English and Communication Benchmarks, Grades 4 – 12

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 the grades 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.

GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
W.1.1 Speaking and Sharing in Teams and Groups			
W.1.1.1 contributing ideas			
W.1.1.1.4-5 Contribute relatively	**W.1.1.1.6-8** Contribute appropriate and	**W.1.1.1.9-10.a** Contribute relevant,	**W.1.1.1.11-12.a** Contribute relevant,

GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
uncomplicated information and ideas relevant and appropriate to the team's task or the topic of group discussion. (ADP B7)	useful information and ideas that demonstrate a clear awareness of the context of the discussion and the goals of the group, and are purposeful in moving the team towards its goals and contributing to the topic of group discussion. *For example, "I think we need to get back to the question we are supposed to answer."* (ADP B7)	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)	appropriate, essential and unique information and independent ideas or judgments that move the team towards its goals and contribute to the topic of group discussion. (ADP B7)
		W.1.1.1.9-10.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.1.1.1.11-12.b** Analyze and evaluate the prior knowledge, experience, beliefs and emotional state of other group members, and use this evaluation to build effectively on the ideas of others to achieve goals. *For example, "Perhaps we should step back for a minute and look at what we know to be true ..." or "Maybe there's a compromise ... if we put 'X' and 'Y''s ideas together."* (ADP B7)
			W.1.1.1.11-12.c Effectively employ speaking strategies designed to achieve group goals. *For example, monitor whether other team members are understanding and following discussion, seek additional ideas, summarize progress.* (ADP B7)
W.1.1.2 asking questions			
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.1.1.2.6-8** Ask primarily relevant questions that move the team towards its goals and contribute to the topic of group discussion. (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.1.1.2.11-12** Ask relevant and sometimes challenging questions that focus, examine and extend the team's movement towards its goals or deepen the topic of group discussion. (ADP B7)
W.1.1.3 gaining the floor			
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.1.1.3.9-10** Gain the floor in orderly, respectful ways that demonstrate a sense of timing for when to best offer dissent or contribute new ideas, and	**W.1.1.3.11-12** Gain the floor in orderly, respectful ways that demonstrate a sense of timing for when to best offer dissent or contribute new ideas, and

GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
		respond with civility to the ideas of others. (ADP B7)	respond with civility to or constructively critique the ideas of others. (ADP B7)

W.1.1.4 invoking text resources

W.1.1.4.4-5 Consult texts or other resources to support ideas for group discussion. (ADP B7)	**W.1.1.4.6-8** Consult and reference texts or other resources as a source for ideas or to support ideas under group discussion. (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 listening to the ideas of others

W.1.2.1.4-12 Listen with civility to the ideas of others. (ADP B7)

W.1.2.2 extracting essential information from others' input

W.1.2.2.4-5 Identify information from others' input, and identify points of agreement and disagreement. (ADP B7)	**W.1.2.2.6-8** Summarize and paraphrase essential information in others' input, and clarify points of agreement and disagreement. (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.1.2.2.11-12** Clarify, summarize and paraphrase essential information in others' input and synthesize it or build upon it to further the team's progress toward the goal or enhance the group's discussion. (ADP B7)

W.1.3 Working in Teams

W.1.3.1 understanding the purpose

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.1.3.1.6-8** Understand the purpose for working as a team and work according to that purpose. *For example, interpret literature by developing a skit, solve a problem, make a decision or edit and revise written work.* (ADP B7)	**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 setting clear goals

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.1.3.2.9-10** Set goals: Articulate the goals for the team work, based on a general task assigned. (ADP B7)	**W.1.3.2.11-12** Set goals: Articulate the goals for the team work based on a general task assigned or develop a task and specific goals based on general criteria provided. (ADP B7)

W.1.3.3 defining individuals' roles and responsibilities

W.1.3.3.4-5 Assign roles: Understand and follow assigned roles and responsibilities for team members (e.g.,	**W.1.3.3.6-8** Assign roles: Understand and meet responsibilities of various roles within the team, either assigned or	**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	

UNDERSTAND TEXT COMPLEXITY	ACQUIRE INFORMATION	COMMUNICATE INFORMATION	CREATE ADP PRODUCTS	WORK IN TEAMS **WORK TEAMS AND GROUP DISCUSSION**

GRADES 4 – 5	**GRADES 6 – 8**	**GRADES 9 – 10**	**GRADES 11 – 12**
reporter, recorder, information gatherer, leader). (ADP B7)	determined by the group (e.g., reporter, recorder, information gatherer, leader). (ADP B7)	moving more flexibly between roles as needed. (ADP B7)	

W.1.3.4 following specific tasks and timeline

GRADES 4 – 5	**GRADES 6 – 8**	**GRADES 9 – 10 / 11 – 12**
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.1.3.4.6-8** Follow specific task(s) and timeline for work: Identify task(s) needed to meet goal and purpose, and either meet assigned deadlines or set deadlines for completing each task. (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 establishing protocols for respectful listening, speaking and sharing

GRADES 4 – 5	**GRADES 6 – 8**	**GRADES 9 – 10**	**GRADES 11 – 12**
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.1.3.5.6-8** 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 follow prescribed method for doing this. *For example, list every idea in a brainstorming session before criticism is allowed.* (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.1.3.5.11-12** Establish protocols for listening, speaking and sharing: Maintain collaboration by ensuring that all appropriate ideas and contributions are respectfully acknowledged and valued by the team, and establish group agreements about how the group will do this. (ADP B7)

W.1.3.6 making decisions

GRADES 4 – 5	**GRADES 6 – 8**	**GRADES 9 – 10**	**GRADES 11 – 12**
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)	**W.1.3.6.6-8** Make decisions: Come to agreement by seeking consensus or following the majority, depending on the ground rules for decision making. (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)	**W.1.3.6.11-12** Make decisions: Show ability to follow ground rules for decision making. When allowed a choice, come to a decision by purposefully using varied processes including consensus and following the majority. (ADP B7)