English and Communication Benchmarks, Grades 4 – 12

GRADES 4 – 5

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 4 – 5, 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 4 – 5 will need to **Create ADP Products (P)**

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

Acquire Information (A)
READING (A.1)

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

*A note on how to **UNDERSTAND TEXT COMPLEXITY (T)** at grades 4 – 5*

In grades 4 – 5, students should read a wide variety of fiction and nonfiction independently. Texts of varied levels of difficulty may be included in grades 4 – 5 in order to develop specific reading skills or target certain content or themes.

To select texts of appropriate complexity, educators should consider such factors as 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.) Educators should also bear in mind that students interested in a topic may do well with texts that may otherwise be above their reading level.

To illustrate the complexity of texts expected at the grades 4 – 5 level, the benchmarks include examples of the level of texts students should read. *For more information on selecting texts*, please see **About the Benchmarks**.

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

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

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

A.1.1 Using Vocabulary Skills

 A.1.1.1 defining words
 A.1.1.2 using context

A.1.2 Analyzing Informational Texts

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

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

A.1.3 Analyzing Arguments Using Logic / Critical Thinking

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

A.1.4 Analyzing Literary Texts

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

These benchmarks are described in greater detail below.

A.1.1 Reading: Using Vocabulary Skills

A.1.1.1.4-5.a Use dictionaries (printed and electronic) to determine the meaning, spelling, pronunciation, syllabication and part of speech of unfamiliar words. (ADP A2)
A.1.1.1.4-5.b Identify the meaning of common prefixes (e.g., *un-* or *re-*) and common suffixes (e.g., *-ful*). (ADP A3)
A.1.1.1.4-5.c Determine the meaning of words and their connections to word families using knowledge of common roots, suffixes and prefixes. (ADP A3)
A.1.1.2.4-5.a Use surrounding textual context (e.g., in-sentence definitions), cues (e.g., commas, quotes) and graphic cues (bold face) to determine the meaning of unfamiliar words or distinguish among multiple-meaning words in relatively uncomplicated texts about concrete topics. *For example, "The 'dromedary,' commonly called a camel, stores fat in its hump."* (ADP A4)
A.1.1.2.4-5.b Use prior reading knowledge and explicit study to recognize common allusions. *For example, recognize the allusion when referring to a lucky person as having the "Midas" touch.* (ADP A5)
A.1.1.2.4-5.c Demonstrate understanding of common phrases and proverbs. *For example, demonstrate understanding of "blow hot and cold" or "don't count your chickens before they are hatched."* (ADP A5)
    NOTE: For a more complete list of phrases, proverbs and idioms, see the Core Knowledge K-8 Sequence for Language Arts.
A.1.1.2.4-5.d Determine the appropriate meaning of figurative words and phrases (including metaphors and similes) in relatively uncomplicated passages. *For example, determine the meaning of "He was as cold as ice" or "It is raining cats and dogs."* (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.1.2.1.4-5.a Locate basic facts that are clearly stated in informational passages. *For example, read an encyclopedia entry on Benjamin Franklin and identify factual information about his life from the article.* (ADP F2)
A.1.2.1.4-5.b Identify the main idea of relatively uncomplicated informational text, in which the main idea may be explicitly stated. *For example, read David Schwartz's How Much Is a Million and explain the central concept the author is trying to convey.* (ADP F2)
A.1.2.1.4-5.c Identify the details that support the main idea of straightforward, relatively uncomplicated informational text. *For example, read Russell Freedman's The Wright Brothers: How They Invented the Airplane and explain how the Wright brothers created the first airplane.* (ADP F2)

A.1.2.1.4-5.*d* Recognize explicit relationships among ideas (e.g., cause-effect, additive, comparative, sequential) in straightforward, relatively uncomplicated informational texts. *For example, read Patricia Lauber's* Volcano: the Eruption and Healing of Mount St. Helens *and identify the process that caused the eruption and its aftermath.* (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.1.2.1.4-5.e Make simple inferences and draw basic conclusions. *For example, read Etta Kaner's* Animal Defenses: How Animals Protect Themselves *and draw conclusions about the defense mechanisms of various animals and the author's intent in writing the text.* (ADP F8)

A.1.2.2.4-5.a Summarize generally the main idea and most important details (presented as text and/or visuals) in straightforward, relatively uncomplicated informational texts. *For example, read Paul Erickson's* Daily Life in a Covered Wagon *and describe with specific facts and details the experience of ordinary individuals participating in the westward expansion of the United States during the 19th century.* (ADP F3 and ADP F4)

