create relatively uncomplicated work-related texts in the form of practical writing, such as instructions, directions and letters. <i>For example, give instructions about how to build something or step-by-step plans to accomplish a project.</i> (ADP C10)	P.5.1.1.6-8 Create somewhat complicated work-related texts, such as instructions, directions, letters, bios, memos, proposals and reports. <i>For example, create a travel log which clearly explains and summarizes an imaginary trip, so that other students might want to take this trip.</i> (ADP C10)	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. <i>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.</i> (ADP C10)	P.5.1.1.11-12 Create sophisticated, complex work-related texts, such as instructions, directions, letters, bios, memos, proposals, project plans, work orders and reports. <i>For example, write a bio designed for a particular job application, and then another for a different job, showing how the bio could vary according to the intended audience.</i> (ADP C10)
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P.5.1.2 aligning the medium or format with the purpose for writing

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 using different strategies to achieve the purpose for writing

P.5.1.3.4-8 Use some varied strategies to achieve different purposes. <i>For example, providing facts and details or including examples to illustrate.</i> (ADP C10)	P.5.1.3.9-12 Purposefully and effectively vary strategies to achieve complex purposes, including: <ul style="list-style-type: none"> • Providing facts and details; • Describing or analyzing the subject; • Explaining benefits or limitations; • Comparing or contrasting; and, • Providing a scenario to illustrate. (ADP C10)
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P.5.1.4 addressing audience needs

P.5.1.4.4-5 Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, and word choice and tone. <i>For example, use informal language in a letter to a parent and more formal language in one to a teacher.</i> (ADP C10)	P.5.1.4.6-8 Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, background information, and word choice and tone. <i>For example, write a proposal to the principal for new lockers, assuming information the principal knows and providing what he or she does not know.</i> (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. <i>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.</i> (ADP C10)	P.5.1.4.11-12 Sustain consistent and effective focus on audience through medium or format, supporting ideas, and word choice and tone. <i>For example, write a plan for an independent study project to a teacher, anticipating any objections and addressing them, while proposing benefits for both the student and the teacher.</i> (ADP C10)
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P.5.1.5 anticipating potential problems or misunderstandings

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GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
P.5.1.5.4-8 Respond to opposing viewpoints and/or anticipate and answer potential questions from audience. (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 using accessible language			
P.5.1.6.4-8 Use accurate and accessible vocabulary to convey meaning. (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 providing sufficient explanation and support			
P.5.1.7.4-8 Provide accurate and relevant support for the main points in the text. (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 Coherence and Cohesion			
P.5.2.1 a logical, effective organizing structure, within the confines of the given medium or format			
P.5.2.1.4-12 Select a medium or format appropriate to purpose for writing, and maintain focus on the purpose. <i>NOTE: The specific effective organizational structures will vary considerably by the type of work-related text developed.</i>			
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			
P.5.3.1.4-12.a Follow customary formats. <i>For example, use salutation, closing and signature for business letters and format for memos.</i> (ADP C10)			
P.5.3.1.4-5.b Use relatively uncomplicated techniques to format the text for reading efficiency and clarity. <i>For example, format by numbering steps in a set of directions or using headers for different sections.</i> (ADP C10)	P.5.3.1.6-8.b Use varied techniques to format the text for reading efficiency and clarity. <i>For example, format by bulleting lists of ideas or putting data into tables or charts.</i> (ADP C10)	P.5.3.1.9-10.b Use somewhat complex, varied techniques to format the text for reading efficiency and clarity. <i>For example, format by using different fonts and styles for multiple levels of headers.</i> (ADP C10)	P.5.3.1.11-12.b Format text purposefully and effectively to support comprehension and enable the reader to find information quickly and easily. <i>For example, format by designing graphics to convey complex information.</i> (ADP C10)
P.5.3.1.4-8.c Include formatting or visual elements to guide readers by highlighting specific categories of information and/or to signal transitions between steps (such as headings or bulleted lists). (ADP C10)		P.5.3.1.9-12.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.5.3.1.4-5.d Use some relatively simple graphics and illustrative material to support ideas in the text as appropriate to content and medium. <i>For example, create a hand-made chart or graph.</i> (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. <i>For example, create a computer-generated drawing or graphic.</i> (ADP C10)		P.5.3.1.11-12.d Include clear and purposeful illustrative material to effectively support ideas in the text as appropriate to content and medium and design graphics with consideration to visual appeal for audience. <i>For example, create a computer-generated drawing,</i>

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GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10		GRADES 11 – 12
		<i>graphic, table or chart that uses color, font and proportions effectively. (ADP C10)</i>		