

A COMPARISON OF THE AMERICAN DIPLOMA PROJECT (ADP) ENGLISH BENCHMARKS AND THE FLORIDA SUNSHINE STATE STANDARDS FOR READING/LANGUAGE ARTS

Ratings indicates:

- 3 = Excellent alignment between the two documents
- 2= Good alignment, but important elements of an ADP Benchmark are not addressed
- 1 = Weak match. The two statements may be related in only a very general manner
- 0 = No match for the ADP Benchmark was found

Note that when alignment is found in Grades 9-12, earlier grade statements that also align are not included in this chart. Kindergarten through Grade 8 statements are included only when the match at 9-12 is incomplete.

Each Florida benchmark has a unique identification number, for example LA.910.3.4.1, which can be interpreted as follows:

- LA = Subject
- 910 = Grade
- 3 = Strand
- 4 = Standard
- 1 = Benchmark

- When only a standard in a grade level below high school matches an ADP Benchmark, a rating of “2” is assigned. Expectations from lower grades are noted in **blue font** to distinguish them from the high school expectations.
- **Green**-shaded cells in this column denote an absence of Florida standards that align with an ADP Benchmark.

| ADP Benchmarks: English | Florida Reading/Language Arts Standards | | | Ratings | Achieve Commentary |
|--|---|--|---|----------|-----------------------|
| | Florida K-8 | Florida 9-10 | Florida 11-12 | | |
| A. Language | | | | | |
| A1. Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling. [ADP Core] | | LA.910.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English | LA.1112.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant); | 3 | |

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| | | <p>(laissez faire, croissant); LA.910.3.4.2 The student will edit for correct use of capitalization, including names of academic courses and proper adjectives; LA.910.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics; LA.910.3.4.4 The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and LA.910.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.</p> | <p>LA.1112.3.4.2 The student will edit for correct use of capitalization, including names of academic courses and proper adjectives; LA.1112.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics; LA.1112.3.4.4 The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and LA.1112.3.4.5 The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.</p> | | |
| A2. Use general and specialized dictionaries, thesauruses and glossaries (print and electronic) to determine the definition, | | LA.910.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by | LA.1112.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, | 3 | |

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| pronunciation, etymology, spelling and usage of words. | | using a dictionary, thesaurus, and digital tools; LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); LA.910.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and | thesaurus, and digital tools: LA.1112.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); LA.1112.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and | | |
| A3. Use roots, affixes and cognates to determine the meaning of unfamiliar words. | | LA.910.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words; LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English | LA.1112.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words; LA.1112.1.6.11 The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words | 3 | |

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| | | (e.g., ad hoc, post facto, RSVP). | (e.g., oligarchy, homeopathic). | | |
| A4. Use context to determine the meaning of unfamiliar words. | | LA.910.1.6.3 The student will use context clues to determine meanings of unfamiliar words; | LA.1112.1.6.3 The student will use context clues to determine meanings of unfamiliar words; | 3 | |
| A5. Identify the meaning of common idioms, as well as literary, classical and biblical allusions; use them in oral and written communication. | | LA.910.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts; LA.910.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression. | LA.1112.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions; | 3 | |
| A6. Recognize nuances in the meanings of words; choose words precisely to enhance communication. [ADP Core] | | LA.910.1.6.6 The student will distinguish denotative and connotative meanings of words; LA.910.3.2.3 The student | LA.1112.1.6.6 The student will distinguish denotative and connotative meanings of words; LA.1112.3.3.3 The student will revise by creating precision and | 3 | |

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| | | <p>will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.</p> <p>LA.910.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and</p> | <p>interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and</p> | | |
| <p>A7. Comprehend and communicate quantitative, technical and mathematical information. [ADP Core]</p> | | | <p>LA.1112.4.2.1 The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);</p> | 2 | <p>Florida statement focuses on use of language, rather than comprehension but comprehension would be implied by use. Might be worth</p> |