A.1.2.2.4-5.b Recognize that a summary captures the main ideas and elements of a text, and does not include opinions of the text summarized. *For example, read about an unfamiliar president from Kathleen Krull's* Lives of the Presidents *and summarize the information without passing judgment on the importance of the president in question.* (ADP F3 and ADP F4)

A.1.2.2.4-5.c Synthesize information across two or three straightforward, relatively uncomplicated informational texts and technical sources. *For example, read about and compare the heroic traits of Helen Keller and Charles Lindbergh as described in* Helen Keller: Courage in the Dark *by Johanna Hurwitz and* Charles Lindbergh: A Human Hero *by James Giblin.* (ADP F7)

A.1.2.3.4-5.a Identify the organizational structure of straightforward, relatively uncomplicated informational texts. *For example, identify the use of subheadings, captions and sidebars as organizational structures in periodicals like* Ranger Rick. (ADP F9)

A.1.2.3.4-5.b Recognize the use of basic verbal techniques, including understatement and overstatement. *For example, recognize when an author uses exaggeration for a humorous effect, such as by writing, "As a child I hoped to be an writer, perhaps as well known as a minor author like William Shakespeare."* (ADP F10)

A.1.2.3.4-5.c Comprehend and interpret straightforward factual, quantitative, technical or mathematical information presented in maps, charts, graphs, time lines, tables and diagrams. *For example, read texts like the* National Geographic World Atlas for Young Explorers *and locate places on different types of maps.* (ADP F15 and ADP A7)

A.1.2.3.4-5.d Evaluate the prose, organization, text features (headings), formatting (use of space) and graphics of straightforward, relatively uncomplicated informational texts. *For example, read* DK Guide to Space: A Photographic Journey Through the Universe *and describe how the text effectively uses graphics and text features to convey its meaning.* (ADP F3 and ADP F11)

A.1.2.4.4-5 Follow relatively short, simple directions in straightforward, relatively uncomplicated informational or technical texts. *For example, follow directions for a board game or for accessing services on the Internet (e.g., searching for books on a library site.)* (ADP F1)

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

A.1.3.1.4-5.a Identify the structure of a simple argument with a stated main claim or conclusion, supporting premises and evidence, and explicit indicators (e.g., therefore, because). *For example, consider the following argument:*

> *All men are mortal*
> *Socrates is a man.*
> *Therefore, Socrates is mortal.*

In this example, the premises are "All men are mortal" and "Socrates is a man," and the conclusion is "Therefore, Socrates is mortal," which is the inference deduced from the premises. (ADP E3)

A.1.3.1.4-5.b Demonstrate understanding of causality (that the truth or occurrence of one thing can necessarily imply something else, e.g., "Because diamonds are the hardest rocks on the Earth, a drill made with a diamond tip will be harder than one made with steel.") and probability (that the truth or occurrence of one thing can make other things likely or unlikely, e.g., "My steel drill has never failed to cut through the Earth; it's probably harder than other types of drill bits.") *For*

example, find examples of deductive and inductive reasoning in a mystery such as an Encyclopedia Brown novel or Lois Lowry's The One Hundredth Thing about Caroline. (ADP E7)

A.1.3.2.4-5.a Identify different types of evidence used to support simple arguments. *For example, identify evidence from direct experience, from authority of experts, from a text about the topic and repeating someone else's experience.* (ADP E4)

A.1.3.2.4-5.b Identify the basic qualities of factual claims and opinions in simple statements. *For example, read Cleopatra by Peter Vennema and identify the difference between factual claims about her and views that are biased.* (ADP E1)

A.1.3.2.4-5.c Identify the characteristics of simple false statements such as their contradictory nature. *For example, read Judy Leimbach's Primarily Logic and learn about logical contradictions.* (ADP E2)

A.1.3.2.4-5.d Identify simple faulty reasoning and basic propaganda techniques, including bandwagon, name-calling and celebrity testimonials. *For example, read Sports Illustrated for Kids and identify techniques used in advertisements, such as using a star athlete to recommend a certain product or encouraging viewers to buy a product because everyone else does or because they will fit in if they do.* (ADP E5)

A.1.3.2.4-5.e Identify specific words and phrases used in written and oral communication to persuade (e.g., sarcasm, loaded terms). *For example, use In Other Words: A Beginning Thesaurus to discover rhetorical differences in the meaning of words.* (ADP E6)