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| | | | | | including this at an earlier level—the emphasis on technical/content-area vocabulary. |
| B. Communication | | | | | |
| B1. Give and follow spoken instructions to perform specific tasks, to answer questions or to solve problems. | LA.2.6.1.1 The student will read informational text (e.g., directions, graphs, charts, signs, captions) <u>to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.</u> | | | 1 | Florida focuses on written directions rather than oral directions and much earlier than the high school level (Grades 9-12). |
| B2. Summarize information presented orally by others. | LA.3.5.2.1 The student will recall, interpret, and summarize information presented orally; and LA.8.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing; | | | 2 | Close match but appears before Grades 9-12. |
| B3. Paraphrase information presented orally by others. | LA.3.5.2.1 The student will recall, interpret, and summarize information presented orally; and LA.8.5.2.1 The student will demonstrate effective listening skills and | | | 2 | Close match but appears before Grades 9-12. |

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| | behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing; | | | | |
| B4. Identify the thesis of a speech and determine the essential elements that elaborate it. [ADP Core] | LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points; LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and | LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and <u>intent of a presentation</u>); | | 2 | Alignment appears before Grades 9-12. |
| B5. Analyze the ways in which the style and structure of a speech support or confound its meaning or purpose. | LA.7.5.2.2 The student will analyze persuasive techniques in both formal and informal speech; and | LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, <u>interpreting and evaluating the techniques and intent of a presentation</u>); | LA.1112.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations; | 2 | Less specific than Achieve; ability to analyze style and structure is more than/different from a listening skill/strategy. |
| B6. Make oral presentations that: • exhibit a logical structure appropriate to the audience, context and purpose; • group related ideas and maintain a consistent focus; • include smooth transitions • support judgments with sound evidence and well-chosen details; | | LA.910.5.2.2 The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations); LA.910.5.2.3 The student will use appropriate eye | LA.1112.5.2.2 The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria; LA.1112.5.2.3 The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and | 3 | Florida is less specific in its criteria for effectiveness, although it does specify that students will make oral presentations and it is specific about the non- |

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| <ul style="list-style-type: none"> • make skillful use of rhetorical devices; • provide a coherent conclusion; • employ proper eye contact, speaking rate, volume, enunciation, inflection and gestures to communicate ideas effectively. [ADP Core] | | contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations; LA.910.5.2.4 The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and | others oral presentations according to designed rubric criteria; LA.1112.5.2.4 The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and LA.1112.5.2.5 The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes. | | verbal aspects of effectiveness. |
| B7. Participate productively in self-directed work teams for a particular purpose (for example, to interpret literature, write or critique a proposal, solve a problem, make a decision), including: <ul style="list-style-type: none"> • posing relevant questions; • listening with civility to the ideas of others; • extracting essential information from others’ input; • building on the ideas of others and contributing relevant information or ideas in group discussions; • consulting texts as a source of ideas; • gaining the floor in respectful ways; • defining individuals’ roles and responsibilities and setting | LA.7.5.2.1 The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic; LA.4.5.2.4 The student will ask questions of speakers, using appropriate tone and eye contact; and | LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation); | LA.1112.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations; LA.1112.5.2.5 The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes. | 1 | Some elements of ADP B7 are addressed but are focused on listening to presentations or engaging in discussions—not explicitly on participating in self-directed work teams. |

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| clear goals; • acknowledging the ideas and contributions of individuals in the group; • understanding the purpose of the team project and the ground rules for decision-making; • maintaining independence of judgment, offering dissent courteously, ensuring a hearing for the range of positions on an issue and avoiding premature consensus; • tolerating ambiguity and a lack of consensus; and • selecting leader /spokesperson when necessary [ADP Core] | | | | | |
| C. Writing | | | | | |
| CI. Plan writing by taking notes, writing informal outlines and researching. | | LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining); LA.910.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon | LA.1112.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining); LA.1112.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests; | 3 | Florida goes beyond ADP in terms of specifics of prewriting. |

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| | | <p>teacher-directed topics and personal interests; LA.910.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and LA.910.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p> | <p>LA.1112.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and LA.1112.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p> | | |
| <p>C2. Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication. [ADP Core]</p> | <p>LA.1.5.2.4 The student will use formal and informal language appropriately;</p> | <p>LA.910.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.</p> | | 2 | <p>Alignment largely in earlier grade levels (before 9-12).</p> <p>In LA.910.3.2.3, Florida gets into the <i>how</i> not just the performance expectation—the <i>what</i>. This can pose measurement challenges—what if students show a command of language but we</p> |