A.1.3.3.4-5.a Identify basic relationships among ideas (e.g., similarity, difference, causality) in an argument. *For example, consider "If it is raining outside, the ground will be wet. It is raining outside. Therefore, the ground is wet."* (ADP F6)

A.1.3.3.4-5.b Compare and contrast the viewpoints of two different authors writing about the same topic. *For example, read Sacajawea by Joseph Bruchac and The Story of Sacajawea by Della Rowland and identify the different approaches both texts take in writing about her role on the Lewis and Clark Expedition.* (ADP E8)

A.1.4 Reading: Analyzing Literary Texts

A.1.4.1.4-5.a Demonstrate knowledge of straightforward 18th and 19th century foundational works of American literature. *For example, read selections from Benjamin Franklin's autobiography, examples from Poor Richard's Almanac, and tall tales about Paul Bunyan, Annie Oakley and John Henry.* (ADP H1)

A.1.4.1.4-5.b Analyze foundational documents that have historical and literary significance in American culture. *For example, read letters between John and Abigail Adams, and the Preamble to the Constitution.* (ADP H2)

A.1.4.2.4-5.a Sequence and identify the plot's main events, their causes and the influence of each event on future actions in relatively uncomplicated literary texts. *For example, identify and sequence the main events in The Trumpet of the Swan by E.B. White.* (ADP H4)

A.1.4.2.4-5.b Identify and describe characters in uncomplicated literary texts. (ADP H4 and ADP H8)

A.1.4.2.4-5.c Identify characters' motivations and conflicts in relatively uncomplicated literary texts. *For example, identify the characters' motivations in Jean Merrill's The Pushcart War.* (ADP H4 and ADP H8)

A.1.4.2.4-5.d Identify and describe the setting (location and time) in relatively uncomplicated literary texts.

A.1.4.2.4-5.e Identify and describe the narration (first- or third-person narrative point of view) in relatively uncomplicated literary texts. (ADP H4)

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

A.1.4.3.4-5.a Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, drama) using knowledge of their structural elements. (ADP H3)

A.1.4.3.4-5.b Identify sound patterns (alliteration, onomatopoeia, rhyme scheme) and figurative language (metaphor, simile), and other conventions of verse (e.g., stanzas and line breaks) in relatively uncomplicated poetry and explain how these contribute to the poem's effect. *For example, poetry in grades 4 – 5 may include such poems as "Paul Revere's Ride" by Henry Wadsworth Longfellow, "The Rhinoceros" by Ogden Nash, "The Road Not Taken" by Robert Frost and "The Tiger" by William Blake.* (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.1.4.3.4-5.c Identify the conventional elements of dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in relatively uncomplicated plays

that are read or viewed. (ADP H6)

A.1.4.4.4-5.a Identify and explain the theme of a relatively uncomplicated literary text, distinguishing theme from topic. (ADP H4 and ADP H9)

A.1.4.4.4-5.b Identify the development of similar themes across two or more relatively uncomplicated literary texts. *For example, compare and contrast a poem and a short story that have similar themes.* (ADP H4 and ADP H9)

A.1.4.4.4-5.c Identify the historical period in which a literary text (from American or world literature) was written and identify explicit and implicit examples from the text that place the work within that historical period. *For example, explain what the characters in Little Women suggest about the extraordinariness of Concord, Mass.* (ADP H7)

LISTENING (A.2)

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

The benchmarks for effective listening progresses across grades 4 – 5 in the following area:

A.2.1 Listening Skills

A.2.1.1 following directions
A.2.1.2 identifying main idea and details
A.2.1.3 summarizing
A.2.1.4 paraphrasing
A.2.1.5 analyzing
A.2.1.6 working in teams

These benchmarks are described in greater detail below.