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| | | | | | don't know if they analyzed the techniques of professional authors specifically to do so? |
| C3. Organize ideas in writing with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole. [ADP Core] | LA.3.3.2.2 The student will draft writing by organizing information into a logical sequence through the use of time-order words and cause/effect transitions. LA.5.3.3.2 The student will revise by creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure; LA.7.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas; | LA.910.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and LA.910.4.2.3 The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs; | LA.1112.3.3.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and LA.1112.4.2.3 The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs; | 3 | Note: Also see Florida's statements under revision for discussion of expectations for organized, well-supported, cohesive writing. |
| C4. Drawing on readers' comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions | LA.5.3.3.2 The student will revise by creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through | LA.910.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and | LA.1112.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence | 3 | |

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| between paragraphs and correct errors in logic. | the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure; LA.7.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas; | sentence variation; LA.910.3.3.2 The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas; LA.910.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and | structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and | | |
| C5. Edit both one’s own and others’ work for grammar, style and tone appropriate to audience, purpose and context. | | LA.910.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation; LA.910.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, | LA.1112.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and | 3 | |

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| | | <p>suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (<i>laissez faire</i>, <i>croissant</i>);</p> <p>LA.910.3.4.2 The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;</p> <p>LA.910.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;</p> <p>LA.910.3.4.4 The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and</p> <p>LA.910.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.</p> | <p>LA.1112.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (<i>laissez faire</i>, <i>croissant</i>);</p> <p>LA.1112.3.4.2 The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;</p> <p>LA.1112.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;</p> <p>LA.1112.3.4.4 The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and</p> <p>LA.1112.3.4.5 The student will</p> | | |

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| | | | edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments. | | |
| C6. Cite print or electronic sources properly when paraphrasing or summarizing information, quoting, or using graphics. | | <p>LA.910.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;</p> <p>LA.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and <u>correctly use standardized citations</u>;</p> <p>LA.910.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.</p> <p>LA.910.6.3.2 The student</p> | <p>LA.1112.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;</p> <p>LA.1112.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and <u>correctly use standardized citations</u>;</p> <p>LA.1112.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.</p> <p>LA.1112.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations,</p> | 3 | |

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| | Florida K-8 | Florida 9-10 | Florida 11-12 | | |
| | | will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and | citing sources according to standardized citation styles; and | | |
| C7. Determine how, when and whether to employ technologies (such as computer software, photographs and video) in lieu of, or in addition to, written communication. | | LA.910.3.5.1 The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia); LA.910.6.3.3 The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation. LA.910.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and | LA.1112.3.5.1 The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia); LA.1112.6.3.3 The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation. LA.1112.6.4.1 The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and | 3 | |
| C8. Present written material using basic software programs (such as Word, Excel and PowerPoint) and graphics (such as charts, ratios and tables) to present information and ideas best understood visually. | | LA.910.3.5.1 The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia); LA.910.3.5.2 The student will include such techniques as principle of design (e.g., margins, tabs, spacing, | LA.1112.3.5.1 The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia); LA.1112.3.5.2 The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., | 3 | |

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| | | columns) and graphics (e.g., drawings, charts, graphs); and LA.910.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and | drawings, charts, graphs); and LA.1112.6.4.1 The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and | | |
| C9. Write an academic essay (for example, a summary, an explanation, a description, a literary analysis essay) that: <ul style="list-style-type: none"> • develops a thesis; • creates an organizing structure appropriate to purpose, audience and context; • includes relevant information and excludes extraneous information; • makes valid inferences; • supports judgments with relevant and substantial evidence and well-chosen details; and • provides a coherent conclusion. [ADP Core] | | LA.910.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback; LA.910.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and | LA.1112.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g. through the use of complex literary devices such as foreshadowing and flashback); LA.1112.3.3.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and LA.1112.4.2.1 The student will write in a variety of | 3 | |

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| | | <p>LA.910.4.2.1 The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);</p> <p>LA.910.4.2.3 The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;</p> | <p>informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);</p> <p>LA.1112.4.2.3 The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;</p> | | |
| <p>C10. Produce work-related texts (for example, memos, e-mails, correspondence, project plans, work orders, proposals, bios) that:</p> <ul style="list-style-type: none"> • address audience needs, stated purpose and context; • translate technical language into non-technical English; • include relevant information and exclude extraneous information; • use appropriate strategies, such as providing facts and details, describing or analyzing the subject, | | <p>LA.910.3.5.2 The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and</p> <p>LA.910.4.2.1 The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);</p> <p>LA.910.4.2.4 The student</p> | <p>LA.1112.3.5.2 The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and</p> <p>LA.1112.4.2.1 The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);</p> <p>LA.1112.4.2.4 The student will write a business letter and/or memo that presents information</p> | 3 | |

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| <p>explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate;</p> <ul style="list-style-type: none"> • anticipate potential problems, mistakes and misunderstandings that might arise for the reader; • create predictable structures through the use of headings, white space and graphics, as appropriate; and • adopt a customary format, including proper salutation, closing and signature, when appropriate. [ADP Core] | | <p>will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);</p> <p>LA.910.4.2.6 The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).</p> <p>LA.910.6.1.3 The student will use the knowledge to a create workplace, consumer, or technical document.</p> | <p>purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);</p> <p>LA.1112.4.2.6 The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).</p> <p>LA.1112.6.1.3 The student will use the knowledge to create workplace, consumer, or technical documents.</p> | | |
| D. Research | | | | | |
| D1. Define and narrow a problem or research topic. | LA.3.6.2.1 The student will determine information needed for a search by narrowing or broadening a topic, identify key words; | LA.910.6.2.1 The student will <u>select a topic</u> and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources; | LA.1112.6.2.1 The student will <u>select a topic</u> and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources; | 3 | |
| D2. Gather relevant information from a variety of print and electronic sources, as well as from direct | | LA.910.3.2.1 The student will draft writing by developing ideas from the prewriting plan using | LA.1112.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources | 3 | |

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| observation, interviews and surveys. | | <p>primary and secondary sources appropriate to the purpose and audience; LA.910.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information; LA.910.6.2.1 The student will select a topic and <u>develop a comprehensive flexible search plan</u>, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources; LA.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information <u>from multiple sources (including primary and secondary sources)</u> to draw conclusions using a variety of techniques, and correctly use standardized citations;</p> | <p>appropriate to the purpose and audience; LA.1112.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information; LA.1112.6.2.1 The student will select a topic and <u>develop a comprehensive flexible search plan</u>, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources; LA.1112.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information <u>from multiple sources (including primary and secondary sources)</u> to draw conclusions using a variety of techniques, and correctly use standardized citations;</p> | | |
| D3. Make distinctions about the credibility, reliability, consistency, strengths and limitations of resources, | | <p>LA.910.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes,</p> | <p>LA.1112.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals,</p> | 3 | |

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| including information gathered from Web sites. | | <p>journals, discussion, research materials or other <u>reliable sources</u>) based upon teacher-directed topics and personal interests; LA.910.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, <u>noting the validity and reliability of these sources</u> and attributing sources of information; LA.910.6.2.1 The student will select a topic and develop a comprehensive flexible search plan, and analyze and <u>apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;</u> LA.910.6.2.2 The student will organize, synthesize, analyze, and <u>evaluate the validity and reliability of information</u> from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;</p> | <p>discussion, research materials or other <u>reliable sources</u>) based upon teacher-directed topics and personal interests; LA.1112.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, <u>noting the validity and reliability of these sources</u> and attributing sources of information; LA.1112.6.2.1 The student will select a topic and develop a comprehensive flexible search plan, and analyze and <u>apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;</u> LA.1112.6.2.2 The student will organize, synthesize, analyze, and <u>evaluate the validity and reliability of information</u> from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;</p> | | |
| D4. Report findings within prescribed time and/or length | | LA.910.3.1.2 The student will prewrite by making a | LA.1112.3.1.2 The student will prewrite by making a plan for | 1 | |