A.2.1 Listening Skills

A.2.1.1.4-5 Follow relatively short, clearly sequenced spoken instructions to perform specific tasks, to answer questions and to solve problems. (ADP B1)

A.2.1.2.4-5 Identify the thesis of a speech that is organized in a mostly linear pattern with a clear main idea which may be explicitly stated at the opening and identify ideas that support the main idea. *For example, students may produce a story-telling video in which students perform or act out a story.* (ADP B4)

A.2.1.3.4-5 Summarize information presented orally by others in which the main idea and details are explicitly stated, including the purpose, main ideas and supporting details or evidence. (ADP B2)

A.2.1.4.4-5 Paraphrase accurately relatively brief, uncomplicated ideas and information presented orally by others. (ADP B3)

A.2.1.5.4-5 Identify purpose, style and organizational structure of a relatively uncomplicated speech. (ADP B5)

A.2.1.6.4-5 Listen actively in group discussions by asking clarifying questions and by recognizing and managing external barriers (e.g., physical setting) to aid comprehension. (ADP B7)

VIEWING (A.3)

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

The benchmarks for effective viewing progress across grades 4 – 5 in the following area:

A.3.1 Viewing Skills

A.3.1.1 understanding and evaluating media
A.3.1.2 considering visual and verbal intersections
A.3.1.3 analyzing visuals, sound and design

These benchmarks are described in greater detail below.

A.3.1 Viewing Skills

A.3.1.1.4-5 Identify how sounds, images and words used in television, radio, film and the Internet are used to inform, persuade and entertain the audience about familiar objects or concepts. *For example, consider a simple radio message which promotes safety vs. an advertisement for a safety device.* (ADP G1)
A.3.1.2.4-5 Identify traits of the visual arts (such as media images, painting, film and graphic arts) and verbal arts (words and text), and consider how visual and verbal elements work together to convey a message in relatively uncomplicated media. (ADP G2)
A.3.1.3.4-5.a Identify visual and sound techniques and design elements (e.g., special effects, camera angles, lighting and music). (ADP G3)
A.3.1.3.4-5.b Identify ways in which visual and sound techniques help to deliver an idea or message. (ADP G3)

Communicate Information (C)
WRITING (C.1)

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

for Middle and High School Literacy Coaches. This document discusses the skill sets coaches need to help teachers develop, and in doing so may help to highlight possible differences between disciplines.)

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

The benchmarks for effective writing progress across grades 4 – 5 in the following areas:[2]

C.1.1 Topics, Development and Focus

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

C.1.2 Coherence and Cohesion

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

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

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

These benchmarks are described in greater detail below.[3]

C.1.1 Writing: Topics, Development and Focus

C.1.1.1.4-5 Develop topics that are familiar and concrete, rather than removed and abstract, and demonstrate a clear relationship to the students' prior knowledge and experiences. *For example, write a research essay on a particular animal or insect; an argument about rules at recess; a literary essay about a favorite character.* (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.1.1.2.4-5 Use specific facts, concrete details, reasons and examples that support the thesis or expand the topic. (ADP C4)

C.1.1.3.4-5 Develop and organize ideas and use language appropriate to the reader's needs and purpose(s) for writing. *For example, share an experience or emotion; write in the first person.* (ADP C9, ADP C10 and ADP E9)

C.1.2 Writing: Coherence and Cohesion

C.1.2.1.4-5.a Organize writing using relatively conventional organizational structures. *For example, if writing an informational report on an animal, organize the information on specific attributes of the animal – its habitat, behavior and feeding habits.* (ADP C3)

C.1.2.1.4-5.b Use appropriate words to indicate the organizational pattern (e.g., simple time order and listing ideas as "first," "second," "third" etc.). (ADP C3)

C.1.2.1.4-5.c Use text features (headings, subheadings, formatting) as appropriate to support organizational structure. (ADP C3)

C.1.2.2.4-5 Connect relatively uncomplicated ideas using relatively simple transitions. *For example, show steps in the order they happen using words like 'first' or 'before' or in simple relationships such as the use of 'and' or 'but.'* (ADP C3)

C.1.3 Writing: Language and Technical Facility

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

C.1.3.1.4-5.b Use language to enhance effect, (e.g., strong verbs, effective images). (ADP A6, ADP A7 and ADP C2)

C.1.3.2.4-5.a Use correct and complete sentence structures. (ADP A1)

C.1.3.2.4-5.b Use appropriate syntax to present ideas (e.g., using simple introductory clauses and conjunctions for subordination and coordination). (ADP A1)

C.1.3.3.4-5.a Use formal or informal language appropriate to topic, purpose and audience. (ADP C5)

C.1.3.3.4-5.b Use language that conveys the writer's attitude, as appropriate for purpose and audience. (ADP C5)

C.1.3.4.4-5 Demonstrate control of Standard English through grammar, usage and mechanics (punctuation, capitalization and spelling) to support the clarity of expression in relatively uncomplicated text. *For example, write primarily in complete sentences, use coordinating conjunctions appropriately, understand use of comma in a series.* (ADP A1)

C.1.3.5.4-5 When other sources are used or referenced (such as in research, informational essays or literary essays), students will:
- Acknowledge source material (e.g., from other sources and make them distinct from the student's own ideas); and,
- Use correct punctuation when quoting. (ADP C6)

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

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

C.1.4.1.4-5.a Generate notes on text to identify important text elements. (ADP C1)

C.1.4.1.4-5.b List ideas to include in writing, and then order the ideas logically (e.g., simple time order or order of importance). (ADP C1)

C.1.4.2.4-5 Edit relatively uncomplicated writing for errors in mechanics (punctuation, capitalization), spelling and grammar (e.g., complete sentences, subject-verb agreement). (ADP C5)

C.1.4.3.4-5 Drawing on reader's comments, revise papers to:
- Ensure the writing focuses on the topic;
- Better support ideas; and,
- Ensure that the paper is organized clearly. (ADP C4)

C.1.4.4.4-5 Use relatively basic software programs (e.g., Word) for uncomplicated written drafts and products. (ADP C7 and ADP C8)

SPEAKING (C.2)

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

The benchmarks for effective speaking progress across grades 4 – 5 in the following areas:

C.2.1 Development of Ideas

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

C.2.2 Coherence and Cohesion

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

C.2.2.2 logically grouping ideas

C.2.2.3 including smooth transitions

C.2.2.4 providing a coherent conclusion

C.2.3 Rhetorical Devices

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

C.2.4 Speaking Facility

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

These benchmarks are described in greater detail below.

C.2.1 Speaking: Development of Ideas

C.2.1.1.4-5 Use specific facts, valid reasons, and concrete and relevant details to support a clear main idea. (ADP B6)

C.2.2 Speaking: Coherence and Cohesion

C.2.2.1.4-5.a Use a clear three-part structure of introducing a topic or point, developing examples or explanations, and providing a concluding statement. (ADP B6)

C.2.2.1.4-5.b Use a clear, simple organizational pattern (e.g., spatial, chronological, sequential). (ADP B6)

C.2.2.2.4-5 Logically order ideas to provide a consistent focus on the topic. (ADP B6)

C.2.2.3.4-5 Connect relatively uncomplicated ideas using simple transitions and clear pronoun referents. *For example, use listing words, such as "first," or "second."* (ADP B6)

C.2.2.4.4-5 Provide a relatively simple conclusion that restates the focus of the presentation or overtly signals closure in some other way (e.g., by addressing the listener directly). (ADP B6)

C.2.3 Speaking: Rhetorical Devices

C.2.3.1.4-8 Use effective rhetorical devices such as:
- Rhetorical questions to engage the audience;
- Repetition to reinforce ideas; and,
- Analogies to convey complex ideas. (ADP B6)

C.2.4 Speaking Facility

C.2.4.1.4-5 Employ presentation skills including:
- Make eye contact to engage listeners;
- Enunciate words clearly;
- Use a speaking rate that is easy for listeners to understand;
- Speak audibly enough to reach the entire audience; and,
- Stand at ease and use natural gestures. (ADP B6)

PRODUCING DIGITAL MEDIA (C.3)

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

The benchmarks for effectively producing digital media progress across grades 4 – 5 in the following areas:

C.3.1 Topics, Development and Focus

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

C.3.1.2 focusing on audience, context and purpose

C.3.2 Coherence and Cohesion

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

C.3.3 Technical Facility and Control

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

These benchmarks are described in greater detail below.

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

C.3.1.1.4-5 Present a clearly identifiable, explicit message using basic, straightforward visual, audio and graphic effects. *For example, students may produce a story-telling video in which students perform or act out a story.* (ADP G4)

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

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

C.3.2 Producing Digital Media: Coherence and Cohesion

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

C.3.3 Producing Digital Media: Technical Facility and Control

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

Create ADP Products (P)
PRODUCT 1: INFORMATIONAL/EXPLANATORY ESSAY (P.1)

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

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

millions write informative e-mail messages, fill out applications and write instructions.[4]