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| requirements, as appropriate. | | plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and <u>time frame</u> for completion; and | writing that addresses purpose, audience, a controlling idea, logical sequence, and <u>time frame</u> for completion; and | | |
| D5. Write an extended research essay (approximately six to 10 pages), building on primary and secondary sources, that: <ul style="list-style-type: none"> • marshals evidence in support of a clear thesis statement and related claims; • paraphrases and summarizes with accuracy and fidelity the range of arguments and evidence supporting or refuting the thesis, as appropriate; and • cites sources correctly and documents quotations, paraphrases and other information using a standard format. [ADP Core] | | <p>LA.910.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and</p> <p>LA.910.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;</p> <p>LA.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;</p> <p>LA.910.6.2.3 The student will write an informational report that integrates information and makes distinctions between the</p> | <p>LA.1112.3.3.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and</p> <p>LA.1112.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;</p> <p>LA.1112.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;</p> <p>LA.1112.6.2.3 The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and</p> | 3 | |

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| | | relative value and significance of specific data, facts, and ideas; and | | | |
| E. Logic | | | | | |
| E1. Distinguish among facts and opinions, evidence and inferences. [ADP Core] | <p>LA.K.1.7.2 The student will use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;</p> <p>LA.1.1.7.5 The student will distinguish fact from fiction and cause from effect;</p> <p>LA.3.6.3.1 The student will determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and</p> <p>LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;</p> | | | 2 | Close match but appears in Florida before Grades 9-12. |
| E2. Identify false premises in an argument. | | | | 0 | |
| E3. Describe the structure of a given argument; identify its | | LA.910.1.7.5 The student will analyze a variety of text | LA.1112.1.7.5 The student will analyze a variety of text | 1 | Analyzing text structures (from |

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| claims and evidence; and evaluate connections among evidence, inferences and claims. | | structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; | structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; | | Florida) not as specific an expectation as ADP expectation. |
| E4. Evaluate the range and quality of evidence used to support or oppose an argument. [ADP Core] | LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; | LA.910.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and | LA.1112.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and | 1 | Florida does not specify that students will be able to evaluate the range and quality of evidence that supports an argument although the state does expect students to support ideas in writing. |
| E5. Recognize common logical fallacies, such as the appeal to pity (argumentum ad misericordiam), the personal attack (argumentum ad hominem), the appeal to common opinion (argumentum ad populum) and the false dilemma (assuming only two options when there are more options available); understand why these fallacies do not prove the point being argued. | LA.8.4.3.2 The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking). | | | 0 | Limited to persuasive elements, not logical fallacies, and only at the Grade 8 level. |

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| E6. Analyze written or oral communications for false assumptions, errors, loaded terms, caricature, sarcasm, leading questions and faulty reasoning. | | LA.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media; | LA.1112.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media; | 1 | |
| E7. Understand the distinction between a deductive argument (where, if the premises are all true and the argument’s form is valid, the conclusion is inescapably true) and inductive argument (in which the conclusion provides the best or most probable explanation of the truth of the premises, but is not necessarily true). | | | | 0 | |
| E8. Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions. [ADP Core] | | LA.910.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections; | LA.1112.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections; | 2 | |
| E9. Construct arguments (both orally and in writing) that: <ul style="list-style-type: none"> • develop a thesis that demonstrates clear and knowledgeable judgment; • structure ideas in a sustained and logical fashion; • use a range of strategies to elaborate and persuade, such as descriptions, anecdotes, case studies, analogies and illustrations; • clarify and defend positions with precise and relevant | | LA.910.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and LA.910.4.3.2 The student will include persuasive techniques. | LA.1112.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and LA.1112.4.3.2 The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical | 3 | Florida could be more specific in terms of its criteria for effectiveness in writing arguments, but most concepts are addressed in a more abbreviated way. |

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| evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning; • anticipate and address the reader’s concerns and counterclaims; and • provide clear and effective conclusions. [ADP Core] | | | question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer). | | |
| F. Informational Text | | | | | |
| F1. Follow instructions in informational or technical texts to perform specific tasks, answer questions or solve problems. | LA.2.6.1.1 The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure. | | | 2 | Close match but appears before Grades 9-12. |
| F2. Identify the main ideas of informational text and determine the essential elements that elaborate them. [ADP Core] | | LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details; LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details; | LA.1112.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts; LA.1112.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details; | 3 | |
| F3. Summarize informational and technical texts and explain the visual components that | | LA.910.1.7.3 The student will determine the main idea or essential message in | LA.1112.1.7.3 The student will determine the main idea or essential message in grade-level | 3 | |