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

The benchmarks for an effective informational essay progress across grades 4 – 5 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.1.1.1.4-5.a Summarize and explain a relatively uncomplicated topic. *For example, read an article about pioneers and summarize the difficulties they had in crossing the plains. (NAEP grade 4 example: A grade 4 NAEP explanatory writing task might call for a basic explanation of personal knowledge to an audience already somewhat familiar with the topic.)* (ADP C9)
    P.1.1.1.4-5.b Present a central idea that clearly identifies the topic and addresses the purpose of the writing. *For example, "After you read these directions, you will be able to make a kite that you can fly yourself."* (ADP C9)
    P.1.1.2.4-5 Make valid inferences and draw reasonable conclusions based on the evidence from uncomplicated informational and technical texts. (ADP C9 and ADP F4)
    P.1.1.3.4-5 Adequately communicate uncomplicated ideas, insights or theories through relevant facts, concrete details, quotations, statistics or other information in support of the controlling idea. (ADP C9 and ADP C4)

P.1.2 Informational/Explanatory Essay: Coherence and Cohesion

    P.1.2.1.4-5 Craft an introduction in which the thesis of a relatively uncomplicated informational essay is stated clearly at the outset and reader interest is developed. (ADP C3)
    P.1.2.2.4-5.a Present a body of textual evidence that supports the analysis or presentation of relatively uncomplicated information. (ADP C9 and ADP C3)
    P.1.2.2.4-5.b Connect relatively uncomplicated ideas using relatively simple transitions (e.g., *as a result*, *because of*). (ADP C9 and ADP C3)

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

P.1.2.2.4-5.c Create an effective organizing structure based on relatively uncomplicated information (e.g., description, compare/contrast, cause-and-effect). (ADP C9 and ADP C3)

P.1.2.3.4-5 Craft an appropriate conclusion that:

- Provides closure, such as by restating the thesis and main ideas; and,
- Makes a general statement or claim about the significance of the information analyzed. (ADP C9 and ADP C3)

PRODUCT 2: LITERARY ANALYSIS ESSAY (P.2)

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

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

The benchmarks for an effective literary analysis essay progress across grades 4 – 5 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.2.1.1.4-5 Discuss concrete elements, such as character, setting and plot, of relatively uncomplicated literary works. *For example, discuss the growth and change in a main character from Sounder by William Armstrong or discuss the courage of Jody Baxter in The Yearling by Marjorie Kinnan-Rawlings.* (ADP H4 and ADP

H9)

P.2.1.2.4-5 Present an essay with a central idea that summarizes and interprets some aspect of a relatively uncomplicated literary work. (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.2.1.3.4-5 Make valid inferences based on material clearly described within a relatively uncomplicated literary work. *For example, infer what can be learned about life in the Ozarks during the depression from <u>Where the Red Fern Grows</u> by Wilson Rawls; or infer what we can learn about pioneer life on the prairie from the <u>Little House in the Big Woods</u> series by Laura Ingalls Wilder.* (ADP C9)

P.2.1.4.4-8.a Include adequate and specific information in support of the thesis. (ADP C9)

P.2.1.4.4-5.b Recall and include major textual details to support main ideas. (ADP C9)

P.2.1.5.4-5.a Recall the major ideas and details of works from various forms of literature (e.g., poetry, novel, biography, short story, essay, dramatic literature). (ADP H3)

P.2.1.5.4-5.b Demonstrate basic understanding of genre characteristics in relatively uncomplicated literary work(s). *For example, select poems from <u>From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs</u> by Amy Cohn and discuss how songs generally have a refrain, and in what ways the refrains capture or not the main point of the songs.* (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.2.2.1.4-5 Craft an introduction in which a clear overview of a question or topic on an uncomplicated literary work is provided and reader interest is developed. (ADP C3 and ADP C9)

P.2.2.2.4-5.a Present a body of textual evidence that supports the central idea about a relatively uncomplicated literary work(s). (ADP C3)

P.2.2.2.4-5.b Connect relatively uncomplicated ideas using relatively simple transitions. (ADP C3)

P.2.2.3.4-5 Craft a conclusion in which closure is provided, such as a shift from specific information to a more general statement or claim regarding the work and/or the author. (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 4 – 5 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.3.1.1.4-5 Present a position or point of view on an uncomplicated, dichotomous issue giving clear support for a single claim and showing awareness of counter-claim. *For example, present a position on whether or not students should have more P.E. in their school day. NAEP Grade 4 Example: On the NAEP Writing assessment, persuasive writing tasks will ask writers to convince an audience to take action or change a viewpoint on a variety of topics important to others – e.g., peers, school, the nation. In writing tasks for grade 4, students will be expected to express and support personal viewpoints.* (ADP E9)

P.3.1.2.4-5.a Communicate relevant facts, concrete details, quotations, statistics or other information in support of a relatively uncomplicated argument. (ADP E9)

P.3.1.2.4-5.b Avoid common propaganda techniques, such as bandwagon or name calling. *For example, "Everyone does this, so you should too" or "Mr. X is a fool").* (ADP E9)

P.3.1.3.4-5 Through simple, straightforward transitional language (e.g., *for example*), make connections between the supporting evidence and main claim. (ADP E3)

P.3.1.4.4-5 Use some basic strategies, where appropriate (such as descriptions or personal anecdotes), to elaborate as well as to persuade the reader. (ADP E9)

P.3.2 Argumentative Essay: Purpose and Audience

P.3.2.1.4-5 Use either formal or informal language as appropriate for the audience. *For example, when trying to persuade a classmate, informal language may be more appropriate than formal language suited to an adult audience.* (ADP C2)

P.3.2.2.4-5 Anticipate the reader's need for additional information and show awareness of opposing viewpoints. (ADP E9)

P.3.3 Argumentative Essay: Coherence and Cohesion

P.3.3.1.4-5 Craft an introduction that expresses a clear point of view. (ADP C3)

P.3.3.2.4-5 Present a body of evidence that supports a relatively uncomplicated argument (a simple claim) with relevant evidence and connects uncomplicated ideas using simple transitions. (ADP C3)

P.3.3.3.4-5 Craft a conclusion that competently restates a relatively simple thesis. (ADP E9)

PRODUCT 4: RESEARCH ESSAY (P.4)

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

The benchmarks for an effective research essay (or documented essay) [5] progress across grades 4 – 5 in the following areas:

P.4.1 Topics, Development and Focus

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

P.4.2 Coherence and Cohesion

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

P.4.3 Research Formatting Guidelines

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

These benchmarks are described in greater detail below.[6]

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[5] The expectation is that students will write extended documented essays, which may be original research but are not necessarily so. The term "research essay" is used because of its familiarity to the field and its use in ADP D5.
[6] We have incorporated, when appropriate, examples from the College Board *Standards for College Success*, published in 2006, to elaborate and exemplify the content of the "backmapped" benchmarks.

P.4.1 Research Essay: Topics, Development and Focus

P.4.1.1.4-5.a Focus on a topic of particular interest about which to become informed. *For example, write on local birds, choose a particular bird and explain its preferred habitat, or report on the life of a favorite author.* (ADP D1)

P.4.1.1.4-8.b Take and organize notes on what is known and what needs to be researched about the topic. (ADP D1)

P.4.1.1.4-5.c Focus on concrete, factual information. (ADP D1)

P.4.1.2.4-5.a Use sources which are provided or suggested and locate additional sources that are relevant to the topic. (ADP D2 and ADP D5)

P.4.1.2.4-5.b Identify elements of print and electronic resources that make them reliable and/or credible resources. (ADP D2 and ADP D5)

P.4.1.2.4-5.c Identify features that indicate if Web sites are reliable or unreliable. (ADP D2 and ADP D5)

P.4.1.2.4-8.d Identify the characteristics and limitations of source material. (ADP D2 and ADP D5)

P.4.1.3.4-5 Use information from at least two different resources. *For example, use resources such as those referenced by the College Board: student-generated data, such as interviews, observations and surveys; classroom speakers; field trips; Internet sources; encyclopedias; almanacs.* (ADP F7)

P.4.1.4.4-5.a Provide relevant research information to adequately develop and support a relatively straightforward topic. (ADP D5)

P.4.1.4.4-5.b Interpret data in one format on a familiar topic. *For example, interpret a bar graph based on the number of male and female students in the school.* (ADP D5)

P.4.1.4.4-5.c Marshal evidence in basic ways. *For example, marshal evidence in ways such as those referenced by the College Board: gathering examples and facts; defining key terms; comparing and reporting what others have said about the topic.* (ADP D5)

P.4.1.5.4-5 Summarize research information in own words. (ADP D5)

P.4.2 Research Essay: Coherence and Cohesion

P.4.2.1.4-5 Craft a clear opening paragraph in which the topic is clearly stated. (ADP D5)

P.4.2.2.4-5.a Present a body of facts and information. (ADP C3)

P.4.2.2.4-5.b Connect relatively uncomplicated ideas using relatively simple transitions. (ADP C3)