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| support them. | | <p>grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;</p> <p>LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);</p> <p>LA.910.6.1.2 The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and</p> | <p>or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;</p> <p>LA.1112.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);</p> <p>LA.1112.6.1.2 The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and</p> | | |
| F4. Distinguish between a summary and a critique. | | <p>LA.910.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text);</p> | <p>LA.1112.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text);</p> | 2 | Note that Florida takes a different approach than ADP here by including a statement that is more parallel to the genre statement under Literature in ADP. This seems like a positive addition while not an exact match to ADP. |

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| F5. Interpret and use information in maps, charts, graphs, time lines, tables and diagrams. [ADP Core] | | LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); LA.910.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding; | LA.1112.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); LA.1112.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding; | 3 | |
| F6. Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships. | | LA.910.1.7.4 The student will identify cause-and-effect relationships in text; | LA.1112.1.7.4 The student will identify cause-and-effect relationships in text; | 2 | Cause-and-effect relationships are just one example in ADP; in Florida, cause-effect is focus of whole statement. |
| F7. Synthesize information from multiple informational and technical sources. [ADP Core] | | LA.910.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections; LA.910.1.7.7 The student will compare and contrast elements in multiple texts; LA.910.6.2.2 The student will organize, <u>synthesize</u> , analyze, and evaluate the validity and reliability of information from multiple | LA.1112.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections; LA.1112.1.7.7 The student will compare and contrast elements in multiple texts; LA.1112.6.2.2 The student will organize, <u>synthesize</u> , analyze, and evaluate the validity and reliability of information from multiple sources (including primary and | 3 | |

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| | | sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations; | secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations; | | |
| F8. Draw conclusions based on evidence from informational and technical texts. | | LA.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to <u>draw conclusions</u> using a variety of techniques, and correctly use standardized citations; | LA.1112.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to <u>draw conclusions</u> using a variety of techniques, and correctly use standardized citations; | 3 | |
| F9. Analyze the ways in which a text’s organizational structure supports or confounds its meaning or purpose. | | LA.910.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; | LA.1112.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; | 3 | |
| F10. Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader. | LA.8.4.3.2 The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking). | LA.910.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), | LA.1112.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and | 2 | Florida statements LA.910.2.1.7 and LA.1112.2.1.7 focus on fiction, not informational texts. |

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|---|--|--|---|----------|---|
| | Florida K-8 | Florida 9-10 | Florida 11-12 | | |
| | LA.8.5.2.3 The student will select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement); | common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts; | mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions; LA.1112.4.3.2 The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer). | | LA.8.4.3.2 and LA.1112.4.3.2 address the use of irony in writing, not in analyzing informational texts. |
| F11. Evaluate informational and technical texts for their clarity, simplicity and coherence and for the appropriateness of their graphics and visual appeal. | | LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); LA.910.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding; | LA.1112.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); LA.1112.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding; | 2 | Florida has emphasis on specific text features while ADP F11 focuses on evaluation of texts overall. |
| G. Media | | | | | |
| G1. Evaluate the aural, visual and written images and other special effects used in | LA.8.6.3.1 The student will analyze ways that production elements (e.g., | LA.910.6.3.1 The student will distinguish between propaganda and ethical | LA.1112.6.3.1 The student will distinguish between propaganda and ethical | 2 | |

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|---|--|--|---|----------|--|
| | Florida K-8 | Florida 9-10 | Florida 11-12 | | |
| television, radio, film and the Internet for their ability to inform, persuade and entertain (for example, anecdote, expert witness, vivid detail, tearful testimony and humor). [ADP Core] | graphics, color, motion, sound, digital technology) affect communication across the media; | reasoning strategies in print and nonprint media; | reasoning strategies in print and nonprint media; | | |
| G2. Examine the intersections and conflicts between the visual (such as media images, painting, film and graphic arts) and the verbal. | LA.8.6.3.1 The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; | | | 2 | |
| G3. Recognize how visual and sound techniques or design (such as special effects, camera angles and music) carry or influence messages in various media. | LA.8.6.3.1 The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; | | | 2 | |
| G4. Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects — if possible — and present a distinctive point of view on a topic (for example, PowerPoint presentations, videos). [ADP Core] | | LA.910.3.5.1 The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia); LA.910.5.2.5 The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts). LA.910.6.4.1 The student | LA.1112.3.5.1 The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia); LA.1112.6.4.1 The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and | 2 | Emphasis in Florida on using technology to support an oral presentation; this seems a different emphasis than to expect media productions. |

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| | Florida K-8 | Florida 9-10 | Florida 11-12 | | |
| | | will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and | | | |
| H. Literature | | | | | |
| HI. Demonstrate knowledge of 18th and 19th century foundational works of American literature. | | LA.910.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text; LA.910.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict); LA.910.2.1.10 The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge | LA.1112.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text; LA.1112.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict); LA.1112.2.1.10 The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture. | 3 | One issue Florida might want to consider is the emphasis on student selection of fiction in LA.910.2.10 and LA.1112.2.1.10. If they make the selections, how do we expect them to determine which books will provide them with cultural literacy? |

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| | Florida K-8 | Florida 9-10 | Florida 11-12 | | |
| | | necessary to connect topics and function as a fully literate member of a shared culture. | | | |
| H2. Analyze foundational U.S. documents for their historical and literary significance (for example, The Declaration of Independence, the Preamble to the U.S. Constitution, Abraham Lincoln’s “Gettysburg Address,” Martin Luther King’s “Letter from Birmingham Jail”). | | LA.910.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text; | LA.1112.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text; | 3 | Florida may want to consider how it specifies the specific texts students read; what kind of reading list guides these choices for teachers and students? |
| H3. Interpret significant works from various forms of literature: poetry, novel, biography, short story, essay and dramatic literature; use understanding of genre characteristics to make deeper and subtler interpretations of the meaning of the text. [ADP Core] | | LA.910.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text; | LA.1112.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text; LA.1112.2.1.5 The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, | 3 | |

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| | Florida K-8 | Florida 9-10 | Florida 11-12 | | |
| | | | essay or editorial; | | |
| H4. Analyze the setting, plot, theme, characterization and narration of classic and contemporary short stories and novels. | | <p>LA.910.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);</p> <p>LA.910.2.1.5 <u>The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);</u></p> <p>LA.910.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an</p> | <p>LA.1112.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);</p> <p>LA.1112.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);</p> | 3 | |

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| | | authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback; | | | |
| H5. Demonstrate knowledge of metrics, rhyme scheme, rhythm, alliteration and other conventions of verse in poetry. | | LA.910.2.1.3 The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position); | LA.1112.2.1.3 The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities; | 3 | Note, too, that poetry does show a clear progression from 9-10 to 11-12 in a way that many other Florida statements do not across these two grade bands. |
| H6. Identify how elements of dramatic literature (for example, dramatic irony, soliloquy, stage direction and dialogue) articulate a playwright’s vision. | LA.3.2.1.1 The student will understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama); LA.7.2.1.6 The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story); LA.7.4.1.2 The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of | | | 2 | Statements appear before Grade 9 in Florida and do not explicitly state the elements of dramatic literature. The expectation, however, that students will be able to write their own plays, suggests that they must be familiar with these elements. |

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| | writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format. | | | | |
| H7. Analyze works of literature for what they suggest about the historical period in which they were written. | | LA.910.2.1.4 The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance; LA.910.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; | LA.1112.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; | 3 | |
| H8. Analyze the moral dilemmas in works of literature, as revealed by characters' motivation and behavior. [ADP Core] | | | | 0 | |
| H9. Identify and explain the themes found in a single literary work; analyze the ways in which similar themes and ideas are developed in more than one literary work. | | LA.910.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections; LA.910.2.1.4 The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance; | LA.1112.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections; LA.1112.2.1.4 The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme; | 3 | |