P.4.2.2.4-5.c Create an effective organizing structure based on relatively uncomplicated research information (e.g., description, problem-solution, question-answer). (ADP C3)

P.4.2.3.4-5 Craft a clear ending sentence or paragraph in which closure is provided, such as by restating the topic and summarizing information. (ADP C3)

P.4.3 Research Formatting Guidelines

P.4.3.1.4-5.a Acknowledge source material (i.e., from other sources) and make them distinct from the student's own ideas. (ADP C6 and (ADP D5)

P.4.3.1.4-5.b Use correct punctuation when quoting. (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.4.3.3.4-5 Format text and graphics (using technology as appropriate), including:
- A title; and,
- A list of references. (ADP C8)

P.4.3.4.4-5 Use simple graphics and illustrative material effectively to support research ideas in the text as appropriate. (ADP C7)

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

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

talking points.

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

The benchmarks for effective work-related texts progress across grades 4 – 5 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.5.1.1.4-5 Create relatively uncomplicated work-related texts in the form of practical writing, such as instructions, directions and letters. *For example, give instructions about how to build something or step-by-step plans to accomplish a 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.5.1.3.4-8 Use some varied strategies to achieve different purposes. *For example, providing facts and details or including examples to illustrate.* (ADP C10)
P.5.1.4.4-5 Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, and word choice and tone. *For example, use informal language in a letter to a parent, and more formal language in one to a teacher.* (ADP C10)
P.5.1.5.4-8 Respond to opposing viewpoints and/or anticipate and answer potential questions from audience. (ADP C10)
P.5.1.6.4-8 Use accurate and accessible vocabulary to convey meaning. (ADP C10)
P.5.1.7.4-8 Provide accurate and relevant support for the main points in the text. (ADP C10)

P.5.2 Work-Related Texts: Coherence and Cohesion

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

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

P.5.3.1.4-12.a Follow customary formats. *For example, use salutation, closing and signature for business letters, and format for memos.* (ADP C10)

P.5.3.1.4-5.b Use relatively uncomplicated techniques to format the text for reading efficiency and clarity. *For example, format by numbering steps in a set of directions or using headers for different sections.* (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.5.3.1.4-5.d Use some relatively simple graphics and illustrative material to support ideas in the text as appropriate to content and medium. *For example, create a hand-made chart or graph.* (ADP C10)

Work in Teams (W)
WORK TEAMS AND GROUP DISCUSSION (W.1)

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

The benchmarks for working in teams and participating in group discussion progress across grades 4 – 5 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.1.1.1.4-5 Contribute relatively uncomplicated information and ideas relevant and appropriate to the team's task or the topic of group discussion. (ADP B7)
W.1.1.2.4-5 Ask questions to learn new information, mostly relevant to the team's task or the topic of group discussion. (ADP B7)
W.1.1.3.4-8 Gain the floor in orderly ways, taking turns when speaking and listening and allowing others to speak without interruption. (ADP B7)
W.1.1.4.4-5 Consult texts or other resources to support ideas for group discussion. (ADP B7)

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

W.1.2.1.4-12 Listen with civility to the ideas of others. (ADP B7)
W.1.2.2.4-5 Identify information from others' input, and identify points of agreement and disagreement. (ADP B7)

W.1.3 Working in Teams

W.1.3.1.4-5 Understand the purpose for working as a team and work according to that purpose. *For example, solve a problem, make a decision or edit and revise written work.* (ADP B7)
W.1.3.2.4-8 Set goals: Articulate the goals which have been provided for the team work and ask appropriate clarifying questions. (ADP B7)
W.1.3.3.4-5 Assign roles: Understand and follow assigned roles and responsibilities for team members (e.g., reporter, recorder, information gatherer, leader). (ADP B7)
W.1.3.4.4-5 Follow specific task(s) and timeline for work: Complete assigned task(s) needed to meet goal and purpose, and meet assigned deadlines for completing each task. (ADP B7)
W.1.3.5.4-5 Establish protocols for listening, speaking and sharing: Maintain collaboration by ensuring that all appropriate ideas and contributions are recognized by the team and follow prescribed method for doing this. *For example, list every idea in a brainstorming session before criticism is allowed.* (ADP B7)
W.1.3.6.4-5 Make decisions: Come to agreement by seeking consensus or following the majority, depending on the ground rules for decision making. (ADP B7)